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The role of ethnic compatibility in attitude formation: Marketing to America's diverse consumers

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The Role of Ethnic Compatibility in Attitude Formation:
Marketing to America's Diverse Consumers

by

Cynthia Rodriguez Cano

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
Department of Marketing
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DEDICATION

The Ph.D. journey was an immense challenge that brought me overwhelming gratification. My journey was not one traveled alone. I am blessed with family and friends that encouraged and supported me throughout the years. This dissertation is dedicated to those special people. First and foremost, my endless love and gratitude goes to my husband and best friend, Daniel, who made me believe I was worthy. I could not have entered or endured the Ph.D. program without gentle prodding from my three daughters, Kimberly, Kelly, and Kris, to whom I am deeply grateful. The greatest motivation throughout the program was the love of my five grandsons, Daniel, Jack, Alex, Ethan, and Eli, who put the program in perspective and provided a constant reminder of how precious family is. Last, but definitely not least, my eternal gratitude goes to my fellow Ph.D. students: Dee Sams, Madeline Domino, Wesley Austin, and my fellow members of the *Fabulous Four*, Fernando Jaramillo, Jay Mulki, and Francois Carrillat.

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THE ROLE OF ETHNIC COMPATIBILITY IN ATTITUDE FORMATION:
MARKETING TO AMERICA'S DIVERSE CONSUMERS

Cynthia Rodriguez Cano

ABSTRACT

This study investigates the meaning of advertising through the eyes of the Hispanic consumer and how that meaning is apparent in attitudes and purchase intention. Specifically, the study investigates how ethnic minorities judge print advertisements that feature ethnically diverse models as communication cues. For the first time, data of how minorities evaluate the compatibility of models from different ethnic groups featured together in an advertisement was collected. Qualitative data was collected from Hispanics and typologies of cultural pointers for Hispanics and African-Americans developed. Experimental design, 3x2 within-group analysis, was conducted to test the 14 hypothesized relationships. Findings clearly support the notion that perceived ethnic compatibility of models featured in an advertisement influences resulting attitudes (e.g., toward the actors and advertisement). Of crucial importance is the finding that when viewing an advertisement featuring mixed models (e.g., one Hispanic model and one African-American model), both strong and weak Hispanic ethnic identifiers did not exhibit an intention to purchase the advertised product. This finding challenges the value of multicultural advertising, which feature various ethnic models together to reach several groups simultaneously to effectively connect with ethnic minorities.

CHAPTER 1

INTRODUCTION

The rapid pace of change in consumer markets during the last 50 years has induced the evolution of promotional efforts from mass marketing to mass choices (Woods, 1995). In the 1950s and 1960s, companies directed their business strategies toward the average consumer's economic interests (Woods, 1995). These strategies succeeded for several reasons, including both the minimal size of ethnic minorities (who made up less than 11% of the population) and international trade (which represented less than 5% of United States Gross Domestic Product) (Tharp, 2001). Today, while U.S. consumers are becoming more diverse, their preferences and behaviors in the marketplace show more variety. Furthermore, free trade affords companies an opportunity to gain a competitive advantage by introducing new products throughout the world simultaneously (Church, 1997). These changes make geographic borders irrelevant because marketing borders and markets are redefined as groups of consumers with both mutual economic interests and cultural compatibility (Tharp, 2001).

Ethnicity, the "sense of kinship, group solidarity, and common culture," comprises one of the "basic modes of human association and community" (Hutchinson and Smith, 1996a, p. 3). Today, ethnicity is a more prominent base of personal identity and collective action than it was in the past (Light and Gold, 2000). Ethnic minorities are

more aware of their relative positions in U.S. society and seek both political and economic advantages (Light and Gold, 2000). Although Whites continue to be the ethnic majority in U.S. society, the exponential growth of such ethnic minorities as Hispanics and Asian-Indians threatens to reverse the position of Whites to minority status by the mid-2000s (U.S. Census Bureau, 2003). U.S. mainstream culture now competes with sub-cultural values, which provide an important source of identity. Consumers no longer have to relinquish their ethnicity to participate in the U.S. mosaic (Tharp, 2001). As such, it is impossible to understand consumers' motivations or predict behaviors without insight into how consumers use the marketplace as a venue of expression.

Several marketing strategies have evolved to help businesses adapt to a growing multicultural environment. First, companies change the marketing mix (e.g., targeted price discounts), translate advertisements into foreign languages, and use different models and settings in advertising campaigns (Wilkes and Valencia, 1986). Proctor and Gamble is a leader in the development of such strategies, which they call "micro-marketing" (Schiller, 1989). Second, companies may redesign their overall marketing strategies to reach ethnic minorities. Such strategies, which emerged in the 1980s and became dominant in the 1990s, place ethnic marketing budgets within companies' ongoing marketing plans (Turow, 1997). For example, Pacific Bell established an *Ethnic Markets Group* to reach ethnic minority business owners (Mehta, 1994). The third strategy, which is typical in most U.S. consumer goods markets, makes no change to the marketing plan (e.g., a non-adaptation strategy) (Tharp, 2001). This strategy assumes that most consumers in a target market, such as those 25 to 35 years old, respond as a homogeneous mass market. Such companies as Schick, Pepsi, and Federal Express use

this all inclusive advertising plan by featuring ethnically diverse actors together to convey the message that their product is for everyone. Historically, the representation of ethnic minorities in advertising is relatively rare. Marketers propose that ethnic minorities react positively to seeing people who share their ethnic origins (Green, 1999). According to Tharp (2001), there is little evidence to support the effectiveness of the non-adaptation marketing strategy and the existing literature does not examine the effectiveness of this strategy. Consequently, featuring ethnically diverse models in an advertisement as a means of connecting with ethnic minorities might be an erroneous strategy.

The objective of the current study is to empirically investigate the value of the non-adaptation advertising strategy employed to attract ethnic minorities. This objective is the basis for the following research questions.

1. How do ethnic minorities judge advertisements featuring ethnically diverse models as a communication cue?
2. How does the portrayal of models influence ethnic minorities' attitudes toward the actors, their attitudes toward the advertisements, and their intent to purchase the product being advertised?

The current research also addresses several factors that hamper a clear understanding of the pervasive nature of ethnic group membership. In their social perceptions, people categorize individuals on the basis of traits or as persons-in-situations (Fiske and Taylor, 1991). These classifications, along with self-categorization and role-categorization (e.g., stereotypes), influence individuals' inferences about social stimuli. Social role categorizations or social stereotypes are more informative, generate more associations, and more effectively cue memory than traits (e.g., skin color) do (Fiske and

Taylor, 1991). Whereas race classifies humans based on such physical traits as skin color and hair texture, ethnicity categorizes people in terms of their culture group relationships and is superior to trait classification (Eriksen 1996). For example, both Asian-Indians and Africans have dark skin and may be seen as members of the Black race. However, ethnic cues (e.g., dress, religious jewelry, body paint) are superior to traits when drawing social inferences about an individual.

Marketing scholars' research consistently relies on race to investigate facets of ethnic phenomena. For example, Forehand and Deshpande (2001) use the statement "for Asian hair" as an ethnic primer "because it primed self-categorization along an ethnic dimension" (p. 340). The relationship between race and ethnicity is dubious, at best, for two reasons (Eriksen, 1996). First, interbreeding between humans makes it meaningless to talk of fixed boundaries between races. Second, the distribution of hereditary physical traits does not follow boundaries: "there is greater variation within a racial group than there is systematic variation between two groups" (Eriksen, 1996, p. 29). Therefore, it is reasonable to suggest that relying on race to connect with ethnically diverse consumers may produce a false outcome of either no connection or a negative connection.

Several issues in ethnic research bring previous research findings into question. First, the assumption of universality of the U.S. mainstream brings forward conceptual issues. Burlew (2003) notes that universality ignores the reality that the theoretical perspective developed on one group may not necessarily reflect the life experiences of another group (Sue and Sue, 2003). Thus, the data derived through a "universal" instrument may be misleading and lack validity. For example, research on the locus of control among Whites suggests that an internal orientation is preferable because it is

associated with such positive outcomes as performance and persistence (Rotter, 1990; Strickland, 1989). However, research on African Americans argues that holding an external orientation, rather than an internal orientation, reflects a realistic appraisal of the role of such external factors as discrimination (Burlew, 2003). Moreover, universality does not encourage the development of alternative models and associated variables that may be important to understanding different groups. For instance, some Cuban-American children are more proficient in the English language than their parents (Gracia and De Greiff, 2000).

Second, the heterogeneity of subgroups continues to be a theme in ethnic research, but it is generally not honored. For example, the term *Hispanics*¹ represents subgroups that differ in terms of national origin, race, and generational status in the U.S. (Casas, 1992), yet studies of Hispanics and generalizations of findings are commonplace in marketing research (e.g., Deshpande, Hoyer, and Donthu, 1986; Donthu and Cherian, 1994; Herbig and Yelkur, 1997). Heterogeneity presents several problems for the research design:

1. within-group diversity of ethnic groups makes it difficult to collect a representative sample;
2. important within-group differences in social conditions and lifestyle must be considered – findings from research on ethnic groups (behaviors, attitudes, etc.) limited to a sample of college students may not be generalizable to other segments of that population (Eriksen, 1996).

¹ The term *Hispanics* was created by the U.S. Census Bureau and has not been conceptually consistent since its conception. For example, the cultural criterion used to define Hispanics in 1940 was a linguistic definition (persons of Spanish mother tongue); in the 1950 and 1960 censuses, the criterion was Spanish surnames; in 1970, persons chose from a list of countries of origin (Rodriguez, 2000).

Third, equivalence is achieved when a measurement developed in one culture is valid in other cultures (Berry, 1980). The assumption that existing measurements are legitimate across ethnic groups is not valid (Sue and Sue, 2003). However, researchers continue to “adapt” or “modify” measurements without validating these instruments across the populations of study (Bravo, 2003). This practice introduces test bias and brings into question the findings and analysis drawn from the research (Allen and Walsh, 2000).² These types of methodological issues are further addressed in the current study.

Statement of the Problem

The growth of ethnic diversity, the fragmentation of groups by ethnic membership, and loyalties to diverse cultural backgrounds have forced marketers to re-examine the traditional manner in which they deal with ethnic minorities (Wilson and Gutierrez, 1995). Sub-cultural values and norms are important elements in ethnic marketing. For example, in collective societies, such as Africa, Latin America, and Asia, individuals are defined by group membership and self-identity is synonymous with group identity (de Mooij, 1998; Hofstede, 1997). In contrast, mainstream U.S. culture focuses on individualism and group membership is a choice that individuals make as part of their self-identity (Tharp, 2001).

Communication styles also are culturally determined (Singer, 1998). For instance, low-context cultures, such as the U.S., seek meaning in the verbal aspects of messages rather than the contexts within which messages are sent (de Mooij, 1998).

² Test bias is present when “an existing instrument does not measure the equivalent underlying psychological construct in a new group or culture as was measured within the original groups in which it was standardized” (Allen and Walsh, 2000, p. 67).

High-context cultures, such as Asia and Latin America, derive meaning from nuances of speech (e.g., tone and pace), the relationships between speakers and receivers, and all other elements involved in communicating a message (Hofstede, 1997).

Research on ethnic marketing is limited to studies that compare non-Whites and Whites. Extensive research on communication effectiveness finds that Whites have no significantly different preferences regarding advertisements featuring a Black model than advertisements featuring a White model. However, research shows that Blacks form a more favorable attitude toward an advertisement featuring a Black model than an advertisement featuring a White model. The rationale for these findings evolved from the notion that Blacks psychologically identify with the oppressor (e.g., Whites) in an attempt to escape from their hopeless position and traditional culture (Schlinger and Plummer, 1972) to the idea that ethnicity is more salient to subordinate groups (Grier and Deshpande, 2001). Given that mainstream marketing for most U.S. consumer goods features ethnically diverse models to attract consumers from various ethnic groups, the existing research provides little insight into the theoretical (e.g., in-group bias) or operational (e.g., diverse consumers within the same age group respond as homogeneous mass market) validity of this strategy.

A positive connection between the ethnic minority viewer and the ethnic cues (e.g., ethnically diverse models) in advertisements could elicit ethnic self-awareness and interest in the ad message. However, an absence of ethnic self-awareness might negate the ad message's effectiveness. Moreover, the use of ethnically diverse models in non-adaptation advertising strategy may result in a negative impact on consumers' attitudes toward the actors, their attitudes toward the advertisements, and their purchase intentions.

As such, this strategy could fail to reach ethnic minorities, increasing the cost of advertising per consumer and eroding the company's competitive advantage. A great deal of advertising expenditures are based largely on trial-and-error heuristics and a substantial body of theory has yet to develop (Deshpande and Stayman, 1994).

Ethnically Diverse Actors as Cues to Ethnic Identification

Because ethnicity is more salient to ethnic minorities than dominant group members (McGuire, 1984), these consumers first seek out cues to determine whether particular advertisements are targeted at them. The presence of ethnic cues elicit ethnic self-awareness (Dimofte, Forehand, and Deshpande, 2003-2004). Research shows that the strength of consumers' ethnic identification influences both their ethnic awareness (Forehand and Deshpande, 2001) and their perception of the context in which the cues are portrayed (Dimofte et al., 2003-2004). This element is particularly important for advertisements featuring ethnically diverse models together in the same context. Although models in advertisements may be ethnically congruent with the viewer, the context and/or the interaction among the models may not be.

Take, for example, the advertisement in Figure 1 featuring one Black model and one White model. Now consider the social presentation of the two models: They are close together, wrapped in one jacket with smiles on their faces (friends), wearing similar shirts (the dominant stripes on the Black model's shirt are white and the dominant stripes on the White model's shirt are black), and displaying equality of position and similar hairstyles. A Black viewer may be ethnically congruent with the Black model, but find

the portrayed intimacy of interaction with a White model offensive, and, therefore, may judge the advertisement to be “not like me.”

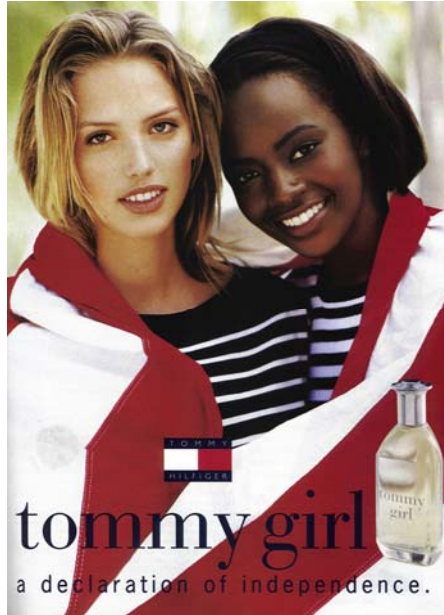


Figure 1. Tommy Girl Magazine Advertisement

The Proposed Ethnic Compatibility Model

The proposed model is driven by the integration of ethnicity theory, narrative paradigm theory, distinctiveness theory, norm theory, in-group bias theory, and assimilation-contrast theory of social judgment. Ethnicity theory relates to the classification of people and group relationships (Nash, 1996) and self-concept as a matter of own-group learned cultural customs, traditions, and behaviors (Betancourt and Lopez, 1993). Ethnicity theory explains what elements make up ethnicity and the boundaries that maintain different ethnic groups.

Narrative paradigm theory suggests that the evaluation (e.g., meaning) of a communication is based on the story being told (Stutts and Barker, 1999). The probability that the story is true and the message's fidelity (e.g., consistency with life experience) determine how the communication is evaluated. Truth and fidelity are elements of how *normal* the viewer perceives the story. Norm theory accounts for individuals' judgments about how normal (abnormal) an event is perceived to be (Fiske and Taylor, 1991).

Distinctiveness theory suggests that an individual's distinctive traits in relation to other people will be more salient to the individual than will more common traits (McGuire, 1984). This theory supports the notion that ethnic group membership is more salient to ethnic minorities than to ethnic majority.

In-group bias theory (Brewer, 1979) suggests that individuals have attitudinal and perceptual biases that cause them to favor members of their own group over members of other groups. The theory argues that there is a greater social distance between an individual and members of the out-group than between individuals and members of the in-group. Furthermore, individuals' biases toward members of their in-group impact their comparisons and/or evaluations.

Assimilation-contrast is a social judgment theory. When forming a judgment about a target stimulus, the perceiver retrieves some cognitive representation of the stimulus and some standard of comparison to evaluate it (Schwarz and Bless, 1992). How the stimulus is categorized in the comparison process determines *assimilation* (like me) or *contrast* (not like me).

Proposed Model

The Proposed Compatibility Model of Attitude Formation toward Advertisement is presented in Figure 2. Ethnic compatibility influences both attitude toward the actors and attitude toward the advertisement. Strength of ethnic identification influences attitude toward the actors and attitude toward the advertisements both directly and indirectly through ethnic compatibility. In turn, attitudes toward the actors and attitudes toward the advertisements affect purchase intentions.

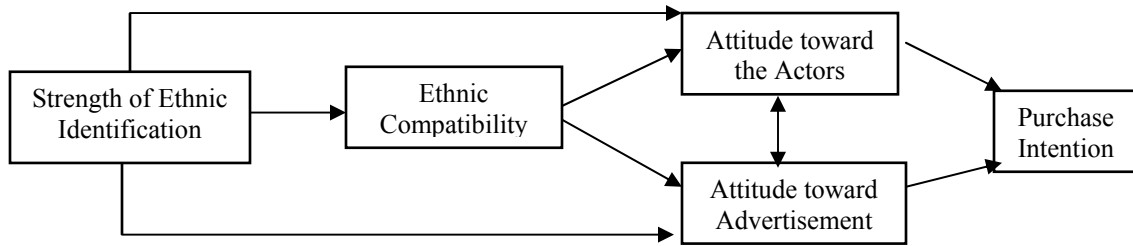


Figure 2. Proposed Ethnic Compatibility Model of Attitudinal Responses toward Advertising

Ethnic Identification

Ethnicity is a social classification. Ethnicity and ethnic groups only make sense in a context of relative processes of identification (Tonkin, McDonald, and Chapman, 1995). Deshpande et al. (1986) conceptualized ethnic identification as an *enduring identification to an ethnic community of people*. For the current study, the strength of ethnic identification is conceptualized as how strongly an individual recognizes ethnic group membership as part of optimal distinctiveness.

The strength of ethnic identification influences attitudes, such as attitudes toward the advertisements (Whittler, 1989). Strong ethnic identifiers more favorably evaluate advertisements featuring models from their own ethnic group than do weak ethnic identifiers. When more than one actor is featured in advertisements, the association between the actors within the context of the advertisements is essential for understanding the resulting attitudes. However, this relationship, which considers the interaction between actors, has not been empirically tested.

Intuitively, the strength of ethnic identification's influence on attitudes toward the advertisements is mediated through ethnic compatibility. (See the following section for a discussion of ethnic compatibility.) Strong ethnic identifiers perceive group membership as an important element of self-distinctiveness. When their own ethnic group is portrayed as less distinctive, weak ethnic identifiers may perceive the actors to be "not like me," resulting in a contrast effect. A less favorable attitude toward the actors and the advertisements would result. Weak ethnic identifiers, who rely more on individual cues to define their distinctiveness, would seek personal cues such as age and style in forming attitudes. Therefore, weak identifiers might perceive the models in Figure 1 "like me" (assimilation effect) and form a more favorable attitude toward the actors and advertisements than strong identifiers.

Ethnic Compatibility

Ethnic identification implies constraints on group members' interaction with members of other ethnic groups (Barth, 1996). For this research, ethnic compatibility is defined as *the viewer's perception of the degree to which related or engaged people exist*

or act in harmony. As such, ethnic compatibility is a contextual, cognitive evaluation that is socially constructed. Consider an individual who strongly identifies with the Aryan ethnic group. Figure 1 shows an egalitarian, intimate portrayal of a White model and a Black model. For an Aryan group member, this advertisement would likely be perceived as “not like me” because the equality and intimacy of Whites and Blacks is not ethnically compatible. As predicted by assimilation-contrast theory, an unfavorable attitude results. However, advertisements showing a White man having his shoes shined by a Black man would likely be ethnically compatible with a strong Aryan identifier because the interaction between the actors is one of superior/inferior and consistent (e.g., ethnically compatible) with his/her ethnic group. Hence, a viewer’s strength of ethnic identification impacts how he/she perceives the ethnic compatibility of the models featured in an advertisement.

Attitudes and Purchase Intention

Consumers’ attitudes toward the actors influences attitude toward the advertisement; these attitudes toward the actor and the advertisement have strong implications for purchase intentions (Brown and Stayman, 1992; Leonard, Cronon, and Kreie, 2004). For this research, the consumer’s attitude toward the actors is conceptualized as *a learned disposition to react positively/negatively toward actors featured in print advertisements*, and the consumer’s attitude toward advertisements is conceptually defined as *a learned disposition to react positively /negatively toward the overall print advertisement*.

Extensive research supports the positive relationship between purchase intentions and attitudes toward the actors and the advertisements (Brown and Stayman, 1992). For the current research, a purchase intention is conceptualized as *a cognitive state of readiness to act*.

Contributions of Research to the Existing Literature

The current research represents a unique extension of the existing literature on ethnic attitudes. This study represents the first effort to empirically test how the ethnic compatibility of actors featured in advertisements impacts attitudes and purchase intentions. Consequently, this study provides several potentially meaningful theoretical, methodological, and managerial contributions.

Theoretical Contributions

The present research makes two theoretical contributions to the existing literature. First, including ethnic compatibility as a determinant of attitudes extends the assimilation-contrast theory. This new concept may explain how the interaction between ethnically diverse models in print advertisements influences viewers' attitudes and their product purchase intentions. Although existing research examines assimilation-contrast in marketing (e.g., Ahluwalia, 2000; Meyers-Levy and Sternthal, 1993; Raghunathan and Irwin, 2001), psychology (e.g., Mackie, 1986; Pickett, Bonner, and Coleman, 2002; Wilder and Thompson, 1988), communication (e.g., Gunther and Schmitt, 2004), and organization behavior (e.g., Foti and Hauenstein, 1993; van den Bos, 2002), the impact of viewers' perceptions of the harmony between actors portrayed in print advertisements has

yet to be empirically substantiated in the literature. Ethnic compatibility may explain which ethnic group interactions (e.g., Black and White, Asian and Black, Hispanic and Black) result in favorable/unfavorable attitudes. For example, Kohatsu, Dulay, Lam, Concepcion, Perez, Lopez, and Euler (2000) find that Asians demonstrate moderately high levels of racial mistrust of Africans. Therefore, an Asian viewer of an advertisement featuring an Asian and an African model engaged in a business transaction would likely result in a contrast effect (e.g., not like me).

Methodological Contributions

The advertisement stimuli and measures used in the current research are developed to be ethnic-specific (emic), eliminating test bias that is introduced by generalizing stimuli and instruments across ethnic groups. Contrary to previous research in which a panel of judges, who are not necessarily in-group members (e.g., with the same ethnic membership as the group under study), determine the stimuli's validity (e.g., what constitutes a Hispanic), the current research develops emic stimuli based on data collected from the specific ethnic groups under study. Ethnic-specific data are collected from in-depth interviews and a typology of ethnic cultural markers, which serve as the mechanism that defines and maintains ethnic group boundaries (Barth, 1996), is developed.

This research develops phrase-completion scales that address the shortcomings of the Likert-type scales. Phrase-completion scales capture the right data (e.g., less cognitive complexity) and demonstrate higher psychometric quality measures (e.g., increased reliability) that render more information (e.g., granulated responses) than do

Likert-type scales. Consequently, analyses and interpretations of the data are more meaningful. For instance, Likert-type scales require individuals to think along at least two dimensions: content and intensity (Brody and Dietz, 1997; Duncan and Stenbeck, 1987). Hence, responses to Likert-type items are not unidimensional ordinal, thus violating a central measurement tenet (Hodge and Gillespie, 2003). Phrase-completion scale items assess a single dimension with responses that approximate a continuous range of options (Brody and Dietz, 1997). This approach reduces cognitive complexity and avoids the problem of symmetrically designed scales. Hodge and Gillespie (2003) develop a phrase-completion scale using the original items from Allport and Ross' (1967) Likert-type scale of intrinsic religiosity. "I try hard to carry my religion over into all other dealings in life" is an item from the Likert-type scale. The phrase-completion item corresponding to this statement follows:

(1) My religious beliefs affect:

No Aspect of my life										Absolutely every aspect of my life
0	1	2	3	4	5	6	7	8	9	10

In testing the Likert-type and phrase-completion scales, Hodge and Gillespie (2003) find higher reliability, measured by Cronbach's Alpha (.80 for Likert-type and .95 for phrase-completion) and higher factor loadings for the phrase-completion scale than Likert-type scale.

Managerial Contributions

The current research offers marketers a tool for more efficient allocation of advertising resources, a source for reaching different ethnic consumers simultaneously, and a scientific basis for understanding ethnically diverse markets. In the current fragmented consumer market, ethnic minorities exhibit within-group heterogeneity. For example, Cubans, Mexicans, and Puerto Ricans comprise the notion of “Hispanics.” Efficiencies may be gained by designing promotional campaigns that combine ethnically diverse models that are more likely to result in consumer assimilation. For instance, unlike Cubans, African-Americans and Puerto Ricans tend to be geographically segregated even within neighborhoods that are populated with various ethnic group members. Advertisements portraying Africans and Puerto Ricans segregated within a neighborhood context would be “more like me” for Africans than advertisements featuring Africans and Cubans together (“not like me”). The ability to effectively reach multiple ethnic groups simultaneously allows marketers to positively connect with more consumers at less cost per consumer.

This research offers practitioners a scientific tool that is future-oriented. Substantial research focuses on concepts that practitioners have already tested in the marketplace. Although companies such as Benetton have practiced multicultural advertising since 1983 featuring ethnically diverse models together in an effort to reach numerous ethnic groups simultaneously (Cortese, 1999). Research on how ethnic group viewers perceive the portrayal of ethnically diverse models has yet to be undertaken. With the continued erosion of the national border as a marketing boundary, this research offers insight into how to effectively promote products in the world market. The current

research offers U.S. companies that are considering expanding to foreign markets a means of more effectively reaching diverse consumers, while efficiently allocating advertising resources.

Summary

The growth of ethnic diversity and loyalties to diverse cultural backgrounds are forcing marketers to reexamine how they have traditionally dealt with ethnic minorities. Although companies have employed multicultural advertising campaigns for over 20 years, how the ethnic compatibility of these portrayals in print advertisements influence consumers' attitudes and purchase intentions has yet to be scientifically investigated. The concept of ethnic compatibility is introduced to account for ethnic diversity in advertisements and the attitudinal judgments formed – “like me” or “not like me.”

Ethnicity is a social classification that cannot be disregarded or temporarily set aside (Barth, 1996); therefore, it is a compelling factor in understanding consumer behavior. The strength of identification with an ethnic group influences how individuals form attitudes about advertising stimuli. The relationship between the strength of ethnic identification and ethnic compatibility has not yet been investigated in scholarly research. Furthermore, the direct and indirect influences of ethnic compatibility and the strength of ethnic identification on attitudes toward the actors, attitudes toward the advertisements, and purchase intentions have yet to be studied. The existing literature strongly supports a positive relationship between attitudes and purchase intentions. It is proposed that attitudes toward the actors and attitudes toward the advertisements have a positive relationship with intentions to purchase the advertised products.

The current study addresses a gap in the literature: how the portrayed ethnic compatibility of models influences consumers' attitudes toward the models, their attitudes toward the advertisements, and their purchase intentions. Furthermore, this research accounts for the limitation of existing literature, which conceptualizes people of color as a deviation from the standard (White), the use of race as a proxy for ethnicity, the universality of the U.S. mainstream, and the equivalence of measures across ethnic groups. By empirically testing ethnic compatibility in the attitudinal formation process, the current research extends the assimilation-contrast theory of social judgment. Methodological contributions include the development of the cultural marker typology and the construction of phrase-completion, culture-specific measures. The managerial contribution of the current research is the development of a framework that allows practitioners to more efficiently design advertising campaigns to reach multiple ethnic groups simultaneously. This new ethnic framework allows companies to more effectively and efficiently allocate their advertising resources.

Chapter 2 elaborates the theoretical foundation and literature review that form the basis for the relationships among the strength of ethnic identification, ethnic compatibility, attitudes toward the actors, attitudes toward the advertisements, and purchase intentions.

CHAPTER 2

REVIEW OF THE LITERATURE

The current chapter presents the theoretical foundation and relevant literature in support of the hypothesized relationships among strength of ethnic identification, ethnic compatibility, attitudes toward the actors, attitudes toward the advertisement, and purchase intention (Table 1). The following discussion is organized into five sections. In the first section, the proposed model's theoretical foundation is presented. (See Figure 2, Chapter 1).

The strength of ethnic identification and its influence on attitudes toward both the actors and the advertisement are the subjects of Section Two. Section Three is dedicated to the construct of ethnic compatibility and the rationale for its proposed relationship with strength of ethnic identification and attitude toward the actors and attitudes toward the advertisement. The relationship between attitude and purchase intention is the topic of section four. The final section summarizes the hypothesized relationships in the proposed model.

