

CANADIAN THESES ON MICROFICHE

THÈSES CANADIENNES SUR MICROFICHE



National Library of Canada
Collections Development Branch

Canadian Theses on
Microfiche Service

Ottawa, Canada
K1A 0N4

Bibliothèque nationale du Canada
Direction du développement des collections

Service des thèses canadiennes
sur microfiche

NOTICE

The quality of this microfiche is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us an inferior photocopy.

Previously copyrighted materials (journal articles, published tests, etc.) are not filmed.

Reproduction in full or in part of this film is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30. Please read the authorization forms which accompany this thesis.

AVIS

La qualité de cette microfiche dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de qualité inférieure.

Les documents qui font déjà l'objet d'un droit d'auteur (articles de revue, examens publiés, etc.) ne sont pas microfilmés.

La reproduction, même partielle, de ce microfilm est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30. Veuillez prendre connaissance des formules d'autorisation qui accompagnent cette thèse.

**THIS DISSERTATION
HAS BEEN MICROFILMED
EXACTLY AS RECEIVED**

**LA THÈSE A ÉTÉ
MICROFILMÉE TELLE QUE
NOUS L'AVONS REÇUE**

Canada

**Interactive Effects In Information Processing:
The Relationship Of Consumer Involvement
and Brand Categorization**

Jerry Allan Rosenblatt

**A. Thesis
in
The Department
of
Marketing**

**Presented in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy at
Concordia University
Montréal, Québec, Canada**

June 1985

© Jerry Allan Rosenblatt, 1985

ABSTRACT

Interactive Effects In Information Processing: The Relationship of Consumer Involvement and Brand Categorization

Jerry A. Rosenblatt, Ph.D.
Concordia University, 1985

The research reported herein concerns a specific stream of research within the general domain of information processing, that is the brand categorization process. Specifically, the relationship between consumer involvement and brand categorization is examined. The Howard, Narayana and Markin, and Brisoux-Laroche brand categorization paradigms are used as the theoretical frameworks. The major issues examined are the interactive effects of consumer involvement (i.e. high involvement versus low involvement) on the brand categorization process. Brand categorization and involvement are integrated into a novel conceptual framework, and a number of hypotheses are generated to explicitly examine the relationship between involvement and the hypothesized profiles of the Brisoux-Laroche paradigm. The results of the research indicate that there are significant brand category/involvement interactions with respect to attitudes, intention, information and confidence. A number of implications for marketers are highlighted, specifically with respect to improving attitude-intention consistency predictions. From a managerial perspective, the results indicate that there are different brand communication strategies which may be more appropriate in certain instances, depending on whether or not a situation is considered to be high or low involvement.

To my wife, Rhona, and children, Jeffrey and Sara:

But for their love, this thesis
would not have been completed.

ACKNOWLEDGEMENTS

This thesis is the result of many long and hard hours of work by the author. However, it could not have been completed without the understanding and constant encouragement of many very special individuals.

First, I would like to express my deep gratitude to Dr. Michel Laroche for agreeing to supervise this dissertation. His wisdom, guidance and encouragement not only helped me to complete this research, but also provided the much needed support during all stages of my doctoral program.

I would also like to thank Dr. Michel Bergier and Dr. Peter Pasold for serving on my doctoral committee. Their individual contributions cannot be underestimated. Their help in detecting the many errors in earlier drafts is greatly appreciated. I also wish to thank Dr. Jean²-Charles Chebat of the Université du Québec à Montréal, for serving on my committee and insisting that my standards be as excellent as his.

I would also like to thank the members of the Marketing Department at Concordia University who have made my studies most rewarding. In particular, I wish to express my special thanks to Dr. Zeki Gidengil, Dr. V. H. Kirpalani and Dr. K. L. McGown. It is nice to know that I am a member of their evoked set.

I would also like to thank four MBA students, who theses were supervised by Dr. Michel Laroche at Concordia University, for providing me with much of the data used in this thesis. They are, Robert Shimotakahara (toothpaste data), Ian Sinclair (university data), James Convery (fast food data) and Bob Ramson

(micro computer data). In addition, I would like to thank Nancy Church, a doctoral candidate at Concordia University, for providing the television data.

Finally, I must express my deepest gratitude to my wife Rhona. Without her love, understanding and continuous encouragement, the requirements of this most difficult period would have been insurmountable.

Needless to say, while these individuals have all in some way contributed to this research, none can be held responsible for any errors that may have escaped their conscientious efforts.

**INTERACTIVE EFFECTS IN INFORMATION PROCESSING: THE
RELATIONSHIP OF CONSUMER INVOLVEMENT AND BRAND CATEGORIZATION**

Table of Contents

Acknowledgements.....	iv
List of Tables.....	xi
List of Figures.....	xiv

CHAPTER 1 - THE RESEARCH SETTING

Introduction.....	1
The Evoked set Phenomenon.....	3
Importance of Evoked Set Phenomenon.....	4
The Interaction Framework.....	5
Brand Categorization - Involvement Interaction.....	7
The Consumer Decision Process.....	9
Purpose of this Dissertation.....	13
Importance of the Proposed Research.....	13
Organization of the Dissertation.....	14

**CHAPTER 2 - CONCEPTUALIZATION OF THE EVOKED SET PHENOMENON
AND BRAND CATEGORIZATION IN CONSUMER BEHAVIOR**

Introduction.....	16
Justification for an Evoked Set.....	17
Brand Categorization: A General Paradigm.....	21
Howard's Conceptualization.....	22
Narayana and Markin's Conceptualization.....	24
Brisoux-Laroche Conceptualization.....	25
Overview of Evoked Set Research In Consumer Behavior.....	30
Evoked Set Size.....	31
Content of Evoked Set.....	33
Methodological Issues in Evoked Set Research.....	39
- Measurement Problems.....	40
- Internal Validity Issues.....	41
- External Validity Issues.....	44
- Analysis Issues.....	45
Summary.....	46

INTERACTIVE EFFECTS IN INFORMATION PROCESSING: THE
RELATIONSHIP OF CONSUMER INVOLVEMENT AND BRAND CATEGORIZATION

Table of Contents (Cont'd)

CHAPTER 3 - INVOLVEMENT IN CONSUMER BEHAVIOR

Introduction.....	47
Importance of Studying Involvement.....	47
The Hupfer-Gardner Study.....	50
Review of Literature.....	53
- Problems of Definition.....	54
- Research of Krugman.....	59
- Ray et. al.....	60
- Houston and Rothschild.....	62
- Social Judgement Theory.....	65
- Mitchell, Gardner and Lastovicka.....	73
Further Development of Involvement.....	80
Arguments Against the Two Hierarchy Theory.....	92
Summary.....	101

CHAPTER 4 - THE RELATIONSHIP OF INVOLVEMENT AND BRAND CATEGORIZATION: STATEMENT OF HYPOTHESES

Introduction.....	103
Conceptual Framework.....	105
Statement of Hypotheses.....	106
- Hypothesis 1: Attitude * Involvement.....	108
- Rationale for Hypothesis 1.....	108
- Hypothesis 2: Attitude * Involvement * Set..	109
- Rationale for Hypothesis 2.....	110
- Hypothesis 3: Intention * Involvement.....	111
- Rationale for Hypothesis 3.....	111
- Hypothesis 4: Intention * Involvement * Set.	114
- Rationale for Hypothesis 4.....	114
- Hypothesis 5: Information * Involvement.....	118
- Rationale for Hypothesis 5.....	118
- Hypothesis 6: Infor * Involvement * Set.....	120
- Rationale for Hypothesis 6.....	120
- Hypothesis 7: Confidence * Involvement * Set	122
- Rationale for Hypothesis 7.....	122
Summary.....	124

INTERACTIVE EFFECTS IN INFORMATION PROCESSING: THE
RELATIONSHIP OF CONSUMER INVOLVEMENT AND BRAND CATEGORIZATION

Table of Contents (Cont'd)

CHAPTER 5 - RESEARCH METHOD

Introduction.....	125
Research Objectives.....	125
Data Collection Procedures.....	126
- Research Instrument.....	127
- Sample.....	129
Data Analysis	
- Test of the Interaction Framework.....	133
- Further Development of Brand Categorization.....	137
Summary.....	139

CHAPTER 6 - FINDINGS/INTERPRETATION

Introduction.....	141
Purification of Involvement Measures.....	142
Comparision of Involvement Measures.....	144
PART A: Test of Interaction Framework	
- Results Related to ATTITUDE	
- Hypothesis 1.....	146
- Hypothesis 2.....	148
- Summary.....	152
- Results Related to INTENTION	
- Hypothesis 3.....	153
- Hypothesis 4.....	155
- Summary.....	158
- Results Related to INFORMATION	
- Hypothesis 5.....	159
- Hypothesis 6.....	161
- Summary.....	163
- Results Related to CONFIDENCE	
- Hypothesis 7.....	164
- Summary.....	166
- Discussion and Conclusion.....	167
PART B: Further Development of Brand Categorization	
- Multiple Range Scheffe Tests	
- Findings.....	173
- Summary.....	179
- Results of the Discriminant Analyses	
- Findings.....	181
- Summary.....	200
- Results of the Order Effect Manipulation	
- Findings.....	201
- Summary.....	204
- Discussion and Conclusion.....	207

**INTERACTIVE EFFECTS IN INFORMATION PROCESSING: THE
RELATIONSHIP OF CONSUMER INVOLVEMENT AND BRAND CATEGORIZATION**

Table of Contents (Cont'd)

**CHAPTER 7 - IMPLICATIONS, FUTURE RESEARCH DIRECTIONS AND
CONCLUSION**

- Introduction.....	209
- Objectives of this Dissertation.....	210
- Research Design.....	211
- Summary of Findings.....	211
- Implications of Results for Marketers.....	215
- Limitations of the Study.....	223
- Future Research Directions.....	224
- Conclusion.....	226

REFERENCES.....	227
------------------------	------------

APPENDIX

A - Major Studies in Evoked Set Research.....	244
B - List of Brands Surveyed for Each Product Class.	247
C - Questionnaires Utilized for Each Product Class.	248
D - Versions of the Order Effect Manipulation.....	351
E - Tables Related to CHAPTER VI - PART A.....	352
F - Tables Related to CHAPTER VI - PART B.....	374

List of Tables

TABLE 2.1 - Summary of Hypotheses - Evoked Set Phenomenon.....	30
TABLE 2.2 - Independent Variables Used to Explain Evoked Sets.....	34
TABLE 3.1 - Huffer-Gardner List of Products and Issues.....	50
TABLE 3.2 - Definitions of Involvement.....	56
TABLE 3.3 - Marketing Characteristics of Involvement.....	58
TABLE 3.4 - Consumer Involvement Matrix.....	66
TABLE 3.5 - Kassarian's Classification of Involvement.....	85
TABLE 3.6 - Ray's Low Involvement and Learning Hierarchies.....	93
TABLE 3.7 - Finn's Recommendations for Future Research.....	101
TABLE 5.1 - Operationalization of Brand Categories.....	128
TABLE 5.2 - Original Sample Questionnaire.....	130
TABLE 5.3 - Sample Sequence of Questions Used in the Order Effect Manipulation.....	132
TABLE 5.4 - Summary of Expected Main Effects and Interaction Effects.....	135
TABLE 6.1 - Reliability of Involvement Measure (IM).....	142
TABLE 6.2 - Crosstabulation of (IM) and (RS) Measures of Involvement.....	145
TABLE 6.3 - Average Set Size Across the Six Product Classes.....	146
TABLE 6.4 - Mean Attitude Across the Six Product Classes.....	147
TABLE 6.5 - Range of Attitudes Across the Six Product Classes.....	153

List of Tables (cont'd)

TABLE 6.6 - Mean Intention Across the Six Product Classes.....	154
TABLE 6.7 - Range of Intentions Across the Six Product Classes.....	158
TABLE 6.8 - Mean Information Across the Six Product Classes.....	160
TABLE 6.9 - Range of Information Across the Six Product Classes.....	164
TABLE 6.10 - Range of Confidence Across the Six Product Classes.....	167
TABLE 6.11 - Discriminant Analysis on a Brand Basis (Cigarettes).....	184
TABLE 6.12 - Discriminant Analysis on a Brand Basis (Fast Food).....	187
TABLE 6.13 - Discriminant Analysis on a Brand Basis (Micro Computers).....	190
TABLE 6.14 - Discriminant Analysis on a Brand Basis (Televisions).....	193
TABLE 6.15 - Discriminant Analysis on a Brand Basis (Universities).....	195
TABLE 6.16 - Discriminant Analysis on a Brand Basis (Toothpaste).....	198
TABLE 6.17 - Range of Mean Attitude, Information, Intention and Confidence for the Four Brand Categories (Cigarettes).....	202
TABLE 6.18 - Range of Mean Attitude, Information, Intention and Confidence for the Four Brand Categories (Fast Food).....	203
TABLE 6.19 - Range of Mean Attitude, Information, Intention and Confidence for the Four Brand Categories (Televisions).....	205
TABLE 6.20 - Range of Mean Attitude, Information, Intention and Confidence for the Four Brand Categories (Universities).....	206

List of Tables (cont'd)

TABLE 7.1 - Summary Results of the Main
Effects and Interaction Effects..... 216

TABLE 7.2 - Managerial Implications..... 218

List of Figures

FIGURE 1.1 - Howard's Marketing Theory of the Firm.....	10
FIGURE 1.2 - Howard's Customer Decision Model.....	12
FIGURE 2.1 - Howard's Conceptualization of the Evoked Set.....	22
FIGURE 2.2 - Narayana-Markin Conceptualization of the Evoked Set.....	24
FIGURE 2.3 - Brisoux-Laroche Conceptualization of Brand Categorization.....	25
FIGURE 3.1 - Smith and Swinyard's Model.....	94
FIGURE 3.2 - Finn's Single Hierarchy Model.....	95
FIGURE 3.3 - Integrated Information Response Model.....	96
FIGURE 4.1 - Involvement in the Consumer Decision Process.....	107
FIGURE 4.2 - HYPOTHESIS 1: Attitude * Involvement.....	108
FIGURE 4.3 - HYPOTHESIS 2: Attitude * Involvement * Set.....	109
FIGURE 4.4 - HYPOTHESIS 3: Intention * Involvement.....	112
FIGURE 4.5 - HYPOTHESIS 4: Intention * Involvement * Set.....	114
FIGURE 4.6 - HYPOTHESIS 5: Information * Involvement.....	118
FIGURE 4.7 - HYPOTHESIS 6: Information * Involvement * Set.....	120
FIGURE 4.8 - HYPOTHESIS 7: Confidence * Involvement * Set.....	122

CHAPTER 1

THE RESEARCH SETTING

THE RESEARCH SETTING

Introduction

One of the most pervasive assumptions in the consumer behavior literature is that purchases are preceded by some decision process. While varying terminology has been used, and many competitive theories have been extensively investigated most researchers agree on a number of issues:

- 1) When two or more alternative actions exist, choice must occur;
- 2) Evaluative criteria facilitate the forecasting of each alternative's consequences for the consumer's goals or objectives;
- 3) The chosen alternative is determined by a decision rule or evaluative procedure;
- 4) Information sought from external sources and/or retrieved from memory is processed in the application of the decision rule or evaluation procedure (Olshavsky and Granbois, 1979, p.93).

Scanning the vast amount of literature in the field of 'consumer behavior', one will see that virtually every model, theory or hypothesis relating to the way consumers buy, includes a flow chart of the consumer decision process. The major consumer behavior texts all include some model (or models) of the consumer decision process. Howard and Sheth (1969) and later Howard (1977) assume that even simplified habitual routinized behavior reflects the earlier application of choice criteria to alternative brands. They argue that a reduced form evaluation process exists in which criteria are applied to a small set of 'evoked' brands. Engel, Kollat and Blackwell (1978) and Engel and Blackwell (1982) base

their integrated comprehensive stage model on five decision process steps suggested by John Dewey over 70 years ago (i.e. problem recognition, search, alternative evaluation, choice and outcomes).

Research on consumer decision making has taken several forms in the literature. The multi-attribute nature of consumer decisions is best described by the Green and Wind (1973) stream of research which has applied techniques such as multidimensional scaling, canonical correlation and conjoint measurement. Bettman (1979) is probably the most comprehensive work concerning the different processing rules used by consumers, such as the compensatory, linear compensatory, disjunctive, conjunctive, lexicographic, etc. Other research has focused on the sequence and extent of information utilization by individuals (eg. Bettman and Kakkar, 1977), while still other researchers studying the decision process have examined the usefulness of correlational methods (Scott and Wright, 1976) and information integration techniques (Bettman, Capon and Lutz, 1975).

The proposed research focuses on the consumer brand categorization process. Two major bodies of literature are reviewed. The first examines various theoretical approaches concerning the conceptualization of the brand categorization process. Specifically, the Howard (1963, 1977), Narayana and Markin (1975) and the Brisoux and Laroche (1980) paradigms are presented and critiqued.

The second body of literature examines the influence of involvement in consumer behavior in general and brand categorization in particular. The two streams of research are

initially reviewed and critiqued separately in order to highlight the major research issues. Subsequently, the two constructs are integrated into a single interaction framework, and a number of hypotheses are generated with respect to the relationship between the brand categorization process and involvement in the consumer decision process.

Jarvis and Wilcox (1973) argued the importance of understanding the relationship between involvement and the brand categorization process, referring to Sherif's et. al. (1965) social judgement theory:

...this framework (Sherif's) would suggest that perceived product class importance bears an inverse relationship to the number of brands which an individual will view as acceptable alternatives for a purchase. Thus, evoked set size would be expected to differ systematically according to the level of involvement in or importance of the product class to the buyer (p.237).

The Evoked Set Phenomenon

Howard (1963) first introduced the concept to the marketing literature in the context of limited problem solving: "When a buyer considers making a purchase, the number of alternatives that comes to his mind are probably less than the number that is objectively available" (p. 84). In 1969, Howard and Sheth explicitly incorporated the concept of evoked set into the buyer behavior theory. They claimed that "...the brands that become alternatives to a buyer's choice decision are generally a small number, collectively called his 'evoked set'...the brands that the buyer considers as acceptable for his next purchase" (p.9). In 1977, Howard offered the most precise definition of evoked

set. It was defined as, "...the subset of brands that a consumer considers buying out of the set of brands that he or she is aware of in a given product class" (p.306). Howard's justification for the existence of an evoked set was based on the argument that individuals possess limited cognitive capacities (Pettigrew, 1958; Miller, 1956; Wallace, 1961). Recently, Shugan (1980) has argued that it is the cost of thinking that causes individuals to develop various simplified decision strategies.

Importance of the Evoked Set Phenomenon

It has been argued that the concept of evoked set is one of the most useful units of analysis for theory and research in consumer behavior, in particular, and in marketing management in general. Ostlund (1973) for example, commenting on the importance of fully understanding brand categorization, claimed that, "no buyer behavior theory will ever approach completeness without its full specification. The evoked set concept implies that, for the marketer, consumer awareness of his brand is a necessary but insufficient condition toward assuring purchase" (p.226). Evoked set seems to be equally important to store choice as to brand choice. Udell (1966) found that sixty percent of Christmas season shoppers went to only one store when shopping for small appliances. Ostlund (1973) argues that the concept of evoked set is of critical value to public policy officials, given the considerable proliferation of brands and the alleged resultant consumer confusion.

Most researchers have distinguished between two major

dimensions in the evoked set literature - its size and content. The size refers to the number of brands in the evoked set, while the latter refers to its composition in terms of specific brands. The two fundamental questions relative to this field of inquiry are quite simple: 1) Why does the buyer 'choose' (either consciously or sub-consciously) to only evaluate a limited number of choice alternatives? and 2) How does the consumer go about forming his/her evoked set? In response to the first question, typically marketing researchers have relied heavily on the Miller (1956) and Wallace (1961) arguments, that is to say, the consumer limits the number of brands and/or the dimensions upon which all brands are evaluated, due to cognitive limitations which demand that the brand decision process be simplified. Although it has been argued (Jarvis and Wilcox, 1973), that the dynamics of how a brand enters or leaves the evoked set must be investigated, relatively few empirical studies have centered on the 'content' issue or how the brand categorization process functions.

There has also been a dearth in research concerning the antecedent and consequent variables of the evoked set phenomenon. Moreover, there has been virtually no research concerning the interactive effects of the brand categorization process with other consumer behavior variables (i.e. social class, personality, family, involvement, etc.).

The Interaction Framework

As outlined by Punj and Stewart (1983), the underlying premise of an interaction framework of consumer behavior is that behavior occurring under one set of variable types and levels

(e.g. task variables) is not independent of the type and level of other variables (e.g. individual differences). Behavior is posited to be a function of task-related variables, individual differences and their interaction. Further, the relative importance of each of the determinants varies across occasions, depending on the relative importance of task characteristics, individual differences or their interaction (p.181). Punj and Stewart (1983) have argued that under varying conditions, either main effect may be significant, but in most cases the interaction should be significant.

The general interaction framework suggests the following model:

$$\text{BEHAVIOR} = f(\text{TASK} + \text{INDIVIDUAL} + (\text{TASK} \times \text{INDIVIDUAL}) + \text{ERROR})$$

This framework clearly recognizes the presence of interaction effects. While much research has examined the influence of situation-specific versus individual-specific influences on consumer behavior, it is doubtful that many consumer behaviorists could categorize themselves as pure "situationists" or pure "individualists".

Punj and Stewart (1983) have argued that,

...No model of consumer decision processes can be complete without an explicit recognition of interaction effects. Earlier work on task dimensions and individual differences is essential, however. It is only by determining important dimensions of the task and the individual that interaction effects may be identified (p. 182).

Bem and Founder (1978) and Bem and Allen (1974) have also

argued the indispensability of understanding task-individual interaction effects.

In the ensuing research an interaction framework is suggested. The task variable is brand categorization with a variety of levels (i.e. acceptable brands, unacceptable brands, etc.). The individual variable is consumer involvement (either high or low). The hypothesized interaction is that the consumer decision process is not the same for all brand categories given varying levels of consumer involvement. The specific consumer decision process variables under investigation are intention to purchase, the amount of information gathered, attitudes toward brands and confidence in brand evaluations. The proposed research will specifically test the following interaction model:

$$\begin{aligned} \text{BEHAVIORAL INTENTION} &= f(\text{BRAND CATEGORIZATION} + \text{INVOLVEMENT} + \\ &\quad (\text{BRAND CATEGORIZATION} \times \text{INVOLVEMENT}) + \text{ERROR}) \end{aligned}$$

Behavior in the proposed research will be considered to be the result of the major cognitive structure variables (i.e. attitudes, intentions, confidence and information) as defined by Toy (1982), Shugan (1982), Howard (1983) and Cohen (1983) and many other consumer behaviorists.

The Brand Categorization - Involvement Interaction

Jarvis and Wilcox (1973) suggested that the importance of a product class is related to the number of brands an individual considers as acceptable from within that product class. The greater the number of acceptable brands, the less the importance of the particular product class. This is based on the work of

Sherif et. al. (1965). It is noteworthy that Jarvis and Wilcox (1973) use the terms 'involvement' and 'importance' interchangeably. This assumption of synonymity is questionable and will be further investigated in this research.

Referring to the influence of involvement on the brand categorization process, Dover (1983) wrote that, "...It may prove that the Narayana-Markin model is appropriate for high involvement situations while the Brisoux-Laroche categorization relates to low involvement products" (p.706). Furthermore, Dover claims that, "...The significance of the foggy set concept may well hinge on whether the product category is perceived as high or low involvement by the consumer" (p.705).

Toy (1982) has suggested that ego-involvement may significantly affect cognitive structure development. Moreover, he argued that understanding the relationship between cognitive structures and involvement could lead to a better understanding of how different individuals react to new information (new products, advertising, etc.), and thus to the study of communication impact.

While the proposed research will focus on the brand categorization - involvement interaction, future research should investigate other major variables that may interact with the evoked set phenomenon. For example, Gronhaug (1973) has suggested that different consumers may use different strategies in handling their buying problems. Moreover, Gronhaug suggests that the various types of problem solving suggested by Howard and Sheth (1969) - extensive problem solving, limited problem solving and routinized response - are probably related to a consumers evoked

set development. Gronhaug argues that,

...Where a buyer considers many alternatives the decision is "open", and in order to find and evaluate alternatives he may make use of information. By this method of problem solving he will not develop especially strong brand preferences. Where the buying decision is routinized and where eventually there is developed brand loyalty...the buyer will be less inclined to seek information. A characteristic trait of buying decisions where brand loyalty is developed, is that the buyer evaluates few (often one) alternatives - just because the decision is routinized. From this it is reasonable to conclude that brand loyalty is an alternative strategy to seeking information and where the adequacy of the respective strategies will be determined by the buyer's choice of type of problem solving (p.234).

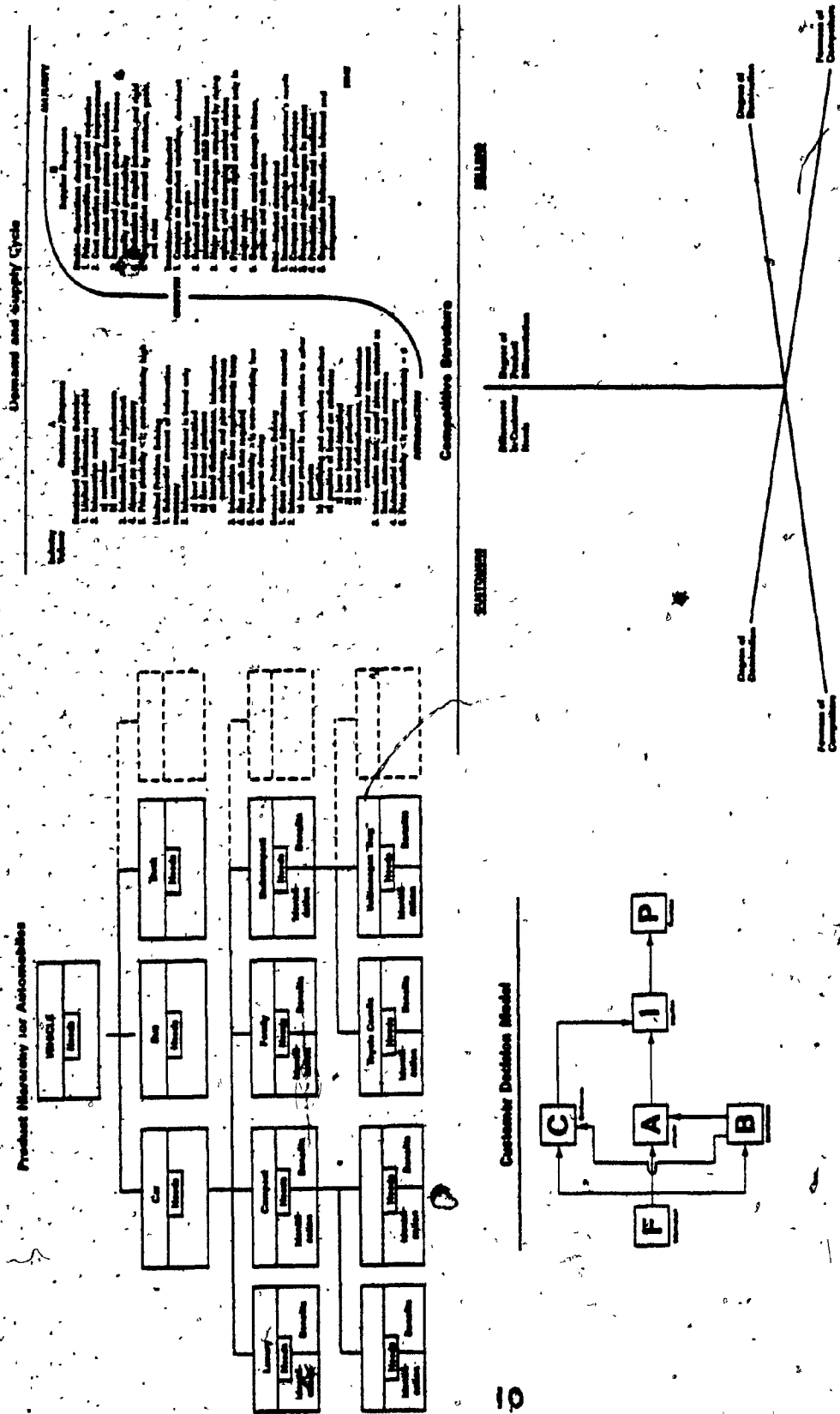
The Consumer Decision Process

Howard (1983) provides the firm with a fundamental logic to guide strategic and operational planning. His comprehensive framework is presented in Figure 1.1.

There are four descriptive elements of his marketing theory of the firm: a demand and supply cycle, a product hierarchy, a competitive structure and a customer-decision model. Howard (1983) argues that a major resource available to marketers - their understanding of the customer - is presently not being utilized in their effort to plan strategically (p.91). One of the central themes is that for a company to become successful customers should be the dominant driving force. Citing the work of Abernathy and Utterback (1978), Howard (1983) argues that, "...it has become increasingly evident that customers exhibit the pattern of behavior...largely in terms of information requirements...as postulated two decades ago" (p.92).

FIGURE 1.1

Howard's (1983) Marketing Theory of the Firm

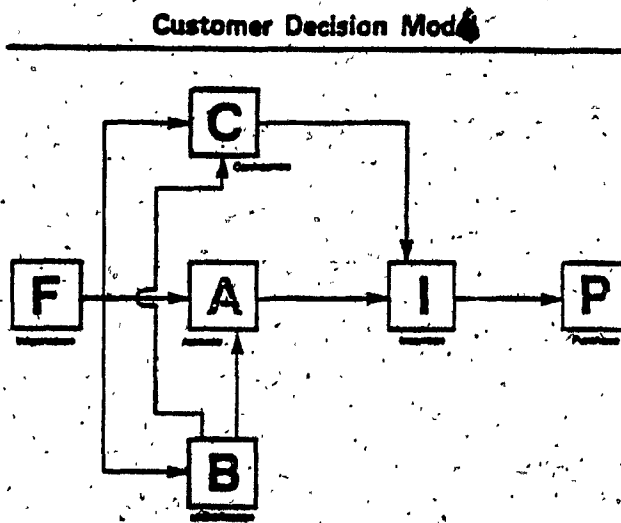


One of the central components of this theory of the firm is the customer decision model. Knowledge about the consumer has increased dramatically in the past decade, and there has been much research using Howard's customer decision model (CDM), depicted in Figure 1.2. Howard's model is made up of information input (F), brand comprehension (B), confidence in the decision process (C), an intention to buy (I), and purchase (P). These are the cognitive structure variables used to construct the profiles of the Brisoux-Laroche paradigm and to test the relationship between involvement and the brand categorization process.

Howard (1983) argues that, "...the CDM provides both estimates of current relations and projections into the future required in answering 'what if' questions, so useful in providing the specific customer information implicitly asked for in the customer side of the D&SC (demand and supply cycle). It also includes specific information about both content and form of customer information. Finally, it tells the manager where a product is on the life cycle. This is valuable information because the author's experience indicates that an innovator is frequently not aware of innovating" (p.97).

FIGURE 1.2

Howard's (1983) Customer Decision Model



Purpose of this Dissertation

The major purpose of the proposed research is two-fold:

- 1) To examine the interactive effects of consumer involvement and the hypothesized profiles of the Brisoux and Laroche conceptualization of the brand categorization process; and,
- 2) To further investigate and empirically test the expanded profiles of the Brisoux and Laroche conceptualization of brand categorization (i.e. evoked, hold, foggy and reject sets), across a variety of product classes.

Importance of the Proposed Research

The proposed research is important to marketing theory for two reasons: 1) it will empirically test what we believe is the most comprehensive paradigm of the brand categorization process across a variety of product classes to determine if it is generalizable; and, 2) different operationalizations of involvement will be identified and used to gain a better insight as to what is exactly meant by 'involvement', as well as identifying the relationship and testing the interaction between involvement and brand categorization.

Reviewing the literature it is clear that cognitive structure variables (i.e. attitudes, intentions, beliefs) play a major role in the determination of evoked sets (Laroche et. al., 1983, 1984). The proposed research will focus on the relationship between the major cognitive structure variables of the Howard (1983) Customer Decision Model (i.e. attitudes, intentions, information, confidence), and involvement across four hypothesized brand categories (i.e. evoked, hold, foggy and

reject sets).

Organization of the Dissertation

The first chapter delineated the importance of studying brand categorization in relation to other major consumer behavior variables. In particular, it was suggested that studying the relationship between consumer involvement and brand categorization would be most relevant to marketers. A brief description of the Howard model illustrated how both brand categorization and consumer involvement can be integrated in the study of consumer behavior. The overall research objectives were stated, stressing the importance of further pursuing the development of the evoked set phenomenon and as well the interaction between involvement and brand categorization.

CHAPTER II will present a review of the literature concerning the justification for evoked sets, previous conceptualizations of the evoked set phenomenon, brand categorization strategies, and some of the most prevalent research issues.

CHAPTER III presents a critical review of the marketing literature with respect to involvement in consumer behavior. Issues relating to the scope, definition and operationalization of involvement are discussed.

CHAPTER IV presents the major conceptual framework of the dissertation. A number of hypotheses are generated focusing on the relationship between brand categorization and involvement. The major theoretical foundations and rationale for the hypotheses are provided. CHAPTER V presents the research method

utilized in this study, describing the sampling plans and overall plan of analysis utilized.

CHAPTER VI reports the results of this study. The most significant results for the six product classes under investigation are reported. Finally, CHAPTER VII discusses both the managerial and theoretical implications of this study and identifies some areas for needed future research in light of the current findings.

CHAPTER 2

CONCEPTUALIZATION OF THE EVOKED
SET PHENOMENON AND BRAND
CATEGORIZATION IN CONSUMER BEHAVIOR

CONCEPTUALIZATION OF EVOKED SET PHENOMENON
AND BRAND CATEGORIZATION IN CONSUMER BEHAVIOR

Introduction

The objective of the following chapter is to review and critique the marketing literature concerning brand categorization. Provided are: a number of definitions of evoked set; a justification for studying evoked sets; a review of various brand categorization conceptualizations; a critical analysis of the major research publications; and an assessment of the methodological issues that overshadow evoked set research.

Given the extent of brand proliferation in the past fifteen years, marketers and researchers have come to generally accept the idea that consumers cannot possibly give equal consideration to all brands when making their purchases. This tremendous proliferation of brands has created an information processing problem for consumers (Wright and Barbour, 1975). In order to simplify the brand selection process, it has been posited that the consumer will almost always identify some subset of brands within a product class which have positive meaning for him in a given purchase situation. The consumer then makes a purchase decision from the brands which comprise this affective category.

In 1958, March and Simon wrote that,

...the human memory content can usually be viewed as divided into two parts at any given time; a part that exerts a significant influence on the behavior at that time; and, a part much larger than the first that exerts little or no influence on the behavior at that time. We will call that part of the memory that

is influencing behavior at a particular time the evoked set..." (p.10).

