APPENDICES

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APPENDICES

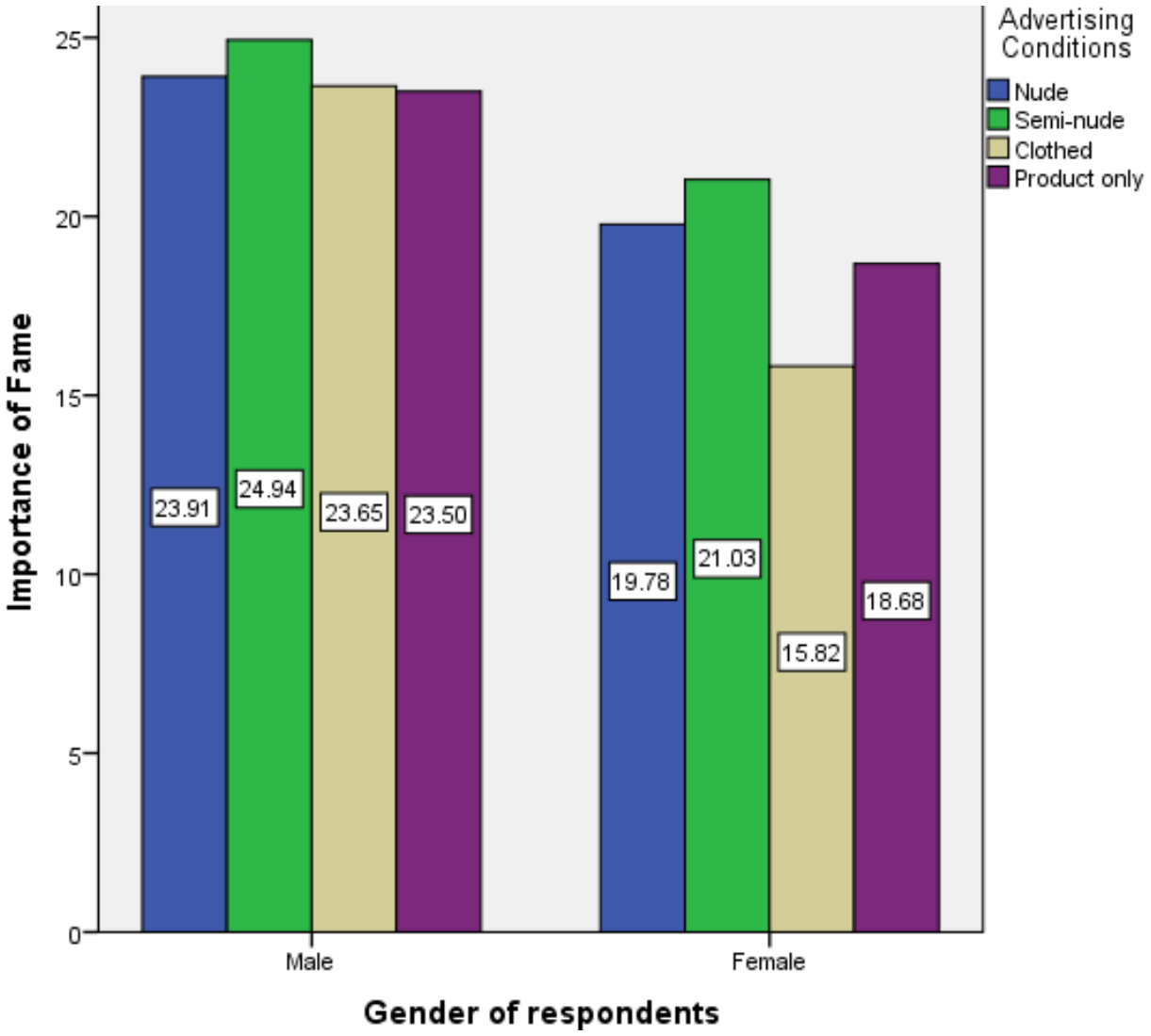
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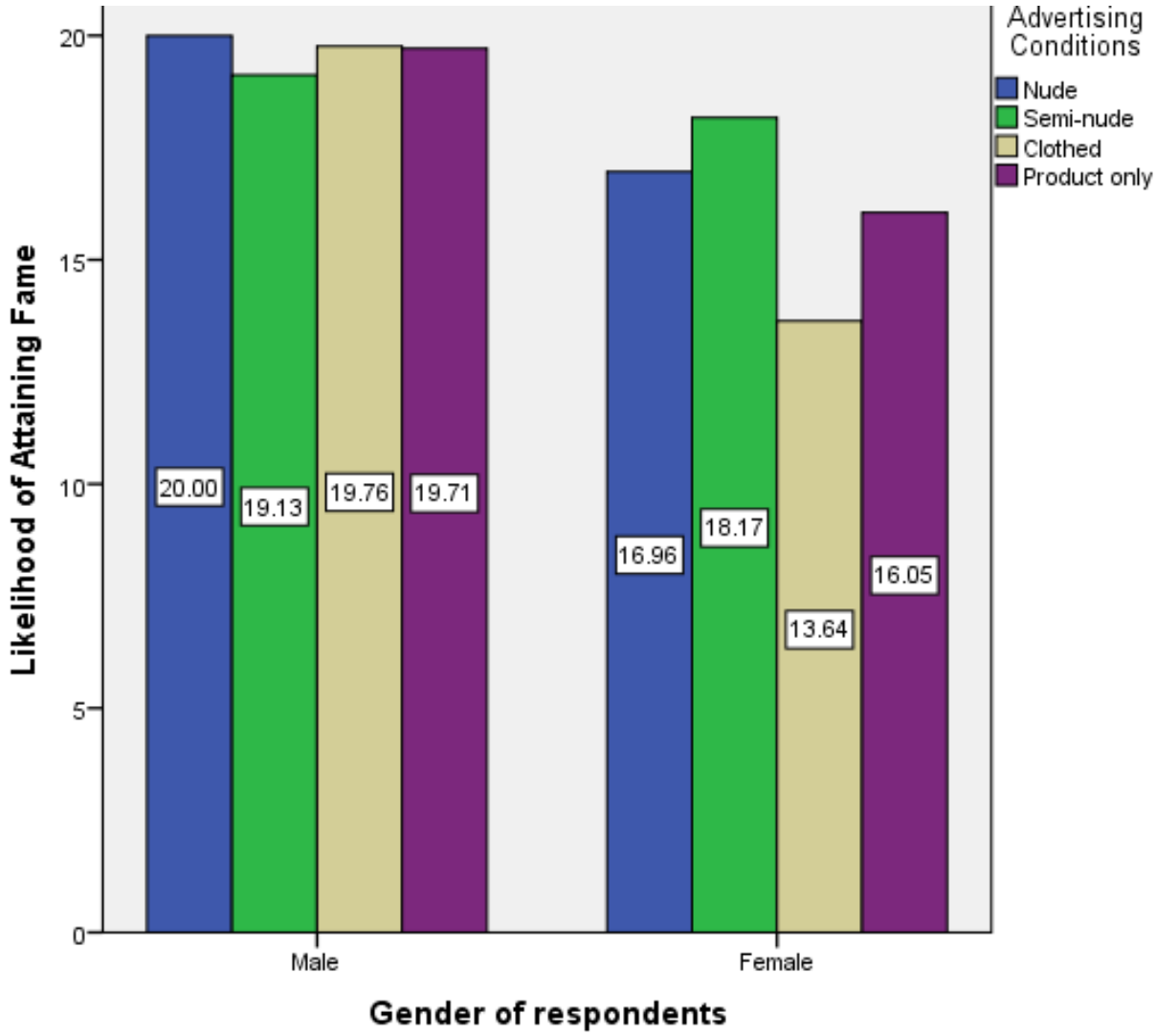
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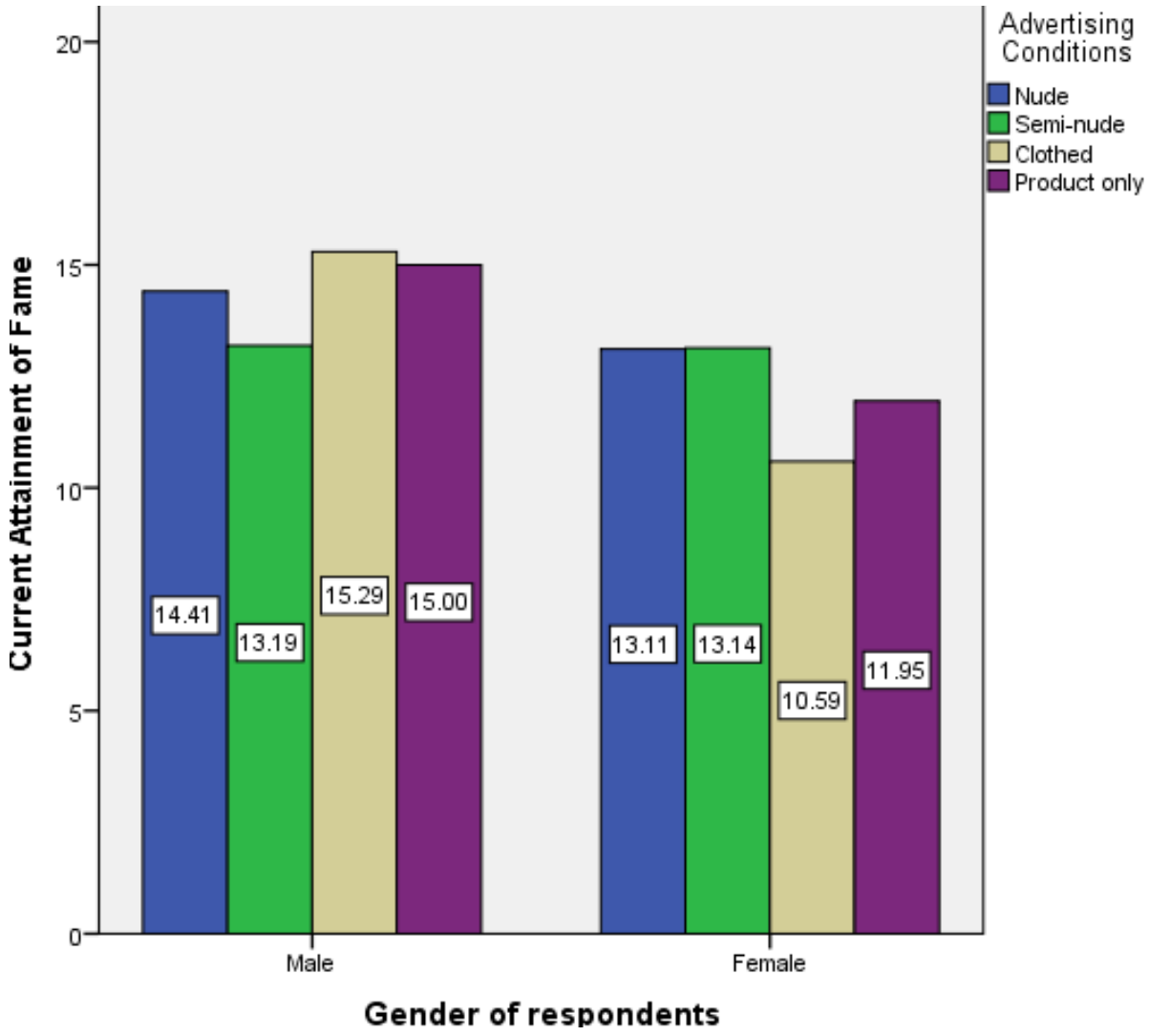
APPENDIX 1

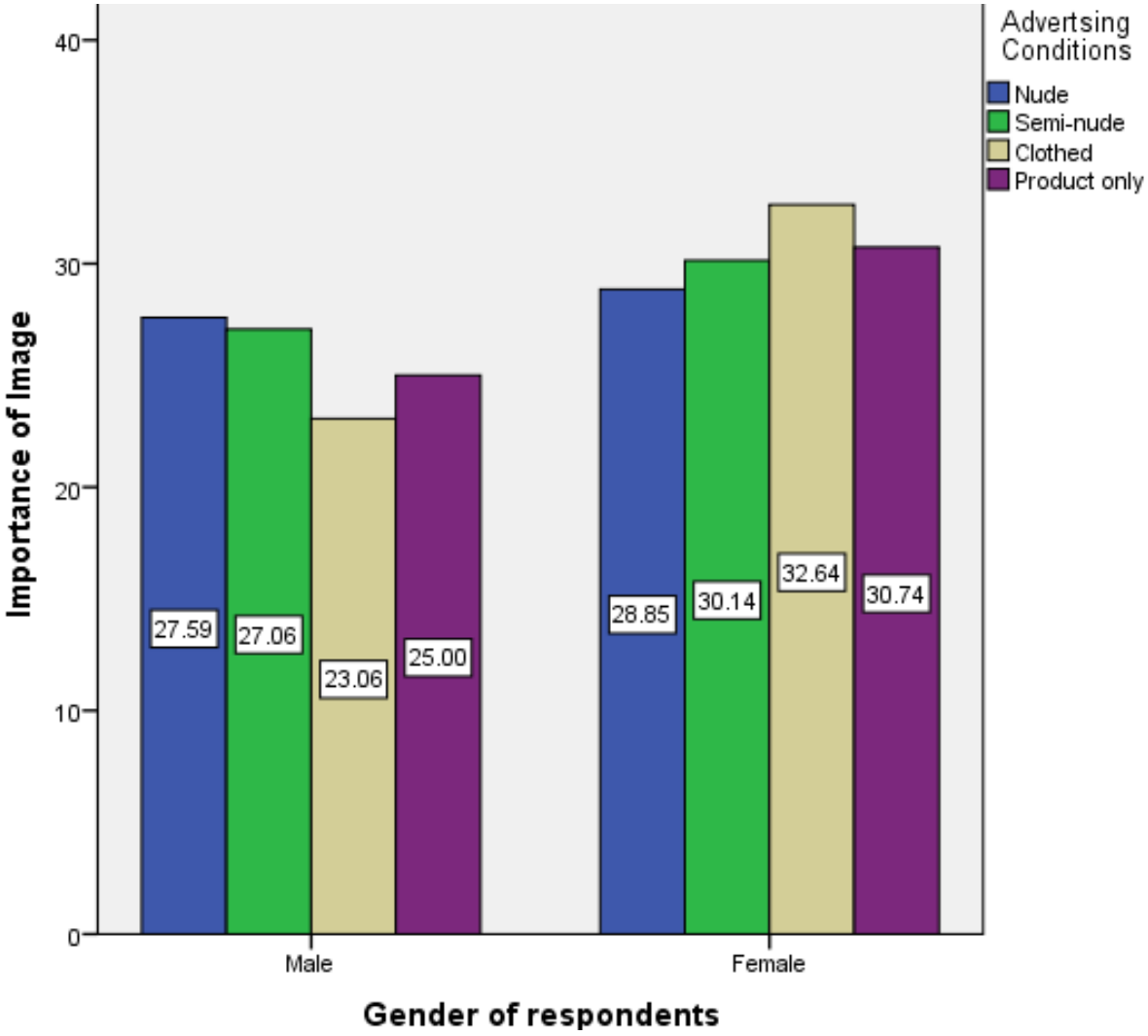
FIGURES OF MEANS PER DEPENDENT VARIABLE – UK SAMPLE

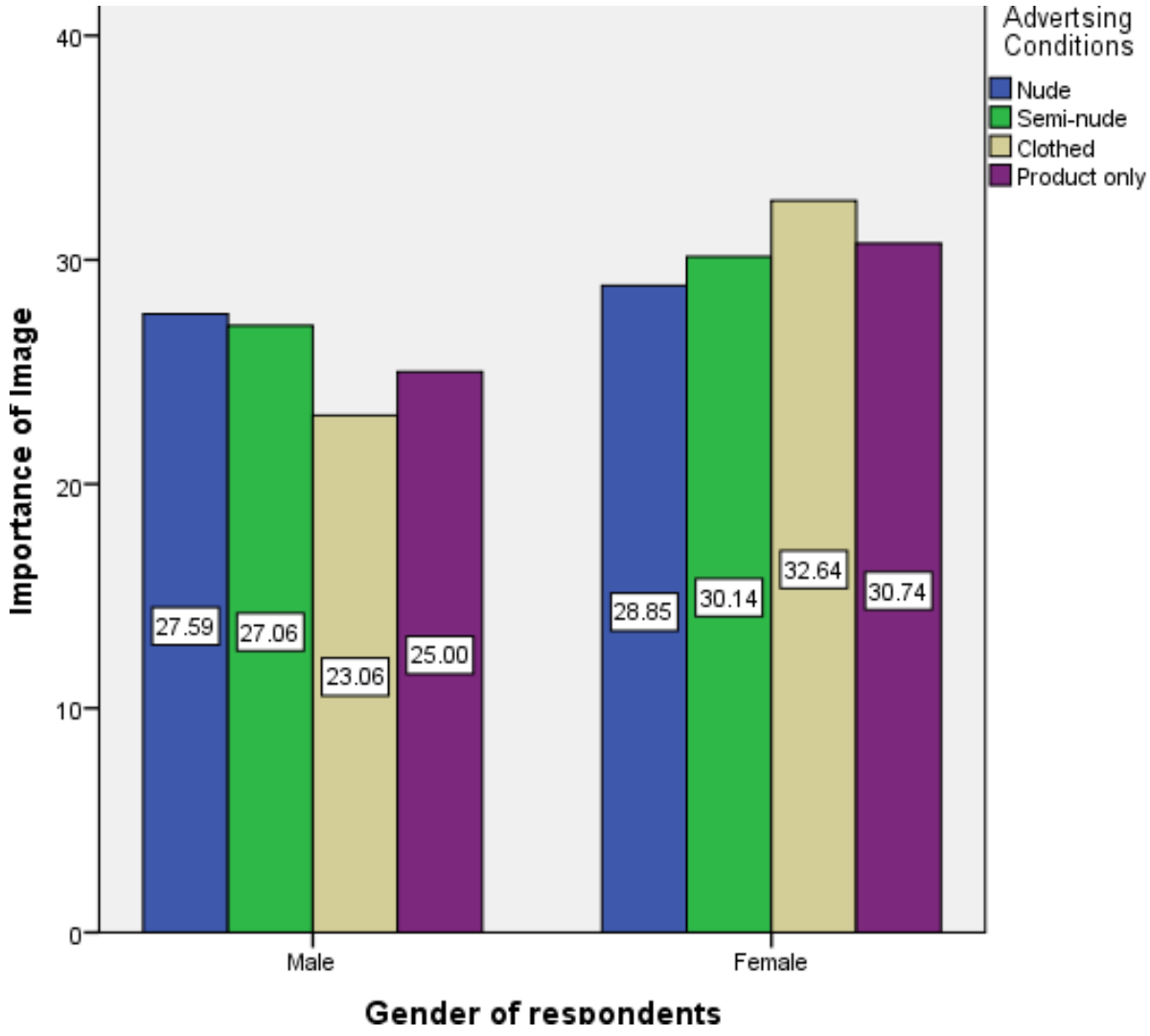
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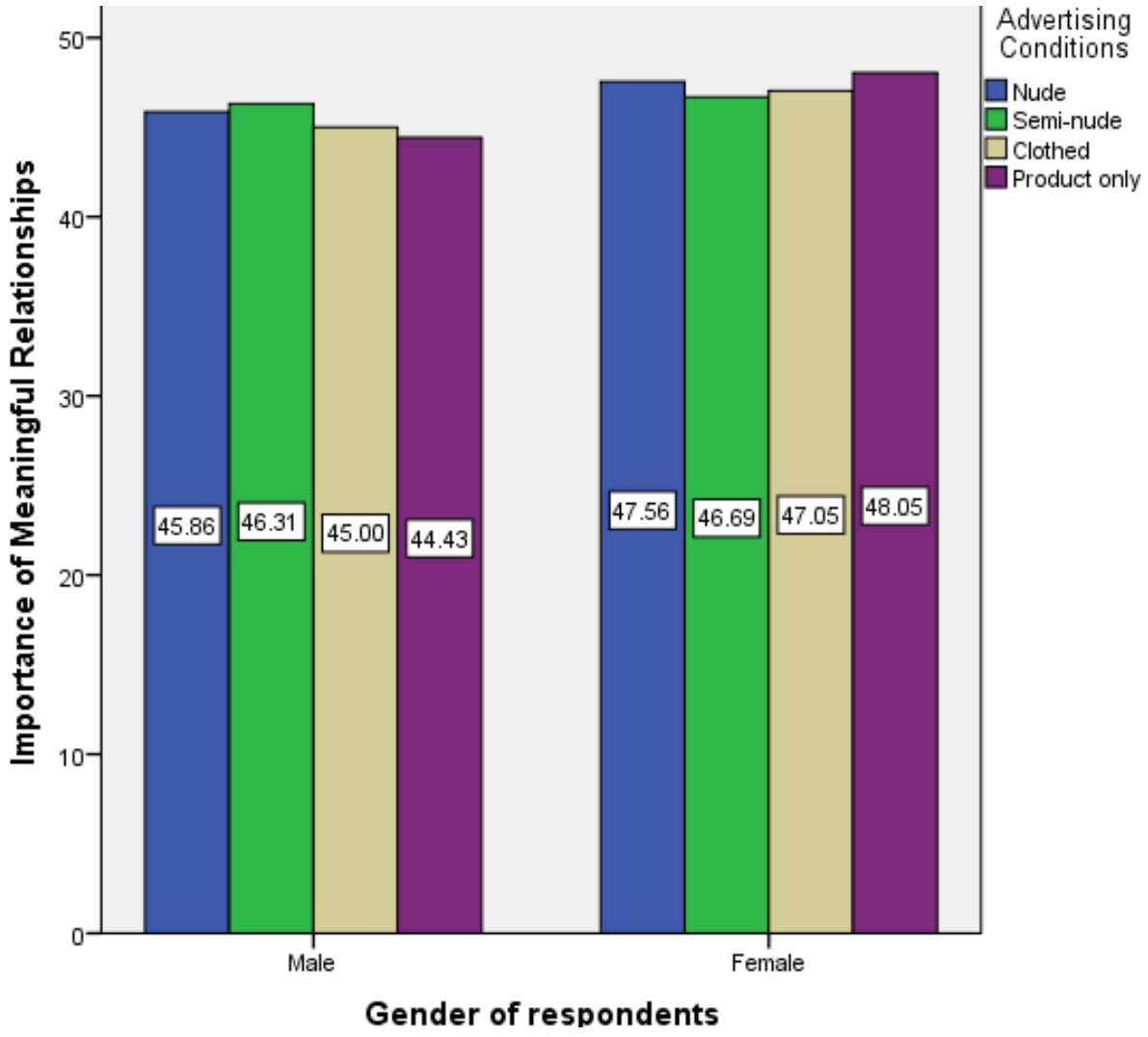

Advertising Conditions
Nude
Semi-nude
Clothed
Product only
Importance of Fame
25
20
15
10
5
0
23.91
24.94
23.65
23.50
19.78
21.03
15.82
18.68
Male
Female
Gender of respondents

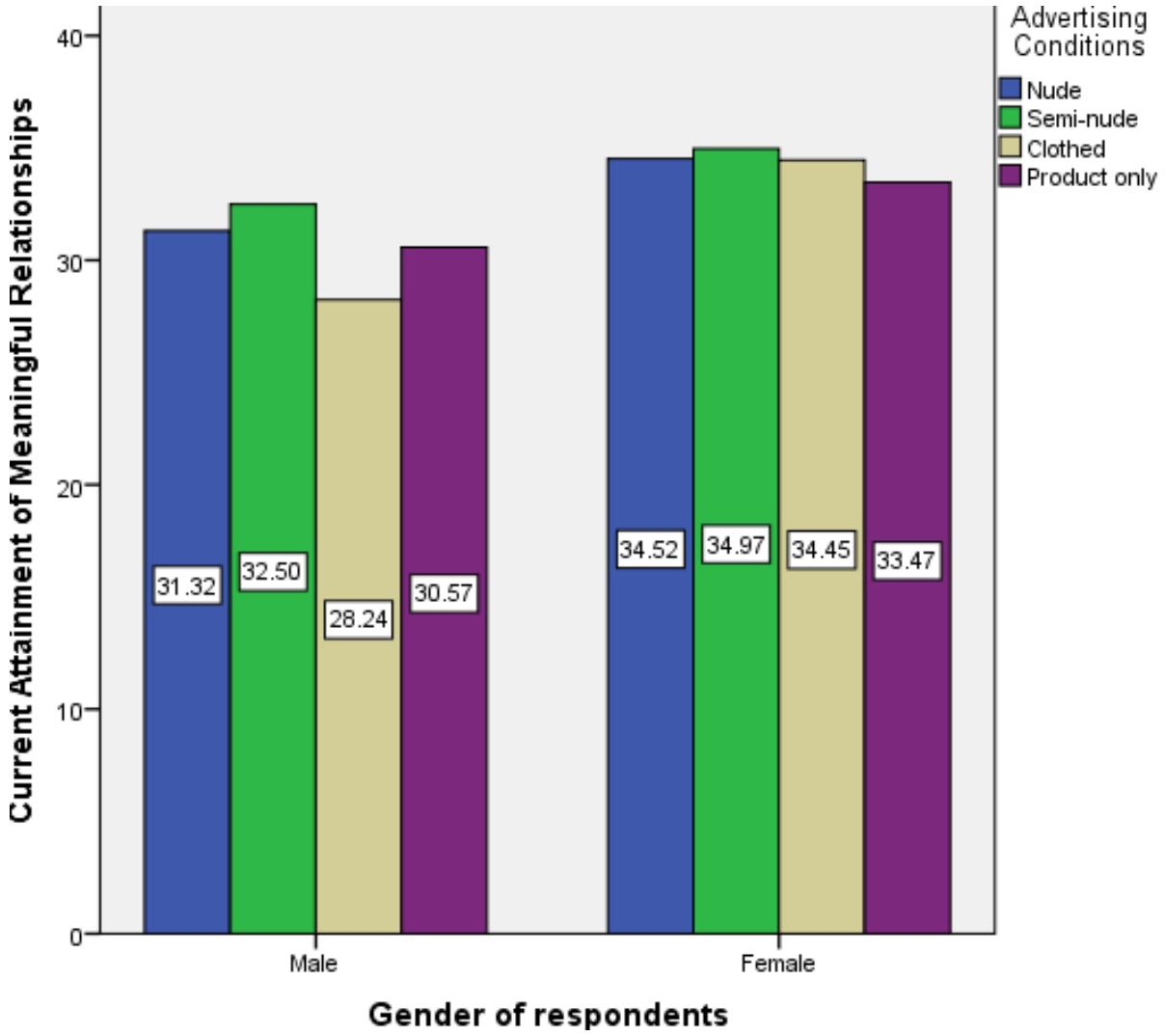

Advertising Conditions
Nude
Semi-nude
Clothed
Product only
Likelihood of Attaining Fame
20
15
10
5
0
20.00
19.13
19.76
19.71
16.96
18.17
13.64
16.05
Male
Female
Gender of respondents