Table 1. Summary of the Constructs, Theoretical Foundation, and Select Literature of the Proposed Ethnic Compatibility Model of Attitudinal Responses to Advertising

Construct	Definition	Theoretical Foundation	Select Literature
Strength of Ethnic Identification	How strongly an individual recognizes ethnic group membership as part of optimal distinctiveness.	Primordial Theory of Ethnicity	Trimble, Helms, and Root (2003)
			Saylor and Aries (1999)
			Phinney (1992)
		Distinctiveness Theory (reactive distinctiveness hypothesis; optimal distinctiveness)	Thompson (1989)
			Dewsnap and Jobber (2002)
			Webster (1994)
Ethnic Compatibility	Viewer's perception of the degree to which related or engaged people exist or act in harmony.	Narrative Paradigm Theory (evaluation of communication)	Stutts and Barker (1999)
			Blyler (1996)
		Norm Theory (normality of stimulus)	Kahneman and Miller (1986)
Attitude toward Actors and Advertisement	<u>Attitude toward the Actors</u> A learned disposition to react positively/negatively toward models featured in a print advertisement. <u>Attitude toward the Advertisement</u> A learned disposition to react positively/negatively toward the overall advertisement.	Elaboration Likelihood Model (attitude formation)	Cacioppo, Petty, Kao, and Rodriguez (1986)
		Homophily (preference for similarity)	McPherson, Smith-Lovin, and Cook (2001)
		Assimilation-Contrast Theory (social judgment)	Moody (2001) Sherif and Hovland (1961)
		In-Group/Out-Group (in-group bias)	Eiser (1991) Fiske and Taylor (1991)
Purchase Intention	A cognitive state of likelihood to act.	Theory of Reasoned Action (deliberate processing model)	Sheppard, Hartwick, and Warshaw (1988)
			Ajzen and Fishbein (1980)

Theoretical Foundation

Ethnicity

Theories of ethnicity are divided into two major types: instrumentalism and primordialism (Espiritu, 2001; Hutchinson and Smith, 1996b). Instrumentalists suggest that ethnicity is a strategic tool; they view ethnic groups as sentimental associations of persons sharing affective ties and interests (Espiritu, 2001). In their view, ethnic groups can more effectively organize as interest groups because they are culturally homogeneous. Primordialists suggest that culture and tradition explain the emergence and retention of ethnicity groups (Hutchinson and Smith, 1996b). Bell (1975) argues that ethnicity has become more salient in modern society because of its primordial character:

"It provides a tangible set of common identifications – in language, food, music, names – when other social roles become more abstract and impersonal... In trying to account for the upsurge of ethnicity today, one can see this ethnicity as the emergent expression of primordial feelings. . . ". (p. 169).³

The current research applies the primordial approach because enduring ethnic identification (see “Strength of Ethnic Identification” below), which is the subject of the current research, remains relatively stable over time (Deaux, 1991; Saylor and Aries, 1999). Phenotypic traits (e.g., skin color, hair texture) and symbolic artifacts (e.g., religious objects, jewelry) are cues to ethnic group membership (Nash, 1996). This

³ For a detailed discussion of theories of ethnicity, see Thompson (1989).

approach is appropriate for the current study because print advertising relies on easily visible ethnic cues that are quickly recognizable.

Cultural surface pointers, such as skin color, are prevalent in scholarly research as cues to ethnic affiliation and attitudinal responses (Dimofte et al., 2003-2004; Green, 1999; Hirschman, 1980). McGuire (1984) and Pitts, Whalen, O’Keefe, and Murray (1989) argue that advertisements are most effective when cultural surface pointers are used as cues to identification. Individuals who perceive similarities in cultural surface pointers (ethnic identification) are more influenced by media content than when ethnic identification is absent (Appiah, 2001). Applying the Elaboration Likelihood Model (ELM), Leach and Liu (1998) find that individuals who identify culturally with an advertisement, as opposed to those who do not, are more likely to have a positive attitude toward the actors and the advertisement.

Distinctiveness and Differentiation

Individuals associate themselves with groups that provide them with a sense of positive distinctiveness (Fiske and Taylor, 1991; Tajfel and Turner, 1979). Social group membership is important to individuals because they are motivated to “see themselves and their groups as different from other groups and as better besides” (Fiske and Taylor, 1991, p. 165). People typically develop systems to categorize and classify themselves and others. These systems allow individuals to attach significant meanings to the classification groupings (Trimble, Helms, and Root, 2003). Ethnicity, along with other elements, such as gender and occupation, help define one’s social identity (Messick and

Mackie, 1989). Categorization tends to exaggerate inter-group differences and enhance intra-group similarities (Fiske and Taylor, 1991).

In-group bias theory suggests that individuals are favorably biased toward members of their own group (Brewer, 1979; Perkins, Thomas, and Taylor, 2000). Social schemas influence how new information is encoded, the capacity to remember old information, and inferences about missing information (Fiske and Taylor, 1991). Out-group schemas are less variable (e.g., all Black people are lazy) and less complex (e.g., White people think of Black people only along racial dimensions) than in-group schemas (Fiske and Taylor, 1991). Tajfel's (1959a, 1959b, 1969) and subsequently Deschamps' (1977) and Deschamps and Doise's (1978) seminal works on categorization and accentuation provide the foundation for the proposed attitudinal model. Tajfel (1969) predicts that individuals tend to react to members of an alien group simply in terms of group membership without taking individual differences into account.

The reactive distinctiveness hypothesis suggests that group members strive to differentiate their own group from relevant comparison groups (Grier and Deshpande, 2001; Hewstone, Islam, and Judd, 1993; Jetten, Spears, and Postmes, 2004), and predicts that threats to inter-group distinctiveness would instigate attempts to restore distinctiveness (Jetten et al., 2004; Niemann and Dovidio, 1998). In a meta-analysis of inter-group distinctiveness, Jetton et al. (2004) offer overwhelming support for the reactive distinctive hypothesis. The theories of distinctiveness and differentiation discussed above explain that individuals are motivated to seek group membership in order to maximize and maintain self-regard and distinctiveness. Attempts to dilute the distinctiveness result in retaliation to secure their position. Therefore, it follows that an

image of ethnic group members portrayed as equal, such as in the Tommy Girl advertisement shown below, erodes the distinctiveness of ethnic groups, leading individuals to differentiate themselves from the out-group member to maintain their distinctiveness (see Figure 1, Chapter 1).

Preference for Similarity

Homophily explains the perceived similarity between two people and the preference for similarity in social relations (McPherson, Smith-Lovin, and Cook, 2001; Moody, 2001). Gilly, Graham, Wolfenbarger, and Yale's (1998) study of demographic homophily and attitudinal homophily was a predictor of interpersonal influence and word-of-mouth. Their findings suggest that attitudinal homophily has a direct and positive relationship with interpersonal influence. In advertising, homophily is achieved through ethnic congruence between the viewer of an advertisement and the models portrayed in the advertisement and has a direct and positive influence on purchase intent (Simpson, Snuggs, Christiansen, and Simples, 2000).

Crossed Categorization

“Crossed categorization describes the social context in which at least two dichotomous dimensions of group membership operate simultaneously in the representation and use of social categorization in evaluative judgments” (Crisp, Hewstone, Richards, and Paolini 2003, p. 25). For example, a viewer of the advertisement in Figure 1 may be a member of the racial group (White or Black) and also a member of the age group (teenager). Multicultural advertising, such as ads featuring

ethnically diverse models of the same age, relies on crossed categorization to attract consumers of various ethnic groups (e.g., White or Black), hoping that these consumers will behave as a homogenous group (e.g., age).

Some researchers conclude that a person's ethnicity (or race) is a more important factor for identifying one's social group membership than other personal factors, such as nationality (Hewstone et al., 1993; Stangor, Lynch, Duan, and Glass, 1992; Triandis and Triandis, 1960, 1962). Triandis and Triandis (1960) indicate that individuals perceive a greater social distance between their own ethnic group (e.g., in-group) and other ethnic groups (e.g., out-groups) than between their social class, religious affiliation, and nationality and those of others. A hierarchical pattern describes an interaction between two category dimensions (e.g., race and age), in which one dimension must be dominant (Triandis and Triandis, 1960). On the dominant dimension, in-group and out-group members are differentially evaluated, whereas in-group and out-group status on the other dimension is ignored (Klauer, Ehrenberg, and Wegener, 2003; Urban and Miller, 1998). Considering the superiority of ethnicity to other social categorizations, it follows that ethnic cues, such as skin color, are evaluated while other cues, such as gender, are ignored. Therefore, advertisements featuring ethnically diverse actors of similar age will initiate evaluation based on the ethnic dimension.

Minority versus Majority Groups

Optimal distinctiveness theory supports the notion that social identification and in-group favoritism are greater for members of minority groups than members of majority groups (Mullen, Brown, and Smith, 1992). In his review and extension of commercial

advertising featuring White and Black models and the viewers' attitudes toward those advertisements, Whittler (1991) finds that while White consumers are unaffected by a Black model in an advertisement (e.g., no significant difference in attitude toward the advertisement), Black viewers judge the advertisement featuring Black actors more favorably than the advertisement featuring a White model. Perkins et al. (2000) suggest that advertisements featuring ethnically diverse models may "assist in recruiting minority job seekers but have little effect on non-minorities" (p. 248). Pitts et al. (1989) indicate that Blacks "display a more positive affect toward commercial messages featuring Black actors than do comparable Whites" (p. 322).

Advertisement as a Story

The narrative paradigm theory argues that the evaluation or meaning derived from a communication is a matter of the story being told by the communication (Stutts and Barker, 1999). The actors' actions featured in the advertisement tell a story of ethnic group interaction. Viewers compare the story being told in the advertisement with psychological schemas that allow them to make sense of the world around them (Fiske and Taylor, 1991). Interpretive or narrative fidelity comes from the perceived probability that the story being told is true, coherent, and consistent with the viewer's life experiences (Stutts and Barker, 1999). Therefore, when viewing an advertisement, the viewer considers the story (e.g., truth, coherency, consistency) when forming an attitude about that advertisement.

Social Judgment

The assimilation-contrast model predicts that individuals whose own attitudes are more extreme, whether pro or con, “tend to rate more items within the more extremely favorable and extremely unfavorable response categories, compared with more neutral judges” (Eiser, 1991, p. 61). When evaluating stimuli, individuals use their own position (e.g., attitudes, beliefs, values) as anchors. Stimuli that are closer to the individual’s own positions tend to be assimilated and those further away tend to be contrasted.

Assimilation/contrast depends on whether the stimuli fall within the judge’s latitude of acceptance, rejection, or non-commitment (Eiser, 1991).

Muzafer Sherif and colleagues’ (Sherif and Hovland, 1961; Sherif, Taub, and Hovland, 1958) seminal laboratory research on assimilation-contrast effects led Kahneman and Miller (1986) to explore how subjects make judgments in less controlled situations, where they define their own standards and frames of reference. Norm theory (Kahneman and Miller, 1986) suggests that individuals’ own definitions of objects and events as members of a particular category determine the degree of normality or abnormality (Fiske and Taylor, 1991). Categorization is an essential aspect of attitudinal responses (Sherif and Hovland, 1961).

The assimilation-contrast theory of social judgment suggests that when evaluating a target stimulus, such as an advertisement, the perceiver retrieves a cognitive representation of it and a standard of comparison to evaluate it (Eiser, 1991). How the stimulus is categorized in the comparison process determines the degree of assimilation (like me) or contrast (not like me). Furthermore, norm theory and assimilation-contrast theory suggest that viewers of advertisements featuring ethnically diverse actors (e.g.,

Figure 1) will find the intimate posture of the models either surprising (e.g., abnormal) or not surprising (e.g., normal) when compared to the norms of their personal ethnic membership.

Strength of Ethnic Identification

Phinney (1992) defines ethnic identity as an individual's knowledge of his/her membership in an ethnic community, as well as the value and emotional significance attached to that membership. Some theorists (e.g., Phinney, 1989) use ethnic identity and racial identity synonymously. In contrast, other theorists (e.g., Trimble et al., 2003; Van de Berghe, 1967) argue that ethnic identity pertains to a self-conception based on own-group cultural customs, traditions, and behavioral practices needed to function in one's ethnic group. Racial identity refers to a psychological mechanism that people use to function in society; political and economic forces impose this mechanism based on visible characteristics.⁴

Ethnic identification is conceptualized as a continuous variable ranging from very weak to very strong. Although research that directly focuses on the strength of ethnic identification is sparse (Appiah, 2001), some researchers suggest that ethnic identification provides a greater discriminating power of classification than more traditionally used measures of ethnicity (Deshpande et al., 1986).

The strength of ethnic identification may be temporary or enduring. Episodic ethnic identification occurs when feelings of ethnic identity emerge as a result of an ethnic encounter that is temporal in nature (Landale and Oropesa, 2002; Stayman and

⁴ For further discussion of racial and ethnic identification see Trimble, Helms, and Root (2003).

Deshpande, 1989). Episodic ethnic identification is situational and determines which of several communal identities are appropriate at a point in time (Stayman and Deshpande, 1989). An episodic ethnic identification, also referred to as ethnic self-awareness by Forehand and Deshpande (2001), is prompted by various factors including personality, social situations, and context.

In contrast, enduring ethnic identification relates to the “base-level intensity of affiliation with a parent culture” (Donthu and Cherian, 1994, p. 384) and remains relatively stable over time (Deaux, 1991; Saylor and Aries, 1999). Forehand, Deshpande, and Reed (2002) support the enduring nature of strength of ethnic identification. In an empirical investigation of Asians and Caucasians, these researchers report that neither social distinctiveness nor identity primes affect the strength of ethnic identification. Furthermore, the absence of such influence indicates, “strength of identification is an enduring trait that is relatively resistant to situational variables” (p. 1,092).

The salience of ethnic identification is further supported by distinctiveness theory, which argues that a person’s own distinctive traits (e.g., black skin color, kinky hair) will be more salient to him or her than more common traits (e.g., white skin color, straight hair) of people in their environment (Deshpande and Stayman, 1994; McGuire, 1984; McGuire, McGuire, Child, and Fujioka, 1978). Individuals selectively notice and encode stimuli by unique aspects because these peculiar characteristics are more informative in distinguishing them from other stimuli (McGuire et al., 1978). Stereotypes, which are socially shared representations about social groups, create classifications that allow individuals to efficiently process environmental and societal events (Fiske and Taylor, 1991; Lyons and Kashima, 2001).

The significance of the strength of ethnic identification as a determinant of individual differences in consumer behavior is demonstrated in the marketing literature (Green, 1999). Whittler's (1991) review of the early marketing literature on the effect of actors' race on consumers' responses to advertisements indicates that Blacks form a more favorable attitude toward the actors and advertisements when Black models are featured in the advertisements. Whites do not demonstrate an extremely negative reaction to advertisements featuring Black actors. Whittler (1991) uses prejudice to measure racial attitudes of Whites, as well as Blacks' identification with Black culture to measure Blacks' racial attitudes. The effect is greater for strong ethnic identifiers than weak ethnic identifiers.

Deshpande et al. (1986) indicate that strong Hispanic identifiers (SHI) form more favorable attitudes toward government institutions than private businesses. These researchers suggest that SHI are more likely than weak Hispanic identifiers (WHI) to use Spanish language media, are more brand loyal, and are more likely to purchase brands advertised to their ethnic group. Similarly, Donthu and Cherian (1994) argue that strongly identified Hispanics are more brand loyal than weakly identified Hispanics. These researchers uncover an interaction effect between the strength of ethnic identification and customer involvement, such that preferences for Hispanic vendors are less between SHI and WHI for high-involvement services than low-involvement services. Webster (1994) reports SHI identifiers are less responsive to store marketing tactics. Furthermore, SHI husbands are more likely than WHI husbands to be the family decision makers. Dewsnap and Jobber (2002) argue that the strength of in-group identity

positively influences inter-group differentiation, which, in turn, negatively influences the perceived effectiveness of the marketing-sales relationship.

Grier and Deshpande (2001) empirically investigate the relationship among numeric and social status distinctiveness and *ethnic salience*⁵ and conclude that both numeric minority status (e.g., Blacks in Cape Town and Whites in Johannesburg) and social distinctiveness are better predictors of ethnic salience than numeric distinctiveness alone. These researchers also suggest that an increase (decrease) in ethnic salience results in an increase (decrease) in positive attitude toward the advertised brand. Using an experimental design (2 x 2 x 2) of Asian and Caucasian participants, Forehand et al., (2002) report the existence of a three-way interaction among ethnic identity (e.g., Asian or Caucasian), identity prime (e.g., presence or absence), and social distinctiveness (e.g., congruence/incongruence between viewer and actors) on attitudes toward the spokesperson and the advertisement. The findings indicate that Asians, who perceive themselves as socially distinctive from Caucasians and receive a prime stimulus, respond more positively to an Asian spokesperson than do Asians who perceive themselves as less socially distinct from Caucasians and do not receive the prime stimulus. The results also suggest that Caucasians with high-identity salience respond more negatively to Asian spokespeople and advertisements than do those of low-identity salience Caucasians. Therefore, the following is hypothesized (see Figure 3).

⁵ Deshpande and colleagues (Forehand, Deshpande, and Reed, 2002; Grier and Deshpande, 2001) distinguish between identity salience from the strength of ethnic identification by their temporal and enduring properties. The strength of ethnic identification is an enduring trait, whereas “identity salience is momentary activation of one’s group membership” (Forehand et al., 2002, p. 1,092).

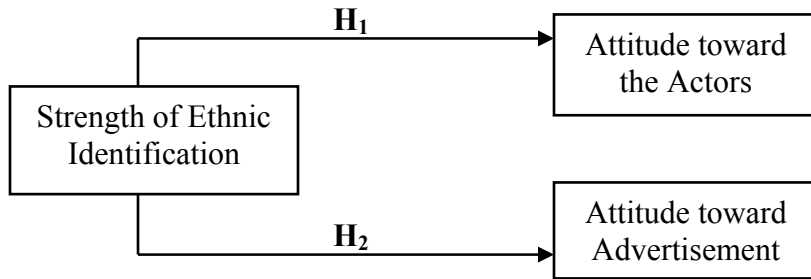


Figure 3. Hypotheses One and Two of Proposed Ethnic Compatibility Model of Attitudinal Responses toward Advertising

In the following hypotheses, in-group members (e.g., Hispanics) are noted as “I” (e.g., two Hispanic models featured in the advertisement = II) and out-group members (e.g., African Americans) are noted as “O” (e.g., two African-American models featured in the advertisement = OO and one Hispanic and one African-American model = IO).

H₁(a): Strong Hispanic ethnic identifiers (SHEI) will evaluate their own group models (e.g., two Hispanics) featured in an advertisement more favorably than out-group models (e.g., two African-Americans) (II > OO).

H₁(b): Strong Hispanic ethnic identifiers (SHEI) will evaluate their own group models (e.g., two Hispanics) featured in an advertisement more favorably than mixed group models (e.g., one Hispanic and one African-American) (II > IO).

H₁(c): Strong Hispanic ethnic identifiers (SHEI) will evaluate out-group models (e.g., two African-Americans) featured in an advertisement more favorably than mixed group models (e.g., one Hispanic and one African-American) (OO > IO).

H₁(d): Weak Hispanic ethnic identifiers (WHEI) will evaluate their own group models (e.g., two Hispanics) as favorably as they do out-group models (e.g., two African Americans) and mixed group models (e.g., one Hispanic and one African American) (II = OO = IO).

H₂(a): Strong Hispanic ethnic identifiers (SHEI) will evaluate an advertisement featuring their own group models (e.g., two Hispanics) more favorably than an advertisement featuring out-group models (e.g., two African-Americans) (II > OO).

H₂(b): Strong Hispanic ethnic identifiers (SHEI) will evaluate an advertisement featuring their own group models (e.g., two Hispanics) more favorably than an advertisement featuring mixed group models (e.g., one Hispanic and one African-American) (II > IO).

H₂(c): Strong Hispanic ethnic identifiers (SHEI) will evaluate an advertisement featuring out-group models (e.g., two African-Americans) more favorably than an advertisement featuring mixed group models (e.g., one Hispanic and one African-American) (OO > IO).

H₂(d): Weak Hispanic ethnic identifiers (WHEI) will evaluate an advertisement featuring their own group models (e.g., two Hispanics) as favorably as they do an

advertisement featuring out-group models (e.g., two African Americans) and mixed group models (e.g., one Hispanic and one African American) (II = OO = IO).

Ethnic Compatibility

For the purpose of this study, ethnic compatibility is defined as a viewer's perception of the degree to which related or engaged people exist or act in harmony. Ethnic compatibility is a matter of interpretation and assessment and is supported by narrative paradigm theory, which has been utilized as an approach to qualitative research in consumer behavior (Shankar and Goulding, 2001) and offers a richer explanation of the relationships between variables (Pentland, 1999). According to Narrative Paradigm Theory, advertisements are stories that individuals seek to interpret through logic and reason (e.g., does the story satisfy the demands of a coherence theory of truth?) (Blyler, 1996; Stutts and Baker, 1999). The ethnic compatibility of the actors portrayed in an advertisement is derived from the probability that the story being told is true, coherent, and consistent with the viewer's life experiences. For example, a White individual married to a Black individual might find the models featured in Figure 1 normal (norm theory) and hence, high in ethnic compatibility. The story being told by the advertisement is one of harmony, which is consistent with the viewer's life experience and has a high probability of being true. In contrast, a member of the Aryan ethnic group would likely find the portrayal of the actors featured in Figure 1 abnormal and ethnically incompatible.

An individual's life reality may be quite different based on ethnicity (Penaloza, 2001). A Black may experience the civil rights movement as the rise of freedom, while a White may experience the same event as a deterioration of the U.S. way of life. Primordialism suggests that life experiences, which are passed down from one generation to another, define ethnic group boundaries, whereas group membership implies constraints on group members' interactions with other ethnic group members (Barth, 1996). It follows that the stronger the ethnic identification with a group, the more delineated the norms of inter-group social interaction. For instance, a strongly identified White might find the intimate interaction of a Black and White depicted in Figure 1 abnormal. Drawing from empirical studies, Dewsnap and Jobber (2002) develop a conceptual framework of the psychological cause-effect of inter-group relationships. These researchers propose that strength of in-group identity is positively related to inter-group differentiation. The existing literature supports the rationale for the relationship between ethnic compatibility and strength of ethnic identification, and, therefore, the following hypothesis is put forth (Figure 4).

H₃: There is a relationship between strength of ethnic identification and ethnic compatibility.

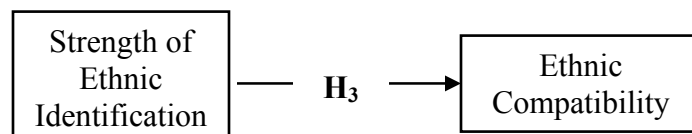


Figure 4. Hypothesis Three of Proposed Ethnic Compatibility Model of Attitudinal Responses toward Advertising

Overall, the marketing and advertising literatures are relatively sparse in reporting the influences of ethnicity on attitudinal responses (Alexander, Benjamin, Hoerrner, and Roe, 1998). Recent efforts by Deshpande and colleagues (Deshpande et al., 1986; Deshpande and Stayman, 1994; Forehand and Deshpande, 2001; Forehand et al., 2002) attempt to close this gap in the literature. Recent empirical investigations focusing on ethnicity and attitudinal responses to advertising provide encouraging insights, such as: Hispanics rely on advertising as a significant source of information (Deshpande et al., 1986); there is a positive relationship between ethnic identity and advertising effectiveness (Deshpande and Stayman, 1994); ethnic self-awareness moderates a viewer's response to advertising (Forehand and Deshpande, 2001); and priming ethnic membership elicits a more favorable attitude toward the spokesperson and advertisement when the ethnicities of the viewer and spokesperson are congruent (Forehand et al., 2002).

Applying the concept of distinctiveness, Deshpande and Stayman (1994) investigate the impact of majority/minority populations on ethnic identity. Using a sample of Hispanics from Austin, Texas, where Hispanics are the numerical minority population, and a sample of Hispanics from San Antonio, Texas, where Hispanics are the numerical majority, Deshpande and Stayman (1994) find that ethnicity is more salient for Hispanics in Austin. The results also support the existence of a carryover between ethnic identity and advertising effectiveness. Grier and Deshpande's (2001) research on numerical status indicates that ethnic salience is a multidimensional construct consisting of numeric status distinctiveness and social status distinctiveness; ethnic salience moderates the relationship between spokesperson ethnicity and brand attitude.

Assimilation-contrast theory explains attitudinal responses to social stimuli (Sherif and Hovland, 1961). Two recent models of assimilation-contrast are proposed in social comparison studies (Hafner, 2004). First, Lockwood and Kunda (1997, 1999) suggest that assimilation or contrast is a matter of comparison to a standard. If the standard is attainable (unattainable), assimilation (contrast) occurs. These researchers ask participants to read a description of a superstar, rate the superstar, and evaluate their own characteristics as related to the superstar. The results suggest that exposure to a superstar may result in either self-enhancement (e.g., assimilation) or self-deflation (e.g., contrast), depending of the attainability of superstar status.

In contrast, Hafner (2004) suggests that the social cognitive model may be more useful in accounting for assimilation-contrast effects. In the comparison process that underlines the social cognitive model, individuals make a holistic assessment, then seek specific knowledge that supports their assessment of similarity (dissimilarity) and assimilate (contrast) (Mussweiler, 2001). Here, the similarity of advertisements featuring ethnically diverse models depends on the viewer's holistic assessment of the interaction between the models (e.g., context).

A mediating effect occurs when an intervening variable is a cause of the criterion variable (e.g., attitude toward the actors and attitude of the advertisement) and is caused by the independent variable (e.g., strength of ethnic identification) (Baron and Kenny, 1986). The proposed mediating effect of ethnic compatibility is rationalized by applying optimal distinctiveness theory. Optimal distinctiveness determines the rigidity of boundaries between ethnic groups and the ethnic compatibility of such inter-group interactions. The more one relies on group membership to sustain self-concept (the

strength of ethnic identification), the more rigid the boundaries between one’s own group and an out-group; hence, the less compatible interactions between in-group and out-group members. A highly identified Black viewer of Figure 1 might interpret the holistic portrayal as being surprising (e.g., abnormal) because the story being told by that advertisement has a low probability of being true and is not consistent with the viewer’s life experience. The Black viewer might find the Black model “like me,” favoring that model to other out-group models, but forms an unfavorable attitude because the ethnic compatibility renders the advertisement dissimilar to the Black viewer. Ethnic compatibility is caused by the strength of ethnic identification and causes the attitudes toward the actors and advertisement supporting mediation. Therefore, the following hypotheses are tested (Figure 5).

H₄: Ethnic compatibility mediates the relationship between strength of ethnic identification and attitude toward the actors.

H₅: Ethnic compatibility mediates the relationship between strength of ethnic identification and attitude toward the advertisement.

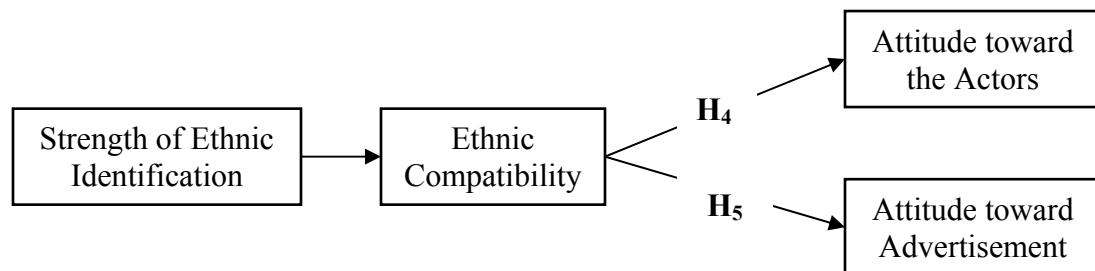


Figure 5. Hypotheses Four and Five of Proposed Ethnic Compatibility Model of Attitudinal Responses toward Advertising

Attitudes and Purchase Intention

The positive relationship between attitude toward the actors and attitude toward the advertisement is both intuitive and supported by recent marketing research. The overall attitude toward the advertisement is a holistic evaluation of advertisement attributes (e.g., models, narrative, and context). Therefore, the models featured in an advertisement, as an element of the overall advertisement, influence the resulting attitude toward that advertisement. In an experiment using Asian and White models, Martin, Lee, and Yang (2004) report a strong, positive relationship between consumer's attitude toward the model and their attitude toward the advertisement ($r = .61, p < .001$). Hence, the following hypothesized relationship is tested (Figure 6):

H₆: There is positive relationship between attitude toward the actors featured in an advertisement and attitude toward the advertisement, such that the more favorable (unfavorable) the attitude toward the actors, the more favorable (unfavorable) the attitude toward the advertisement.