Expanding on March and Simon's (1958) work, Howard (1963) first introduced the concept to the marketing literature in the context of limited problem solving: "When a buyer considers making a purchase, the number of alternatives that comes to his mind are probably less than the number that is objectively available" (p. 84). At that time neither the concept nor its integration into the buyer behavior theory were elaborated.

In 1969, Howard and Sheth explicitly incorporated the concept of evoked set into the buyer behavior theory. They claimed that "...the brands that become alternatives to a buyer's choice decision are generally a small number, collectively called his 'evoked set'...the brands that the buyer considers as acceptable for his next purchase" (p.98).

In 1977, Howard offered the most precise definition of evoked set. It was defined as, "...the subset of brands that a consumer considers buying out of the set of brands that he or she is aware of in a given product class" (p.306). Howard's justification for the existence of an evoked set was based on arguments posited in the fields of psychology and anthropology.

The Justification For An Evoked Set

Howard and Sheth (1969) suggested that a consumer's brand choice is made from among a relatively small subset of the brands he or she is aware of at a particular point in time. They argue that central to understanding this peculiar aspect of consumer behavior are the works of Pettigrew (1958), Miller (1956) and

Wallace (1961).

Pettigrew (1958) proposed that the width of an individual's categories for classifying a set of neutral stimuli reflects a personality trait or cognitive style. That is, an individual tends to consistently evaluate neutral stimuli such as tones, colors, and weights into either broad, medium or narrow category widths. Although brands cannot be considered neutral stimuli, a similar cognitive style may be operant in the determination of evoked set size. Pettigrew argued that,

...Broad categorizers seem to have a tolerance for Type I errors: they risk negative instances in an effort to include maximum positive instances. By contrast, narrow categorizers are willing to make Type II errors. They exclude many positive instances by restricting their category ranges in order to minimize the number of negative instances (p.532).

Thus, Pettigrew's (1958) work suggests that relative evoked set size should be reasonably consistent across product classes for a given individual. Campbell (1969) supported this contention with empirical evidence. Ostlund (1973) also supported the Pettigrew (1958) position by claiming that "...if evoked set size is a partial reflection of cognitive style, the Pettigrew category width scale may hold promise as a starting point, given its demonstrated criterion validity and reliability" (p.228).

Miller (1956) provides evidence that there is an upper bound to an individual's ability to process information and to discriminate among stimuli. Transferring these conclusions to the domain of buyer behavior suggests that there are limits to the buyer's cognitive capacity in simultaneously evaluating many

alternatives. This limit pertains both to the number of alternatives which can be handled, as well as the number of dimensions along which each is judged. More specifically, it may be predicted that as the number of brands an individual is aware of increases, evoked set size asymptotically approaches an upper bound. Miller argued the maximum number of stimuli humans could correctly order was "seven, plus or minus two." To be exact, across all studies reviewed, the mean number of stimuli which could be correctly ordered was 6.5, and one standard deviation incorporated the entire range of data. This caused Miller to conclude that,

...There seems to be some limitation built into us either by learning or by the design of our nervous system, a limit that keeps our channel capacities in this range. On the basis of the present evidence it seems safe to say that we possess a finite and rather small capacity for making such unidimensional judgments and that this capacity does not vary a great deal from one simple sensory attribute to another (p.86).

Addressing the issue of the number of dimensions along which each alternative is evaluated, Miller concluded that,

...The point seems to be that, as we add more variables to the display, we increase the total capacity, but we decrease the accuracy for any particular variable. In other words, we can make relatively crude judgements of several things simultaneously (p.88).

It is worth noting that a limit on the complexity of kinship terminology apparently exists among all human cultures, be they primitive or highly complex. Wallace (1961) found that for six very diverse cultures, the number of kinship terms bore no

relationship to the complexity of the culture. Wallace concluded that the six orthogonally related dimensions needed to contain the definitions of all kinship terms "...reflect a cognitive limit, constant for human populations, on the complexity of semantic spaces with which all but a few individuals in any society can reliably and comfortably function."

Campbell (1969) also found justification in the Howard and Sheth (1969) contention that only a small number of brands are considered as purchase alternatives. Campbell commented that,

...The stimuli present at any point in time cause the buyer to call up from memory, one specific evoked set for a product class instead of any other set. This being achieved, the evoked set then limits perception to only those stimuli that are relevant to the brands within the evoked set...Consequently, while there may be ten, fifteen, thirty or even more brands of a product on the market (the environment), I believe that the buyer considers relatively few of them when a need is triggered (p.3).

Ostlund (1973) cautioned that "neither the original nor later versions of Howard's theory addresses evoked set determinants" (p.226). Earlier, Campbell (1969) had addressed the issue of the content of the evoked set:

...The evoked set for a particular buyer is thus composed of only those brands which at a particular point in time, have positive meaning in the sense that the buyer views those brands as having more desirable attributes for satisfying his needs than do other brands in the product class. The specific stimuli...which come to have positive meaning for the buyer depend largely upon the meanings or attitudes that the buyer has developed from his past experience with the brands and/or their stimulus displays (p.4).

Campbell (1969), in attempting to clarify Miller's judgements about limited capacities, and introducing the notion that consumer decision-making may be a simplification process, argued that,

...Miller's evidence for our limited capacity to make absolute judgements, correctly, about complex stimuli, is by no means closely related to the concept of evoked set, which is by definition, the result of a simplification process. However, Miller has shown that there is a limit to our capacity to deal with many alternatives simultaneously. And for our purposes, the evoked set is a way of simplifying a potentially complex situation in order to make a certain choice. While Miller was not studying the same phenomenon (since evoked set is an output rather than an input of the choice system), his principle of limited cognitive capacity may very well be operating in brand choice behavior; and if this is so, we should expect that evoked set, having certain numerical limits, also exists in brand choice behavior (p.8).

Brand Categorization: A General Paradigm

There has been general agreement in the consumer behavior literature that an evoked set exists. However, agreement on the definition of what constitutes the evoked set and what the major research issues are with respect to the entire phenomenon of the evoked set, has been more difficult. Brisoux (1982) presents a chronological review of the many alternative conceptualizations suggested in the marketing literature. Brisoux cites over twenty six different conceptualizations of the evoked set phenomenon (see Appendix 1). In this paper, only the Howard (1977), Narayana and Markin (1975) and Brisoux and Laroche (1980) paradigms will be considered, as it is suggested herein that all other conceptualizations in one way or another are incorporated in

these three brand categorization paradigms (with the exception of the Miller [1974] study which has negatively evaluated brands included in the evoked set).

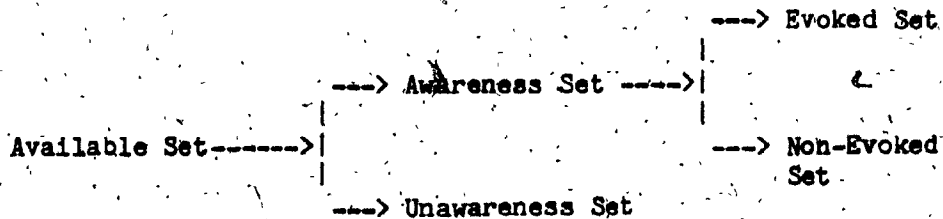
Reviewing the consumer research literature, it is readily apparent that the consumer brand selection process is of extreme importance to both marketers, and marketing and psychology academicians. How and why consumers attempt to simplify their decision processes has been addressed by Howard and Sheth (1969), Campbell (1969), Ostlund (1973), Jarvis and Wilcox (1973), Gronhaug (1973), and by theorists from outside the domain of marketing as well (Miller, 1956; Wallace, 1961). Why consumers attempt to simplify their decision processes seems intuitively easy to grasp, and has strong theoretical explanations which have been discussed previously in this paper, and at great length elsewhere. How consumers simplify their decision process has been investigated less, and thus is the central focus of this review chapter.

Howard's Conceptualization

The Howard (1963, 1977) brand categorization conceptualization is diagrammatically illustrated in Figure 2.1.

FIGURE 2.1

The Howard Conceptualization



This model is a simplification of the consumer's decision making process when motivated to purchase a product. Howard has argued that an individual's evoked set develops as the decision making process is exercised numerous times within a given product class. Once a consumer has become familiar with the brands within a product class, he will then exhibit what Howard has termed 'routinized response behavior' toward purchasing situations within that particular product class. This type of purchasing situation is typified by a small amount of time and required information to make choices. Howard argues that with the absence of new product entries, new information, modifications to existing products, or changes in preferences by the consumer, it is unlikely that the composition of the evoked set would change over specified time periods.

Howard's assertions concerning the composition of the evoked set seem intuitively correct. However, the assumptions regarding the stability of the evoked set (i.e. absence of new product entries, few product modifications, etc.) are very unrealistic.

According to Howard, the adjustment process most often precipitated by the introduction of new brands leads to a 'limited problem solving' situation, which is characterized by the need for more information and time, before a purchase choice can be made. It prevails until the consumer's image of the new brand is developed, and a decision can be made as to whether or not the new brand is a legitimate alternative. After this process, the consumer is expected to once again exhibit routinized response behavior. The major limitation of the Howard

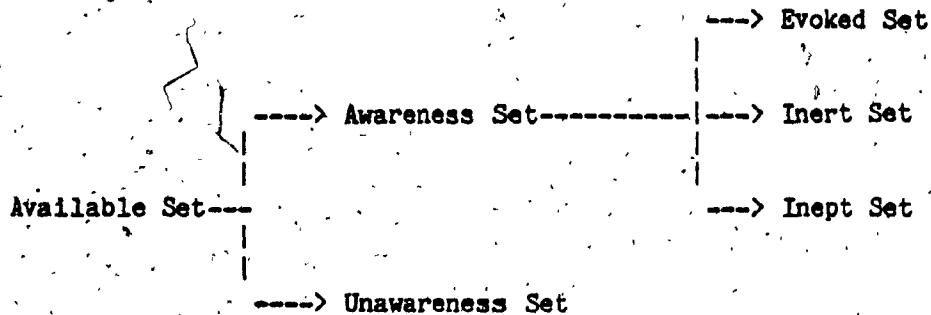
conceptualization is that it only identifies and categorizes those brands that are presently considered as purchase alternatives. There is virtually no discussion of other brands.

Narayana and Markin's Conceptualization

Narayana and Markin (1975) expanded the Howard conceptualization and identified three subsets of the awareness set - evoked, inert and inept (see Figure 2.2).

FIGURE 2.2

Narayana and Markin's Conceptualization



The evoked set is analogous to Howard's evoked set. The inept set contains those brands totally unacceptable to the consumer, and which have been rejected from purchase consideration. The inert set contains those brands that are neither accepted nor rejected, and about which neither positive nor negative attitudes are held. Narayana and Markin (1975) suggest that a consumer is "...aware of them (inert set brands), but he may not have sufficient information to evaluate them one way or the other (i.e. no attitude). Or, he may have enough information, but he does not perceive them as better than the

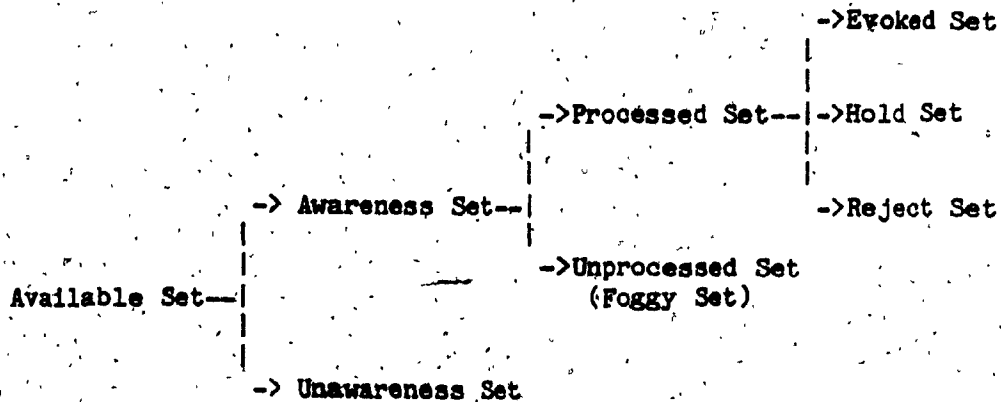
brands in his evoked set (i.e. low attitude). In other words, the consumer has not perceived any advantage in buying them" (p.2). This conceptualization of the inert set is inconsistent. Initially the authors assert that inert brands have not been evaluated either positively or negatively (indicated by a 0 - the meaning of which is not explained, i.e. attitudes, evaluations, etc.). Later, it is claimed that inert brands may have been evaluated, but are not perceived to be better than evoked set brands. The conceptual frame once again incorporates the latitudes or acceptance, rejection and non-commitment of Sherif et. al. (1965). The inconsistencies of the Narayana and Markin conceptualization were addressed by Brisoux and Laroche (1980).

Brisoux and Laroche Conceptualization

Brisoux and Laroche (1980) proposed an expanded paradigm in which brands in both the 'processed set' and the 'unprocessed' or 'foggy set' were now considered (see Figure 2.3).

FIGURE 2.3

The Brisoux and Laroche Conceptualization



The major contribution of the Brisoux and Laroche conceptualization is that it expanded and more fully explained the awareness set. Of those brands the consumer is aware, the brands that are evaluated along the most salient attributes are in the processed set, while the others comprise the unprocessed or foggy set. Brands in the foggy set are presumed to have not been processed on any of the salient attributes.

A clarification of processed and unprocessed is necessary. Processed refers to brands that have been evaluated on specific product attributes, not general knowledge or merely awareness that the brand exists (i.e. Oldsmobile is a quality automobile with excellent service and repair records). Unprocessed refers to the simple awareness of the product or its general characteristics (i.e. Oldsmobile is a General Motors car). Therefore, it is not inconsistent for a foggy set brand (which is by definition part of the awareness set) to be considered an unprocessed brand.

The framework used by Brisoux and Laroche (1980) differentiated the evoked, hold, reject and foggy sets in terms of attitudes, intentions, confidence in brand evaluation, and quantity of information processed. These cognitive structure variables were used as they are the main elements of the Howard (1977, 1983) customer decision model. The hypothesized profiles of all sets are explained below.

The first set is the evoked set, which is analogous to the Howard and Narayana and Markin conceptualizations. It is hypothesized that attitudes, intentions, confidence and

information would all be highest for brands in this set in comparison to the three other sets.

The second set is the hold set. Brands in this set may have positive, negative or neutral opinions associated with them, and are not considered as purchase alternatives. This is different from the Narayana and Markin inert set, in that the latter assumes that no opinions can be held about these brands. It is hypothesized that attitudes, intentions, information and confidence with respect to the evaluation of these brands will be at least as large, if not larger, than those brands in the reject and foggy set, and lower than brands in the evoked set. Possible explanations as to why a brand might be contained in the hold set include:

a) the consumer may have a positive attitude toward a brand in the hold set, but may not include it in the evoked set because it is not perceived as adequate for his motives; it is not appropriate for the consumption situation or the price is too high in relation to quality, or no one in his/her reference group consumes it. If one of these conditions changes, the brand may be placed into the evoked set;

b) conversely, the consumer may have a somewhat negative attitude toward a brand in the hold set, but may not reject it since its price is low enough for it to be considered in the future.

c) the consumer may be truly neutral toward the rest of the brands in the hold. S/he neither likes nor dislikes them, for they are judged mediocre. If product modifications do not occur, these products may be moved into the foggy (through forgetting and/or lack of reinforcement) or reject (final decision taken as to their acceptability) sets.

d) the consumer may place a brand in the hold set due to incomplete information. While many of the salient attributes may have been evaluated (and were judged acceptable), critical information on one or a number of additional salient attributes may be missing.

This distinguishes the hold set from the foggy set, in that foggy set brands have not been evaluated on any of the salient/relevant attributes. This is one of the major contributions of the Brisoux and Laroche paradigm, and clarifies the above mentioned inconsistencies inherent in the Narayana and Markin paradigm.

The third set is the reject set. It is analogous to the Narayana and Markin inept set, and simply contains those brands the consumer will not consider when making a purchase decision. It is hypothesized that attitudes and intentions will be lowest for brands in this set compared to all other sets. Confidence and information are expected to be lower for brands in this set as compared to brands in the evoked and hold sets, but higher than those in the foggy set.

The fourth category of brands is the foggy set. These are brands of which the consumer is aware, and can identify with a particular product class, however, he has not developed any specific brand comprehension. Such brands usually have no significant meaning for the consumer, since they cannot be evaluated in terms of the relevant or most salient evaluative criteria of the product class. Attitudes are expected to be lower for brands in the foggy set as compared to those in the hold and evoked sets, but higher than those in the reject set. Confidence and quantity of information will be at their lowest for brands in the foggy set, as the brands have not been evaluated in terms of any of the product class criteria. Intentions are expected to be very low relative to the evoked and

hold sets, but possibly higher than for brands in the reject set.

Brisoux and Laroche (1980) gave the following reasons why a brand may be contained in the foggy set: the consumer may have "...not seen any advertisement about them or does not remember seeing any, or if she/he does, it was not informative enough to allow her/him to judge the brand; she/he has not tried some of these brands or if she/he had the personal experience it was inconclusive; she/he does not remember whether anybody has mentioned it, consumed it or ordered it."

The hypothesized profiles of the four sets are summarized in Table 2.1. The Brisoux and Laroche (1980) paradigm will be utilized as the theoretical framework for the testing of the brand categorization-involvement interaction. It is presently the most complete conceptualization of the brand categorization process and incorporates the essential elements of both Howard (1963, 1977) and Narayana and Markin (1975).

TABLE 2.1

Summary of Hypotheses

	<u>Evoked Set</u>	<u>Hold Set</u>	<u>Reject Set</u>	<u>Foggy Set</u>
<u>Attitude</u>	Highest	Average	Lowest	Lower than ave.
<u>Intention</u>	Highest	Average to low	Lowest (null)	Low
<u>Confidence</u>	Highest	Average to low	Average	Lowest
<u>Information</u>	Highest	Average to low	Average	Lowest

The conceptualization has been partially tested to date, using various products and product classes (Brisoux and Laroche, 1980; Laroche et. al., 1983, 1984). As mentioned above, there are still many questions concerning its validity, in particular construct measurement. The effects of other issues, such as the stage of decision making of individuals, the role of previous use or trial of the product, and consumer involvement have still yet to be adequately considered in the model.

An Overview Of Evoked Set Research In Consumer Behavior

There have traditionally been four major research areas in the evoked set literature: 1) studies that have centered on the size of the evoked set; 2) studies that have attempted to delineate the formation and explain the content of the evoked set; 3) studies that have highlighted the major difficulties (both conceptual and methodological) which still plague research concerning the evoked set; and, 4) studies that have offered

alternative conceptualizations of the phenomenon. The following overview summarizes the much more exhaustive analysis of Brisoux (1982).

Evoked Set Size

The major studies concerning the evoked set will be discussed in groups, reviewing points common to each. The main findings of many earlier studies centering on the size of the evoked set (Campbell, 1969; Ostlund, 1973; Jarvis and Wilcox, 1973; Gronhaug, 1973/1974; Dussart, 1973; Miller, 1974; Narayana and Markin, 1975; May and Homans, 1977; Williams and Etzel, 1976; Homans, Maddox and May, 1977; May, Homans and Maddox, 1977a; May, Homans and Maddox, 1977b; Maddox, Gronhaug, Homans and May, 1978; Belonax and Mittelstaedt, 1978; Belonax, 1979; Thompson and Cooper, 1979; Brisoux, 1980; Gronhaug and Troye, 1980) have been summarized in Brisoux (1980, 1982 - see Appendix A). Those results and more recent findings (c.f. Brisoux, Laroche and McGown, 1982; Church, 1983; Eroglu, Omura and Machleit, 1983; Horton, 1983; Laroche, Rosenblatt, Brisoux and Shimotakahara, 1983; Laroche, Rosenblatt and Sinclair, 1984) are briefly discussed herein.

A review of the literature reveals that the average evoked set size varies from a minimum of 1.3 for mouthwash (Narayana and Markin, 1975) to a maximum of 5.6 for dishwashing liquid (Jarvis and Wilcox, 1973). Most of the studies report evoked set sizes between 2 and 4, which is consistent with the Miller (1956) and Wallace (1961) arguments that the size of an individual's evoked

set is constrained due to limited individual cognitive capacities, and Campbell's (1969) assertion that, "...very few consumers consider more than 7 brands." Miller (1956) claimed that as the number of brands an individual is aware increases, evoked set size asymptotically approaches an upper bound. The results of Jarvis and Wilcox (1973) do not support this theory. What is most interesting from an initial examination of the results, is that the size of the evoked set is relatively consistent across all product classes. This lends some credence to the Pettigrew (1958), Campbell (1969) and Ostlund (1973) claim that evoked set size is a partial reflection of cognitive style, and may in fact be an individual phenomenon. If this is the case, then an investigation into the role of involvement (to be discussed in detail in the next chapter) would seem to be the next logical research concern. However, May, Homans and Maddox (1977b) found that, "...the size of the evoked sets in automobile purchases is primarily a function of the decision process" (p.508). They concluded that: 1) routinized response is associated with smaller evoked sets whose brands are completely familiar; 2) limited problem solving is associated with mixed sets, where some brands are familiar and some are unfamiliar. These are typically the largest evoked sets; and, 3) extensive problem solving is associated with medium size sets, composed of brands which are completely unfamiliar. These results were consistent with Howard (1977) who argued that at the concept formation stage the consumer identifies the evoked set in terms of untried and unfamiliar brands. "This process of concept formation is the psychologists' counterpart of the policy makers'

notion of EPS (extensive problem solving)" (p.11). At the concept attainment stage the consumer identifies the evoked set in terms of a mixed set of brands, i.e., tried-familiar brands and untried-unfamiliar brands. "This the psychologist calls concept attainment; it is the counterpart of the managers' notion of LPS (limited problem solving)" (p.11). At the concept utilization stage, the consumer identifies the evoked set in terms of those brands with which he/she is completely familiar. "It is the counterpart of the managers' RRB (routinized response behavior)" (p.11). These assumptions are consistent with Church (1983), for example who reports a mean evoked set size of 5.2 brands of televisions in a limited problem solving situation.

Brisoux (1982) has noted that the independent variables investigated as possible determinants of evoked set size have not always been derived from a well specified conceptualization of the phenomenon. This is not surprising, since the phenomenon is unquestionably still in the embryonic stage of theory development.

Brisoux (1980, 1982) and Rosenblatt (1983) have summarized the many different independent variables that have been used to explain the magnitude of the evoked set (see Table 2.2).

Content of Evoked Set

There have been a number of studies which have attempted to explain the composition of an individual's evoked set in terms of the specific brands which are placed in the evoked set. Brisoux (1982) has reviewed 10 studies (Miller, 1974; Narayana and

TABLE 2.2

Variables Used To Explain Magnitude of Evoked Sets

<u>Independent Var</u>	<u>Author</u>
Brand Awareness	- Campbell (1969) - Ostlund (1973) - Jarvis and Wilcox (1973) - Dussart (1973) - Eroglu, Omura and Machleit (1983)
Ego Involvement	- Campbell (1969) - Dussart (1973) - Jarvis and Wilcox (1973) - Gronhaug (1973-74) - Williams and Etzel (1976) - Brisoux, Laroche and McGown (1982)
Perceived Risk of Product Class	- Campbell (1969) - Ostlund (1973) - Gronhaug (1973-74)
Confidence	- Campbell (1969) - Brisoux and Laroche (1980) - Laroche, Rosenblatt, Brisoux, Shimotakahara (1983) - Laroche, Rosenblatt and Sinclair (1984)
Frequency of Purchase	- Campbell (1969) - Laroche et. al. (1983)
Family Size	- Campbell (1969)
Age	- Campbell (1969) - Maddox, Gronhaug, Homans and May (1978) - Laroche et. al. (1983)
Education	- Campbell (1969) - Maddox, Gronhaug, Homans and May (1978)
Family Income	- Campbell (1969) - Maddox, Gronhaug, Homans and May (1978)
Occupational Prestige	- Campbell (1969) - Homans, Maddox and May (1977)
Brand Loyalty	- Campbell (1969) - Ostlund (1973) - Gronhaug and Troye (1980)

TABLE 2.2 (Cont'd)

Variables Used To Explain Magnitude of Evoked Sets

<u>Independent Var</u>	<u>Author</u>
Price	- Campbell (1969) - Dussart (1973) - Ostlund (1973) - Williams and Etzel (1976) - Laroche, et. al. (1983)
Overt Search Time	- Ostlund (1973) - Eroglu, Omura and Machleit (1983)
Intra-Family Influence	- Ostlund (1973)
Use of Information	- Ostlund (1973) - Gronhaug (1973-74) - Maddox, Gronhaug, Homans and May (1978) - Laroche et. al. (1983)
Prior Learning	- Ostlund (1973) - Gronhaug (1973-74) - Homans, Maddox and May (1977)
Width of Categorization	- Dussart (1973) - Ostlund (1973)
Venturesomeness	- Gronhaug (1973-74)
Time Pressure	- Gronhaug (1973-74)
Info-Processing for Denotative characteristics in Product Class Comprehension	- May and Homans (1977) - Homans, Maddox and May (1977) - May, Homans and Maddox (1977a,b)
Info-Processing for the Conative Characteristics in Product Class Comprehension	- May and Homans (1977) - Homans, Maddox and May (1977) - May, Homans and Maddox (1977a,b)
Number of Evaluative Criteria	- Belonax and Mittelstaedt (1978) - Belonax (1979) - Horton (1983)

TABLE 2.2 (Cont'd)

Variables Used To Explain Magnitude of Evoked Sets

<u>Independent Var</u>	<u>Author</u>
Attribute Rating Variability	- Belonax and Mittelstaedt(1978) - Belonax (1979)
Type of Problem	- Homans, Maddox and May (1977) - May, Homans and Maddox (1977a,b)
Attitudes	- Laroche et. al. (1983) - Laroche, Rosenblatt, Sinclair (1984)
Intentions	- Laroche et. al. (1983) - Laroche, Rosenblatt, Sinclair (1984)
Temporal Proximity to Purchase	- Eroglu, Omura, Machleit(1983)
Brand Similarity	- Troye (1984)

SOURCE: Adapted from Brisoux* (1982).

Markin, 1975; Homans, Maddox and May, 1977; May, Homans and Maddox, 1977a/1977b; Parkinson and Reilly, 1978; Thompson and Cooper, 1979; Gronhaug and Troye, 1980; Brisoux, 1980; Brisoux and Laroche, 1980). Rosenblatt (1983) has identified other papers (Brisoux and Laroche, 1981; Brisoux, Laroche and McGown, 1982; Laroche, Rosenblatt, Brisoux and Shimotakahara, 1983; Laroche, Rosenblatt and Sinclair, 1984).

The results of these studies concerned with the content of the evoked set primarily consider attitudes toward the brand, intention to purchase, confidence in the ability to evaluate the brands, amount of information processed, types of problem solving, brand familiarity, trial and information processing decision rules. Miller (1974), Narayana and Markin (1975), Thompson and Cooper (1979) found that brands in the evoked set tended to have more positive evaluations (i.e. higher attitudes) than brands in the inept set, or toward brands in the inert set and toward non-evoked brands (Gronhaug and Troye, 1980). Brisoux and Laroche (1980), Laroche et. al. (1983, 1984) also confirmed that attitudes were higher for brands in the evoked set as compared to brands in the hold, foggy or reject sets. Higher intentions for evoked brands as compared to inept set brands were also observed by Thompson and Cooper (1979). Brisoux and Laroche (1980) and Laroche et. al. (1983, 1984) also confirm that purchasing intentions were higher for brands in the evoked set as compared to hold, foggy or reject set brands. Brisoux and Laroche (1980) and Laroche et. al. (1983, 1984) reported that confidence in the ability to evaluate brands was highest for brands in the

evoked set as compared to those in the hold, foggy or reject sets. Brisoux and Laroche (1980) and Laroche et. al. (1983, 1984) found that the amount of information processed was higher for brands in the evoked set as compared to those in the hold, foggy or reject sets. Using canonical correlation, Homans, Maddox and May (1977) and May, Homans and Maddox (1977a, 1977b) found an extended problem solving process in car buying to be associated with the size of the evoked set. Evoked sets were large for limited and extensive problem solving situations, while evoked sets were typically smaller for routinized response situations. In their study, the problem solving situation was defined by individual familiarity with the brands. They hypothesized that small evoked sets were composed mainly of familiar brands while large evoked sets were comprised of either totally unfamiliar brands or a mixture of familiar and unfamiliar brands. Using discriminant analysis, Laroche et. al. (1983) found that trial was a good discriminating variable when attempting to understand the composition of the evoked, hold, foggy and reject sets. Brisoux and Laroche (1981) found that all brands in the evoked set had been previously tried. Among five decision rules investigated to explain the content of the evoked set, Parkinson and Reilly (1978) found that the best fitting strategies were the lexicographic and the unweighted linear compensatory. Pras and Summer (1975) found that a conjunctive decision rule was the best predictor of preference rank order when all alternatives were considered, however when only acceptable alternatives were considered the linear compensatory model was best. Brisoux and Laroche (1981) found that the conjunctive rule, in a perfect

criterion basis, was the best decision rule for evoked set brands.

Methodological Issues in Evoked Set Research

There are many reliability and validity issues which must be discussed in the context of research on the evoked set phenomenon. Authors typically mention limitations such as small or unrepresentative sample sizes, difficulty in operationalizing the constructs, single-item measures, difficulty of respondents to complete long questionnaires, halo effects in the brand ratings, order effects, etc. A more complete discussion of the methodological problems ensues.

Brisoux (1980, 1982) has identified four types of problems that have been encountered in the evoked set literature: 1) measurement problems; 2) internal validity problems; 3) external validity problems; and, 4) methods of analysis problems. The author suggests that these problems have probably accounted for the lack of consistency in the results that have been reported. For example Brisoux (1982) writes that,

...Parkinson and Reilly (1978) compare the actual evoked sets with those "composed" by them from the collected data on perceptions, importance of attributes and cutoff points. There are two "best" strategies in terms of fit (lexicographic and unweighted linear compensatory) which are quite different from each other in terms of attribute importance and do not support the Parkinson and Reilly proposition with regard to the binary nature of the decision for the consumer to include or not a specific brands in his/her evoked set.

a) Measurement Problems

Very often in the behavioral sciences measurement problems arise due to a lack of precise conceptual and operational definitions of the variables under consideration. Starting from the definition of the evoked set itself, there are different viewpoints in the psychology and consumer behavior literature. Most of the consumer behavior studies implicitly assume that the evoked set is comprised of only positive alternatives to be considered by the consumer (Howard, 1963, 1977; Howard and Sheth, 1969; Howard and Ostlund, 1973). Miller (1974) includes both positive and negative alternatives which is more consistent with the March and Simon (1958) interpretation. Moreover, even within the consumer behavior literature where there is general agreement, there are a number of differences in the operational definitions. Various definitions include the notions of brands that would be considered, brands that one would consider purchasing, brands that are acceptable alternatives, etc. Choffray and Lilian (1980), in an industrial marketing context, tend to support the 'positive and negative alternatives' approach suggested in the psychology literature.

Brisoux (1982) claims that the various operational definitions of the evoked set fall into three main categories: 1) those using the notion of consideration in buying, or likelihood in buying; 2) those built around the notion of the acceptability of an alternative; and, 3) those built around the Miller notion of acceptable and unacceptable alternatives.

May and Homans (1977), Homans, Maddox and May (1977) and

May, Homans and Maddox (1977a, 1977b) seem to have seriously underestimated the size of the evoked set due to the fact that they only counted once the various models from within the same family brand (i.e. if two different models of the Ford brand were cited as ones that would be considered as purchase alternatives, both models would be considered as one for the computation of the evoked set size). Thompson and Cooper (1979) only counted the stores at which a consumer had actually shopped. This would tend to overemphasize the behavioral component of attitudes in favor of the cognitive and affective components. Howard and Sheth (1969) have recommended that the awareness set be measured prior to the evoked set through the use of aided or unaided recall measures. The only studies that attempt such measures are: Campbell (1969), Jarvis and Wilcox (1973), Dussart (1973) who used aided recall; Narayana and Markin (1975) and Thompson and Cooper (1979) who used unaided recall; and, Brisoux (1980), Brisoux and Laroche (1981) and Laroche et. al. (1983, 1984) who used both aided and unaided recall measures.

b) Internal Validity Issues

In consumer research, internal validity problems are very often the result of the lack of control of situational variables. In the present context internal validity may be suspect due to individual consumer involvement in the specific purchase situation or with the product class, the stage of decision making that the consumer is at present. Individuals with different levels of involvement in the situation or with the product are

more than likely to respond very differently, as are consumers who are at different stages in their problem solving or decision making. It is more than likely that the lack of control of situational variance (as described by Belk, 1975) is not of critical importance when the evoked set was measured after the purchase (Ostlund, 1973; Gronhaug, 1973, 1974; May and Homans, 1977; Williams and Etzel, 1976; Homans, Maddox and May, 1977a, 1977b; Maddox, Gronhaug, Homans and May, 1978; Gronhaug and Troye, 1980), or for "low involvement" or routinely purchased products such as laundry (Campbell, 1969), toothpaste (Campbell, 1969; Narayana and Markin, 1975; Laroche et. al. 1983), dishwashing liquid (Jarvis and Wilcox, 1973), table napkins (Jarvis and Wilcox, 1973), deodorant (Dussart, 1973; Narayana and Markin, 1975) or mouthwash (Narayana and Markin, 1975). However, involvement and stage in the decision making process could affect the responses for products such as coffee (Jarvis and Wilcox, 1973), movie cameras (Dussart, 1973), dry gin (Dussart, 1973), beer (Narayana and Markin, 1975; Brisoux, 1980; Brisoux and Laroche, 1980), micro-wave ovens (Belonax and Mittelstaedt, 1978; Belonax, 1979), travel destinations (Thompson and Cooper, 1979), cars (Horton, 1983), consumer durables (Eroglu, Omura and Machleit, 1983), and universities (Laroche et. al., 1984).

Howard (1977) never really states at what specific stage in the buying process or decision process the evoked set is formed. However, from his discussion of the three types of decision processes one can infer that the evoked set is formed once the consumer has developed a routinized response to a specific purchase situation. Howard's theory proposes that during extended

problem solving the individual is completely unaware of the product class, and is not sure of the brands or even the product class evaluative criteria. In limited problem solving, the consumer has a perception of the product class, but has not yet developed totally his/her evaluative criteria, nor have all the brands been evaluated. Partial brand comprehension exists. Howard's model assumes that, over time, after a consumer has become totally aware of the product class, and familiar with the major brand alternatives, an individual then exhibits routinized response behavior in that particular purchasing situation. His model assumes that the evoked set is formed as the decision making process is exercised numerous times within a given product class. It is assumed then that the composition of the evoked set is unlikely to vary over time with the absence of new products, modifications to existing brands, new information, or major changes in consumer preferences and motivations. The introduction of any of these changes would likely result in reverting the individual back to a limited problem solving situation, in which the consumer is familiar with the product class, but must now evaluate new information or new brands.