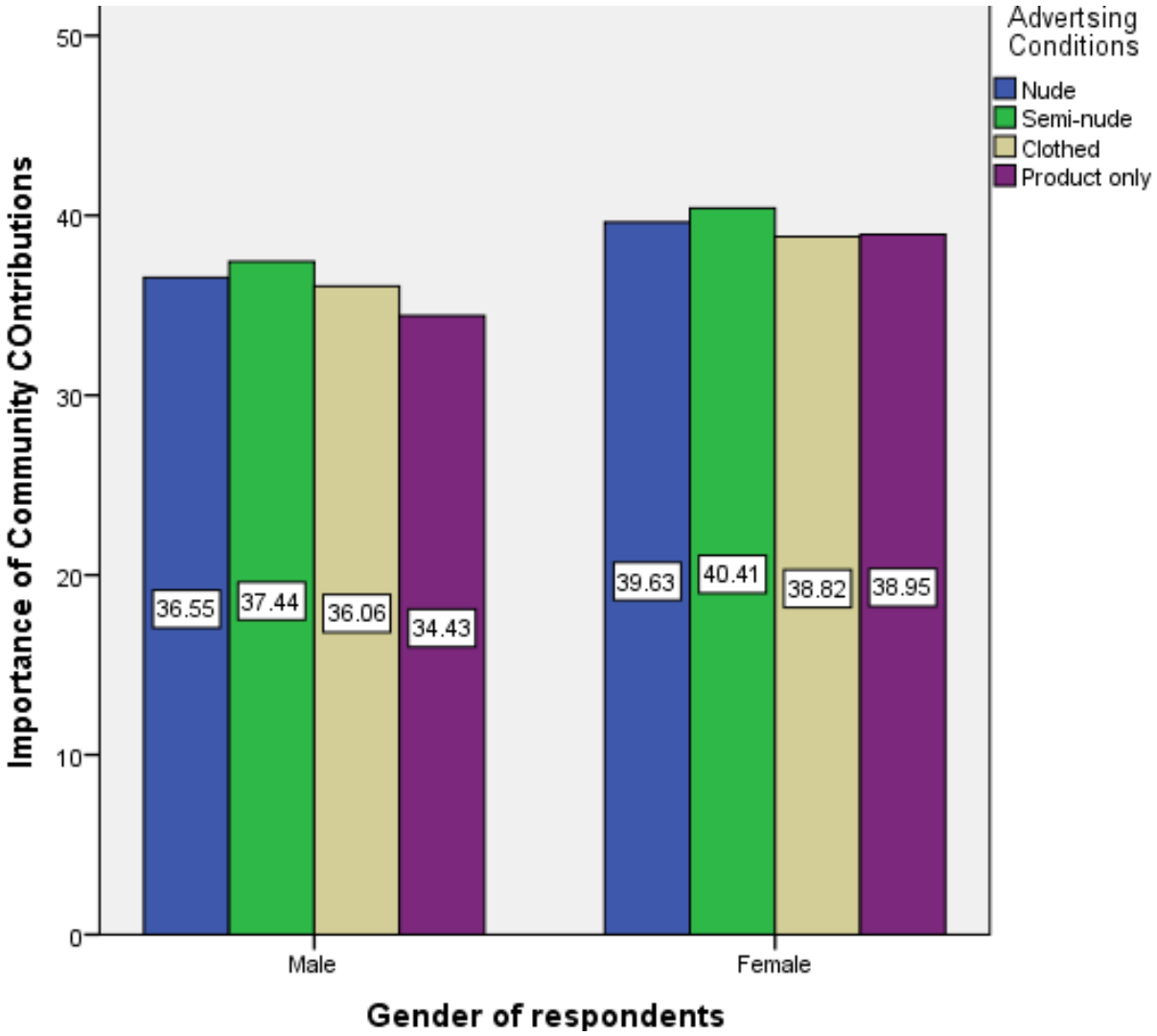

Advertising Conditions
Nude
Semi-nude
Clothed
Product only
Current Attainment of Fame
20
15
10
5
0
14.41
13.19
15.29
15.00
13.11
13.14
10.59
11.95
Male
Female
Gender of respondents

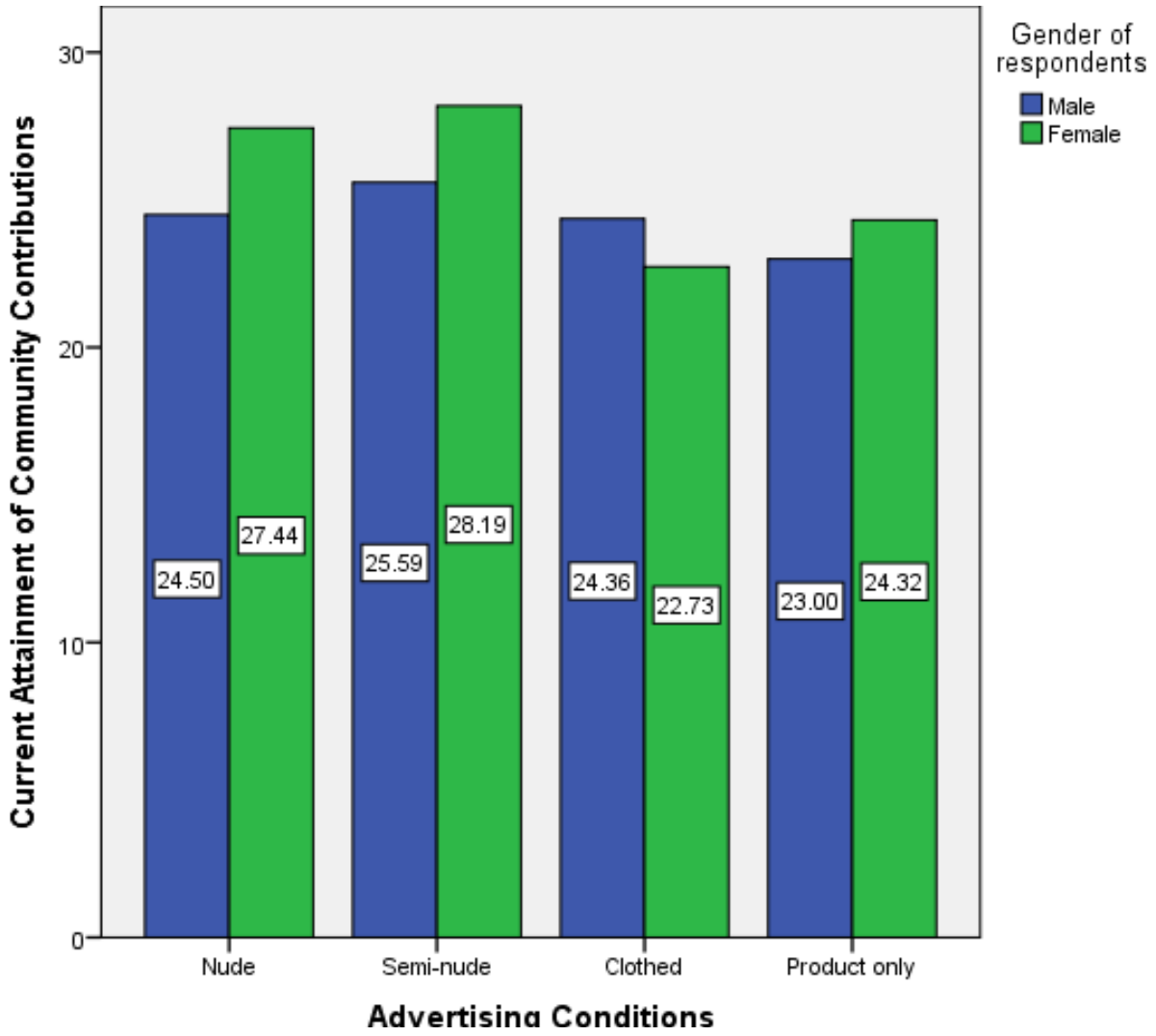

Advertsing Conditions
Nude
Semi-nude
Clothed
Product only
Importance of Image
40
30
20
10
0
27.59
27.06
23.06
25.00
28.85
30.14
32.64
30.74
Male
Female
Gender of respondents

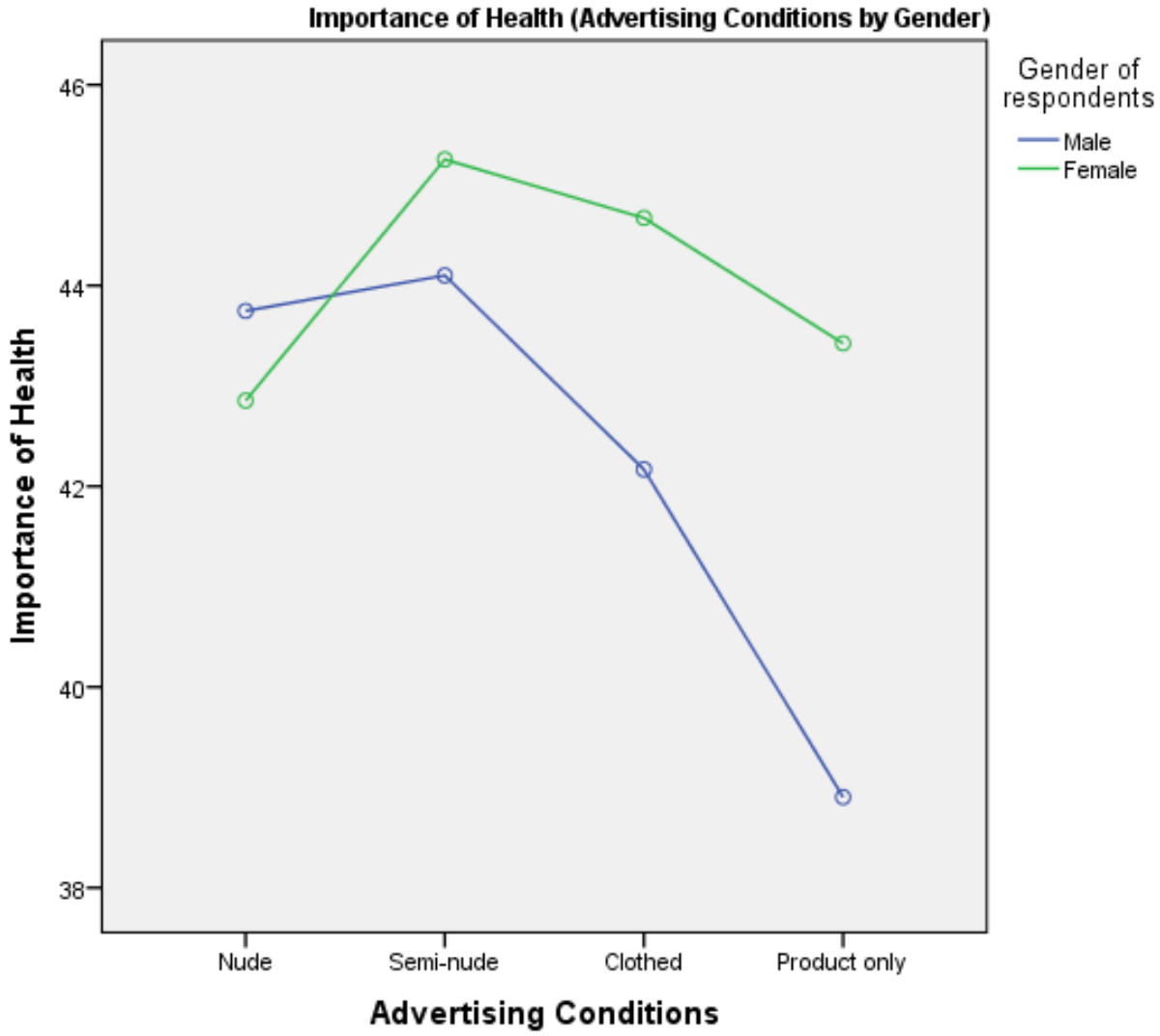

Advertsing Conditions
Nude
Semi-nude
Clothed
Product only
Importance of Image
40
30
20
10
0
27.59
27.06
23.06
25.00
28.85
30.14
32.64
30.74
Male
Female
Gender of respondents

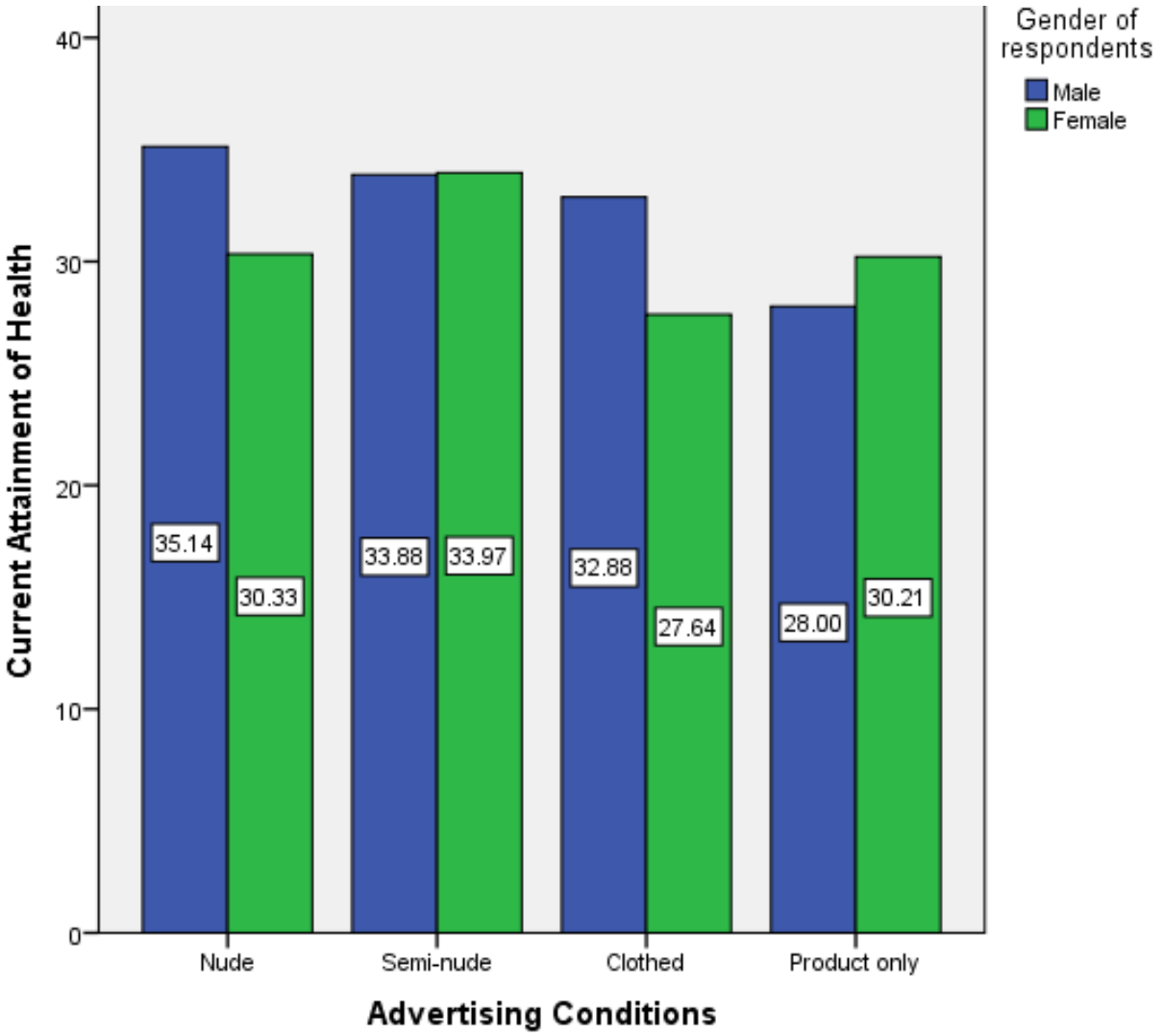

Importance of Meaningful Relationships
50
40
30
20
10
0
45.86
46.31
45.00
44.43
47.56
46.69
47.05
48.05
Male
Female
Gender of respondents
Advertising Conditions
Nude
Semi-nude
Clothed
Product only

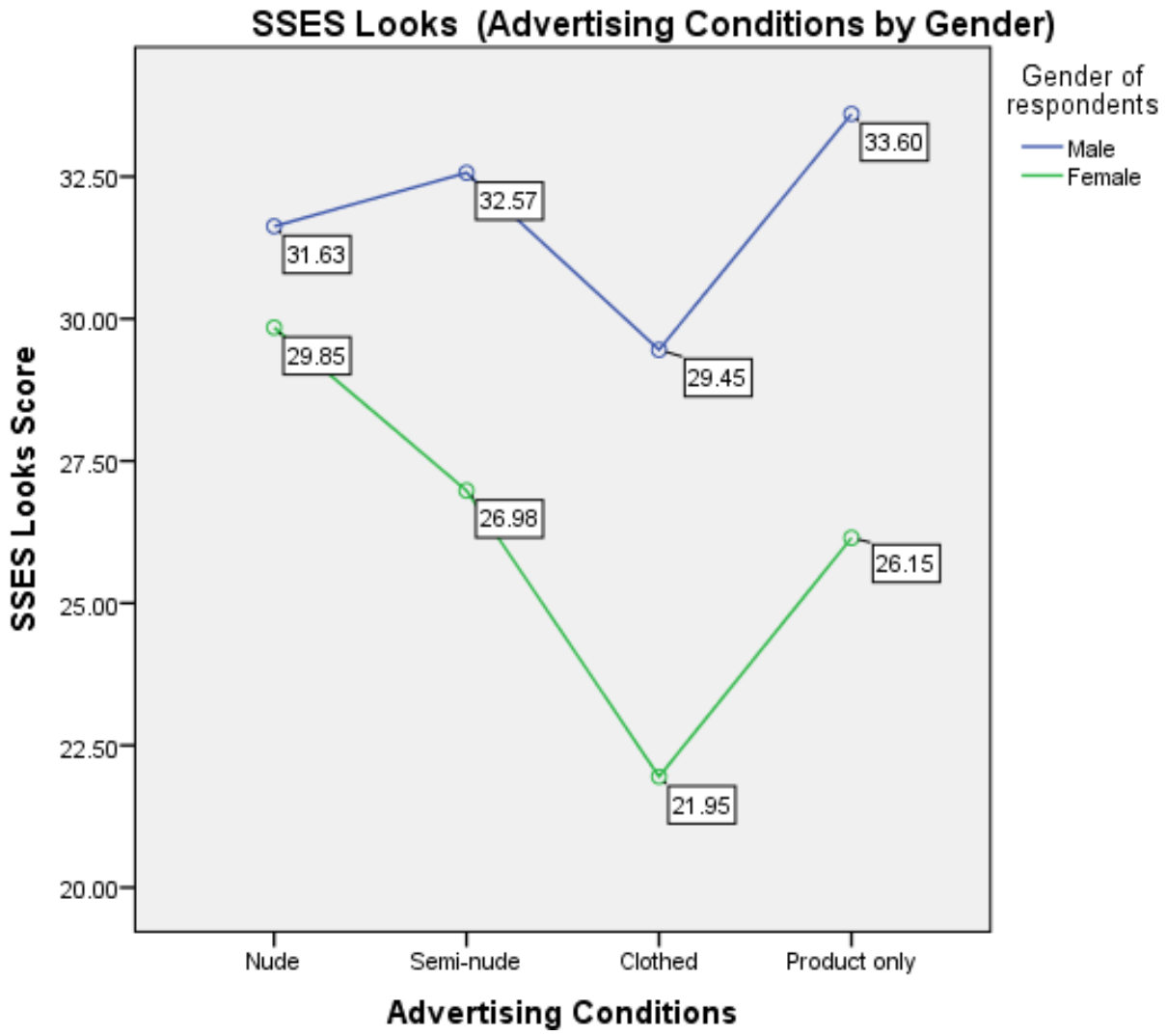

Advertising Conditions
Nude
Semi-nude
Clothed
Product only
Current Attainment of Meaningful Relationships
40
30
20
10
0
31.32
32.50
28.24
30.57
34.52
34.97
34.45
33.47
Male
Female
Gender of respondents

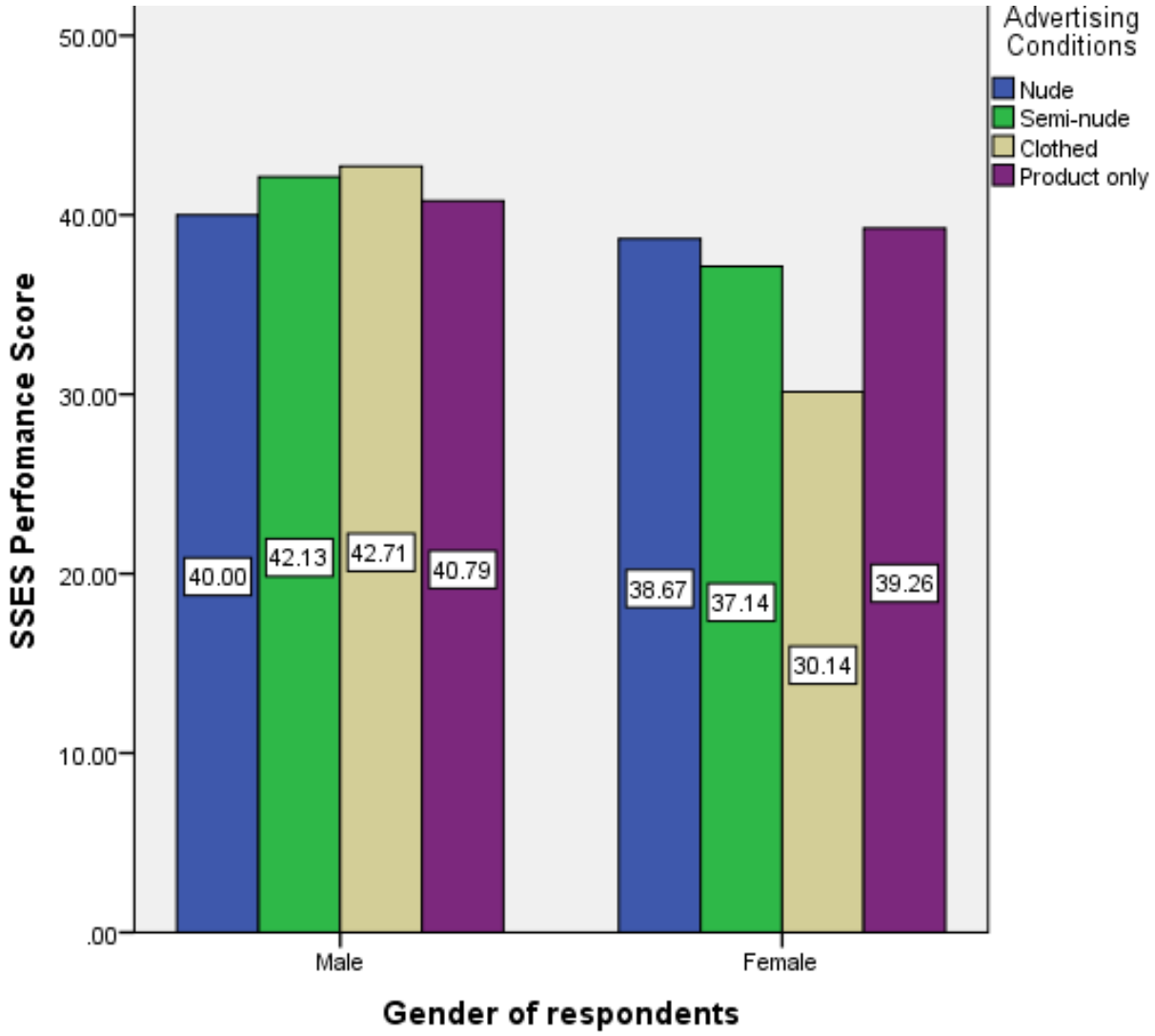

Advertsing Conditions
Nude
Semi-nude
Clothed
Product only
Importance of Community COntributions
50
40
30
20
10
0
36.55
37.44
36.06
34.43
39.63
40.41
38.82
38.95
Male
Female
Gender of respondents

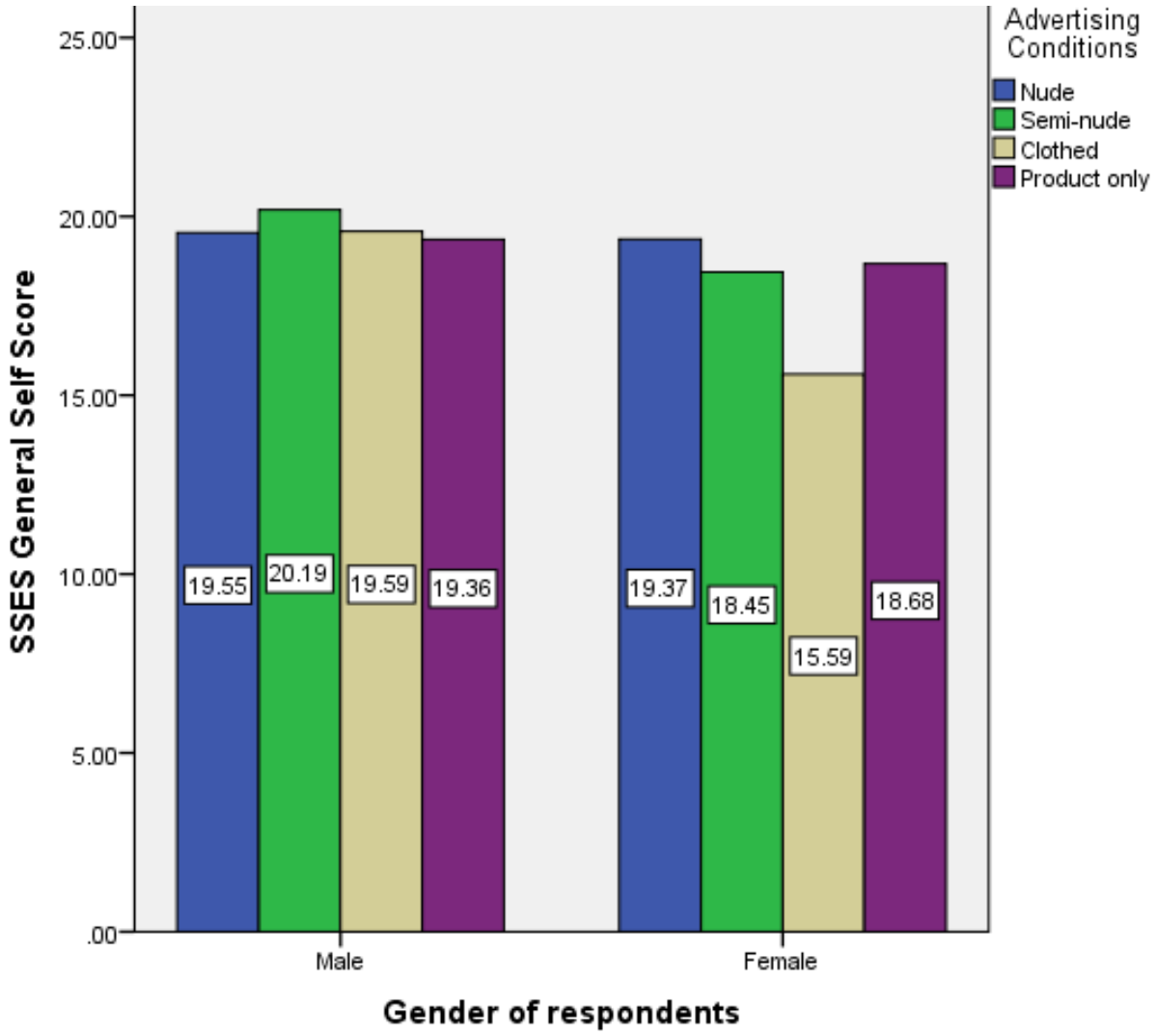

Gender of respondents
Male
Female
Current Attainment of Community Contributions
30
20
10
0
24.50
27.44
25.59
28.19
24.36
22.73
23.00
24.32
Nude
Semi-nude
Clothed
Product only
Advertising Conditions