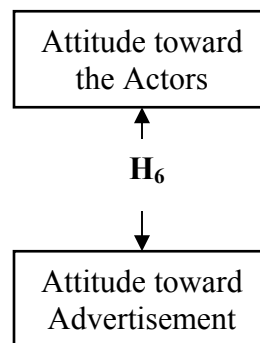


Figure 6. Hypothesis Six of Proposed Ethnic Compatibility Model of Attitudinal Responses toward Advertising

The effect of perceived similarity on purchase intention has been examined in the sales literature. Brock (1965) suggests that the similarity of attitudes between the salesperson and the consumer positively impacts purchase behaviors. Graeff's (1996) research of self image and brand image reveals that similarity between brand and self image has a positive effect on purchase intention. Woodside and Davenport's (1974) experiment regarding salesperson's gender and race reveals that the greater the perceived similarity between the salesperson and the consumer, the greater the likelihood that the consumer will purchase.

Empirical research on perceived similarity and purchase intention in ethnic advertising is limited to one study. Simpson et al. (2000) report that perceived homophily (e.g., racial similarity between viewer and model featured in an advertisement) and purchase intention are positively related. In addition, these researchers indicate that the strength of ethnic identification moderates the relationship between racial congruence and perceived homophily.

The relationship between attitudes and purchase intention is a matter of deliberate processing. Deliberate processing models suggest that considerable cognitive work takes place while available information is scrutinized and the positive and negative features are analyzed during attitude formation. One of the most acknowledged deliberative processing models is Ajzen and Fishbein's (1980) theory of reasoned action. This theory posits that behaviors stem from behavior intentions, which themselves are the consequences of an individual's attitude assessment. Sheppard, Hartwick, and Warshaw (1988) conduct a meta-analysis of the theory of reasoned action and report "strong

support for the overall predictive utility of the Fishbein and Ajzen model” (Sheppard et al., 1988, p. 336).

It follows that attitude toward both the actors and the advertisement influence purchase intention. Therefore, viewers of advertisements featuring ethnically diverse models who form favorable (unfavorable) attitudes toward the actors and the advertisement are more (less) likely to purchase the product being advertised. The extensive empirical support of the relationship between attitudes and purchase intentions brings about the following hypotheses (Figure 7).

H₇: Positive (favorable) attitude toward the actors in an advertisement increase the likelihood of purchase intention of the product advertised.

H₈: Positive (favorable) attitude toward the advertisement increase the likelihood of purchase intention of the product advertised.

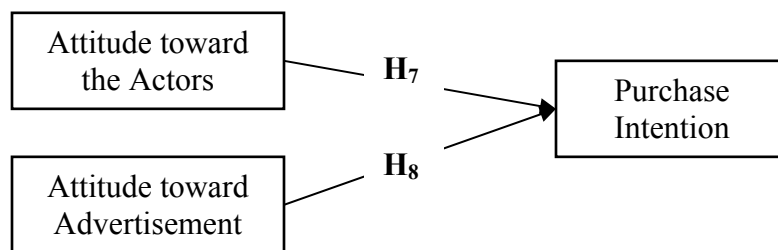


Figure 7. Hypotheses Seven and Eight of Proposed Ethnic Compatibility Model of Attitudinal Responses toward Advertising

Summary of Hypothesized Relationships

Eight relationships are hypothesized in the current research (Figure 8). The strength of ethnic identification has both a direct and an indirect influence on attitude toward the actors and attitude toward the advertisement. It is proposed that when viewing an advertisement featuring two Hispanic models, strong Hispanic identifiers will evaluate the advertisements and the models more favorably than an advertisement featuring two African-American models or an advertisement featuring one Hispanic model and one African-American model. Furthermore, strong Hispanic ethnic identifiers will form a more favorable attitude toward the actors and advertisement when the advertisement features two African-Americans than one Hispanic and one African American. Weak Hispanic ethnic identifiers will not form different attitudes toward the advertisement or the models featured in the advertisement between the treatment conditions (e.g., two Hispanic models, two African-American models, and one Hispanic model and one African-American model).

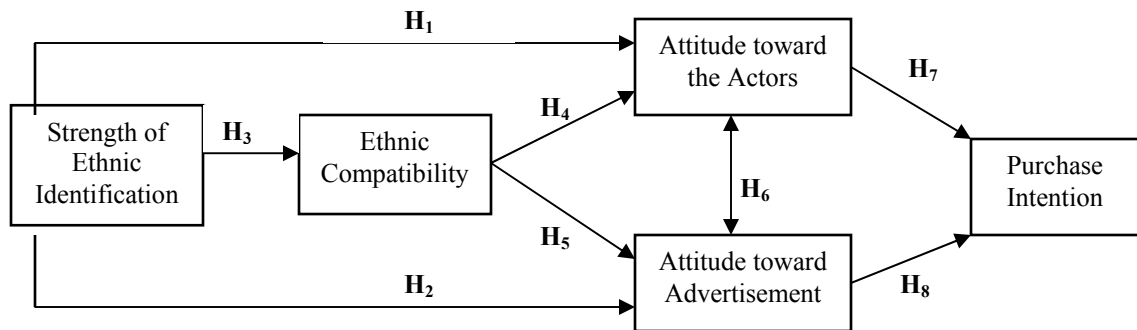


Figure 8. Hypothesized Relationships of Proposed Ethnic Compatibility Model of Attitudinal Responses toward Advertising

The direct relationship between ethnic identification and attitudinal responses are addressed in the existing literature. The indirect influence of ethnic compatibility is introduced in the current research and supported by optimal distinctiveness theory and narrative paradigm theory. The strength of ethnic identification determines the rules by which in-group and out-group members interact. Strong ethnic identifiers, more than weak ethnic identifiers, rely on group membership to sustain their self-concept and maintain more rigid ethnic group boundaries. In viewing advertisements featuring ethnically diverse models, the strength of ethnic identification's influence on attitudinal responses is mediated by the perceived ethnic compatibility of the models. Hence, the indirect relationship between strength of ethnic identification on attitude toward the actors and attitude toward the advertisement is mediated by ethnic compatibility. The mediating effect of ethnic compatibility is the theoretical contribution of the current research. The relationship between attitudes and purchase intention is a matter of extensive research and is supported by the proposed relationships among attitude toward the actors, attitude toward the advertisement, and purchase intention.

In Chapter 3, the methodology used to test the hypothesized relationships is discussed. Qualitative and quantitative data are collected to develop measures and test the eight hypothesized relationships of the Proposed Ethnic Compatibility Model of Attitudinal Formation toward Advertising.

CHAPTER 3
METHODOLOGY

The current chapter presents the research design employed to test the hypothesized relationships of the Proposed Ethnic Compatibility Model of Attitudinal Responses toward Advertising (see Figure 8, Chapter 2). The methodology draws on both exploratory (e.g., in-depth interviews) and causal (e.g., experimental) research.

Table 2. Research Design

Research Type	Method	Sample	Analysis
Exploratory	In-depth Interviews	Purposeful sample of Hispanics; continue until redundancy achieved	Common Theme
Descriptive	Pilot Study	Size =99 Scale purification and manipulation effect assessment	Reliability, Validity
Causal	Experiment; Factorial Design	Size = 179 3 X 2 Factorial Design	Correlation, ANOVA, Regression

A pilot study of the experiment was conducted to purify scales and assess the treatments' effectiveness. The objectives of the in-depth interviews were to construct a typology of cultural surface markers, determine out-group members, and provide insight for scale development. The qualitative data collected through in-depth interviews served as input to the experiment, which tests the hypothesized relationships. The current chapter is organized into construct development, research design, and summary.

Construct Development

In the following discussion, the constructs of the Proposed Ethnic Compatibility Model of Attitudinal Responses toward Advertising are defined, conceptually and operationally, and measures of these constructs developed (Table 3).

Table 3. Construct Development

Construct	Definitions		Measure
	Conceptual	Operational	
Strength of Ethnic Identification	How strongly an individual recognizes ethnic group membership as part of optimal distinctiveness.	A self-preference of attachment and belonging to an ethnic group and ethnic practices and behaviors that maintain membership.	Multigroup Ethnic Identity Measure (MEIM) (Phinney 1992) (modified).
Ethnic Compatibility	Viewer's perception of the degree to which related or engaged people exist or act in harmony.	Overall attitude toward other ethnic groups.	New Likert-type measure incorporating Phinney's (1992) Attitude toward Other Groups and elements emerging from in-depth interviews.
Attitude toward the Actors	A learned disposition to react positively/negatively toward actors featured in a print advertisement.	Cognitive evaluation and affective response to the appearance of actors featured in an advertisement.	New phrase completion scales using descriptors from Feltham (1994).
Attitude toward the Advertisement	A learned disposition to react positively/negatively toward the overall advertisement.	An affective reaction to an advertisement.	New phrase completion scales adapted from Madden, Allen, and Twible (1988).
Purchase Intention	A cognitive state of likelihood to act.	The likelihood to do a future planned activity.	New phrase-completion scale.

Strength of Ethnic Identification

Ethnic identification, conceptualized as how strongly an individual recognizes ethnic group membership as part of optimal distinctiveness, is operationalized as a *self-preference for attachment and belonging to an ethnic group and the ethnic practices and*

behaviors that maintain membership. Although some researchers claim that a one-item, self-labeling measure is preferred to measure ethnic identification (e.g., Hirschman, 1981), racial and ethnic minority psychologists (e.g., Santiago-Rivera, 1999; Trimble et al., 2003) argue that self-declaration cannot capture the full effect of ethnic identification, and, therefore, behaviors and situation-context also should be considered.

To measure behaviors, situation-context (e.g., achievements), and self-declaration, Phinney's (1992) Multigroup Ethnic Identity Measure (MEIM) was used in this research (Table 4). Questions were modified from direct, using *I*, to indirect, using *people from my ethnic group*, to reduce potential bias from socially acceptable responses. The MEIM measures common elements of ethnic identification and is valid across different ethnic groups (Phinney, 1992). Factor analysis of the MEIM reveals a multi-dimensional construct (Phinney, 1992). The reported reliability (e.g., Cronbach's alpha) was .81 for high school students and .90 for college students.

Although partitioning individuals into a specific number of groups is an analytical simplification, this methodology helps researchers understand variance among different groups (Deshpande et al., 1986) and is an adopted method in ethnic marketing research (e.g., Deshpande et al., 1986; Williams and Qualls, 1989).

Table 4. Measure of Strength of Ethnic Identification

No	Statement	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1.	People from my ethnic group spend time trying to find out more about their own ethnic group, such as its history, traditions, and/or customs	1	2	3	4	5	6
2.	People from my ethnic group are active in organizations or social groups that include mostly members of their own ethnic group.	1	2	3	4	5	6
3.	People from my ethnic group have a clear sense of their ethnic background and what it means to them.	1	2	3	4	5	6
4.	People from my ethnic group think a lot about how their lives are affected by their ethnic group membership.	1	2	3	4	5	6
5.	People from my ethnic group are happy to be a member of the group they belong to.	1	2	3	4	5	6
6.	People from my ethnic group have a strong sense of belonging to their own ethnic group.	1	2	3	4	5	6
7.	People from my ethnic group understand pretty well what their ethnic group membership means to them in terms of how to relate to their own group and/or other groups.	1	2	3	4	5	6
8.	In order to learn more about their ethnic background, people from my ethnic group often talked to other people about their own ethnic group.	1	2	3	4	5	6
9.	People from my ethnic group have a lot of pride in their ethnic group and its accomplishments.	1	2	3	4	5	6
10.	People from my ethnic group participate in cultural practices of their own group, such as special food, music, or customs	1	2	3	4	5	6
11.	People from my ethnic group feel good about their cultural and/or ethnic background.	1	2	3	4	5	6

Ethnic Compatibility

Attitude toward other ethnic groups are a factor in one's social identity in the larger society (Phinney, 1992). Ethnic compatibility, conceptualized as the viewer's perception of the degree to which related or engaged people exist or act in harmony, is operationalized as *an overall attitude toward other ethnic groups*. To measure ethnic compatibility, a new scale was developed that integrates items from Phinney's (1992) Attitude toward Other Groups scale and items that emerged from in-depth interviews

(Table 5). The reported reliability of Phinney’s (1992) scale was .75 and .86 for high school and college students, respectively.

Table 5. Measure of Ethnic Compatibility

No	Statement	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1	People from other ethnic groups are not like me.	1	2	3	4	5	6
2	I sometimes feel it would be better if different ethnic groups didn’t try to mix together.	1	2	3	4	5	6
3	My closest friends are members of my own ethnic group.	1	2	3	4	5	6
4	When I see people from different ethnic groups together, it does not seem right.	1	2	3	4	5	6
5	I prefer people from my own ethnic group to people from other ethnic groups.	1	2	3	4	5	6

Attitude toward the Actors

Attitude toward the actors (A_{ACTOR}), conceptualized as a learned disposition to react positively/negatively toward actors featured in print advertisement, is operationalized as *a cognitive evaluation of and an affective response to the appearance of actors featured in an advertisement*. Scale descriptors from Feltham’s (1994) Judgment of Ads-Viewer Judgment of Ads: The Persuasive Disclosure Inventory (PDI) scale, the *ethos*, which concentrates on the source rather than the message, and the *pathos*, which considers the emotional or affective appeal, are used to measure A_{ACTOR} (Table 6).

Attitude toward the Advertisement

An attitude toward the advertisement (A_{AD}), a learned disposition to react positively/negatively toward a print advertisement, is operationalized as *an affective*

reaction to an advertisement. Drawing on Feltham's (1994) Judgment of Ads-Viewer Judgment of Ads: The Persuasive Disclosure Inventory (PDI) scale, *pathos*, which considers the emotional or affective appeal, was used to measure A_{Ad} (Table 7).

Table 6. Measure of Attitude toward the Actors

The models in the advertisement are...							
Unbelievable	1	2	3	4	5	6	Believable
Not Credible	1	2	3	4	5	6	Credible
Not Trustworthy	1	2	3	4	5	6	Trustworthy
Unreliable	1	2	3	4	5	6	Reliable
Undependable	1	2	3	4	5	6	Dependable
Does not affect my feelings	1	2	3	4	5	6	Affects my feelings
Does not touch me emotionally	1	2	3	4	5	6	Touches me emotionally
Is not stimulating	1	2	3	4	5	6	Is stimulating
Does not reach out to me	1	2	3	4	5	6	Reaches out to me
Is not stirring	1	2	3	4	5	6	Is stirring
Is not moving	1	2	3	4	5	6	Is Moving
Is not exciting	1	2	3	4	5	6	Is exciting

Purchase Intention

Purchase intention, conceptualized as a cognitive state of likelihood to act, is operationalized as *the likelihood to do a future planned activity*. The purchase intention scale is a new phrase-completion measure (Table 8).

Table 7. Measure of Attitude toward the Advertisement

Overall, the advertisement...							
Does not affect my feelings	1	2	3	4	5	6	Affects my feelings
Does not touch me emotionally	1	2	3	4	5	6	Touches me emotionally
Is not stimulating	1	2	3	4	5	6	Is stimulating
Does not reach out to me	1	2	3	4	5	6	Reaches out to me
Is not stirring	1	2	3	4	5	6	Is stirring
Is not moving	1	2	3	4	5	6	Is moving
Is not exciting	1	2	3	4	5	6	Is exciting

Table 8. Measure of Purchase Intention

When it comes to <i>Corbis Cola</i> , I would...							
Definitely not buy this product	1	2	3	4	5	6	Definitely buy this product
Absolutely not try this product	1	2	3	4	5	6	Absolutely try this product
Never consider purchasing this product	1	2	3	4	5	6	Positively consider purchasing this product

Research Design

In-Depth Interviews

The objectives of the in-depth interviews are twofold: 1) to create a typology of cultural surface pointers and 2) to understand individuals' attitudes toward other ethnic groups. Although cultural surface markers may include features not visible in social interactions (e.g., undergarments of devout Jews), visible markers in print advertisement are the interest of the current research. These markers include dress, skin color, hair

texture and form, height, physical size, eye shape, facial structure (e.g., nose shape), body modifications (e.g., tattoos), and cultural artifacts (e.g., religious jewelry).

Sample

A naturalistic inquiry framework, inductive analysis, is adopted for the in-depth interviews. In naturalist inquiry, “all sampling is done with a purpose in mind” (Lincoln and Guba, 1985, p. 199). The target population is Hispanics residing in the Southeastern U.S. Hispanics were selected because they represent the largest single minority ethnic group in the U.S. (U.S. Census, 2000). Furthermore, Hispanics' purchasing power of \$452 billion in 2000 continues to increase as they climb the socioeconomic ladder (U.S. Census, 2000). Hispanics rely on advertising as a source of product information (Woods, 1995) making these consumers relevant to the current research.

Participants were solicited using snowball sampling. Snowball sampling is appropriate when the population of interest is unique and compiling a complete list of the population is impossible (Hair, Bush, and Ortinau 2006). Moreover, snowball sampling is appropriate for a purposeful sample, which is prescribed for naturalist inquiry. Participants are solicited by referrals known to the primary researcher.

Incentives

To increase participation and referrals, participants received one chance to win a television for participating in the in-depth interview and another chance for each referral who participates in the study. At the end of the interview, participants were given a coupon. The coupon was divided into two sections: one for the participant to complete

and return to the researcher and one for the participant to keep that outlines rules for the drawing (Appendix 1). The portion of the coupon retained by the interviewer was reviewed for completeness and accuracy, folded to conceal the participant's name, and deposited in a locked box.

Participants were offered additional chances for referring individuals to become participants in subsequent interviews or experimental testing sessions. The interviewer distributed blank coupons to the interviewees who chose to take advantage of this offer. The interviewee completed the referral coupon and sent it with the referrer when he or she participated in a subsequent study session.

Once data collection for the study was completed, the winning coupon was selected. The drawing took place on March 30, 2007. Coupons collected from the in-depth interviews, pilot test, and experiment were combined and placed in a container. The drawing took place at the University of South Florida (USF). A USF staff member drew the winning coupon, witnessed by three individuals not involved in the current research project. The person drawing the winning coupon and three witnesses signed and dated the winning coupon.⁶ The winner was notified by certified mail and had 30 days from the date of mailing to retrieve the prize. The winner was required to produce a photo identification to collect his or her winnings.

Procedures

Before each interview began, the purpose of the interview, the guidelines for the session, and the approximate length of the session (45 minutes) were communicated to

⁶ The coupons are folded and the parties present at the drawing do not have access to the winner's name.

the interviewee by the interviewer. In compliance with USF human research requirements, the researcher (e.g., interviewer) obtained two executed consent forms: one for the interviewee and one for the researcher. The researcher obtained consent to tape record the interview and advised the interviewee of his or her right to stop the interview at any time.

Although the interviewee guides the direction of the interview, an outline (Appendix 2) assured consistent execution. Photographs of Hispanics (one female and one male) were used to construct a typology of cultural surface makers. In addition, photographs of different ethnic group members were used to determine the ranking of out-group members, from “least like me” to “most like me.” These data determined the out-group members for the experimental treatments. Finally, data about products were collected to assure that the product featured in the experimental treatments was relevant to the ethnic group of study.

Data Analysis

The tape recorded conversations were transcribed (e.g., typed) verbatim. In addition to the primary researcher, two independent reviewers were solicited to code the interview transcripts: 1) Dr. Jay Mulki, Assistant Professor of Marketing at Northeastern University, Boston, MA and 2) Dr. Doreen Sams, Assistant Professor of Marketing at Georgia College & State University, Milledgeville, GA. Both reviewers are skilled in scientific research and have completed at least one doctoral-level course in qualitative research methods.

Consistent with naturalistic inquiry, a reviewer packet, including copies of the transcripts, a cover letter (Appendix 3), and a consent form (Appendix 4), was delivered to each independent reviewer (Lincoln and Guba, 1985). The reviewers communicated via telephone and electronic mail to compare their findings and resolve inconsistencies. Findings from the in-depth interviews served as input to scale and treatment development.

Pilot Study

A pilot study was conducted to ascertain the clarity of scale items, the reliability of measures, treatment effectiveness, and the time needed to complete the experiment. Ninety-nine (99) Hispanics and , who did not participate in the in-depth interviews, were solicited to participate in the pilot study. Hispanics were solicited to participate in the pilot study through referrals known to the primary researcher (e.g., snowball sampling).

Pre-Screening

Pre-screening was used to determine into which group, strong ethnic identifiers or weak ethnic identifiers, each participant belonged. Potential participants were contacted by telephone to: 1) determine their strength of ethnic identification, 2) obtain contact information, and 3) gather preferences for testing times. Employing Trimble's (1995) four-domain ethnic self-identification model, a pre-screening form was developed (Appendix 5).⁷ Allocating points to each pre-screening element created an identity index (Table 9). The range of the index was zero to 12 points and the mean was six;

⁷ The four domains of ethnic self-identification are natal background, subjective labeling, situation-context, and behaviors.

participants scoring above six were assigned to the strong ethnic identifiers group, and those scoring below six were assigned to the weak ethnic identifiers group. The researcher contacted each participant to coordinate and schedule pilot study sessions. For details of the procedures employed for the pilot study, refer to Procedures in the “Experiment” section below.

At the end of the interview, participants were debriefed about the current study. After collection of data for the pilot study and experiment, each participant received a debriefing letter. This procedure was adopted in lieu of debriefing immediately following data collection because participants in one study may know other participants and debriefing information might be shared with participants of subsequent studies.

Table 9. Pre-Screening Ethnic Identity Index

No.	Domain	Question	Answer	Points Value
1.	Natal Background	Where were you born?	U.S.A.	0
			Other country	1
2.	Natal Background	Where were your parents born?	Mother = Outside U.S.A.	1
			Mother = U.S.A.	0
			Father = Outside U.S.A.	1
			Father = U.S.A.	0
3.	Situation-Context	What language do you generally speak at your job?	Language other than English	1
			English	0
4.	Situation-Context	What language do you generally speak at home	Language other than English	1

Table 9. Pre-Screening Ethnic Identity Index (continued)

			English	0
5.	Behaviors	What social organizations are you a member of?	One or more	1
			None	0
6.	Behaviors	Do you read (e.g., newspapers, magazines), view (e.g., television) or listen to (e.g., radio) information in a language other than English?	Yes	1
			No	0
7.	Subjective Self-Labeling	To what ethnic group do you belong?	Hispanic/Latino	2
			Multiple group including Hispanic/Latino	1
			Any other group	0
8.	Subjective Self-Labeling	How strongly do you identify with the ethnic group selected in question seven?	Very strongly	3
			Strongly	2
			Weakly	1
			Very Weakly	1
			Not at all	0

Experiment

Experimental Design

The primary interest of the experiment was to compare treatments. In this design, the post-treatment conditions were measured (Pedhazur and Schmelkin, 1991) (Table 10). A randomized block design was selected because it is appropriate for comparing treatments within blocks of relatively homogeneous experimental units (Mendenhall and Sincich, 1996). For the current study, participants were assigned to a treatment group of either strong Hispanic ethnic identifiers (SHEI) or weak Hispanic ethnic identifiers (WHEI). Participants self-identifying as *strong* or *very strong* were assigned to the SHEI group. Participants self-identifying as *somewhat strong*, *somewhat weak*, *weak*, or *very weak* were assigned to the WHEI group.

Table 10. Experimental Design: Post-Measure Only

Treatment	Measure
X_1	O
X_2	O
X_3	O

Participants were exposed to three advertisements. First, each participant viewed two spurious advertisements. Next, participants viewed one of three treatment advertisements: 1) an advertisement featuring two in-group members (II), 2) an advertisement featuring one in-group member and one out-group member (IO), or 3) an advertisement featuring two out-group members (OO) (Table 11). The treatments were randomly assigned to the participants within each treatment group (e.g., strong Hispanic ethnic identifiers and weak Hispanic ethnic identifiers). In summary, each participant was shown three advertisements - two spurious advertisements and one treatment advertisement (e.g., II, OO, or IO).

Table 11. Experimental Treatments

		Treatments I = In-Group ▪ O = Out-group		
Strength of Ethnic Identification	Strong (SHEI)	OO	II	IO
	Weak (WHEI)	OO	II	IO

The independent variables were strength of ethnic identification (e.g., strong or weak ethnic identifiers) and ethnic compatibility. Ethnic compatibility was the viewer's perception of the compatibility of the actors featured in the treatment advertisement.

There were three levels of ethnic compatibility: high [advertisement featuring two models of the same ethnic group as the participant (II)], mixed [advertisement featuring one model of the same ethnic group and one model of an ethnic out-group (IO)], and low [advertisement featuring two out-group models (OO)]. The predicted outcomes or dependent variables were attitude toward the actors and attitude toward the advertisement. The viewer's perceived ethnic compatibility of the models featured in the advertisement predicted the attitude toward the actors and the advertisement (Table 12).

The current study examines differences among treatment conditions within SHEI and within WHEI. As hypothesized in H₁ and H₂, when SHEI view an advertisement featuring models high in ethnic compatibility and members of their own ethnic group (II), the most favorable evaluation of the actors and the advertisement was predicted.

Table 12. Factorial Design

		Ethnic Compatibility		
		Low* (OO)	High* (II)	Mixed* (IO)
Strength of Ethnic Identification	Strong (SHEI)	Less Favorable	Most Favorable	Least Favorable
	Weak (WHEI)	No Difference	No Difference	No Difference
*I = in-group member O = out-group member				

SHEI form a more favorable attitude toward the actors and advertisement when two out-group (e.g., African-American) models are featured in the advertisement than when one in-group (e.g., Hispanic) and one out-group (e.g., African-American) model are featured in the advertisement. This prediction is based on the notion that a SHEI would find two out-group members (African-Americans) more compatible because they are

from the same ethnic group, whereas a mix of in-group and out-group (Hispanic and African-American) models would be less compatible.

SHEI rely on group membership to sustain their self-concept and perceive attempts to intrude on group boundaries (e.g., out-group member with in-group member) negatively. SHEI form the least favorable attitude when viewing an advertisement featuring an in-group member and an out-group member together. SHEI do not connect with advertisements featuring two out-group members and form less favorable attitudes than those in the in-group/in-group condition. However, the out-group/out-group context is expected to result in a more favorable attitude than the in-group/out-group condition, which threatens self-concept.

It is predicted that WHEI, who rely less than SHEI on group membership to sustain self-concept, will form similar attitudes when viewing an advertisement featuring two in-group (II), two out-group models (OO), or one in-group and one out group model (IO), not favoring one advertisement over another.

Pre-Screening

Pre-screening was used to determine into which group (e.g., SHEI, WHEI) participants belong. For details, see Pre-Screening in the “Pilot Study” section above.

Sample

Snowball sampling was used to obtain Hispanic group members. The primary researcher contacted Hispanics known to her to solicit participation in the study. A power analysis revealed that an approximately 50% probability of detecting a moderate

effect size (e.g., .5) yielded a sample size of 30 observations per treatment group (Hair, Anderson, Tatham, and Black, 1998). Therefore, six treatment groups (Table 12) render a total sample size of 180.

Experimental Environment

The experiment was conducted in a private room, which was examined prior to the study session to assure optimal conditions (e.g., available chairs, air-conditioning working). The experimental sessions began no later than ten minutes after the scheduled start time. Participants arriving after the commencement of the study were not permitted to participate in the session.

Treatments

Participants were exposed to three advertisements, two spurious advertisements (Figures 9 and 10) followed by one of the three treatment advertisements: 1) advertisement featuring two Hispanic models (Figure 11), 2) advertisement featuring two African-American models (Figure 12), and 3) advertisement featuring one Hispanic model and one African-American model (Figure 13). The purpose of the spurious advertisements was to avoid hypotheses guessing. The product, a soft drink, is a low-involvement, inexpensive item.⁸ A fictitious brand name was used to assure the product did not bias attitudes.

⁸ The product was determined from in-depth interviews.



Figure 9. Spurious Advertisement One



Figure 10. Spurious Advertisement Two



Figure 11. Treatment Condition II – Two Hispanic Models



Figure 12. Treatment Condition OO – Two African-American Models



Figure 13. Treatment Condition IO – One Hispanic Model and One African-American Model

Procedures

The primary researcher contacted referrals to participate in the study. The story line was that a fictitious company is conducting research to determine which of three potential advertisements consumers find the most effective in promoting their new (brand name). Potential participants were pre-screened by telephone. Pre-screening continued until the required sample size was achieved. Refer to Pre-Screening in the “Pilot Study” section above for details of the pre-screening process. Information obtained from the pre-screening provided guidance for scheduling the study. Three potential research times were offered to those agreeing to participate.

The primary researcher was present at each study session. The study materials were randomly placed on the table in front of each seat. Participants were instructed to

sit in the next available seat starting with the first row. The instructions for the experiment (Appendix 6) were read verbatim to assure consistency in presentation. Consent forms (Appendix 7) were collected before the experiment began. Although there was no time limit to complete the study, the approximate time needed to complete the study was 30 minutes.

The primary researcher began the study and remained in the study room until all participants were finished. Participants were instructed to exit the room upon completing the study and deliver their study booklet to the researcher, who collected the study materials and issued an incentive coupon to the participant. The half of the coupon with the participant's contact information was retained, folded to conceal personal information, and placed in a locked box. The other half of the coupon, which stated guidelines for the drawing, was given to the participant (Appendix 1). A debriefing statement was mailed to each participant after completion of the experiment (Appendix 8).