Given the assumptions of the Howard model, Brisoux (1982) has commented that "...one may question the internal validity of the measurement of evoked set for products which involve an extended problem solving situation (E.P.S.) unless such a measurement is post-purchase...or unless there is control for the respondent's brand comprehension." Therefore, there is considerable concern for those studies which measured evoked set

for movie cameras, individuals contemplating purchasing cars and consumer durables, and students making decisions about universities they would attend. Moreover, there are more internal validity issues concerning the Brisoux-Laroche conceptualization. Laroche et. al. claim that, "...foggy set brands...do not have significant meaning as they cannot really be distinguished in terms of the evaluative criteria of that product class." In hierarchy of effects terminology this can be interpreted to mean that only brand awareness, not brand comprehension, has been attained, and then only possibly at a minimum level. Dover (1983) argues then that it "...thus becomes meaningless to measure product attribute knowledge, attitude and intention to purchase toward foggy set brands as such cognitive structure has not yet been developed. These measures in the Laroche et. al. (1983) study are likely to be artificial and therefore should be treated with extreme caution" (p. 705).

c) External Validity Issues

External validity issues generally arise from improperly conducted sampling plans, fieldwork, etc. Many of the studies considered in this paper have not used any systematic sampling plans, and have tended to concentrate on convenience-type samples or student samples. Only Campbell (1969), Miller (1974), May and Homans (1977), Williams and Etzel (1976), Homans, Maddox and May (1977), May, Homans and Maddox (1977a, 1977b), Maddox, Gronhaug, Homans and May (1978) and Gronhaug and Troye (1980) have used any probabilistic sampling plans. Dussart (1973), Belonax and Mittelstaedt (1978) and Belonax (1979) used student samples;

Parkinson and Reilly (1978) and Thompson and Cooper (1978) used very small samples; while many of the studies did not take into consideration that decisions may be made by more than one individual, such as family or joint decision making (Davis and Rigaux, 1974). This could be attributed to the studies dealing with automobiles (Ostlund, 1973; Gronhaug, 1973, 1974; May and Homans, 1977; Homans, Maddox and May, 1977; May, Homans and Maddox, 1977a, 1977b; Maddox, Gronhaug, Homans, and May, 1978; Gronhaug and Troye, 1980; Horton, 1983), movie cameras (Dussart, 1973), consumer durables (Williams and Etzel, 1976; Eroglu, Omura and Machleit, 1983), micro wave ovens (Belonax and Mittelstaedt, 1978; Belonax, 1979), travel destinations (Thompson and Cooper, 1979), toothpaste (Campbell, 1969; Narayana and Markin, 1975; Laroche et. al., 1983) and university choice (Laroche et. al., 1984).

d) Analysis Issues

There are many problems concerning the analyses in many of the papers reviewed herein. For instance, almost all the studies use strictly linear models with the exception of Dussart (1973) and Brisoux and Laroche (1981). There is in addition the possibility that there are strong interactions and relationships between the various independent variables. This could cause, for example, high multi-collinearity in the independent variables. Moreover, if there are strong interactions between the independent variables, ANOVA might be the required analysis to uncover the relationships. Only Campbell (1969), May and Homans

(1977), Belonax and Mittelstaedt (1978), and Belonax (1979) have used any tests of significance to determine whether any relationships existed between independent variables. Laroche et. al. (1983) used discriminant analysis to determine which independent variables best describe the evoked, hold, foggy and reject sets. The percentage of cases classified correctly on a brand basis ranged from fifty percent to seventy four percent.

Summary

CHAPTER II has provided a review of the marketing literature pertaining to conceptualization of the evoked set phenomenon in consumer behavior. Major emphasis was given to the Howard, Narayana and Markin and Brisoux and Laroche conceptualizations. The review developed the theoretical justification for an evoked set, and highlighted the most critical research issues which should be of concern to marketers. The following chapter presents a critical review of the marketing literature with respect to consumer involvement.

CHAPTER 3

INVOLVEMENT IN CONSUMER BEHAVIOR

INVOLVEMENT IN CONSUMER BEHAVIOR

Introduction

Studies on the concept of involvement have been present in the marketing literature since the 1950's, however little attention had been paid to the topic until Krugman (1965) attempted to explain the effects of television advertising using a low involvement viewer hypothesis. Engel and Blackwell (1982) note that their three previous editions of the text did not include any discussions of the 'low involvement hierarchy', and it wasn't until Olshavsky and Granbois (1979) presented their synthesis of research on consumers' prepurchase behavior that any consideration on their part to isolate two separate 'hierarchies' was made.

Other major research contributions concerning the concept of involvement are Ray et. al. (1973), wherein the concept of two hierarchies of effects, one for low involvement and another for high involvement situations was first proposed; and 2) Rothschild (1975) and Houston and Rothschild (1978) wherein the concept of involvement was broken down into three separate and distinct types (situational, enduring and response).

Importance of Studying Involvement

In 1978, at his presidential address to the Association for Consumer Research, Kassarian raised the issue that marketers may have been attributing too much importance and paying too much attention to consumer choice processes, when it is possible that no decision processes occur. Kassarian was not simply

reiterating the Howard and Sheth (1969) and Howard (1977) explanation that after a certain period of time individuals exhibit routinized behavior, but rather, in some instances (and probably more than has hitherto been expected) no prepurchase process exists. Kassarian (1978) claimed that,

...It is too bad that so few of us have chosen to study learning theory in consumer behavior in recent years, and so few of us have turned to the study of low involvement behavior. Whether we like it or not, low involvement, low risk, the unimportant, is what much of consumer behavior is all about. Whether or not we anthropomorphize our own values onto the consumer, and whether or not we chose to be unparsimonious in our thinking, the facts do not change that under most conditions, for most types of goods and decisions, the behavior of the consumer is just not important from his point of view (Kassarjian, 1978, p.xiv).

In a later article, Kassarian (1981) wrote that,

...There is certainly no argument that under some conditions, at least for the purchase of some categories of goods and services, consumers do behave as information processing, problem solving, cognitive individuals reaching for a reasoned decision. These of course are the high involvement situations involving important, expensive, high risk, ego-related or value-expressive products. Actions and decisions are often highly sophisticated. And these decisions we have studied. We have analyzed, dissected, mapped and flow-charted the cognitive processes assumed to exist (p. 31).

Commenting on this historical perspective, Kassarian (1978) claimed that,

...The problem is that the world of the consumer consists of more than highly involved decisions. In fact, very few of the hundreds of decisions made daily by the consumer are of an involved nature. In others, the low involvement decisions, the consumer unconcernedly purchases and consumes the product, tries new products, switches brands, obviously ignores

promotional activities and worries about need for repairs, the children's grades in school, irritants at work or what have you (p. 31).

There is widespread agreement in modern marketing literature with the Krech and Crutchfield (1948) notion that attitudes are enduring organizations of motivational, emotional, perceptive and cognitive processes with respect to some aspect of an individual's world. In a later article, Krech, Crutchfield and Ballachey (1962) described attitudes according to a now famous three category classification: 1) cognitive - the beliefs an individual has about the situation or object; 2) feeling - the affective component or the emotions connected with the situation or object; and 3) action-tendency - behavioral readiness associated with the situation or object.

Examining marketers notions and definitions of attitudes one finds a strong central theme. That is, attitudes have, besides cognitive aspects, definite, clearly recognizable emotional, motivational, or evaluative components (Katz, 1960; Rokeach, 1968; Sherif, 1965; Rosenberg, 1960; Fishbein, 1972, etc.).

Kassarjian (1979) argues that most social psychologists deal with highly emotional and ego-involving situations (such as World War II, birth control, the Vietnam war, busing, crime, etc), while marketers tend to often be concerned with such mundane issues as brand loyalty, product preference, repurchase behavior or the relative acceptances of one banal advertisement over another. Kassarjian (1979) questions the validity of studying products and consumers in the same manner as highly emotional

issues, and whether or not in fact marketers should apply the theories and methodologies of social psychologists to the study of toothpaste, beer, canned peas and socks (p.7).

The Hupfer-Gardner Study

Hupfer and Gardner (1971) investigated the topic of whether issues or products are more important to people. The authors selected 20 products and 20 issues which would be salient to university students (see Table 3.1). In other words, the issues

TABLE 3.1

The Hupfer-Gardner List of Products and Issues
Mean Values - Ascending Order of Importance

<u>Products</u>	<u>Mean</u>	<u>n</u>	<u>Issues</u>	<u>Mean</u>	<u>n</u>
Facial Tissues	1.19	21	Fraternity Membership	2.38	21
Bicycle	1.39	23	Apollo Flights	2.91	23
Soup	1.52	21	Lowering Voting Age- 18	3.48	23
Comb	1.65	23	Religious Beliefs	3.71	21
Cola	1.81	21	Legalizing Marijuana	3.76	21
Cigarettes	1.83	23	Censorship	3.95	21
Portable Typewriter	1.86	21	Grades	4.17	23
Toothpaste	1.95	21	Legalizing Abortion	4.48	23
Transistor Radio	2.14	21	Federal Aid - Education	4.56	23
Coffee	2.61	23	Presidential Elections	4.78	23
Movie (in a theatre)	2.67	21	Sports	4.81	21
Color Television	2.83	23	Cost of Living	5.09	23
Pants	2.91	23	Racial Equality in Work, Housing and Education	5.17	21
Beer	3.00	21	Birth Control	5.57	21
Milk	3.09	23	Freedom of Speech	5.62	21
News Magazine	3.24	21	Environmental Pollution	5.67	21
Bed	3.74	23	World Peace	6.17	23
Meat	3.78	23	Viet Nam War	6.28	21
House	4.17	23	Future Occupation	6.43	23
Automobile	4.52	21	The Draft	6.71	21

Mean for all products = 2.59 Mean for all issues = 4.79

Range of Values = 1 to 8

1 = no importance, 8 = highest importance

might have been previously thought about and the products might have previously been purchased or could be reasonably expected to be purchased within the next few years. It came as no surprise that the United States draft, the Vietnam war, and world peace were rated as extremely important (6.71, 6.28 and 6.17 respectively on a eight point scale), and facial tissues, bicycles and soup were rated extremely unimportant (1.19, 1.39 and 1.52 respectively). The only product which rated above the mid-point (4.5) was houses with a mean score of 4.52. Moreover, 75% of all the issues were rated greater than the mid-point, with only fraternity membership (2.38) and Apollo flights (2.91) having mean scores less than 3.0.

The results of the study tended to indicate that most consumers did not consider the purchase of a number of widely purchased products as being very important - the affective component seemed to be very weak. Hence, the conclusion of the authors was that attitudes about these products most likely do not exist for many subjects. Bicycles, colas, toothpaste and facial tissues did not appear to have attitudes associated with them.

Kassarjian (1979) claimed that, "...the emotional result of a belief that Procter and Gamble rips off consumers and significantly pollutes the environment may well result in the consumer not buying Tide detergent or Pringles potato chips. But to expect that significant numbers of people hold attitudes about such products (the Hupfer and Gardner list) and that behavior will be significantly affected is expecting too much" (p. 9).

Moreover, Kassarjian (1979) argued that even if a particular

consumer exhibits a great degree of brand loyalty toward a certain product, one cannot infer that he holds a favorable attitude. Attitudes may not be involved in the mediation of consumer behavior.

Markin and Narayana (1976) addressing the topic of the cognitive processes associated with consumer behavior, wrote that,

...The fact that so much consumer behavior is shaped in an operant fashion perhaps even refutes the notion of the cognitive consumer; the model of a highly rational goal-striving, problem-solving, information-seeking, extracting, processing consumer; a consumer who consciously reasons; a prowling, roving human computer. Such a traditional concept may very well reflect a tragic misunderstanding of our notions regarding consumers' intelligence, rationality, and intellectual autonomy" (p. 227).

While it is doubtful that even Markin and Narayana would today adhere to this extreme position, there is no doubt that many of the major marketing theorists, especially those working in the field of consumer behavior, have adopted and accepted the existence and importance of the concept of involvement in marketing. Without some degree of involvement, it is suggested that attitudes cannot be held (Hupfer and Gardner, 1971). If one is studying an uninvolved topic, or a product which is traditionally uninvolved or elicits low commitment, it should come as no surprise that research findings using attitudes as the basis of measurement, have at best been equivocal. As Kassarian (1979) wrote, "...The puzzle is that so much of consumer behavior research insists on placing such importance on the study of attitudes for such products as soap and canned peas" (p. 9).

The debate concerning whether or not there are two hierarchies as suggested by Ray et. al. (1973), or simply one hierarchy of effects regardless of the nature of the involvement process (as suggested by Finn, 1982, 1983) is now commonplace in the marketing literature. The issue of whether or not consumers hold attitudes toward products such as soap or facial tissues has also begun. The purpose of this chapter is to review in detail the marketing literature concerned with the concept of involvement. It is suggested that a comprehensive analysis and understanding of this construct will lead to a better understanding of the consumer decision process in general, and the brand categorization process in particular.

Review of Literature

In most fields of endeavor, novel ideas surface and are initially greeted with suspicion and often trepidation, especially when the community perceives that they may profoundly alter the prevailing status quo. Examples in the physical sciences are the strange ideas of Copernicus which were thoroughly discredited at first since they were very contrary to contemporary philosophers, and Einstein, who completely disproved Aristotelian and Newtonian theory. In the arts and sciences, more modern day examples are Elvis Presley or the Beatles who completely altered the pattern and future of music as did the jazz musicians of the nineteen thirties and forties.

In the field of consumer behavior, utility theory from economics gave way to learning theory, and the notion of

determinism eventually was attacked by Bass (1974) who claimed that 'man is substantially stochastic'. Mathematical learning theory gave way to cognitive theory where man was described as a 'highly rational goal-striving, problem solving, information seeking, extracting, processing consumer.' The whole 'cognitive revolution' has recently come under attack by those who have proposed the concept of low involvement. Kassarian (1981) claimed that, "...The concept of low-involvement might profoundly alter our present conceptions of the consumer" (p. 31).

Problems of Definition

There seems to be general agreement that involvement is a potentially important mediator of consumer behavior (for example - see Mitchell, 1979). Although the construct of involvement has the potential to become an extremely important marketing issue, the major problem is a generally accepted definition of what involvement is. Many have argued that until involvement has been tested and passed the traditional security checks of reliability and validity, research in the area will be limited. One cannot argue with this. However, the problem is much more serious. Marketers have not been able to jump out of the starting gates with respect to involvement. While there is a raging debate in the literature as to whether involvement is a process or a state, how it should be measured, should it be experimentally manipulated or empirically measured, there is still no consensus on what it is. Finn (1983) has even argued that due to that varied use of the construct, its continued use as a marketing variable is questionable. Quoting at length from Antil (1984),

this is evident when one considers how the construct has been applied in the marketing literature:

...for example, there are high/low involvement products (Bowen and Chaffee 1974; Bloch 1981); high/low involvement issues (Petty and Cacioppo 1979; Swinyard and Coney 1978); high/low involvement consumers (Newman and Dolich 1979); high/low involvement media (Krugman 1966); high/low involvement learning (Smith and Swinyard 1982; Gardner, Mitchell and Russo 1978; Finn 1982); high/low involvement situations (Belk 1981); and high/low involvement cognitive structures (Lastovicka and Gardner 1978). Is it possible that the same concept applies to all of these areas? When one speaks of high/low involvement learning, is the underlying concept the same as when used to describe a high/low involvement product or issue? Such diverse use has continued most likely because of the lack of an agreed upon definition and method of operationalization...And to complicate matters even further, several (perhaps most) studies never specifically define what they mean by involvement and simply use the term and assume the reader understands the concept (p.203).

The various general definitions most commonly used in the marketing literature are shown in Table 3.2. The most often cited marketing characteristics of involvement are described in Table 3.3.

TABLE 3.2

Definitions of Involvement

Sherif et. al.
(1965)

High involvement is indicated by narrow latitudes of acceptance and noncommitment and a wide latitude of rejection, suggesting that individuals are highly committed to a particular issue, stand or product.

Krugman
(1966)

The number of conscious bridging experiences or personal references per minute that the subject makes between the content of the persuasive stimulus and the content of his own life.

Day
(1970)

The general level of interest in the object or the centrality of the object to the person's ego-structure.

Bowen and Chaffee
(1974)

A direct outgrowth of the potential or rewards the product holds for the consumer.

Robertson
(1976)

Strength of the individual's belief system with regard to a product or brand.

Houston and
Rothschild (1978)

Situational involvement is the ability of a situation to elicit from individuals concern for their behavior in that situation.

Enduring involvement reflects the strength of the preexisting relationship between the individual and the product class.

Response involvement is the complexity or extensiveness of cognitive and behavioral processes characterizing the overall consumer decision process. It is hypothesized to be the result of both situational and enduring involvement.

Mitchell
(1979)

An individual level, internal state variable that indicates the amount of arousal, interest or drive evoked by a particular stimulus or situation.

Lastovicka
(1979)

A low involvement product class is one in which most consumers perceive little linkage to their important values and is a product class where there is little consumer commitment to brands.

TABLE 3.2 (Cont'd)

Definitions of Involvement

Petty and
Cacioppo (1981)

In high involvement situations, the persuasive message under consideration has a high degree of personal relevance to the recipient, whereas in low involvement situations, the personal relevance of the message is rather trivial.

Bloch
(1981)

An observable state reflecting the amount of interest, arousal or emotional attachment evoked by the product in a particular person

Cohen
(1983)

Involvement is a state of activation directed to some portion of the psychological field. When an individual is said to be highly involved, the reference is to both the level of activation and the fact that attention is focused inward to the exclusion things going on around the individual.

Finn
(1983)

Assumes that there is only one hierarchy of effects (i.e. there is no difference between the learning hierarchy and the low involvement hierarchy) and that involvement is one continuum.

Antil
(1984)

The level of perceived personal importance and/or interest evoked by a stimulus (or stimuli) within a specific situation.

TABLE 3.3

Marketing Characteristics of Involvement

Price:

- often used as a common intuitive characteristic
- assumes that expensive products are highly involving, while inexpensive products are less involving.

Length of Purchase Cycle:

- a longer duration between purchases would imply greater commitment to the product/situation, and thus higher involvement.

Similarity of Choice:

- if there are many similar alternatives (brands), there is no need to become involved with one in particular.
- conversely, a variety of choices would imply a variety of potential outcomes and thus the possibility of a poor choice.

Perceived Risk:

- functional risk would include the consequences that a product would not perform as expected. The higher the functional risk, the greater the degree of involvement.
- psychosocial risk refers to the social embarrassment that could result from using a particular product. The higher the psychosocial risk, the greater the degree of involvement.

Personal Relevance:

- it is assumed that high involvement products or situations have a high degree of personal relevance to the individual. The consumer pays particular attention to more details.

The Research of Krugman

It is generally agreed that marketing's interest in the topic began with the work of Krugman (1965, 1966, 1966-7, 1970). Krugman proposed that television advertising is a special communication situation in which receiver responses are akin to the passive learning of nonsense syllables. He was the first to link involvement to consumer behavior when he posited that television advertising is a passive phenomenon and is due to the low involvement of the individual both towards the product class and the medium. This was in sharp contrast to the classical approach in which the receiver (consumer) was viewed as anything but passive, engaged in active search, avoidance, screening and distortion of persuasive messages (Chaffee and McLeod, 1973).

Krugman's (1965) contribution to subsequent developments of the concept of involvement is so important that it is no doubt worth quoting completely:

...[there are] two entirely different ways of experiencing and being influenced by mass media. One way is characterized by lack of personal involvement, which, while perhaps more common in response to commercial subject matter, is by no means limited to it. The second is characterized by a high degree of personal involvement. By this we do not mean attention, interest, or excitement, but the number of conscious 'bridging experiences', connections, or personal references per minute that the viewer makes between his own life and the stimulus. This may vary from none to many (p. 350).

The significance of conditions of low or high involvement is not that one is better than the other, but that the processes of communication impact are different. That is, there is a difference in the change processes that are at work. Thus, with low involvement one might look for gradual shifts in perceptual structure, aided by repetition, activated

by behavioral-choice situations, and followed at some time by attitude change. With high involvement one would look for the classic, more dramatic, and more familiar conflict of ideas at the level of conscious opinion and attitude that precedes changes in overt behavior (p. 351).

For marketers, it would seem that the most important contributions of Krugman's work were: 1) his specific disavowal of the notion that involvement meant the level of attention, interest, or excitement; 2) his reference to the lack of personal connections or bridging experiences in the case of low involvement; and, 3) his suggestion that information processing was different for low and high involvement conditions.

Krugman (1966-7) further distinguished between different types of media in terms of involvement. He argued that print media were high involvement because the medium itself is quite passive, while the broadcast media were low involvement due to the active role they assume which allows the consumer to passively receive information.

Ray et. al.

Krugman's original research stimulated consumer behavior researchers to conceptualize the advertising process in a situation-specific 'micro-theoretical' manner (Lastovicka and Gardner, 1978). Ray et. al. (1973) modified Krugman's low involvement processing concept into a more in depth analysis of variations in the sequence of changes in cognition, affect and behavior that occurs following the receipt of a marketing communication. Alternative 'hierarchies of effect' were suggested for different levels of involvement. The standard COGNITIVE-

AFFECTIVE-CONATIVE process labeled the learning hierarchy by Ray et. al., corresponded to Krugman's (1965) high involvement condition, and was seen as most appropriate for high priced, high risk products. Another hierarchy, a COGNITIVE-CONATIVE-AFFECTIVE process was labeled the low involvement hierarchy by Ray et. al. (also known as the dissonance-attribution hierarchy) and was roughly equivalent to Krugman's low involvement condition, appropriate mostly for repetitive brand choice behavior of inexpensive, low risk products. The alternative hierarchies of effect are presented in Table 3.6.

The major difference in the two hierarchies is in whether affective development (i.e. attitude) is preceded by or follows conative development (i.e. behavior). It is argued that in the low involvement case little or no conative development takes place with respect to specific brands until after brand choice and consumption has occurred. Trial is assumed to be necessary or simply a natural occurrence before attitudes are fully developed. In the high involvement case, affect is assumed to occur before conative development, in other words, feelings towards the brands are developed before purchase and trial. Those who oppose the 'low involvement hierarchy' simply argue that for many products, trial before affective development is not an alternative hierarchical form, but rather an effective, if not the only, means of obtaining product information. In consumer decision making terminology, this should be considered as information search, not ultimate choice (eg. Finn, 1982, 1983).

Houston and Rothschild

In the process of theory development, one of the most critical steps during the initial stages is the operationalization of a new construct under consideration. The construct must be so defined that it is generalizable between situations and useful to the field. Rothschild (1975) acknowledged that the concept of 'involvement' as a dimension of attitudes had existed in the social psychology and marketing literature for a number of years (Festinger, 1957; Freedman, 1964; Greenwald, 1965; Johnson and Scileppi, 1969; Krugman, 1965; Miller, 1965; Ostrom and Brock, 1968; Rhine and Polowniak, 1971; Rhine and Severance, 1970; Rosenberg, 1956; Sherif, Sherif and Nebergall, 1965; Sherif and Cantril, 1947; Sherif and Hovland, 1964). He claimed, however, that the concept had never been adequately considered as an intervening variable in the consumer decision process.

Rothschild's (1975) model was developed from definitions of the construct taken mostly from the field of social psychology, where involvement was defined as 'commitment to a position or concern with a specific stand on an issue' (Sherif *et. al.*, 1947, 1964, 1965; Freedman, 1964). Festinger (1957), as part of his theory of cognitive dissonance, described involvement as 'concern with the issue itself'. This definition was less restrictive than the former, and implied a lower level of involvement, in which an individual could be concerned with a general issue, process or product class, but necessarily have to take a stand.

Using these contrasting definitions as a starting point, Rothschild (1975) developed his model of involvement. Using the 'hierarchy of effects' paradigm (Colley, 1961; Lavidge and Steiner, 1961; Ray et. al., 1973) three types of involvement were originally hypothesized:

1) Zero Order Involvement implies a need to behave or participate at some level. This need is so basic that the individual is not apt to notice that it exists. An individual is considered to behave without first developing an attitude. The zero order involved individual receives messages but does not evaluate them, does not develop a stand or attitude, and does not behave due to his attitude.

2) Higher Order Loyal Involvement implies that an individual has an attitude, and that behavior is generally the result of continued loyalty to a brand or issue. These individuals may receive messages in the sense that they cannot avoid them, however they do not evaluate, and hence their behavior reflects their earlier stand. These individuals have deeply rooted attitudes.

3) Higher Order Information Seeking Involvement implies that behavior is the result of active information seeking and evaluation. The information seeker actively pursues, receives, evaluates and incorporates messages prior to acting. A stand is taken prior to behavior (pp. 216-218).

Rothschild (1975) also included a fourth category which was those individuals with no involvement. Relative to the hierarchy of effects, these individuals had no cognitive, affective or behavioral (conative) development.

The results of the Rothschild (1975) model and ensuing research indicated that involvement was indeed a good discriminator for predicting decision making styles. Rothschild concluded that the involvement model impinges on all levels of the hierarchy of effects model and posed the following

advertising strategy questions: 1) Should advertising attempt to inform as well as to persuade? It seems clear that in the higher order involvement situation one should attempt to inform, while in the zero order involvement situation advertising with low information content may be more cost effective; 2) How do these concepts bear on media strategy? In low involvement situations one would tend to use short, repetitive spots (possible low information content), while in the high involvement campaign more time and space would be required with higher information content; 3) Does brand loyalty do away with the need for complex strategy? Loyalty is generally regarded as a simplifying device. The loyal consumer must be reminded of his loyalty in order to prevent brand switching, while the non-loyal consumer must be appealed to by a strategy which considers his involvement with the situation; 4) At what time in the decision making process is the decision actually made? It seems clear that for loyal consumers the decision is made very early (if there is any decision at all), while for non-loyal consumers the decision is made some time later. This lends itself to strategy, in that after the decision is made advertising need only be supportive, while before the decision advertising must be much more substantive (p.220).

Rothschild's (1975) work accounted for between- and within-individual differences, however as with Krugman's (1965) work, it did not allow for a priori determinations of the level of involvement. Rothschild and Houston (1977) introduced social judgement theory (Sherif et. al., 1953, 1965, 1967) as a basis for their consumer involvement matrix, and the eventual

operationalization of the involvement construct.

Social Judgement Theory

Social judgement theory as developed by Sherif and his colleagues, is a theory of attitude development and change. Message impact is believed to be a function of the discrepancy between the perceived position of the message and the receiver's own position. The theory relies on psychological notions to define an individual's position on a specific issue, and is related to an individual's attitude structure. Rothschild and Houston (1977) summarize the theory as follows:

...for any issue which could be defined as having a spectrum of positions, an individual would have a range of acceptable positions (latitude of acceptance) which include an ideal or most acceptable position, a range of objectionable positions (latitude of rejection) which include a most objectionable position, and a range of neither acceptable nor objectionable positions (latitude of noncommitment) (p.95).

Generally, the authors claim that high involvement will be indicated by narrow latitudes of acceptance and noncommitment, and a wide latitude of rejection, suggesting that individuals are highly committed to a particular issue, stand or product. Low involvement, conversely, is indicated by wide latitudes of acceptance and noncommitment, with a narrow latitude of rejection.

The Rothschild and Houston (1977) research transformed the Sherif et. al. theory into a meaningful marketing conceptualization. The first dimension of the 'consumer involvement matrix' was the Sherif latitude of acceptance.

axis represents the size of the set of salient choice criteria. A long and narrow matrix of acceptance (i.e. long - many attributes used; narrow - narrow latitude of acceptance) is indicative of high involvement. Conversely, a short and wide matrix of acceptance (i.e. short - few attributes used; wide - wide latitude of acceptance) is indicative of low involvement. The authors point out that it is the shape rather than the size of the matrix that indicates different levels of involvement. As the matrix moves toward a vertically rectangular shape, it reflects increasing levels of involvement. As the matrix moves toward a horizontally rectangular shape, it reflects diminishing levels of involvement. "Thus, it is the ratio of the vertical size of the matrix to the horizontal size that indicates the shape of the matrix and indicates and provides a direct measure of involvement (Rothschild and Houston, 1977, p.96).

Houston and Rothschild (1978) separated the construct of involvement onto three distinct types: 1) situational involvement; 2) enduring involvement; and, 3) response involvement. The authors offered conceptual and methodological insights into how each dimension of the construct helped to explain differences in information processing and consumer decision styles.

Situational involvement referred to the ability of a situation to elicit concern from individuals for their behavior in a specific situation. A situation is considered high in involvement when most or all individuals, when confronted with the situation or issue, develop a high level of concern for their subsequent behavior in the situation. Situational involvement

recognizes that situations differ in their tendency to arouse individuals. Situational involvement is expected to be highest when most individuals perceive the consequences of less than optimal behavior in the situation as rather severe. It is also usually high when an issue is so prevalent across society that it becomes difficult for an individual to avoid the issue. Factors considered important in the understanding of situational involvement are cost, elapsed time of consumption, complexity of the product, importance of product to significant others, and the overall issue of perceived risk. Situational involvement provides a between-products perspective of involvement, suggesting that the inherent nature of certain products elicits differing levels of concern. In consumer research the tendency has been to deem a priori that certain product classes are either low or high involvement (eg. Lastovicka, 1979). While this approach seemed intuitively correct, Houston and Rothschild (1978) cautioned against this procedure, and urged for the development of more systematic procedures for the manipulation of situational involvement, citing recent attempts in the social psychology literature as examples (Apsler and Sears, 1968; Rhine and Severance, 1970; Atkins and Bieri, 1968; Zimbardo, 1960).

Enduring involvement captures the between-individuals perspective and reflects the strength of the pre-existing relationship that exists between an individual and the situation in which behavior will occur. It essentially deals with the ongoing personal concern with an issue that is exhibited by an individual. High levels of enduring involvement are believed to

be the result of considerable prior experience with the product or situation, and/or a strong linkage of the issue to the individual's unique value structure. In the absence of prior experience, certain levels of enduring involvement will exist to the extent that the product relates to a need that derives from the individual's hierarchy of values. Enduring involvement, as described herein, is somewhat parallel to Sherif's ego-involvement.

Houston and Rothschild (1978) pointed out that while direct manipulation is the dominant experimental mode with respect to situational involvement, enduring involvement is probably best treated as a covariate. In an experiment, individual levels of enduring involvement should be measured with the manipulated situation, using Likert-type scales. A single, global measure is unlikely to adequately represent the entire domain of enduring involvement. Independent measures of each individual appears to be the best or most effective way of capturing the between-individuals perspective of enduring involvement.

Situational and enduring involvement interact to influence response involvement, which refers to the complexity or extensiveness of cognitive or behavioral processes characterizing an individual's relationship to an issue. Levels of response involvement are reflected in a sequence of stages that comprise the process by which an individual reaches a decision regarding a particular issue. Houston and Rothschild (1978) describe these stages as:

- 1) Presearch - the existing cognitive structure of the individual regarding the product;

2) Information Search and Acquisition - the active and passive processes by which product-related information is sought and/or acquired;

3) Decision - the manner in which preexisting and acquired information is combined to form an assessment of alternative brands;

4) Post-Decision - evaluations of the consequences of chosen behavior and processes of conflict resolution (p. 185).

Each stage represents a point at which cognitive processes may be either quite simple or very complex. Since response involvement may take on very different forms depending on the stage of the decision making process any individual is in, no standardized approach to its measurement was offered by Houston and Rothschild (1978).

Rothschild and Houston (1980) suggested a measure of response involvement at the presearch stage based on Sherif's social judgement theory (Sherif, Sherif and Nebergall, 1965). Using the consumer involvement matrix (Rothschild and Houston, 1977), Rothschild and Houston (1980) suggest that high response involvement would be indicated by a long narrow matrix, where several dimensions with generally narrow latitudes of acceptance are salient. Low response involvement would be indicated by a short and wide matrix, where a small number of salient dimensions with generally wide latitudes of acceptance exist. Summing up their research, Rothschild and Houston (1980) wrote that,

...levels of situational and enduring involvement interact to effect a level of response involvement. The nature of the interactions and their effects can vary considerably. When both situational and enduring involvement are high, response involvement in the pre-search stage will tend to be high. However, even in the

absence of high enduring involvement, high situational involvement can generate high response involvement when the issue is so pervasive that it overcomes the individual differences reflected in enduring involvement. In such a case individual differences in response involvement will be minimal, i.e. complex cognitive structures will tend to occur across all individuals, regardless of the level of enduring involvement (p.656).

Since Houston and Rothschild have been unable to operationalize their so-called 'response involvement', one way to view their paradigm would be to consider situational involvement as a between-products component, enduring involvement as a between-individuals component, and response involvement as an interaction term of the two 'main effects'. In ANOVA terminology, one would expect strong main effects and a strong interaction term for high involvement situations/products, and weak main effects and a weak interaction term or possibly no interaction term for low involvement situations/products.

Clarke and Belk (1979) conducted an experiment to assess the manner in which inherent product involvement and situational task importance affect anticipated consumer purchase effort. They hypothesized that,

- 1) More stores will be shopped, more time will be spent and more money will be spent under high task involvement conditions than under low task involvement conditions;
- 2) More stores will be shopped, more time will be spent and more money will be spent for high involvement products than for low involvement products;
- 3) The effects of task involvement and product involvement will be additive with no interaction (p.314-15).

The authors operationalized task involvement by informing the respondents that the product was to be purchased for personal

use or else as a gift for a friend. Product involvement was operationalized by using four products: two products (bubble bath and a blanket) were chosen to represent low involvement products, while the other two products (jeans and an album) represented high involvement products. These choices were based on a series of direct and indirect measures of involvement with various products conducted by Lastovicka (1976). This approach has also been used by Hupfer and Gardner (1971), where they identified a number of products as being either high or low involvement products.

The results of the study supported the first two hypotheses quite well. The third hypothesis, that there would be no interaction between task involvement (situational involvement) and product involvement (enduring involvement) was rejected. The interaction effect (i.e. response involvement) was very significant.

One of the main conclusions of the authors is, in my opinion, very important, and highlights the importance of understanding the various operating dimensions of the entire involvement construct. Clarke and Belk (1979) comment that,

...It would therefore be a mistake to assume that personally uninvolved products are purchased with little effort devoted to securing and processing information or otherwise attempting to optimize purchase selection...during peak holiday gift-giving periods high task involvement and attendant effort may predominate the selection of normally uninvolved products...it would also be a mistake to assume that higher price is necessarily related to higher involvement and higher purchase effort. Even though blankets are generally more expensive than jeans, jeans are higher involvement products to which greater amounts of purchase effort are devoted (p.317).

The authors comments about gift-giving situations relates directly to the concept of task involvement (or situational involvement) while the comments relating to jeans being a more involved product relates to product involvement (or enduring involvement). While the authors did not specifically refer to the Houston and Rothschild (1978) paradigm, they in effect tested for the response involvement dimension of the construct in their interaction term.