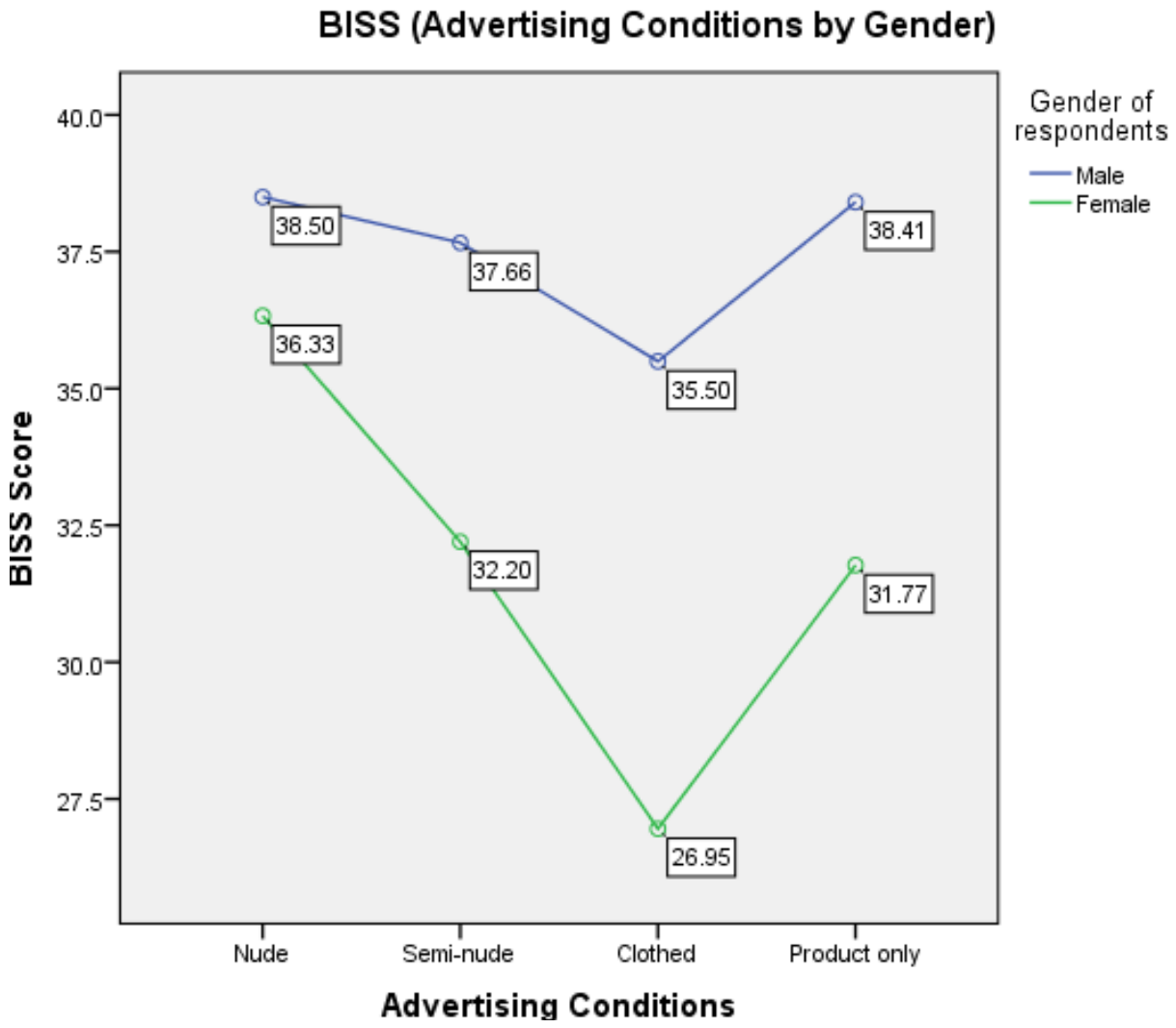

Importance of Health (Advertising Conditions by Gender)
Importance of Health
46
44
42
40
38
Nude
Semi-nude
Clothed
Product only
Advertising Conditions
Gender of respondents
Male
Female


Gender of respondents
Male
Female
Current Attainment of Health
40
30
20
10
0
35.14
30.33
33.88
33.97
32.88
27.64
28.00
30.21
Nude
Semi-nude
Clothed
Product only
Advertising Conditions


SSES Looks (Advertising Conditions by Gender)
Gender of respondents
Male
Female
SSES Looks Score
32.50
30.00
27.50
25.00
22.50
20.00
31.63
32.57
29.45
33.60
29.85
26.98
21.95
26.15
Nude
Semi-nude
Clothed
Product only
Advertising Conditions


Advertising Conditions
Nude
Semi-nude
Clothed
Product only
SSES Perfomance Score
50.00
40.00
30.00
20.00
10.00
.00
40.00
42.13
42.71
40.79
38.67
37.14
30.14
39.26
Male
Female
Gender of respondents


Advertising Conditions
Nude
Semi-nude
Clothed
Product only
SSES General Self Score
25.00
20.00
15.00
10.00
5.00
.00
19.55
20.19
19.59
19.36
19.37
18.45
15.59
18.68
Male
Female
Gender of respondents

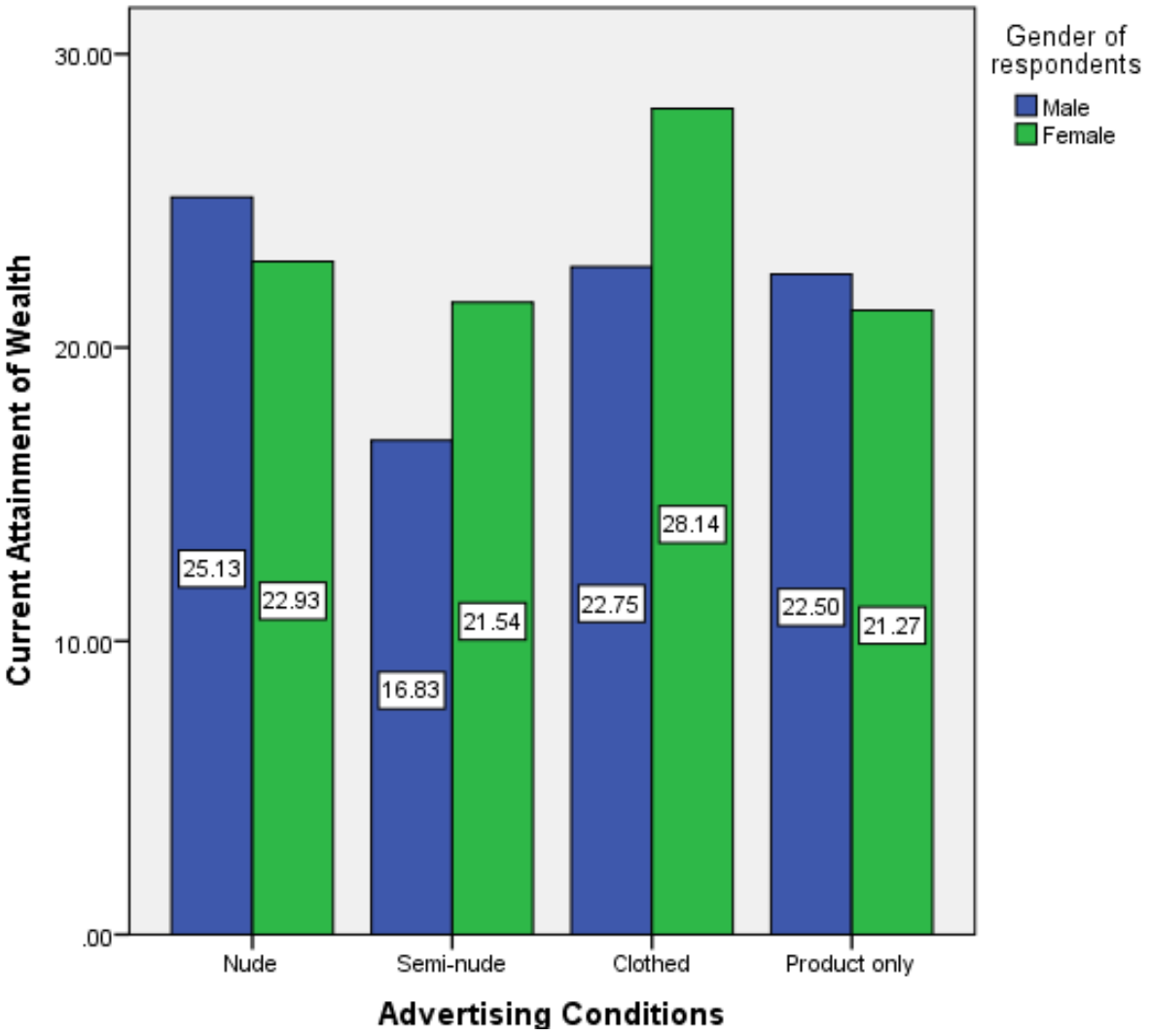

BISS (Advertising Conditions by Gender)
BISS Score
40.0
37.5
35.0
32.5
30.0
27.5
38.50
37.66
35.50
38.41
36.33
32.20
26.95
31.77
Nude
Semi-nude
Clothed
Product only
Advertising Conditions
Gender of respondents
Male
Female

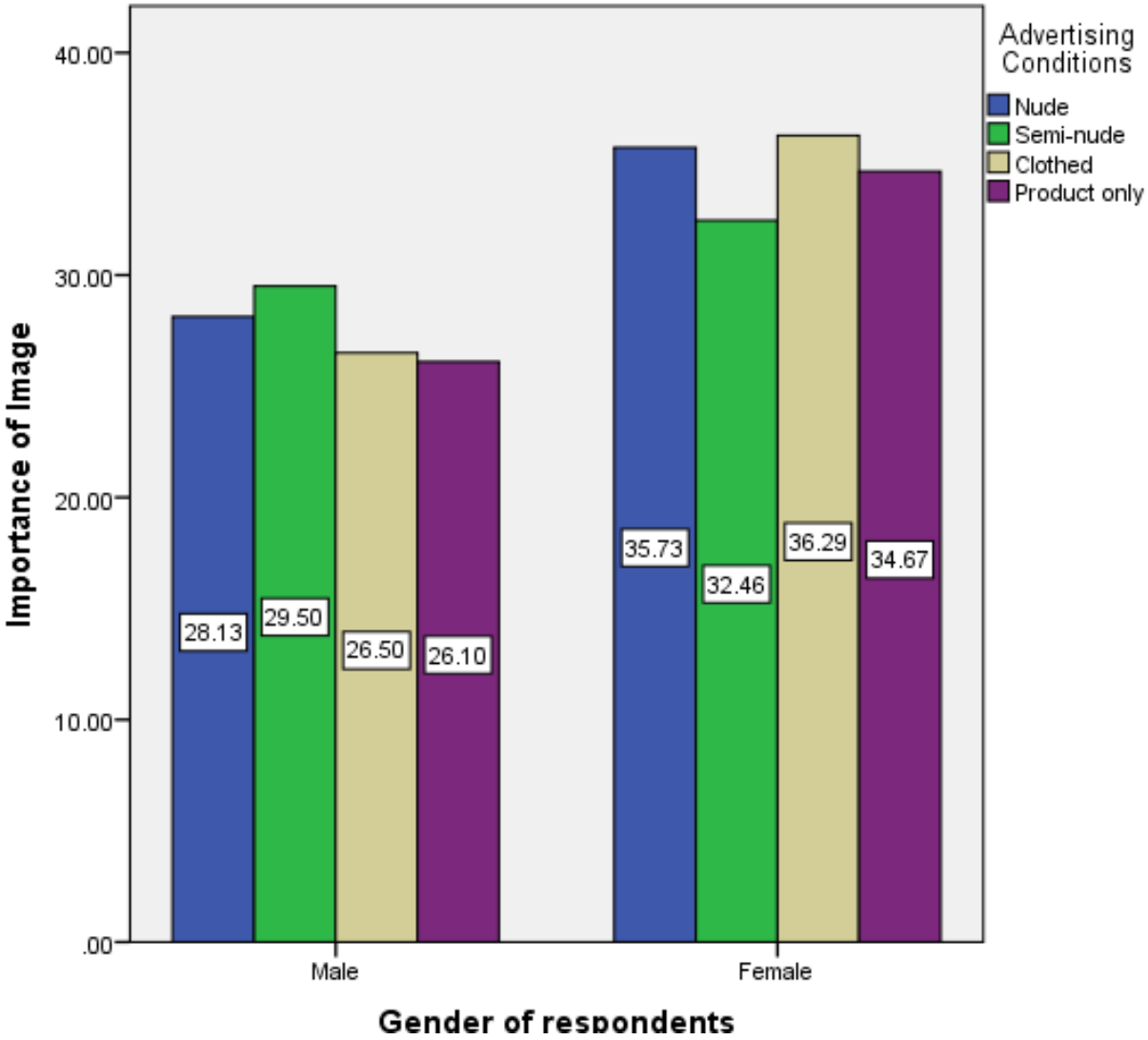
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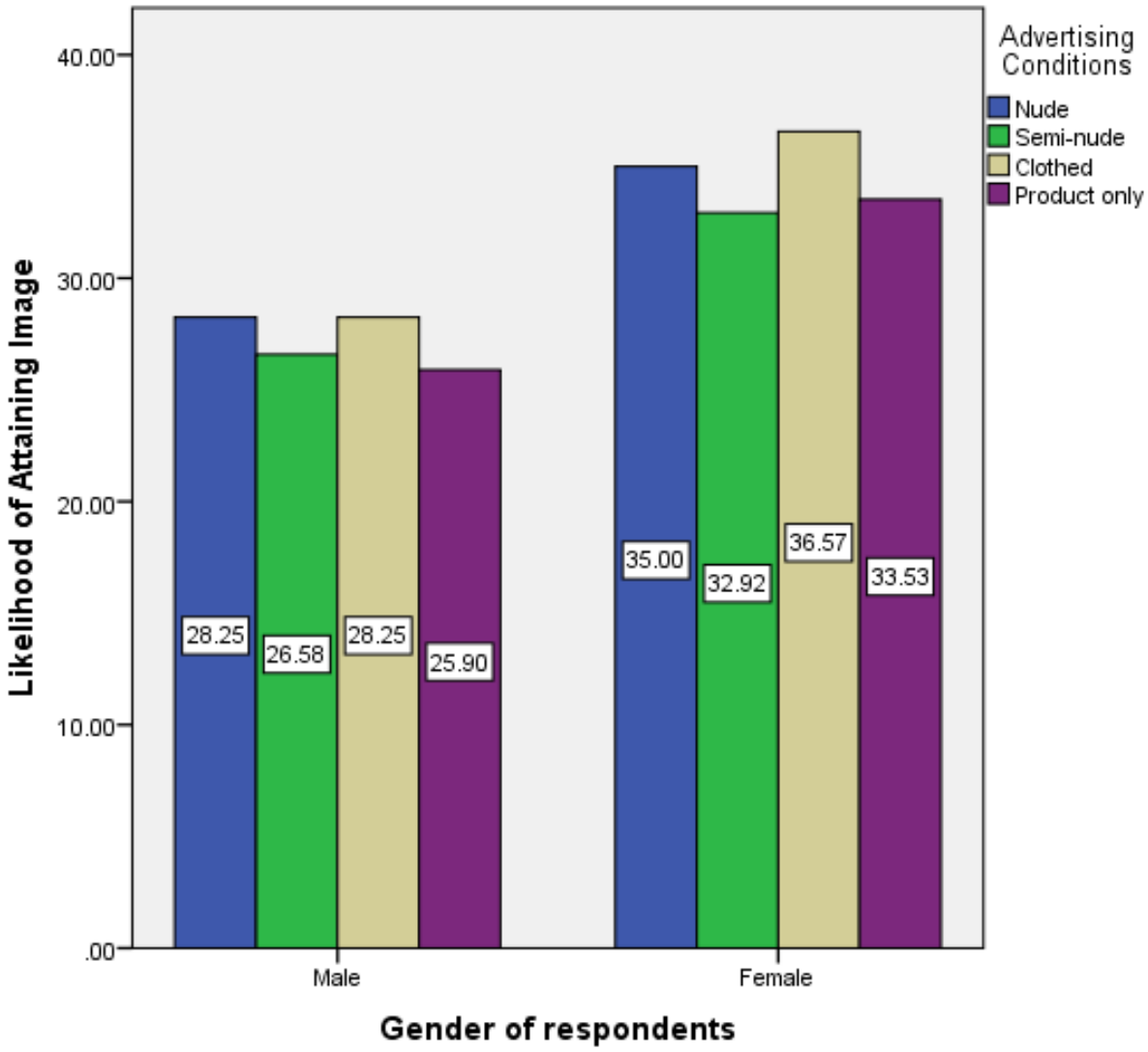
APPENDIX 2

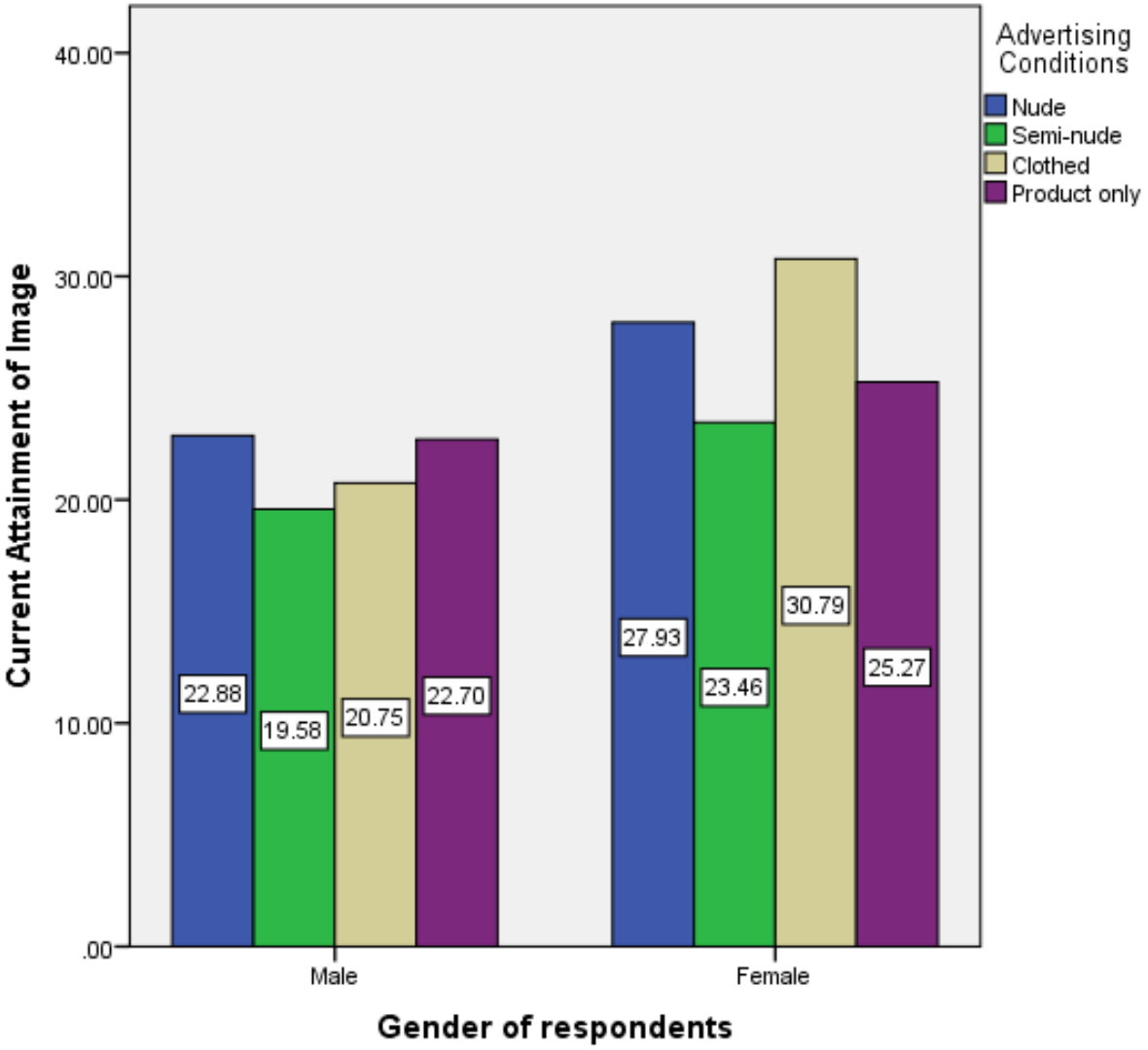
FIGURES OF MEANS PER DEPENDENT VARIABLE – INTERNATIONAL SAMPLE

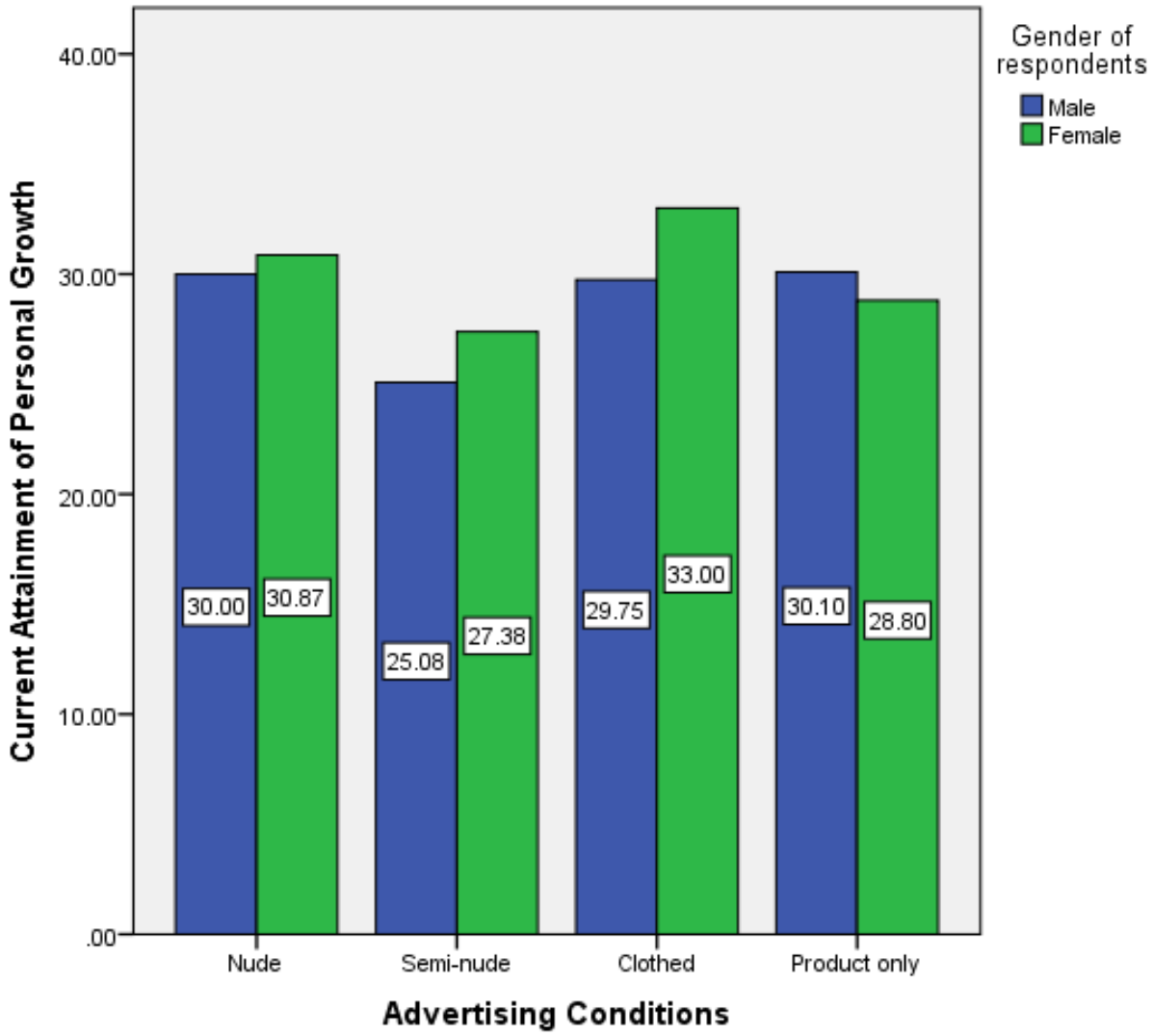
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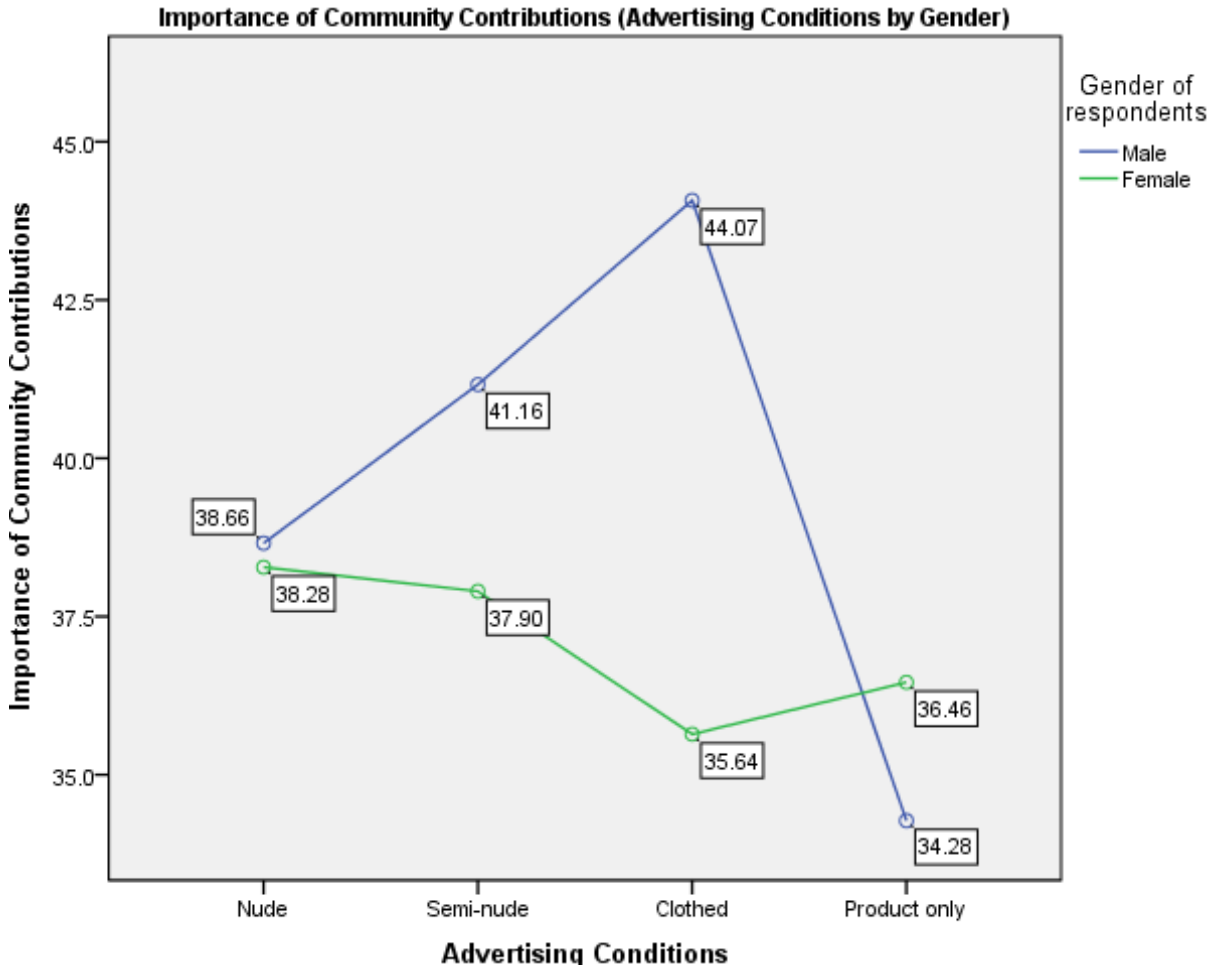