Study Materials

The study booklet consisted of three sections: 1) introduction and general instructions, 2) scenario and treatments, and 3) measures. The study booklet was translated to Spanish, back to English, and back to Spanish. The final study materials included both English and Spanish (Appendix 9). After an introduction to the study and general instructions, a scenario for the advertisement that followed was presented. Participants were asked to view three advertisements and respond to a series of questions and statements that followed each advertisement. The two spurious advertisements

(Figures 9 and 10) were presented first, followed by measures of attitude toward the actors (Tables 6) and attitude toward the advertisements (Table 7). To avoid order bias, the spurious advertisements were randomized. Next, one of the three treatment advertisements (Figure 11, 12, or 13) followed by measures of attitude toward the actors, attitude toward the advertisement, purchase intention, and the manipulation check were presented (Tables 13).

Measures of strength of ethnic identification (Table 4) and ethnic compatibility (Table 5) followed the measures of attitudes, intention, and the manipulation check. Finally, demographic data were collected.

Manipulation Check

To check strength of ethnic identification, the following question was asked:

My identification with the ethnic group indicated above is.

Very Weak	Weak	Somewhat Weak	Somewhat Strong	Strong	Very Strong
1	2	3	4	5	6

To test the manipulation of ethnic compatibility, a manipulation check (Table 13) followed the treatment advertisement.

Table 13. Manipulation Check

ONE of the models in the advertisement is...								
49	Not at all like me	1	2	3	4	5	6	Very much like me
50	Not at all compatible with me	1	2	3	4	5	6	Definitely compatible with me

Table 13. Manipulation Check (continued)

51	Not at all sensible	1	2	3	4	5	6	Completely sensible
THE OTHER MODEL in the advertisement is...								
52	Not at all Like me	1	2	3	4	5	6	Very much like me
53	Not at all compatible with me	1	2	3	4	5	6	Definitely compatible with me
54	Not at all sensible	1	2	3	4	5	6	Completely sensible

Hypothesis guessing by participants was also tested. Before measures of ethnic compatibility and strength of ethnic identification questions were presented, participants were asked what product was advertised in the advertisements they viewed to direct participants attention from the models in the advertisements. Next, participants were asked, “What do you think this study was about?” Participants’ responses that included ethnicity or race were eliminated from the study.

Data Analysis

The hypothesized relationships in the current study were tested using correlation, ANOVA, and regression (Table 14). ANOVA analyses were used to predict strong and weak ethnic identifiers’ attitudes toward both the actors and the advertisements (H₁ and H₂). The correlation between ethnic compatibility and the strength of ethnic identification determined whether a relationship between these variables exists (H₃). To test the mediating effect of ethnic compatibility between strength of ethnic identification and attitude toward the actors and attitude toward the advertisement (H₄ and H₅), the Baron and Kenny (1986) causal-step approach was conducted. A correlation analysis between attitude toward the actors and attitude toward the advertisement was conducted to test H₆. To test the relationship between purchase intention and attitude toward the

actors (H₇) and attitude toward the advertisement (H₈), regression analyses were conducted.

The validity and reliability of the measures used in the current study are examined in the following Chapter 4. In addition, the hypotheses set forth in this chapter are tested and the findings reported in Chapter 4. Finally, the findings and implications of post hoc analyses are presented.

Table 14. Summary of Hypotheses and Statistical Analyses

Hypothesis		Analysis
H₁	H ₁ (a): Strong Hispanic ethnic identifiers (SHEI) will evaluate their own group models (e.g., two Hispanics) featured in an advertisement more favorably than out-group models (e.g., two African-Americans) (II > OO).	<p style="text-align: center;">ANOVA</p> $A_{\text{ACTOR}} = \beta_0 + \beta_1 \text{ Strength Ethnic ID (SEI)} + \varepsilon$ <p style="text-align: center;">(Bonferroni)</p>
	H ₁ (b): Strong Hispanic ethnic identifiers (SHEI) will evaluate their own group models (e.g., two Hispanics) featured in an advertisement more favorably than mixed group models (e.g., one Hispanic and one African-American) (II > IO).	
	H ₁ (c): Strong Hispanic ethnic identifiers (SHEI) will evaluate out-group models (e.g., two African-Americans) featured in an advertisement more favorably than mixed group models (e.g., one Hispanic and one African-American) (OO > IO).	
	H ₁ (d): Weak Hispanic ethnic identifiers (SHEI) will evaluate their own group models (e.g., two Hispanics) as favorably as they do out-group models (e.g., two African Americans) and mixed group models (e.g., one Hispanic and one African American) (II = OO = IO).	

Table 14. Summary of Hypotheses and Statistical Analyses (continued)

<p>H₂</p>	<p>H₂(a): Strong Hispanic ethnic identifiers (SHEI) will evaluate an advertisement featuring their own group models (e.g., two Hispanics) more favorably than an advertisement featuring out-group models (e.g., two African-Americans) ($II > 00$).</p> <p>H₂(b): Strong Hispanic ethnic identifiers (SHEI) will evaluate an advertisement featuring their own group models (e.g., two Hispanics) more favorably than an advertisement featuring mixed group models (e.g., one Hispanic and one African-American) ($II > IO$).</p> <p>H₂(c): Strong Hispanic ethnic identifiers (SHEI) will evaluate an advertisement featuring out-group models (e.g., two African-Americans) more favorably than an advertisement featuring mixed group models (e.g., one Hispanic and one African-American) ($OO > IO$).</p> <p>H₂(d): Weak Hispanic ethnic identifiers (SHEI) will evaluate an advertisement featuring their own group models (e.g., two Hispanics) as favorably as they do an advertisement featuring out-group models (e.g., two African Americans) and mixed group models (e.g., one Hispanic and one African American) ($II = OO = IO$).</p>	<p style="text-align: center;">ANOVA</p> $A_{AD} = \beta_0 + \beta_1 \text{ Strength Ethnic ID (SEI)} + \varepsilon$ <p style="text-align: center;">(Bonferroni)</p>
<p>H₃</p>	<p>H₃: There is a relationship between strength of ethnic identification and ethnic compatibility.</p>	<p style="text-align: center;">Correlation</p> <p style="text-align: center;">Strength Ethnic ID (SEI) and Ethnic Compatibility (EC)</p>
<p>H₄</p>	<p>H₄: Ethnic compatibility mediates the relationship between strength of ethnic identification and attitude toward the actors.</p>	<p style="text-align: center;">Regression Mediation</p> <p style="text-align: center;">Baron and Kenny (1986) causal step approach</p> $EC = \beta_0 + \beta_1 SEI + \varepsilon$ $A_{ACTOR} = \beta_0 + \beta_1 EC + \varepsilon$ $A_{ACTOR} = \beta_0 + \beta_1 SEI + \varepsilon$ $A_{ACTOR} = \beta_0 + \beta_1 EC + \beta_2 SEI + \varepsilon$ <p style="text-align: center;">Moderation</p> $A_{ACTOR} = \beta_0 + \beta_1 SEI + \beta_2 EC + \beta_3 EC*SEI + \varepsilon$
<p>H₅</p>	<p>H₅: Ethnic compatibility mediates the relationship between strength of ethnic identification and attitude toward the advertisement.</p>	<p style="text-align: center;">Regression Mediation</p> <p style="text-align: center;">Baron and Kenny's (1986) causal step approach</p> $EC = \beta_0 + \beta_1 SEI + \varepsilon$ $A_{AD} = \beta_0 + \beta_1 EC + \varepsilon$ $A_{AD} = \beta_0 + \beta_1 SEI + \varepsilon$ $A_{AD} = \beta_0 + \beta_1 EC + \beta_2 SEI + \varepsilon$ <p style="text-align: center;">Moderation</p> $A_{AD} = \beta_0 + \beta_1 SEI + \beta_2 EC + \beta_3 EC*SEI + \varepsilon$

Table 14. Summary of Hypotheses and Statistical Analyses (continued)

H₆	H ₆ : There is positive relationship between attitude toward the actors featured in an advertisements and attitude toward the advertisement, such that the more favorable (unfavorable) the attitude toward the actors, the more favorable (unfavorable) the attitude toward the advertisement.	Correlation A_{AD} and A_{ACTOR}
H₇	H ₇ : Positive (favorable) attitudes toward the actors in an advertisement increase the likelihood of purchase intention of the product advertised.	Regression $PI = \beta_0 + \beta_1 A_{ACTOR} + \varepsilon$
H₈	H ₈ : Positive (favorable) attitudes toward the advertisement increase the likelihood of purchase intention of the product advertised.	Regression $PI = \beta_0 + \beta_1 A_{AD} + \varepsilon$

CHAPTER 4

ANALYSIS OF DATA

Chapter 4 provides detailed analyses of the data collected. Three studies were conducted: 1) in-depth interviews, 2) a pilot study, and 3) experiment. Qualitative data were analyzed using content analysis and common theme detection. Quantitative data were subjected to regression analysis, ANOVA, and correlation analysis using SPSS statistical software.

In-Depth Interviews

Procedures

The primary researcher met with each participant in a public facility (e.g., Barnes & Nobles Book Store, Outback Steakhouse). The primary researcher advised the participant that taking part in the study was completely voluntary and the participant could choose not to answer a question and stop the interview at any time. The participants were given an Informed Consent, which they read and signed before proceeding further. Participants were asked to use a fictitious name so that any association between the transcript from the tape recorded session and the individual would not be possible. Verbal permission to tape record the interview session was obtained before beginning. Before ending the session, each participant was asked if they

wished to add anything. Participants were thanked for their time and the session end time was noted at completion.

The primary researcher of the current study transcribed the tape recorded interviews verbatim. The transcripts were sent to the independent reviewers (see Appendix 3), Dr. Jay Mulki and Dr. Doreen Sams, for coding. Reviewers communicated by electronic mail to review coding results and no conflicts in coding were revealed.

Norm Data

In-depth interviews were conducted between August 2006 and September 2006. The sample was a purposeful sample and participants were solicited using the snowball sampling method. All participants in the in-depth interviews were Hispanic (e.g., three Cubans, one Puerto Rican, and one Mexican). The participants consisted of three women and two men whose ages ranged between 18 and 50. Three of the five participants reported Catholic as their religious affiliation; one participant reported Jehovah Witness, and one non-denominational. All participants were married and four of the participants were married to a Hispanic spouse. All interviewees and their parents were born in the United States.

Ethnic Related Behaviors. Four of the five interviewees speak Spanish at home; all speak English at work unless conversing with another Hispanic. Interviewees reported having friends from various ethnic backgrounds (e.g., Whites and Blacks), enjoying Salsa and other Latin music along with more traditional U.S. music such as heavy metal and rock, and partaking in various ethnic foods (e.g., Mexican and Chinese) as well as native cuisine (Appendix 2).

Religion

Participants reported that religion is very important and attendance at church is expected in most families. Once predominantly Catholic (Marin and Gamba, 1993), today's Hispanics follow a variety of faiths including Jehovah Witness and non-denominational as reported by the participants. Participants reported that religion continues to be an important element in Hispanic life.

Hispanics' Perceptions of In-Group Membership

Boundaries define cultural groups, and where there are boundaries there are mechanisms to maintain those boundaries (Nash, 1996). For ethnic groups, these mechanisms are cultural markers of differences including ethnographic records, such as kinship. Secondary to ethnographic records are surface pointers, which make recognition of group membership possible at a distance or in a fleeting instance, such as dress and physical features (Nash, 1996). A typology of Hispanic surface pointers that serve as cues to in-group membership was developed from the findings (Table 15).

Table 15. Typology of Hispanic Surface Pointers as Cues to In-Group Membership

Surface Pointer/Dimension		Description
Overall appearance		<ul style="list-style-type: none">▪ Neat – well-groomed▪ Jewelry indicator of membership – varies by subgroup▪ Darker than White in visible features▪ Fashion is important
Face	Overall	▪ Holistic perception - difficult to dissect by features

Table 15. Typology of Hispanic Surface Pointers as Cues to In-Group Membership
(continued)

Hair	Color	<ul style="list-style-type: none"> ▪ Varies – darker hair signals inclusion
	Texture	<ul style="list-style-type: none"> ▪ Curley to kinky
	Style	<ul style="list-style-type: none"> ▪ Long hair is considered attractive ▪ Women have long hair usually wear it down ▪ Men have cropped (some wear long)
Eyes	Color	<ul style="list-style-type: none"> ▪ Brown ▪ Women wear make-up
Nose	Shape	<ul style="list-style-type: none"> ▪ Varies with subgroup; Mexicans are broader, Cubans are pudgy
Skin	Color	<ul style="list-style-type: none"> ▪ Olive or darker than Whites ▪ Women are tanned
Stature	Height	<ul style="list-style-type: none"> ▪ Short relative to U.S.
	Weight	<ul style="list-style-type: none"> ▪ Slim for men; full figure for women
Dress	Overall	<ul style="list-style-type: none"> ▪ Colorful ▪ Fitted
	Women	<ul style="list-style-type: none"> ▪ Provocative; fitted; show figure ▪ Short skirts; low necklines ▪ Gold jewelry (chains); long big earrings
	Men	<ul style="list-style-type: none"> ▪ Conservative; open collars ▪ Show chest hair ▪ Dress to go out; neat and well-groomed
Jewelry	Women	<ul style="list-style-type: none"> ▪ Gold ▪ Often have religious symbols (cross) ▪ Heavy chains
	Men	<ul style="list-style-type: none"> ▪ Very similar to women but not as much ▪ Gold ▪ Often have religious symbols (cross) ▪ Heavy chains; glitzy watches
Body Modifications		<ul style="list-style-type: none"> ▪ Piercing (particularly ears) are very common for women ▪ Piercing is not common for men

Culture and Lifestyle

Data about cultural values and lifestyles were also collected to assure that the content of the treatment was consistent with the intent of the message. Participants reported that Hispanics are family oriented and paramount in their value system is the care and rearing of their children. Participants reported that they are flexible as to time deadlines. Participants also reported the following: Hispanics are social people that respect their culture and adopt U.S. culture as necessary; the male is the dominant member of the family; women are expected to take care of the house and children; Hispanics dine together as an important element of family life; elders are valued with extended family members often living together; and children are expected to live at home until married.

“Marriage is very important...the extended family like aunts and uncle are part of the family ...” (M. E. D.)

“You marry to have children...this is your life...we live to guide our children and make sure they are safe.” (K. D.)

“Your son may leave [the parental home] sooner, but daughters go from here [parental home] to the home of their husbands.” (V. E. D.)

“We [Mexicans] are expected not to get pregnant until after we marry...but, today parents have to deal with the reality...” (M. E. D.)

Economic efforts are communal. Resources (e.g., earnings) are pooled to promote the health of the family.

“If a child needed to go to school, everyone contributed – aunts, uncles – everyone pitched in...” (V. E. D.)

“Not all family are the same, but we take care of our own [grandparents] (C. L.)

“We my family comes from New Jersey, they all stay in my small house, and I pay for the food...” (C. L.)

Education is essential with children expected to become professionals (e.g., bankers, lawyers).

“We don’t ask our kids if they want to go to college – we start out telling them they will go to college...it doesn’t take long for them to figure out it’s a better deal than working at McDonalds’s” (K. D.)

Hispanics’ Perceptions of Out-Group Membership

Three out-groups were addressed during the in-depth interview: Whites (Caucasians), Blacks (African-American), and Asian-Indians. Participants were shown three pictures (e.g., African-American couple, Asian-Indian couple, and White couple)

and asked to arrange the photographs in order of “most like me” to “least like me” (Appendix 2). An interesting finding is that although Hispanics differ within homogenous subgroups (e.g., Cubans, Mexicans), Hispanics seem to agree on the group “least like me,” African-Americans. Based on this finding, African-Americans were retained as the out-group for the treatment conditions of the experiment. A topology of the surface pointers that Hispanics use to identify Blacks is presented in Table 16.

Table 16. Typology of Hispanics’ Perceptions of African-Americans’ Surface Pointers as Cues to Out-Group Membership

Surface Pointer/Dimension		Description
Overall appearance		<ul style="list-style-type: none"> ▪ Not concerned with social norms (e.g., dress) ▪ Proud of gangs – tattoos, etc.
Face	Overall	<ul style="list-style-type: none"> ▪ Big; wide noses
Hair	Color	<ul style="list-style-type: none"> ▪ Black; kinky
	Texture	<ul style="list-style-type: none"> ▪ Men sometimes shave hair off
	Style	<ul style="list-style-type: none"> ▪ Women have “weird” styles (weaves)
Eyes	Color	<ul style="list-style-type: none"> ▪ Black
Nose	Shape	<ul style="list-style-type: none"> ▪ Broad
Skin	Color	<ul style="list-style-type: none"> ▪ Black or dark brown
Stature	Height	<ul style="list-style-type: none"> ▪ Tall
	Weight	<ul style="list-style-type: none"> ▪ Varied; heavier than Hispanics
	Build	<ul style="list-style-type: none"> ▪ Muscular
Dress	Overall	<ul style="list-style-type: none"> ▪ Dress to draw attention ▪ Loose clothing with pull down pants and underwear showing
	Women	<ul style="list-style-type: none"> ▪ Revealing clothing ▪ Gold teeth ▪ Odd make-up (e.g., colors) ▪ Platted hair

Surface Pointer/Dimension		Description
	Men	<ul style="list-style-type: none"> ▪ Tank tops ▪ Jailing (e.g., loose clothing with pull down pants and underwear showing) ▪ Gold teeth ▪ Earrings (Bling, Bling)
Jewelry	Women	<ul style="list-style-type: none"> ▪ Large hoop earrings
	Men	<ul style="list-style-type: none"> ▪ Big chains with lots of glitz
Body Modifications		<ul style="list-style-type: none"> ▪ Tattoos ▪ Branding

Participants’ perceptions of Black culture and life-style focused on the notion of gangs. Participants of the in-depth interview reported that Blacks are less likely to consider social norms, “what other people think.” Participants also reported that Blacks are loud, party people (e.g., like to drink) who have little consideration for others. Interviewees reported that although some Blacks work hard, they do not have the work ethic of Hispanics. Overall, respondents reported that Blacks do not value education.

“They [Blacks] don’t care about others. If you go to the movies, they talk and don’t care if it disturbs others.” (K. D.)

“I teach school and it is hard to get them [Blacks] to be quiet in class...most of them only come to school because they have to – they don’t care about an education...they are looking for the quick money without working too hard.” (K. D.)

Participants' cues to White group membership was based on phenotype traits. For example, participants consistently noted light skin and eye color as predominant cues. Cultural and lifestyle characteristics reported included rigid, goal oriented, individualist, impassionate, intolerant of others, and not education oriented.

Pilot Study

A pilot study to assess measures and determine time requirement for completion of the study was conducted (Appendix 6). The study materials were delivered by hand and by mail using snowball sampling. Participants were asked to note on the first page of the study packet how long it took them to complete the study. The data was recorded in Word Excel and transferred to SPSS 14.0 for statistical analyses.

The pilot study consisted of a sample of ninety-nine (99) respondents. Females made up 63% of the sample. Participants' ages ranged between 18 and 60. Thirty-five percent (35%) of the sample reported household annual income before taxes as greater than \$70,000; 35% reported annual household income between \$30,000 and \$69,999, and 30% reported less than \$30,000.

Component analysis was conducted to evaluate measures of strength of ethnic identification, ethnic compatibility, attitude toward the actors, attitude toward the advertisement, and purchase intention (see Tables 4, 5, 6, 7, and 8). Principle component factor analysis is appropriate when the objective of the analysis is to account for the greatest amount of total variance (e.g., common, specific, and error) (Hair et al., 1998; Kim and Mueller, 1978). Component analysis considers total variance and derives factors that contain small proportions of unique variance and some error variance (Hair et

al., 1998). However, the variance extracted is not enough to distort the factor structure (Hair et al., 1998).

Assumptions of component analysis were tested. Departure from assumptions of normality, homoscedasticity, and linearity “apply only to the extent that they diminish the observed correlation” (Hair et al., 1998, p. 99). However, sufficient correlation is required to justify component factor analysis (Hair et al., 1998). To assure sufficient correlation, the Bartlett test of sphericity was conducted.

Missing Data

A review of the data detected missing data (e.g., participants did not record a value or improperly responded to the question by selecting two responses). Missing data were replaced by the average value of all valid responses for that particular item.

Measure of Strength of Ethnic Identification

An inter-item correlation matrix was examined to assure correlation among items. Item 2 (e.g., people from my ethnic group are active in organizations or social groups that include mostly members of their own ethnic group) was not correlated to Item 5 (e.g., people from my ethnic group are happy to be a member of the group they belong to) ($r = .08$) and demonstrated marginal correlation with Items 6 (e.g., people from my ethnic group have a strong sense of belonging to their own ethnic group) ($r = .38$), and 11 (e.g., people from my ethnic group feel good about their cultural and/or ethnic background) ($r = .35$) (refer back to Table 4). Therefore, Item 2 was deleted from the scale.

The remaining ten items were subjected to principle component factor analysis. Bartlett test of sphericity was significant ($\chi^2 = 1317.07$, Sig. = .00) and assured sufficient correlation among the items. Items with communalities of $<.60$ were deleted [e.g., Items 1 (e.g., people from my ethnic group spend time trying to find out more about their own ethnic group, such as its history, traditions, and/or customs), 4 (e.g., people from my ethnic group think a lot about how their lives are affected by their ethnic group membership), and 5 (e.g., people from my ethnic group are happy to be a member of the group they belong to)] (Table 4). The seven remaining items represent a one-factor solution that accounts for 77% of the variance (Table 17).

Content validity was maximized by using items previously subjected to scientific rigor and having those items reviewed by marketing colleagues (DeVellis, 2003). Cronbach's Alpha, a measure of internal consistency, indicates the proportion of variance that is attributable to the true score. It indicates the extent to which a set of items can be treated as measuring a single latent variable. Higher values of this statistic are favored, because low values are evidence that the items are not measuring the same thing (e.g., latent variable) (Pedhazur and Schmelkin, 1991).

Table 17. Principle Component Factor Analysis - Strength of Ethnic Identification

Item	Description	Factor Loading
60	People from my ethnic group have a clear sense of their ethnic background and what it means to them.	.91
63	People from my ethnic group have a strong sense of belonging to their own ethnic group.	.84
64	People from my ethnic group understand pretty well what group membership means in terms of how to relate to their own group and other groups.	.87
65	In order to learn more about their ethnic background, people from my ethnic group often talked to other people about their own ethnic group.	.79

Item	Description	Factor Loading
66	People from my ethnic group have a lot of pride in their ethnic group and its accomplishments.	.93
67	People from my ethnic group participate in cultural practices of their own group, such as special food, music, or customs	.85
69	People from my ethnic group feel good about their cultural and/or ethnic background.	.93

Strength of Ethnic Identification scale demonstrated internal consistency, $\alpha = .95$, which is above Nunnally and Bernstein's (1994) suggested value of .70. Item-scale correlation reveals the appropriateness of inclusion of the seven items. According to DeVellis (2003), for a nine-item scale to achieve an alpha of .80, the inter-item correlation should be about .31. The inter-item correlation among the seven items ranged between .52 and .90.

Measure of Ethnic Compatibility

The five items were subjected to principle component factor analysis. Bartlett's test of sphericity was significant ($\chi^2 = 377.03$, sig. = .00). Communalities among the variable ranged from .79 and .86 and were within the acceptable level for retention of the items (Kerlinger and Lee, 2000). The initial solution revealed a two-factor solution. However, Items 70 and 74 did not load on one factor. Principle component analysis was repeated using Promax rotation and rendered a two-factor solution (Table 18). Factor One represents the notion of *boundary preservation* (e.g., I sometimes feel it would be better if different ethnic groups didn't try to mix together) and Factor Two represents *distinctiveness* (e.g., people from other ethnic groups are not like me).

Table 18. Principle Component Factor Analysis – Ethnic Compatibility

No.	Item	Factor 1 (Boundary Preservation)	Factor 2 (Distinctiveness)
70	People from other ethnic groups are not like me.		.93
71	I sometimes feel it would be better if different ethnic groups didn't try to mix together.	.91	
72	My closest friends are members of my own ethnic group.	.88	
73	When I see people from different ethnic groups together, it does not seem right.	.77	
74	I prefer people from my own ethnic group to people from other ethnic groups.		.92

The two-factor solution accounts for 79% of the variance. Content validity was maximized by using items previously subjected to scientific rigor and having those items reviewed by marketing colleagues (DeVellis, 2003). Correlation among the items ranged between .21 and .73. Cronbach's Alpha, a measure of internal consistency, was acceptable at $\alpha = .80$ (Nunnally and Bernstein, 1994).

Measure of Attitude toward the Actors

The 12 items were subjected to principle component factor analysis and Promax rotation. Bartlett's test of sphericity was significant ($\chi^2 = 3002.62$, sig. = .00). Communalities among all variables ranged from .78 and .91 and were within the acceptable level for retention (Kerlinger and Lee, 2000). Principle component factor analysis revealed a two-factor solution that explained 87% of the variance (Table 19). Attitude toward the actors measures demonstrated internal consistency at $\alpha = .97$. Correlation among the items ranged between .34 and .93.

Table 19. Principle Component Factor Analysis - Attitude toward the Actors

Item	Description	Factor 1 <i>Pathos</i>	Factor 2 <i>Ethos</i>
37	Unbelievable/Believable		.99
38	Not Credible/Credible		.99
39	Not Trustworthy/Trustworthy		.92
40	Unreliable/Reliable		.87
41	Undependable/Dependable		.82
42	Does not affect my feelings/Affects my feelings	.79	
43	Does not touch me emotionally/Touches me emotionally	.86	
44	Is not stimulating/Is stimulating	.96	
45	Does not reach out to me/Reaches out to me	.88	
46	Is not stirring/Is Stirring	.98	
47	Is not moving/Is Moving	.98	
48	Is not exciting/Is Exciting	.99	

Measure of Attitude toward the Advertisement

An inter-item correlation matrix of attitude toward the advertisement was examined to assure correlation among items; correlation ranged between .70 and .92. Bartlett's test of sphericity was significant ($\chi^2 = 1804.08$, sig. = .00). The seven items were subjected to principles component analysis. Communalities among the variables ranged between .76 and .90 and within the acceptable level for retention of the items (Kerlinger and Lee, 2000). The one-factor solution cumulatively explains 86% of the variance. Factor loadings ranged between .87 and .95 (Table 20). The measure of attitude toward the advertisement demonstrated internal consistency at $\alpha = .97$.

Table 20. Principle Component Factor Analysis - Attitude toward the Advertisement

Item	Description	Factor Loading
42	Does not affect my feelings/Affects my feelings	.87
43	Does not touch me emotionally/Touches me emotionally	.94
44	Is not stimulating/Is stimulating	.94
45	Does not reach out to me/Reaches out to me	.93
46	Is not stirring/Is Stirring	.92
47	Is not moving/Is Moving	.95
48	Is not exciting/Is Exciting	.94

Measure of Purchase Intention

Correlation among items ranged between .74 and .81. The purchase intention scale demonstrated internal consistency, $\alpha = .91$.

Reliability

A summary of the reliability (e.g., internal consistency) of the measures used in the current study is presented in Table 21. The five measures demonstrated reliability with Cronbach's Alpha values greater than the recommended minimum of .70 (Nunnally and Bernstein, 1994).

Table 21. Reliability of Measures

Measure	No. Of Items	Cronbach's α	Mean	Lower Bound	Upper Bound
Strength of Ethnic Identification	7	.95	4.08	3.14	4.63
Ethnic Compatibility	5	.81	2.92	2.37	3.67
Attitude toward the Actor	12	.96	3.45	3.33	3.61
Attitude toward the Advertisement	7	.97	3.43	3.35	3.62
Purchase Intention	3	.91	3.39	3.12	3.64

Convergent Validity

The existence of discriminant and convergent validity provides evidence of construct validity (Trochim, 1999). For convergent validity, the measures that should be related are related. Using Pearson's r analysis, correlations among the items in a measure were calculated to test convergent validity. Strength of ethnic identification demonstrates convergent validity with correlations between items of the scale ranging between .52 and .90 (Table 22).

Table 22: Convergent Validity – Strength of Ethnic Identification

	Q60	Q63	Q64	Q65	Q66	Q67	Q69
Q60	1.00						
Q63	.78	1.00					
Q64	.80	.74	1.00				
Q65	.66	.52	.66	1.00			
Q66	.79	.69	.77	.78	1.00		
Q67	.70	.69	.64	.63	.76	1.00	
Q69	.84	.74	.74	.64	.90	.82	1.00

Ethnic compatibility is a two-dimensional measure. Items 70 and 74 represent one dimension and demonstrate convergent validity (e.g., $r = .73$, $\alpha = .01$). Furthermore, items making up the second dimension are significantly correlated (e.g., r ranging between .49 and .71, $\alpha = .01$), and were moderately correlated with items of the other dimension (e.g., r ranging between .21 and .42, $\alpha = .01$) supporting convergent validity (Table 23).