Mitchell, Gardner and Lastovicka

A major concern to theorists is that the lack of a precise definition of involvement has caused a dirth in empirical research (Mitchell et. al., 1978). In high involvement learning the authors hypothesize that interest in the product category is high and the consumer is actively processing information to reach an overall evaluation of a brand. The consumer is believed to have a goal, and evaluates information which determines the processing strategy that is used. Alternatively, in low involvement situations, no evaluative processing may occur during exposure to information. The authors distinguish between two causes of low involvement processing: 1) attention limitations - this occurs when the information or stimulus does not receive adequate attention for it to be fully perceived or evaluated. Following Kahneman (1973) and Norman and Bobrow (1976) attention is considered to be a limited cognitive resource. The lack of attention attributed to a specific informational stimulus reduces the number of thought or cognitive responses that might otherwise

occur. This is similar to Krugman's (1965) hypothesis concerning the number of connections or bridging experiences. The attention limitation may be caused by either the environment or the individual; 2) strategy limitation - this is when information (for example from an advertisement) is processed with other than evaluative strategy (i.e. an individual looks at the picture in a print ad as opposed to reading the copy and receiving the intended message). Under these conditions, few cognitive responses about brand information is generated during the exposure with little or no effect on the contents of semantic memory for the brand.

Gardner, Mitchell and Russo (1978) claim that they would expect differences in the resulting cognitive structures after exposure to the same advertisement under the two conditions. More specifically, "...we would expect more positive attitudes to be formed under conditions of strategy limited processing as opposed to high involvement processing" (p.584). The authors claim that a strategy limited low involvement process would be especially prevalent in the broadcast media, where effort is required to avoid exposure to stimuli. When an individual has little or no interest in the advertised message, an individual may resort to non-evaluative processing instead of exposure avoidance. Gardner Mitchell and Russo (1978) sum up their view with four notes:

1) Both attention-limited and strategy-limited low involvement can occur simultaneously. The same ad can experience low involvement for both reasons.

2) In neither low involvement situation is it claimed that no evaluative processing occurs. Instead, partial evaluative processing can, and probably does occur under both conditions.

3) The low and high involvement conditions described should be viewed as end points on a continuum.

4) The analysis of low involvement learning presented is constructed within an information processing framework. The emphasis is on the cognitive processes that are active during the perception of an advertisement. The subject state or even the intentions of the individual are relevant only in as much as they affect those processes (p. 585).

Mitchell (1979) presented his notion of involvement, which was in sharp contrast to Houston and Rothschild's (1978) analysis in that Mitchell defined involvement as a state rather than a process. Mitchell starts from a conception of involvement which is consistent with most in that he argues that "...the more the issue object becomes integrated with the individual's values, the higher the level of 'involvement'" (p.194). Mitchell (1979) defines involvement as "...an individual level, internal state variable that indicates the amount of arousal, interest or drive evoked by a particular stimulus or situation. Involvement...has two dimensions, intensity and direction. Intensity concerns the level of arousal, interest or drive and direction concerns the evoking stimulus object and/or situation" (p. 194).

Mitchell (1979) parts company with most of those who have followed in the Krugman (1965) research path when he claimed that involvement was the "amount of arousal, interest or drive evoked by a particular stimulus". It should be noted that Krugman explicitly excluded "attention, interest or excitement" from his conception of high involvement (Krugman, 1965).

At this point in the conceptualization of the phenomenon of involvement there was little agreement regarding the

psychological analysis other than that high involvement meant personal importance. Whether involvement should be viewed in terms of personal connections, sequence of information processing, complexity of information processing or degree of arousal was still to be argued.

Lastovicka and Gardner (1978) attempted to test the Rothschild (1979)* and Lastovicka and Gardner (1979)* assumption that low involvement product advertising should discuss fewer product attributes in their copy than high involvement product advertising. Lastovicka and Gardner (1978) tested the hypotheses that low involvement cognitive structures exist and are much less complex than high involvement structures. Specifically they examined the differences in cognitive structures between those highly involved with compact cars and those who were not. They hypothesized the existence of less differentiated and integrative cognitive structures for the low involved. Differentiation refers to the number of dimensions used by an individual in the processing information, and integration refers to the extent dimensions are interrelated or used simultaneously.

Using a battery of questions similar to the Own Categories Procedure of Sherif et. al. (1967), Lastovicka and Gardner (1978) developed the following involvement index:

$$\text{Involvement Index} = \sum(X_{ij} - 4)$$

where, X_{ij} = i th individual's response to the j th of the ten acceptability questions and 4 is the neutral point on the 1-7 scale.

* The Lastovicka and Gardner (1979) and Rothschild (1979) papers were presented at American Marketing Association, 1977 Annual Attitude Research Conference. They were not published until 1979.

A high index number computed from this equation would indicate a small degree of non-committal and a high degree of involvement. A low index number would indicate a large latitude of non-committal, and a corresponding low level of involvement.

The findings of this study were in line with prior expectations. The paper empirically illustrated that there is indeed a difference between high and low involvement cognitive structures and between high and low involved consumers, something which many researchers had previously assumed. The authors concluded that,

...Low involvement cognitive structures do seem to be simpler than high involvement structures in at least two ways. First, low involvement structures seem less differentiated as they can be represented adequately with fewer dimensions than high involvement structures. Second, low involvement structures tend to be less integrative. In the current data, a two space map of a low involved individual's compact car perceptions is typically most reliant on one dimension. The simultaneous, integrative approach is apparently not worth the effort on the part of the low involved consumer (p.91).

Lastovicka (1979) questioned the notion of an involvement based product classification scheme. In other words, could product class explain involvement. A low involvement product class is one in which consumers typically perceive little if any linkage to their most salient values, and where there is little or no commitment to any of the brands. Less frequently purchased products, where personal values are used in evaluating the brands, have been considered as high involvement.

Low involvement theorists have begun to distinguish between high and low involvement product classes (situations) in Howard

and Sheth (1969) terms. Lastovicka writes that, "...the High involvement buyer engages in extensive problem solving while the low involvement buyer engages in routinized response" (p.175). Lastovicka cautions against an involvement defined product classification which is product as opposed to consumer defined. He argues that "...homogeneous consumer perceptions and behaviors are what determine a particular good's involvement classification" (p.174).

For seven different product classes consumers were asked to indicate the extent to which they acted as passive, re-active individuals as opposed to active, problem-solving individuals. The respondents were given two profiles to explain the extensive problem solving - routinized response dichotomy. The results of the study tended to suggest that an involvement based product-in-consumption situation classification has more than face validity. Across the seven products investigated, consumers could generally be classified as more or less active in their purchase behavior.

The results of the Lastovicka (1979) paper are interesting, however quite suspect. The basis of his study was the Howard and Sheth (1969) extensive problem solving - routinized response dichotomy. There is no reason to assume that all purchases of so-called low involvement products will follow the routinized response pattern, and similarly that all so-called high involvement products will follow the extensive problem solving pattern. In fact, the usage is probably quite inappropriate. Routinized response assumes that a particular pattern has emerged i.e. brand loyalty, and that the individual probably prefers this

brand to all the others that are available. Low involvement theorists generally assume that all 'low involvement brands' in a particular low involvement product class should be substitutes for each other, since the purchase is of little importance and is not closely associated with any of the consumers' salient values. Lastovicka writes that, "...Despite the efforts of marketers to differentiate their brands, the lack of commitment suggests that consumers perceive brands in low involvement product classes as near perfect substitutes" (p.178). This is certainly not close to the definition of brand loyalty.

Lastovicka implies that the traditional Howard and Sheth (1969) paradigm that consumers initially exhibit extensive or limited problem solving and after a while exhibit routinized response is not relevant for low involvement product classes. Lastovicka (1979) claims that the logic of low involvement theory offers the alternative explanation of a "...more passive consumer who at the point of first purchase is content to rely upon product information that was indirectly caught and not directly sought out" (p. 178).

Questioning this conclusion of Lastovicka, Ray (1979) wrote that,

...I find his speculations about the information processing behaviors of people new to a product class to be completely without foundation in his research and counter to results my co-workers and I have obtained. Specifically, I find it hard to believe that there are substantial numbers of people purchasing in any product category which, as Lastovicka implies, never do any extensive problem solving. I guess I would be classified as a proponent of "low involvement theory"... I do believe that we "theorists" never said that a consumer's whole experience with a product would be in a low involvement mode (p.198).

Further Development of Involvement

Petty and Cacioppo (1981) suggested that message content factors are more influential than source characteristics under high involvement conditions. The reverse is true for low involvement. The authors point out differing viewpoints concerning the effects on persuasion that involvement is supposed to have. Sherif, Sherif and Nebergall (1965) have argued that increased involvement is associated with increased resistance to persuasion. In other words, highly involved people tend to exhibit more negative evaluations of a communication due to high involvement being associated with a wide latitude of rejection. Thus, incoming messages will have enhanced probability of being rejected, since they will tend to have a greater chance of falling within an individual's rejection region. The extent of involvement with a given situation or product is what determines the sizes of the latitudes of rejection, acceptance and non-commitment. The notion of rejecting incoming stimuli is predicated on assimilation-contrast theory (Sherif and Sherif, 1969; also see Newman and Dolich, 1979 for an example of this approach in a consumer behavior context). Wright (1973, 1974) exposed individuals to an advertisement for a soybean product under high and low involvement conditions and measured the number of source derogations and counter arguments. Wright predicted that involvement would increase both kinds of comments. His results indicated that more message comments were made under high rather than low involvement, but that more source derogations were made under low involvement conditions. Krugman (1965)

proposed an alternative view in which increasing involvement does not increase the resistance to persuasion, but rather shifts the sequence of communication effect. Krugman has argued that under high involvement conditions, communications affect cognitive development, then affective development and finally conative development. Alternatively, under low involvement, a communication initially affects cognitive development, then conative development and finally affective development. Petty and Cacioppo (1981) argue that there are separate processes governing persuasion under high and low involvement, however, unlike Krugman (1965) and Ray et. al. (1973) they suggest that the sequence of communication impact is not different, i.e. COGNITIVE-AFFECTIVE-CONATIVE. They argue that the, "...difference between the two processes lies in what cognitions are affected - cognitions dealing with issue-relevant argumentation (high involvement), or cognitions dealing with non-content features of the influence situation (low involvement)" (p.21). Using independent variables such as argument quality, issue involvement, source credibility, product involvement, source attractiveness and message quality, the authors concluded that,

...under high involvement, message content is the pre-potent determinant of the amount of persuasion that occurs. Less strongly, the studies suggest that under low involvement, non-content factors such as the credibility or attractiveness of the message source are more important. Thus, the present studies provide some evidence that attitude change is determined by different factors under high and low involvement conditions (p. 23).

Petty and Cacioppo (1981a) and Petty, Cacioppo and Schumann (1983) argue that a persuasive message can induce attitude change

via one of two distinct routes. The first, called the central route, posits that thinking about issue-relevant information is the best determinant of the direction and amount of persuasion. Attitude change results from a person's diligent consideration of information that is believed to be central to the true merits of the particular attitudinal position. The theoretical approaches following this route emphasize: 1) the cognitive justification of attitude discrepant behavior (Cummings and Venkatesan, 1976; Festinger, 1957); 2) the comprehension, learning, and retention of issue- or product-relevant information (Bettman, 1979; Hovland, Janis and Kelly, 1953; McGuire, 1976); 3) the nature of an individual's responses to external communications (Cacioppo and Petty, 1980; Petty, Ostrom and Brock, 1981; Wright, 1980); 4) the manner in which an individual combines and integrates issue- or product-relevant beliefs into an overall evaluative reaction (Ajzen and Fishbein, 1980; Lutz and Bettman, 1977; Troutman and Shanteau, 1976). Attitude changes induced via this route are hypothesized to be relatively permanent and predictive of subsequent behavior.

The second, called the peripheral route, posits that attitude changes do not occur due to the fact that an individual has personally considered the alternatives of the situation, but rather that attitudes change due to non-content cues in the situation. For example, "...rather than diligently considering the issue-relevant arguments, a person may accept an advocacy simply because it was presented during a pleasant lunch or because the source is an expert. Similarly, a person may reject an

advocacy simply because the position presented appears to be too extreme" (Petty, Cacioppo and Schumann, 1983, p.135). The peripheral route theory emphasizes factors such as: 1) whether a simple attitudinal inference can be made based on observing one's own behavior (Bem, 1972; Scott, 1978); 2) whether the advocacy falls within one's latitude of acceptance or rejection (Newman and Dolich, 1979; Sherif, Sherif and Nebergall, 1965); 3) whether some transient situational utility is associated with adopting a particular attitude (Shenker, 1978, 1980); 4) whether an advocated position or product is classically conditioned to basic issue-relevant cues, such as pleasant pictures and attractive endorsers. Changes induced via this route are hypothesized to be relatively temporary and are not expected to be highly predictive of subsequent behavior.

In the development of their Elaboration Likelihood Model, Petty, Cacioppo and Schumann (1983) asked students to express their attitudes concerning razor blades after being exposed to a magazine ad under high or low product involvement. The ad contained either strong or weak arguments for the product and featured either prominent sports celebrities or average citizens as endorsers. The authors hypothesized that: 1) the quality of arguments presented in an ad will have greater impact on product attitudes under high rather than low involvement conditions; and 2) the celebrity status of product endorsers will have a greater impact on product attitudes under low rather than high involvement conditions. These hypotheses were perfectly consistent with Wright's (1973, 1974) findings.

In a lengthy discussion the authors concluded that,

...the present study has provided support for the view that different features of an advertisement may be more or less effective, depending on a person's involvement with it. Under conditions of low involvement, peripheral cues are more important than issue-relevant argumentation, but under high involvement, the opposite is true. The realization that independent variables may have differing effects, depending on the level of personal relevance of a message, may provide some insight into the conflicting pattern of results that is said to characterize much attitude research. It may well be that attitude effects can be arranged on a continuum, depending on the elaboration likelihood of the particular persuasion situation. This continuum would be anchored at one end by the peripheral route and at the other end by the central route to persuasion. Furthermore, these two routes may be characterized by quite different antecedents and consequences (p.144).

Kassarjian (1981) proposed a six-fold classification of involvement including both high and low product involvement and high and low involved personality types. The classification is presented in Table 3.5. Following along the lines of Houston and Rothschild (1978), Kassarjian argues that there is probably an interaction effect between product involvement and individual involvement. He suggests that that the upper right hand cell consists of those individuals whose behavior patterns have been widely researched in the marketing literature. They are the ones that "...fill out questionnaires, allow researchers to examine their behavior, and sit still for the numerous inane tasks required of them in experimental and descriptive research" (p. 32). The upper right hand corner refers to the field of low involvement as it exists today, describing concerned subjects that have been presented with products with which they are simply

TABLE 3.5

Classification of Involvement

		<u>Situation/Product Involvement</u>	
		High	Low
Individual or Personality Factors	High Involvement	Much of consumer knowledge as it exists today	Typical Low involvement research
	Low Involvement "Detached type"	Minimal interest but narrowly and intensely	Oblivious to product issues Other interests
	Low Involvement "Know-Nothing"	Choice deter- mined by: availability, packaging, affordability	Don't know, Don't care, No opinion

not involved. The detached individual with a highly involved product causes the greatest conceptual difficulty. Returns to the general state of apathy generally occur immediately after an important decision is made. The 'know-nothings' also from time to time must make purchasing decisions about important products, and it is hypothesized that their decisions will simply be based on price or the path of least resistance. The final group mentioned is the lower right hand cell. This group is seldom concerned about the affairs of the world, and "...their contribution to consumer research primarily consists of filling the no opinion cells of a research design and contributing to the error term in any statistic" (p. 33).

The major point made by Kassarian is that if any research

on low involvement is to be meaningful, individual characteristics must be accounted for in the research design. Kassarian cautions that "...the differences between detached individuals with high involvement products and high involved persons with low involvement goods may be confounded in data analysis at present" (p.33).

Bloch (1981) examining product involvement as an explanatory or moderating variable with respect to consumer behavior, argued that the construct had not yet been properly operationalized nor had its development been tested rigorously. He employed the Churchill (1979) steps in order to develop and test the construct under consideration. The particular construct in question was product-based involvement, as opposed to research conducted later by the same author (Bloch, 1982). After specifying the domain of the construct, generating scale items, purifying the measure, developing scale structure, assessing reliability and assessing validity, Bloch (1981) concluded that, "...the construct of product involvement is scalable for a particular product class using conventional procedures. Furthermore, the scale presented is a prototype for others which may be constructed for different research applications and it appears to stand up well to traditional psychometric testing procedures" (p.65). Bloch developed six interpretable factors from a seventeen item involvement scale. The six factors were enjoyment of driving and using cars, readiness to talk to others about cars, interest in car racing activities, self-expression through one's car, attachment to one's car, interest in cars.

Bloch (1982) tested the hypothesis that the magnitude of

enduring involvement is positively related to the extent to which an individual perceives such involvement as a vehicle for self-expression or enhancement. The two product classes examined were automobiles and clothing. The author concluded that consumers use enduring involvement as a vehicle for self-expression. Bloch argued that "...the conceptualization of enduring involvement presented in here frees involvement from its traditional purchase setting confines. In past work, product involvement has only been examined as an influence on purchase effort or information processing. Involvement as it might exist beyond purchase occasions and separate from perceived risk notions has clearly been underresearched" (p. 416).

Bloch (1981, 1982) empirically examined the notions of product involvement and enduring involvement. The research on involvement had finally reached the point where assessments of the validity and reliability of the construct were being empirically determined.

Cohen (1983) argued that an appropriate operationalization of involvement is likely to be closely linked to some measure of attention, ideally one which takes account of capacity available at the time of competing tasks. He noted that, "this definition separates: 1) the activation directed toward a stimulus (i.e. involvement) from, 2) the particular goals, beliefs and interests as well as particular stimulus factors (e.g., novelty, intensity, complexity, distraction) that, as antecedent variables, affect the level and degree of focus of involvement and from, 3) subsequent involvement-induced responses (from attention through

cognitive responses to possibly overt behavior)" (p. 326). Cohen (1983) argues that Krugman's (1965) definition of involvement contains some "excess baggage" by including such factors as involvement-mediated responses. Cohen argues that,

...specific predictions regarding the impact of involvement on the amount of effort, thought, learning and ultimately belief and attitude change can be made and studied by including involvement as a treatment manipulation (though the further one moves toward persuasion the more likely one is to find involvement interaction effects). Rather than defining involvement so that it will exclusively refer to any one of the set of possible responses to an advertisement (e.g., number of thought generated, number of correct retrievals), it seems conceptually more appealing to separate the construct of involvement from the set of involvement-mediated responses. A useful next step would be to develop a conceptual framework in which hypothesized links between involvement and sets of antecedent and consequent variables would be carefully laid out (p. 326).

Batra and Ray (1983) argued that the reason why the term involvement has been consistently been misinterpreted is that it has been "used interchangeably to describe two qualitatively different phenomena: involvement with a product class and involvement with a message" (p.309). Product class involvement is defined as an individual's predisposition to make a brand choice, due to high levels of perceived risk, for example, and should endure over time, while there could clearly be some temporal differences in intensity level. This is similar to Houston and Rothschild's (1978) notion of situational involvement, in that it presumes that certain situations or products will differ in their ability to arouse different individuals. Message response involvement, on the other hand, exists as a situational state, and is specific to the "processing of a particular message by a

particular individual at a particular point of time" (p.309). It is a term which encompasses the way in which individuals process messages, the varied manner of processing which occurs across product classes, the difference between brands in a product class, the different messages for different brands, various message reception situations and the different individuals who receive the message. The authors define message response involvement as a situational state, and claim that their conceptualization is in agreement with the works of Houston and Rothschild (1977, 1978) and Mitchell (1979). They attempt to operationalize message response involvement using responses to attribute assertions, responses to ad executions, and other factors such as distraction. The authors conclude that,

...because of the multidimensionality of the way in which people can get "involved" with commercials - in number of responses to the ad's attribute assertions, in the depth of the emotionality of evoked feelings, in the strength of the desire-to-buy that gets evoked, in the number of brand related "conscious bridging experiences" that occur, and others - there should be no hasty attempt to define the one best measure of cognitive response for message response involvement (p. 312).

Park and Young (1983) examine the role of involvement as a mediator of brand attitude. They distinguish between "cognitive involvement", in which attributes-based message contents would serve as a basis for attitude formation, and "affective involvement", in which brand attitude would be formed on the basis of a direct matching of the exemplar (brand imagery) against the imagery promoted in the commercial. These two high involvement mechanisms may be summarized as "analytical" (i.e.

using attribute-based combinatorial rules to derive an overall evaluation), and "nonanalytical" (i.e. the evaluation is an outcome of exemplar-based categorization) respectively. Cohen (1983) describes this process as follows: "...a person in [this] high involvement state would engage in sufficient 'top-down' processing to retrieve from memory at least one relevant product exemplar (i.e. an instance of a comparable liked or disliked product) and would assess its overall similarity to the to-be-categorized brand (p. 327). This nonanalytical viewpoint (Cohen, 1982) rejects the notion (Fishbein and Ajzen, 1975) that beliefs about a brand should be examined as if they could always be decomposable to a set of independent elements.

Using three treatment groups (a high cognitive involvement group, a high affective involvement group and a low involvement group) in the context of watching television commercials for a new brand of shampoo, Park and Young (1983) develop and test three hypotheses:

- 1) In the case of the cognitive involvement condition, attributes-based message contents influences significantly the overall brand attitude;
- 2) In the case of the affective involvement condition, neither attributes-based message contents nor attitude toward the commercial significantly influences the overall brand attitude;
- 3) In the case of low involvement, attitude toward the commercial significantly influences the overall brand attitude.

Subjects placed in the high cognitive involvement group were told that the product contained substantial differences from existing product offerings, and were asked to view the commercial

and to try and learn what product benefits the new brand possessed and how effective they believed the product would be. Subjects placed in the high affective involvement were told that each of the brands on the market at present, according to consumer reports, were no different in terms of how well they performed, but that each product had its own personality. The respondents were then asked to assume they were watching the movie Casablanca and thinking about Ingrid Bergman's beautiful hair, and to study the commercial as if they were going to purchase the product based on whether the commercial appealed to them emotionally, or portrayed the shampoo in such a way that it would enhance their personal image. The low involvement subjects were told that according to consumer reports there are no functional differences in shampoos, and that marketing attempts to differentiate brands based on image (as in the perfume industry) have to a large extent failed. They were asked to view the commercials as if they had just been informed that a close friend was seriously ill, and that they had no immediate reason or need to purchase shampoo.

The results of their study revealed that the traditional view of analytical attitude formation needs to be reconsidered. For example, under the affective and low involvement conditions, attributes-based analytical models did not explain the variance of the overall brand attitude as well as affect toward the commercial. Another finding was that under the affective involvement condition, both analytical attitude models and affect toward the commercial influenced the brand attitude without

revealing any significant contribution by either or both factors combined. The authors contend that multiple factors appear to contribute to the exemplar retrieval process by affecting the perception of imagery promoted by the commercial under the affective involvement condition. This process is not expected to be captured through either analytical models or through affect toward the commercial, nor with combined models.

Arguments Against the Two Hierarchy Theory

Finn (1982, 1983) and Smith and Swinyard (1982) have both argued against the existence of two separate hierarchies. Both argue along similar lines. Finn (1982) believes that the low involvement hierarchy is not a reordered learning hierarchy, but rather is an incomplete learning hierarchy. Finn (1982, 1983) introduces a number of additional variables to help strengthen his arguments, while Smith and Swinyard (1982) concentrate on belief-affect relationship. Both cast doubt on the validity of the low involvement hierarchy (Ray, 1973), taking the view that the behavior before attitude sequence should merely be viewed as an information acquisition strategy where product trial is used as the best source of information. Product trial, therefore, is nothing more than one information acquisition strategy which is used to develop beliefs, before final brand attitudes are formed. As noted herein, Ray (1973) argued that two separate hierarchies (learning and low involvement) existed in the movement toward purchase process. These hierarchies are depicted in Table 3.6.

TABLE 3.6

The Low Involvement and Learning Hierarchies
(Ray, 1973)

The Learning Hierarchy

COGNITION-----	AFFECT-----	CONATION
-Attention	-Interest	-Intention
-Awareness	-Evaluation	-Behavior
-Comprehension	-Attitude	-Action
-Learning	-Feeling	
	-Yielding	

The Low-Involvement Hierarchy

COGNITION-----	CONATION-----	AFFECT
-Attention	-Intention	-Interest
-Awareness	-Behavior	-Evaluation
-Comprehension	-Action	-Attitude
-Learning		-Feeling
		-Yielding

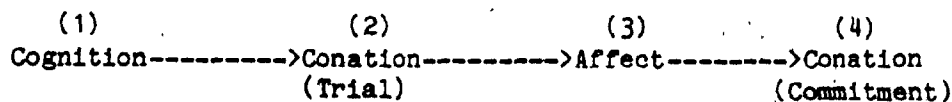
Finn (1982) argued that this conceptualization is inconsistent in that the expected relationship between conation and affect is not the same in the two different hierarchies, and hence, the various sequences outlined by Ray (1973) cannot simply be different permutations of the same variables. If the variables in both models are in fact the same, then one would expect consistent relationships between the terms across various conceptualizations, or permutations, in Ray's (1973) terminology. The problem, according to Finn (1982) is with the "conative" variable, which he claims "...despite the language, is different in the two models" (p. 100).

Finn (1982) found partial justification for his views from both Smith and Swinyard (1980), Calder (1979) and Robertson (1976). Robertson (1976) claimed that, "...in fact most

information seeking...will be based on trial of the product rather than on the use of evaluative symbolic sources" (p. 21). Calder further suggested that attitude formation under low involvement is the same as under high involvement except in the source of the beliefs that lead to attitude. Finn (1982) commented on Calder's (1979) contribution: "...By allowing prior behavior (trial) to be a source of information, Calder also recognized the possibility of only one hierarchy. Unfortunately, his conclusions leave the implication that purchase-as-information is unique to low-involved consumers" (p.100). Smith and Swinyard (1980) recognized the importance of trial as information acquisition and initially proposed the model depicted in Figure 3.1:

FIGURE 3.1

The Smith and Swinyard Model (1980)



The behavior in step #2 is expected to be information collection via trial for low risk products and extensive non-trial search for higher risk products. Step #4 is considered to be committed behavior, where the product is accepted as a legitimate purchase alternative and parallels 'conation' in the learning hierarchy.

Finn (1982) argued that Ray's (1973) low involvement hierarchy was simply the first three steps of a more complete hierarchy. Finn expanded and re-labelled the Smith and Swinyard

(1980) model, and is depicted Figure 3.2.

FIGURE 3.2

Finn's Single Hierarchy Model

COGNITION	EVALUATION	AFFECT	PURCHASE
-Awareness	-Interest	-Attitude	-Intention
-Comprehension	-Evaluation	-Feeling	-Commitment
-Attention	-Existing	-Conviction	-Purchase
-Learning	Information	-Yielding	-Rejection
	-Search		
	-Trial (Actual)		
	-Trial (Vicarious)		
	-Friends		
	-etc.		

Finn (1982) acknowledged that his single model hierarchy was not new, and that in fact it closely paralleled Roger and Shoemaker's (1971) paradigm of the innovation-decision process that placed heavy emphasis on trial as an evaluation activity. In addition, Finn noted that his model was a parallel of the Lavidge and Steiner (1961) hierarchy of effects, save the fact that it did not rely entirely on advertising effects.

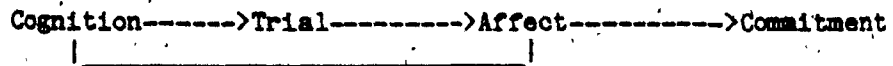
Smith and Swinyard (1982) noted that while the distinction between trial purchase and purchase as committed behavior has only received passing attention in the advertising response literature (Ehrenberg, 1974; Robertson, 1976) it had been clearly differentiated in the diffusion of innovations literature (eg. Klomglan and Coward, 1970; Rogers and Shoemaker, 1971). The general belief of these diffusion model theorists is that consumers initially have a trial stage that is used by potential adopters to directly evaluate the innovation. Only after trial, does higher order affect (i.e. acceptance or rejection) occur. In

this instance, trial behavior is simply viewed as information acquisition behavior, to gather the required information about the product before becoming committed. With this approach, Smith and Swinyard (1982) expanded their original model, and developed their integrated information response model which is depicted in Figure 3.3.

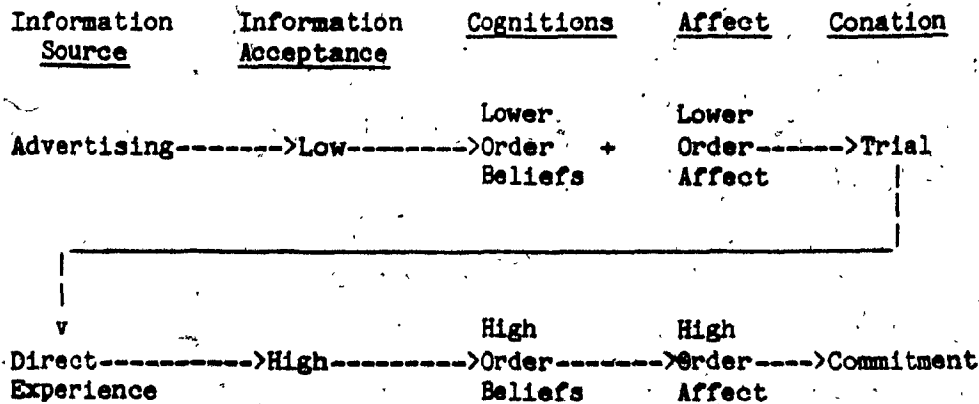
FIGURE 3.3

Integrated Information Response Model
Smith and Swinyard, 1982

Summary Labels



Detailed Sequence



Following the lower order response path (first line of the detailed sequence), it is shown that exposure to advertising normally generates minimal message acceptance. This follows from the belief that advertising is subjected to high levels of discounting, counterarguing, source derogation and message rejection. Hence, advertising only generates lower order beliefs.

Smith and Swinyard (1982) argue that lower order beliefs will only result in awareness and uncertainty. The two possible results are: 1) individuals who are not involved with the product category may simply stop processing further information, since the uncertainty will not elicit significant perceived risk; and, 2) individuals who are highly involved with the product category, may seek to reduce their uncertainty by gathering more information, which could be attained from external sources (i.e. advertising, word of mouth, salespersons, etc.), or from direct experience with the product (i.e. trial). The authors argue that in order to establish higher order beliefs, direct experience in the form of trial, is the most desirable information source. Robertson (1976) has also argued that in these situations "...product trial may be used as the main information source" (p.20). Smith and Swinyard (1982) conclude that, "...a considerable portion of consumer behavior may be anchored to informational needs rather than affect. Consumers for example, may talk with a salesperson not because they like to engage in such conversations but because they feel motivated to reduce risk by collecting additional information" (p.85). Locander and Hermann (1979) have also noted that "...as the total risk of the purchase situation increases, a person's observation and experience becomes the favored information source" (p. 273). Once high information acceptance has been developed, higher order beliefs are generated, which in turn develop higher order affect. Once a strong affect has been generated, preferences will likely occur and be identified through committed purchase.

The most damning critique of the low involvement-high

involvement hierarchy approach has been that of Finn (1983). Finn argued that, "...the profusion of different definitions of involvement promises to prolong today's state of confusion in the area, and some valid approaches might best reject the label involvement in favor of more unique aliases" (p. 419). Finn (1983) argues that much of the research on involvement has been inconsistent. He posits that there is no reason to expect a consistent low/high involvement influence of either PSP's (people, situations or products) or cognitive processing styles on the AFFECT-CONATION sequence. Nevertheless, he argues it will probably be worthwhile investigating low/high PSP's as an independent variable influencing low/high information processing. To this end, Finn (1983) recommends viewing involvement as being either a stimulus centered variable (i.e. it is a characteristic of a product), a subject centered variable (i.e. individuals may vary in involvement), or a response centered variable (i.e. involvement is an information processing variable).

In order to properly examine the construct of involvement, Finn (1983) argues that there are two requirements: 1) there must be consistent and definable differences in involvement as a phenomenon of interest; and, 2) there must be a reason to expect to find consistently different outcomes of high- and low-involvement levels of PSP's and cognitive processing styles. The first requirement is that there must be such things as high or low involvement PSP's, cognitive processing styles, and/or behavioral outcomes. The second is that high-involvement PSP's should be associated with involvement processing, and low

involvement PSP's should be associated with low involvement outcomes.

Hupfer and Gardner (1971) and Houston and Rothschild (1978) have noted that involvement may be a function of product type. Based on the argument that high involvement products should lead to high involvement cognitive processes, and that low involvement products should lead to low involvement cognitive processes, Finn rejects the notion of stimulus centered involvement. Using the example of refrigerators - a high cost, long interpurchase time product - which would be viewed as a high involvement product (Houston and Rothschild, 1978), Finn argues that satisfied consumers of this product would be expected to pay little attention to advertisements for the product. Low levels of attention would restrict the number of connections or bridging experiences. Thus, he argues, one "...would not expect high involvement products to lead to high involvement cognitive processes" (p.421). Similarly, a consumer who is dissatisfied with the available brands of hand lotions - a low cost, frequently purchased product - and is wishing to find a better alternative, would be expected to be more attentive to information about new brands, and to actively process messages. In other words, in this scenario, there is a low involvement product leading to a high involvement cognitive process. This according to Finn is inconsistent, and he therefore rejects the notion of the stimulus centered view (i.e. that certain products in themselves are high involvement products).

Finn (1983) posits that there is reason to expect that the subject centered view can be easily supported. The basic

assumption is that "...involvement is a consumer specific variable that might be high or low regardless of the cost, risk, or interpurchase time of a given product" (p.421). This view of involvement (Mitchell, 1979) recognizes that individuals may differ in their involvement toward particular products or situations. Finn (1983) argues that that at a particular point in time (rather than in general) some consumers may be more involved with a product/situation than others. He claims that the interest or importance of the product and perceived goals and consequences would be the strongest indicators of involvement. Referring to the study and Petty and Cacioppo (1981), Finn writes that,

...They manipulated involvement by having students listen to a tape advocating the administration of comprehensive exams at their university. High involvement subjects were told that the exams would be instituted during their undergraduate days. Low involvement subjects believed that the exam policy was for ten years later. Results indicated that high involvement motivates diligent processing of the content of a message (p.422).

Concerning the response centered view, the application of the two requirements is not difficult. Citing the works of Krugman (1965, 1966; Mitchell and Russo, 1978; Gardner, Mitchell and Russo, 1978; Mitchell, 1980, 1981; and Leavitt, Greenwald and Obermiller, 1981), Finn (1983) claims that by definition active processing strategies are different from passive processing strategies, and that differences in involvement do impact on recall. Finn's recommendations for future research on the construct of involvement are summarized in Table 3.7.

Finn (1983) argues that involvement as a "label" should not

TABLE 3.7

Finn's (1983) Recommendations For Future Research

<u>Type of Involvement</u>	<u>Recommendation</u>
Product (stimulus definition)	Reject
Consumer (subject definition)	
-Interest/Importance	Explore/Refine
-Goals/Consequences	Explore/Refine
-Commitment	Reject
Information Processing (response definition)	Explore/Refine
Hierarchy of Effects (high vs low hierarchy)	Reject

be used to describe product types, levels of consumer commitment or variations in the AFFECT-CONATION sequence in traditional hierarchy of effects models. Rather, further research on the involvement construct should be restricted to consumer interest/importance levels, consumer goals and perceived consequences, and information processing activity levels.