Gender of respondents
Male
Female
Current Attainment of Wealth
30.00
20.00
10.00
.00
25.13
22.93
16.83
21.54
22.75
28.14
22.50
21.27
Nude
Semi-nude
Clothed
Product only
Advertising Conditions

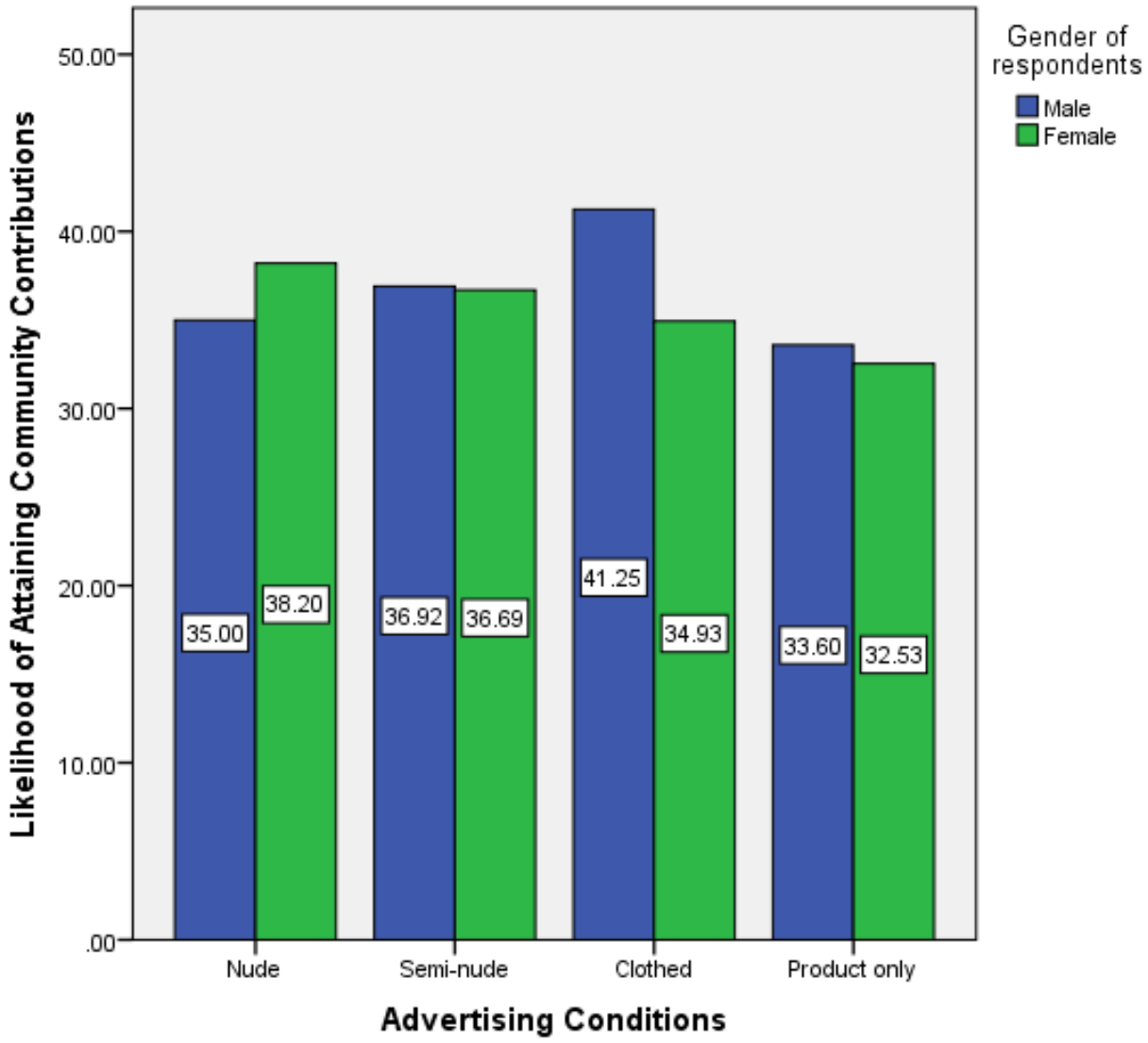

Advertising Conditions
Nude
Semi-nude
Clothed
Product only
Importance of Image
40.00
30.00
20.00
10.00
.00
28.13
29.50
26.50
26.10
35.73
32.46
36.29
34.67
Male
Female
Gender of respondents

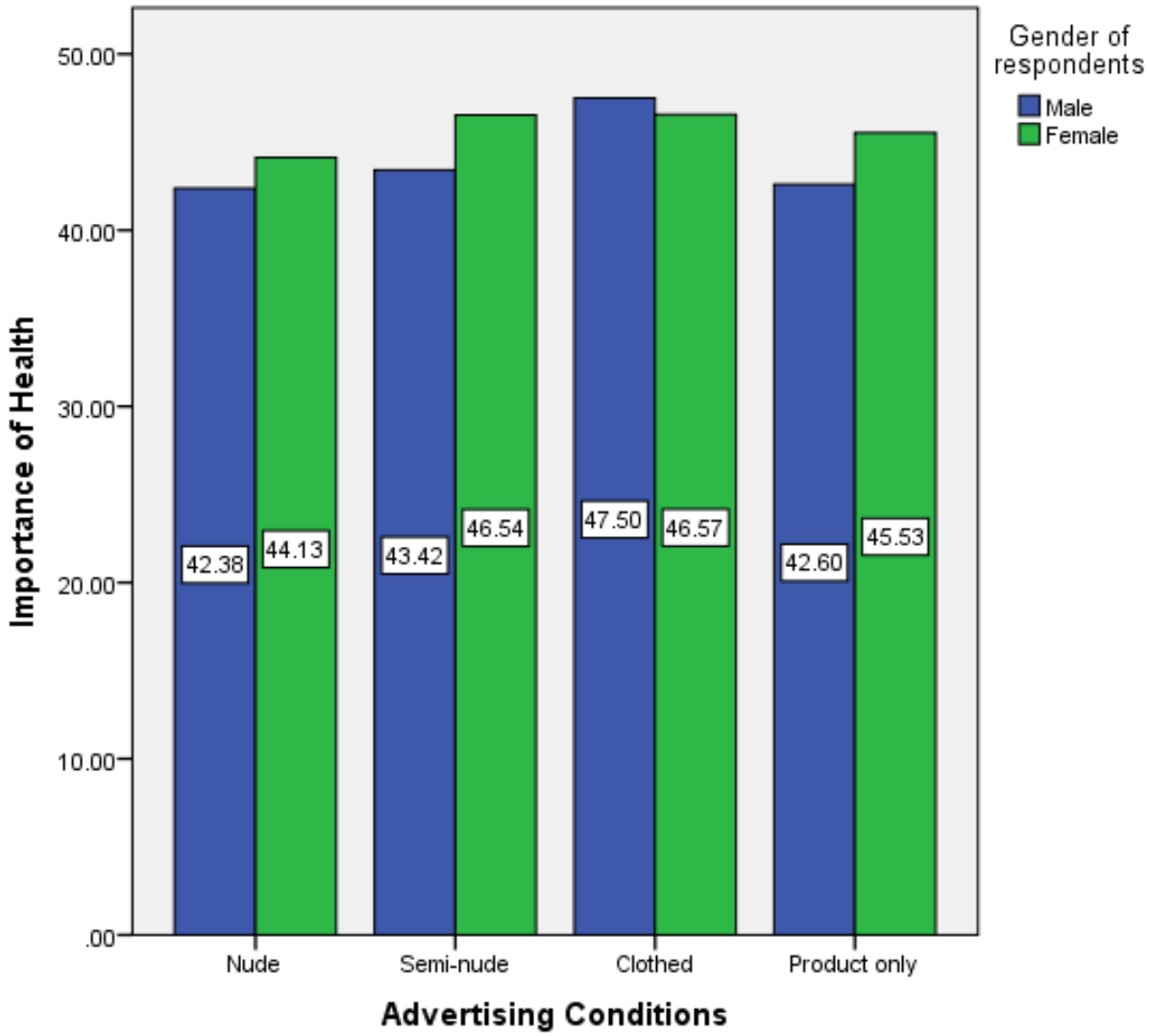

Advertising Conditions
Nude
Semi-nude
Clothed
Product only
Likelihood of Attaining Image
40.00
30.00
20.00
10.00
.00
28.25
26.58
28.25
25.90
35.00
32.92
36.57
33.53
Male
Female
Gender of respondents

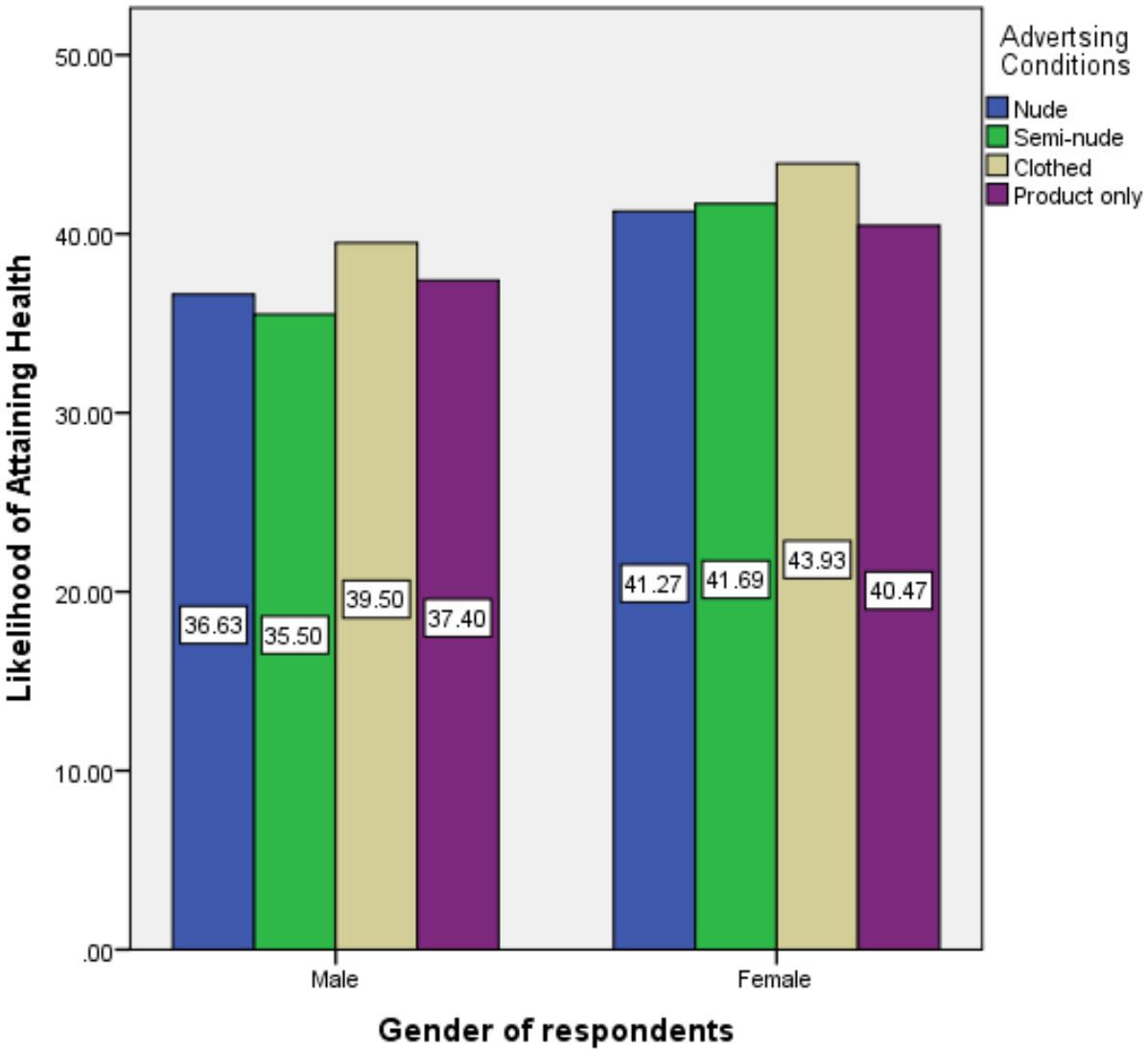

Advertising Conditions
Nude
Semi-nude
Clothed
Product only
Current Attainment of Image
40.00
30.00
20.00
10.00
.00
22.88
19.58
20.75
22.70
27.93
23.46
30.79
25.27
Male
Female
Gender of respondents

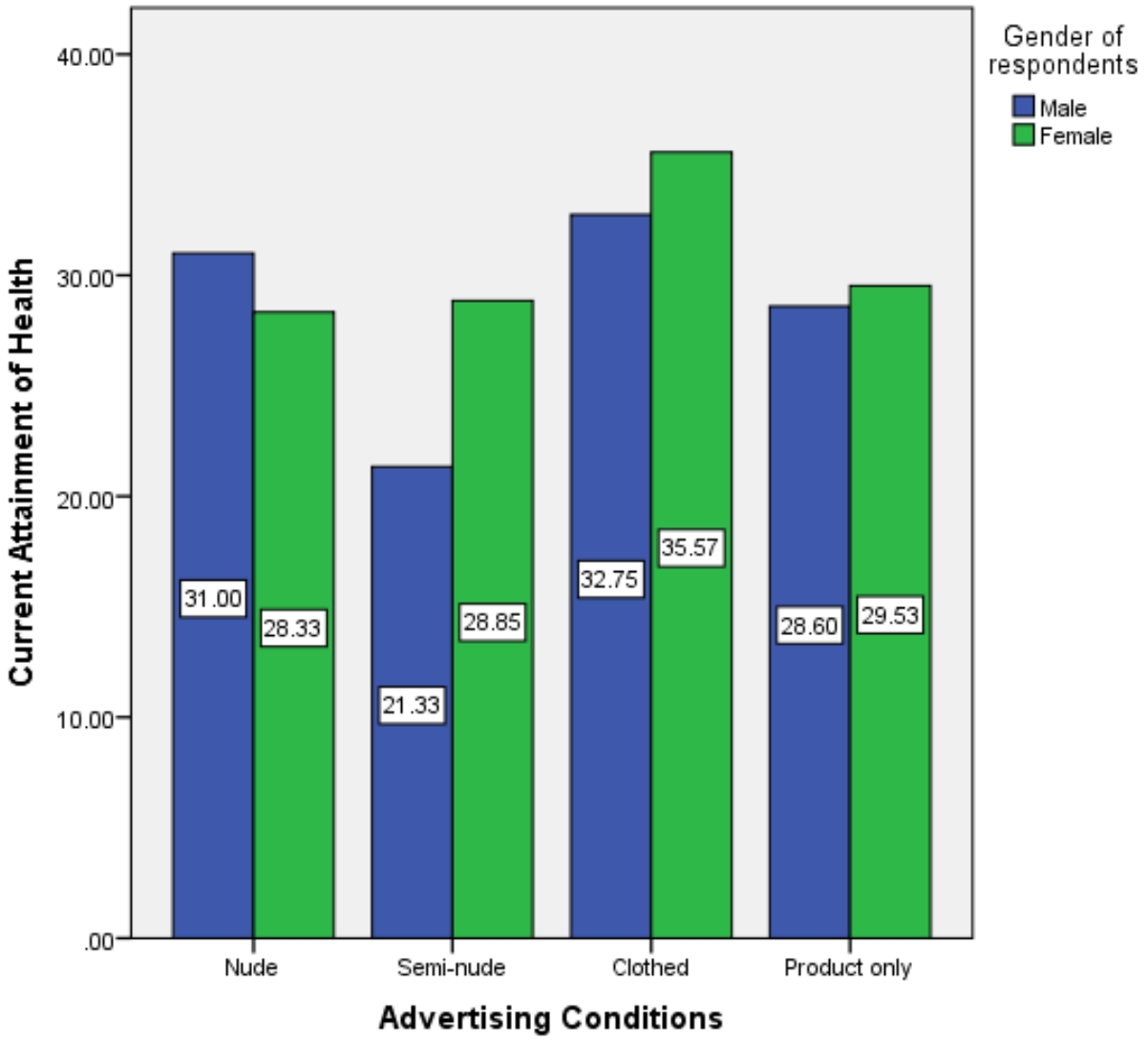

Gender of respondents
Male
Female
Current Attainment of Personal Growth
40.00
30.00
20.00
10.00
.00
30.00
30.87
25.08
27.38
29.75
33.00
30.10
28.80
Nude
Semi-nude
Clothed
Product only
Advertising Conditions

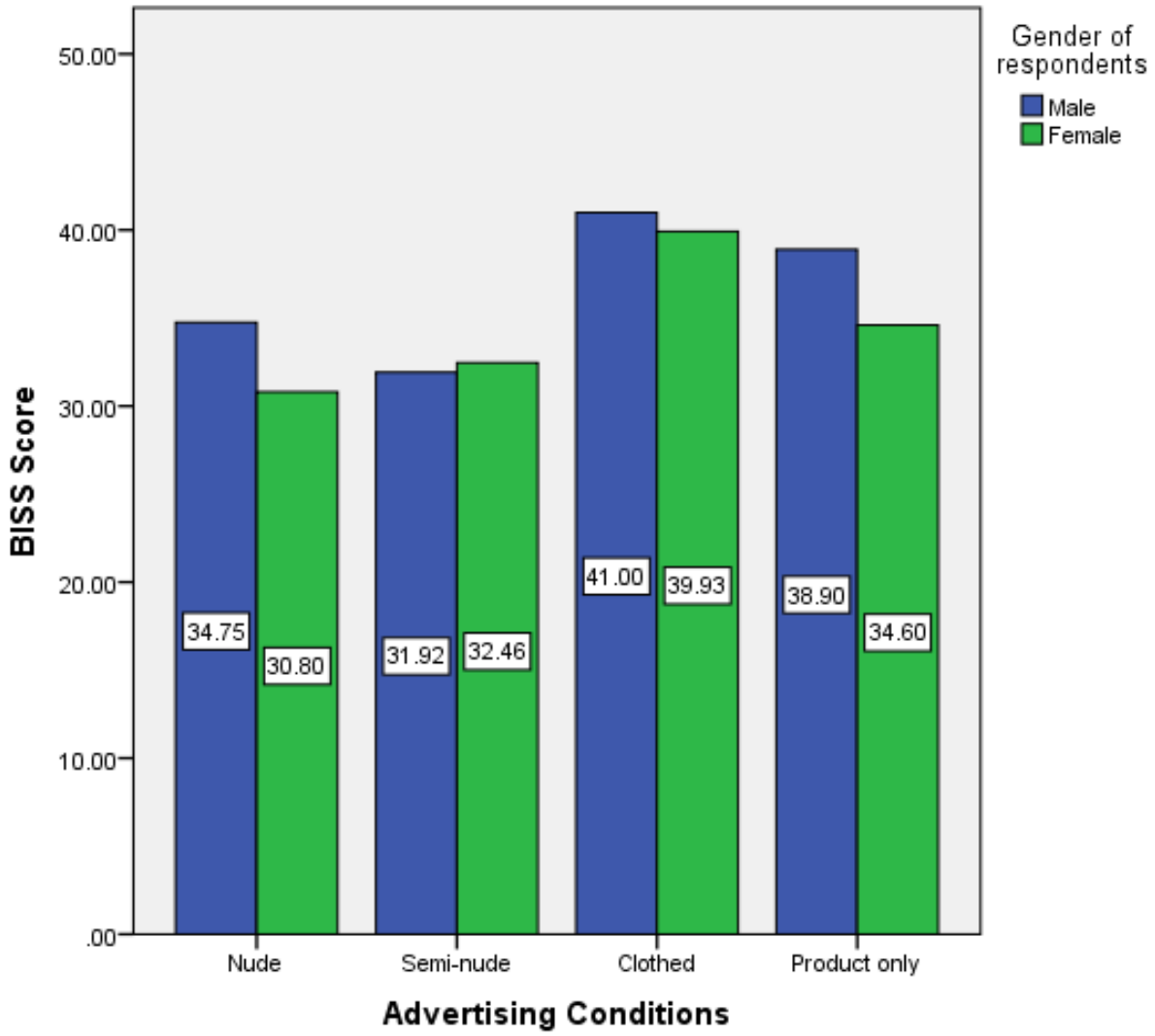

Importance of Community Contributions (Advertising Conditions by Gender)
Importance of Community Contributions
45.0
42.5
40.0
37.5
35.0
Gender of respondents
Male
Female
44.07
41.16
38.66
38.28
37.90
36.46
35.64
34.28
Nude
Semi-nude
Clothed
Product only
Advertising Conditions

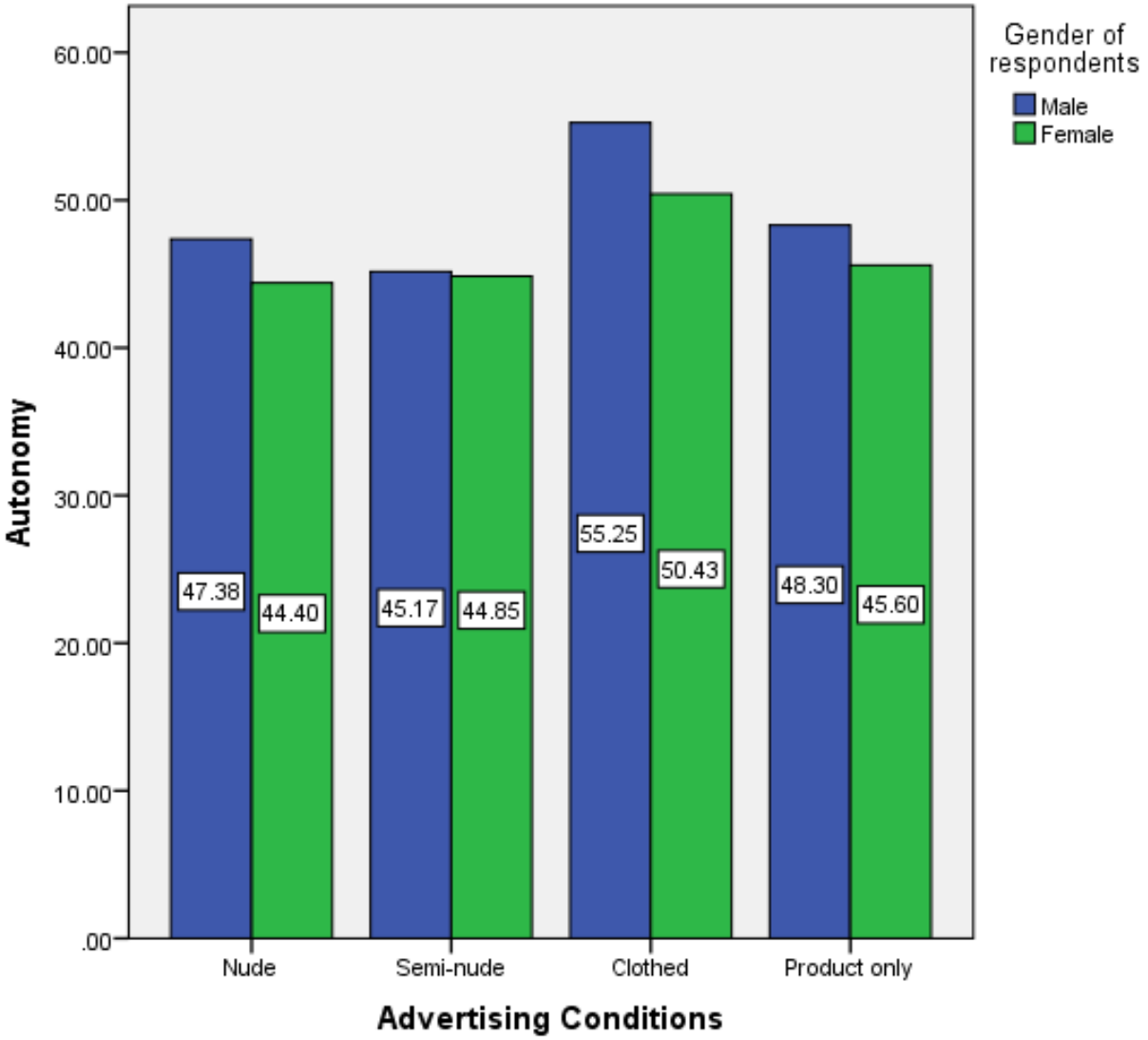

Likelihood of Attaining Community Contributions
50.00
40.00
30.00
20.00
10.00
.00
35.00
38.20
36.92
36.69
41.25
34.93
33.60
32.53
Nude
Semi-nude
Clothed
Product only
Advertising Conditions
Gender of respondents
Male
Female