Table 23. Convergent Validity – Ethnic Compatibility

	Q70	Q71	Q72	Q73	Q74
Q70	1.00				
Q71	.34	1.00			
Q72	.21	.71	1.00		
Q73	.37	.59	.49	1.00	
Q74	.73	.37	.28	.44	1.00

Attitude toward the actors is a two-dimensional measure. Items 37 through 41 represent the one dimension and demonstrate convergent validity (e.g., r ranging between .73 and .89, $\alpha = .01$). Furthermore, items making up the second dimension, Items 42 through 48, are significantly correlated (e.g., r ranging between .72 and .93, $\alpha = .01$), and

moderately correlated with most items of the other dimension (e.g., r ranging between .30 and .63, $\alpha = .01$) supporting convergent validity (Table 24).

Table 24. Convergent Validity – Attitude toward the Actors

	Q37	Q38	Q39	Q40	Q41	Q42	Q43	Q44	Q45	Q46	Q47	Q48
Q37	1.00											
Q38	.87	1.00										
Q39	.82	.89	1.00									
Q40	.78	.81	.87	1.00								
Q41	.73	.77	.85	.85	1.00							
Q42	.43	.50	.57	.60	.62	1.00						
Q43	.49	.53	.57	.60	.60	.87	1.00					
Q44	.38	.43	.54	.52	.56	.82	.90	1.00				
Q45	.43	.50	.59	.58	.63	.79	.86	.88	1.00			
Q46	.30	.36	.46	.49	.50	.72	.78	.80	.84	1.00		
Q47	.39	.43	.51	.54	.52	.76	.83	.87	.86	.91	1.00	
Q48	.34	.40	.48	.51	.50	.77	.84	.89	.83	.87	.93	1.00

Attitude toward the advertisement is a unidimensional construct. Correlation among the items was significant at $\alpha = .01$. Correlation among the variables ranged between .70 and .93 supporting convergent validity (Table 25).

Table 25. Convergent Validity – Attitude toward the Advertisement

	Q30	Q31	Q32	Q33	Q34	Q35	Q36
Q30	1.00						
Q31	.83	1.00					
Q32	.82	.89	1.00				
Q33	.81	.86	.88	1.00			
Q34	.70	.84	.81	.82	1.00		
Q35	.75	.87	.85	.85	.91	1.00	
Q36	.76	.83	.88	.84	.81	.93	1.00

The measure of purchase intention is a three-item, unidimensional scale. Convergent validity is supported (sig. = .01) with correlations ranging between .74 and .81 (Table 26).

Table 26. Convergent Validity – Purchase Intention

	Q55	Q56	Q57
Q55	1.00		
Q56	.81	1.00	
Q57	.79	.74	1.00

Discriminant Validity

Discriminant validity is the notion that measures what should not be related are not related. To test for discriminant validity, Pearson’s *r* statistic was calculated for the standardized means of the measures. Two measures are significant: 1) attitude toward the actors and attitude toward the advertisement, and 2) strength of ethnic identification and ethnic compatibility. These relationships are expected as both relationships are hypothesized in the current study and supported by theory and relevant literature (refer back to Chapter 2). The insignificance of correlation among other constructs suggests sufficient distinctiveness among the measures supporting discriminant validity (Table 27).

Table 27. Discriminant Validity

	SEI	EC	A _{AD}	A _{ACTOR}	PI
SEI	1.00				
EC	.63*	1.00			
A _{AD}	.04	.07	1.000		
A _{ACTOR}	-.01	.08	.66*	1.00	
PI	-.01	.00	.04	.12	1.00

*Significant at .01

Experiment

Sample

Data were collected from the southeastern U.S. (e.g., Florida and Georgia) and western U.S. (e.g., Texas). One hundred eighty Hispanics were included in the data collection process. One participant was eliminated because of hypothesis guessing rendering a usable sample of 179.

The majority of the participants (53%) were born in the U.S.; other birth countries include Mexico (29%) and South America (12%). Characteristics of the participants include the following: participants ranged in age between 21 and 54; approximately 60% of the participants were single; 60% of the participants were females; 38% of the participants were married and 2% were divorced; and 82% of participants had some college education (60%) or completed a bachelor's degree (22%). At the upper bound, 8% of participants earned a masters degree, and at the lower bound 10% of participants completed high school.

The annual household income is consistent with educational attainment: 72% reported income between \$20,000 and \$40,000; 10% reported income over \$40,000; and 8% reported income less than \$20,000. An overwhelming number (93%) self-identified themselves as Hispanic or Latino with some participants self-identifying as Mexican (2%), Puerto Ricans (2%), Cuban (1%), and Spanish (1%). The average number of years living in the U.S. varied among participants and their parents: participants averaged 23.5 year, participants' fathers averaged 28.3 years, and participants' mothers averaged 33.2 years. Consistent with the relatively long homestead in the U.S., most participants reported speaking English at home (57%). Although 48% of the participants reported

Catholic as their religious affiliation, 25% reported Christian, 5% reported Jehovah Witness, and 15% reported other (e.g., Nazarene and Methodist), which is consistent with the findings of the in-depth interviews.

Data

The data were reviewed for errors in input. The six scales examined in the experiment used six-point descriptors. A description of the scales is presented in Table 28.

Table 28. Summary of Data

Scale	Scale Type	Descriptors	Number Items	Observations	Response Range
Strength of Ethnic Identification	Likert	Strongly Disagree (1) to Strongly Agree (6)	7	179	1.00 – 6.00
Ethnic Compatibility	Likert	Strongly Disagree (1) to Strongly Agree (6)	5	179	1.00 – 6.00
Attitude toward the Actors	Phrase Completion	Different appropriate scale point descriptors	12	179	1.00 – 6.00
Attitude toward the Advertisement	Phrase Completion	Different appropriate scale point descriptors	7	179	1.00 – 6.00
Purchase Intention	Phrase Completion	Different appropriate scale point descriptors	3	179	1.00 – 6.00

Manipulation Check

To check strength of ethnic identification, the responses to the one-items asking how strongly (e.g., very strongly, strongly, somewhat strongly, somewhat weakly, weakly, and very weakly) participants associated with their ethnic groups were compared to the mean values of the measure of strength of ethnic identification. A one-way ANOVA revealed no significant differences between the groups ($F=.84$, $sig. =.62$). Therefore, the manipulation check for strength of ethnic identification was supported.

To check the manipulation of ethnic compatibility, participants were asked to complete the measure shown in Table 13 in Chapter 3. According to Triandis and Triandis (1960, 1962), ethnicity or race is a more important factor for identifying one’s social group membership than other personal factors. Research shows that on the dominant dimension, ethnicity, in-group and out-group members were differentially evaluated, whereas in-group and out-group status on the other dimension, gender, was ignored (Klauer et al., 2003; Urban and Miller, 1998). Therefore, in the current study, participants evaluated the models “like me” or “not like me” on ethnic membership first and ignored gender of the models.

To assess the difference between the models, the difference between statements for one model (e.g., statements 49-51) and the other model (e.g., statements 52-54) were computed. The absolute difference between the models was subjected to a t-test to detect significant differences between the conditions. A summary of the results is reported in Table 29.

Table 29. Manipulation Check Across Treatment Conditions

Treatment Condition	Sample Size	Absolute Mean Difference Between The Two Models in The Treatment Ad	Lower	Upper	Sig.
OO	50	.66	.35	.97	.00
II	66	2.14	1.54	2.74	.00
IO	63	5.97	4.97	6.97	.00

The difference between the two African-American models (OO) was the lowest of all conditions (mean = .66). As expected, this finding suggests that Hispanics consider African-Americans “not like me” and a definitive out-group seeing little difference

between the models. The findings support the notion that ethnicity is superior in social group identity to other cues such as gender. The difference between the two Hispanic models suggests that participants may be reacting to phenotype (e.g., skin color, hair texture) differences, which vary between subgroups of Hispanics.

The treatment condition that tests ethnic compatibility is the IO, one Hispanic model portrayed with one African-American model. The difference between the models was the greatest of all three conditions. The finding suggests that participants detected the incompatibility of the Hispanic and African-American models, supporting the manipulation check. Findings are consistent with previous research of the superiority of ethnic affiliation to other factors (Triandis and Triandis, 1960, 1962).

Hypothesis guessing was also tested. The next-to-last question in the study booklet asked participants what product was featured in the advertisements they viewed. The intent of this question was to direct participant attention away from the models in the advertisement and to the product. The last question asked participants, “What do you think this study was about?” One participant, who indicated race as the answer to this question, was eliminated from the study.

Factorial Sample

Of the 179 usable participants in the experiment, an uneven design was detected (Table 30). Participants self-labeling as *very strong* or *strong* were assigned to the SHEI. Participants selecting all other choices (e.g., somewhat strong, somewhat weak, weak, and very weak) were assigned to the WHEI group. This method is consistent with existing literature (Deshpande et al., 1986).

Table 30. Observations by Treatment Condition and Strength of Ethnic Identification

		Treatment Condition		
		OO (two African-American models)	II (two Hispanic models)	IO (one Hispanic model and one African-American model)
Strength of Ethnic Identification	Strong SHEI	31	36	32
	Weak WHEI	19	30	31

Test of Hypotheses

A summary of the findings for the hypotheses testing is presented in Table 31.

Table 31. Findings of Hypotheses Testing

Hypothesis	Relationship	Supported	Not Supported
H ₁ (a)	SHEI → A _{ACTOR} II > OO	X	
H ₁ (b)	SHEI → A _{ACTOR} II > IO	X	
H ₁ (c)	SHEI → A _{ACTOR} OO > IO		X
H ₁ (d)	WHEI → A _{ACTOR} II = OO = IO	X	
H ₂ (a)	SHEI → A _{AD} II > OO	X	
H ₂ (b)	SHEI → A _{AD} II > IO	X	
H ₂ (c)	SHEI → A _{AD} OO > IO		X
H ₂ (d)	WHEI → A _{AD} II = OO = IO	X	
H ₃	SEI ↔ EC	X	
H ₄	SEI → EC → A _{ACTOR}		X
H ₅	SEI → EC → A _{AD}		X
H ₆	A _{ACTOR} ↔ A _{AD}	X	
H ₇	A _{ACTOR} → PI	X	
H ₈	A _{AD} → PI		X

Of the 14 hypothesized relationships, nine relationships were supported and five were not supported. The following discussion states each hypothesis followed by a discussion of the findings.

Hypotheses 1 and 2

H₁(a): Strong Hispanic ethnic identifiers (SHEI) will evaluate their own group models (e.g., two Hispanics) featured in an advertisement more favorably than out-group models (e.g., two African-Americans) (II > OO).

H₁(b): Strong Hispanic ethnic identifiers (SHEI) will evaluate their own group models (e.g., two Hispanics) featured in an advertisement more favorably than mixed group models (e.g., one Hispanic and one African-American) (II > IO).

H₁(c): Strong Hispanic ethnic identifiers (SHEI) will evaluate out-group models (e.g., two African-Americans) featured in an advertisement more favorably than mixed group models (e.g., one Hispanic and one African-American) (OO > IO).

To test H₁(a), H₁(b), and H₁(c), ANOVAs of SHEI were conducted. The model was significant ($F = 119.32$, sig. = .00). Bonferroni analysis, which is appropriate for uneven designs, was conducted to test significant differences between treatment conditions (e.g., II, OO, and IO) within SHEI. A significant difference as to attitude toward the actors (sig. = .00) within SHEI was found between condition OO (e.g., two

African-American models) and II (e.g., two Hispanic models) (sig. = .00). Hence, H₁(a) was supported.

Similarly, SHEI demonstrated significant differences in their evaluation of the models between the II (e.g., two Hispanics) and IO (e.g., one African-American and one Hispanic) conditions (sig. = .00), supporting H₁(b). However, no significant difference was found within SHEI as to attitude toward the actors between advertisements featuring two African-Americans (OO) and advertisements featuring one Hispanic and one African-American (IO) (sig. = .70). Therefore, H₁(c) is not supported. A comparison of means showed that the most favorable attitude was formed under the II condition (mean = 4.42) followed by condition OO (mean = 3.25) and condition IO (mean = 2.91).

H₁(d): Weak Hispanic ethnic identifiers (SHEI) will evaluate their own group models (e.g., two Hispanics) as favorably as they do out-group models (e.g., two African Americans) and mixed group models (e.g., one Hispanic and one African American) (II = OO = IO).

To test H₁(d), ANOVA was conducted to detect differences among treatment conditions for weak Hispanic ethnic identifiers (WHEI). The model was not significant ($F = .28$, sig. = .76) and indicated no significant differences in WHEI attitudes toward the actors among the three conditions (e.g., II, OO, and IO). Hence, H₁(d) was supported.

H₂(a): Strong Hispanic ethnic identifiers (SHEI) will evaluate an advertisement featuring their own group models (e.g., two Hispanics) more favorably than an

advertisement featuring out-group models (e.g., two African-Americans) (II > OO).

H₂(b): Strong Hispanic ethnic identifiers (SHEI) will evaluate an advertisement featuring their own group models (e.g., two Hispanics) more favorably than an advertisement featuring mixed group models (e.g., one Hispanic and one African-American) (II > IO).

To H₂(c): Strong Hispanic ethnic identifiers (SHEI) will evaluate an advertisement featuring out-group models (e.g., two African-Americans) more favorably than an advertisement featuring mixed group models (e.g., one Hispanic and one African-American) (OO > IO).

To test H₂(a), H₂(b), and H₂(c), an ANOVA comparing differences in attitude toward the advertisement within SHEI between treatment conditions (e.g., II, OO, and IO) was conducted. Findings similar to attitude toward the actors were found for attitude toward the advertisement. The model was significant ($F = 23.47$, sig. = .00).

Bonferroni analysis revealed a significant difference (sig. = .00) as to attitude toward the advertisement within SHEI between condition OO (e.g., two African-American models) and II (e.g., two Hispanic models), supporting H₂(a). Significant difference (sig. = .00) within SHEI as to their evaluation of the II condition (e.g., two Hispanics) and IO condition (e.g., one African-American and one Hispanic) were detected. Hence, H₂(b) was also supported. Bonferroni analysis revealed no significant

difference within SHEI as to their attitude toward the advertisement between conditions OO (e.g., two African-Americans) and IO (e.g., one African-American and one Hispanic) (sig. = .76). Hence H₂(c) was not supported. A comparison of means within SHEI shows that the most favorable attitude was formed under the II condition (mean = 4.77) followed by condition OO (mean = 3.39) and condition IO (mean = 3.05).

H₂(d): Weak Hispanic ethnic identifiers (SHEI) will evaluate an advertisement featuring their own group models (e.g., two Hispanics) as favorably as they do an advertisement featuring out-group models (e.g., two African Americans) and mixed group models (e.g., one Hispanic and one African American) (II = OO = IO).

ANOVA analysis found no significant differences as to attitude toward the advertisement between the three conditions for WHEI ($F = .14$, sig. = .87). H₂(d) was supported.

Hypothesis 3

H₃: There is a relationship between strength of ethnic identification and ethnic compatibility.

To test H₃, Pearson's *r* statistic was calculated between strength of ethnic identification and ethnic compatibility. Strength of ethnic identification and ethnic compatibility are related ($r = .63$, $\text{sig.} = .01$)⁹. Therefore, H₃ was supported.

Hypothesis 4

H₄: Ethnic compatibility mediates the relationship between strength of ethnic identification and attitude toward the actors.

Baron and Kenny's (1986) causal step approach was conducted to test the mediating effect of ethnic compatibility between strength of ethnic identification and attitude toward the actors. Levene's test of equality of error variance was significant at .06. A regression analysis of ethnic compatibility (e.g., dependent variable) and attitude toward the actors (e.g., independent variable) rendered a non-significant model ($F = .70$, $\text{sig.} = .84$). At any point during the Baron and Kenny (1986) step approach non-significance is found; mediation is not supported. Therefore, ethnic compatibility does not mediate the relationship between strength of ethnic identification and attitude toward the actor. Hence, H₄ was not supported.

Strength of ethnic identification and ethnic compatibility were regressed on attitude toward the actors ($A_{\text{ACTOR}} = \beta_0 + \beta_1 \text{SEI} + \beta_2 \text{EC} + \beta_3 \text{EC*SEI} + \epsilon$) to test a possible

⁹ There is an inverse relationship between strength of ethnic identification and ethnic compatibility. The positive sign of the *r* statistic results from the orientation of the scale items (e.g., items of the ethnic compatibility scale are negatively worded and items of the strength of ethnic identification scale are positively worded).

moderating effect. The model was not significant ($F = .61$, sig. = .92) eliminating a moderating effect of ethnic compatibility between strength of ethnic identification and attitude toward the actors.

Hypothesis 5

H₅: Ethnic compatibility mediates the relationship between strength of ethnic identification and attitude toward the advertisement.

Regression analysis and Baron and Kenny's (1986) causal step approach were conducted to test H₅. A regression analysis of ethnic compatibility (e.g., dependent variable) and attitude toward the advertisement (independent variable) rendered a significant model ($F = 2.96$, sig. = .00). Next, strength of ethnic identification (e.g., independent variable) was regressed to attitude toward the advertisement (e.g., dependent variable). The model was not significant ($F = 1.02$, sig. = .44). Therefore, H₅ is not supported. To test for possible moderating effects, the regression equation $A_{AD} = \beta_0 + \beta_1 SEI + \beta_2 EC + \beta_3 EC*SEI + \varepsilon$ was tested. The model was not significant ($F = 1.20$, sig. = .20). Hence, ethnic compatibility does not moderate the relationship between strength of ethnic identification and attitude toward the advertisement.

Post Hoc Analyses – H₄ and H₅

From an aggregated level of analysis, ethnic compatibility does not moderate or mediate the relationship between strength of ethnic identification and attitudes toward the actors or advertisement. A post hoc analysis at a disaggregated level was warranted.

Strong Hispanic Ethnic Identifiers (SHEI). A series of regression analyses using Baron and Kenny's (1986) causal step approach were conducted. The relationship between strength of ethnic identification (SEI) and ethnic compatibility (EC) was tested, $EC = \beta_0 + \beta_1_{SEI} + \epsilon$, and found to be significant ($F = 14.92$, sig. = .00, $\beta = .37$), as well as the relationship between EC and AD_{ACTOR} ($EC = \beta_0 + \beta_1_{ACTOR} + \epsilon$, $F = 5.14$, sig. = .03, $\beta = .25$), and the relationship between SEI and attitude toward the actors (A_{ACTOR}) ($SEI = \beta_0 + \beta_1_{ACTOR} + \epsilon$, $F = 10.88$, sig. = .00, $\beta = .33$). Regression analysis found the equation $AD_{ACTOR} = \beta_0 + \beta_1_{EC} + \beta_2_{SEI} + \epsilon$ to be significant ($F = 6.08$, sig. = .00). After controlling for the mediator (EC), the independent variable (SEI) remains significant ($t = 2.58$, sig. = .01, $\beta = .28$), and hence, total mediation is not supported. However, the significance of the relationship between SEI and AD_{ACTOR} decreases when SEI and EC are regressed to AD_{ACTOR} ($\beta = .28$) then when only SEI is regressed to AD_{ACTOR} ($\beta = .33$), supporting partial mediation.

The equation $A_{ACTOR} = \beta_0 + \beta_1_{EC} + \beta_2_{SEI} + \beta_3_{EC*SEI} + \epsilon$ was subjected to regression analysis to test moderation. The interaction term was non-significant ($F = 1.39$, sig. = .24), however, the main effect of ethnic compatibility ($F = 2.09$, sig. = .03) and strength of ethnic identification ($F = 2.12$, sig. = .03) as to attitude toward the actors was significant.

The mediation of EC between SEI and attitude toward the advertisement (AD_{AD}) was supported for SHEI. A regression analysis revealed that the interaction between SEI and EC was non-significant ($F = 1.54$, sig. = .20). Regression analysis of the equation $EC = \beta_0 + \beta_1_{SEI} + \varepsilon$ was significant ($F = 14.92$, sig. = .00, $\beta = .37$). Regression to test the relationship between EC and AD_{AD} was significant ($EC = \beta_0 + \beta_1_{Aad} + \varepsilon$, $F = 8.81$, sig. = .00, $\beta = .35$), as well as the relationship between SEI and AD_{AD} ($SEI = \beta_0 + \beta_1_{Aad} + \varepsilon$, $F = 17.61$, sig. = .00, $\beta = .43$). Regressing SEI and EC to AD_{AD} , the model was significant ($F = 10.33$, sig. = .00) and the beta for SEI decreased ($\beta = .36$) compared to the regression of SEI to AD_{AD} ($\beta = .43$) supporting partial mediation.

Weak Hispanic Ethnic Identifiers (WHEI). The findings are not consistent for WHEI. Regression analysis ($SEI = \beta_0 + \beta_1_{EC} + \varepsilon$) supported the relationship between SEI and EC ($F = 13.77$, sig. = .00, $\beta = .34$), however, the relationship between EC and AD_{ACTOR} was not supported ($F = .37$, sig. = .54) and mediation was not supported. The interaction term (SEI*EC) was not significant ($F = 1.23$, sig. = .28) and moderation was not supported.

Similar findings were disclosed for the mediating effect of EC between the relationship of SEI and A_{AD} . The regression of SEI (e.g., independent variable) to EC (e.g., dependent variable) was significant ($F = 3.71$, sig. = .00). However, the relationship between EC (e.g., independent variable) and A_{AD} (e.g., dependent variable) was not significant, and mediation was not supported. The interaction term was not significant ($F = .85$, sig. = .65) and moderation was not supported.

The findings of the post hoc analysis are intuitive as WHEI compared to SHEI are less dependent on ethnic group membership to support self-concept. WHEI demonstrate no significant differences among the three treatment conditions (e.g., two Hispanic models, two Black models, and one Hispanic and one Black model). However, for SHEI, the ethnic compatibility of the models featured in the advertisement is essential for the resulting attitudes. Drawing more heavily on ethnic group membership than WHEI, SHEI seek cues to maintain their ethnic membership boundaries. Hence, the compatibility of the models mediates the resulting attitude toward the actors for SHEI.

Hypothesis 6

H₆: There is positive relationship between attitude toward the actors featured in an advertisement and attitude toward the advertisement, such that the more favorable (unfavorable) the attitude toward the actors, the more favorable (unfavorable) the attitude toward the advertisement.

Pearson's *r* analysis was conducted to test the relationship between attitude toward the actors and attitude toward the advertisement. H₆ was supported at significance level .01 ($r = .66$).

Hypothesis 7

H₇: Positive (favorable) attitudes toward the actors in an advertisement increase the likelihood of purchase intention of the product advertised.

The equation $PI = \beta_0 + \beta_1 A_{actor} + \varepsilon$ was tested using regression analysis to test H₇. The model was significant ($F = 2.68$, sig. = .10). Hence, H₇ was supported.

Hypothesis 8

H₈: Positive (favorable) attitudes toward the advertisement increase the likelihood of purchase intention of the product advertised.

Regression analysis was conducted ($PI = \beta_0 + \beta_1 A_{ad} + \varepsilon$) and rendered a non-significant model ($F = .30$, sig. = .58). H₈ was not supported.

Post Hoc Analyses – H₈

The non-significant relationship between attitude toward the advertisement and purchase intention, which is supported in the literature, warranted additional analysis. Strength of ethnic identification (SEI) has been found to moderate the relationship between homophily (e.g., ethnic congruence between the viewer of an advertisement and the model portrayed in an advertisement) and purchase intentions (Simpson, et al. 2000).

Hence, the following equation was subjected to regression analysis, $PI = \beta_0 + \beta_1_{SEI} + \beta_2_{A_{Ad}} + \beta_3_{SEI*Ad} + \epsilon$

The model was significant ($F = 2.38$, sig. = .01). The interaction between SEI and A_{AD} was significant at ($F = 3.13$, sig. = .00). Significance in the interaction term eliminates interpretation of the main effects. Therefore, SEI moderates the relationship between A_{AD} and purchase intention. The linear regression model explains 49% (e.g., adjusted $R^2 = .49$) of the variance in purchase intention.

To examine the role of ethnic compatibility in attitudinal formation, a MANOVA was conducted ($A_{ACTOR} + A_{AD} = \beta_0 + \beta_1_{EC} + \epsilon$). At $\alpha = .10$, ethnic compatibility predicts attitude toward the actors ($F = 1.51$, sig. = .10), but not attitude toward the advertisements ($F = .62$, sig. = .86). The finding is intuitive as ethnic compatibility related to the viewer's perception of the compatibility of the models featured in the advertisement.

Treatment conditions. To investigate the relationship between attitudes and purchase intention within a common element, the data was grouped by treatment condition. The findings are summarized in Table 32.

When viewing an advertisement featuring one Hispanic and one Black model, there was no relationship between attitudes (e.g., toward the actors or advertisement) and purchase intentions (PI). The findings show that Hispanics' attitudes do not lead to purchase intention when viewing a mixed couple advertisement (e.g., IO). The findings suggest that a variable not examined in the current study might moderate the relationship between attitudes and PI when the models featured in the advertisements are not

ethnically compatible (e.g., from different ethnic groups). For example, Hispanics rely heavily on word-of-mouth advertising to form purchase decisions, so the print advertisement does not solicit a PI.

Table 32. Post Hoc Analyses Summary by Treatment Condition

Description		Two Black Models (OO)	Two Hispanic Models (II)	One Hispanic Model & One Black Model (IO)
A_{ACTOR} + A_{AD} → PI				
$PI = \beta_0 + \beta_1 A_{actor} + \beta_2 A_{ad} + \beta_3 A_{actor*Aad} + \epsilon$	Interaction	$F = 1.08$ Sig. = .46	$F = .86$ Sig. = .68	$F = .97$ Sig. = .55
$PI = \beta_0 + \beta_1 A_{actor} + \beta_2 A_{ad} + \epsilon$	Direct Effect	$F = .40$ Sig. = .68	$F = 3.58$ Sig. = .03*	$F = 1.04$ Sig. = .36
A_{ACTOR} → PI				
$PI = \beta_0 + \beta_1 A_{actor} + \beta_2 SEI + \beta_3 A_{actor*SEI} + \epsilon$	Interaction	$F = 2.75$ Sig. = .13		$F = 1.04$ Sig. = .53
A_{AD} → PI				
$PI = \beta_0 + \beta_1 A_{ad} + \beta_2 SEI + \beta_3 A_{ad*SEI} + \epsilon$	Interaction	$F = 3.66$ Sig. = .04*		$F = 1.91$ Sig. = .17

* Significant at $\alpha = .05$

For treatment condition II (e.g., two Hispanic models), A_{ACTOR} and A_{AD} predict PI. This is consistent with existing literature. When viewing two Black models, the relationship between A_{AD} and PI is moderated by strength of ethnic identification. The non-significance of A_{ACTOR} is reasonable, because the actors featured in the advertisement (e.g., visual images) are one of the various elements (e.g., linguistics) of the overall advertisement (Kellner, 2003). In the current study, A_{AD} is a measure of overall attitude, which encompasses the various elements of the advertisement. Purchase intention is a matter of attitude toward the advertisement and strength of ethnic identification. It is reasonable that one's own ethnic group membership is elicited when

viewing an advertisement featuring two out-group members. Therefore, the strength of one's own ethnic membership moderates the resulting intention.

Post Hoc Analyses of Between Group Differences

ANOVAs were conducted to examine the difference in attitude toward the actors and attitude toward the advertisement between SHEI and WHEI. Significance is supported at $\alpha = .05$ (Table 33).

Table 33. Differences between Strong and Weak Ethnic Identifiers By Treatment Condition

Treatment Condition	Variable	Model		Strong SHEI		Weak WHEI	
		F Value	Sig.	Mean	σ	Mean	σ
OO (two African-American models)	A _{ACTOR}	.00	.98	3.25	.94	3.25	.80
	A _{AD}	.62	.44	3.39	.90	3.18	.90
II (two Hispanic models)	A _{ACTOR}	11.60	.00*	4.34	1.13	3.44	1.03
	A _{AD}	19.98	.00*	4.68	1.24	3.21	1.43
IO (one African-American model and one Hispanic model)	A _{ACTOR}	4.57	.04*	2.91	.91	3.36	1.04
	A _{AD}	.17	.69	3.15	1.26	3.05	.94

*Significant at $\alpha = .05$

In the OO condition (e.g., two African-American models), findings reveal no significant difference as to attitude toward the actors ($F = .00$, sig. = .98) or attitude toward the advertisement ($F = .62$, sig. = .44) between SHEI and WHEI. When viewing an advertisement featuring two Hispanic models (II), significant differences between strong and weak ethnic identifiers as to attitude toward the actors ($F = 11.60$, sig. = .00) and attitude toward the advertisement ($F = 19.98$, sig. = .00) were found. SHEI formed a

more favorable attitude toward the actors (mean = 4.34, standard deviation = 1.13) than did WHEI (mean = 3.44, standard deviation = 1.03). Similar results emerged for attitude toward the advertisements with SHEI forming more favorable attitudes (mean = 4.68, standard deviation = 1.24) than WHEI (mean = 3.21, standard deviation = 1.43).

In the IO condition (e.g., one African-American model and one Hispanic model), there is no significant difference as to attitude toward the advertisement ($F = .17$, sig. = .69) between strong and weak ethnic identifiers. However, a significant difference exists between strong and weak ethnic identifiers as to attitude toward the actors ($F = 4.57$, sig. = .04).