Summary

CHAPTER III has provided a detailed critical review of the marketing literature on consumer involvement.

Cohen (1983) argued that an appropriate operationalization of involvement is likely to be closely linked to some measure of attention, ideally one which takes account of capacity available at the time of competing tasks. Cohen (1983) suggests that, "... a useful next step would be to develop a conceptual framework in which hypothesized links between involvement and sets of antecedent and consequent variables would be carefully laid out" (p. 326).

The proposed research will establish the connection between involvement and various cognitive structure variables, as suggested by Cohen (1983). It goes one step further by establishing and empirically testing the link between involvement and brand categorization on the one hand, and various antecedent and consequent variables on the other. CHAPTER IV develops the conceptual interaction framework and establishes the principal research objective which is the testing of the interaction between involvement and the brand categorization process.

CHAPTER 4

THE RELATIONSHIP OF INVOLVEMENT
AND BRAND CATEGORIZATION:
STATEMENT OF HYPOTHESES

THE RELATIONSHIP OF INVOLVEMENT AND BRAND CATEGORIZATION

Introduction

The purpose of this section is to develop a conceptual framework which will enable the joint testing of the brand categorization process and consumer involvement. In particular, the framework is developed to explicitly examine the relationship between differing levels of consumer involvement and the hypothesized profiles of the Brisoux and Laroche conceptualization. A number of hypotheses are generated, based on the literature reviews in the preceding chapters.

In this research involvement is viewed as a state rather than a process. The operational definition is arousal, excitement or drive evoked by various stimuli in a specific decision-making situation. Arousal, excitement or drive is hypothesized to be best reflected using individual measures of perceived product/situation importance and/or interest in the given decision making process. The concept includes: a) the Sherif et. al. notion of 'ego-involvement', which has been defined as, "...the arousal, singly or in combination, of the individual's commitments or stands in the context of appropriate situations, be they interpersonal relations or a judgement task in actual life..." (Sharif et. al., 1965: p. 65); b) Howard and Sheth's (1969) notion of purchase importance, defined as "... a variable in the buyer's frame of reference that corresponds to the intensity of motive(s)...It includes the criteria by which the buyer orders a range of product classes in terms of his

needs...It is the saliency of one product class versus other product classes, and is variously labeled "degree of involvement", "importance of cognition," and "importance of the task" (p.73); and c) Houston and Rothschild's (1978) notion of response involvement, defined as "...the complexity or extensiveness of cognitive and behavioral processes characterizing the overall consumer decision process" (p.185). It is hypothesized to be the result of both situational and enduring involvement. The proposed definition is also closely linked to those offered by Day (1970), Mitchell (1979), Bloch (1981), and Antil (1984) as these definitions all use the individual as the determinant variable in explaining involvement.

In sharp contrast to the internal state oriented conceptualization proposed herein, there are those who view involvement as a process (eg. Krugman, 1966; Leavitt, Greenwald and Obermiller, 1981; Petty and Cacioppo, 1981; Ray, 1973). These theorists assume that involvement is a function of the type of information processing and/or decision making process employed by individuals. Antil (1984) has commented that, "...Considering the current interest in information processing within consumer psychology, it is not surprising that this process oriented view has gained such popularity" (p.205). The main criticism of the process oriented views is that they are very situation- and context-specific. For example, the Krugman concept mainly views communication impact (specifically television), and thus potentially excludes many other behavioral issues.

While there has been much research on brand categorization, processes and consumer involvement, there has been virtually no

empirical research which has attempted to link the concepts. That is the major focus of this research. Howard and Sheth (1969) operationalized involvement in the consumer behavior literature as importance of purchase. It was viewed as a variable in the buyer's frame of reference that corresponds to intensity of motives. It was labeled degree of involvement or importance of task. It was classified as an exogenous variable affecting output variables through key hypothetical constructs. Jarvis and Wilcox (1973) commented that the composition of the evoked set should differ according to the level of involvement with the product class. Sherif et. al. (1965) and Toy (1982) suggested that the size of the reject set will vary according to the level of involvement with a product class. Shugan (1980) has suggested the amount of time an individual will devote to making a decision will be based on the confidence level at which the decision must be made. He argued that this confidence level has a strong relationship to the concept of involvement. Cohen (1983) urged that a conceptual framework is needed to link involvement with sets of antecedent and consequent variables.

Conceptual Framework

The starting point of the proposed conceptual framework is individual differences. These differences cause motive arousal, which can be defined as the arousing or energizing aspect of motives. It is the intensity of motives with respect to a particular product class or purchase situation. This motive arousal directly affects consumer involvement with a particular

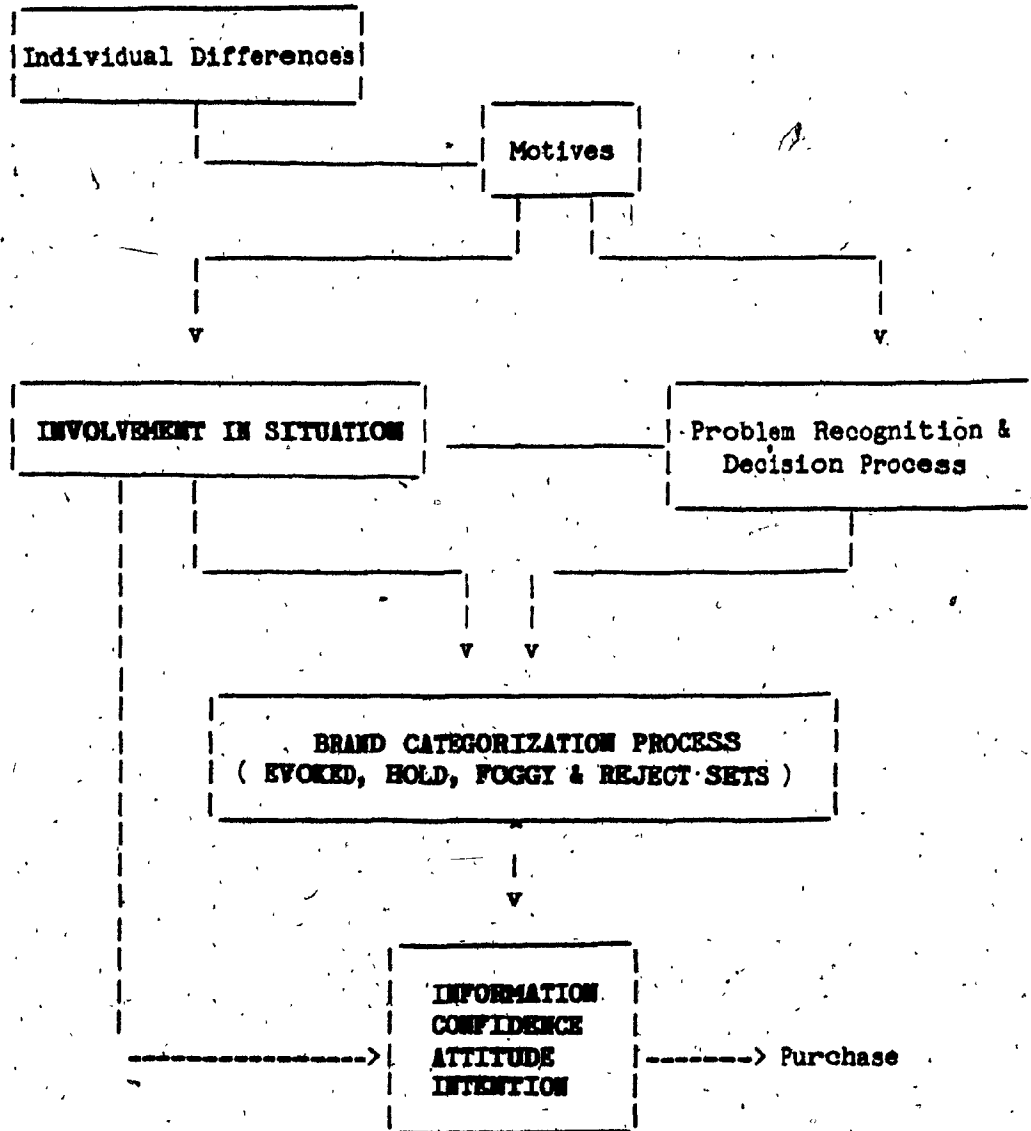
product class or purchase situation, and as well the degree of complexity of the decision making process. The greater the motive arousal, the more intense (i.e. greater or higher) the level of involvement, and the more complex the problem recognition processes (Engel and Blackwell, 1983) and the problem solving tasks (Howard, 1977). The level of involvement with the product or situation which in turn affects the complexity of the decision making process will affect the brand categorization process (i.e. the determination of the evoked, hold, foggy and reject sets). Finally it is hypothesized that both involvement, the brand categorization process and the interaction between involvement and the brand categorization process will affect attitudes and intentions toward, information about and confidence in specific brands. The entire framework is depicted in Figure 4.1.

Statement of Hypotheses

The proposed research will test a number of hypothesized relationships between two independent variables - involvement and brand categorization, and the dependent variables - attitude, information, intention and confidence. A formal statement and discussion of the research hypotheses is presented below.

FIGURE 4.1

Involvement In The Consumer Decision Process

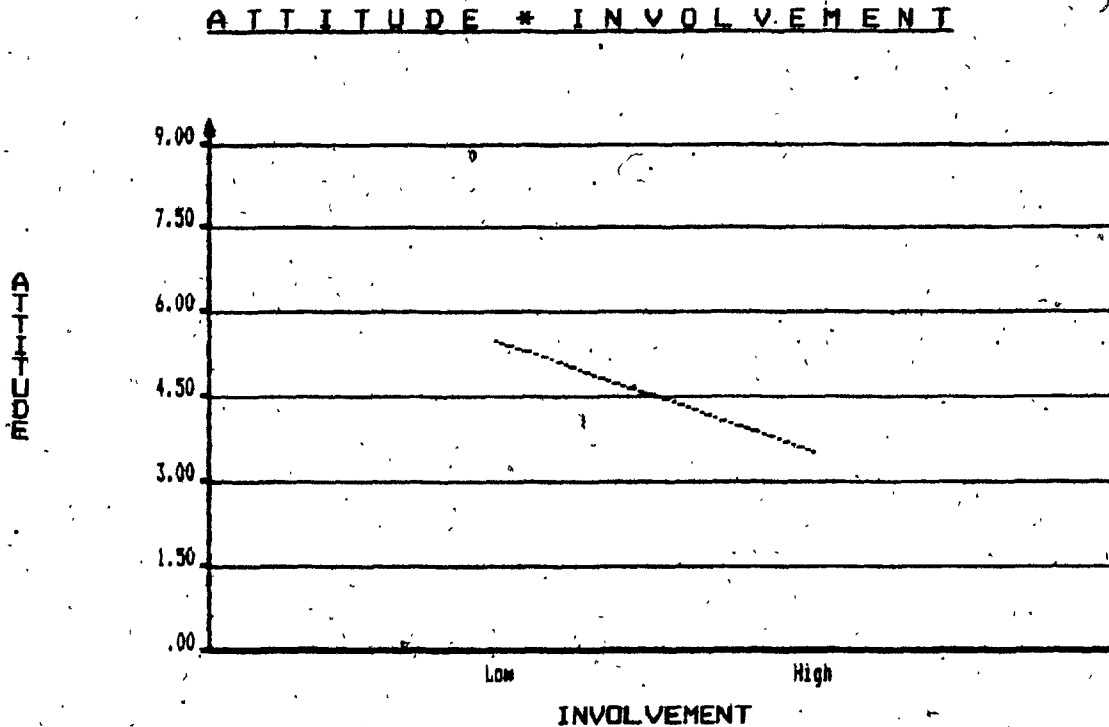


NOTE: Only the variables illustrated in Capital Letters are examined in this research.

HYPOTHESIS 1

Attitudes will be more positive in low involvement situations as compared to high involvement situations.

FIGURE 4.2



RATIONALE

Figure 4.2 graphically depicts the relationship between attitude and involvement set out in Hypothesis 1. Festinger and Maccoby (1964) and Bither (1970) have suggested that diversion of attention to other processes limits attention devoted to one particular ad (product/brand), and consequently reduces the number of cognitive responses. Mitchell, Gardner and Russo (1978) found that the existence of more diversions, which is typified by low involvement situations, increases the probability of less critical product/brand evaluations. Petty and Cacioppo (1979)

found that increased involvement is associated with increased resistance to persuasion. Smith and Swinyard (1983) argue that high involvement situations will be characterized by significant counterargumentation. This could have the effect of causing incoming messages to receive negative evaluations. Petty, Cacioppo and Schumann (1983) found that attitudes were less positive in high involvement situations (more resistance to the product under high involvement as compared to low involvement).

HYPOTHESIS 2

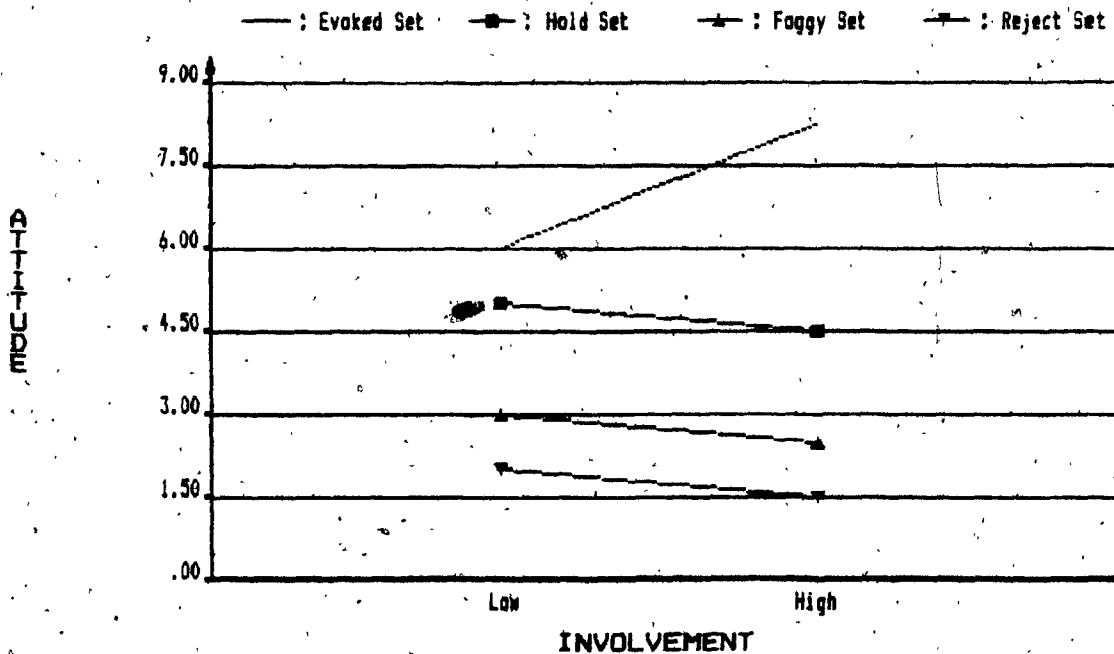
Attitudes will be more extreme (have a wider range) in high as compared to low involvement situations.

HYPOTHESIS 2a

- Brands in the evoked set will be more positively evaluated in high involvement as compared to low involvement situations.
- Brands in the hold, foggy and reject set will be more negatively evaluated in high as compared to low involvement situations.

FIGURE 4.3

ATTITUDE * INVOLVEMENT * BRAND CATEGORY



RATIONALE

Figure 4.3 graphically depicts the relationships between attitude, involvement and brand category set out in hypothesis 2. Fazio and Zanna (1981) claimed that direct experience may produce more extreme attitudes as compared to indirect experience. They argue that direct experience (considered to be a measure of involvement - Ray et. al. 1973; Smith and Swinyard 1983) will produce more commitment and thus more varied attitudes. Smith and Swinyard (1983) argue that limited attention in low involvement situations (exhibited by indirect information and experience) will generate uncertain attitudes as opposed to strongly held attitudes. This is analogous to Sherif et. al. (1965) who argue that individuals who are committed to an issue will have more strongly held opinions as compared to individuals who are not committed.

Attitudes are expected to be highest for evoked set brands, somewhat lower for hold set brands, even lower for foggy set brands, and lowest for reject set brands. The relationships are expected to remain unchanged regardless of the level of involvement. However, for individuals who are more involved in a specific decision-making situation, it is hypothesized that: for evoked set brands, attitudes will be more positive for individuals who perceive higher involvement compared to those with lower involvement; and for hold, foggy and reject set brands, attitudes should remain relatively unchanged regardless of the level of involvement.

For all brands it is expected that attitudes will be more

negative in high as compared to low involvement situations (hypothesis 1). Attitudes are also expected to be more extreme in high as compared to low involvement situations (hypothesis 2). It is suggested that what accounts for this larger variance is not merely involvement, but the involvement/brand categorization interaction. Evaluations in all brand categories become more extreme. For brands which are acceptable (evoked set), evaluations should become more positive. For brands which are unacceptable (reject), evaluations should become more negative. For brands about which the consumer has not yet decided (hold and foggy sets), evaluations will be more negative in high involvement situations, but since less of a commitment (stand) has been taken, evaluations are not expected to decrease sharply. This rationale is analogous to Sherif et. al. (1965) concerning commitment to or stand taken on an issue. Hypothesis 1 suggests that attitudes toward brands will be more positive in high as compared to low involvement situations. While this may seem counterintuitive in that as people become more aroused and excited, one would expect attitudes to become more positive, this is only true for brands that are considered acceptable purchase alternatives (i.e. evoked set brands). Brands which are not considered as purchase alternatives should have more negative attitudes associated to them as involvement is higher. Brisoux and Laroche (1982) found that the size of all non-evoked set brands was greater in high as compared to low involvement situations, which suggests that overall brand evaluations (i.e. for all brands, regardless of brand categorization) will be more negative in high as compared to low involvement situations. Other

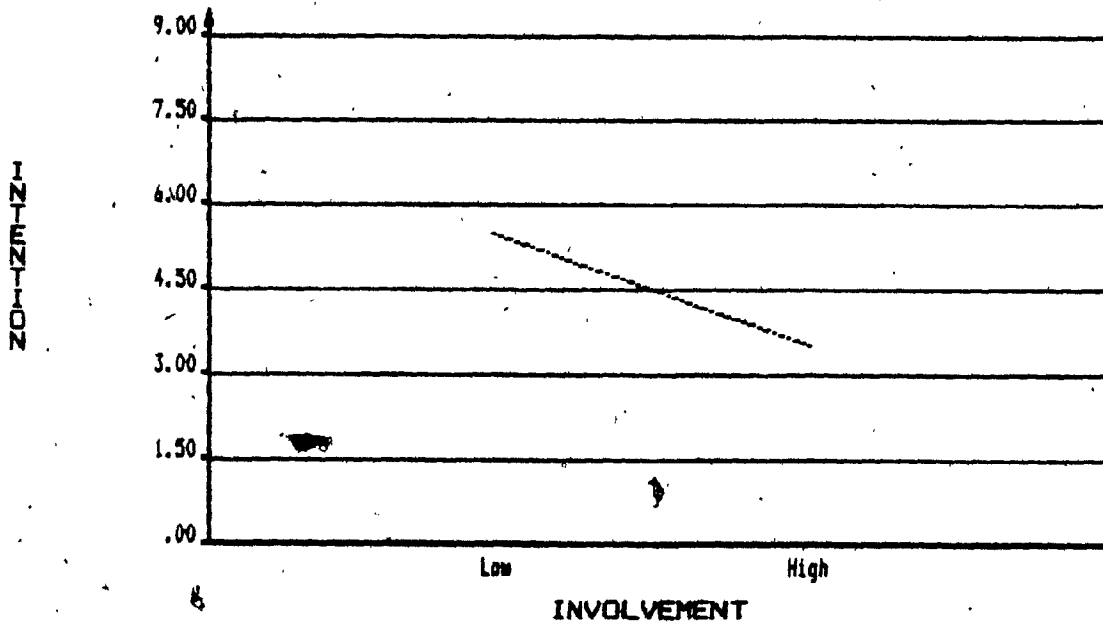
research has also shown that more brands are placed in the reject set (Toy 1982) and in the hold and foggy sets (Biehal and Chakravarti 1981) than in the evoked set, thus again suggesting that overall brand evaluations will be lower in high as compared to low involvement situations.

HYPOTHESIS 3

Intentions to purchase will be lower in high involvement situations as compared to low involvement situations.

FIGURE 4.4

INTENTION * INVOLVEMENT



RATIONALE

Figure 4.4 graphically depicts the relationship between intention and involvement set out in Hypothesis 3. Petty and Cacioppo (1981) and Petty, Cacioppo and Schumann (1983) have shown that level of involvement affects behavioral intentions. In these studies they found that intentions to purchase were higher

in the low as compared to the high involvement experimental condition. They have also argued that persuasion is more difficult in high as compared to low involvement situations. While this latter finding is consistent with the proposed research hypotheses, one should also consider that while opinions may be easily changed in low involvement situations, these changes of opinion may be unstable and with less commitment. Given these findings, and if one accepts: a) the standard hierarchy of effects model that intentions follow cognitive and affective responses, and b) there exists a positive attitude-behavioral intention relationship (i.e. A-B Consistency); then, it should follow from hypotheses 1 and 2 that intentions will be lower in high as compared to low involvement situations.

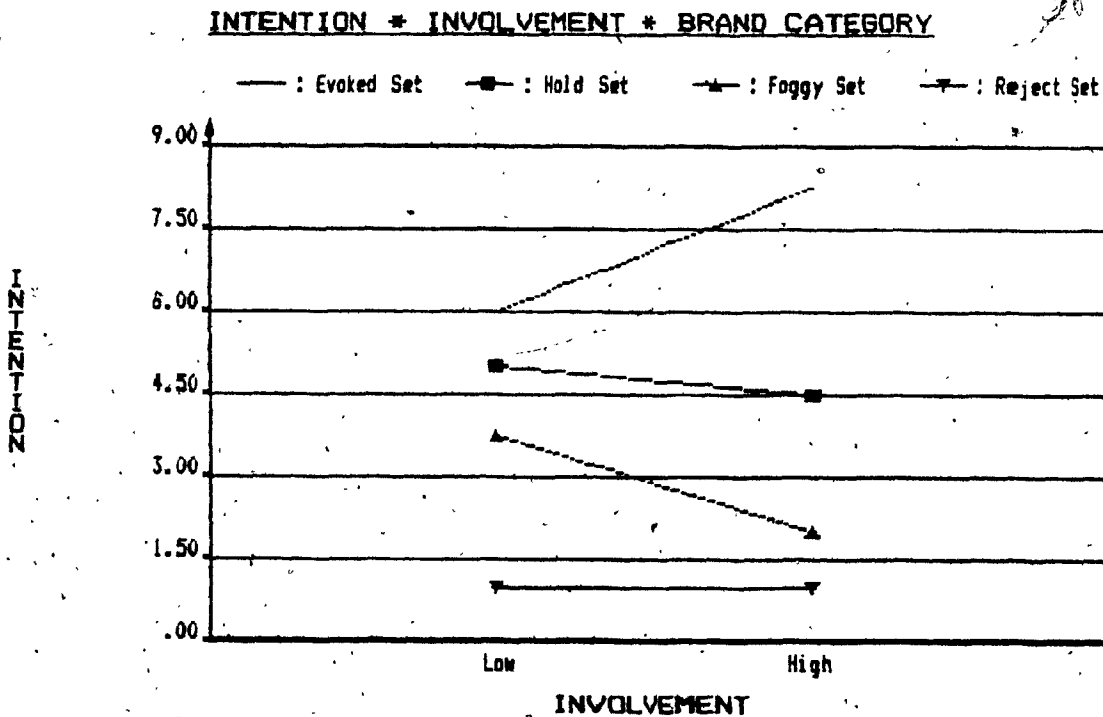
HYPOTHESIS 4

Intentions to purchase should be more extreme (have a wider range) in high as compared to low involvement situations.

HYPOTHESIS 4a

- Intentions to purchase brands in the evoked set will be more positive in high as compared to low involvement situations.
- Intentions to purchase brands in the hold and foggy set will be more negative in high as compared to low involvement situations.
- Intentions to purchase reject set brands should not differ between high and low involvement situations.

FIGURE 4.5



RATIONALE

Figure 4.5 graphically depicts the relationships between intention, involvement and brand category set out in Hypothesis 4. Smith and Swinyard (1983) have argued that individuals are unlikely to make committed decisions without strongly held attitudes. They argue that both attitudes and intentions will be

more extreme in situations of high involvement. In high, as compared to low involvement situations, a committed decision attitude and intention is hypothesized to be very high or very low. In low involvement situations, purchase intentions are expected to generally be higher (as compared to low involvement situations), but less extreme (smaller range - less variance), since the intention is not based on firmly held cognitions or affective evaluations. In fact, many have argued that attitudes (i.e. affective evaluations) do not precede intentions in low involvement situations, but rather follow intentions or conation (i.e. low involvement hierarchy - Ray et. al. 1973). Trial purchase is one example where one might witness intentions that are not based on firmly held positions. Again much of the rationale concerning the more extreme nature of intentions in high as compared to low involvement situations is based on Sherif et. al. (1965).

Intentions are expected to be higher for evoked set brands as involvement increases. There is a time dimension to this hypothesis as well. It has been suggested that as the consumer becomes closer in proximity to the purchase, the evoked set becomes more much defined (Eroglu, Omura and Machleit, 1983) leaving all non-evoked brands out of the purchase decision. The rationale for this hypothesis is that as involvement increases, and as the purchase decision gets closer, the risk of including a hold or foggy set brand in the evoked set (assuming that only evoked set brands can be purchased, by definition), is too great, and thus intentions to purchase hold and foggy set brands should

decrease. Intentions to purchase reject set brands should remain unchanged (null).

For brands which are acceptable (evoked set) intentions should be at the most positive level. Given these intentions are positive, as involvement is higher, intentions should become more extreme and become more positive. For hold and foggy set brands, intentions are hypothesized to be more negative as compared to evoked set brands, and thus as involvement is higher, should also become more negative (i.e. more extreme). Given the standard hierarchy of effects and A-B consistency, this may partially be explained using assimilation-contrast theory. Intentions to purchase hold and foggy set brands are lower than evoked, inferring these brands are not perceived as being close enough to some 'ideal'. Since hold and foggy set brands are outside the acceptable range, assimilation does not take place concerning the attitude and thus attitudes and intentions are lower. As foggy set brands are probably further away from the 'ideal' than are hold set brands, these brands should exhibit greater differences in intentions between high and low levels of involvement. Reject set brands, by definition, should have intentions, not significantly different from zero at all levels of involvement. This hypothesis suggests that A-B consistency should be better explained in high as compared to low involvement situations.

Petty, Cacioppo and Schumann (1983) found that attitudes were better predictors of intentions under high as compared to low involvement situations. No explanation was given other than attitudes formed using the central route (hypothesized to be indicative of high involvement) will be more predictive than

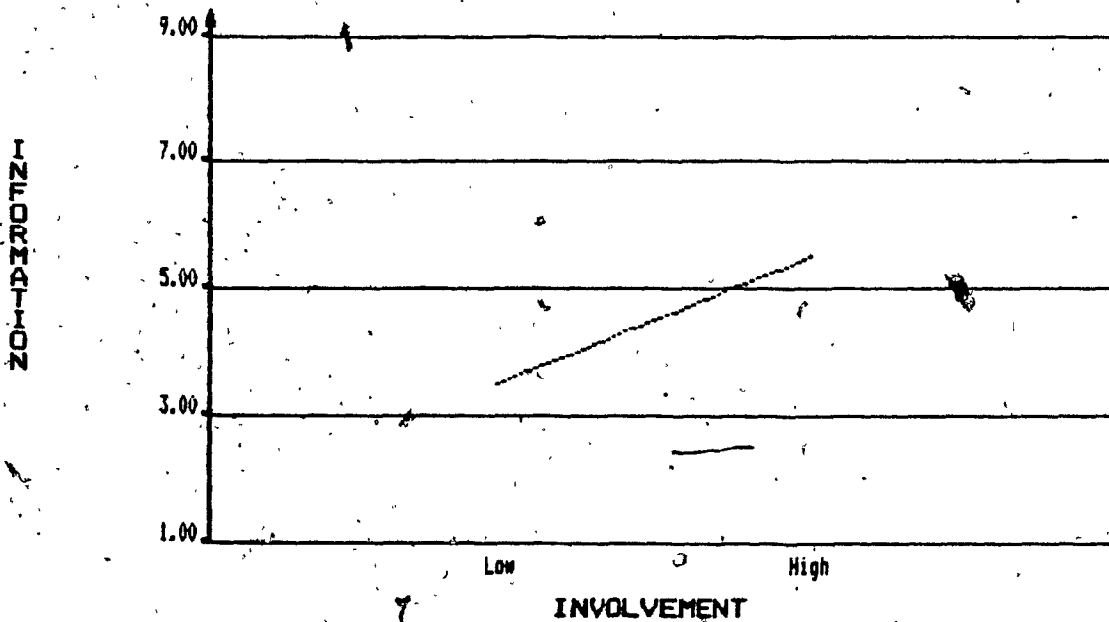
attitudes using the peripheral route (hypothesized to be indicative of low involvement). Smith and Swinyard (1983) predicted and discovered that A-B consistency would be higher for direct (high involvement) as opposed to indirect product experience (low involvement). Both sets and findings, and in fact many researchers attempt to explain these findings using the lower order evaluation theory. Simply stated, when evaluations and intentions are of lower order (less extreme), there is no reason to expect that measures of attitude and intention will be highly correlated. Brands which are barely known, with very low attitudes may be purchased in the foreseeable future (i.e. intention), and brands which are usually preferred may be neglected for reasons such as the desire for something new. This reasoning suggests that attitude-intention consistency should be highest in high involvement situations. The testing of A-B consistency in high versus low involvement situations is not a major research objective in the present study, however, it is suggested that this be thoroughly investigated in future research.

HYPOTHESIS 5

Individuals will seek more information in high involvement situations as compared to low involvement situations.

FIGURE 4.6

INFORMATION * INVOLVEMENT



RATIONALE

Figure 4.6 graphically depicts the relationship between information and involvement set out in Hypothesis 5. A general belief in the information processing literature is that information seeking, acquisition and processing leads to a change in uncertainty (Schroder, Driver and Streufert, 1967; Burnkrant 1976; Bettman 1979). This may only be possible for high involvement situations, since low involvement is not characterized by information seeking. The notion of change of uncertainty (i.e. obtaining pertinent/relevant information) is

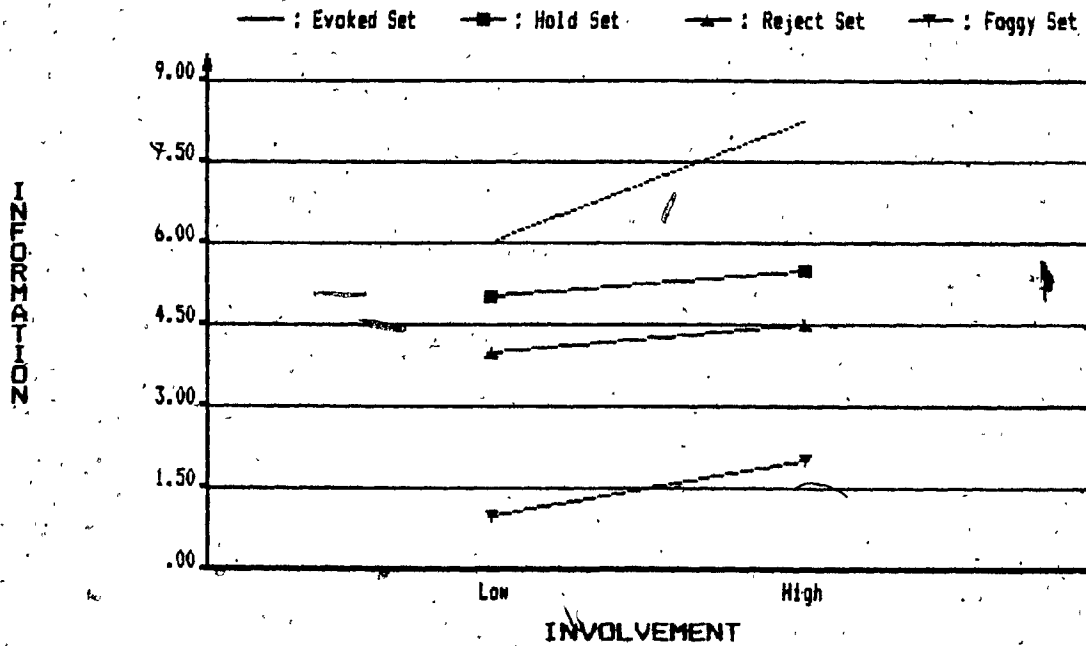
consistent with the notion that attitudes will be more strongly held in high involvement situations. The more information one obtains, the less the uncertainty. This may apply only to high involvement and does not imply a positive attitude-information relationship. Capon and Burke (1980) have argued that greater levels of perceived risk (which characterizes high involvement situations) lead to a greater depth of search. Hoyer (1982) argued that low involvement individuals seek to simplify choice task by reducing cognitive effort. Gardner, Mitchell and Russo (1978) argue that diversions are more prevalent in low involvement situations, which leads to attention-limiting information processing. Krugman (1965) argued that low involvement learning was characterized by lower levels of information from a passive medium. It has also been suggested that the higher the level of involvement, the more likely an individual is to seek and process relevant brand-related information (Burnkrant 1974, 1976).

HYPOTHESIS 6

Individuals will seek more information for all brands in high as compared to low involvement situations.

FIGURE 4.7

INFORMATION * INVOLVEMENT * BRAND CATEGORY



RATIONALE

Figure 4.7 graphically depicts the relationships between information, involvement and brand category set out in Hypothesis 6. It is expected that the quantity of information processed will increase for the evoked, hold and reject set brands, as the level of involvement increases, and should increase slightly for foggy set brands. The assumption is that a consumer will actively pursue and process more information, in what they consider to be high involvement situations.

The rationale is based on the notion of risk reduction (see

Bauer, 1960). The more involved the individual, the greater the propensity to evaluate as much information as possible. Since individuals are assumed to have limited cognitive processing capabilities (Miller, 1958), not all information concerning all brands can be obtained. Thus, information seeking for evoked set brands should be the greatest, and will be most affected by the level of involvement. This is not to say that once a brand is considered acceptable (i.e. in the evoked set) that an individual will continue to seek more information concerning this brand. It should be interpreted as an individual will have more information concerning evoked set brands relative to all other brands in other sets. Brisoux and Laroche (1982) found that a conjunctive decision rule best explains the development of the evoked set, which supports the hypothesis that more information will be obtained for evoked set brands, since these brands will have been evaluated on all salient product class attributes. Final choice, which is one of the evoked set brands, may be made using alternative choice heuristics (i.e. expectancy value, lexicographic, see Bettman 1979).