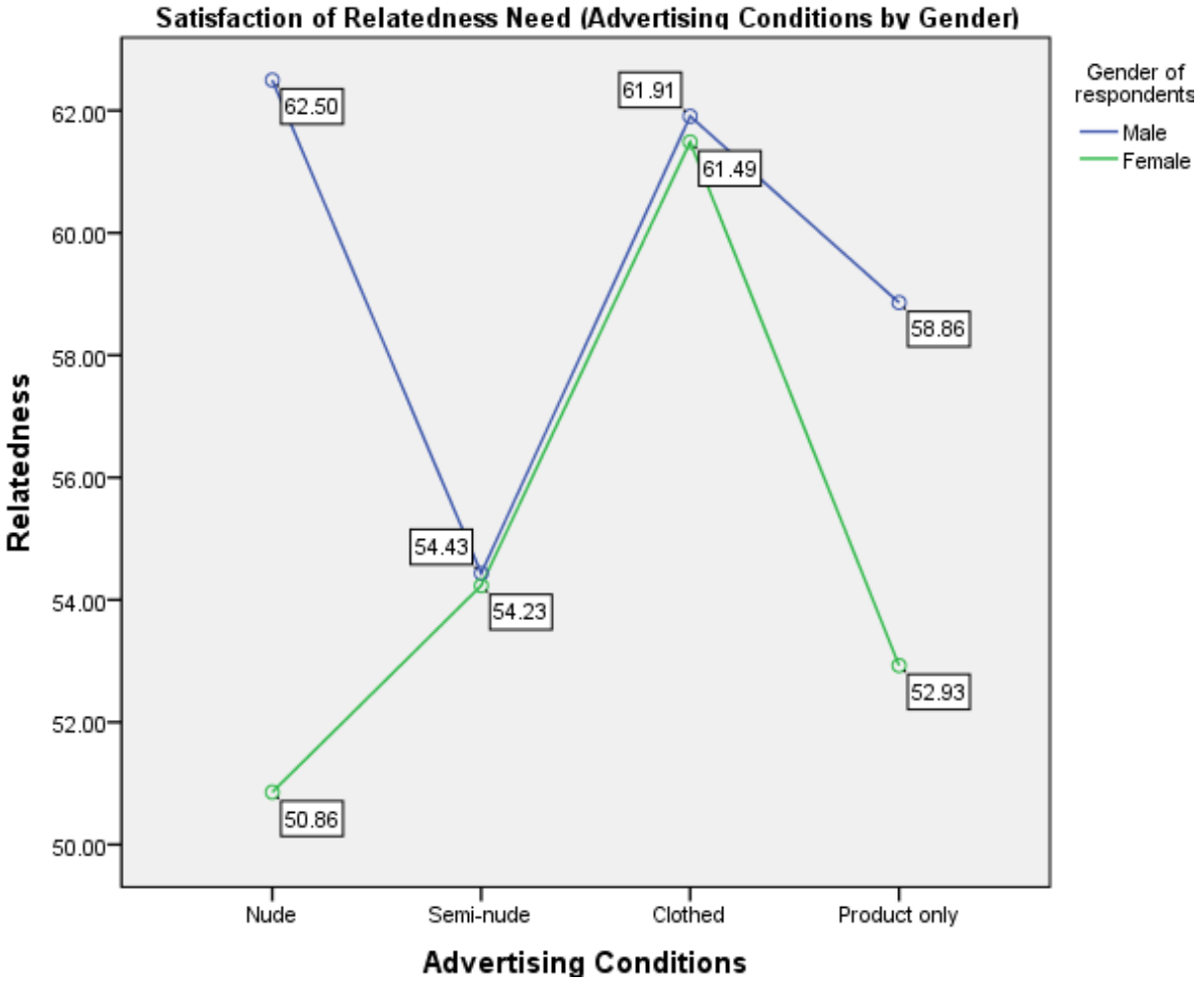

Gender of respondents
Male
Female
50.00
40.00
30.00
20.00
10.00
.00
Importance of Health
42.38
44.13
43.42
46.54
47.50
46.57
42.60
45.53
Nude
Semi-nude
Clothed
Product only
Advertising Conditions


Likelihood of Attaining Health
50.00
40.00
30.00
20.00
10.00
.00
36.63
35.50
39.50
37.40
41.27
41.69
43.93
40.47
Male
Female
Gender of respondents
Advertsing Conditions
Nude
Semi-nude
Clothed
Product only


Gender of respondents
Male
Female
Current Attainment of Health
40.00
30.00
20.00
10.00
.00
31.00
28.33
21.33
28.85
32.75
35.57
28.60
29.53
Nude
Semi-nude
Clothed
Product only
Advertising Conditions


Gender of respondents
Male
Female
BISS Score
50.00
40.00
30.00
20.00
10.00
.00
34.75
30.80
31.92
32.46
41.00
39.93
38.90
34.60
Nude
Semi-nude
Clothed
Product only
Advertising Conditions


Gender of respondents
Male
Female
Autonomy
60.00
50.00
40.00
30.00
20.00
10.00
.00
47.38
44.40
45.17
44.85
55.25
50.43
48.30
45.60
Nude
Semi-nude
Clothed
Product only
Advertising Conditions


Satisfaction of Relatedness Need (Advertising Conditions by Gender)
Gender of respondents
Male
Female
Relatedness
62.00
60.00
58.00
56.00
54.00
52.00
50.00
62.50
54.43
61.91
61.49
58.86
54.23
52.93
50.86
Nude
Semi-nude
Clothed
Product only
Advertising Conditions

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APPENDIX 3

E-MAIL INVITATION

(In parentheses the different phrasing between the UK based sample recruitment and the international sample recruitment.)

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Participate in a Fun experiment!

HELLO!

We are currently looking to recruit participants for a series of classroom based experiment sessions we are conducting on Jubilee Campus over the next few weeks; investigating what kind of and how advertising information is retained in consumer minds. At the present moment we are interested in recruiting participants that have lived in the UK for at least the past 10 years. *(At the present moment we are interested in recruiting participants from China, India and South-East Asian Countries who have not lived in the UK for more than 3 years.)*

Each session will last approximately 1hr. During the session each participant will have to individually fill in a series of questionnaires and browse through some advertisements. All data collected is anonymised and confidential. These studies have been approved by the Nottingham University Business School Ethics Committee.

There is a flat participation fee of £10 for participating in the experimental study.

To book a place either click directly on the session you are interested in and you will be redirected to the relevant moodle webpage where you can sign up directly for the experiments or;
Fill in and return the participation sheet (see attached word document) to Anastasios Pagiaslis: Anastasios.pagiaslis@nottingham.ac.uk

SESSION / DATE / TIME / LOCATION
SESSION 1: 10h00 on Tuesday 26th February in room A75 Business School North
SESSION 2: 09h00 on Wednesday 27th February in room B81 Business School North
SESSION 3: 13h00 on Thursday 28th February in room A07 Business School South
SESSION 4: 13h00 on Friday 1st March in room A75 Business School North
SESSION 5: 14h00 on Monday 4th March in room A75 Business School North
SESSION 6: 13h00 on Tuesday 5th March in room A75 Business School North
SESSION 7: 15h00 on Wednesday 6th March in room A75 Business School North
SESSION 8: 11h00 on Thursday 7th March in room B02 Business School South
SESSION 9: 10h00 on Monday 11th March in room A75 Business School North
SESSION 10: 15h00 on Tuesday 12th March in room A76 Business School North
SESSION 11: 11h00 on Wednesday 13th March in room A75 Business School North
SESSION 12: 11h00 on Thursday 14th March in room A75 Business School North
SESSION 13: 14h00 on Friday 15th March in room A75 Business School North
SESSION 14: 09h00 on Monday 18th March in room B81 Business School North

SESSION 15: 09h00 on Tuesday 19th March in room B81 Business School North
SESSION 16: 10h00 on Wednesday 20th March in room B81 Business School North
SESSION 17: 10h00 on Friday 22nd March in room A75 Business School North
SESSION 18: 11h00 on Monday 22nd April in room A75 Business School North
SESSION 19: 10h00 on Wednesday 24th April in room A75 Business School North
SESSION 20: 09h00 on Thursday 25th April in room B81 Business School North
SESSION 21: 14h00 on Friday 26th April in room B81 Business School North
SESSION 22: 13h00 on Monday 29th April in room B81 Business School North
SESSION 23: 15h00 on Tuesday 30th April in room B81 Business School North
SESSION 24: 15h00 on Thursday 2nd May in room B81 Business School North
SESSION 25: 10h00 on Friday 3rd May in room B81 Business School North

We look forward to hearing from you!

Best Wishes,
Anastasios Pagiaslis

APPENDIX 4

EXPERIMENTAL SCRIPT

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The University of Nottingham
UNITED KINGDOM · CHINA · MALAYSIA

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Jubilee Campus
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f: +44 (0) 115 846 6667
e: business-enquiries@nottingham.ac.uk
http://www.nottingham.ac.uk/social-sciences

MEMORY AND ADVERTISING

Experimental Script

Part 1. Introduction

Hi, welcome everyone! My name is **Tassos Pagiaslis** and I will guide you during this experiment. First, I want to thank you for accepting to take part in this experiment. Your participation in this study is invaluable and is greatly appreciated. Before we begin, I will ask you to read this consent form and sign at the bottom if you accept to continue the experiment. If you have any questions about the tasks at any time during the experiment don't hesitate to ask and I will be glad to answer them. Otherwise, I'll be able to answer more specific questions at the end of the experiment.

Part 2. Task 1. Fill in Questionnaire 1

As you know, you've signed-up for an experiment entitled —Memory and Advertising. The purpose of this experiment is to better understand how human memory retains information about specific advertisements. During this experiment you will be asked to perform 3 tasks.

First, you will be asked to fill in a questionnaire regarding personal characteristics. This questionnaire is now in front of you.

Second you will be asked to browse through a number of ads as you would browse through a magazine.

Finally, third you will be asked to fill in another questionnaire which gathers your thoughts about the advertisements as well as some extra personal characteristics.

Do you have any questions?

When you are ready, please start filling in the questionnaire in front of you.

Part 2. Task 2. Browse through the advertisements

I will now provide each one of you with a booklet that contains a set of advertisements for different types of products. I would like you to browse through the advertisements like you would browse the

advertisements of a magazine. However it is important to look through all the advertisements since in the next task we will ask you to write down specific comments regarding the different advertisements.

Part 2. Task 3. Fill in Questionnaire 2

I will now ask you to complete a questionnaire pertaining to the content of the advertisements and general questions about yourself. When you are finished, please raise your hand so that I can collect the questionnaire and move forward to giving you your participation fee.

Part 3. Participation Fee (to each individual)

The following page describes certain options regarding how you will receive your participation fee. Please read it carefully and let me know of your choice.

Part 4. Evaluation of suspicions

The laboratory experiment is now over.

Before leaving, I would like you to tell me:

1. What was the purpose of the study?

Part 4. Debriefing

Thank you for your participation. I will also ask you to read and sign the debriefing form.

Do you have any questions? I would also ask that you do not reveal the purpose of this experiment or what you did in this experiment to anyone (e.g., friends or schoolmates) Doing so could bias the results of the study.

Thank you very much for your participation!

APPENDIX 5

INFORMATION AND CONSENT FORM

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MEMORY AND ADVERTISING

Information Sheet and Consent Form

You are invited to participate in a laboratory experiment entitled —***Memory and advertising*** – that is currently being conducted by Tassos Pagiaslis under the supervision of Andrew Smith, Ph.D., from the Division of Marketing, and Swee–Hoon Chuah, PhD, from the Division of Economics and Finance, in Nottingham University Business School, at the University of Nottingham. The purpose of this study is to better understand what kind of and how advertising information is retained in consumer minds.

Your participation in this study will consist of attending this one laboratory session, which will be approximately 60 minutes in duration. During this session, you will be asked to perform a series of tasks: (1) fill in an initial questionnaire with general questions about yourself; (2) browse through a series of advertisements like browsing through a magazine and note your thoughts in relation to these advertisements; and (3) complete a questionnaire comprised of questions pertaining to your thoughts and feelings as well as general questions about yourself.

It is possible that you may experience some unease while browsing through the ads and responding to the questionnaire as some images and questions may cause you to think about yourself and your relationships with other people. However the researcher assures you that your participation in this study is ***entirely voluntary***. *You are free to withdraw from the experiment at any time*. Should you choose to withdraw the data that you have provided will be destroyed wherever possible and will not be used for any analysis. Furthermore, you do not have to engage in any behaviour or perform any tasks that make you uncomfortable. In the event that you may experience emotional or psychological discomfort from participating in this study, you may contact the University of Nottingham Counselling Service, Trent Building, University Main Campus.

You will be paid a participation fee of £10 for fully taking part in this experiment. The funding for this study has been approved and allocated from the Nottingham University Business School.

Your anonymity is this project will be protected. This Information Sheet and Consent Form will be kept in a separate box from the questionnaires that you will be asked to complete during the experiment. The questionnaires will be identified by a unique number code that will be assigned to your questionnaires after the completion of the experiment by the researcher. You are not required to

provide your name nor any personal contact information. The researcher assures you that the information that you provide will be kept strictly confidential. The data collected from this study will be stored in a locked cabinet in the researchers' office for a period of 5 years. Only the researchers will have access to the data whether it is the original questionnaires or the data file on the computer. The results obtained from this project are for research purposes only and publication of the results in scientific journals will be limited to aggregated group responses rather than individual ones.

The present study is conducted according to ethical standards of the American Psychological Association (APA) and has been granted ethical approval from Nottingham University's Research Ethics Committee.

I, _____, agree to participate in the study entitled — ***Memory and advertising***, - conducted by Tassos Pagiaslis under the supervision of Andrew Smith, Ph.D and Swee–Hoon Chuah, Ph.D. I understand that by accepting to participate in this study, I am in no way waiving my right to withdraw from the study.

If you have any questions about the study, or if you would like to receive a report of the results when they come available, contact the principal investigator Tassos Pagiaslis at: anastasios.pagiaslis@nottingham.ac.uk.

If you have any ethical concerns regarding my participation in this study, contact the School's Research Ethics Officer: Adam Goldberg, Adam.Golberg@nottingham.ac.uk.

There are two copies of the consent form, one of which is yours to keep.

Participant's signature: _____ Date: _____

APPENDIX 6

PRE-EXPOSURE / TEST QUESTIONNAIRE

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QUESTIONNAIRE 1

Question 1

On the following page you will find a series of statements concerning how you feel <u>right now</u>. Please read each statement and then circle the number that describes how strongly you agree/disagree with each statement. <u>*Please answer each item as accurately and honestly as you can. Remember this is Not a test, there are no right or wrong answers.*</u>

	Strongly Disagree									**Strongly Agree**
Currently, I am in a good mood.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
At the moment I feel cheerful.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
For some reason I am not very comfortable now.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
At this moment I feel edgy or irritable.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

Question 2

On the following page you will find a series of statements concerning personal attitudes and characteristics. Please read each statement and consider the extent to which you think it is like you; then circle the number that best reflects your answer. <u>*Please answer each item as accurately and honestly as you can. Remember this is Not a test, there are no right or wrong answers.*</u>

	Not at all like me									**Very Much like me**
An important measure of my worth is how competently I perform.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Even in the face of failure, my feelings of self-worth remain unaffected.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
A big determinant of how much I like myself is how well I perform up to the standards that I have set for myself.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
My overall feelings about myself are heavily influenced by how much other people like and accept me.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
If I get along well with somebody, I feel better about myself overall.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
An important measure of my worth is how physically attractive I am.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
My overall feelings about myself are heavily influenced by what believe other people are saying or thinking about me.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
If I am told that I look good, I feel better about myself in general.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
My feelings of self-worth are basically unaffected when other people treat me badly.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
An important measure of my worth is how well I perform up to the standards that other people have set for me.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
If I know that someone likes me, I do not let it affect how I feel about myself.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

When my actions do not live up to my expectations, it makes me feel dissatisfied with myself.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Even on a day when I don't look my best, my feelings of self-worth remain unaffected.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
My overall feelings about myself are heavily influenced by how good I look.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Even in the face of rejection, my feelings of self-worth remain unaffected.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

Question 3

On the following pages you will find a series of scenarios. Each one describes an incident and lists three ways of responding to it. Please read each vignette and then consider the responses in turn. Think of each response option in terms of how likely it is that you would respond in that way. We all respond in a variety of ways to situations, and probably each response is at least slightly likely for you. If it is very unlikely that you would respond in the way described in a given response, you would select numbers 1 or 2. If it is moderately likely, you would respond in the midrange of numbers; and if it is very likely that you would respond as described, you would select the 9 or 10. Please select one number for each of the three responses on the sheet for each vignette. *Please answer each response as accurately and honestly as you can. Remember this is Not a test, there are no right or wrong answers.*

	Very Unlikely									**Very Likely**
You have been offered a new position in a company where you have worked for some time. The first question that is likely to come to mind is:										
What if I can't live up to the new responsibility?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Will I make more at this position?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I wonder if the new work will be interesting.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
You had a job interview several weeks ago. In the mail you received a form letter which states that the position has been filled. It is likely that you might think:										
It's not what you know, but who you know.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I'm probably not good enough for the job.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Somehow they didn't see my qualifications as matching their needs.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
You are a plant supervisor and have been charged with the task of allotting coffee breaks to three workers who cannot all break at once. You would likely handle this by:										
Telling the three workers the situation and having them work with you on the schedule.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Simply assigning times that each can break to avoid any problems.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Find out from someone in authority what to do or do what was done in the past.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
You have just received the results of a test you took, and you discovered that you did very poorly. Your initial reaction is likely to be:										

	Very Unlikely									Very Likely
"I can't do anything right," and feel sad.	1	2	3	4	5	6	7	8	9	10
"I wonder how it is I did so poorly," and feel disappointed.	1	2	3	4	5	6	7	8	9	10
"That stupid test doesn't show anything," and feel angry.	1	2	3	4	5	6	7	8	9	10
When you and your friend are making plans for Saturday evening, it is likely that you would:										
Leave it up to your friend; s/he probably wouldn't want to do what you'd suggest.	1	2	3	4	5	6	7	8	9	10
Each make suggestions and then decide together on something that you both feel like doing.	1	2	3	4	5	6	7	8	9	10
Talk your friend into doing what you want to do.	1	2	3	4	5	6	7	8	9	10
You have been invited to a large party where you know very few people. As you look forward to the evening, you would likely expect that:										
You'll try to fit in with whatever is happening in order to have a good time and not look bad.	1	2	3	4	5	6	7	8	9	10
You'll find some people with whom you can relate.	1	2	3	4	5	6	7	8	9	10
You'll probably feel somewhat isolated and unnoticed.	1	2	3	4	5	6	7	8	9	10
You are asked to plan a picnic for yourself and your fellow employees. Your style for approaching this project could most likely be characterized as:										
Take charge: that is, you would make most of the major decisions yourself.	1	2	3	4	5	6	7	8	9	10
Follow precedent: you're not really up to the task so you'd do it the way it's been done before.	1	2	3	4	5	6	7	8	9	10
Seek participation: get inputs from others who want to make them before you make the final plans.	1	2	3	4	5	6	7	8	9	10
Recently a position opened up at your place of work that could have meant a promotion for you. However, a person you work with was offered the job rather than you. In evaluating the situation, you're likely to think:										
You didn't really expect the job; you frequently get passed over.	1	2	3	4	5	6	7	8	9	10
The other person probably "did the right things" politically to get the job.	1	2	3	4	5	6	7	8	9	10
You would probably take a look at factors in your own performance that led you to be passed over.	1	2	3	4	5	6	7	8	9	10
You are embarking on a new career. The most important consideration is likely to be:										
Whether you can do the work without getting in over your head.	1	2	3	4	5	6	7	8	9	10
How interested you are in that kind of work.	1	2	3	4	5	6	7	8	9	10
Whether there are good possibilities for advancement.	1	2	3	4	5	6	7	8	9	10
An employee who works for you has generally done an adequate job. However, for the past two weeks										

	Very Unlikely									Very Likely
his/her work has not been up to par and s/he appears to be less actively interested in his/her work. Your reaction is likely to be:										
Tell him/her that her work is below what is expected and that s/he should start working harder.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Ask him/her about the problem and let him/her know you are available to help work it out.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
It's hard to know what to do to get him/her straightened out.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Your company has promoted you to a position in a city far from your present location. As you think about the move you would probably:										
Feel interested in the new challenge and a little nervous at the same time.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Feel excited about the higher status and salary that is involved.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Feel stressed and anxious about the upcoming changes.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Within your circle of friends, the one with whom you choose to spend the most time is:										
The one with whom you spend the most time exchanging ideas and feelings.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
The one who is the most popular of them.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
The one who needs you the most as a friend.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
You have a school-age child. On parents' night the teacher tells you that your child is doing poorly and doesn't seem involved in the work. You are likely to:										
Talk it over with your child to understand further what the problem is.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Scold him/her and hope s/he does better.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Make sure s/he does the assignments, because s/he should be working harder.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Your friend has a habit that annoys you to the point of making you angry. It is likely that you would:										
Point it out each time you notice it, that way maybe s/he will stop doing it.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Try to ignore the habit because talking about it won't do any good anyway.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Try to understand why your partner does it and why it is so upsetting for you.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
A close (same-sex) friend of yours has been moody lately, and a couple of times has become very angry with you over "nothing." You might:										
Share your observations with him/her and try to find out what is going on for him/her.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Ignore it because there's not much you can do about it anyway.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

	Very Unlikely									Very Likely
Tell him/her that you're willing to spend time together if and only if s/he makes more effort to control him/herself.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Your friend's younger brother/sister is a fresher in university/college. Your friend tells you that his/her younger brother/sister has been doing badly and asks you what s/he should do about it. You advise him/her to:										
Talk it over with their sibling and try to see what is going on for her.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Not mention it; there's nothing s/he could do about it anyway.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Tell their sibling it's important for themselves to do well, so s/he should be working harder.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
You feel that your friend is being inconsiderate. You would probably:										
Find an opportunity to explain why it bothers you; s/he may not even realize how much it is bothering you.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Say nothing; if your friend really cares about you s/he would understand how you fell.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Demand that your friend start being more considerate; otherwise you'll respond in kind.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

Question 4

On the following page you will find a series of statements describing several different opinions regarding sexual activities. Please read each statement and then circle the number that describes how strongly you agree/disagree with each statement. If you strongly agree with a statement then you would circle numbers 9 or 10; if you strongly disagree with a statement then you would circle numbers 1 or 2; if you moderately agree or disagree then please circle one of the midrange numbers. *Please answer each item as accurately and honestly as you can. Remember this is Not a test, there are no right or wrong answers.*

	Very Unlikely									**Very Likely**
I am completely comfortable knowing and interacting with people whose sexual activities significantly differ from my own.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I enjoy the opportunity to share my personal views about sexuality.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
My sexual experiences and explorations are a positive, on-going part of who I am.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I am comfortable talking about my sexual views, my sexual fantasies, and sexual experiences that I have had.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I am comfortable with my sexual activities, both past and present.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
My past sexual experiences and explorations have been very worthwhile.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I would be comfortable having a close friend who was engaging in homosexual activities.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I can freely discuss sexual topics in small group of peers.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I think it is good for people to experiment with a wide range of sexual practices.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Nudist camps should be made completely illegal.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Abortion should be made available whenever a woman feels it would be the best decision.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Information and advice about contraception (birth control) should be given to any individual who intends to have intercourse.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Parents should be informed if their children under the age of 18 have visited a clinic to obtain a contraceptive device.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Our government should try harder to prevent the distribution of pornography.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Prostitution should be legalized.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Petting (a stimulating caress of any or all parts of the body) is immoral unless the couple is married.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Premarital sexual intercourse for young people is unacceptable to me.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Sexual intercourse for young people is acceptable without affection if both partners agree.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Homosexual behaviour is an acceptable variation in sexual orientation.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
A person who contracts a sexually transmitted infection is probably getting exactly what s/he deserves.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
A person's sexual behaviour is his/her own business and	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

	Very Unlikely									Very Likely
nobody should make value judgements about it.										
Sexual intercourse should only occur between two people who are married to each other.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

APPENDIX 7

POST-EXPOSURE / TEST QUESTIONNAIRE

(FINALISED QUESTIONNAIRE AFTER THE PILOT TEST)

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QUESTIONNAIRE 2

Question 1

Thoughts about the advertisements

Please write down the **any thoughts you have related to the images that were part of the advertisements you just saw**. Write each thought in a separate box. Try to write down everything that comes to mind. Please let your thoughts flow naturally, as they normally would.

Now, please write down **any thoughts you have about *yourself* as a result of looking at the images that were part of the advertisements you just saw**. Write each thought in a separate box. Try to write down everything that comes to mind. Please let your thoughts flow naturally, as they normally would.

Question 2

Everyone has long-term Goals or Aspirations. These are the things that individuals hope to accomplish over the course of their lives. In this section, you will find a number of life goals, presented one at a time, and we ask you three questions about each goal. (a) How important is this goal to you? (b) How likely is it that you will attain this goal in your future? and (c) How much have you already achieved this goal thus far? Please answer each of the three questions by circling the number that best represents your view for each life goal. *Please answer each question as accurately and honestly as you can. Remember this is Not a test, there are no right or wrong answers.*

	Not at all									**Very much**
Life-goal: To be a very wealthy person.										
How important is this to you?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How likely is it that this will happen in your future?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How much have you already attained this goal?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Life-goal: To grow and learn new things.										
How important is this to you?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How likely is it that this will happen in your future?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How much have you already attained this goal?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Life-goal: To have my name known by many people.										
How important is this to you?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How likely is it that this will happen in your future?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How much have you already attained this goal?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Life-goal: To have good friends that I can count on.										
How important is this to you?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How likely is it that this will happen in your future?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How much have you already attained this goal?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Life-goal: To successfully hide the signs of aging.										
How important is this to you?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How likely is it that this will happen in your future?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How much have you already attained this goal?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Life-goal: To work for the betterment of society.										
How important is this to you?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How likely is it that this will happen in your future?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How much have you already attained this goal?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Life-goal: To be physically healthy.										
How important is this to you?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How likely is it that this will happen in your future?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How much have you already attained this goal?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Life-goal: To have many expensive possessions.										