In summary, between group (e.g., strong versus weak ethnic identifiers) differences were found in the post hoc analyses (Table 33). When viewing an advertisement featuring two African-American models, no significant differences were found between strong and weak identifiers' attitude toward the actors or advertisement. Because the models in the advertisement were both out-group members it is reasonable that both strong and weak identifiers would *contrast* evaluating the stimulus as “not like me.”

For the II condition (two Hispanic models), the findings are intuitive. Hispanics *assimilate* with models from their own ethnic group and evaluate them “like me.” However, SHEI form a more favorable attitude toward the actors and advertisement than WHEI. SHEI rely more heavily on group membership as part of their self-concept than do WHEI, supporting the more favorable attitude.

The findings for the between group differences in condition IO (e.g., one African-American model and one Hispanic model) were interesting. SHEI were significantly

different from WHEI forming a less favorable attitude toward the model (mean = 2.91, standard deviation = .91) than weak identifiers (mean = 3.36, standard deviation = 1.04). The finding supports the notion that ethnic compatibility of the models featured in an advertisement influences the viewer's attitude toward the models. SHEI, who draw heavily on ethnic membership for their self-concept, will move to retain their distinctiveness and form less favorable attitudes when boundaries to membership are threatened. In the following Chapter 5, an in-depth discussion of the findings and implications of those findings, the direction for future research and limitations of the study are presented.

Summary

In-depth interviews of five Hispanics created a typology of cultural surface pointers for African-Americans. The findings of the interviews served as input to the development of the treatment advertisements for the experiment.

Dimensionality of measures was confirmed in a pilot study consisting of 99 participants. Principle component factor analysis and Promax rotation rendered the following results: strength of ethnic identification is a seven-item unidimensional scale; ethnic compatibility is a five-item two-dimensional scale (e.g., distinctiveness and boundary preservation); attitude toward the actor is a 12 item two-dimensional scale (e.g., pathos and ethos); attitude toward the advertisement is a seven-item unidimensional; and purchase intention is a three-item unidimensional measure.

The experiment consisted of 179 Hispanics. The majority (60%) of participants were single, educated (e.g., 82% either completed a bachelor degree or had some college education), of moderate-income households (e.g., \$20,000 - \$40,000), and, on average,

lived in the U.S. all their lives. All measures demonstrated internal consistency with Cronbach's Alpha ranging from .80 to .97. The manipulation checks were supported. Hypothesis guessing resulted in the elimination of one participant.

Hypotheses H₁(a), H₁(b), H₁(d), H₂(a), H₂(b), H₂(d), H₃, H₆, and H₇ were supported. H₁(c), H₂(c), H₄, H₅, and H₈ were not supported. A post hoc analysis to investigate the non-support of H₄ and H₅ (e.g., mediating effect of ethnic compatibility between strength of ethnic identification and attitude toward the actors and attitude toward the advertisement) at the aggregate level showed support for the hypothesized mediation at the disaggregated level for SHEI, but not for WHEI.

Post hoc analysis was also conducted for the non-support of H₈ (e.g., relationship between attitude toward the advertisement and purchase intention). Research supports the moderating affect of strength of ethnic identification and homophily as predictors of purchase intention. Similarly, post hoc analysis revealed that attitude toward the advertisement and strength of ethnic identification interaction to predict purchase intention. Hypotheses testing and post hoc analysis rendered a revised disaggregated model (Figure 14).

All relationships in the model are supported for SHEI. For WHEI, only the relations noted by a dotted line are supported. Post hoc analyses were conducted to examine the between group differences (e.g., strong versus weak ethnic identifiers) as to attitude toward the actors and advertisements.

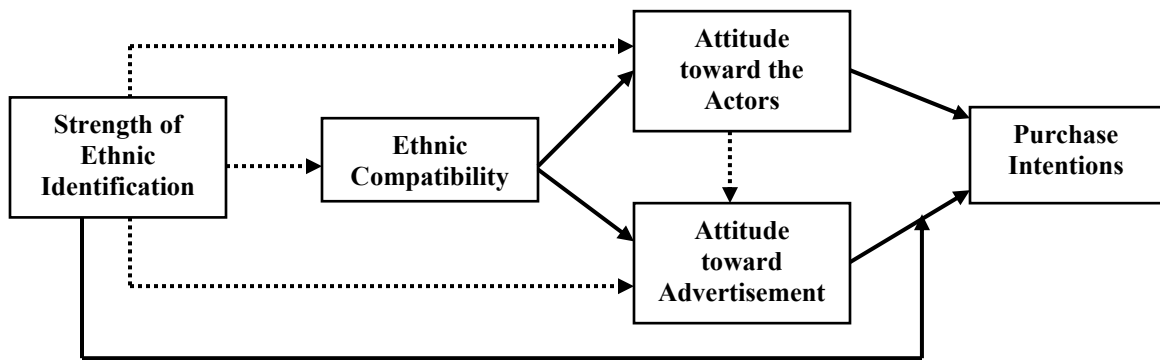


Figure 14. Disaggregated Ethnic Compatibility Model of Attitudinal Responses toward Advertising

Legend for Figure 14

..... Relations supported for both weak (WHEI) and strong (SHEI) ethnic identifiers

—— Relations supported for only SHEI

SHEI and WHEI form significantly different attitude toward the actors and advertisement when viewing an advertisement featuring two Hispanic models. Significant difference between strong and weak ethnic identifiers as to attitude toward the actors was also found for the IO condition (e.g., one Hispanic model and one Black model). These findings were predicable, because SHEI, more so than WHEI, draw heavily on ethnic group membership to support their self-concept. Therefore, SHEI more favorably evaluate an advertisement featuring two Hispanic models than do WHEI. An advertisement featuring one Hispanic and one Black model cause a strong ethnic identifier to retaliate to maintain his or her ethnic group boundaries, forming a less favorable attitude toward the actors than WHEI. In the following chapter, a discussion of

the findings, implication of the findings, contributions, direction for future research, limitations of the study, and conclusion are presented.

CHAPTER 5

DISCUSSION

“The consumer is the ultimate author of the meaning of an advertisement and the intentions of the maker becomes of secondary importance” (O’Barr, 1994, p. 8). The current research investigates the meaning of advertising through the eyes of the Hispanic and how that meaning is apparent in attitudes and purchase intention. Specifically, the current study investigated how ethnic minorities judge print advertisements that feature ethnically diverse models as communication cues. For the first time, data of how minorities evaluate the compatibility of models from different ethnic groups featured together in a print advertisement was collected. Findings of this study clearly support the notion that perceived ethnic compatibility of models featured in an advertisement influence resulting attitudes about the models. Consistent with existing literature (e.g., Donthu and Cherian, 1994), strength of ethnic identification is an important variable in explaining attitude formation. New findings suggest that strength of ethnic identification moderates the relationship between attitudes toward the advertisement and purchase intention for SHEI. Of crucial importance is the finding that when viewing an advertisement featuring mixed ethnic models both strong Hispanic ethnic identifiers (SHEI) and weak Hispanic ethnic identifiers (WHEI) did not exhibit an intention to purchase the product. Chapter 5 offers a discussion of the key findings of this empirical

study, implication of those findings, contributions (e.g., theoretical, methodological, and managerial), direction for future research, limitations, and conclusion.

Findings

Strength of Ethnic Identification and Attitude Formation

The findings of the current study rendered both expected and unexpected results as to the relationship between strength of ethnic identification and attitude formation. SHEI, who draw more heavily on group membership to sustain self-concept, form more favorable attitudes (e.g., toward the actors and advertisement) when viewing an advertisement featuring two Hispanic models (II) than when viewing advertisements featuring either two African-Americans (OO) or one Hispanic and one African-American (IO). As expected, WHEI, who do not rely heavily on group membership to sustain self-concept, formed similar attitudes among the three treatment advertisements (e.g., II, OO, IO).

An unexpected finding is the non-significance of attitudes toward the actors and advertisement for SHEI between treatment conditions OO and IO. An alternative explanation for this finding is the need for consistency (Fiske and Taylor, 1991). Research shows that people strive to maintain consistency in their self-impression, looking for and adopting behaviors that confirm their self-conception (Backman, 1988). Furthermore, they resist information that is not consistent with their self-conception (Fiske and Taylor, 1991). Therefore, it is reasonable that when viewing the mixed ethnic models (IO), SHEI simply avoid the information because it is inconsistent with their self-conception. The IO image is as inconsistent with their self-conception as the OO image.

Rather than retaliating to maintain their ethnic group boundaries in the IO condition, which results in a significant difference between attitudes in the IO and OO conditions, SHEI simply avoid the information (e.g. disconnect between their self-conception and the images). Simply stated, the inconsistency of the image (IO) and self-conception result in a disconnection, and a similar (to the OO) *contrast effect* occurs.

Ethnic Compatibility

Ethnic compatibility (EC), a new construct developed in the current research, was shown to be an important variable in understanding Hispanics' attitudes toward the actors and advertisement. For SHEI, ethnic compatibility mediates the relationship between strength of ethnic identification and attitudes (e.g., toward the actors and advertisement). The finding argues that promotional campaigns aimed directly at one ethnic group would be more effective than a non-adaptive promotional campaign (e.g., inclusion of mixed ethnic group members to connect with multiple ethnic consumers simultaneously), because Hispanics notice portrayals of their own ethnic group members (e.g., II) and take steps to stop the erosion of ethnic boundaries and distinctiveness when mixed ethnic models (e.g., IO) are used in advertisements¹⁰.

An unexpected finding is the lack of support for the mediation effect of EC between strength of ethnic identification and attitude toward the actors and advertisement. The findings suggest that because WHEI do not heavily rely on ethnic group membership to sustain self-conception, the context of the advertisement (e.g., ethnicity of the models portrayed in the advertisement) does not influence resulting

¹⁰ Refer to Chapter 4, Test of Hypotheses, Post Hoc Analysis – H₄ and H₅ for the statistical analyses of mediating effects of EC on the relationship between SEI and A_{ACTOR} and A_{AD}.

attitudes. This phenomenon might be better understood in the framework of acculturation and assimilation. Research shows that acculturation, “the process of adapting to new conditions of life” (Thurnwald, 1932, p. 557), may occur at the individual or group level and *may* result in change in value orientation and even change in values (Teske and Nelson, 1974). Some individuals resist acculturation (e.g., antagonistic acculturation) because they want to maintain ethnic distinctiveness and the in-group/out-group distinction (Devereux and Loeb, 1943). Antagonistic acculturation best describes SHEI and the resulting attitudes (e.g., toward the actors and advertisement). SHEI form more favorable attitudes when viewing an advertisement featuring two Hispanic models (e.g., II, mean = 4.77) than when viewing two African-American models (e.g., OO, mean = 3.39) or one Hispanic model and one African-American model (e.g., IO, mean = 3.05) because they seek to maintain their distinctiveness¹¹.

For WHEI, the notions of assimilation and acculturation provide an alternative explanation for the non-significant mediating effect of ethnic compatibility between strength of ethnic identification and attitudes (e.g., toward the actors and advertisement). Assimilation and acculturation are separate processes (Teske and Nelson, 1974). Johnston (1963) defines assimilation as follows.

“...assimilation is defined here as a process of change during which the immigrant seeks to identify himself in various respects with members of the host group and becomes less distinguishable from them. Both external [manifest

¹¹ Refer to Chapter 1, Distinctiveness and Differentiation for further discussion.

change that leads to similarity of appearance and actions] and subjective [the “psychological life of the immigrant that seeks to identify” (p. 295)] assimilation form the components of the process. One without the other is only partial assimilation” (p. 296).

Assimilation differs from acculturation in two ways: 1) assimilation requires out-group acceptance and acculturation does not, and 2) assimilation requires both a positive attitude toward the out-group and identification with the out-group and acculturation does not (Teske and Nelson, 1974). “Acculturation...is reserved for those changes in practice and beliefs which can be incorporated in the value structure of the society, without destruction of its functional autonomy” (Linton, 1940, p. 513). Assimilation, by contrast, requires incorporation of new values and forfeiture of group distinctiveness. Therefore, it is reasonable to suggest that the difference between SHEI and WHEI might be acculturation in the former and assimilation in the latter. The findings in the current study [e.g., EC does not mediate relationship between SEI and attitudes (e.g., A_{ACTOR} and A_{AD}) for WHEI] support the non-significance influence of ethnic compatibility on attitudes, because WHEIs identify with the out-group, surrendering distinctiveness, and as such do not find the context of the advertisement [e.g., mixed ethnic models featured together (IO) or out-group members featured together (OO)] incompatible with their self-conception.

Attitudes and Purchase Intention

The non-significance of the relationships between attitude toward the advertisement and purchase intention warranted additional analysis. A post hoc analysis found that strength of ethnic identification moderates the relationship between attitude toward the advertisement and purchase intention for SHEI, but no relationship between attitudes and purchase intention was found for WHEI.

Although the Ajzen and Fishbein (1980) theory of reasoned action posits that other variables that influence intention do so only through attitudes and subjective norms, Bagozzi (1981) and Bagozzi, Baumgartner, and Yi (1992) found that the effects of past behavior on intentions are sometimes not fully mediated by attitudes and subjective norms. The current findings are similar to the relationship between customer satisfaction and repeat purchase behaviors. A consumer may be completely satisfied with a product and not repurchase that product, because there is a lack of commitment in customer satisfaction that exists in brand loyalty (Mowen and Minor, 2001). An alternative explanation for WHEI is that although they may form favorable attitudes (e.g., toward the advertisement), a commitment to purchase the product is not present. Hispanics are brand loyal (Woods, 1995), and product history, reputation, and consistency are important issues for Hispanics (Saegert, Hoover, and Hilger, 1985). Therefore, as suggested by Bagozzi (1981), past experience (e.g., product history, reputation, and consistency) may not be fully mediated through attitudes.

Next, the lack of support for H₈ [e.g., positive (favorable) attitudes toward the advertisement increase the likelihood of purchase intention of the product advertised] as to SHEI is discussed. Simpson et al. (2000) found a direct relationship between

perceived homophily (e.g., ethnic congruence of models featured in the advertisement and the viewers of the advertisement) and purchase intent. This finding supports the notion that, as with the findings for WHEI discussed previously, purchase intention is not necessarily mediated by attitudes. The post hoc analysis (see Chapter 4, Test of Hypotheses, Post Hoc Analysis – H₈) shows that strength of ethnic identification moderates the relationship between attitude toward the advertisement and purchase intention. For SHEI, the degree to which they rely on group membership to sustain self-conception moderates purchase intention. It is reasonable that the commitment to group distinctiveness transfers to purchase intention through the transference process (Strub and Priest, 1976). The transference process is a matter of causal observation, information, and validation and allows individuals to ascribe a third party as trustworthy (Strub and Priest, 1976). Therefore, the moderating effect of strength of ethnic identification between attitudes and purchase intention is explained by how SHEI draw on in-group experiences (e.g., observation, information, and validation) to transfer their commitment (to the in-group) to purchase intention (e.g., define product as trustworthy).

Between Group Differences – SHEI versus WHEI

A post hoc analysis was conducted to investigate between group differences, SHEI versus WHEI (Table 34). For both groups, SHEI and WHEI, the most favorable attitude toward the actors and the advertisement were evident in the II condition (e.g., two Hispanic models). This finding is consistent with social group theories, such as homophily (Simpson et al., 2000), in-group bias (Fiske and Taylor, 1991), and existing literature (e.g., Deshpande and Stayman, 1994).

Table 34. Between Group Differences - Strong versus Weak Hispanic Identifiers

Variable	Treatment Condition		
	OO (two African-American models)	II (two Hispanic models)	IO (one African-American, one Hispanic)
Attitude toward the Actors	Non-significant difference between SHEI and WHEI	Significant difference between SHEI and WHEI	Significant difference between SHEI and WHEI
Attitude toward the Advertisement	Non-significant difference between SHEI and WHEI	Significant difference between SHEI and WHEI	No significant difference between SHEI and WHEI

There were no significant differences between SHEI and WHEI as to attitude toward the actors or advertisement when viewing an advertisement featuring two African-American models (OO). The finding is intuitive, as Hispanics would not connect or *assimilate* with members from another ethnic group. However, when viewing an advertisement featuring one African-American and one Hispanic model, SHEI formed the least favorable attitude toward the actors in the IO condition (mean = 2.91) compared to the OO condition (mean = 3.25) and II condition (mean = 4.34). The low ethnic compatibility of the mixed ethnic models featured in the advertisement resulted in SHEI evaluating the models as “not like me.” A similar pattern is evident for attitude toward the advertisement: II condition mean = 4.68; OO condition mean = 3.39; and IO condition mean = 3.15. Overall, SHEI formed less favorable attitude toward the actors and advertisement than did WHEI. The mean of WHEI attitude toward the actors in the II, OO, and IO conditions were 3.44, 3.24, and 3.36, respectively. The mean of WHEI's attitude toward the advertisement in the II, OO, and IO conditions were 3.21, 3.18, and 3.05, respectively. The findings suggest that both SHEI and WHEI seek ethnic homophily, which renders the most favorable attitude toward the actors and the advertisement.

An interesting finding is the significant difference in attitude toward the actors between SHEI and WHEI in condition IO. SHEI formed the least favorable attitude toward the actors for the IO condition (mean = 2.91), while WHEI formed the least favorable attitude toward the actors for the OO condition (mean = 3.24), although not significantly different than the IO condition (mean = 3.36). The difference between the groups might be a matter of acculturation of SHEI and assimilation of WHEI (see discussion of Ethnic Compatibility above).

Implication of the Findings

The current research is the first empirical study to examine how the ethnic compatibility of actors featured in advertisement influence attitudes, and, in turn, purchase intentions. The current study is also the first to investigate how one ethnic minority (e.g., Hispanics) perceives another ethnic minority (e.g., African-Americans). Furthermore, the current study is future-oriented by taking the first step in considering ethnic minorities as the new majority (e.g., minorities are projected to be the majority of the U.S. population by the year 2050) (U.S. Census, 2000).

Role of Ethnic Compatibility

The finding that ethnic minorities (e.g., Hispanics) do not connect (e.g., form a more favorable attitude) with multicultural advertising (e.g., advertisement featuring a mix of ethnic models) is profound. The pervasive nature of the current findings impact both scholars (e.g., one piece in the larger puzzle of ethnic marketing) and practitioners (e.g., the most effective and efficient way to reach ethnic minorities). At the

disaggregated level, the findings support the intervening role of ethnic compatibility in forming evaluative judgments (e.g., attitudes) and, in turn, influence purchase intention. The following figure represents the disaggregated model (see Figure 14).

The findings suggest that ethnic minorities seek recognition of their status in the U.S. (e.g., a considerable consumer group) and want advertisements that validate their social position. Although ethnic minorities share a great deal of common culture through the media, “ethnic minorities have little to do with the creation of mainstream culture” (Cortese, 1999, p. 12). “Ads provide a barometer of the extent to which ethnic minorities have penetrated social institutions dominated by white males” (Cortese, 1999, p. 13). From this perspective, the notion of multicultural advertising (e.g., featuring various ethnic minorities models in one advertisement to reach them simultaneously) is explained. However, the findings show that multicultural advertising did not effectively reach Hispanics. To connect with Hispanic consumers requires not only the inclusion of Hispanic models in advertisements, but also a shift from low-context to high-context communications.¹²

The Hispanic Market

Hispanics are in the marketplace in a big way. Hispanics, for the first time in U.S. history, are the largest minority population (U.S. Census, 2000). As ethnic minorities in the U.S. increase in number, educational attainment, and political power, they exert

¹² Overall, the U.S. is considered a low-context society where people seek meaning in the verbal aspects of messages rather than the context within which messages are sent (de Mooij, 1998). However, Hispanics, as well as other ethnic minorities such as Asians, derive meaning from nuances of speech (e.g., tone and pace), the relationships between speakers and receivers, and all other elements involved in communicating a message (Hofstede, 1997).

greater influence in the marketplace. Furthermore, in 2002, Hispanics owned approximately 7% (1,573,464) of all U.S. firms (U.S. Census, 2002), more than double that of 1992 (771,768) (Light and Gold, 2000). In these ethnic economies, ethnic owners hire within their own ethnic group.¹³ For example, Korean business owners monopolized the wig industry and excluded all non-Koreans employees until the U.S. government brought an anti-trust suit under the Sherman Act (Light and Gold, 2000).

The findings of this study (e.g., importance of ethnic compatibility) and the economic power of Hispanics reinforce the value of target marketing. The ethnic compatibility of models featured in advertising affect how Hispanics draw meaning from the advertisement. The findings show that Hispanics seek communication cues [e.g., ethnicity of models featured in the advertisement and the context of the portrayal (ethnic compatibility)] in advertising, and these cues connect or disconnect the Hispanic viewer with the advertisement. Furthermore, the findings suggest that failure to recognize Hispanics as an important consumer group (e.g., advertisement featuring mixed ethnic models) results in a disconnect (e.g., less favorable attitudes under IO condition than II condition). The Hispanic market and other ethnic markets (e.g., African-American and Asian) are too large to ignore. These markets offer a rich field of research, as well as a potential competitive advantage for American companies.

Target, Target, Target

The current research supports the notion that “Mass marketing is dead. Marketing segmentation is the way of the future” (Woods, 1995). For people of color (e.g., non-

¹³ “An *ethnic economy* consists of co-ethnic self-employed and employers and their co-ethnic employees” (Light and Gold, 2000, p. 4)

Whites), their ethnicity plays a significant role in individual identity and group unity (Cortese, 1999). Ethnic group membership is a way of preserving what is unique and distinct about groups of people (Wood, 1995). In essence, ethnic advertising, which seeks a specific audience, is at the forefront of target marketing (Burrell, 1992).

Hispanics favor promotions (Wood, 1995) and trust companies that display interest in them and their families (Cortese, 1999). A non-adaptive advertising strategy (e.g., portraying various ethnic group models together in one advertising) that attempts to connect with various ethnic groups simultaneously, might be perceived by the SHEI as being trivializing and devaluing as suggested by the findings of this study [e.g., less favorable attitudes formed under IO condition (mean 2.91) and most favorable attitude formed when under II condition (mean = 4.42)].

The Culture of the Message

Consumers do not relinquish their ethnic identity to participate in the U.S. mosaic (Tharp, 2001). Furthermore, ethnic minorities use the marketplace as a venue of expression. To understand and reach ethnic group members, marketers must understand how these consumers react to marketing efforts, such as advertising. The primary discourse of advertising is about the goods and service, and the secondary discourse refers to ideas about society and culture contained in the advertisement (O'Barr, 1994). The findings of the current study show that when viewing advertising, Hispanics consider the *culture* of the message and use it to form attitudes – more favorable attitudes are formed when the viewer of an advertisement and models portrayed in the advertisement are ethnically compatibility (Table 35).

The secondary discourse (e.g., portrayal of models in the advertisement) is essential in attitude formation for strong Hispanic identifiers. Hispanics may *contrast* based on the culture of the message (e.g., ethnic compatibility of the models featured in the advertisement), and the value of the primary message about the product and/or service might be lost. For ethnic minorities (e.g., Hispanics), the meaning of an advertisement is in the cultural message. Therefore, the context or secondary discourse of the advertisement becomes paramount in the development of promotional campaigns that target Hispanic consumers.

Table 35. Group Differences Within SHEI and WHEI

Ethnic Identification		Treatment Condition		
		OO (Two African-American models)	II (Two Hispanic models)	IO (One African-American, one Hispanic)
Strength of Ethnic Identification	Strong	H1 (b) A_{ACTOR} More Favorable Supported	H1 (a) - A_{ACTOR} Most Favorable Supported	H1 (c) A_{ACTOR} Least Favorable Not Supported
		H2 (b) A_{AD} More Favorable Supported	H2 (a) A_{AD} Most Favorable Supported	H2 (c) A_{AD} Least Favorable Not Supported
	Weak	H1 (b) A_{ACTOR} No Difference Supported	H1 (a) A_{ACTOR} No Difference Supported	H1 (b) A_{ACTOR} No Difference Supported
		H2 (c) A_{AD} No Difference Supported	H2 (c) A_{AD} No Difference Supported	H2 (c) A_{AD} No Difference Supported

SHEI versus WHEI

Hispanics responded most favorably to advertisements featuring Hispanic models. A post hoc analysis was conducted to investigate between group differences, SHEI versus WHEI (see Table 34). For both groups, SHEI and WHEI, the most favorable attitude

toward the actors and the advertisement were evident in the II condition (e.g., two Hispanic models). This is consistent with social group theories, such as homophily (Simpson et al. 2000) and in-group bias (Fiske and Taylor, 1991), and existing literature (e.g., Deshpande and Stayman, 1994).

The between group analyses suggest that ethnically mixed visual models (e.g., African-American and Hispanic models) are not as effective in reaching Hispanic consumers as ethnically compatible visual models (e.g., two Hispanic models). Hispanics are geographically concentrated in easily identifiable metropolitan areas, and promotional campaigns that speak directly to Hispanics (e.g., advertisements featuring only Hispanic models) would be a superior allocation of resources than non-adaptive campaigns.

Contributions

Theoretical Contribution

Extension of Assimilation/Contrast Theory

The assimilation/contrast model of social judgment theory suggests that to form a judgment of a target stimulus, the perceiver retrieves some cognitive representation of it and some standard of comparison to evaluate it. Individuals access a subset of potentially relevant information that is most accessible at the time of judgment (e.g., Bodenhausen and Wyer, 1985). Categorization determines whether the stimuli result in assimilation or contrast. Individuals assimilate stimuli within their latitude of acceptance and contrast stimuli within their latitude of rejection. Although ambiguous, individuals tend to contrast stimuli that they cannot categorize as within their latitude of acceptance.

The current research extends the assimilation/contrast theory by determining how individuals categorize stimulus when it contains elements of acceptance (e.g., in-group member) and rejection (e.g., out-group member) together. The ethnic compatibility of the models featured in an advertisement may result in either assimilation or contrast, depending on the viewer's strength of ethnic identification. The harmony of the stimuli influences resulting judgments (e.g., attitudes). The current study makes a substantial theoretical contribution with the introduction of the notion of compatibility in the formation of social judgments. The findings provide a clearer understanding of the boundaries of acceptance and rejection in social judgment evaluation.

A New Predictor of Attitude Formation

Ethnic compatibility serves as a meaningful predictor of attitudes that people hold toward actors featured in an advertisement. Ethnic compatibility is the first variable to be identified as an input to attitude formation in ethnic marketing since Deshpande et al. (1986) introduced the notion of intensity of ethnic affiliation and subsequently strength of ethnic identification. A review of published articles revealed that of the 206 articles published on ethnicity or race, strength of ethnic identification and a situational trait (e.g., ethnic awareness) are the only ethnic variables found to influence attitude formation.¹⁴ Therefore, the findings of the current study make a crucial contribution to the ethnic marketing literature.

¹⁴ A search of "ethnic or race" in the citation or abstract in "marketing or consumer" publications of the ABI/Inform Global database rendered 206 scholarly publications.

Methodological Contribution

New phrase-completion scales (e.g., attitude toward the actors, attitude toward the advertisement, purchase intention) developed for the current study demonstrated higher internal consistency than traditional scales from which the phrase-completion measures were developed. Feltham's (1994) measures of attitude toward the actors and advertisement reported reliability between .79 and .89. Cronbach's Alpha for the phrase-completion scales of attitude toward the actors and advertisement developed in the current study show internal consistency of .96 and .97, respectively. Internal consistency of the new phrase-completion measure of purchase intention performed similarly to the attitude measures with $\alpha = .91$. These psychometrically sound measures, which are new in marketing research, provide a more accurate measure of latent variables and demonstrate high reliability. The phrase-completion scale structure is easier to respond to because it assesses a single dimension with responses that approximate a continuous range of options.

An *emic* methodology (e.g., method of developing cultural specific stimuli), which has never been done in marketing research, is used in the current research. *Emic* methods reduce the probability of systematic errors (e.g., measurement or design error) and, therefore, increase the quality and meaningfulness of the data collected. In the development of treatment advertisements, data collected from Hispanics were inputs to the development of the experimental stimuli. In previous research, a panel of judges, not necessarily from the ethnic group under study, determined if the stimuli were appropriate (e.g., is this model Hispanic). In the current study, a topology of "what is Hispanic" was developed from in-depth interviews of Hispanics. Furthermore, Hispanics' perceptions

of “what is not Hispanic” were inputs to development the out-group stimuli. The complexity of ethnic group association commands *emic* (e.g., cultural specific) diligence in the process of scientific research of ethnicity. The notion of “seeing through the eyes of the ones we study” is an essential element in honoring scientific rigor in ethnic marketing.

Managerial Contributions

Findings of the current study speak to the very objective of corporate America – selling their products. Table 35 summarizes the post hoc analyses.

A crucial finding of the current study is that Hispanics did not intend to purchase the product advertised when viewing an advertisement featuring ethnically mixed models (e.g., IO). Of equal importance is the finding that attitudes directly influence purchase intention ($F = 3.58$, sig. = .03) only under condition II (e.g., two Hispanic models). In summary, if you want Hispanics to buy a product, companies must connect with these consumers through culturally specific communications. These findings have a vital impact on how companies advertise products to minority consumers.