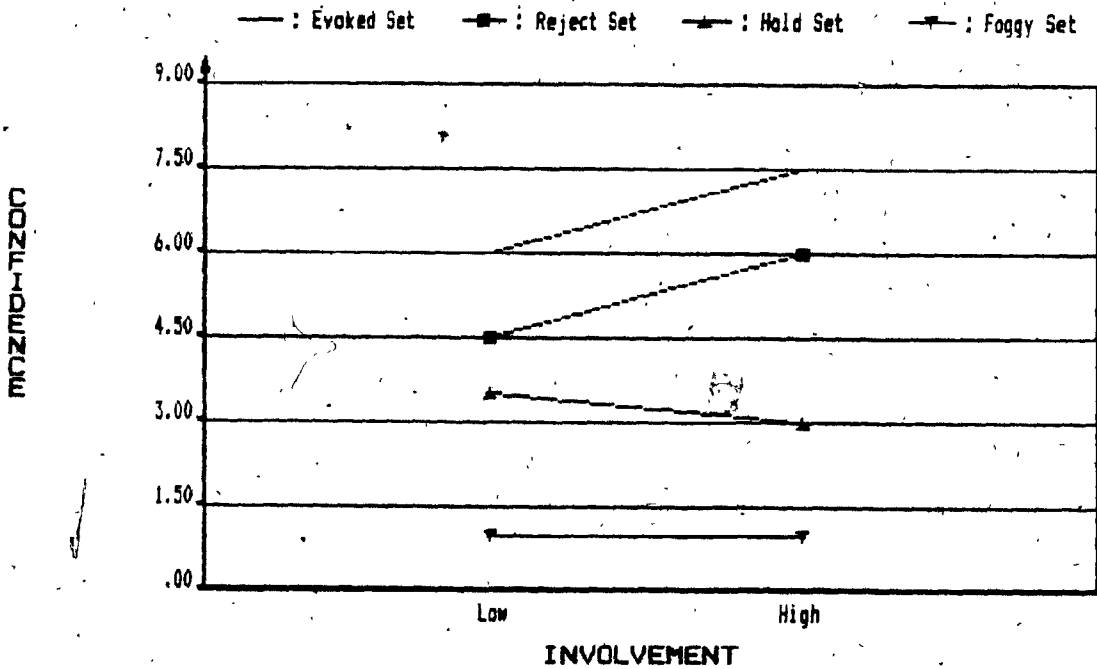
HYPTOHESES 7

-Confidence in brand evaluations will be more positive for evoked and reject set brands in high as compared to low involvement situations.

-Confidence in hold and foggy set brands will not vary significantly in high as compared to low involvement situations.

FIGURE 4.8

CONFIDENCE * INVOLVEMENT * BRAND CATEGORY



RATIONALE

Figure 4.8 graphically depicts the relationships between confidence, involvement and brand category set out in Hypothesis 7. Affective confidence refers to the conviction with which an evaluation is held (Bennett and Harrell 1975; Brim 1975; Smith 1982). The notion that increased information leads to greater confidence (uncertainty reduction) is generally accepted (Bem 1970; Berlyne 1960, 1965). However a distinction must be made between information exposure (low involvement viewing) and information seeking (learning hierarchy). In low involvement

situations the acceptance of advertising claims may be suppressed by consumer responses such as source derogation or limited-attention information processing. Increased exposure may have the effect of causing more uncertainty with respect to the weakly held attitude. In a high involvement situation, in which a consumer is actively seeking information to reduce uncertainty, increased exposure to information, which may result in counter-argumentation or support arguments, will reduce attitude uncertainty and a positive information-confidence relationship should be exhibited. Thus, confidence in brand evaluations should be more extreme (wider range - larger variance) in high involvement situations as compared to low involvement situations.

It is expected that confidence in evoked set brands will increase as involvement increases. Again this is dependent on the stage of decision making of the individual (as suggested by Cohen, 1983), and the desired overall level of confidence in the decision making process (Shugan, 1980). Confidence in hold set brands should remain unchanged or increase slightly, since no decision about these brands has yet been made. Confidence in foggy set brands should remain unchanged or decrease slightly. Again, for both the hold and foggy sets, differences may occur due to the individual stage of decision making. Finally, confidence in reject set brands will probably be higher for the lowest involvement situations, and decrease as involvement reaches its highest level. The rationale is that for products which are very low involvement (i.e. those that don't matter), one can be very confident in rejecting any particular brand,

since there is no risk. As involvement increases, one's confidence in rejecting any brand becomes less, as the risk increases.

Summary

CHAPTER IV developed the conceptual framework for the testing of the major research hypotheses of the proposed study. The conceptual framework was developed specifically to examine the relationship between differing levels of consumer involvement and the hypothesized profiles of the Brisoux and Laroche conceptualization. The following chapter reveals the research method that is utilized in the present study.

CHAPTER 5

RESEARCH METHOD

RESEARCH METHOD

Introduction

The conceptual framework developed in CHAPTER IV formed the basis of the study, to empirically examine the relationship between involvement and brand categorization, as well as their interactive effects on attitudes, intention, confidence and information. In addition, the study further explores the brand categorization process.

This chapter presents the research design utilized to execute the study. Included is a discussion of the various product classes under investigation, the research instruments, the sampling plans and the method of analysis. This chapter identifies the methodology employed to test the research hypotheses formulated in CHAPTER IV. The discussion is organized into four parts:

- 1) Statement of Research Objectives
- 2) Data Collection Procedures
 - Research Instruments
 - Sampling Plans
- 3) Overview of Data Analysis
- 4) Summary

Research Objectives

The objectives of this study have been previously stated:

- 1) to empirically test the hypothesized relationships between involvement and the brand categorization process across a variety of product classes to

determine if the interactive framework is supported and generalizable; and,

2) to further examine the Brisoux and Laroche conceptualization of consumer brand categorization strategies. More specifically to test the hypothesized profiles for the evoked, hold foggy and reject sets, in terms of attitudes, information, confidence, intention and set size, for a variety of product classes, to determine if the Brisoux and Laroche conceptualization is generalizable.

Data Collection Procedures

Six product classes were chosen for investigation - cigarettes, fast food outlets, micro-computers, televisions, toothpaste and universities. These product classes were chosen as they represent a wide spectrum of consumer durables, non-durables and services. It is assumed that consumers could employ a variety of decision-making choice heuristics (eg. lexicographic, conjunctive) and would encounter a variety of problem-solving situations (eg. routinized response, or extensive problem-solving) with respect to these products. All data was collected in the Province of Quebec between November 1981 and December 1983, with the exception of the television data which was gathered in Plattsburgh, New York, and the micro-computer data which was gathered in both Montreal and Toronto, by marketing graduate students at Concordia University under the supervision of Dr. Michel Laroche. I personally collected the cigarette data.

All other data was provided to me. An explanation of the common elements and where the research methods differed follows.

The data for four of the products (cigarettes, fast food, micro-computers and universities) was gathered using the questionnaire method (drop-off and pick-up), while the other two sets of data (televisions and toothpaste) were collected via personal interviews. All six data sets were gathered using virtually identical measurement instruments (see Appendix C for samples of the questionnaires).

Research Instrument

Measurement of the various sets was adapted from those used by Brisoux and Laroche (1980) and is presented in Table 5.1.

For one of the products (toothpaste), measurement of the hold set was indirect (i.e. by deduction from the other three sets). In addition, the identification of all the sets for this product used the card selection procedure described by Brisoux and Laroche (1980).

The consumers' perceptions of the various brands were measured for each of the product classes (a list of each brand for each product class is given in Appendix B). Evaluations of the brands were gathered for the most salient attributes of the product class, using nine-point semantic differential bi-polar scales. In addition, the level of importance of these specific attributes was measured using a nine-point rating scale from 1 (not at all important) to 9 (very important). All variables (product class attributes and brand specific variables) were

TABLE 5.1

Operationalization of Brand Categories

Measurement of the Sets

Awareness Set:

Which of the following brands of ... have you heard about? (either show cards or provide list)

Evoked Set:

If you could have your first choice, please indicate the brand of ... you would purchase? (only one choice). Suppose, for whatever reason, your first choice was not available, which other brands of ... would you consider purchasing? (provide list).

Hold Set:

Of those brands of ... about which you have a definite opinion, indicate those which you cannot say whether or not you would accept or reject (provide list).

Reject Set:

Of those brands of ..., which would you refuse to buy as they are unacceptable to you present needs? (provide list).

Foggy Set:

Of those brands of ..., are there any about which you cannot say whether or not you would be willing to purchase, as you have not formed any opinion of those brands? (provide list).

chosen as a result of pre-tests, researcher judgement and reviews of previous similar research. Intention was measured using the nine-point scale for cigarettes, fast-food, micro-computers and universities. For televisions and toothpaste, intention was measured by asking the respondent to list the brand(s) s/he would select in the next ten purchases. For all products, limited general demographic variables were collected. An example of the type of questions used is presented in Table 5.2, using the toothpaste questionnaire. All questionnaires are illustrated in Appendix C.

Previous research had suggested that the order of set measurement questions should be considered (Laroche et. al., 1983). Until Laroche et. al. (1984), research had not considered the ordering of questions measuring the evoked, hold, foggy and reject sets. This study will present the results of Laroche et. al. (1984), and as well, test for order effects for three other products (fast food, cigarettes, and televisions). As an illustration, below (see Table 5.3) is the sequence of questions for the 12 versions used in the Laroche et. al. (1984) study of university choice. A list of the various order of the brand categories utilized for the various products considered in the present study is presented in Appendix D.

Sample

Each data set has a minimum of 150 respondents. All sampling was essentially convenience. The university choice data was collected from C.E.G.E.P. students in Montreal (n=392).

TABLE 5.2

Original Sample Questionnaire (Toothpaste)

<u>VARIABLES</u>	<u>DESCRIPTION</u>
<u>Product Class</u>	
Frequency	How often do you normally buy toothpaste? <input type="checkbox"/> Once every 2 weeks <input type="checkbox"/> Once per month <input type="checkbox"/> Once every 6 weeks <input type="checkbox"/> Once every 2 months <input type="checkbox"/> Less than once every 2 months
Importance of Fluoride	How important is the inclusion of anti-cavity ingredients (i.e. fluoride) to you when purchasing toothpaste?
Importance of Taste	How important is taste or flavor to you when purchasing toothpaste?
Importance of Breath Freshening	How important is the inclusion of breath freshening ingredients to you when purchasing toothpaste?
Importance of Teeth Whitening	How important is the inclusion of teeth whitening ingredients to you when purchasing toothpaste?
Importance of Recommendation	How important is your doctor's recommendation to you when purchasing toothpaste?
Of Little Importance	1 2 3 4 5 6 7 8 9 Very Important
<u>Individual Variables</u>	
Age	<input type="checkbox"/> less than 20 <input type="checkbox"/> 20-24 <input type="checkbox"/> 25-29 <input type="checkbox"/> 30-34 <input type="checkbox"/> 35-39 <input type="checkbox"/> 40-45 <input type="checkbox"/> 46-50 <input type="checkbox"/> over 50
Sex	<input type="checkbox"/> Male <input type="checkbox"/> Female

TABLE 5.2 (Cont'd)

Original Sample Questionnaire (Toothpaste)

<u>VARIABLES</u>	<u>DESCRIPTION</u>	
<u>Brand Specific Variables</u>		
Tried	Which of the following brands have you previously tried (Show list)?	
	Please answer the following questions for those brands which you are familiar with.	
	9 8 7 6 5 4 3 2 1	
Information	A great deal of information	Very little information
Attitude	Toothpaste I like	Toothpaste I dislike
Cavity Protection	Effective cavity protection	Ineffective cavity protection
Breath Freshening	Capable of freshening breath	Incapable of freshening breath
Cost	Expensive	Inexpensive
Accessible	Easily obtained	Difficult to obtain
Confidence	Confident in brand evaluations	Not confident in brand evaluations
Dentist Approval	Certain of dentist approval	Not certain of dentist approval
Teeth Whitening Ability	Able to whiten teeth	Not able to whiten teeth
Perception of Taste	Pleasant taste	Unpleasant taste
Intention	Try to imagine your future purchases of toothpaste. Based on your normal purchasing habits, how do you envision making your next ten purchases? (selection of brands).	

TABLE 5.3

Sample Sequence of Questions Used in Order Effect Manipulation
(University)

VERSION

1	EVOKED, REJECT, HOLD, FOGGY
2	EVOKED, REJECT, FOGGY, HOLD
3	EVOKED, HOLD, FOGGY, REJECT
4	EVOKED, FOGGY, HOLD, REJECT
5	REJECT, EVOKED, HOLD, FOGGY
6	REJECT, EVOKED, FOGGY, HOLD
7	REJECT, HOLD, FOGGY, EVOKED
8	REJECT, FOGGY, HOLD, EVOKED
9	HOLD, FOGGY, EVOKED, REJECT
10	HOLD, FOGGY, REJECT, EVOKED
11	FOGGY, HOLD, EVOKED, REJECT
12	FOGGY, HOLD, REJECT, EVOKED

Questionnaires were handed out to first year junior college students in a pre-administration program and completed during class time. The fast food data was gathered with the help of many restaurant managers who passed out and gathered questionnaires during peak hours over a two week period (n=235). The cigarette data is from a sample of Concordia University student smokers (n=151). The data was gathered from students in the university cafeteria who were between classes. The toothpaste data was gathered through personal interviews from a sample of anglophone West Island Montreal residents (n=197). The micro-computer data was gathered in Montreal and Toronto (n=205). Questionnaires were left with managers of the largest micro-computer stores in the cities. The respondents were individuals browsing in the stores who agreed to take the time to fill out the questionnaire. The television data was gathered through personal interviews in Plattsburgh, New York, from individuals who had purchased a color television within the previous six months (n=201).

Data Analysis

a) Test of Interaction Framework

To examine the relationship between involvement and the brand categories a two-way 2 x 4 factorial design ANOVA (involvement: 1 = low; 2 = high / brand category: 1 = evoked; 2 = hold; 3 = foggy; 4 = reject) will be employed to assess the relationship between involvement and brand category for the various cognitive structure variables across the six product classes. The four dependent measures, the cognitive structures,

are attitude, intention, confidence and information. All dependent measures are scaled from 1 (low) to 9 (high), with the previously mentioned exceptions for the intention variable. Using the interaction framework developed in CHAPTER IV, it is expected that there will be both significant main effects for the independent variables (involvement and brand category) as well as significant interaction effects. Table 5.4 summarizes the expected main effects and interaction effects for the four dependent variables across the six product classes.

The influence of the two components of involvement as well as the four components of brand categorization are used in a series of 2-Way ANOVA's to test the interaction framework. Lastovicka (1979) reported that 143 respondents tested for six different product-in-consumption situations exhibited relatively homogeneous behavior within product classes, and heterogeneous behavior across product classes. This was justification to consider the data base as consisting of 6 x 143 independent cases. That is, each respondent supplied 6 data cases, for a total of 858 independent cases. An analysis of the present data sets reveals similar results. Thus, if one views brands as product categories, the results indicate that for the four cognitive structures under consideration, there exists homogeneity within product categories and heterogeneity between product classes. This provides some justification for using Y x N (Y=number of brands; N=number of respondents) independent cases.

The marketing literature has proposed a number of operationalizations of the involvement construct. Sherif et. al.

TABLE 5.4

Summary of the Expected Main Effects and Interaction Effects

	<u>Main Effects</u>		<u>Interaction Effects</u>	
	<u>Set</u>	<u>Involvement</u>	<u>-Set * Involvement</u>	
<u>Cigarette</u>	Att	Yes	Yes	Yes
	Int	Yes	Yes	Yes
	Inf	Yes	Yes	Yes
	Con	Yes	Yes	Yes
<u>Fast Food</u>	Att	Yes	No	Yes
	Int	Yes	No	Yes
	Inf	Yes	No	Yes
	Con	Yes	No	Yes
<u>Micro Computer</u>	Att	Yes	Yes	Yes
	Int	Yes	Yes	Yes
	Inf	Yes	Yes	Yes
	Con	Yes	Yes	Yes
<u>Television</u>	Att	Yes	No	Yes
	Int	Yes	No	Yes
	Inf	Yes	No	Yes
	Con	Yes	No	Yes
<u>University</u>	Att	Yes	Yes	Yes
	Int	Yes	Yes	Yes
	Inf	Yes	Yes	Yes
	Con	Yes	Yes	Yes
<u>Toothpaste</u>	Att	Yes	Yes	Yes
	Int	Yes	Yes	Yes
	Inf	Yes	Yes	Yes
	Con	Yes	Yes	Yes

(1965) used attitude structure as defined by latitudes of acceptance, rejection and non-commitment to reflect personal degree of involvement toward an issue. High involvement is indicated by narrow latitudes of acceptance and non-commitment. Low involvement is indicated by wide latitudes of acceptance (or narrow latitudes of rejection). Rothschild and Houston (1977) operationalized involvement similarly. Lastovicka and Gardner (1978) used a similar method using an index of the ratio of rejected items to the accepted items. This method has obvious mathematical problems. If there are no reject items, one must divide by zero. Moreover, the level of involvement will simply be a function of the number of attributes examined.

Brisoux and Laroche (1982) used two operationalizations of involvement. One measure was the number of inept brands (reject set brands). The second was analogous to the Cohen and Goldberg (1970) measure which consisted of a six-point rating scale measuring the importance for the consumer of buying a precise brand. Kapferer and Laurent (1983) found evidence of the applicability of using an index of importance measures to operationalize involvement. Toy (1982) has suggested that when more than 60% of the brands in a product class are rejected, this is indicative of high involvement.

The proposed research will use two methods to operationalize involvement: 1) the size of the reject set (Brisoux and Laroche, 1982; Rothschild and Houston, 1977; Sherif et. al., 1965); and 2) the average level of importance of the product class attributes, a measure that will enable the testing of the Jarvis and Wilcox (1973) assumption concerning the synonymy of involvement and

product class importance. Both measures are dichotomous (i.e. either high or low). Involvement is operationalized as low (1) when the size of the reject set of any individual is less than the average number of brands classified as 'reject' for the product class. Involvement is operationalized as high (2) when more than the average number of brands are rejected. When using the mean level of the importance measures which are rated on a nine-point scale, the values of 1 through 6 will be recoded to "1", representing low involvement. The values of 7 through 9 will be recoded to "2", representing high involvement.

Measures of reliability and validity will be assessed using Cronbach's alpha, as well as ten and twenty percent hold out samples. The overall efficacy of the research will be assessed by the generalizability of the results across product classes.

b) Further Development of Brand Categorization

To test the hypothesized profiles of the four sets, the mean and standard error is calculated for set size, attitude, information, confidence and intention, for the six products as in the previously published reports (eg. Laroche et. al., 1983, 1984). Further, multiple range Scheffe tests (at $p < .05$) are performed to assess the hypothesized profiles of the four sets (multiple range Scheffe tests are the most appropriate significance test for groups with unequal cell sizes when the researcher wishes to control experiment-wise error; Scheffe 1959; Iman and Conover 1983). For example, attitudes toward evoked set brands are hypothesized to be more positive than attitudes toward

hold, foggy and reject set brands; attitudes toward hold set brands are hypothesized to be more positive than attitudes toward foggy and reject set brands; and, attitudes toward foggy set brands are hypothesized to be at least as positive (if not greater than) reject set brands (i.e. Evoked > Hold > Foggy = Reject). In addition scores on the attribute ratings as well as the attribute importance ratings, will be utilized to more fully understand the brand categorization process. Explaining the relationship of specific product class attributes to the evoked set phenomenon is not the main focus of the research, as results will vary across all product categories. Nevertheless, an attempt is made to learn which product attributes for the various product classes are significantly related to brand categorization and involvement. To this end, discriminant analysis will be performed to further explore the nature of the four sets. The predictor variables (i.e. all product class, brand specific and individual variables) will be entered into a step-wise discriminant procedure to classify the brands into one of the four sets. The percentage of correctly classified individuals will be measured against the three chance criteria suggested by Morrison (1969), namely the proportional chance criterion (Q_p), the maximum chance criterion (Q_m) and the pure chance criterion (Q_c). To assess whether or not the order in which individuals categorize brands affects subjects' response ratings for the dependent measures, a one-way ANOVA (multiple range Scheffe test. $p=.05$) is employed using questionnaire version as the independent variable and attitude, information, intention and confidence as the dependent measures.

Summary

In this chapter, a brief overview of the methodology employed to analyze the research hypotheses developed in CHAPTER IV, is presented.

To determine if the Brisoux and Laroche conceptualization is generalizable across product classes, six varied product categories are utilized. The mean, standard error and multiple range scheffe tests are calculated to test the hypothesized profiles of the four sets. The overall plan of analysis is depicted in Table 5.5.

The following two chapters report the findings and conclusions of this study. CHAPTER VI reports the major research findings with respect to the two main research objectives. Specifically, the interactive relationship between involvement and brand categorization is explicated. In addition, the hypothesized profiles of the Brisoux and Laroche conceptualization, as well as the concept of consumer involvement are examined and further explored. Finally, CHAPTER VII presents the major conclusions and a discussion of the managerial and theoretical implications.

PLAN OF ANALYSIS

TEST OF INTERACTION FRAMEWORK

Brand Categories (4) Involvement Categories (2)

ANOVA
2 X 4 Factorial Design
Brand Category (1 to 4)
Involvement (1 to 2)

Are there significant main effects?

Are there significant interaction effects?

FURTHER DEVELOPMENT OF EVOKED SET PHENOMENON

Categorization Questions
Product Class Brand Specific Individual
Attributes Attributes Variables

Manipulation Check
Brand Categories

ARE RESULTS
GENERALIZABLE ACROSS
SIX PRODUCT CLASSES

Analysis of Brand Categories
Multiple Range Scheffe Tests, Mean,
Standard Error for A, I, INT, C.

4-Way Discriminant Analysis
Brand-Category

Test of Order Effect Manipulation
Multiple Range Scheffe Test
One-Way ANOVA

FURTHER DEVELOPMENT
OF EVOKED SET PHENOMENON
AND CONSUMER INVOLVEMENT

CHAPTER 6

FINDINGS / INTERPRETATION

FINDINGS - INTERPRETATION

Introduction

This chapter presents the findings and interpretation of the research hypotheses elaborated in CHAPTER IV. The chapter is divided into two main sections. PART A summarizes the results of the testing of the seven specific research hypotheses proposed in CHAPTER IV. Each hypothesis is tested and the findings are presented for all six product classes. Specifically, the results are reported in a manner which yields an overall assessment of the generalizability of the Brisoux-Laroche conceptualization of the brand categorization process, as well as the proposed interaction framework (NOTE: The complete testing of the interaction framework includes 96 separate 2-way ANOVA's. For simplicity the results of all the 2-way ANOVA's are summarized in Appendix E, in Tables E6.1 to E6.22).

PART B summarizes the results of the one-way multiple range tests, the multiple discriminant analyses, as well as the order effect manipulation, in the attempt to more completely test the Brisoux-Laroche conceptualization and, to further explore the nature of the brand categorization process. (NOTE: The complete testing of the Brisoux-Laroche conceptualization includes 316 separate one-way multiple range tests and 79 separate discriminant analyses. For simplicity, all the ANOVA's are summarized in Appendix F, in Tables F6.23 to F6.28. The results of the discriminant analyses and the order effect manipulation are grouped together by product class and are presented in the text itself).

Purification of the Involvement Construct

As discussed in CHAPTER V, two measures of involvement were utilized in this research. The first is an index of importance measures (IM), the second is based on the size of the reject set (RS). Both measures were categorized into either high or low (procedure described in CHAPTER V). Table 6.1 presents the reliability coefficients (Cronbach Alpha) for the six (IM) measures of involvement, as well as the number of importance variables that were included in the measure of involvement for each product class.

TABLE 6.1

Reliability of Involvement Measure (IM)

<u>Product</u>	<u>Variable(*)</u>	<u>Mean</u>	<u>Cronbach Alpha(**)</u>
Cigarette	7 of 8	4.81	.69
Fast Food	9 of 10	6.60	.71
Micro Computer	7 of 7	7.04	.75
Television	3 of 6	7.19	.69
University	6 of 6	6.69	.76
Toothpaste	5 of 6	6.23	.55

* - 7 of 8 means that 7 out of the 8 questions concerning the importance of specific attributes were used in the involvement measure.

** - all are significant at $p < .001$

Cronbach's (1951) coefficient alpha index of internal consistency is used as the estimate of reliability of the (IM) measure. Table 6.1 reveals that the index of importance measures

(IM) are consistently reliable (the Cronbach Alpha range is from .55 to .76, with all significant at $p < .001$). The magnitude of these reliability estimates meets acceptable standards (Nunnally 1967), so that correlation attenuations due to measurement error should not be a problem. The results indicate that each multiple-item index measured a single source of variance that was primarily systematic rather than random, which in turn supports the appropriateness of summing these items. The final index measure that was employed in the analysis was the one which yielded the highest coefficient alpha. This caused certain variables to be excluded from the measure. For two product classes (micro-computers and universities) all importance variables were used in the index measure. For three product classes (cigarettes, fast food and toothpaste) only one importance variable was eliminated from the index measure. In the case of the television product category, three variables were excluded from the index measure (NOTE: The three variables which yielded the highest coefficient alpha were adjustability, durability and picture quality, all representing an overall quality measure. Price, warranty and extra features, when included in the index measure, did not yield the highest possible coefficient alpha and were subsequently excluded from the analysis). Considering this is a relatively untested operationalization of a marketing construct in its embryonic state (from an empirical perspective), these results are encouraging.

Comparison of the Involvement Measures

Table 6.2 presents the comparison of the number of individuals who were classified as either high involvement or low involvement for each of the two measures across the six product classes. The results suggest that the two measures are totally independent of each other. There is no significant relationship between the two measures of involvement. The null hypothesis of the chi-square test of independence (H_0 : the classifications are independent) cannot be rejected for five of the six product classes. For toothpaste, the null hypothesis is rejected suggesting that a relationship exists. Further investigation of Table 6.2 indicates, however, that 52 per cent of the individuals classified as low involvement using the (RS) measure were classified as high involvement using the (IM) measure. Similarly, 88 per cent of those classified as high involvement using the (IM) measure were classified as low involvement using the (RS) measure. Therefore, while the results for toothpaste indicate a relationship, that relationship suggests that the two operationalizations are not comparable. In general, one must conclude that the two operationalizations of involvement are in fact not representing the same construct, since the percentage of misclassification (i.e. the number of low involvement individuals as categorized by one measure who would be classified as high involvement using the other, and vice versa) ranges from 41 per cent (fast food) to 76 per cent (cigarettes). Moreover, this would suggest that the analysis of the proposed interaction framework should produce similarly inconsistent results.

TABLE 6.2

Crosstabulation of (IM) and (RS) Measures of Involvement

<u>IM</u>		<u>RS</u>		<u>Total</u>
		<u>Low</u>	<u>High</u>	
	Low	11	114	125
	High	1	25	26
	Total	12	139	151

CIGARETTE
CHI-SQUARE = .72, p = .40
NOTE - measures are INDEP
- 76% overall mis-
classification

<u>IM</u>		<u>RS</u>		<u>Total</u>
		<u>Low</u>	<u>High</u>	
	Low	115	35	150
	High	62	23	85
	Total	177	58	235

FAST FOOD
CHI-SQUARE = .41, p = .53
NOTE - measures are INDEP
- 41% overall mis-
classification

<u>IM</u>		<u>RS</u>		<u>Total</u>
		<u>Low</u>	<u>High</u>	
	Low	50	29	79
	High	86	38	124
	Total	136	67	203

MICRO-COMPUTER
CHI-SQUARE = .80, p = .37
NOTE - measures are INDEP
- 57% overall mis-
classification

<u>IM</u>		<u>RS</u>		<u>Total</u>
		<u>Low</u>	<u>High</u>	
	Low	16	10	26
	High	93	82	175
	Total	109	92	201

TELEVISION
CHI-SQUARE = .64, p = .42
NOTE - measures are INDEP
- 51% overall mis-
classification

<u>IM</u>		<u>RS</u>		<u>Total</u>
		<u>Low</u>	<u>High</u>	
	Low	84	108	192
	High	103	97	200
	Total	187	205	392

UNIVERSITY
CHI-SQUARE = 2.36, p = .13
NOTE - measures are INDEP
- 54% overall mis-
classification

<u>IM</u>		<u>RS</u>		<u>Total</u>
		<u>Low</u>	<u>High</u>	
	Low	76	29	105
	High	81	11	92
	Total	157	40	197

TOOTHPASTE
CHI-SQUARE = 7.43, p = .006
NOTE - measures are DEP
- 52% overall mis-
classification

The results for both measures of involvement are presented in the following section. The number of hypotheses supported using the (IM) measure suggest that it is the better of the two.

PART A - TEST OF THE INTERACTION FRAMEWORK

HYPOTHESIS 1

Attitudes will be more positive in the low involvement condition as compared to the high involvement condition.

Hypothesis 1 predicts that attitudes should be more positive in low as compared to high involvement situations. However, this should only be true when the total number of evoked set brands is less than the total number of hold, foggy and reject set brands. Table 6.3 summarizes the set sizes for each of the product classes under investigation.

TABLE 6.3

Average Set Size Across Six Product Classes

<u>Product</u>	<u>Set Size</u>			
	<u>Evoked</u>	<u>Hold</u>	<u>Foggy</u>	<u>Reject</u>
Cigarette	3.04	2.74	2.16	5.73
Fast Food	5.74	2.50	2.36	2.25
Micro-Computer	2.92	5.92	5.17	3.29
Television	5.16	2.23	3.54	3.02
University	3.98	4.83	5.60	5.40
Toothpaste	2.94	1.43	.95	3.86

Table 6.3 reveals that in all cases the total number of evoked brands is less than the combined total of all other sets. However, in the case of fast food and televisions, evoked set brands comprise nearly 50 per cent of all categorized brands. This suggests that Hypothesis 1 should not necessarily be

supported for these two product classes.

Table 6.4 summarizes the mean attitude for both the high and low involvement conditions, using both measures of involvement (IM, RS), across the six product classes.

TABLE 6.4

Mean Attitude Across the Six Product Classes

<u>Product</u>	<u>Importance Index (IM)</u>		<u>Reject Set Size (RS)</u>	
	<u>Low</u>	<u>High</u>	<u>Low</u>	<u>High</u>
Cigarette	4.02	3.64(b)	2.50	3.99(d)
Fast Food	4.67	4.72	4.59	5.34
Micro-Computer	3.20	3.47(e)	3.02	3.40
Television	6.59	6.27	6.43	6.18
University	3.95	3.79(b)	3.74	4.00
Toothpaste	8.24	7.92(c)	8.06	8.22(f)

 a - p <.01 supports hypothesis d - p <.01 does not support hyp
 b - p <.05 " " e - p <.05 " " " "
 c - p <.10 " " f - p <.10 " " " "

Table 6.4 reveals that Hypothesis 1 is supported for cigarettes (p <.05), fast food (NS), televisions (NS), universities (p <.05) and toothpaste (p <.10), when using the (IM) measure. In no instance is Hypothesis 1 supported significantly using the (RS) measure, however the direction of the television results indicates partial support.

Attitudes were hypothesized to be lower for all brands in the high involvement condition due to the associated psychosocial and functional risks associated with the decision-making

process in such situations. In the case of micro-computers, attitudes for all brands were significantly more positive in the high involvement condition. This may be due to the fact that high involvement individuals are much more familiar and enamored with this particular product class, and thus, in general all brands are evaluated more positively. What is most significant in Table 6.4 is that Hypothesis 1 is supported in 3 of the 6 cases using the (IM) measure, but is supported for only one product category (televisions, NS) using the (RS) measure. This inconsistency was expected due to the results of the previous comparisons of the two involvement operationalizations.

HYPOTHESIS 2

Attitudes will have a wider range in the high as compared to the low involvement condition, as a result of the interaction effect.

It is expected that attitudes toward evoked set brands will be more positive in high as compared to low involvement situations, while attitudes toward brands in the hold, foggy and reject sets will be evaluated more negatively. In order to test this hypothesis, a 2-Way, 2 x 4 (Involvement: 1=low, 2=high; Brand Category: 1=evoked, 2=hold, 3=foggy, 4=reject) factorial ANOVA was employed, with the expectation that there would be a significant brand category main effect, and a strong interaction effect. There is no expectation that a strong main effect for involvement should exist, in that it is hypothesized that attitudes toward certain brands (evoked) will be more positive in high as compared to low involvement situations, while attitudes

toward the other brand categories will be more negative. This should produce a trade-off with no significant main effect. If any main effect should be found, it should be that attitudes are lower in the high as compared to the low involvement condition. Tables E6.1 to E6.21 summarize the results of the ANOVA's used to test Hypothesis 2 across the six product classes (NOTE: These tables contain all the 2-Way ANOVA's. For simplicity the tables have been prepared with all of the results for all hypotheses. Therefore, the reader will be asked to view these tables a number of times throughout CHAPTER VI. The column marked ATT contains the results for the attitude variable).

Using the (IM) Measure

The (IM) measure supports the hypothesized interaction effects for five product classes. The results do not support the hypothesis for cigarettes. The television data is used as an example to illustrate the data analysis and the interpretation. The mean attitude toward evoked brands of televisions for low involvement individuals, was 7.56, as compared to 8.13 for high involvement individuals. Moreover, attitudes were lower for hold set brands (6.26), foggy set brands (5.41) and reject set brands (3.80) in the high involvement condition as compared to the low involvement condition (6.59, 5.95 and 4.69 respectively). These results are presented in Table E6.13.

The significant SET * INV interaction ($F=12.393$, $p < .001$, Table E6.13) strongly supports the interaction framework in Hypothesis 2. Attitudes are significantly higher for evoked set brands in the high versus the low involvement condition, while

attitudes are lower for brands in the other three sets in the high versus low involvement condition.

There is also a significant brand category main effect ($F=918.31$, $p < .001$, Table E6.13). This result supports the Brisoux-Laroche conceptualization that attitudes will be highest for evoked set brands, somewhat lower for hold set brands, etc.

The results are validated using a twenty per cent hold-out sample (see Table E6.14). The brand category main effect is highly significant ($F=116.36$, $p < .001$), the involvement main effect is not significant, and the interaction effect is somewhat significant ($F=2.16$, $p=.09$). Overall, the Brisoux-Laroche is supported without exception, and the interaction framework of Hypothesis 2 is very well supported (NOTE: The rest of the findings will be discussed in more general terms, and for the complete data set, as in general the hold-out samples corroborate the entire sample).