	Not at all									Very much
How important is this to you?	1	2	3	4	5	6	7	8	9	10
How likely is it that this will happen in your future?	1	2	3	4	5	6	7	8	9	10
How much have you already attained this goal?	1	2	3	4	5	6	7	8	9	10
Life-goal: At the end of my life, to be able to look back on my life as meaningful and complete.										
How important is this to you?	1	2	3	4	5	6	7	8	9	10
How likely is it that this will happen in your future?	1	2	3	4	5	6	7	8	9	10
How much have you already attained this goal?	1	2	3	4	5	6	7	8	9	10
Life-goal: To be admired by many people.										
How important is this to you?	1	2	3	4	5	6	7	8	9	10
How likely is it that this will happen in your future?	1	2	3	4	5	6	7	8	9	10
How much have you already attained this goal?	1	2	3	4	5	6	7	8	9	10
Life-goal: To share my life with someone I love.										
How important is this to you?	1	2	3	4	5	6	7	8	9	10
How likely is it that this will happen in your future?	1	2	3	4	5	6	7	8	9	10
How much have you already attained this goal?	1	2	3	4	5	6	7	8	9	10
Life-goal: To have people comment often about how attractive I look.										
How important is this to you?	1	2	3	4	5	6	7	8	9	10
How likely is it that this will happen in your future?	1	2	3	4	5	6	7	8	9	10
How much have you already attained this goal?	1	2	3	4	5	6	7	8	9	10
Life-goal: To assist people who need it, asking nothing in return.										
How important is this to you?	1	2	3	4	5	6	7	8	9	10
How likely is it that this will happen in your future?	1	2	3	4	5	6	7	8	9	10
How much have you already attained this goal?	1	2	3	4	5	6	7	8	9	10
Life-goal: To feel good about my level of physical fitness.										
How important is this to you?	1	2	3	4	5	6	7	8	9	10
How likely is it that this will happen in your future?	1	2	3	4	5	6	7	8	9	10
How much have you already attained this goal?	1	2	3	4	5	6	7	8	9	10
Life-goal: To be financially successful.										
How important is this to you?	1	2	3	4	5	6	7	8	9	10
How likely is it that this will happen in your future?	1	2	3	4	5	6	7	8	9	10
How much is this satisfied currently?	1	2	3	4	5	6	7	8	9	10
Life-goal: To choose what I do, instead of being pushed along by life.										
How important is this to you?	1	2	3	4	5	6	7	8	9	10

	Not at all									Very much
How likely is it that this will happen in your future?	1	2	3	4	5	6	7	8	9	10
How much is this satisfied currently?	1	2	3	4	5	6	7	8	9	10
Life-goal: To be famous.										
How important is this to you?	1	2	3	4	5	6	7	8	9	10
How likely is it that this will happen in your future?	1	2	3	4	5	6	7	8	9	10
How much have you already attained this goal?	1	2	3	4	5	6	7	8	9	10
Life-goal: To have committed, intimate relationships.										
How important is this to you?	1	2	3	4	5	6	7	8	9	10
How likely is it that this will happen in your future?	1	2	3	4	5	6	7	8	9	10
How much have you already attained this goal?	1	2	3	4	5	6	7	8	9	10
Life-goal: To keep up with fashions in hair and clothing.										
How important is this to you?	1	2	3	4	5	6	7	8	9	10
How likely is it that this will happen in your future?	1	2	3	4	5	6	7	8	9	10
How much have you already attained this goal?	1	2	3	4	5	6	7	8	9	10
Life-goal: To work to make the world a better place.										
How important is this to you?	1	2	3	4	5	6	7	8	9	10
How likely is it that this will happen in your future?	1	2	3	4	5	6	7	8	9	10
How much have you already attained this goal?	1	2	3	4	5	6	7	8	9	10
Life-goal: To keep myself healthy and well.										
How important is this to you?	1	2	3	4	5	6	7	8	9	10
How likely is it that this will happen in your future?	1	2	3	4	5	6	7	8	9	10
How much have you already attained this goal?	1	2	3	4	5	6	7	8	9	10
Life-goal: To be rich.										
How important is this to you?	1	2	3	4	5	6	7	8	9	10
How likely is it that this will happen in your future?	1	2	3	4	5	6	7	8	9	10
How much have you already attained this goal?	1	2	3	4	5	6	7	8	9	10
Life-goal: To know and accept who I really am.										
How important is this to you?	1	2	3	4	5	6	7	8	9	10
How likely is it that this will happen in your future?	1	2	3	4	5	6	7	8	9	10
How much have you already attained this goal?	1	2	3	4	5	6	7	8	9	10
Life-goal: To have my name appear frequently in the media.										
How important is this to you?	1	2	3	4	5	6	7	8	9	10
How likely is it that this will happen in your future?	1	2	3	4	5	6	7	8	9	10
How much have you already attained this goal?	1	2	3	4	5	6	7	8	9	10

	Not at all									Very much
Life-goal: To feel that there are people who really love me, and whom I love.										
How important is this to you?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How likely is it that this will happen in your future?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How much have you already attained this goal?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Life-goal: To achieve the "look" I've been after.										
How important is this to you?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How likely is it that this will happen in your future?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How much have you already attained this goal?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Life-goal: To help others improve their lives.										
How important is this to you?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How likely is it that this will happen in your future?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How much have you already attained this goal?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Life-goal: To be relatively free from sickness.										
How important is this to you?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How likely is it that this will happen in your future?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How much have you already attained this goal?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Life-goal: To have enough money to buy everything I want.										
How important is this to you?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How likely is it that this will happen in your future?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How much have you already attained this goal?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Life-goal: To gain increasing insight into why I do the things I do.										
How important is this to you?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How likely is it that this will happen in your future?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How much have you already attained this goal?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Life-goal: To be admired by lots of different people.										
How important is this to you?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How likely is it that this will happen in your future?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How much have you already attained this goal?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Life-goal: To have deep enduring relationships.										
How important is this to you?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How likely is it that this will happen in your future?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How much have you already attained this goal?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Life-goal: To have an image that others find appealing.										
How important is this to you?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

	Not at all									Very much
How likely is it that this will happen in your future?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How much have you already attained this goal?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Life-goal: To help people in need.										
How important is this to you?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How likely is it that this will happen in your future?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How much have you already attained this goal?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Life-goal: To have a physically healthy life style.										
How important is this to you?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How likely is it that this will happen in your future?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
How much have you already attained this goal?	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

Question 3

On the following page you will find a series of statements trying to find out <u>what are your current thoughts.</u> Please read each statement and then circle the number that best represents your answer. <u>*Please answer each item as accurately and honestly as you can. Remember this is Not a test, there are no right or wrong answers. Again, answer these questions as they are true for you RIGHT NOW.*</u>

	Not at all									**Extremely**
I feel confident about my abilities.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I am worried about whether I am regarded as a success or failure.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I feel satisfied with the way my body looks right now.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I feel frustrated or rattled about my performance.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I feel that I am having trouble understanding things that I read.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I feel that others respect and admire me.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I am dissatisfied with my weight.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I feel self-conscious.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I feel as smart as others.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I feel displeased with myself.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I feel good about myself.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I am pleased with my appearance right now.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I am worried about what other people think of me.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I feel confident that I understand things.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I feel inferior to others at this moment.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I feel unattractive.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I feel concerned about the impression I am making.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I feel that I have less academic ability right now than others.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I feel like I'm not doing well.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I am worried about looking foolish.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

Question 4

On the following page you will find a series of statements trying to find out <u>why you consume goods and services</u>. Please read each statement carefully and then circle the number that best represents your answer. <u>*Please answer each item as accurately and honestly as you can. Remember this is Not a test, there are no right or wrong answers. Again, answer these questions as they are true for you RIGHT NOW.*</u>

I consume….	**Strongly Disagree**									**Strongly Agree**
Because I think consuming goods and services is interesting	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Because I am doing it for my own good	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Because I am supposed to do it	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
There may be good reasons for consuming goods and services, but personally I don't see any	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Because I think that consuming goods and services is pleasant	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Because I think that consuming goods and services is good for me	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Because it is something that I have to do	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I consume goods and services but I am not sure if it is worth it	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Because consuming goods and services is fun	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
By personal decision	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Because I don't have any choice	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I don't know; I don't see what consuming goods and services brings me	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Because I feel good when consuming goods and services	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Because I believe that consuming goods and services is important for me	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Because I feel that I have to do it	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I consume goods and services, but I am not sure it is a good thing to pursue it	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

Question 5

On the following page you will find a series of statements about one's life. Please read each statement carefully and then circle the number that best represents your answer. *Please answer each item as accurately and honestly as you can. Remember this is Not a test, there are no right or wrong answers. Again, answer these questions as they are true for you RIGHT NOW.*

	Not at all true									**Very True**
I feel like I am free to decide for myself how to live my life.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I really like the people I interact with.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Often, I do not feel very competent.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I feel pressured in my life.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
People I know tell me I am good at what I do.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I get along with people I come into contact with.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I pretty much keep to myself and don't have a lot of social contacts.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I generally feel free to express my ideas and opinions.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I consider the people I regularly interact with to be my friends.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I have been able to learn interesting new skills recently.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
In my daily life, I frequently have to do what I am told.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
People in my life care about me.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Most days I feel a sense of accomplishment from what I do.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
People I interact with on a daily basis tend to take my feelings into consideration.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
In my life I do not get much of a chance to show how capable I am.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
There are not many people that I am close to.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I feel like I can pretty much be myself in my daily situations.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
The people I interact with regularly do not seem to like me much.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
I often do not feel very capable.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
There is not much opportunity for me to decide for myself how to do things in my daily life.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
People are generally pretty friendly towards me.	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

Question 6

On the following page you will find a series of statements. Please read each statement and then tick only one box that best describes how you feel right now. *Please answer each item as accurately and honestly as you can. Remember this is Not a test, there are no right or wrong answers. Again, answer these questions as they are true for you RIGHT NOW.*

1. Right now I feel . . .

Extremely dissatisfied with my physical appearance ☐
Mostly dissatisfied with my physical appearance ☐
Moderately dissatisfied with my physical appearance ☐
Slightly dissatisfied with my physical appearance ☐
Neither dissatisfied nor satisfied with my physical appearance ☐
Slightly satisfied with my physical appearance ☐
Moderately satisfied with my physical appearance ☐
Mostly satisfied with my physical appearance ☐
Extremely satisfied with my physical appearance ☐

2. Right now I feel . . .

Extremely satisfied with my body size and shape ☐
Mostly satisfied with my body size and shape ☐
Moderately satisfied with my body size and shape ☐
Slightly satisfied with my body size and shape ☐
Neither dissatisfied nor satisfied with my body size and shape ☐
Slightly dissatisfied with my body size and shape ☐
Moderately dissatisfied with my body size and shape ☐
Mostly dissatisfied with my body size and shape ☐
Extremely dissatisfied with my body size and shape ☐

3. Right now I feel . . .

Extremely dissatisfied with my weight ☐
Mostly dissatisfied with my weight ☐
Moderately dissatisfied with my weight ☐
Slightly dissatisfied with my weight ☐
Neither dissatisfied nor satisfied with my weight ☐
Slightly satisfied with my weight ☐
Moderately satisfied with my weight ☐
Mostly satisfied with my weight ☐
Extremely satisfied with my weight ☐

4. Right now I feel . . .

Extremely physically ***attractive*** ☐
Very physically ***attractive*** ☐
Moderately physically ***attractive*** ☐
Slightly physically ***attractive*** ☐
Neither attractive nor unattractive ☐
Slightly physically ***unattractive*** ☐

Moderately physically ***unattractive*** ☐
Very physically ***unattractive*** ☐
Extremely physically ***unattractive*** ☐

5. Right now I feel . . .

A great deal worse about my looks than I usually feel ☐
Much worse about my looks than I usually feel ☐
Somewhat worse about my looks than I usually feel ☐
Just slightly worse about my looks than I usually feel ☐
About the same about my looks as usual ☐
Just slightly better about my looks than I usually feel ☐
Somewhat better about my looks than I usually feel ☐
Much better about my looks than I usually feel ☐
A great deal better about my looks than I usually feel ☐

6. Right now I feel that I look . . .

A great deal better than the average person looks ☐
Much better than the average person looks ☐
Somewhat better than the average person looks ☐
Just slightly better than the average person looks ☐
About the same as the average person looks ☐
Just slightly worse than the average person looks ☐
Somewhat worse than the average person looks ☐
Much worse than the average person looks ☐
A great deal worse than the average person looks ☐

And now a few things about you (either circle, tick (✔) the box that best represents your answer or simply write the answer in the provided space):

You are:

Male	
Female	

What is your age?	

What is your program of study?	

What is your year of study?

First	
Second	
Third	
Exchange student	
Other	

What is your country of origin?	

In which country did you grow up?	

What religion were you brought up with? (If none then please write "None" in the box)		
Do you practice the religion you were brought up with?	**YES**	**NO**

How often do you attend religious service?

Never	
1-5 times a year	
6-12 times a year	
2-3 times a month	
Once a week	
More than once a week	

What is your term postcode?	

APPENDIX 8

DEBRIEFING FORM

The University of Nottingham
UNITED KINGDOM · CHINA · MALAYSIA

Faculty of Social Sciences
Nottingham University Business School
Jubilee Campus
Nottingham
NG8 1BB
t: +44 (0) 115 846 6602
f: +44 (0) 115 846 6667
e: business-enquiries@nottingham.ac.uk
http://www.nottingham.ac.uk/social-sciences

MEMORY AND ADVERTISING

Debriefing form for participants

The purpose of this study was twofold. First, we wanted to examine people's memory retention capacities for advertisements using sexual imagery. Second, we also wished to examine how certain images may affect people's thoughts and feelings they may have about themselves. Specifically, we wanted to examine how people with different personality traits respond differently to sexual images embedded in product/service advertising. These personality traits were measured when you completed the first questionnaire prior to seeing the advertisements. Specific thoughts and feelings you may have about yourself as a result of seeing the advertisements were assessed when you completed the second questionnaire.

This investigation is important because people are exposed to different messages through advertising on a regular basis and some messages affect people differently, pending their personality. While some studies have shown that viewing sexually charged images may sometimes make people feel worse about themselves, other studies have shown that viewing these images can actually have a positive impact on certain individuals or not affect them at all. We wanted to investigate these contradictory findings by examining how certain personality traits interact with certain images, thus affecting people differently.

Although you only viewed one particular advertising set, there were four different types of adverting sets: Three advertising sets containing sexual images of different intensity and one set of images containing only products. The 'products only' set is named a control set and its purpose is to serve as a comparison basis for the other three sets. The allocation of people in different sets is completely random and has no relationship whatsoever to your responses in the initial questionnaire.

If you felt any discomfort during the experiment, please contact the University of Nottingham Counselling Service, Trent Building, University Main Campus.

The present study is conducted according to ethical standards of the American Psychological Association (APA) and has been granted ethical approval from Nottingham University's Research Ethics Committee. The funding for this study was approved and allocated from the Nottingham University Business School.

In closing, we would kindly like to inform you that **it is extremely important that you do not reveal the purpose of this study to other university colleagues that you think may take part in the study at least for this semester that the research is taking place.** Doing so could

bias people's attitudes when entering the experiment and may lead to erroneous results. Thank you very much for agreeing to participate in this research.

We would like to thank you for participating in this study. Please sign your name below and indicate that you have read this explanation and agreed not to discuss this experiment with anyone.

Signature: _____ Date: _____

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APPENDIX 9

EXPERIMENTAL STIMULI

(IN ORDER OF APPEARANCE THE CONDITIONS: MALES CLOTHED, MALES SEMI-NUDE, MALES NUDE, FEMALES CLOTHED, FEMALES SEMI-NUDE, FEMALES NUDE, PRODUCT ONLY)

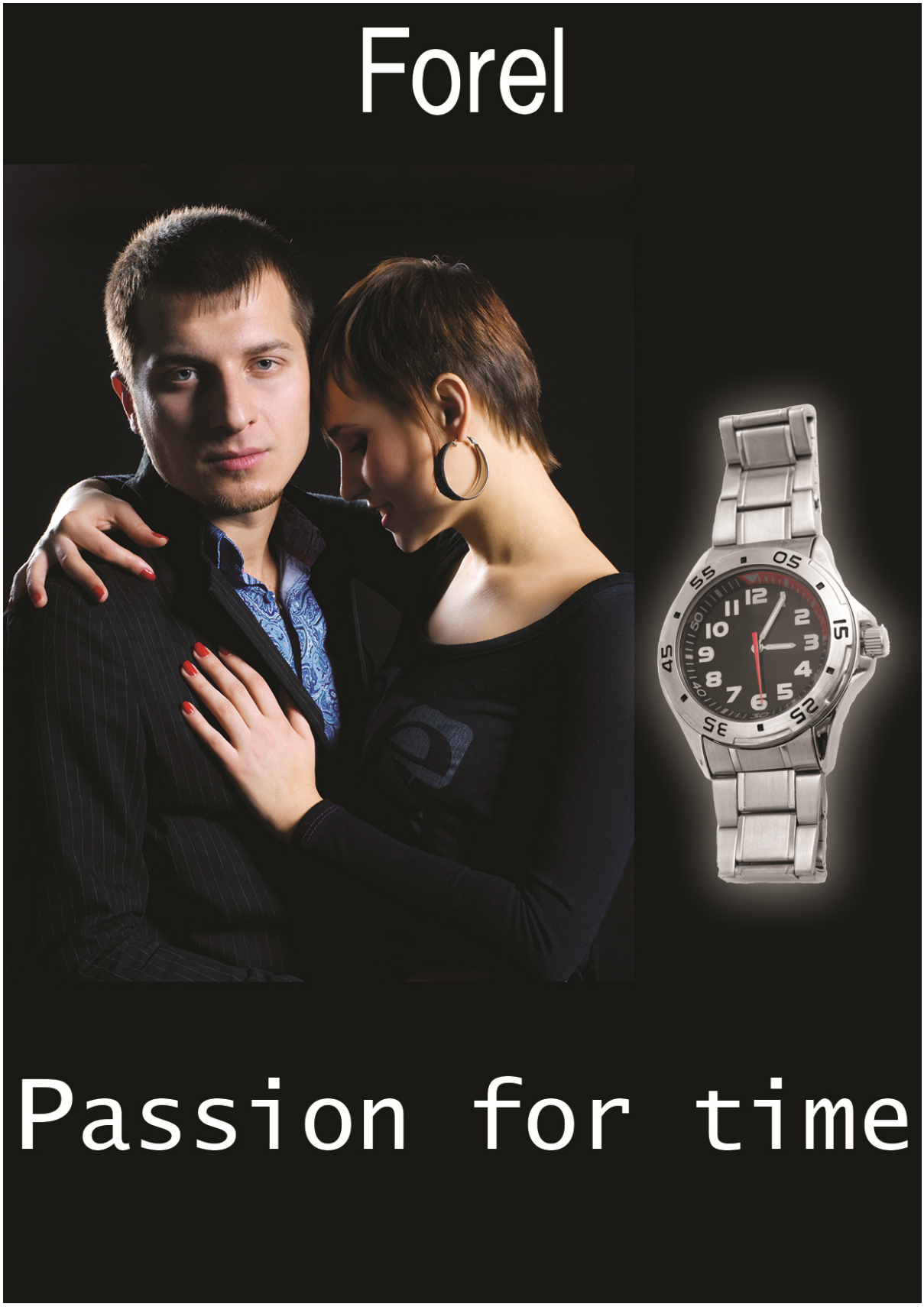
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Ads Daily


Zi
Brings you closer



Best served on ice


Forel
Passion for time

MARVIN
JEANS



All you need to wear


The Scotsman
Single malt pure-bred





Be passionate

Chronos





Time captured

Sommer Jeans



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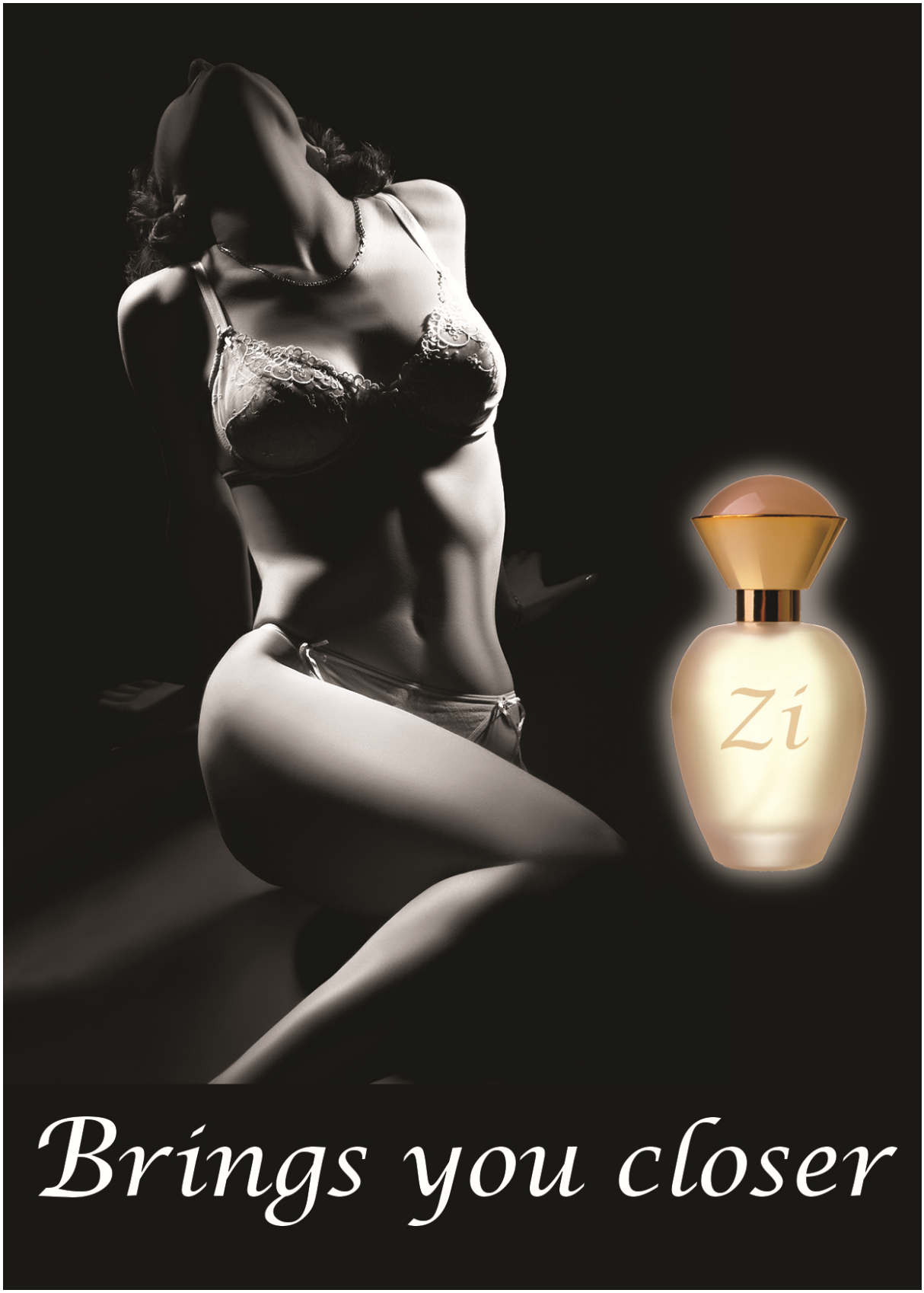