The findings of the current study offer new evidence of the ineffectiveness of multicultural advertising to connect with various ethnic groups simultaneously. The motivation to retain one’s ethnic identity and protect erosion of that identity results in a less favorable attitude toward stimuli that do not honor ethnic group boundaries (e.g., presence of a Black model in the advertisement targeted to Hispanic consumers).

Ethnic minorities seek communication cues that the advertisement speaks to them. In allocating resources to promotional campaigns, multicultural advertising may prove to

be a poor return on the investment because the intended communication cue and the meaning derived by the viewer of the cue may not be consistent. The current study provides a valuable managerial tool for allocation of valuable and limited resources for effective ethnic marketing. Several business strategies are suggested in light of the findings of the current study.

First, because communications are culturally driven, ethnic advertising campaigns must consider context of the advertisement when marketing to ethnic minorities. Hispanics derive meaning from advertisements partially from their relationship with the models featured in the advertisements (Hofstede, 1997). Therefore, it is necessary, but not sufficient, to have ethnic congruence between the viewer and the model(s) featured in an advertisement (e.g., communication cue); it is also necessary for the context of the advertisement be culturally congruent. For example, an advertisement featuring a Hispanic shopping alone would honor the congruence between the viewer and the model, but violate the cultural congruence because Hispanics are social and typically shop with family and/or friends (Halter, 2000).

Second, it is proposed that companies should move from a broad-spectrum marketing strategy to a deliberate marketing strategy, defined as strategies that are purposeful in understanding culturally based values, beliefs, and customs that drive precise wants and need, to reach ethnic minorities. The intent of multicultural advertising, a broad spectrum marketing strategy, is to connect with various ethnic groups simultaneously. However, the findings of this study show that Hispanics disconnect with such advertisements (refer back to Table 35). To reach ethnic minorities, companies should engage in deliberate marketing strategies.

Third, the monitoring and evaluation of deliberate marketing strategies, by its very nature, must be developed. Traditional advertising effectiveness is driven by the notion of reaching the target market (e.g., broad spectrum). For example, reach is the percentage of target market exposed to the advertisement, GRP (e.g., gross rating points) is the average reach times the frequency of exposure, and CPM (e.g., cost per thousand) is the cost of delivering the advertisement per 1,000 people or homes. The findings of the current study show that just reaching the targeted minority group is not enough to persuade ethnic minority consumers to purchase the product - it is the meaning derived from the advertising that is essential. Therefore, evaluative tools for understanding ethnic marketing effectiveness must be developed.

Fourth, ethnicity speaks to the very foundation of marketing – understand your customers. The knowledge gained from the current findings provides a platform for analyzing and assessing international markets. Understanding how diverse consumers react (e.g., assimilate or contrast) to promotional efforts allows companies to make better decisions about the allocation of resources (e.g., how to allocate promotional budgets) and, in turn, increase profits. To enjoy the best return (e.g., increased sales) on an investment (e.g., promotional campaign), companies seek to design advertisements that connect with their target population. The findings of the current study argue that the most effective and efficient allocation of resources (e.g., money, expertise, opportunity costs) to connect with ethnic consumers is target advertising (e.g., advertisements featuring models from the ethnic group targeted).

The findings of this study are significant in globalization and the development of global marketing strategy. Jeannet and Hennessey (2004) define global marketing

strategy as a marketing strategy in which a single, coherent, integrated, and unified marketing strategy for a product or service is crafted to encompass an entire global market across many countries simultaneously for leveraging commonalities throughout markets. However, the pervasive nature of social structures makes successful global marketing strategy virtually unattainable. The findings of this study support the notion of think global, act local. Companies operating in the global marketplace may effectively standardize (e.g., globalize) production of goods, but effective global promotional campaigns must adapt or customize to maximize the effectiveness of their marketing efforts. Although interaction among individuals the world over contributes to homogeneity of wants and needs (Ramarapu, Timmerman, and Ramarapu, 1999), how marketers reach and connect with diverse consumers is a matter of the distinctiveness that divides humans. To reach and connect with these consumers, marketers must develop targeted advertising campaigns to assure that the intention of the advertisement (e.g., persuade ethnic minorities to buy the product) is consistent with the interpretation (e.g., this advertisement speaks to me). The findings are important in both managing today's companies, because of the diversity of the U.S. population, and future global companies that seek to satisfy the wants of needs of an even more diverse world population.

Direction for Future Research

Advertising

Ethnic advertising is a relatively new field of study in the marketing discipline and a rich area for future research. Heterogeneity within ethnic groups has received little attention in the literature. How do sub-ethnic groups (e.g., Cubans, Puerto Ricans, and

Mexicans within Hispanics) differ in attitude formation toward advertising? What are the out-groups (e.g., not like me) of sub-ethnic groups? Which ethnic memberships are more silent for members of multiple ethnic backgrounds and why? What sub-ethnic groups are more likely to assimilate? What traits or states affect attitudinal responses to advertising? In addressing these questions, several factors must be considered.

First, the interracial and interethnic marriages in the U.S. are making unclear which ethnic memberships are dominant. Future research might consider what factors (e.g., parent that rears the child, customs practiced in the household, religion, gender roles of parents) determine how individuals draw on ethnic membership for self-conception. Second, the ancestry of the sub-ethnic groups might explain the differences between these groups. For example, the indigenous population conquered by the Spaniards differs among states (e.g., Zunis in New Mexico, Seminoles in Florida).

Third, the history of the sub-cultures in the U.S. might explain how advertising cues are interpreted and how those interpretations influence attitudes and purchase intention. For example, the history for African-Americans and Mexicans is one of oppression, while the history of Cubans is one of freedom. These histories create a different frame from which ethnic minorities make sense of the world around them. Fourth, some ethnic minorities in the U.S. are able to return to their parent nation and some are not. Puerto Ricans may travel back to Puerto Rico, but Cubans may not return to Cuba. The ability to stay connected with one's motherland might serve as an important variable in understanding why some people acculturate and others assimilate. It is reasonable that the connection to the motherland might reinforce the importance of ethnic distinctiveness and, in turn, influence the importance of ethnic compatibility.

These variables (e.g., ancestry, history of power, and mobility) might work together to influence strength of ethnic identification and ethnic compatibility and, in turn, resulting attitudes toward the actors and advertisement and purchase intention.

With annual advertising expenditures of U.S. firms estimated at \$265 billion for 2004 (Solomon, Marshall, and Stuart, 2006), the importance of connecting with the target market (e.g., Hispanics) cannot be understated. The amount spent on advertising represents more than 2% of the 2004 GDP of the U.S. (\$11,667,515 million, World Book, 2005). The difficulty of associating specific advertisements to coinciding revenues may result in business decisions based on aggregated information that either understated or overstated the effectiveness of a promotional campaign. Therefore, the findings of the current study offer firms an invaluable tool for better connecting with the intended target population and, hence, a better return on advertising expenditures.

Other Marketing Activities

The relatively sparse research of ethnicity in the marketing literature suggests a broad approach to ethnic marketing research. Ethnicity is a pervasive concept that affects all marketing efforts. Consider the areas of consumer behavior, business-to-business, international marketing, and strategic planning (Figure 15).

In the arena of consumer behavior, effective customer relationship management, which facilitates one-to-one marketing, requires companies to consider the interaction between the company agent and customers of different ethnicity. Research of what variables influence a positive service encounter when the customer and service providers are members of different ethnic groups is an important topic for future research. In the

area of business-to-business, investigation of performance of mixed ethnic group members (e.g., buyer and seller not ethnically congruent) versus same ethnic group members (e.g., buyer and seller ethnically congruent) should be undertaken.

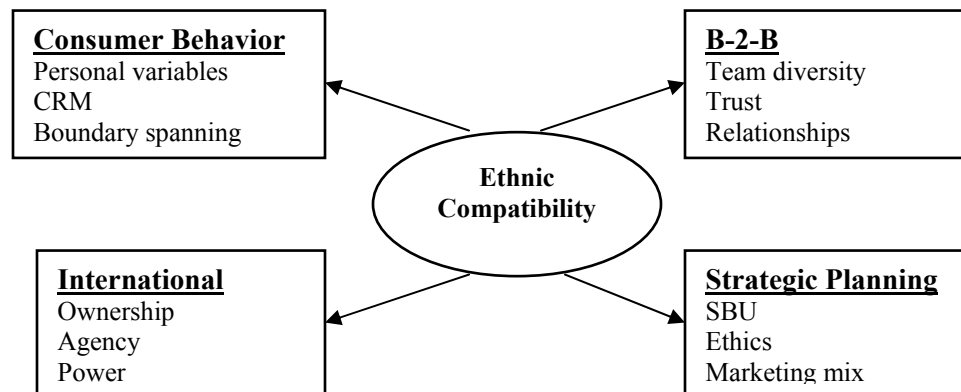


Figure 15. The Role of Ethnic Compatibility in Marketing

Several questions warrant investigation. How do different ethnic groups build authentic trust, a major element of long-term relationships? How do different values, beliefs, and lifestyles (e.g., culture) influence business structures (e.g., joint ventures)? How do ethnic values impact perceived gender roles, power positioning, and social placement? How do those perceptions influence effective team groupings?

In the area of international marketing, research of how or if ethnic values differ across national boundaries should be pursued. Elements of cultural dimensions developed in the U.S. (e.g., Hofstede, 1997) should be tested to assess the practical quality of such frameworks. Are alternative frameworks more useful in less developed or developing countries? How does the notion of power (one ethnic group's control over another) influence marketing efforts?

Strategic planning and strategic business units must eliminate barriers to effective performance. Ethnicity, a core cultural element that is not easily changed, has an affect on how people perceive their place in the workforce and what behaviors they employ in various situations. Ethnic consideration in the adaptation of product, price, distribution, and promotions continues to be important in strategic planning and warrants further scholarly investigation.

An area of research that has received almost no scholarly attention is the notion of ethics and ethnicity. Although pressure to promote ethical behaviors, corporate stewardship, and socially responsible behaviors continues to be an important topic in marketing research, how ethnicity affects ethical/unethical behaviors has yet to be investigated.

Limitations

Some limitations of the current study are acknowledged. Because the identification of the target population was difficult to find, the non-probability sample used in this study limits the generalizability of the findings. Minorities are geographically located in metropolitan areas. Future research might consider a sample from these major metropolitan areas. For example, the majority of Hispanics reside in the southwest (e.g., California and Texas) (U.S. Census Bureau, 2006). Furthermore, the Hispanics used in this study are from the southern U.S. Variations between geographically disbursed populations might exist, further limiting the generalizability of the current findings.

Another limitation of the study is the quality of the advertisements used in the study. The photos used in the current study were colored and reproduced in black and white for the experiment booklet. Variations in skin tone and hues were not as vivid in the reproduced black and white photo, lessening the effect of visual cultural surface pointers (e.g., darkness of skin). Future research should use color photos to limit design errors in the study.

The allocation of participants as strong or weak ethnic identifiers was consistent with previous research, but not consistent with scientific rigor. An upper/lower quartile split is a more conservative approach to group allocation and future research should employ this methodology. Finally, it was extremely difficult to find weak ethnic identifiers. Future research should consider soliciting Hispanics that are married or living with non-Hispanics as a means of locating potentially WHEI.

Conclusions

It is hoped that this research sparks enthusiasm for scholars pursuing the study of ethnic marketing. The complexity of ethnicity is the gateway to understanding the pervasive nature of how societal changes impact marketing. The interdisciplinary nature of ethnicity allows the interchange of knowledge and the revitalizing of scientific curiosity.

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APPENDICES

Appendix 1

Coupon

<p>Coupon #00001</p> <p><i>PLEASE PRINT CLEARLY</i></p> <p>Last Name: _____</p> <p>First Name: _____</p> <p>Address: _____ _____</p> <p>City: _____</p> <p>State: _____</p> <p>Zip Code: _____</p>	<p><i>Coupon Ticket #0001 Participant's Copy</i></p> <p>This coupon entitles the holder to one chance to win a wide-screen television, subject to the following:</p> <ol style="list-style-type: none">1. This chance is non-transferable. The winner must claim the prize.2. This winner will be notified by certified mail. If the winner cannot be reached at the address provided, another drawing will take place to select another winner.3. The winner must pick up the TV at 307 North Himes Avenue, Tampa, FL within 30 days of notification of winning. Winner should call Cynthia Cano at (813) 877-7925 to arrange for pick-up. Failure to retrieve the TV will result in the selection of another winner.4. A picture identification, such as a driver's license, is required to claim the TV.5. The exact date of the drawing is uncertain, but is anticipated to be sometime in March 2007. Questions about the drawing date should be addressed to Cynthia Cano by telephone at (813) 877-7925 or e-mail at ccano2@tampabay.rr.com <p>The coupon drawing takes place at the University of South Florida (USF). The winning ticket will be selected by a USF faculty or staff member and witnessed by 3 individuals other than the primary researcher of the study or her dissertation committee members. The odds of winning are projected to be 1 in 300.</p> <p>Questions concerning this coupon should be addressed to Cynthia Cano by telephone at (813) 877-7925 or by e-mail at ccano2@tampabay.rr.com.</p>
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Appendix 2
In-Depth Interview Form

Introduction

My name is *Cynthia Cano* and today is (*day of week*), (*date*), (*time*). This interview is being conducted at the University of South Florida, 4202 East Fowler Avenue, Tampa, FL in room (*number*) and I am joined by (*interviewee*).

The purpose of this interview is to better understand the Hispanic culture. Your identity will be held in confidence and any reference to this interview in the research document will be by a fictitious name of your choosing.

This interview is tape recorded, as required by scientific research. At no time will the taped records or transcripts be accessible by individuals other than those directly involved in the current research project. The physical tape and transcript will be maintained by me and kept in a locked file cabinet.

A requirement of this research is the interviewee's consent. Please review this document and sign it, acknowledging your consent to this interview (*one executed copy is given to the interviewee and one is maintained by the interviewer*).

You may choose to stop the interview at any time. Do I have your permission to tape record this interview? For purpose of this interview, what name do you prefer I call you?

Appendix 2 (Continued)

Interview Script

Observed trait information: _____Male _____Female

_____ <30 years old

_____ 30 – 50 years old

_____ 50+ years old

First, I would like to ask some background questions.

Ethnic Identification – Natal Background

1. I am interested in the birthplace of you and your family. In what country were you and your parents born? I'll start with you.

Interviewee: _____

Natural Mother: _____

Natural Father: _____

Ethnic Identification – Self-Labeling

2. To what ethnic group do you belong? _____

3. On a scale of 1 to 10, with 1 being weakly and 10 being strongly, how would you rate your identification as a (*ethnic group above*)?

Appendix 2 (Continued)

Ethnic Identification – Behaviors

4. What language(s) do you speak?

a. _____

b. _____

c. _____

5. When do you speak (*language a*)?

6. When do you speak (*language b*)?

7. When do you speak (*language c*)?

8. In general, how would you describe your friends in terms of ethnic group membership?

9. What kinds of music do you prefer?

10. What kinds of foods do you prefer?

11. To what social organizations do you belong?

Ethnic Self-Identification

12. What is your religious affiliation?

13. How would you describe your involvement with the (*religion specified above*)?

14. How often do you go to Church or Temple?

15. What sort of religion-related activities, other than Church or Temple, do you participate in?

Appendix 2 (Continued)

Typology of Cultural Surface Markers

Now, I am going to ask you a series of questions concerning the physical attributes of two models. I am interested in what cues let you know that a person is a member of your ethnic group. To what ethnic group would you say this woman belongs?

Phenotype	Subcategory	Response	Phenotype	Subcategory	Response
Hair	Color		Dress	Type	
	Texture			Color	
	Style		Religious Ornaments	Type	
Face	Shape			Meaning	
	Skin Color		Body Modification	Type	
	Complexion			Meaning	
	Bone Structure		Jewelry	Type	
Lips	Shape			Meaning	
	Thickness				
Eyes	Color				
	Shape				
	Position				
	Depth				
Nose	Shape				
	Width				
	Length				
Structure	Height				
	Weight				

Appendix 2 (Continued)



Hispanic Man



Hispanic Woman

I am also interested in ethnic groups that are not like *Hispanics*. In the next set of photographs, I would like to know to which ethnic groups you think the model belongs.

I am interested in which of these models you think are most like you and least like you. Would you arrange the photos in order, from the models that are most like you to those that are least like you?

Out-Group Members



Black Couple



Asian-Indian Couple



White Couple

Appendix 2 (Continued)

Product Relevance

I am interested in some products that you may or may not use. I will name a few products and I would like you to tell me if you use each product very often, occasionally, seldom, or never.

Do you use...	Very Often	Occasionally	Seldom	Never
Ballpoint pens				
Soft drinks				
Bottled water				
Kleenex				
Chewing gum				

Demographic

1. What is your highest level of education?

_____ Technical School

_____ High School

_____ High School +

_____ AA

_____ AA+

_____ BA/BS+

_____ BA/BS+

_____ Masters

_____ Masters+

_____ PhD

2. How long have you lived in the U.S.?

_____ years

3. What is your marital status?

_____ Married

_____ Single

Appendix 2 (Continued)

_____ Divorced

_____ Widowed

4. What is your current occupation?

Is there anything you would like to add before we conclude this interview?

Thank you for participating in this project. Please contact me at the numbers shown on the consent form if you have any questions. Again, thank you for your participation.

This interview concluded at _____ a.m./p.m.

Appendix 3
Cover Letter to Reviewers

Date

Reviewer's Name
Address
City, State, Zip

Dear Reviewer:

Thank you for taking time out of your busy life to participate in my dissertation research study. Enclosed please find the following.

1. (#) transcripts of in-depth interviews,
2. A consent form that indicates permission to use your comments in published research,
3. Coding instructions, and
4. Coding forms.

A meeting of the reviewer panel, you, me, and (*other reviewer's name*), is scheduled for (*day of week*), (*date*), (*time*) at (*location*). Please bring your executed consent form, along with the transcripts and your findings, to the meeting.

Again, thank you for your time and participation.

Very truly yours,

Cynthia M. Cano, Ph.D. Candidate

cc: Enclosures (#)

Appendix 3 (Continued)

Coding Instructions

The objectives of the in-depth interviews are to: 1) create a typology of cultural surface markers, and 2) understand individuals' attitudes and perceptions about their own, as well as other ethnic groups (out-groups).

Cultural Surface Pointers

Cultural surface pointers of interest in this study are those that are visible (e.g., skin color, hair texture) and can easily be detected in a print advertisement. These markers include such elements as dress, skin color, hair texture and form, height, physical size, eye shape, facial structure (e.g., nose shape), body modification (e.g., tattoos), and cultural artifacts (e.g., religious jewelry).

Ethnic In-Group/Out-Group Attitudes and Perceptions

Ethnic group membership and all that it entails is an important part of an individual's social identity. The topic of interest is *how individuals identify (perceive)* other individuals as members of their ethnic group or members of an out-group. Cultural surface markers serve as cues to identification and categorization. Furthermore, group membership constrains inter-group interaction and is an important element of understanding group membership.

A coding sheet is provided to help guide your interpretation of the data into general topic areas. Please indicate the line and page number supporting your interpretation of the data.

Appendix 3 (Continued)

Coding Form

Coder: _____

Transcript Number: _____

Topic	Page No.	Line No.	Concept
<i>Subjective Self-Labeling</i>			
<i>Behaviors</i>			
<i>Religious Affiliation</i>			
<i>Cultural Surface Pointers</i>			
<i>Out-Groups</i>			
<i>Additional Comments</i>			

Appendix 4

Reviewer Consent Form

Thank you for acting as a reviewer of in-depth interviews in a study of Hispanics. Your task is to review the enclosed in-depth interview transcripts for factual and interpretative information

The objectives of the exploratory research at hand are:

1. To develop a typology of visible cultural surface markers (e.g., skin color, bone structure, clothing, cultural jewelry) of Hispanics,
2. To understand how Hispanics categorize members of their ethnic group, as well as members of other ethnic groups,
3. To determine which out-groups Hispanics perceive as most/least like them, and
4. To determine how frequently Hispanics use a set of products.

Anonymity is essential, so be reminded not to discuss these data with anyone outside the research team. Please sign the following and bring this form with you to the reviewer meeting.

I, _____ (*reviewer*) _____, _____ give/ _____ do not give consent to have my review comments quoted in a published research paper.

Reviewer's Signature

Appendix 5

Pre-Screening Script

My name is Cynthia Cano, and I am conducting research on advertising effectiveness. You were referred to me by *(name of referral)* as a possible participant in this research. The purpose of this pre-screening is to gather general information about potential participants. If you choose to participate in the study, you will be contacted by mail one-week prior to study as a reminder. The day before the study, you will be contacted by telephone to confirm your participation. If you choose to participate in the study, you will receive a chance to win a television.

If at any time you would like to discontinue this conversation, please let me know. I will ask a series of questions about you, obtain contact information, and ask for times that would be convenient for you to participate in the study. Do you have any questions before we begin?

Thank you for participating in this important research study.

Appendix 5 (Continued)

Pre-Screening Form

No.	Domain	Question	Answer	Points Value
1.	Natal Background	Where were you born?	Foreign Country	1
			United States	0
2.	Natal Background	Where were your parents born?	Mother = Foreign	1
			Mother = United States	0
			Father = Foreign	1
			Father = United States	0
3.	Situation-Context	What language do you generally speak at your job?	Language other than English	1
			English	0
4.	Situation-Context	What language to you generally speak at home	Language other than English	1
			English	0
5.	Behaviors	What social organizations are you a member of?	One or more	1
			None	0
6.	Behaviors	Do you read (e.g., newspapers, magazines), view (e.g., television) or listen to (e.g., radio) information in a language other than English?	Yes	1
			No	0
7.	Subjective Self-Labeling	To what ethnic group do you belong?	Hispanic/Latino	2
			Multiple groups including Hispanics	1
			Any other group	0
8.	Subjective Self-Labeling	How strongly do you identify with the ethnic group selected in question seven?	Very strongly	3
			Strongly	2
			Weakly	1
			Very Weakly	1
			Not at all	0

Appendix 5 (Continued)

Contact Information:

Name: _____

Mailing Address: _____

Telephone: (_____) _____, FL _____ - _____ Office, Home, Cell, Other

Convenient Time:

Day(s):

___ Monday

___ Tuesday

___ Wednesday

___ Thursday

___ Friday

___ Saturday

___ Sunday

Time(s):

___ Mornings ___ Afternoons ___ Night

___ Mornings ___ Afternoons ___ Night

___ Mornings ___ Afternoons ___ Night

___ Mornings ___ Afternoons ___ Night

___ Mornings ___ Afternoons ___ Night

___ Mornings ___ Afternoons ___ Night

___ Mornings ___ Afternoons ___ Night

Appendix 6

Introduction to Experiment

Welcome, and thank you for agreeing to participate in this study. My name is Cynthia Cano and I am the facilitator for this study. At this time I ask that you turn over the top page of the study booklet in front of you -- the page that says “do not turn the page until instructed to do so by the study facilitator.” You should find two original USF Informed Consent of an Adult forms. The purpose of the consent form is to assure that you are an informed participant in scientific research and, by signing it, you are consenting to participate in the study. Please take a few minutes to read and sign both consent forms. When everyone has signed the forms, I will collect one signed consent form in compliance with USF research regulations. The other signed copy is for your records. (*Ask if everyone is finished*). If for any reason, you choose not to participate in the study, please exit the room and give your test materials to me.

There may be several subsequent study sessions. It is **essential** that you not discuss this study with others, as they may be in a subsequent study session. Discussing the study with individuals that subsequently participate in the study introduces bias and contaminates the study’s results. Your cooperation is greatly appreciated. After all study sessions are completed, you will be mailed a debriefing form explaining the details of this study.

Appendix 6 (Continued)

When you finish the study, you will receive a coupon for a chance to win a television. You will receive a coupon outlining the rules for the television drawing, as well as contact information in the event you have questions.

Once the study begins, I ask that you not talk or make any noise that may disturb other participants. You may choose to end your participation in the study at any time. If you choose to discontinue the study, please leave the room bring your test materials to me.

The integrity of this study lies in the anonymity of the individuals participating in it. Therefore, please do not put your name or any other identifying marks on the study booklet. Your consent forms will be collected separately from your completed study booklets to assure that the two are not associated.

The idea of this study is to collect data about consumers' attitudes toward promotional materials for a new product. You will be shown three advertisements that are being considered to launch a new product. After being shown each advertisement, you will be asked to response to questions or statements about that advertisement. Next, you will be asked to answer some general attitudinal, behavioral, and demographic questions. Specific instructions for completing each section of the study will appear throughout the study booklet. Completion of the study is expected to take no more than 45 minutes.

Once the study begins, you cannot ask a question. So, before we begin the study, does anyone have a question? Again, thank you for participating in this study. Now, please turn the cover page of your test booklet and read all instructions carefully.

Appendix 7

Informed Consent For An Adult

Space below reserved for IRB Stamp
– Please leave blank

INFORMED CONSENT FOR AN ADULT

Social and Behavioral Sciences
University of South Florida

Information for People Who Take Part in Research Studies

The following information is being presented to help you decide whether or not you would like to take part in a minimal risk research study. Please read this carefully. If you do not understand anything, ask the person in charge of the study.

Title of Study: The Effectiveness of a New Product Promotional Campaign

Principal Investigator: Cynthia Rodriguez Cano

Study Location(s): University of South Florida, 4202 East Fowler Avenue, Tampa, FL 33620

You are being asked to participate because you are an adult consumer of Hispanic heritage.

General Information about the Research Study

The purpose of this study is to test potential print advertisements for the launching of a new product.

Plan of Study

You will be shown potential advertisements and asked to answer questions about those ads. You also will be asked demographic questions. It is anticipated that the study will take approximately 45 minutes.

Payment for Participation

You will receive one chance to win a television set for participating in this study.

Appendix 7 (Continued)

Benefits of Being a Part of this Research Study

You will experience participating in a scientific endeavor and the personal achievement of contributing to the understanding of promotional campaigns.

Risks of Being a Part of this Research Study

There is no known risk related to participating in this study.

Confidentiality of Your Records

Your privacy and research records will be kept confidential to the extent of the law. Authorized research personnel, employees of the Department of Health and Human Services, and the USF Institutional Review Board may inspect the records from this research project.

The results of this study may be published. However, in the publications, the data obtained from you will be combined with data from others. The published results will not include your name or any other information that would personally identify you in any way.

The test materials used in this study will be kept in a locked box or file cabinet. Except for Cynthia Cano and the University of South Florida faculty acting as her dissertation committee members, test materials will not be accessible or available to anyone.

Volunteering to Be Part of This Research Study

Your decision to participate in this research study is completely voluntary. You are free to participate in this research study or to withdraw at any time. If you stop taking part in the study, there will be no penalty or loss of the benefits that you are entitled to receive.

Questions and Contacts

- If you have any questions about this research study, contact Cynthia Cano at (813) 877-7925 or by e-mail at ccano2@tampabay.rr.com.
- If you have questions about your rights as a person who is taking part in a research study, you may contact the Division of Research Compliance of the University of South Florida at (813) 974-5638.

Consent to Take Part in This Research Study

By signing this form I agree that:

- I have fully read or have had read and explained to me this informed consent form describing this research project.
- I have had the opportunity to question one of the persons in charge of this research and have received satisfactory answers.
- I understand that I am being asked to participate in research. I understand the risks and benefits, and I freely give my consent to participate in the research project outlined in this form, under the conditions indicated in it.

Appendix 7 (Continued)

- I have been given a signed copy of this informed consent form, which is mine to keep.

Signature of Participant Printed Name of Participant Date

Investigator Statement

I have carefully explained to the subject the nature of the above research study. I hereby certify that to the best of my knowledge the subject signing this consent form understands the nature, demands, risks, and benefits involved in participating in this study.

Signature of Investigator
or authorized research
investigator designated by
the Principal Investigator Cynthia Rodriguez Cano
Printed Name of Investigator Date

Investigator Statement:

I certify that participants have been provided with an informed consent form that has been approved by the University of South Florida's Institutional Review Board and that explains the nature, demands, risks, and benefits involved in participating in this study. I further certify that a phone number has been provided in the event of additional questions.

Signature of Investigator Cynthia Rodriguez Cano
Printed Name of Investigator Date

Appendix 8

Study Booklet

A Study of Promotional Effectiveness

Estudio sobre la efectividad de las promociones

Instructions

On the following page is a consent form regarding your participation in this study. Please read the consent form, sign, and return with your study packet. If you choose not to sign the consent forms, please leave the room and give your study materials to the study facilitator. Thank you for your time and participation.

Instrucciones

En la siguiente página encontrará un documento en el cual usted aprueba su participación en este estudio. Por favor lea este documento, fírmelo y entréguelo con el resto de documentos. Muchas gracias por su tiempo y su participación.

NOW, TURN THE PAGE AND READ THE INSTRUCTIONS.

Ahora, vire la página y lea las instrucciones.