Overall there is strong support for Hypothesis 2. The brand category main effect is highly significant ($p < .001$) in the expected direction for all product classes. There is overwhelming support for the Brisoux-Laroche conceptualization for this cognitive structure. The general support for Hypothesis 1 explains the main effect for the involvement variable. Moreover, the hypothesized interaction was significant for micro-computers ($F=10.361$, $p < .001$, Table E6.9), televisions ($F=12.393$, $p < .001$, Table E6.13) and toothpaste ($F=5.611$, $p=.004$, Table E6.21). While not significant, the direction of the interaction effect is also consistent for fast food and universities (for evoked and foggy

set brands). The hypothesis is not supported for cigarettes. One possible explanation as to the poor results for cigarettes is that more than 80 per cent of the cigarette sample was classified as low involvement. It may be that individuals who were classified as high involvement have more negative overall feelings about the product class, even for evoked set brands (which is shown in Table E6.1 - mean attitude for low involvement (4.02) is significantly higher than mean attitude for high involvement (3.64), $F=3.966$, $p=.047$), and thus evaluate all brands more negatively. The idea that high involvement smokers may be more addicted could be one possible explanation of these findings. Further research could examine this issue which is peculiar to this product class.

Using the (RS) Measure

The results of the (RS) measure marginally support Hypothesis 2. All hypothesized brand category main effects are significant (i.e. evoked more positive than hold...etc.). However, the interaction framework was only partially supported. Again, the television product category is used as the example. The overall SET * INV interaction was significant ($F=6.385$, $p < .001$, Table E6.15), however the direction of the results is not entirely consistent with the interaction framework. Attitudes were more positive for evoked set brands in the high versus the low involvement condition (as expected), but were also higher for the reject set brands. Moreover, attitudes toward the hold and foggy set brands did not vary across the two involvement conditions. These results provide only partial support for

Hypothesis 2, and are not consistent with the results obtained using the (IM) measure. Further, the hypothesized interaction effect was not significant for any other product class. Ignoring significance, and scanning the direction of the results, the (RS) measure does not consistently yield results in support of the hypothesis. For example, attitudes toward evoked set brands are lower in the high involvement as compared to the low involvement condition for fast food, micro-computers and universities. Moreover, attitudes toward reject set brands are more positive in the high versus the low involvement condition for cigarettes, televisions, universities and toothpaste. The poor results obtained using the (RS) measure may be the result of the operationalization of the measure and not a theoretical problem with the conceptual model, as the interaction framework is supported strongly using the (IM) measure.

Summary

There was overwhelming support for the Brisoux-Laroche conceptualization (all brand category main effects significant at $p < .001$ - see Part B for complete discussion). There was clearly much more support for the interaction framework using the (IM) measure as compared to the (RS) measure. Overall the interaction framework was supported for five of the six product classes using the (IM) measure, and partially supported for only one product class using the (RS) measure. As expected, Table 6.5 reveals that the range of attitudes was more often greater in the high as compared to the low involvement condition. However, this is only

TABLE 6.5

Range of Attitudes Across the Six Product Classes

<u>Product</u>	<u>Importance Index (IM)</u>		<u>Reject Set Size (RS)</u>	
	<u>Low</u>	<u>High</u>	<u>Low</u>	<u>High</u>
Cigarette	5.04	4.85(*)	5.50	4.87
Fast Food	4.99	5.70(*)	5.28	5.06
Micro-Computer	4.97	6.04(*)	6.16	5.60
Television	2.87	4.33(*)	4.74	3.99
University	5.46	5.32	5.55	5.19
Toothpaste	2.52	6.31(*)	4.66	3.52

* - indicates support of Hypothesis 2

true for the (IM) measure. The range of attitudes using the (RS) measure was larger in the low involvement condition for every product class, which is totally contrary to expectation. In general, the (IM) measure strongly supports the Brisoux-Laroche conceptualization as well as the hypothesized interaction framework, whereas the results obtained using the (RS) measure do not provide support of the interaction framework.

HYPOTHESIS 3

Intentions to purchase will be lower in the high involvement condition as compared to the low involvement condition.

It is expected that intentions toward all brands, on average, will be less positive in high as compared to low involvement situations. However, this should only be expected when there are less evoked set brands in comparison to the three

other sets. Reviewing Table 6.3, it is evident that in all cases this prior condition is met (with the noted exceptions for fast food and televisions).

Table 6.6 summarizes the mean intention for both the low and high involvement condition, using both measures of involvement, across the six product classes. The table reveals that the (IM) measure supports Hypothesis 3 for all six product categories. For three products, Hypothesis 3 is supported significantly (cigarettes: $F=2.976$, $p=.085$, Table E6.1; universities: $F=16.684$, $p < .001$, Table E6.7; toothpaste: $F=5.264$, $p=.023$, Table E6.21). The findings are consistent for micro-computers in that the direction of the results is as hypothesized (i.e. mean intention for the low involvement condition, 1.91, is more positive than

TABLE 6.6

Mean Intention Across the Six Product Classes

<u>Product</u>	<u>Importance Index (IM)</u>		<u>Reject Set Size (RS)</u>	
	<u>Low</u>	<u>High</u>	<u>Low</u>	<u>High</u>
Cigarette	3.53	3.20(c)	2.37	3.50(d)
Fast Food	4.91	4.92	5.14	4.24
Micro-Computer	1.91	1.78	1.49	1.86
Television	0.08	0.08	0.08	0.05
University	3.24	2.22(a)	3.12	3.35
Toothpaste	5.80	4.63(b)	5.35	4.88

a - $p < .01$ supports hypothesis d - $p < .01$ does not support hyp
b - $p < .05$ " " e - $p < .05$ " " "
c - $p < .10$ " " f - $p < .10$ " " "

mean intention high involvement, 1.78). For fast food and televisions the difference in mean intentions was not hypothesized, and did not occur (see Table 5.4 for summary).

Table 6.6 reveals that the results obtained for the (RS) measure do not support Hypothesis 3. Mean intention for cigarettes in the low involvement condition (2.37) is significantly lower ($F=17.292$, $p < .001$, Table E6.3) than mean intention in the high involvement condition. This is completely contrary to expectation. Mean intention for universities and micro-computers is lower in the low involvement condition as compared to the high involvement condition. Further, mean intention for fast food is lower in the high involvement condition as compared to the low involvement condition, which was not expected. In no instance is Hypothesis 3 supported significantly using the (RS) measure, while partial support (NS) is found for only one product class (toothpaste).

HYPOTHESIS 4

Intentions will have a larger range in the high involvement condition as compared to the low involvement condition.

It is expected that intentions to purchase evoked set brands will be more positive in the high as compared to the low involvement condition, lower for hold and foggy set brands, and should not vary for reject set brands. In order to evaluate these relationships a 2-Way, 2 x 4 (Involvement: 1=low, 2=high; Brand Category: 1=Evoked...4=Reject) factorial ANOVA was employed with the expectation that there would be significant interaction

effects, as well as a strong brand category main effect (Tables E6.1 to E6.22 summarize the results of the ANOVA's used to test this hypothesis across the six product classes. The column marked INT represents the results for the intention variable).

Using the (IM) Measure

The (IM) measure overwhelmingly supports the Brisoux-Laroche conceptualization for all six product classes. The (IM) measure supports the interaction framework for four of the six product classes. Once again the results are not supported for cigarettes. In addition, the hypothesis is not supported for toothpaste. The main area of non-support is that in both instances, intentions to purchase evoked set brands are lower in the high involvement condition as compared to the low involvement condition (see Tables E6.1 for cigarettes and E6.21 for toothpaste). A possible explanation as to why this may have occurred could be attributed to the product classes themselves. For example, consumers may place a number of brands in their evoked sets (3.04 for cigarettes and 2.94 for toothpaste, see Table 6.3), i.e. these are brands they would consider purchasing, including both first choice and second alternatives. It is reasonable to assume that while these brands may have been legitimately categorized as evoked (eg. the top three brands), consumers could conceivably never purchase these brands. It is entirely possible that consumers could respond that certain brands would be acceptable, given their first choice was not available, but have and never will be in a situation to buy their second choices (as the first choice is always available). For products such as toothpaste and

cigarettes, two items heavily stocked in one's regular purchase location, it is likely that the occasion will rarely occur when one is forced to purchase a brand other than the first choice brand. This could explain why attitudes and intentions are lower for all brands, including those in the evoked set. Further analysis (beyond the scope of this dissertation) of first choices could clarify this issue.

Two product categories produced significant interaction effects in support of Hypothesis 4: micro-computers ($F=3.988$, $p=.008$, Table E6.9); and universities ($F=3.51$, $p=.015$, Table E6.17). Two products were consistent in the direction of the interaction framework (fast food and television - NS) and two product categories did not support the hypothesis.

Using the (RS) Measure

The (RS) measure consistently supports the Brisoux-Laroche conceptualization (all significant at $p < .001$) across all six product categories.

However, the (RS) measure produced inconsistent results with respect to the interaction framework. There was a significant interaction for fast food, however, given the relative size of the evoked set, none was expected. The direction of the interactions do not support the hypothesis (i.e. evoked brands more positive in high involvement...etc) for micro-computers, universities and toothpaste. No significant support was found for any product class for the hypothesized interaction framework.

Summary

The interaction framework in Hypothesis 4 is generally well supported using the (IM) measure (4 of 6 product classes), but not supported using the (RS) measure (2 of 6 product classes were in the expected direction, but there was no significant support). Table 6.7 summarizes the range of intentions for the six product classes. The range is lower (as hypothesized) for four products using the (IM) measure, and three products using the (RS) measure. Overall the (IM) measure yields more supportive results consistent with Hypothesis 4. The unexpected results using the (IM) measure may be partially due to the nature of the product classes (the cigarette and toothpaste product categories exhibit high brand loyalty). Finally, there was support of the Brisoux-Laroche conceptualization for all products (see Part B).

TABLE 6.7

Range of Intentions Across the Six Product Classes

<u>Product</u>	<u>Importance Index (IM)</u>		<u>Reject Set Size (RS)</u>	
	<u>Low</u>	<u>High</u>	<u>Low</u>	<u>High</u>
Cigarette	5.06	4.99	4.29	5.18(*)
Fast Food	4.91	5.26(*)	4.89	5.58(*)
Micro-Computer	2.28	3.18(*)	3.15	2.81*
Television	0.15	0.19(*)	0.17	0.20(*)
University	5.99	6.35(*)	6.25	6.04
Toothpaste	6.63	4.96	5.92	5.58

 * - indicates support of Hypothesis 4

HYPOTHESIS 5

Individuals will seek more information in high as compared to low involvement situations.

It is hypothesized that individuals will obtain more information (i.e. information will be more positive) in the high involvement condition as compared to the low involvement condition. Table 6.8 summarizes the results of mean information for both the low and high involvement condition, using the two measures of involvement (IM, RS), across the six product classes.

The table reveals that Hypothesis 5 is supported for three products using the (IM) measure (fast food, televisions, toothpaste), and for five products using the (RS) measure. Interestingly, the three products for which support is not found using the (IM) measure are computers, universities and cigarettes. For the cigarette product category, the results could be explained if one accepts that a high involvement cigarette smoker, in general, will want to gather as little information as possible concerning any brand, given that most information currently available is negative. In the case of micro-computers and universities another explanation is feasible. The results may be due to the wording of the information question, which was "... How much information have you gathered concerning...". It is conceivable that high involvement individuals would want to gather a great deal of information, probably more than low involvement individuals. It is also probable that high involvement individuals would have gathered more information. However, the high involvement individual's perception may be that

TABLE 6.8

Mean Information Across the Six Product Classes

<u>Product</u>	<u>Importance Index (IM)</u>		<u>Reject Set Size (RS)</u>	
	<u>Low</u>	<u>High</u>	<u>Low</u>	<u>High</u>
Cigarette	5.56	4.54(d)	3.18	5.43(a)
Fast Food	5.21	5.23	5.21	5.24
Micro-Computer	3.30	3.18	2.86	3.25
Television	4.86	5.07(a)	4.78	5.35(a)
University	3.30	3.03	3.13	3.39(a)
Toothpaste	7.66	7.82	7.76	7.63

a - p <.01 supports hypothesis d - p <.01 does not support hyp
b - p <.05 " " e - p <.05 " " " "
c - p <.10 " " f - p <.10 " " " "

he/she has not gathered enough information (i.e. they would want to gather more information), and thus respond more negatively to the question, which was "How much have you gathered?" Similarly, the low involvement individual's perception may be that he has gathered plenty of information, and thus answers more positively. Therefore, the non-supportive results may be due to an improper question, and thus are not necessarily representative of the real amount of information that may have been collected.

Table 6.8 reveals that the (RS) measure supports Hypothesis 5 for three product classes. The (RS) measure seems to produce better results for the information variable as compared to the (IM) measure. The (RS) measure is based on the size of the reject set. It is possible that this measure may be more sensitive to certain product categories with respect to the information

variable. One possible explanation could be that for certain product categories (such as cigarettes, micro-computers and universities), in which there are a number of competing brands, few (probably no more than two) would ever really be considered, and the size of the reject sets for these products would be larger than average. An inspection of Table 6.3 reveals that cigarettes, micro-computers and universities have the highest number of brands in the reject set, and for these products, the reject set size is the largest compared to the other three set categories.

HYPOTHESIS 6

The amount of information gathered will have a larger range in the high as compared to the low involvement condition.

It is expected that individuals will gather more information concerning all brands in high as compared to low involvement situations, but that the range of information (defined as the difference in the amount of information gathered for evoked set brands and foggy set brands, hypothesized to be the highest and lowest respectively), will be greater in the high versus the low involvement condition. To test this hypothesis, a 2-Way, 2 x 4 (Involvement: 1=low, 2=high; Brand Category: 1=Evoked...4=Reject) factorial ANOVA was employed with the expectation that there would be significant main effects for both independent variables, as well as a significant interaction effect (Tables E6.1 to E6.22 summarize the results of the ANOVA's used to test the hypothesis across the six product classes. The column marked INFOR

represents the information variable).

Using the (IM) Measure

The (IM) measure provides strong support for the Brisoux-Laroche conceptualization across all product classes (all significant at $p < .001$).

The (IM) measure supports the hypothesized interaction framework for four products. There is no support for cigarettes and universities. A significant SET * INV interaction is found for micro-computers ($F=8.04$, $p < .001$, Table E6.9) and televisions ($F=8.495$, $p < .001$, Table E6.13). The direction of the results for fast food and toothpaste is also consistent with Hypothesis 6.

A possible explanation as to why there is no support for cigarettes has previously been suggested (i.e. high involvement individuals want less information for all brands, including those considered evoked). Further, a feasible explanation has been suggested as to why there is no support for the university product class (i.e. the wording of the information question). It is possible that high involvement students do not perceive that they have gathered enough information, due to the importance and perceived risk associated with the decision, and thus respond that they have gathered less information than low involvement students. Future research should be sensitive to these issues, and alternative methods should be utilized (eg. "How much information would you like to obtain?"). More direct measurement methods, such as demanding lists of what information has actually been gathered, in an attempt to measure the actual quantity of information, is another possible approach.

Using the (RS) Measure

The (RS) measure supports the Brisoux-Laroche conceptualization for all six product classes (all significant at $p < .001$).

The hypothesized interactions using the (RS) measure are supported for three products. There is support for fast food ($F=3.241$, $p=.021$, Table E6.7), televisions ($F=9.001$, $p < .001$, Table E6.15) and cigarettes (NS). There is no support for micro-computers ($F=2.336$, $p=.072$, Table E6.11), universities and toothpaste (NS). The (RS) measure again provides inexplicable results as compared to the (IM) measure, in that there is support for only three of the hypothesized interactions, and significant non-support for one product class.

Summary

Concerning the information variable support was found for the Brisoux-Laroche conceptualization. With respect to the interaction framework, overall support of Hypothesis 6 is found when using the (IM) measure (there is support for four product classes - there is no significant non-support). The (RS) measure was found to be in general less supportive of Hypothesis 6, but generally well supportive of Hypothesis 5, which is difficult to interpret.

Table 6.9 summarizes the range of information for the six product classes for the two measures of involvement. The range is larger (as hypothesized) for four products using the (IM) measure and for only two products using the (RS) measure. Overall the

TABLE 6.9

Range of Information Across the Six Product Classes

<u>Product</u>	<u>Importance Index (IM)</u>		<u>Reject Set Size (RS)</u>	
	<u>Low</u>	<u>High</u>	<u>Low</u>	<u>High</u>
Cigarette	4.70	5.15(*)	4.62	4.80(*)
Fast Food	4.90	5.25(*)	4.89	5.53(*)
Micro-Computer	4.41	5.45(*)	5.33	5.05
Television	1.67	4.00(*)	3.74	3.67
University	5.03	4.81	5.09	4.74
Toothpaste	3.98	2.96	2.90	2.68

 * - indicates support of Hypothesis 6

(IM) measure yields more consistent support for Hypotheses 5 and 6.

HYPOTHESIS 7.

Confidence in brand evaluations will be more positive for evoked set brands in the high as compared to the low involvement condition. The range of confidence will be larger in the high as compared to the low involvement condition.

It is expected that individuals in the high as compared to the low involvement condition will be more confident in their brand evaluations for the evoked and reject sets, and less confident for hold and foggy sets (i.e. the difference between confidence in evoked set brands and foggy set brands - hypothesized to be the highest and lowest respectively) ,will be larger in the high involvement condition as compared to the low involvement condition. To test this hypothesis a 2-Way, 2 x 4

(Involvement: 1=low, 2=high; Brand Category: 1=Evoked...4=Reject) factorial ANOVA was employed with the expectation that there would be a significant interaction effect, as well as a strong brand category main effect (The results are summarized in Tables E6.1 to E6.22. The column marked CON represents the results for the confidence variable).

Using the (IM) Measure

The (IM) measure strongly supports the Brisoux-Laroche conceptualization for five product classes. There was no support for toothpaste. This may possibly be attributed to the fact that the hold set measure of the toothpaste category was indirect. However, this is the only case where there is no significant support found for the Brisoux-Laroche conceptualization.

There is strong support for the interaction framework using the (IM) measure. Five product classes support the hypothesis. There was no support for cigarettes. The confidence measure is indicative of how well an individual perceives he can evaluate all the brands in the product class. It is conceivable that due to the high brand loyalty that exists for cigarettes, especially for individuals in the high involvement condition, there is less confidence in evaluating brands.

Overall, there is strong support for Hypothesis 7. Three product classes significantly support the hypothesized interaction: micro-computers ($F=16.363$, $p < .001$, Table E6.9); televisions ($F=6.439$, $p < .001$, Table E6.13) and universities ($F=4.141$, $p=.006$, Table E6.17). Two other products (fast food and

toothpaste, NS) are found to yield directional support.

Using the (RS) Measure

There is strong support for the Brisoux-Laroche conceptualization for five product classes. Support was not found for the toothpaste category. A possible explanation has been suggested in the previous discussion.

The (RS) measure supports the interaction framework of Hypothesis 7 for four product classes. Significant support was found for televisions ($F=9.100$, $p < .001$, Table E6.15) and directional support was found for cigarettes, fast food and micro-computers (NS). There was no support for universities and toothpaste.

Summary

There was relatively strong support for the Brisoux-Laroche conceptualization for all product classes except for toothpaste. There was no significant difference in mean confidence for the four sets. It is possible that for toothpaste, very little difference is seen between the brand leaders and thus consumers are confident in their brand evaluations. Further, consumers may not believe it is at all necessary to evaluate non-leading brands, as the leading brands are so well accepted that little cognitive dissonance would occur after purchase. Thus, consumers are very confident of their brand evaluations of non-evoked brands (or, consumers are very confident in their decision not to evaluate these brands).

There was strong support of the interaction framework of

Hypothesis 7 using the (IM) measure (5 products) and moderate support using the (RS) measure (4 products). Table 6.10 summarizes the range of confidence for the six product classes for the two measures of involvement. The range is larger (as hypothesized) for all product classes using the (IM) measure, but for only two products using the (RS) measure. Overall, the (IM) measure provides much more support of the proposed interaction framework.

TABLE 6.10

Range of Confidence Across the Six Product Classes

<u>Product</u>	<u>Importance Index(IM)</u>		<u>Reject Set Size(RS)</u>	
	<u>Low</u>	<u>High</u>	<u>Low</u>	<u>High</u>
Cigarette	4.86	5.23(*)	5.56	4.81
Fast Food	5.46	5.78(*)	5.52	5.82
Micro-Computer	3.87	5.52(*)	5.15	4.86
Television	2.03	4.05(*)	3.95	3.62
University	5.04	5.62(*)	5.49	5.16
Toothpaste	1.82	3.25(*)	0.79	2.58(*)

 * - indicates support of Hypothesis 7

Discussion and Conclusion

It is clear that within the interaction framework, the Brisoux-Laroche conceptualization of the brand categorization process is strongly supported (virtually every brand category main effect was significant at $p < .001$). These results will be

further elaborated in PART B.

With respect to the interaction framework, the (IM) measure yields relatively consistent support. For example, it was expected that the range in mean attitude, intention,, information and confidence between brand categories would be greater in the high versus the low involvement condition. The range was larger in 18 out of a possible 24 tests. This result is more impressive when compared to the weak support found for the (RS) measure - 6 out of a possible 24 tests were as expected. It is possible that the weak support for the (RS) measure is due to a problem with its operationalization. The reporting of the results for the (RS) measure tend to weaken the overall findings, in that a large body of research has implied that the size of the reject set should be synonymous with involvement. The results with respect to this operationalization were reported because they are contrary to expectation (for example, Sherif et. al. 1965). However, the results are consistent with the most recent findings of Laurent and Kapferer (1985). They have found that involvement is comprised of five dimensions (importance, symbolism, consequences, pleasure, perceived risk). One of these dimensions is importance, and is measured in a manner similar to the (IM) measure used herein. There is no dimension in the Laurent and Kapferer (1985) conceptualization which is directly related to the size of the reject set. It is probably still too early to argue with certainty, however current research does suggest that the size of the reject set is not a consistent and reliable measure of consumer involvement.

In general, there was support for the interaction framework

using the (IM) measure. In particular, Hypotheses 1 to 4 (attitudes and intentions) were strongly supported. There is very strong support for 19 of the 24 relationships in the first four hypotheses. This provides evidence that the proposed interaction framework predicts well the relationship between involvement, brand category and attitudes, as well as involvement, brand category and intention. Moderate support was found for the information variable (although reasonable explanations for the non-supportive findings were given). Very strong support was found for the confidence variable.

Given the general support for the proposed interaction framework, specifically with respect to those hypotheses dealing with attitudes and intentions (Hypotheses 1 to 4), I suggest that a new light has been shed on attitude-intention consistency research.

The debate concerning attitudes predicting behavior dates back to the 1920's when behavioral scientists began the search for factors mediating between stimulus perception and overt behavior. While definitions of attitude have varied markedly, by the 1950's attitude had been described as the "...primary building stone in the edifice of social psychology" (Allport 1954, p.45). The development of attitude research, from initial definitions (Allport 1935; Doob 1947; Green 1954; Campbell 1963) to the development of valid and reliable measures (Thurstone 1928; Likert 1932; Guttman 1944; Osgood, Succi and Tannenbaum 1957) eventually led to the structuring of complex multiattribute models (Rosenberg 1956; Wilkie and Pessemier 1973) and finally

behavioral intentions models based on attitudes (Fishbein and Ajzen 1975). However, a major problem occurred in the efforts to apply the latter models. In theory, attitudes should predict intentions. However, as Wicker commented as early as 1969,

... taken as a whole, these studies suggest that it is considerably more likely that attitudes will be unrelated or only slightly related to overt behaviors than attitudes will be closely related to actions (p.65).

What then became the major research question, and posed by Smith and Swinyard (1983) was: "When will attitudes predict behavior?" (p.258). They argued the question is critical for marketers and marketing theory because the attitude concept is heavily represented in most major consumer behavior models (eg. Engel and Blackwell, Howard and Sheth). Smith and Swinyard argue that attitude-behavior (intention) consistency should be best when consumers have direct experience with the product. However, the percentage of explained variance in their research, while better than previously reported results common to behavioral research (i.e. R-SQUARE =.10), is still not that substantial (R-SQUARE =.36). They argue that direct experience versus indirect stimuli (such as advertising) should yield more predictive power. I suggest that simply investigating the differences in high versus low involvement individuals (an assumption made by the Smith and Swinyard information response model) will yield similarly low R-SQUARE's. For example, given that the range of attitudes and intentions is greater in the high versus the low involvement condition (proven in the findings of Hypotheses 2 and

4), it is likely that the overall attitude-intention relationship will be flat (i.e. low R-SQUARE). This is the result of the averaging process that occurs when very positive (the proposed attitude-intention relationship for high involvement individuals with respect to evoked set brands) and very negative (the proposed attitude-intention relationship for high involvement individuals with respect to the other three brand categories) relationships occur. The standard regression model merely averages out the relationships. Therefore, one should not expect to gain better predictability in the high versus the low involvement condition. However, I strongly suggest that the investigation of attitude-intention consistency will be significantly improved when the testing is formulated within the interaction framework. Once all brands under investigation (or simply one brand) have been classified into brand categories, and the level of involvement has been determined on an individual basis, then attitude-intention consistency should be significantly improved. I submit that for evoked set brands, attitudes and intentions will be highly positively correlated for high involvement individuals, and for foggy and reject set brands, attitudes and intentions will be highly negatively correlated. Separating the analysis by brand category should in both instances yield very positive R-SQUARES. There is still no reason to expect significant attitude-intention consistency for low involvement individuals. For complex decisions, low involvement individuals will rarely have strongly developed attitudes or intentions, thus searching for strong attitude-intention consistency is meaningless. For products that require

minimal decision-making, there is simply no reason to expect to find strong attitude-intention consistency. In such cases, brands that are virtually unknown, for which possibly no attitude exists, may be purchased, simply because they are new. Similarly, brands about which a consumer possesses very positive attitudes may not be purchased, again as a consumer might want to purchase something new (or for whatever reason). This is why it is my opinion that there is still no way to accurately predict intentions or behavior of a low involvement individual, even within the proposed interaction framework, although better results could be obtained using the framework. Thus, while Smith and Swinyard were accurate in their belief that involvement would shed light on attitude-behavior (intention) consistency theory, they were not completely correct. The proposed interaction framework should significantly improve future predictions and percentage of explained variance in this research stream.

One could argue that the proposed interpretation of the interaction framework stops short of a major objective in that it does not yield better results for low involvement individuals. This is true. However, even though research conducted within the proposed interaction framework will probably yield better results for both low and high involvement individuals, I have developed a strongly reasoned answer to the question of when attitude-intention consistency will be found, and more importantly, why.

PART B

FURTHER DEVELOPMENT OF THE EVOKED SET PHENOMENON AND THE BRAND CATEGORIZATION PROCESS

Results of the Multiple Range Scheffe Tests

To test the hypothesized profiles of the Brisoux-Laroche conceptualization, and in particular its generalizability across product classes, multiple range Scheffe tests (alpha =.05) were performed across the six product classes for each of the dependent measures (the multiple range Scheffe test is the most appropriate for groups with unequal cell sizes when the researcher wishes to control experiment-wise error, Scheffe 1959; Iman and Conover 1983). Quickly reviewing the hypothesized profiles (see Table 2.1 for a complete summary), it is expected that attitudes toward evoked set brands would be the most positive, attitudes toward hold set brands would be less positive in relation to evoked, attitudes toward reject set brands would be the lowest, and attitudes toward foggy set brands could possibly be somewhat more positive than reject, but significantly lower than hold and evoked (similar, but not identical relationships are hypothesized for the other dependent measures - information, intention and confidence).

To eliminate the possible brand effect which could have biased the results, a separate one-way, 4-group multiple range Scheffe test was employed for each brand with respect to each dependent measure, across the six product classes (NOTE: An analysis of the entire set simultaneously revealed identical results to those presented below). This method yielded 316

separate tests. The results are summarized in Tables F6.23 to F6.28.

The results overwhelmingly support the hypothesized profiles of the Brisoux-Laroche conceptualization of the evoked set phenomenon for all six product classes. Virtually all tests are significant at $p < .001$. Only 22 of of the 316 ANOVA's yielded non-significant results. The remainder of this section is devoted to an explanation of the results which did not support the hypotheses.

Cigarettes

Table F6.23 summarizes the results for cigarettes. The results were not significant in 4 of the 52 tests (information: du Maurier, Export A Light, Player's; and, confidence: Player's). A feasible explanation for the information variable is that these brands are very popular Quebec brands, and thus smokers, regardless of the personal preferences, have a great deal of information concerning these brands (which is revealed in Table F6.23). The low number of foggy and hold set categorizations for these brands also supports this interpretation. There was no difference in confidence among the four sets for Player's. This may be related to the results obtained for the information variable. Since all categorizations yielded similar levels of information, consumers are equally confident in their evaluations of this brand. A possible explanation as to why confidence is not significant only for this brand, and not the two other brands, is that Player's is one of the oldest brands of cigarettes in the Quebec market.

Fast Food

Table F6.24 summarizes the results for fast food outlets. The results were not significant in 4 of the 52 tests (information: Kentucky Fried Chicken, Harvey's, McDonald's; confidence: Kentucky Fried Chicken). The interpretation of these results is similar to that for cigarettes. Without question, the fast food outlets cited above are three of the most popular and heavily advertised in Quebec (mean information for the three outlets is the highest compared to all others). A consumer may or may not patronize these outlets, nevertheless, the quantity of information one possesses concerning these outlets does not vary across the brand categories. In other words, whether you like or dislike, and whether or not you frequent these outlets, you know a great deal about them. Moreover, confidence in the ability to evaluate Kentucky Fried Chicken does not vary across the brand categories, and is barely significant for McDonald's ($p=.055$).

Micro-Computers

Table F6.25 summarizes the results for micro-computers. The results were not significant for 3 of the 56 tests (intention: Apple IIE, IBM-PC, TRS-80 Color). The interpretation is again very specific to this product category, and in particular these brands. Again, these are three of the most popular brands of micro-computers in the North American market. Scanning the other dependent measures, it is clear that attitudes, information and confidence are all highest for these three brands. A possible

explanation as to why no difference is found for the intention variable, may be related to the embryonic stage of this product's life cycle. Overall, mean intentions are highest for these brands, but still relatively low (eg. mean intention for evoked set brands is 3.78 for Apple IIE, 3.612 for IBM-PC and 2.417 for TRS-80 Color). It is likely that intentions to buy the brand leaders across brand categories are not significantly different as most consumers simply still do not have definite purchase intentions. Although the consumer is able to distinguish the brands according to the proposed classification scheme (i.e. classify Apple IIE as evoked, Timex as reject, etc.), no differences are found in the intention variables, as most consumers are still quite far away from the behavioral stage. In hierarchy of effects terminology, it would seem that most consumers have probably not completed the awareness-knowledge (cognitive) and liking-preference (affective) stages. It is possible that the wording of the intention variable is not sensitive enough for this product class. It would seem that the question "How likely are you to buy this product..?" is not contextually specific enough for this product class (Warshaw 1980).

Televisions

Table F6.26 summarizes the results for televisions. The results were not significant for 3 of the 60 tests (intention: Hitachi, Panasonic and Sanyo). As previously mentioned (CHAPTER V), the intention variables was measured using a different question for this product category. As opposed to the standard

nine-point semantic differential used for the other product categories, intention was measured with the question "Try to imagine your next purchase of a color television, which brand would you buy?" This measure yields very low intention measures (most not significant from 0 at $p < .001$). It is possible that this measure is not sensitive enough for brands placed in the hold, foggy and reject sets (as mean intention for these brand categories is virtually always 0). In future, it is recommended that a standard nine-point semantic differential scale, with INTEND TO BUY and DO NOT INTEND TO BUY, as the bi-polar anchors be utilized.

Universities

Table F6.27 summarizes the results for universities. The results were not significant for 3 of the 52 tests (attitude: McGill; information: Concordia and McGill). The interpretation of these results is quite clear. Due to the nature of the sample (Montreal resident anglophone CEGEP students) both Concordia and McGill are extremely well known to all Montrealers, and it is therefore not surprising that the amount of information an individual perceives he possesses concerning these schools does not vary between those who would or would not attend (i.e. between brand categories). Thus, the high level of information across the four brand categories should have been expected for these universities. Further inspection of Table F6.27 reveals that only 2 individuals placed Concordia and McGill in their foggy sets, which is further evidence that these universities are

well known to the sample.

Montreal is an excellent city to test this hypothesis again using a French-speaking sample. If the interpretation of the results is correct, one would expect similar results. However this time the results would probably be found for H.E.C. (University of Montreal - Business School), U. of M. (University of Montreal) and U.Q.A.M (University of Quebec at Montreal), all French language instruction schools.

With respect to the attitude variable, it is likely that the excellent international reputation of McGill University colors the attitudes of most Montrealers toward the institution. Given the long standing reputation of McGill, it is not unreasonable to expect that attitudes toward McGill would be very high, regardless of whether or not an individual would consider attending.

Toothpaste

Table F6.28 summarizes the results for toothpaste. The results were not significant for 5 of the 44 tests (information: Colgate, Sensodyne and Topal; confidence: Crest and Topal). The results for Colgate are not surprising. Given the maturity of this brand, as well as the level of advertising (only 1 individual place Colgate in the foggy set), it is not unreasonable to expect that all individuals, regardless of whether or not Colgate is in their evoked set, would possess a great deal of knowledge about the product. A similar interpretation is used to explain the results for Crest. Regardless of whether or not one uses the product, most consumers are confident in their

ability to evaluate the brand. When the outliers in this product category are removed (i.e. the 6 individuals who place Colgate in the foggy or reject sets, and the 5 individuals who place Crest in the foggy or reject sets) there are no significant differences in confidence, attitude and information between the brand categories, but there are differences in intentions. This should have been expected, at least for the undisputed brand leaders.

Information was found to be non-significant for both Sensodyne and Topal, two brands that in general exhibit low levels of information (means are 4.54 and 3.04 respectively) across the four brand categories. It is possible that those who might want to consider these brands simply do not yet have enough information (due to the general lack of knowledge about these brands), and those who would not consider these brands are satisfied with their current level of information. The result, is that presently most consumers have a similar amount of information (although information is highest for evoked set brands for Topal, and second highest for Sensodyne). Similarly, regardless of the brand categorization for Topal (the brand with the lowest mean level of information, 3.04, and lowest mean level for confidence, 3.66) all consumers are equally uncertain about their ability to evaluate this brand.

Summary

The results of the 316 multiple range Scheffe tests provide overwhelming support of the Brisoux-Laroche conceptualization of brand categorization. Support is strong across a variety of

product classes that would certainly require varied information processing and decision making strategies. Further in the few instances where significant differences did not occur, it was usually due to a very specific product class (or brand) or measurement phenomenon, which was not difficult to explain.

What is most impressive are the results with respect to the hypothesized differences between the hold and foggy sets, since this is the main contribution of the Brisoux-Laroche conceptualization. Howard and Narayana and Markin both predicted the results with respect to the differences between evoked and non-evoked sets. However, the more complete model, which is the advantage of the Brisoux-Laroche model, is what was tested herein.