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Be passionate

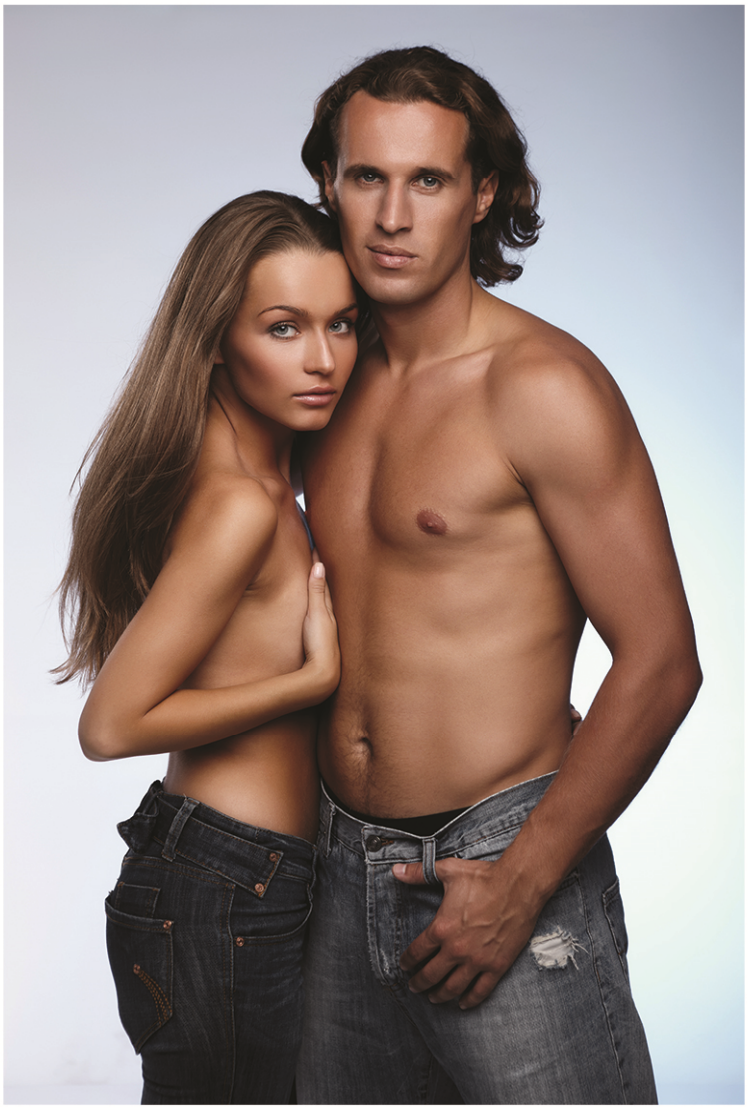
Chronos





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Irresistible jeans

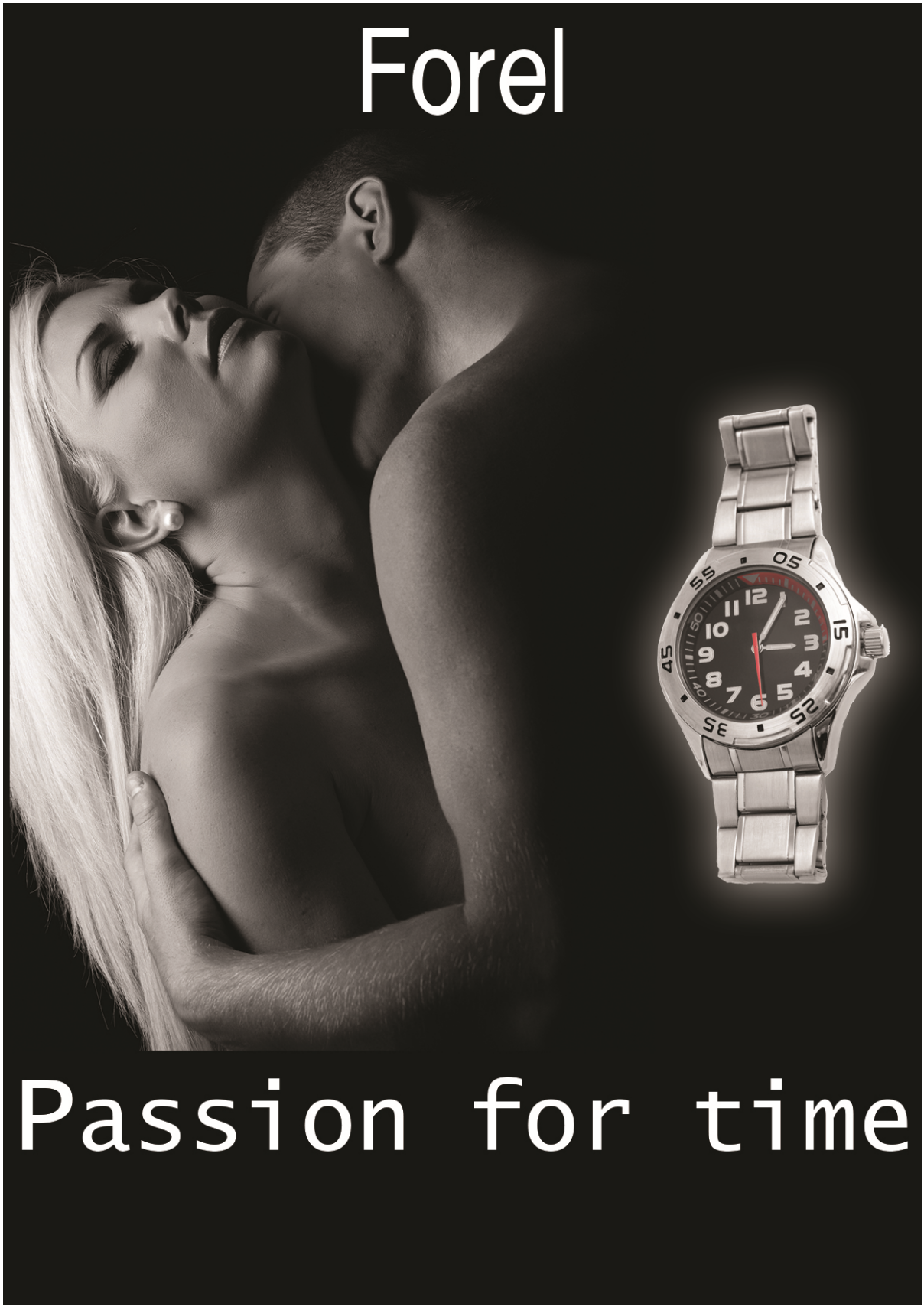
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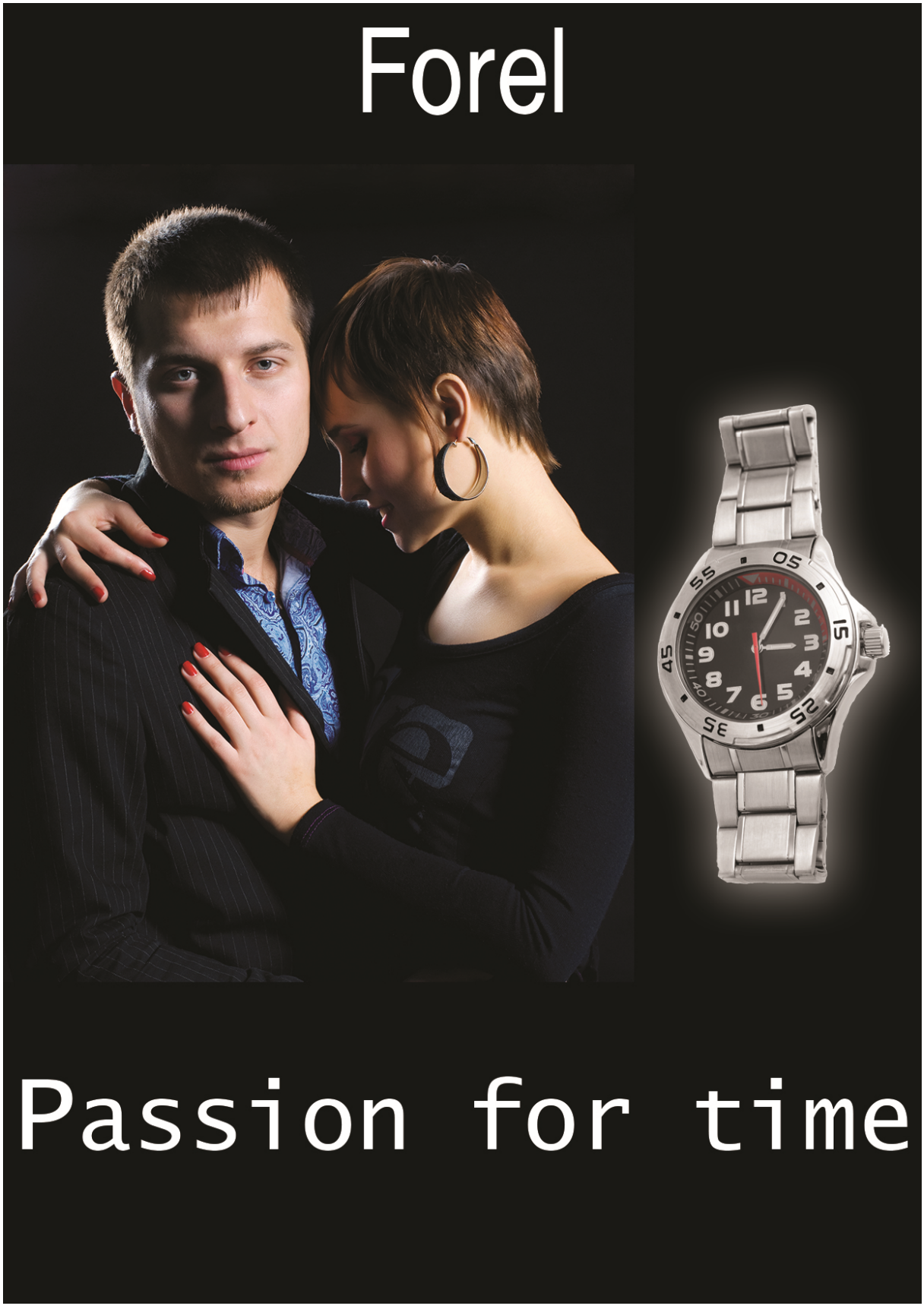
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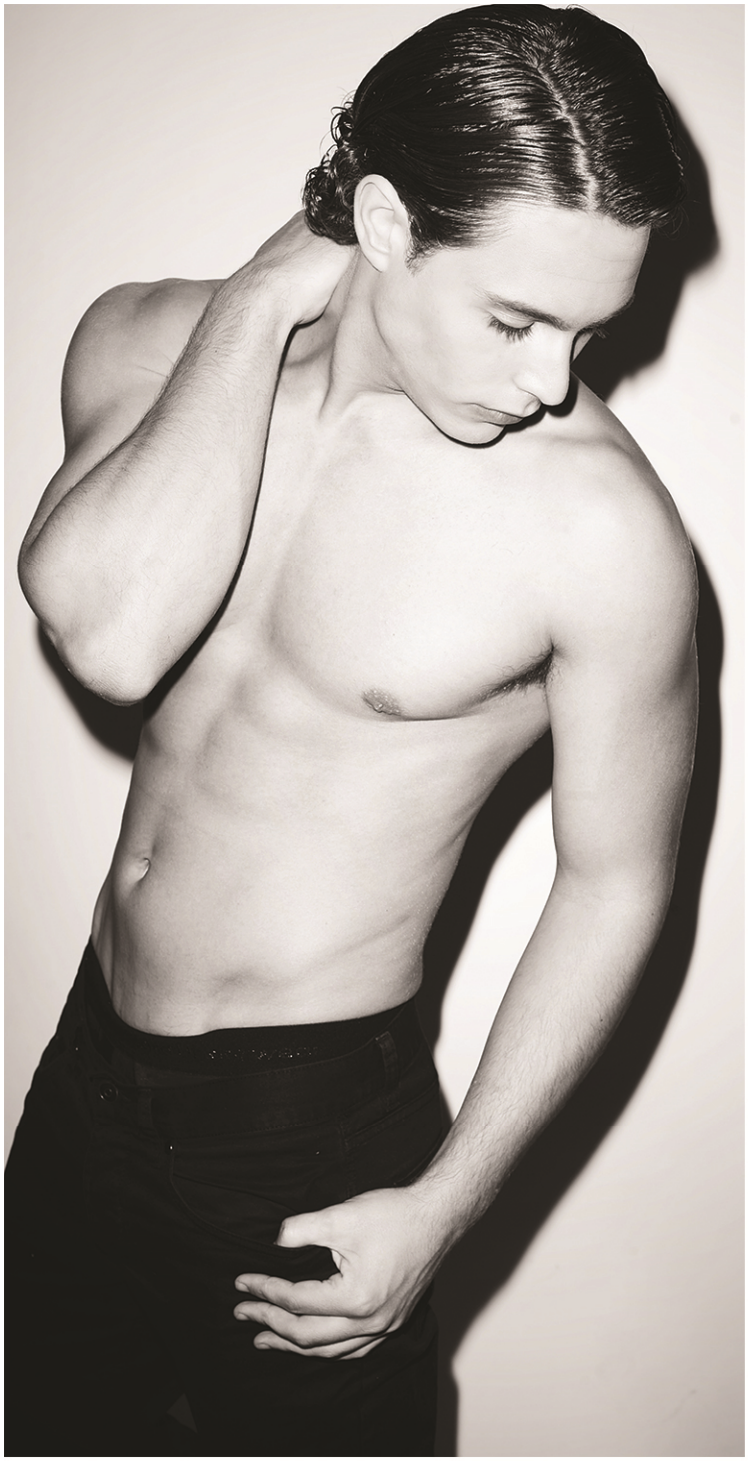


Irresistible jeans

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Ads
Daily


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Best served on ice

Forel





Passion for time

MARVIN
JEANS



All you need to wear


The Scotsman
Single malt pure-bred



Be passionate

Chronos



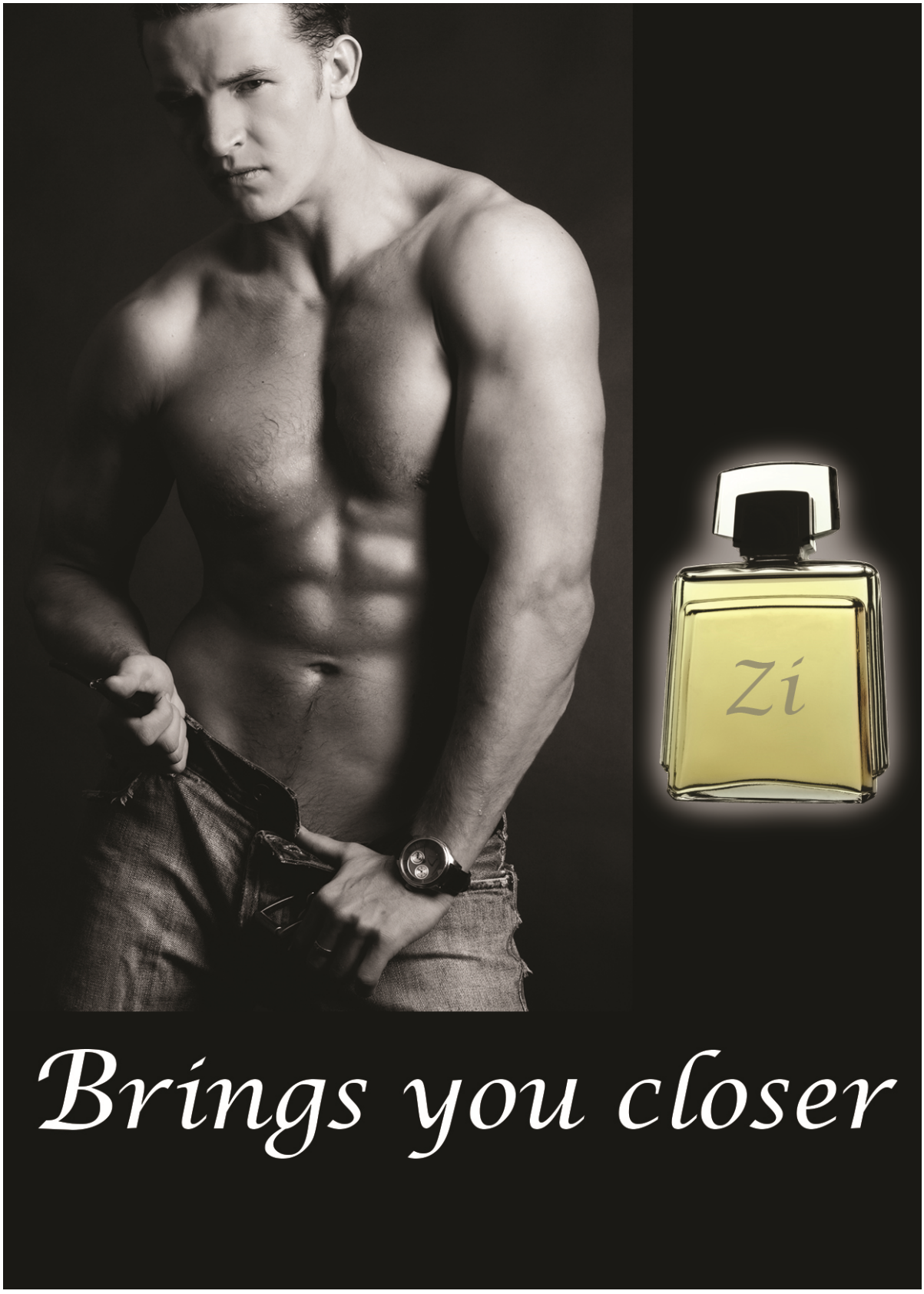


Time captured

Sommer
Jeans



Irresistible jeans

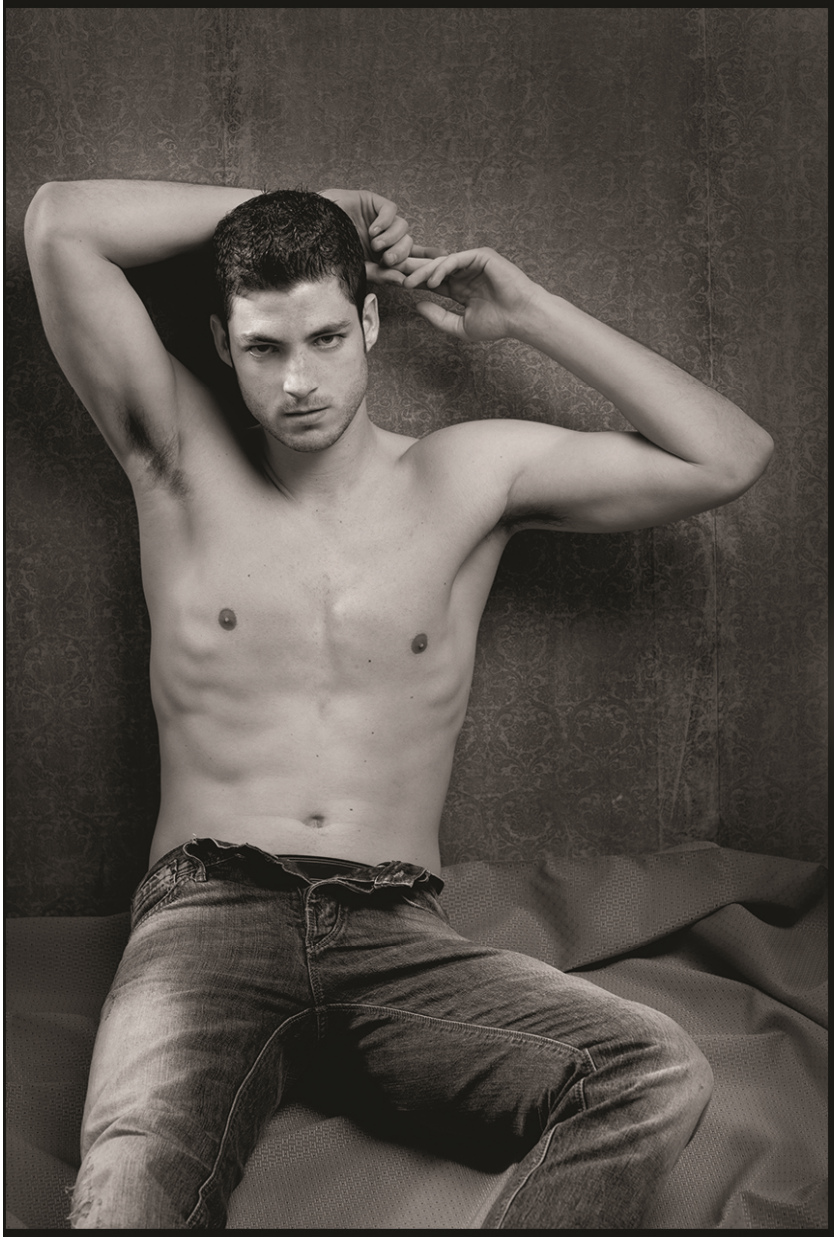

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Forel





Passion for time

MARVIN
JEANS



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The Scotsman
Single malt pure-bred



Be passionate

Chronos





Time captured

Sommer Jeans



Irresistible jeans

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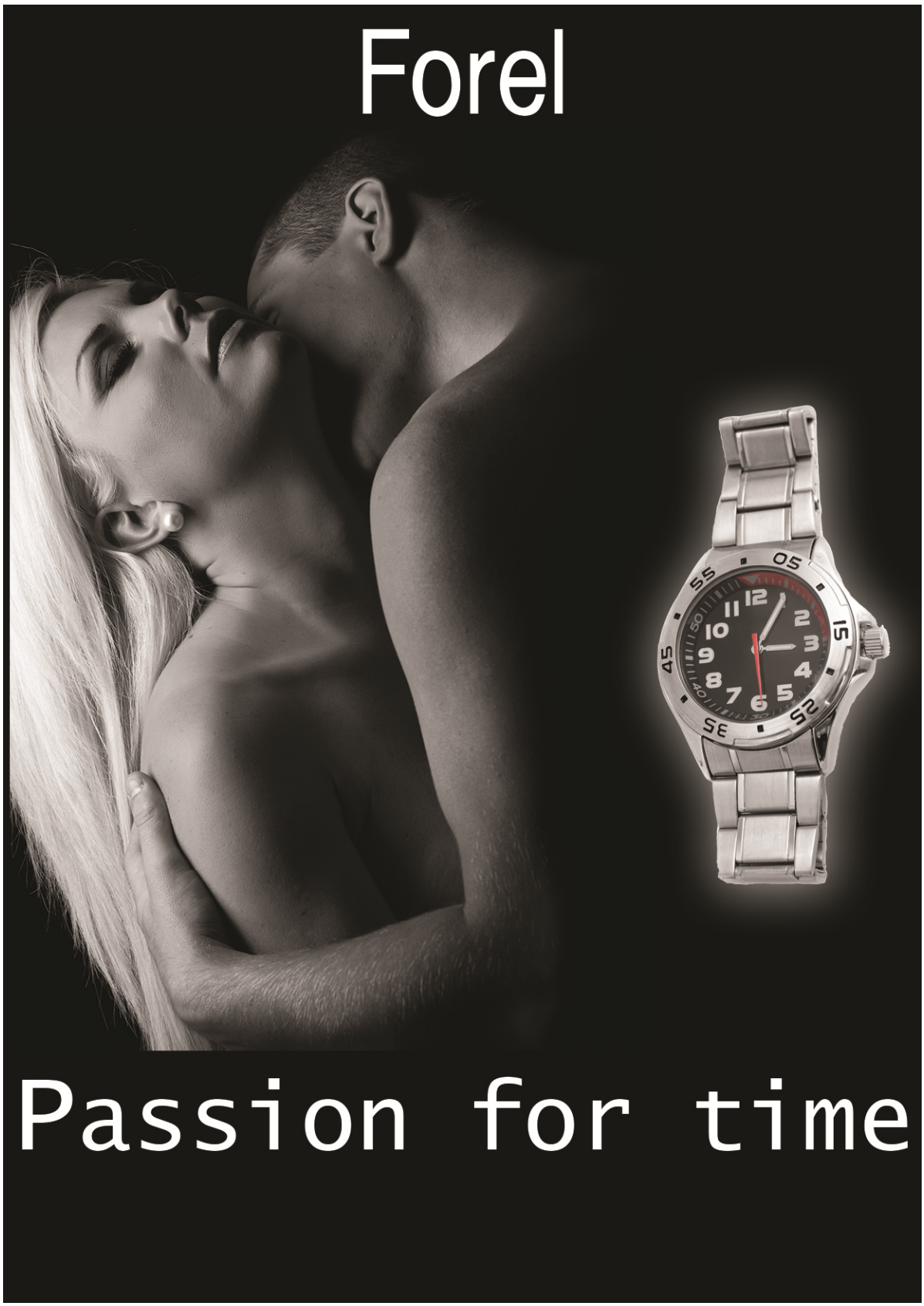
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Passion for time

MARVIN
JEANS



ALL YOU NEED TO WEAR


The Scotsman
Single malt pure-bred



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Chronos

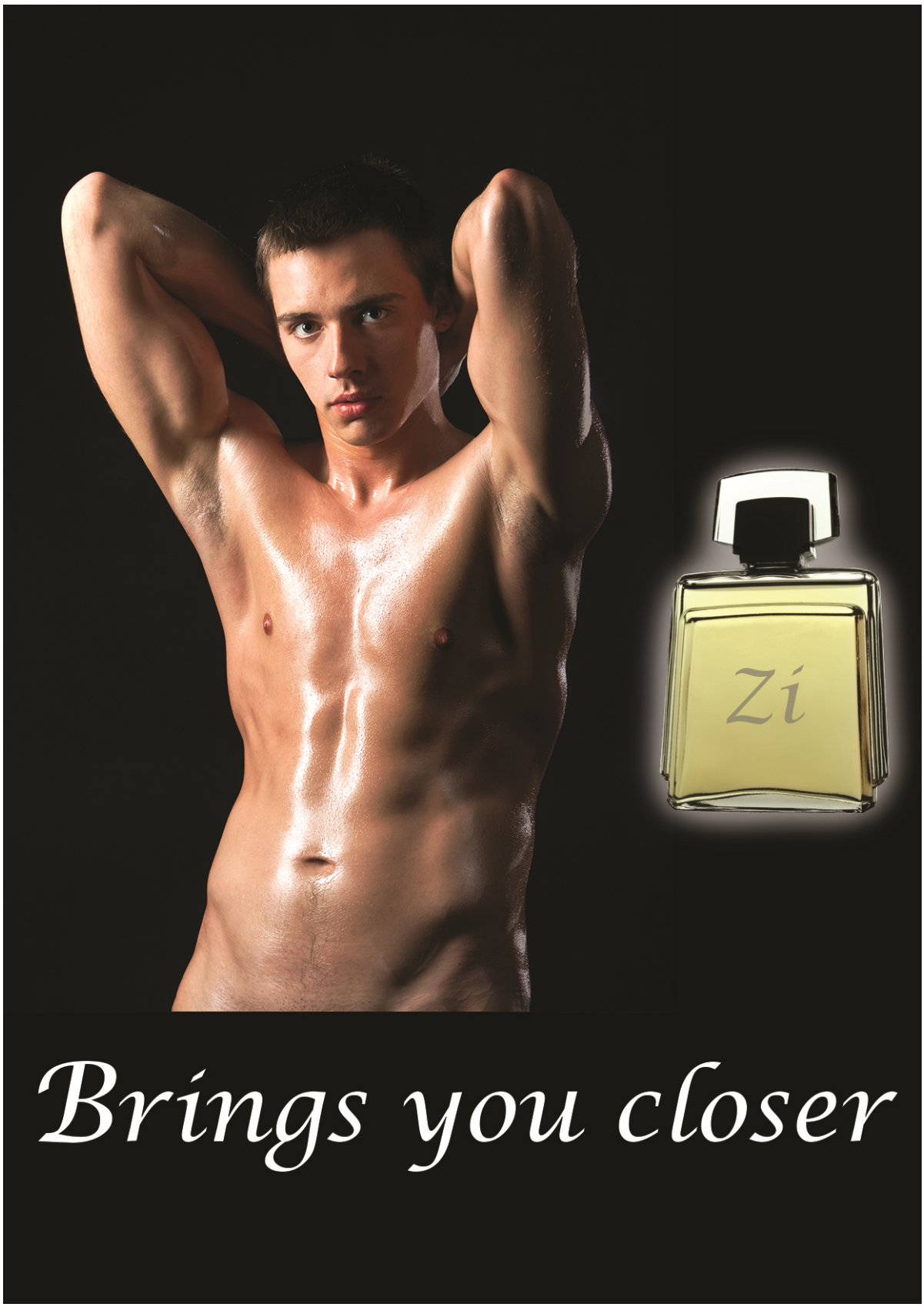


Time captured

Sommer Jeans



Irresistible jeans


Zi
Brings you closer



Best served on ice

Forel



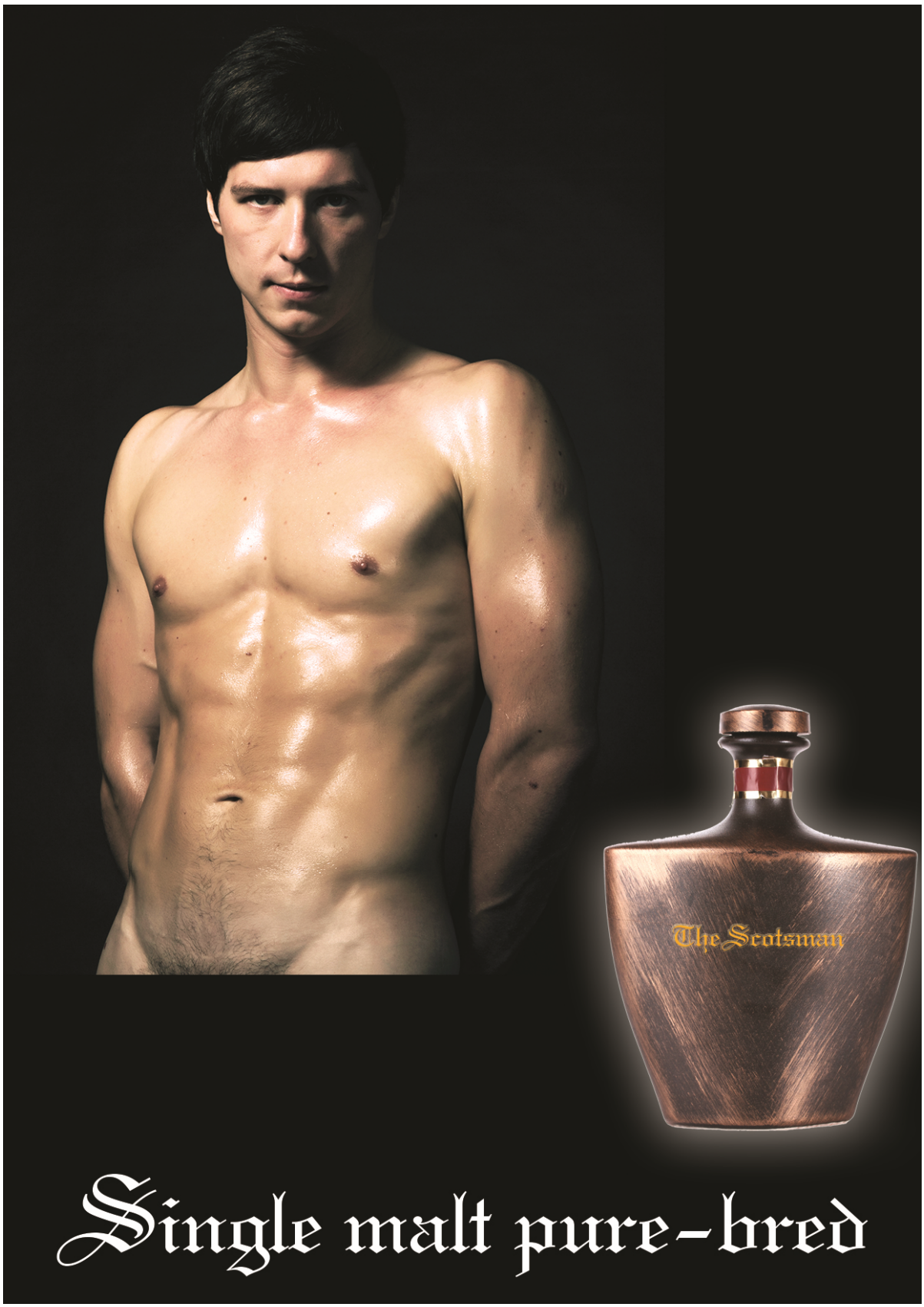


Passion for time

MARVIN
JEANS



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Chronos





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Sommer
Jeans



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Ads Daily


Zi
Zi
Zi
Zi
Brings you closer

Glacier

Vodka



Best served on ice

Forel

Watches





Passion for time

MARVIN
JEANS



All you need to wear


The Scotsman
Scotish single malt whiskey
The Scotsman
Single malt pure-bred

BU



Be passionate

Chronos
Watches





Time captured

Sommer Jeans



Irresistible jeans

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APPENDIX 10

SELECTED ANNOTATED STUDIES

(Selected Annotated studies that are part of the literature review. The first part presents studies on sexual imagery from the consumer behaviour tradition and the second part presents studies from the decision making and behavioural tradition.)