INSTRUCTIONS

The following are general instructions for participating in this study. Instructions for each section of the study will be provided throughout this booklet. Please read the following instructions completely and carefully.

Instrucciones

Este documento contiene instrucciones generales respecto a su participación. Usted encontrará instrucciones específicas para cada sección. Por favor, lea cuidadosamente todo el contenido de las instrucciones.

1. Once you have moved to a page, **do not turn back to a previous page.**

Una vez que usted haya empezado otra página, no regrese a las páginas anteriores.

2. Please respond to all questions and statements. **Do not skip questions** unless otherwise instructed.

Por favor responda a todas las preguntas y comentarios. No se salte preguntas a menos que se lo indiquen.

***THANK YOU FOR PARTICIPATING IN THIS STUDY.
NOW, TURN THE PAGE AND READ THE INTRODUCTION.***

***Gracias por su participación en este estudio. Por favor, vire la página y lea
las instrucciones.***

Appendix 8 (Continued)

INTRODUCTION

In the following pages, you will be asked to view potential advertisements for a new product and respond to questions and/or statements about each advertisement. Imagine that you are viewing the advertisement as you would see it featured in a magazine.

Introducción

En las siguientes páginas se le pedirá que observe anuncios sobre un nuevo producto. Luego, responda a algunas preguntas sobre el anuncio. Imagine que usted ve el anuncio en una revista.

Appendix 8 (Continued)

Corbis Cola Potential Advertisement #1

Cola Cobris, Anuncio # 1

INTRODUCTION: The following is a potential advertisement for *Cobis Cola*. Review this advertisement carefully.

Introducción: *El siguiente anuncio es de la Cola Cobris. Revise el anuncio cuidadosamente.*

SPURIOUS ADVERTISEMENT 1



TURN TO THE NEXT PAGE AND READ ALL INSTRUCTIONS

Vire la página y lea todas las instrucciones.

Appendix 8 (Continued)

INSTRUCTIONS: Please circle the number that you feel best describes the advertisement you just saw.

INSTRUCCIONES: Por favor encierre en un círculo número que mejor describa al anuncio que ustedes acaba de ver.

The advertising I just saw... <i>Al anuncio ustedes acaba de ver...</i>								
6	Does not affect my feelings <i>No afecta mis sentimientos</i>	1	2	3	4	5	6	Affects my feelings <i>Afecta mis sentimientos</i>
7	Does not touch me emotionally <i>No me llega emocionalmente</i>	1	2	3	4	5	6	Touches me emotionally <i>Me llega emocionalmente</i>
8	Is not stimulating <i>No es estimulante</i>	1	2	3	4	5	6	Is stimulating <i>Es estimulante</i>
9	Does not reach out to me <i>No me llega</i>	1	2	3	4	5	6	Reaches out to me <i>Me llega</i>
10	Is not stirring <i>No me inspira</i>	1	2	3	4	5	6	Is stirring <i>Me inspira</i>
11	Is not moving <i>No me afecta</i>	1	2	3	4	5	6	Is moving <i>Me afecta</i>
12	Is not exciting <i>No es excitante</i>	1	2	3	4	5	6	Is exciting <i>Ex excitante</i>

TURN TO THE NEXT PAGE AND READ ALL INSTRUCTIONS

Vire la página y lea todas las instrucciones.

Appendix 8 (Continued)

Corbis Cola Potential Advertisement #2

Cola Cobris, Anuncio # 2

INTRODUCTION: The following is a potential advertisement for *Cobis Cola*. Review this advertisement carefully.

Introducción: *El siguiente anuncio es de la Cola Cobris. Revise el anuncio cuidadosamente.*

SPURIOUS ADVERTISEMENT 2



TURN TO THE NEXT PAGE AND READ ALL INSTRUCTIONS

Vire la página y lea todas las instrucciones.

Appendix 8 (Continued)

INSTRUCTIONS: Please circle the number that you feel best describes the advertisement you just saw.

INSTRUCCIONES: Por favor encierre en un círculo número que mejor describa al anuncio que ustedes acaba de ver.

The advertising I just saw... <i>Al anuncio ustedes acaba de ver...</i>								
18	Does not affect my feelings <i>No afecta mis sentimientos</i>	1	2	3	4	5	6	Affects my feelings <i>Afecta mis sentimientos</i>
19	Does not touch me emotionally <i>No me llega emocionalmente</i>	1	2	3	4	5	6	Touches me emotionally <i>Me llega emocionalmente</i>
20	Is not stimulating <i>No es estimulante</i>	1	2	3	4	5	6	Is stimulating <i>Es estimulante</i>
21	Does not reach out to me <i>No me llega</i>	1	2	3	4	5	6	Reaches out to me <i>Me llega</i>
22	Is not stirring <i>No me inspira</i>	1	2	3	4	5	6	Is stirring <i>Me inspira</i>
23	Is not moving <i>No me afecta</i>	1	2	3	4	5	6	Is moving <i>Me afecta</i>
24	Is not exciting <i>No es excitante</i>	1	2	3	4	5	6	Is exciting <i>Ex excitante</i>

TURN TO THE NEXT PAGE AND READ ALL INSTRUCTIONS

Vire la página y lea todas las instrucciones.

Appendix 8 (Continued)

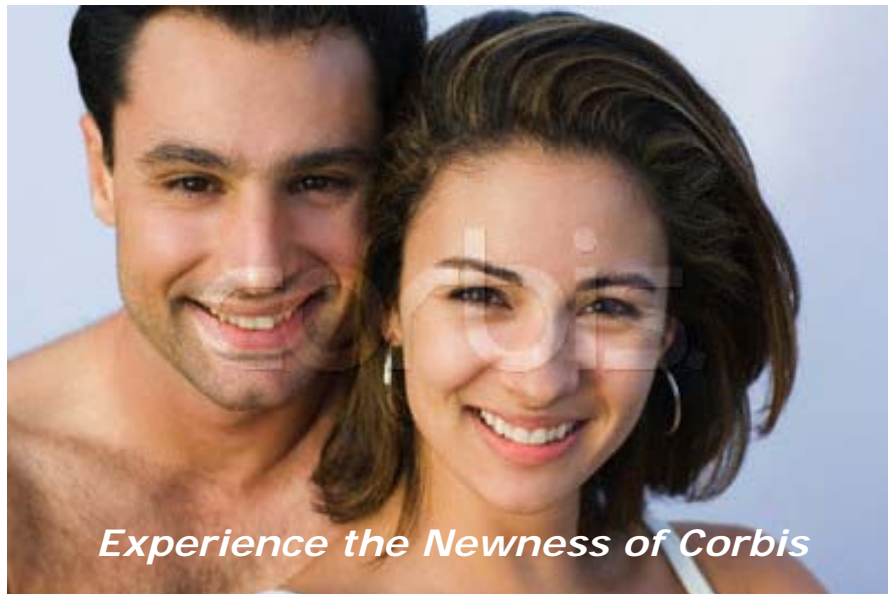
Corbis Cola Potential Advertisement #3

Cola Cobris, Anuncio #3

INTRODUCTION: The following is a potential advertisement for *Cobis Cola*. Review this advertisement carefully.

Introducción: *El siguiente anuncio es de la Cola Cobris. Revise el anuncio cuidadosamente.*

TREATMENT CONDITION II



GO TO THE NEXT PAGE AND READ ALL INSTRUCTIONS

Vire la página y lea todas las instrucciones.

Appendix 8 (Continued)

Corbis Cola Potential Advertisement #3

Cola Cobris, Anuncio #3

INTRODUCTION: The following is a potential advertisement for *Cobis Cola*. Review this advertisement carefully.

Introducción: *El siguiente anuncio es de la Cola Cobris. Revise el anuncio cuidadosamente.*

TREATMENT CONDITION OO



GO TO THE NEXT PAGE AND READ ALL INSTRUCTIONS

Vire la página y lea todas las instrucciones.

Appendix 8 (Continued)

Corbis Cola Potential Advertisement #3

Cola Cobris, Anuncio #3

INTRODUCTION: The following is a potential advertisement for *Cobis Cola*. Review this advertisement carefully.

Introducción: *El siguiente anuncio es de la Cola Cobris. Revise el anuncio cuidadosamente.*

TREATMENT CONDITION IO



GO TO THE NEXT PAGE AND READ ALL INSTRUCTIONS

Vire la página y lea todas las instrucciones.

Appendix 8 (Continued)

INSTRUCTIONS: Please circle the number that you feel best describes the advertisement you just saw.

INSTRUCCIONES: Por favor encierre en un círculo número que mejor describa al anuncio que ustedes acaba de ver.

The advertising I just saw... <i>Al anuncio ustedes acaba de ver...</i>								
30	Does not affect my feelings <i>No afecta mis sentimientos</i>	1	2	3	4	5	6	Affects my feelings <i>Afecta mis sentimientos</i>
31	Does not touch me emotionally <i>No me llega emocionalmente</i>	1	2	3	4	5	6	Touches me emotionally <i>Me llega emocionalmente</i>
32	Is not stimulating <i>No es estimulante</i>	1	2	3	4	5	6	Is stimulating <i>Es estimulante</i>
33	Does not reach out to me <i>No me llega</i>	1	2	3	4	5	6	Reaches out to me <i>Me llega</i>
34	Is not stirring <i>No me inspira</i>	1	2	3	4	5	6	Is stirring <i>Me inspira</i>
35	Is not moving <i>No me afecta</i>	1	2	3	4	5	6	Is moving <i>Me afecta</i>
36	Is not exciting <i>No es excitante</i>	1	2	3	4	5	6	Is exciting <i>Ex excitante</i>

TURN TO THE NEXT PAGE AND READ ALL INSTRUCTIONS

Vire la página y lea todas las instrucciones.

Appendix 8 (Continued)

INSTRUCTIONS: Please circle the number that you feel best describes **THE MODELS** in the advertisement you just saw.

Por favor encierre en un círculo número que mejor describa a **LOS MODELOS** que ustedes acaba de ver.

The models you just saw are... <i>Los modelos que ustedes acaba de ver es...</i>								
37	Unbelievable <i>Increíble</i>	1	2	3	4	5	6	Believable <i>Creíble</i>
38	Not credible <i>No creíble</i>	1	2	3	4	5	6	Credible <i>Creíble</i>
39	Not trustworthy <i>No confiable</i>	1	2	3	4	5	6	Trustworthy <i>Confiable</i>
40	Unreliable <i>No confiable,, No garantizado</i>	1	2	3	4	5	6	Reliable <i>Confiable , Garantizado</i>
41	Undependable <i>No se puede fiar de él</i>	1	2	3	4	5	6	Dependable <i>Se puede fiar de él</i>
42	Does not affect my feelings <i>No afecta mis sentimientos</i>	1	2	3	4	5	6	Affects my feelings <i>Afecta mis sentimientos</i>
43	Does not touch me emotionally <i>No me llega emocionalmente</i>	1	2	3	4	5	6	Touches me emotionally <i>Me llega emocionalmente</i>
44	Is not stimulating <i>No es estimulante</i>	1	2	3	4	5	6	Is stimulating <i>Es estimulante</i>
45	Does not reach out to me <i>No me llega</i>	1	2	3	4	5	6	Reaches out to me <i>Me llega</i>
46	Is not stirring <i>No me inspira</i>	1	2	3	4	5	6	Is stirring <i>Me inspira</i>
47	Is not moving <i>No me afecta</i>	1	2	3	4	5	6	Is moving <i>Me afecta</i>
48	Is not exciting <i>No es excitante</i>	1	2	3	4	5	6	Is exciting <i>Ex excitante</i>

Appendix 8 (Continued)

DO NOT TURN BACK TO PREVIOUS PAGES

No regrese a las páginas anteriores.

INSTRUCTIONS: The *last advertisement* you viewed featured two models. We are interested in your perception of how those models relate to you. For each listed element, **please circle the number** in each row that best expresses your opinion about that element. You may choose which model to respond to first.

INSTRUCCIONES: En el anuncio anterior, usted vio dos modelos. Estamos interesados en su percepción acerca de cómo estos modelos se relacionan con usted.

ONE OF THE MODELS in the advertisement is... UNO DE LOS MODELOS en el anuncio es ...								
49	Not at all like me <i>No se parece en nada a mi</i>	1	2	3	4	5	6	Very much like me <i>Muy parecido a mi</i>
50	Not at all compatible with me <i>No es compatible conmigo</i>	1	2	3	4	5	6	Definitely compatible with me <i>Es compatible conmigo</i>
51	Not at all sensible <i>Para nada sensible</i>	1	2	3	4	5	6	Completely sensible <i>Completamente sensible</i>
THE OTHER MODELS in the advertisement is... UNO DE LOS MODELOS en el anuncio es ...								
52	Not at all like me <i>No se parece en nada a mi</i>	1	2	3	4	5	6	Very much like me <i>Muy parecido a mi</i>
53	Not at all compatible with me <i>No es compatible conmigo</i>	1	2	3	4	5	6	Definitely compatible with me <i>Es compatible conmigo</i>
54	Not at all sensible <i>Para nada sensible</i>	1	2	3	4	5	6	Completely sensible <i>Completamente sensible</i>

INSTRUCTIONS: The following statements are about your purchase intentions. For each statement, **please circle the number** in each row that best expresses your opinion about that statement.

INSTRUCCIONES: La siguiente sección contiene enunciados relacionados con sus intenciones de compra. Encierre en un círculo el número que mejor exprese su opinión respecto al enunciado.

When it comes to Corbis Cola, I would... Respecto a Cola Cobris, yo...								
55	Definitely not buy this product <i>Definitivamente no compraría este producto</i>	1	2	3	4	5	6	Definitely buy this product <i>Definitivamente compraría este producto</i>
56	Absolutely not try this product <i>Absolutamente no probaría este producto</i>	1	2	3	4	5	6	Absolutely try this product <i>Absolutamente probaría este producto</i>
57	Never consider purchasing this product <i>Nunca consideraría comprar este producto</i>	1	2	3	4	5	6	Positively consider purchasing this product <i>Consideraría comprar este producto</i>

Appendix 8 (Continued)

INSTRUCTIONS: In America today, people come from different cultures and there are many different words to describe the different backgrounds or *ethnic groups* that people come from. Some examples of the names of ethnic groups are Asian-Indians, Africans or Black, and Hispanics or Latinos. Every person is born into an *ethnic group*, or sometimes two groups or more, and people differ on how important their *ethnic membership* is to them, how they feel about it, and how much their behavior is affected by it.

The following statements are about your ethnicity or your ethnic group membership and how you feel about it or react to it. Please **circle the one number** corresponding to the descriptor that best describes your response to that statement.

INSTRUCCIONES: En los Estados Unidos, existen personas de distintas culturas y hay muchas palabras para describir las distintas etnias. Algunos ejemplos de etnias son las Indo-Asiáticas, Africanos o Negros, e Hispanos o Latinos. Cada persona nace dentro de un grupo étnico y algunas veces dentro de dos o más. Adicionalmente, hay diferencias en cuanto a la importancia que atribuyen a su pertenencia a las etnias, que sienten hacia ellas y cómo su comportamiento está afectado por estas.

Los siguientes enunciados se refieren a su etnia y a su pertenencia hacia ella; así como sus sentimientos y reacciones hacia ella. Por favor encierre en un círculo al número que corresponda al enunciado que mejor describa su respuesta.

	Statement	Strongly Disagree En total desacuerdo	Disagree En desacuerdo	Slightly Disagree Parcialmente en desacuerdo	Slightly Agree Parcialmente de acuerdo	Agree De acuerdo	Strongly Agree Muy de acuerdo
58	<p>People from my ethnic group spend time trying to find out more about their own ethnic group, such as its history, traditions, and customs.</p> <p><i>La gente di mi grupo gastado mucho tiempo tratando de encontrar mayor información sobre de su propio grupo étnico, sobre su historia, tradiciones y costumbres.</i></p>	1	2	3	4	5	6
60	<p>People from my ethnic group have a clear sense of their ethnic background and what it means for me.</p> <p><i>La gente di mi grupo conozco claramente lo que etnia representa y lo que significa para mí.</i></p>	1	2	3	4	5	6

Appendix 8 (Continued)

	Statement	Strongly Disagree <i>En total desacuerdo</i>	Disagree <i>En desacuerdo</i>	Slightly Disagree <i>Parcialmente en desacuerdo</i>	Slightly Agree <i>Parcialmente de acuerdo</i>	Agree <i>De acuerdo</i>	Strongly Agree <i>Muy de acuerdo</i>
61	<p>People from my ethnic group think a lot about how their life will be affected to their ethnic group membership.</p> <p><i>La gente de mi grupo pienso mucho sobre cómo vida estará de su propio grupo afectada por mi pertenencia a grupo étnico.</i></p>	1	2	3	4	5	6
62	<p>People from my ethnic group are happy to be a member of the group they belong to.</p> <p><i>La gente de mi grupo soy feliz por ser un miembro de grupo.</i></p>	1	2	3	4	5	6
63	<p>People from my ethnic group have a strong sense of belonging to their own ethnic group.</p> <p><i>La gente de mi grupo tengo un fuerte sentido de pertenencia hacia propio grupo étnico.</i></p>	1	2	3	4	5	6
64	<p>People from my ethnic group understand pretty well what their ethnic group membership means to them, in terms of how to relate to my own group and other groups.</p> <p><i>La gente de mi grupo entiendo perfectamente lo que significa mi grupo étnico, respecto a cómo relacionarme con los miembros de de su propio grupo grupo y con los miembros de otros grupos.</i></p>	1	2	3	4	5	6
65	<p>In order to learn more about their ethnic background, people from my ethnic group have often talked to other people about my ethnic group.</p> <p><i>Para aprender más respecto a mi etnia, La gente de su propio grupo frecuentemente hablo con otras personas respecto de su propio grupo étnico.</i></p>	1	2	3	4	5	6

Appendix 8 (Continued)

	Statement	Strongly Disagree <i>En total desacuerdo</i>	Disagree <i>En desacuerdo</i>	Slightly Disagree <i>Parcialmente en desacuerdo</i>	Slightly Agree <i>Parcialmente de acuerdo</i>	Agree <i>De acuerdo</i>	Strongly Agree <i>Muy de acuerdo</i>
66	<p>People from my ethnic group have a lot of pride in their ethnic group and its accomplishments.</p> <p><i>La gente de mi grupo siento mucho orgullo respecto de su propio grupo étnico y sus logros.</i></p>	1	2	3	4	5	6
67	<p>People from my ethnic group participate in cultural practices of their own group, such as special food, music, or customs</p> <p><i>La gente de mi grupo en prácticas culturales de mi grupo, por ejemplo en comidas especiales, música y sus costumbres.</i></p>	1	2	3	4	5	6
69	<p>People from my ethnic group feel good about their cultural and ethnic background.</p> <p><i>La gente de mi grupo étnico siento bien sobre su propia cultura y origen étnico.</i></p>	1	2	3	4	5	6
70	<p>People from other ethnic groups are not like me.</p> <p><i>La gente de otros grupos étnicos no son como yo.</i></p>	1	2	3	4	5	6
71	<p>People from my ethnic group sometimes feel it would be better if different ethnic groups didn't try to mix together.</p> <p><i>A veces siento que sería mejor que los distintos grupos étnicos no se mezclen entre sí.</i></p>	1	2	3	4	5	6
72	<p>My closest friends are members of my own ethnic group</p> <p><i>Mis amigos más cercanos pertenecen a mi mismo grupo étnico.</i></p>	1	2	3	4	5	6
73	<p>When I see people from different ethnic groups together, it does not seem right.</p> <p><i>Me disgustan los grupos compuestos por gente de distintos grupos étnicos.</i></p>	1	2	3	4	5	6

Appendix 8 (Continued)

	Statement	Strongly Disagree <i>En total desacuerdo</i>	Disagree <i>En desacuerdo</i>	Slightly Disagree <i>Parcialmente en desacuerdo</i>	Slightly Agree <i>Parcialmente de acuerdo</i>	Agree <i>De acuerdo</i>	Strongly Agree <i>Muy de acuerdo</i>
74	<p>People from my ethnic group prefer people from their own ethnic group to people from other ethnic groups.</p> <p><i>La gente de mi grupo étnico prefiere a la gente de su propio grupo étnico en comparación con gente de otros grupos étnicos.</i></p>	1	2	3	4	5	6

75. Which ethnic group do you belong? ***Please print clearly.***
¿A que grupo étnico pertenece? Por favor escriba claramente.

76. My identification with the ethnic group indicated above is...
Mi identificación con el grupo descrito anteriormente es:

Very Weak 1 <i>Muy Débil</i>	Weak 2 <i>Débil</i>	Somewhat Weak 3 <i>Algo Débil</i>	Somewhat Strong 4 <i>Algo Fuerte</i>	Strong 5 <i>Muy Fuerte</i>	Very Strong 6 <i>Fuerte</i>
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INSTRUCTIONS: The following table relates to demographic information about you and your family. If you do not know the requested information or it does not apply to you (e.g., you are the only child and have no siblings), please leave the box blank. Siblings include full and half brothers and/or sisters. **Please print clearly.**

INSTRUCCIONES: La siguiente tabla solicita información demográfica sobre usted y su familia. Si usted considera que esta información no se aplica, por ejemplo usted es hijo(a) único(a) y no tiene hermanos, deje la pregunta en blanco. Hermanos(as) incluyen de padre y madre, solo padre, o solo madre. **Por favor escriba claramente.**

Appendix 8 (Continued)

Please indicate the birthplace and number of years in the USA for yourself and your immediate family members.					
<i>Por favor indique el lugar de nacimiento y número de años que usted y su familia cercana viven en los Estados Unidos.</i>					
Item <i>Enunciado</i>	Person <i>Persona</i>	Birthplace <i>Nacimiento</i>			Number of Years Living in the USA
		City/Town <i>Ciudad/Pueblo</i> (a)	State/Province <i>Estado/Provincia</i> (b)	Country <i>País</i> (c)	<i>Número total de años viviendo en los Estados Unidos (d)</i>
77	Yourself <i>Usted</i>				
78	Your spouse <i>Su cónyuge</i>				
79	Father <i>Padre</i>				
80	Mother <i>Madre</i>				

INSTRUCTIONS: Demographic information is used to describe the aggregate group of participants who participate in a study. Remember, responses are pooled together and there is no way to identify who submitted which study booklet, so please answer honestly.

Select the **one best** answer for each of the following questions by placing “√” on the line preceding your response. Please answer **all** questions.

INSTRUCCIONES: La información demográfica es usada para describir a los participantes de este estudio de manera agregada. Recuerde que sus respuestas no serán identificadas con el participante. Por favor, conteste honestamente.

Seleccione la mejor respuesta para cada una de las preguntas de esta sección, marcando “√” junto al texto correspondiente. Por favor responda a todas las preguntas.

81. In which of the following age brackets do you belong?

¿A qué edad pertenece?

- _____ (19) Less than 20 years old - *Menos de 20 años de edad*
 _____ (20) 20 – 29 years old - *Entre 20 y 29 años de edad*
 _____ (30) 30 – 39 years old - *Entre 30 y 39 años de edad*
 _____ (40) 40 – 49 years old - *Entre 40 y 49 años de edad*
 _____ (50) 50 – 59 years old - *Entre 50 y 59 años de edad*
 _____ (60) 60 years old and older – *60 años de edad o más.*

Appendix 8 (Continued)

82. What is your current marital status?

¿Cuál es su estado civil?

- _____ (1) Single, never been married - *Soltero(a), nunca me he casado.*
- _____ (2) Single, divorced - *Soltero(a), divorciado(a)*
- _____ (3) Married - *Casado(a)*
- _____ (4) Legally separated, but still married - *Legalmente separado, pero aún casado.*
- _____ (5) Widowed - *Viudo(a)*
- _____ (6) Other: Specify _____
Otro, Describa _____

83. Including you, how many people live in the home/apartment that **you currently reside in**?

Incluyéndole a usted, ¿cuántas personas viven en la casa/departamento en el que reside?

_____ number of people **including you**
Número de personas, incluyendo usted _____

84. How many children, **biological and adopted**, do you currently have? **Check only one.**

¿Cuántos niños (*propios o adoptados*) tienen? *Seleccione solo una respuesta.*

- _____ child/children - *Niño(s)*
- _____ I have no children - *No tengo niños*

85. What is the highest level of education you have **completed**? **Check only one.**

¿Cuál es el mayor grado de educación que usted ha completado? *Seleccione solo una respuesta.*

- _____ (1) Ph.D. degree - *Doctorado*
- _____ (2) Masters degree - *Maestría*
- _____ (3) Bachelor degree - *Licenciatura*
- _____ (4) Some college beyond first two years of college - *Más de dos años de Universidad.*
- _____ (5) High school graduate - *Graduado de Colegio*
- _____ (6) Middle school graduate - *9 Años de Colegio*
- _____ (7) Other: Specify: _____
Otro, _____

86. What language do you generally speak in your **home**?

¿Que idiomas habla generalmente en su casa?

- _____ (1) English - *Inglés,*
- _____ (2) Spanish - *Español,*
- _____ (9) Other – please specify _____
Otro, especifique _____

Appendix 8 (Continued)

87. What language do you generally speak at your **job**?

¿*Que idiomas habla generalmente en su trabajo?*

- (1) English - *Inglés,*
- (2) Spanish - *Español,*
- (9) Other – please specify _____
Otro, especifique _____

88. What is your religion affiliation? **Please print clearly.**

¿*Cuál es su religión? Escriba claramente*

89. Are you currently an active member of a Church?

¿*Es un miembro activo de su iglesia?*

- (1) Yes – *Si*
- (0) No - *No*

90. Are you currently active in church activities other than attending services?

¿*Participa en las actividades de su iglesia, excluyendo misa?*

- (1) Yes – *Si*
- (0) No - *No*

91. Indicate which of the following best describes your friends?

Seleccione el enunciado que mejor describa a sus amigos.

- (1) Only people from my ethnic group
Solo personas de mi grupo étnico
- (2) Mostly people of my own ethnic group, but have some friends from members of other ethnic groups
Mayoritariamente personas de mi grupo étnico, pero tengo algunos amigos de otros grupos étnicos.
- (3) Equally divided between people from my own ethnic group and people from other ethnic groups
Igualitariamente dividido entre personas de mi grupo étnico y personas de otros grupos étnicos.
- (4) Mostly people from other ethnic groups
Mayoritariamente personas de otros grupos étnicos.

92. Why type(s) of food do you like?

¿*Que tipo de comida le gusta?*

- (1) I like *all food* and have no preference for any particular cuisines
Me gusta toda la comida; tengo preferencia por ningún tipo de comida
- (2) I love Spanish food, and would prefer to eat it over other types of food
Me gusta la comida española; prefiero comer este tipo de comida.

Appendix 8 (Continued)

93. What is your gender?

¿Sexo?

- _____ (1) Female - *Femenio*
_____ (0) Male - *Masculino*

94. What bracket represents your current **annual household** income **before taxes**?

¿Cuál es el ingreso total de su hogar antes de impuestos?

- _____ (1) Less than \$10,000 per year - *Menos de 10,000 al año*
_____ (2) \$10,000 - \$29,999 per year - *Entre \$10,000 y \$29,999 al año*
_____ (3) \$30,000 - \$49,999 per year - *Entre \$30,000 y \$49,999 al año*
_____ (4) \$50,000 - \$69,999 per year - *Entre \$50,000 y \$69,999 al año*
_____ (5) \$70,000 - \$89,999 per year - *Entre \$70,000 y \$89,999 al año*
_____ (6) \$90,000 or more per year - *Entre \$90,000 o más al año*

95. What do you think this study was about?

¿Que piensa usted que se trato en este estudio?

You have completed the study.
Usted ha completado este estudio.

Thank you for participating in this important research.
Gracias por participar en esta importante investigación.

Appendix 9
Debriefing Letter

Date

Participant
Address
City, State Zip Code

Re: Scientific Study

Dear [Participant]:

This letter is an explanation (e.g., debriefing) of the nature of the study you recently participated in. The study was an experiment that sought to understand how ethnic minorities, particularly Hispanics, evaluate advertising when ethnic models are featured in the advertisement. The first two advertisements you viewed - one advertisement featured a baby and the other featured a young woman under a waterfall - were of no interest to the study. The last advertisement was one of three advertisements of interest. You viewed either an advertisement featuring two Hispanic models, two African-American models, or one Hispanic and one African-American model. Thank you for your participation in the study.

Very truly yours,

Cynthia Rodriguez Cano, PhD Candidate

ABOUT THE AUTHOR

Cynthia Rodriguez Cano obtained her Bachelor of Science in Accountancy, Masters of Accountancy, and Doctoral of Business Administration from the University of South Florida, Tampa, Florida. Dr. Cano is a member of Phi Kappa Phi, Beta Gamma Sigma, Beta Omicron Delta Epsilon, and the Gold Key Honor Society. She was a selected fellow for the American Marketing Association Sheth Foundation Doctoral Consortium and Society for Marketing Advances Doctoral Consortium. Dr. Cano is published in the *Journal of Personal Selling & Sales Management*, *International Journal of Research in Marketing*, and the *Journal of Business and Industrial Marketing*. She is an accomplished law firm management consultant having worked in the legal industry for over 25 years.