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Selected annotated studies of sexual imagery and its effects on consumer behaviour.

Context	Author(s)	Methodology	Main points of theoretical contribution and / or Points of empirical confirmation
An investigation of the effect that explicit sexual advertising stimuli have on measures of recall, recognition, and behavioural intentions as well as higher order cognitive response measures.	Severn, Belch & Belch, 1990	The researchers designed an ad in representing four different conditions of high-low sex appeal and high – low information respectively. They showed the ad combined with control ads to 180 university students who after viewing the ads completed a set of brand recall measures, an open ended response regarding their thoughts about the treatment ad and a series of questions regarding copy-points recall, attitude towards the ad and the brand, purchase intention and demographics. The students' recorded thoughts about the ad were collected and analysed through their categorization and classification in various themes and sub-themes, while the rest of the questions were used in relevant statistical analysis.	The results of the study show that using an explicit sexual appeal has no effect on brand re-call; It does however lower copy-points recall especially when ample product information is provided. Also, respondents generated less product message related thoughts and more ad execution related thoughts, they did however rate the ad containing sexual appeal as more entertaining, fun, interesting and original. This lead to the creation of more favourable attitudes towards the ad containing sexual appeal, which in turn lead to higher purchase intention but no effect on brand attitudes. Thus the study concludes that results remain still mixed regarding the effects of sexual appeal in advertising especially regarding the cognitive processing of the sexual element.
An examination of the effect of exposure to sexual imagery on brand recall (immediately after and after a week).	Steadman, 1969	The researcher exposed 60 male students at Manchester University (ages ranging 21 – 47) to a series of ads either containing or not sexual imagery. 12 advertisements were constructed in print with 6 representing the condition of sexual	The results of the study show that respondents exposed to advertisements containing sexual imagery recalled correctly fewer brand names than respondents exposed to neutral imagery, especially a week after the initial exposure to the stimuli. Also results show that there is a direct relationship between attitudes towards the use of sex in advertising and

		imagery and 6 representing the neutral condition. The respondents kept the ad booklets for 24 hours and were asked to browse through as if looking at normal ads. The next day the respondents were asked to recall the brand names present in the ads. The respondents also responded to a set of measures regarding perceived degree of erotic content and attitude towards the use of sex in advertising. After a week the respondents were called back for a second measurement of brand recall. Relevant statistical analysis included T-tests and means plots.	brand recall in relevant advertisements. As such respondents who were strongly favourable towards the use of sex in advertising exhibited much higher brand recall than respondents that were strongly unfavourable towards sex in advertising. Nevertheless, the study had several limitations, including not controlling for product and brand familiarity and product – imagery congruence.
An attempt to decipher the underlying elements of sex in advertising and how consumers may respond differently to these.	Morrison & Sherman, 1972	A total of 615 male and female undergraduate students (ages 17 – 29) rated a total of 300 ads. Specifically each student rated 10 ads which were picked randomly from the pool of the 300 ads with the restriction that each ad is for a different product. As such, each ad was finally rated by 10 male and female participants. Respondents were interviewed by a member of the same sex. The respondents rated the ads in a series of statements regarding the degree of nudity, realism, romantic content, sexual inferences in the copy, and sexual arousal using a 1 – 7 likert type scale. The	The results of the study show that heuristic clustering better represents differences found in the study's sample compared to Q – analyses. Further, the study exemplifies that the sex appeal of an ad depends on respondents' evaluation of several underlying factors and not only nudity which seems to be an overarching idea. Men and women both report arousal in the presence of nudity although women also report affinity towards romantic, fantasized depictions of sexual appeal while men reported affinity with masculinised romantic themes coupled with a suggestive copy.

		researchers chose a subsample of 200 students to perform their analyses. The respondents were clustered according to Q analysis and heuristic clustering and discriminant analysis was used to signify the underlying dimensions of perceived degree of erotic content in the ads.	
A study on the effect of physically attractive models in consumer evaluation of the ads and relevant purchase intention.	Baker & Churchill, 1977	The researchers designed an experiment, where 48 male and 48 female undergraduate students were shown a series of ads which they rated on various items. The researchers had created 2 ads (one featuring an attractive model and one featuring an unattractive model) for 2 products (coffee and perfume). All other elements (e.g. copy) of the different ads where retained the same throughout. In each case the subjects were shown the 2 ads and then were asked to respond to a series of questions on a seven point semantic differential scale. The questions captured the subjects' responses on cognitive, affective and conative elements, as well as perceived degree of the models' physical attractiveness. Analyses of the data included relevant ANOVA and means plot diagrams.	The results of the study show that the male and female participants have a very different reaction to the presence of models in advertisements. Physical attractiveness has a strong effect on the affective reactions of both males and females, with each sex being more attracted to the opposite sex. Physical attractiveness does not have an effect on the cognitive evaluations of the subjects, while the conative scores are dependent upon the interaction of the models' physical attractiveness and product type (i.e. the more the presence of the model is present with product advertised the more positive the results are) as well as the interaction between respondent sex, model physical attractiveness and product type (i.e. men have much more volatile scores than women, between attractive and unattractive models and product type regulate their response).
A study of the effects of different degrees of female nudity on	Peterson & Kerin, 1977	The researchers constructed a series of mock-up advertisements, which featured female models in different stages of	The results of the study show that perceptions of product quality and company reputation are significantly and consistently lowered following the consecutive degrees of

consumer attitudes towards the ad, the product and the company.		nudity (demure, seductive and nude) and one ad which featured the product by itself without a model. 224 middle-class adults (112 male and 122 females) in 3 south-western metropolitan areas participated in the experiment. The respondents were shown in total 3 ads, two of which were fake while the 3 ad was the experimental one. After being shown the ad the respondents were asked to their attitudes towards the ad, product and company on a 7-point semantic differential scale. ANOVA was performed to test the formulated hypotheses.	nudity. Only advertisement appeal seems to be higher in the case of the seductive model. In all cases the advertisement with the nude model scored the lowest in all perceptions. Also the results of the research reveal a very strong relationship between the presence of a model and product relevance.
A study evaluating the effects of demographic variables on the attitude of consumers towards the use of sex appeals in advertising.	Wise, King & Merenski. 1974	1210 college students and their parents responded to a questionnaire containing several attitude statements, as well as detailed demographics. The main focus of the research was to uncover the relationships between demographic variables and the rating of consumers of the attitude statement: "Advertisers make too much use of sex appeals in their advertisements". Responses were collected on a five point Likert scale. Analysis of the questionnaire was done through chi-square testing and cross-tabulation.	The results of the study show that respondent sex and age are the only two demographic variables that have a significant effect on the rating of the attitude. Older people tended to express a stronger agreement with the specific statement, while students a less strong one. Similarly, females felt more in agreement with the specific statement than males.
A partial replication of the study undertaken	Alexander & Ben Judd, 1978	141 male adults, attending day and evening business courses at a university	The result of the study corroborate the finding of Steadman (1969) that brand recall is reduced when sexual imagery is

by Steadman (1969) in order to study the effects of sexual imagery on brand recall.		were recruited for the study. First, the respondents completed an attitude survey and a week later they were shown a series of ads with differing degrees of nudity. After the exposure to the ads brand recall was measured.	present, however the results do not support the researchers' hypothesis that recall would be reduced as nudity increased. In fact although brand recall is quite similar in between the different levels of nudity there is an increase in brand recall when a fully naked, en face, model is used. Also, the results did not corroborate Steadman's finding that consumers with a more positive attitude towards the use of sex in advertising would exhibit higher recall. Finally, from all the demographic variables marital statues seems to moderate brand recall as married men exhibited a significantly higher recall than unmarried men.
A cross-cultural exploration of consumers' perception towards the use of sexual imagery in alcohol advertising.	Lass & Hart, 2004	A qualitative study, through in-depths interviews with 90 consumers from 3 countries (the UK, Germany and Italy) took place. The participants were shown 4 different ads containing sexual appeals in varying degrees and then were asked to comment on their perception of the sexual imagery of the advertisement. The interviews were tape recorded and transcribed. Afterwards, the verbatim transcripts were analysed using the QSR Nud*ist to code for a series of themes and textual relationships regarding consumer values, lifestyle and opinions towards the ad.	The main findings of the study show that different cultures perceive sexual imagery in advertising quite differently, even more pronounced are the differences between genders. The study uncovers male and female types of consumers who enjoy sexual imagery in advertising and are discerned by specific characteristics such as party-loving, young, who embrace the values of independence, fun and self-confidence. Also, the study shows that although most women are offended by the use portrayal of women as sex objects in the relevant sexual imagery there is a type of women who do not mind as long as the women in the ads are portrayed as strong, independent and having control over their male counterparts. Finally, the study shows that consumers who report active moral (both general and religious) values having effect in their lives tend to find the use of sexual imagery as less appealing.
An attempt to reach a respondent based definition of sexuality	Reichert & Ramirez, 2000	144 respondents answered a 10 min questionnaire with 2 open ended questions. The questions asked the	Results show that indeed consumers think first in terms of physical attractiveness when they think of sex in advertising. Nevertheless, besides physical features other important

– sexual imagery in advertising.		respondents to describe: a) What they think comprises a sexy ad and b) if they were describing a specific ad what would that be. Respondents' answers were then coded for different meanings of sexy. A total of 15 different categories grouped in 5 overarching categories were developed. A subset of the questionnaires (40%) was then coded to establish inter-rated reliability (0.91). Gender and product categories were coded as well separately.	areas in which consumers focus are the model's gender, model's movement (behaviour, demeanour, voices), the ad's context (photographic effects, setting, music, lighting, black and white), Proxemics (i.e. reference to physical distance between models), and Voyeurism / Fantasy (Voyeurism, Projection, Models inviting sex with the viewer, Fantasy-like). Women tend to focus more than men in the contextual effects of the ad, especially if it is black and white, as well as the proxemics of the ad, weighing more positively the ads depicting intimate interactions between couples. Men on the other side focus much more (twice as much) on the model's attractiveness. The authors put forth the suggestion for the adoption of "sexually oriented appeals" as appeals perceived as sexual by the viewer encompassing a broad category of stimuli beyond just nudity and particular physical features.
An attempt to define themes and functions reproduced in the discourse of consumers around a set of pre-defined real life product advertisements.	Elliot, Jones, Benfield & Barlow, 1995	25 women and 20 men were interviewed in a total of 8 focus groups. Each focus group was single sex and homogenised in terms of ages. Younger (18-23) and older (45ers) consumers were separated in the different focus groups having two focus groups per age group and sex. Consumers were recruited by the means of the snowballing method and judgement sampling. The focus group interviews were later transcribed and coded for different themes emerging from the recorded discourse in terms of identifying shared accounts and dominant themes as	The authors report that there were four themes (two negative and two positive) mentioned across both sexes and these concerned: a) sex-role stereotypes in advertising, b) the objectification of women, c) issues of equality in sexual representations and d) sexuality as art. Further, they identified that for younger consumers of both sexes romantic love linked to sexuality has the ability to transfer meaning to the brand while older consumers completely reject any notion of sexuality and seemingly irrelevant product categories such as ice-cream. Also, males were particularly prone to express strong negative feeling towards advertisements portraying men in a perceived feminine way (i.e. allowing room for the speculation of homosexuality) as well as to discuss the issue of AIDS and the social

		well as in terms of variability that is differences in either the from or content of accounts. As the authors note they make no claims in terms of generalizability or representativeness of the sample and all findings and discussion needs to be understood under the exploratory nature of the research.	responsibility of advertising in promoting a healthy sexual attitude. Women tended to use humour in their discourse in order to reduce their anxiety and deal with the subject matter while men used a certain sense of intellectualism that is trying to postulate or discuss the motivations of advertisers and creative techniques used in order to maintain a type of well-informed high level of serious discussion.
A content analytic attempt based on theories of communication and power analysing young people's descriptions of feminine and masculine sexuality represented in an MTV music video.	Kalof, 1993	80 young women and men, aged from 13 to 22 viewed a Michael Jackson MTV aired video and then answered three questions: a) "What is the image of (wo)men as portrayed in the video?", b) "What adjectives verbs would you use to describe the image of (wo)men as portrayed in the video?", and c) "Does the video remind you of anything in your personal life such as specific relationships, people or situations?". The answers of the respondents were then analysed and coded using categories that had been developed in an earlier attempt by the same author (Kalof, 1990). The interviews were coded using a gender-blind protocol by two independent coders with 81% inter-coder reliability.	The findings of the study show that respondents do indeed express their evaluations of feminine sexuality through their own gendered perspectives while there is no difference between men and women in the evaluations of the male sexual image portrayed in the video. Further, analysis of the respondents' answers shows that women tend to read the female image portrayed (in terms of sexuality always) either as powerful and in control or as vulnerable and weak while men tend to read the portrayed female image as teasing and hard to get or as submissive and indecisive. Based on this basic finding and the fact that the male image was in the same proportion by men and women constructed as either powerful and in control or as vulnerable and weak, the author advances her theoretical considerations on issues of power, sexuality and masculine / feminine identity as a socially constructed concept.
A content analysis of 2863 ads in an effort to assess the degree in which advertisers	Reichert, 2003	A content analysis was performed in 2863 ads collected from various magazines chosen to represent both male and female audiences in the age groups of 20-29 and	The results of the ads' analysis show that as hypothesized a larger amount of advertisements containing sexual imagery are targeted to a younger population. Further, results show that it is more likely that female models will be depicted in

use sexual imagery to appeal to youth.		40-49. Data collection took place in 1992 and 1998; in total 758 female and 751 male models were coded, using the Soley and Reid (1988) classification scheme to code for sexual or non sexual dressing and interaction between the models. Coding was done by separate trained coders with estimated inter-coder agreement 0.84 for dressing and 0.73 for interactions.	sexually compromising imagery and that more sexual imagery is depicted in women's magazine.

Selected annotated studies of sexual stimuli and their effects on decision making and psychological aspects of human behaviour.

Context	Author(s)	Methodology	Main points of theoretical contribution and / or Points of empirical confirmation
An exploration of how sexual arousal affects judgement and decision making.	Ariely & Lowestein, 2006	35 male students were given a Laptop and answered a series of questions in two conditions. In the first condition the subject manually stimulated themselves in order to achieve sexual arousal but not orgasm; in the control condition subjects were not aroused. The questionnaire was designed electronically so it could record participants' self reported arousal levels (measured independently in each question), the answers to the questions on screen as well as project either a sexually stimulating picture in the first condition or nothing in the second condition. The series of questions recorded participants' answers on evaluating the attractiveness of different sexual stimuli and activities, assessing the lengths they would go in order to procure sexual activity, and finally their sexual risk taking attitudes.	The results of the experiment suggest that sexual arousal acts as an amplifier of attractiveness regarding sexual activities and activities that are not perceived attractive may become attractive when in a sexually aroused state while activities already found attractive become even more so under sexual arousal. Of course individual differences in sexual preferences play an explicit role however a situational variable such as sexual arousal seems to increase intra-individual differences strikingly. Further, the results suggest that under the motivation of having sex while sexually aroused the subjects were willing to engage in either morally questioned practices in order to procure sexual activity or engage in sexual behaviours of increased risk such as unprotected intercourse. Finally, it is evident that although people may recall the same general knowledge when aroused and when not, when aroused they are much more prominent to engage in hazardous sexual activities.
An examination on the effects that exposure to the opposite sex has on cognitive aspects	Roney, 2003	The research involves two studies. In the first study 142 high-school students were asked to fill in a series of questionnaires pertaining to their future job, their mating habits and certain demographics while being	The results of the studies suggest that when males are primed with images or even in the mere presence of the opposite sex, they report higher motivation to attain material wealth, higher propensity towards ambition and aggressiveness, and a high percentage of self-reported

(attitudes, mood states, and personality trait descriptions) of males.		separated by the investigators in mixed–sex and same–sex classes. In the second study 26 male university students were asked to rate a series of advertisements separated in two conditions: one containing young non-nude models and the second containing older models over 50. They were then asked to complete a series of questionnaires measuring the characteristics important for their job/career, a mood scale, and a free-listing exercise of 5 personality traits which they believed characterised them.	personality traits that belong to the extraversion dimension of the Big Five personality questionnaire and especially in the sub-dimensions of dominance and capacity for status. The findings of the study are yet unclear as to if such priming can work also for females.
An examination of the effects exposure to sex-related cues has on ultimatum games.	Van Den Bergh & Dewitte, 2006	175 male heterosexual participants took part in three experimental studies. In all studies participants were recruited via the Internet. In the first experiment 44 subjects were asked rate the attractiveness of 15 pictures either of non-nude female models or landscapes. Subsequently all participants took part in the ultimatum games. In the second study 37 subjects were asked to rate a set of clothing items either a set of T-Shirts or a set of bras, afterwards they proceeded with the ultimatum games. In the third experiment 95 participants were shown a set of 15 pictures either of elderly modestly dressed models or of younger modestly dressed models or of non-nude female models (same as the stimuli in the first study). Afterwards, all participants took part	The experiments demonstrate that when males are exposed to sexual cues they tend to accept lower than fair offers in ultimatum games. This is especially true for males with low 2D:4D digit ratio (insinuating higher exposure to prenatal testosterone). The research comes in line with previous research that shows that males when exposed to sexual stimuli tend to become more impatient and prefer smaller sooner rewards over larger latter ones.

		in the ultimatum games.	
An investigation of how exposure to "hot stimuli" (pictures & artefacts) affects inter-temporal choice between monetary rewards	Van Den Bergh, Dewitte & Warlop, 2008	The researchers conducted four experimental studies in order to test the hypotheses they postulated. In the first study 42 heterosexual male participants were asked to rate 15 advertisements and then completed questionnaires pertaining to self-reported mood states, mood valence and arousal, as well as a delay discounting task. In the second study 67 heterosexual male participants were asked to evaluate several pieces of clothing and then completed the same questionnaires as well as the same delay discounting task. In the third study 120 heterosexual male participants were asked to watch a 1-min advertising commercial and then completed al the aforementioned questionnaires, the same delay discounting task as well as questionnaires pertaining to reward sensitivity and cognitive performance. In the fourth study 129 heterosexual male participants were asked to go through the rating task of the second study and complete the same questionnaires and delay discounting task as in the third study.	The results of the various studies show that exposure to sexual stimuli causes males to discount steeper the value of delayed rewards, that is have an elevated preference for currently available smaller rewards than delayed larger ones. Also these results are not contingent on self-reported mood states, mood valence and arousal as well as being invariant to the mere presence and attractiveness of the female models used in the advertisements. Further, males with a more sensitive Behavioural Approach System (BAS), thus more sensitive to rewards than their peers exhibit an even steeper discount rate of delayed rewards. Also, men discount not only monetary rewards but also rewards unrelated to material wealth such as candy and soda and finally the discounting seems to be attenuated when the male participants feel economically satiated (i.e. they feel they are well-off). Taken together all results suggest that exposure to sexual stimuli creates an appetitive behaviour that can lead to monetary (or more general) craving of immediate rewards, further pointing to the direction of the existence of a general reward system which may be triggered by visceral factors of differing domains.
An investigation of the effects of situational factors (images of attractive	Wilson & Daly, 2004	96 males and 113 females took part in two studies. In the first study the participants rated a set of attractive and unattractive pictures of both male and female sex and in	The results of the studies reveal that men who were exposed in the stimuli of appealing women's faces discounted future monetary reward steeper than men who were exposed either in unattractive women's faces or any

and unattractive people and images of cars) may have on monetary future discounting.		the second study they rated a set of appealing and unappealing cars. Measures of monetary future discounting were taken before and after the subjects' exposure to the pictures so that both pre- and post-rating discount parameters where obtained.	type of cars. Women who were exposed in appealing men's faces showed a similar tension but group differences were smaller and insignificant. Group differences were also found between women exposed n appealing and unappealing cars but they were dismissed after the use of robust ANOVA measures.

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APPENDIX 11

UNABBRIDGED ACKNOWLEDGMENTS

(This is a personal account of acknowledgements reflective of my subjective process of completing the PhD in stark contrast with the clear, straightforward and dry post-positivistic stance of the PhD as a scientific endeavour.)

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Acknowledgments (and a small story)

Stories are important because they allow for the power of logos to guide the understanding of the self. Anything that takes more than a few milliseconds to complete has some kind of story – even milliseconds have their own story. My PhD has 5 years of stories. All cramped up in my tiny little head, all charting a course through waters deep and treacherous. The PhD was for me a growth process. A painful, longwinded, intense, gut – wrenching growth process. From the initial excitement to the deep ends of personal anxiety I grew as person and matured as a character. These processes were probably more important and definitely heavier from the actual amount of knowledge I obtained and I created. As the tree learns to bend with wind while deepening its roots in the ground so did I learn how to become an academic expanding my knowledge and will day in, day out.

I once read in a similar section of a PhD that said it apparently takes an island to do a PhD…! I disagree… All those nights I spent in the office fighting with my keyboard and myself and all those days I spent in my house looking at the ceiling trying to understand whether I would be able to ever change the world with my research there was no island around me… In most cases the Business School – that is the building housing the Business School – abandoned early in the evening resembled a horror film where the murderous supernatural element hunts down students in the various rooms and corridors… My house, on the other hand, resembled a bear cave only instead of the corpses of small dead animals and fish you would find papers all around, two laptops constantly on and various foodstuff lying casually hoping to transform to something called living…

It does however take an island to light the fire that resides inside you when your brain constantly questions everything and everyday life seems nothing more than the outcome of a non-linear regression equation with multivariate independents. This island expands and shrinks following the bio-rhythms of your research and of yourself. Not all of us like to allow people to see us digging holes hoping to reach the centre of the earth and set its axis straight… But those amongst us who blind as moles like it, also occasionally fancy chancing upon other crazed moles in some of our tunnels.

For the most part doing a PhD for someone like me who tends to take things way too seriously and considers life a mere theoretical exercise whereby theories should be more powerful than they are is a rather personally gruesome fight with my own self, his maturation, his indulgent part and the need to conform to formally appointed roles and deadlines.

In this gruesome fight, I feel the need to thank the people that lit my fires and kept them so, despite my best efforts to procrastinate and continuously flow in a state of suspended life; that of a student…

I could not have done anything without my parents. They have been there since my first steps. My father – who studied electric and mechanical engineering in what is still today the best engineering university in Greece during a dark time for our country - taught me to value scientific thought and Logos above all else. He taught me to be inquisitive, to search for the Truth, to see patterns. My mother always shined as a beacon in this journey since she herself had travelled the same path in a time when completing a PhD was generally extremely difficult, especially for women. She was one of the three women to successfully complete her PhD in 1977 from one of the most important institutes for natural sciences in Greece. Her publication on the "Kinetics of Cyclopentanol and Cyclohexanol Dehydration on Irradiated Aluminium Oxide" in the International Journal of Research in Physical Chemistry and Chemical Physics was published in 1982, the year of my birth. Both of them stood constant observers in my path through the academic waters and still do. They were always willing to support me and in more than one occasion sacrifice their hard – earned material endowments so that I would keep moving around the world in search for my research. I can never repay them enough.

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I was lucky enough to go through two second supervisors and although initially the change that happened in the beginning of my 3rd year scared me I discovered that sometimes multiple perspectives do not delay the production process but instead freshen and provide stimuli for further growth.

I want to thank Dr. Natalia Yannopoulou, currently a senior lecturer at Newcastle University who was there for me in the first two years of my PhD. With Natalia we held long supervision sessions mostly in my own native language – Greek – and these helped me to tease my ideas out more. She was also essential in questioning the conceptual basis of my claims and offering a more integrative perspective between theory, context and

implementation. I still owe her a journal article and I still have her book on Strategic Advertising Management that she lent me on my first year and I never returned. I hope that when she reads these words she also accepts my apologies.

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Hail Caesar, the ones who are about to die Salute You!