Tables F6.23 to F6.27 only reveal the overall significance of the F statistic, and not the complete test implied by the multiple range Scheffe test. A visual examination of these Tables reveals that the results are in the expected direction. Further, the results are not only significant for the overall model (i.e. there is a difference between one group and the others). Rather, where differences were expected, these differences are as hypothesized and significant for all four groups. There is not enough space to discuss all the possible permutations, however the results for each test are available from the author.

In sum, there is strong empirical support of the Brisoux-Laroche conceptualization, and evidence that it is generalizable across product classes.

Results of the Discriminant Analysis

Given that there are four brand categories, and a large number of potential predictor variables that could be identified and used to discriminate between the groups, an appropriate method for analyzing the differences between groups is multiple discriminant analysis. Basically, this method identifies the variables which are associated with the probability of an individual's falling into one of several pre-specified categories. These variables can be categorical, interval or ratio-scaled. The criterion variable in this analysis is brand category, while the set of predictor variables considered consisted of all brand specific, product class and individual (personal) variables.

In order to more fully explore the nature of the brand categorization process a four-group multiple discriminant analysis was performed for each brand, across the six product classes. The objective was to determine which variables would best account for brand categorization (i.e. the classification of a brand as evoked, hold, foggy or reject). This resulted in 79 different analyses.

Tables 6.12 to 6.17 present the results of the variables that were found to discriminate significantly at the (.01) level between the brand categories. The percentage of correctly classified cases were compared to several chance criteria proposed by Morrison (1969: p. 156-163), namely the proportional chance criterion (Qp), the maximum chance criterion (Qm) and the pure chance criterion (Qc). The percentage of cases classified

correctly (PC) represents the number of individuals classified into a group given the individual is actually a member of that group. In other words, if p_1, p_2, p_3 and p_4 are the respective true proportions of the individuals in groups I, II, III and IV, and q_1, q_2, q_3 and q_4 are the proportions of individuals correctly classified in each group, then,

$$PC = (p_1 \times q_1) + (p_2 \times q_2) + (p_3 \times q_3) + (p_4 \times q_4)$$

The proportional chance criterion (Q_p) represents the conditional probability that of classifying an individual correctly given the relative set size of each group. Therefore, in general,

$$Q_p = (1 - \alpha)^2 + \alpha^2$$

The maximum chance criterion (Q_m) represents the probability of correctly classifying an individual by classifying all individuals into the largest group. Clearly,

$$Q_m = \max(p_1, \dots, p_n)$$

The pure chance criterion (Q_c) assumes that all segments are of equal size and thus represents the probability of correctly classifying an individual by using a simple random assignment. Thus, if n represents the number of segments,

$$Q_c = 1/n$$

An investigation of Tables 6.12 to 6.17, which compare the classifications obtained using the brand specific, product class and individual variables as predictors of brand category, reveals

that the percentage of correctly classified individuals obtained using the discriminant functions provide substantially better classifications, for all product classes, than would have been obtained using any one of the three chance criteria. The remainder of this section summarizes the results for each product class.

Cigarettes

Table 6.11 summarizes the results obtained from the multiple discriminant analysis for cigarettes. In all cases, the percentage of correctly classified individuals obtained from using the discriminant functions is substantially better than would have been obtained by using any one of the three chance criteria. An analysis of the results across brands indicates that, in general, attitude, intention, confidence, taste and strength (all significant at $p < .01$), tend to be the best predictor variables. Overall, the brand specific variables (i.e. the taste or strength of a specific brand) best discriminate between the brand categories. This does not mean that product class variables are less important, rather they simply cannot discriminate between the groups. For example, the overall importance of taste is considered to be high for smokers (mean = 8.01), nevertheless, it does not discriminate well between the brand categories. The reason is that this variable is equally important to all smokers in the decision to accept, reject or continue to consider certain brands (mean for hold, foggy and reject set brands on this variable are 8.15, 8.01 and 7.96

TABLE 6.11

Discriminant Analysis on a Brand Basis - Cigarettes

Analysis	Brand Specific	Product Class	Personal	PC	BP	GM	GC
Belvedere	Taste, Purchased, Tried, Attitude, Strength	Specific Brand	-	.66	.34	.51	.25
Cameo	Intention, Tried, Attitude, Purchased	-	-	.80	.58	.75	.25
Craven "A"	Attitude, Intention, Confidence	Physical Fitness	-	.79	.38	.48	.25
Craven "M"	Purchased, Strength, Intention	M/F Characteristics	-	.64	.39	.57	.25
Du Maurier	Attitude, Purchased, Taste	-	-	.77	.55	.70	.25
Du Maur Light	Intention, Tried, M/F Characteristics	-	-	.74	.38	.52	.25
Export "A"	Attitude, Strength, Purchased, Intention, Popularity	-	-	.84	.45	.59	.25
Ex "A" Light	Intention, Confidence, Purchased	-	-	.63	.39	.54	.25

=====

PC - Percent Correctly Classified by Discriminant Functions
 BP - Proportional Chance Criterion
 GM - Maximum Chance Criterion
 GC - Pure Chance Criterion

TABLE 6.11 (cont'd)

Discriminant Analysis on a Brand Basis of Cigarettes

Analysis	Brand Specific	Product Class	Personal	PC	Op	Oa	Oc
Gitanes	Attitude, Purchased, Strength, F/M Characteristics, Intention, Uniqueness, Tried	Importance of Brand Popularity, Importance of Strength	-	.86	.62	.78	.25
Player's	Attitude, Strength, Taste	-	-	.75	.43	.56	.25
Player's Light	Attitude, Taste, Confidence	-	-	.78	.38	.47	.25
Rothman's	Intention, Attitude, Strength	-	-	.69	.36	.50	.25
Vantage	Taste, Tried, Attitude, Purchased, Confidence	Importance of Others' Opinion	-	.76	.42	.60	.25

PC= Percent Correctly Classified by Discriminant Functions
 Op= Proportional Chance Criterion
 Oa= Maximize Chance Criterion
 Oc= Pure Chance Criterion

respectively). The results of the discriminant analysis strongly support the Brisoux-Laroche conceptualization in that results suggest that attitudes, intentions and confidence predict well group membership. Not only is there support for the conceptualization, but the variables used to construct the model are the most significant in discriminating between the groups. While this result can be interpreted as a natural consequence (i.e. a circular argument), it provides empirical support for the theoretical framework suggested in Table 2.1. The discriminant functions were used to correctly classify between 64 per cent (Craven M) and 84 per cent (Export A) of the cases.

Fast Food

Table 6.12 summarizes the results obtained from the discriminant analysis for fast food outlets. In all cases, the percentage of correctly classified individuals obtained from the discriminant functions is substantially better than would have been obtained by using any one of the three chance criteria. An analysis of the results across brands indicates that, in general, taste, trial, intention, confidence, information and importance of location tend to be the best predictor variables. Again, brand specific variables, as opposed to product class and individual variables, are much better predictors of brand category. Given that at least one of the four cognitive structures is represented in all discriminant functions, there is again strong empirical support of the Brisoux-Laroche theoretical model. The discriminant functions were used to correctly classify between 58 per cent (Mf. Submarine) and 88 per cent (Harvey's) of the

TABLE 6.12

Discriminant Analysis on a Brand Basis - Fast Food

Analysis	Brand Specific	Product Class	Personal	PC	Op	Qa	Qc
Burger King	Taste, Cleanliness, Intention, Popular With Kids, Trial	Frequency	Educ	.81	.61	.76	.25
Dunkin Donuts	Trial, Taste, Confidence	Frequency	Educ	.66	.42	.60	.25
Picasso	Quality, Variety, Trial, Confidence	-	-	.75	.45	.63	.25
Kentucky FC	Taste, Intention, Trial, Information, Cleanliness	-	-	.87	.52	.68	.25
Harvey's	Taste, Trial Intention, Friendly Confidence	Importance of Location	Age	.88	.76	.87	.25
Kojax	Taste, Trial, Intention, Confidence Popular With Kids	-	-	.70	.32	.41	.25
McDonald's	Intention, Trial, Confidence, Service, Location	-	-	.85	.64	.79	.25
Swiss Chalet	Taste, Intention Confidence, Trial Intention, Taste, Cleanliness	Importance of Location	-	.83	.57	.74	.25

PC - Percent Correctly Classified by Discriminant Functions
 Qa - Proportional Chance Criterion
 Qc - Maximum Chance Criterion
 Qc - Pure Chance Criterion

TABLE 6.12 (cont'd)

Discriminant Analysis on a Brand Basis - Fast Food

Analysis	Brand Specific	Product Class	Personal	PC	Qp	Qa	Qc
Grandea Lee	Confidence, Attitude, Location, Trial, Intention			.66	.37	.52	.25
Mike's Subs	Taste, Trial, Intention, Confidence	Importance of Location, Importance of Friendliness, Importance of Service		.71	.42	.60	.25
Mr. Submarine	Intention, Confidence, Information, Trial	Importance of Location, Importance of Popularity,		.58	.26	.33	.25
St. Hub 880	Taste, Trial, Information, Cleanliness, Intention, Confidence, Quality			.78	.57	.74	.25
Wendy's	Intention, Attitude, Information, Location, Location Friendly	Importance of Location		.70	.45	.63	.25

PC - Percent Correctly Classified by Discriminant Functions
 Qp - Proportional Chance Criterion
 Qa - Maximum Chance Criterion
 Qc - Pure Chance Criterion

cases.

Micro-Computers

Table 6.13 summarizes the results obtained from the discriminant analysis of micro-computers. In most cases the percentage of correctly classified individuals obtained from using the discriminant functions is better than would have been obtained from using the three chance criteria. The percentage of correctly classified individuals is: better than the proportional chance criterion (QP) for 10 of 14 brands; better than the maximum chance criterion for 10 of 14 brands; and is equal or better than the pure chance criterion for all but one brand. Again, brand specific variables are the best predictors, with attitude, ease of use, service, information and recommendation of others being the most significant ($p < .01$). In addition, importance of performance and service also discriminate well for most brands. It is not surprising that the product class variables were significant for this product class, as most individuals have not yet developed a keen sense of awareness with respect to the brands, or their attributes. There is general support for the Brisoux-Laroche conceptualization, however the discriminant functions were overall less accurate in their ability to predict group membership. The percentage of correctly classified individuals varied from 24 per cent (Timex) to 76 per cent (Rainbow 100).

TABLE 6.13

Discriminant Analysis on a Brand Basis for Micro Computers

Analysis	Brand Specific	Product Class	Personal	PC	Op	Qa	Qc
Apple IIE	Attitude, Ease of Use	Own	-	.59	.51	.67	.25
Atari	Attitude	Importance of Performance	-	.25	.36	.53	.25
Comodore 64	Recommendation of Others, Ease of Use, Information	-	-	.45	.34	.42	.25
Digital Pro	Attitude	Importance of Service	-	.63	.39	.57	.25
Franklin Ace	Attitude, Ease of Use, Service	Importance of Performance, Importance of Cost	-	.65	.46	.63	.25
Keypro	Attitude, Information, Intention, Reputation	Importance of Performance, Importance of Cost	-	.68	.48	.64	.25
IBM-PC	Recommendation of Others, Information, Ease of Use, Service,	Business/Home,	Age, Sex	.73	.74	.85	.25
IBM-PC "Jr."	Attitude	-	Sex	.42	.28	.30	.25

=====

PC - Percent Correctly Classified by Discriminant Functions
 Op - Proportional Chance Criterion
 Qa - Maxima Chance Criterion
 Qc - Pure Chance Criterion

TABLE 6.13 (cont'd)

Discriminant Analysis on a Brand Basis - Micro Computers

Analysis	Brand Specific	Product Class	Personal	PC	Qp	Qe	Qc
Rainbow 100	Service, Confidence, Recommendation of Others, Cost, Attitude, Reputation	Importance of Service, Business/Home	-	.76	.41	.58	.25
TI-Prof	Ease of Use, Attitude, Cost	Importance of Cost	Sex	.67	.31	.43	.25
Timex	Attitude	Own	-	.24	.46	.64	.25
TI-99 "4a"	Recommendation of Others, Ease of Use	Bought, Own	-	.49	.36	.42	.25
TRS-Color	Attitude	Own	-	.41	.28	.36	.25
TRS-80 Mod IV	Confidence, Intention	-	Age	.37	.27	.30	.25

PC - Percent Correctly Classified by Discriminant Functions
 Qp - Proportional Chance Criterion
 Qe - Maxima Chance Criterion
 Qc - Pure Chance Criterion

Televisions

Table 6.14 summarizes the results obtained from the discriminant analysis for televisions. In all cases, the percentage of correctly classified individuals using the discriminant functions is substantially better than would have been obtained by using any one of the three chance criteria. The best predictor variables are attitude, confidence, quality, intention, and information (all significant at $p < .01$). There is no consistent product class or individual variable which significantly discriminates between the groups. There is extremely strong empirical support of the Brisoux-Laroche conceptualization, in that attitude, intention, confidence and information are the best predictor variables of group membership. The percentage of correctly classified individuals ranges from 57 per cent (Admiral) to 82 per cent (R.C.A. and Sony).

University

Table 6.15 summarizes the results obtained from the discriminant analysis for universities. In all but two analyses (Concordia and McGill) the percentage of correctly classified individuals obtained from the discriminant functions is substantially better than would have been by using any of the three chance criteria. The percentage of correctly classified cases for Concordia is (.85) and is (.91) for McGill. However (Qp) for Concordia is (.88) and (.91) for McGill, while (Qm) is (.93) for Concordia and (.95) for McGill. These results indicate that one should not attempt to predict that any Montreal CEGEP

TABLE 6.14

Discriminant Analysis on a Brand Basis - Televisions

Analysis	Brand Specific	Product Class	Personal	PC	Op	Qa	Qc
Admiral	Attitude, Durable, Confidence	Importance of Manufac Warranty	-	.57	.29	.43	.25
G.E.	Attitude, Confidence, Durable, Quality	-	-	.75	.36	.53	.25
Hitachi	Attitude, Information	-	-	.71	.33	.44	.25
Magnavox	Attitude, Confidence, Cost	-	-	.69	.35	.51	.25
Mitsubishi	Attitude, Intention, Adjustability	Importance of Durability	-	.73	.36	.48	.25
Montg Ward	Attitude, Intention, Adjustability	Importance of Adjustability	-	.62	.40	.56	.25
Panasonic	Attitude, Information, Quality	-	-	.64	.29	.40	.25
Quasar	Attitude, Confidence	-	-	.59	.29	.37	.25
R.C.R.	Attitude, Quality, Confidence, Cost	-	-	.82	.55	.72	.25
Sanyo	Attitude, Confidence	-	-	.61	.33	.45	.25

PC - Percent Correctly Classified by Discriminant Functions
 Op - Proportional Chance Criterion
 Qa - Maxims Chance Criterion
 Qc - Pure Chance Criterion

TABLE 6.14 (cont'd)

Discriminant Analysis on a Brand Basis - Televisions

Analysis	Brand Specific	Product Class	Personal	PC	Op	Qs	Qc
Sears	Attitude, Quality, Confidence, Adjustability	-	-	.52	.27	.35	.25
Sharp	Attitude, Confidence, Importance of Adjustability	-	-	.67	.33	.41	.25
Sony	Attitude, Information	Importance of Features	-	.82	.60	.76	.25
Sylvania	Attitude, Cost, Information	-	-	.66	.32	.46	.25
Zenith	Attitude, Confidence, Quality	-	-	.77	.60	.77	.25

PC - Percent Correctly Classified by Discriminant Functions
 Op - Proportional Chance Criterion
 Qs - Maxima Chance Criterion
 Qc - Pure Chance Criterion

TABLE 6.15

Discriminant Analysis on a Brand Basis - Universities

Analysis	Brand Specific	Product Class	Personal	PC	Qp	Qa	Qc
Bishop's	Intention, Information,	Attending University	-	.55	.30	.43	.25
Carleton	Intention, Information, Recommendation of Others,	Importance of Class Size,	Sex	.57	.29	.35	.25
Concordia	Intention, Recommendation of Others, Reputation, Attitude, Location, Confidence, Cost,	Attending University	Age	.85	.88	.93	.25
H.E.C.	Intention, Attitude,	Attending University	Age	.78	.59	.75	.25
Laval	Intention, Confidence, Location, Special Programs, Class Size,	Attending University	Sex	.71	.55	.71	.25
McGill	Intention, Reputation, Attitude, Reputation,	Attending University, Importance of Class Size, Importance of Reputation, Year Graduated	-	.91	.91	.95	.25
Ottawa	Intention, Importance of Location, Information	-	-	.58	.34	.49	.25
Queen's	Intention, Recommendation of Others	Importance of Location, Importance of Reputation	-	.54	.28	.37	.25

PC - Percent Correctly Classified by Discriminant Functions
 Qp - Proportional Chance Criterion
 Qa - Maximum Chance Criterion
 Qc - Pure Chance Criterion

TABLE 6.15 (cont'd)

Discriminant Analysis on a Brand Basis - Universities

Analysis	Brand Specific	Product Class	Personal	PC	Op	Os	Oc
York	Intention, Reputation, Attitude, Location, Special Programs			.57	.33	.45	.25
U. of Montreal	Intention, Information	Attending University		.61	.34	.49	.25
U. Q. A. M.	Intention, Recommendation of Others, Reputation	Importance of Cost		.68	.56	.72	.25
U. of Toronto	Intention, Location, Special Programs, Confidence, Reputation	Importance of Recommendation of Others, Importance of Cost		.65	.31	.41	.25
Western	Intention, Information, Recommendation of Others, Location			.66	.34	.49	.25

PC - Percent Correctly Classified by Discriminant Functions
 Op - Proportional Chance Criterion
 Os - Maxima Chance Criterion
 Oc - Pure Chance Criterion

student will place either McGill or Concordia outside his/her evoked set (this is indicated by Qm). These results are not surprising given the overwhelming number of students who placed both universities in their evoked sets.

Overall, intention, information, attitude, location, recommendation of others and confidence were the best predictor variables (all significant at $p < .01$). Whether or not a student is planning to attend university was found to be a significant product class variable. This is reasonable, given the relative size of the evoked set for this product class (the evoked set is smallest in comparison to all other sets for universities). If an individual is not planning to attend university, it is likely that he/she would place many more brands in the reject and foggy sets, as compared to hold and evoked sets.

There is once again strong empirical support of the Brisoux-Laroche conceptualization in that the best predictor variables are the four cognitive structures previously mentioned. The percentage of correctly classified cases ranges from 54 per cent (Queen's) to 91 per cent (McGill).

Toothpaste

Table 6.16 summarizes the results obtained from the discriminant analysis for toothpaste. In all cases, the percentage of correctly classified individuals obtained from the discriminant functions is substantially better than would have been by using any one of the three chance criteria. Brand specific variables are once again the best predictor variables. In particular, trials, attitude, intention, cavity protection and

TABLE 6.16

Discriminant Analysis on a Brand Basis - Toothpaste

Analysis	Brand Specific	Product Class	Personal	PC	Op	Qa	Qc
Aia	Tried, Attitude, Cavity Protection Confidence Information	-	-	.56	.32	.44	.25
Aqua-Fresh	Tried, Attitude, Perception of Breath Freshening,	Importance of Taste	-	.52	.30	.43	.25
Close-Up	Tried, Attitude, Perception of Pleasant Taste	Frequency of Purchase	-	.57	.34	.49	.25
Colgate	Tried, Perception of Pleasant Taste, Perception of Cavity Protection, Availability, Intention	Importance of Taste	Sex	.67	.46	.49	.25
Crest	Tried, Attitude, Intention	Frequency of Purchase, Importance of Breath Freshening	-	.74	.52	.63	.25
Macleans	Tried, Attitude	Frequency of Purchase, Importance of Taste	-	.50	.33	.48	.25

PC - Percent Correctly Classified by Discriminant Functions
 Op - Proportional Chance Criterion
 Qa - Maximum Chance Criterion
 Qc - Pure Chance Criterion

TABLE 6.16 (cont'd)

Discriminant Analysis on a Brand Basis - Toothpaste

Analysis	Brand Specific	Product Class	Personal	PC	Op	Qa	Qc
Pepsodent	Tried, Attitude Perception of Breath Freshening, Dentist Approval	Importance of Taste, Importance of Breath Freshening	-	.60	.36	.52	.25
Sensodyne	Perception of Whitening, Dentist Approval, Intention	-	Age, Sex	.60	.35	.45	.25
Topal	Tried, Attitude, Intention	Importance of Teeth Whitening	Age	.61	.41	.58	.25
Ultra-Brite	Tried, Attitude, Perception of Cavity Protection	-	-	.54	.33	.47	.25

PC - Percent Correctly Classified by Discriminant Functions
 Op - Proportional Chance Criterion
 Qa - Maxima Chance Criterion
 Qc - Pure Chance Criterion

breath freshening/pleasant taste are the most significant predictor variables ($p < .01$). There is again strong empirical support for the Brisoux-Laroche conceptualization given that attitude and intention are the two single best predictor variables. The percentage of correctly classified individuals ranges from 50 per cent (Macleans) to 74 per cent (Crest).

Summary

In general, the results of the discriminant analysis provide strong empirical support of the Brisoux-Laroche conceptualization. While the overall results are quite significant, the specific results for micro-computers and toothpaste are not as substantial as is the case for cigarettes, fast food, televisions and universities.

A possible explanation as to why the percentage of cases correctly classified is lower for toothpaste may be found in the derivation of the hold set for this product class (method discussed in CHAPTER V). It is possible that this indirect measure is weaker than direct measures and thus, brand classification may have been less precise.

In the case of micro-computers, while the percentage of correctly classified cases was in general better than the three chance criteria, the results were not as good as expected. This may be due to the embryonic stage of the product category life cycle. It is possible that the brand categorization scheme presently under consideration is less meaningful for such product categories. The consumer cannot accurately classify the brands,

as he/she is not only unfamiliar with most of the brands, but is not totally aware of the most salient attributes of the product class. In Howard's terminology, it is possible that for a consumer truly in the extensive problem-solving situation (i.e. not familiar with the product class, nor the brands), the Brisoux-Laroche conceptualization may be less appropriate.

Results of the Order Effect Manipulation

To determine if the order of measurement of evoked, hold, reject and foggy sets had an effect on subjects' responses to brand ratings, order effect was manipulated for four product classes. The cigarette study used 6 different versions, the fast food study used 24 different versions, the television study used six different versions and the university study used 12 different versions. The specific manipulations used, as well as the number of questionnaires administered in each manipulation, is presented in Appendix D.

Tables 6.17 to 6.20 present the ranges of mean attitude, information, intention and confidence for the four brand categories across the four product classes. The results of all four categories provide evidence that the order in which the brand categories are measured does not affect subjects' responses to the major dependent variables under consideration. The results of the cigarette study (Table 6.17) reveal that 11 of the possible 96 one-way ANOVA's were significant (dependent measure x brand category x number of versions = $4 \times 4 \times 6$). An analysis of the specific results revealed no consistent discernable pattern. The results of the fast food study (Table 6.18) reveal that none

TABLE 6.17

**Range^a of Mean Attitude, Information, Intention and Confidence
Across the Four Brand Categories - Cigarette Study**

	<u>Evoked</u>	<u>Hold</u>	<u>Foggy</u>	<u>Reject</u>
Attitude	6.90 - 7.79	4.04 - 6.22 ^e	2.89 - 4.85	2.83 - 3.65
Information	7.02 - 8.24 ^a	4.15 - 7.20 ^f g	3.03 - 4.97	4.96 - 7.12 ^b
Intention	6.53 - 7.75	2.90 - 6.24 ^h	2.17 - 3.27	1.92 - 2.87 ^o
Confidence	7.58 - 8.52	4.79 - 7.17 ⁱ	3.64 - 7.50 ^j k	5.32 - 7.47 ^d

* - ANOVA: Multiple Range Scheffe Test at p = .05

a	-	version 5	different	different	from version	2,3,4
b	-	"	1	"	"	4
c	-	"	6	"	"	3
d	-	"	1,2,6	"	"	3,4
e	-	"	6	"	"	1,2,4
f	-	"	2	"	"	3,4,6
g	-	"	4	"	"	1,5
h	-	"	1	"	"	6
i	-	"	1	"	"	4
j	-	"	6	"	"	3,5
k	-	"	3	"	"	1,4

TABLE 6.18

Range of Mean Attitude, Information, Intention and Confidence
Across the Four Brand Categories - Fast Food Study

	<u>Evoked</u>	<u>Hold</u>	<u>Foggy</u>	<u>Reject</u>
Attitude	5.70 - 7.67	2.75 - 7.75	3.40 - 6.00	1.60 - 3.08
Information	6.10 - 7.45	3.29 - 8.00	1.00 - 5.50	3.88 - 8.17
Intention	5.81 - 7.43	1.25 - 5.33	0.65 - 3.70	0.75 - 2.95
Confidence	6.53 - 7.97	4.50 - 8.18	1.67 - 7.00	5.32 - 7.47

* - ANOVA: Multiple Range Scheffe Test at p =.05

of the possible 384 one-way ANOVA's were significant. The results of the television study (Table 6.19) reveal that only one of the possible 96 ANOVA's was significant. Finally, the results of the university study (Table 6.20) reveal that only 5 of the possible 192 ANOVA's were significant. An investigation of the few instances where order effects were found revealed no consistent pattern.

Summary

The hypothesis that all versions are similar cannot be rejected, and we conclude that the order in which respondents are asked to categorize the brands bears no systematic effect on subjects' ratings of any of the dependent measures. Thus, order effects should not be of prime consideration in future research.

TABLE 6.19

Range^a of Mean Attitude, Information, Intention and Confidence
Across the Four Brand Categories - Television Study

	<u>Evoked</u>	<u>Hold</u>	<u>Foggy</u>	<u>Reject</u>
Attitude	7.95 - 8.21	6.15 - 6.65	5.30 - 5.78	3.60 - 4.26
Information	6.41 - 6.92	4.16 - 5.59	2.41 - 3.42	4.00 - 5.61
Intention	0.16 - 0.20	0.00 - 0.04	0.00 - 0.03	0.00 - 0.01
Confidence	6.56 - 7.21	4.36 - 5.59	2.35 - 3.45	3.99 - 5.69 ^a

* - ANOVA: Multiple Range Scheffe Test at p = .05
a - version 5 significantly different from version 6

TABLE 6.20

Range^a of Mean Attitude, Information, Intention and Confidence
Across the Four Brand Categories - University Study

	<u>Evoked</u>	<u>Hold</u>	<u>Foggy</u>	<u>Reject</u>
Attitude	6.86 - 7.75	6.02 - 7.22	4.26 - 5.67 ^c	3.19 - 4.79
Information	5.08 - 6.95 ^a	5.28 - 6.41	2.39 - 3.34	2.39 - 3.54
Intention	6.54 - 7.38	4.72 - 6.99 ^b	2.06 - 4.23 ^d	1.57 - 2.65
Confidence	6.41 - 7.61	6.35 - 7.14	3.60 - 5.39	3.72 - 5.03

* - ANOVA: Multiple Range Scheffe Test at p = .05

a - version 12 significantly different from version 1

b - " 4 " " " " 4,8

c - " 9 " " " " 10

d - " 2 " " " " 9,12

Discussion and Conclusion

Dover (1983) suggested that the Brisoux-Laroche conceptualization may be more appropriate in low involvement situations, while the Narayana and Markin conceptualization may be more appropriate in high involvement situations. The results of this research do not indicate that this is true. The discriminant functions accurately predicted group membership (brand category) equally well for cigarettes (83 per cent of sample grouped as low involvement), fast food (64 per cent of sample grouped as low involvement), televisions (87 per cent of the sample grouped as high involvement) and universities (51 per cent of the sample grouped as high involvement). Moreover, the discriminant functions in general predicted equally well for each of the four brand categories.

Dover (1983) suggested that, "Further testing should be undertaken to establish the range of product categories, on a low to high involvement continuum, to which the ...(Brisoux-Laroche) notion is applicable" (p.706). The empirical results of the present study indicate that the Brisoux-Laroche conceptualization is applicable to a wide range of product categories, and its applicability does not seem to hinge on involvement. However, it is possible that the Brisoux-Laroche conceptualization may be more difficult to apply in an extensive problem-solving situation, as the former requires an overall understanding and familiarity with the product class, that is by definition not present in such situations. Even though individuals may be able to classify brands, given the discrete nature of the

categorization methodology, their responses may be somewhat unfounded and contrived. The current findings support Brisoux's (1982) caution that "...one may question the internal validity of the measurement of the evoked set for products which involve an extended problem-solving situation (EPS) unless such a measurement is post-purchase...or unless there is control for the respondent's brand comprehension" (p.11). Notwithstanding these caveats, there is evidence of strong empirical support of the Brisoux-Laroche conceptualization when one considers the significance of the direction of the series of multiple range Scheffe tests as well as the overall support found from the discriminant functions.

CHAPTER 7

IMPLICATIONS, FUTURE RESEARCH
DIRECTIONS AND CONCLUSION

IMPLICATIONS, FUTURE DIRECTIONS AND CONCLUSION

Introduction

The empirical investigation of the brand categorization-consumer involvement interaction has been the major focus of this dissertation. In general, behavior has been posited to be a function of task-related and individual difference variables, and their interaction. More specifically, this research has shown that the development of cognitive structures is a function of the interactive effects of the brand categorization process and consumer involvement. It has been emphasized throughout this dissertation that no model of consumer behavior can be considered complete without an explicit recognition of these variables, and their interaction. It is only through such consumer-oriented research that marketers will be able to explain and predict with greater accuracy why people behave as they do.

This chapter summarizes the objectives, design and results of the research described in CHAPTER I to VI. Further, both the managerial and theoretical implications of the research are discussed, as well as its limitations. Finally, a number of suggestions for future research are outlined in light of the current findings. Accordingly, this chapter is organized into the following sections:

1. Objectives of this Dissertation,
2. Research Design,
3. Summary of the Findings,
4. Implications of the Results for Marketers,

5. Limitations of the Study,
6. Future Research Directions,
7. Conclusion.

Objectives of this Dissertation

One of the major factors that led to this research was the belief that marketers must try to learn as much about the consumer as is possible. While a tremendous knowledge has been gained concerning the factors affecting consumer behavior, it was my opinion that some serious gaps existed in the most prevalent consumer behavior models. Howard has been redefining his definitions of evoked set and improving his model of consumer behavior for more than twenty years. His theoretical model posed as the backdrop for the current research, and it is believed that the major objectives initially set out have been met. Specifically, the major objectives of this research were:

1. To propose, examine and empirically test the interactive effects of consumer involvement and the hypothesized profiles of the Brisoux-Laroche conceptualization of the brand categorization process; and,
2. To further investigate and empirically test the hypothesized profiles of the Brisoux-Laroche conceptualization across a variety of product classes that require differing information processing and decision-making processes, in order to assess its generalizability.

To this end: a critical discussion of the brand categorization process was presented (CHAPTER II); an in depth review of the issues related to involvement in consumer research was developed (CHAPTER III); and a conceptual interaction

framework was developed to explicitly test the interactive effects of involvement and the brand categorization process (CHAPTER IV). To assess the generalizability of both the Brisoux-Laroche conceptualization and the proposed interaction framework, the analysis suggested in CHAPTER V was performed for six product classes which were deemed to be sufficiently different for the purposes previously stated herein.

Research Design

To achieve the objectives stated above, data was collected using relatively lengthy questionnaires concerning consumers' opinions of brand specific and product class variables, as well as individual demographic characteristics. Given the limited budget that the research was bounded by, all of the samples were essentially convenience. The data was collected in the provinces of Quebec and Ontario and the State of New York between November 1981 and December 1983. The number of respondents for each of the six product categories ranged from 151 to 392.

Summary of Findings

The major research issues in this dissertation centered on the Brisoux-Laroche conceptualization of the brand categorization process, consumer involvement and their interaction. The findings are thus summarized around these three issues.

The Brisoux-Laroche Conceptualization

The Brisoux-Laroche conceptualization of the brand

categorization process consists of four brand categories, namely the evoked, hold, foggy and reject sets. It has been hypothesized that for all brands of which a consumer is aware, each can be categorized into one of these four sets. Moreover, an individual's attitudes, intentions, information and confidence are hypothesized to be different for brands categorized into the various sets.

The results reported herein provide strong support of the hypothesized profiles suggested by Laroche et. al. (1983, 1984). For brands, across the six product classes, and the four dependent cognitive structure variables, the hypothesized profiles were supported. The results provide empirical support for the theoretical foundation of the Brisoux-Laroche conceptualization. Further, the results provide evidence that the conceptualization is generalizable across a variety of product classes. Nevertheless, there is still a major issue left unresolved. That is, how meaningful is it for consumers to classify and rate foggy set brands within an extensive problem-solving situation? Moreover, how valid and accurate could these results be? The present findings appear to be valid, in that support for the stated hypotheses is consistent across the product classes. However, the weaker results found in the discriminant analysis with respect to micro-computers, suggest that the Brisoux-Laroche conceptualization is difficult to measure in what are clearly extensive problem-solving situations (i.e. where, by definition, there should exist a large number of foggy set brands). More research concerning this issue is strongly recommended.

Consumer Involvement

The current research will hopefully generate much more interest in the measurement and operationalization of consumer involvement. Credit must be given to Krugman (1965) for generating original interest in the topic. He first presented the concept of involvement in the context of a low involvement learning hierarchy, a concept which depicted attitudes following behavior. Years later, the cumulative research progress with respect to involvement is noticeably lacking in substantive results. Sherell and Shimp (1982) noted that,

...the exact functioning of consumer involvement is not understood. More fundamentally, there is confusion over precisely what involvement is (p.104).

The debate continues. Muncy and Hunt (1984) commented that,

...Though involvement has recently become a central issue to consumer researchers, substantial confusion exists as to its nature ... Since the topic of consumer involvement has only begun to gain researchers' interest, there exists the need for a significant amount of experimental research in the area (p. 193).

I cannot agree more. It is this researcher's opinion that enough time has elapsed with respect to 'specifying the domain of the construct', 'validating the construct' and 'testing the reliability of the operationalization'. I very much agree with Rothschild's (1984) commentary concerning the research progress of involvement, wherein he argued that,

...There is too much theorizing ... There is too little data collection .. There is too

much complaining about the lack of structure
.. There is too much repetitive reviewing of
past review papers (p.216).

I would not consider myself to be in disagreement with the view that before developing sophisticated measures it is necessary to first define what a construct is, and what it is not. Nevertheless, this has been overdone with respect to involvement. Let the experimental research continue. Since the 'theorists' have not yet successfully produced a commonly accepted definition of involvement, let the empiricists give it a try. The present research supports the results of a number of other studies which suggest that involvement is very much related to the importance a consumer attributes to a specific decision-making situation. The reliability estimate of internal consistency for this measure (the IM measure) was very encouraging. Future research on involvement should in part focus on the importance variable, given the supportive results using the (IM) measure, recent results reported by Laurent and Kapferer (1985), suggesting that importance is a major dimension of involvement and the non-supportive results using the (RS) measure.

Brand Categorization/Involvement Interaction

The current findings provide evidence for the proposed brand category/involvement interaction framework. The results suggest that the level of involvement of an individual in a specific decision-making situation is significantly related to his information processing and brand categorization strategies. More

importantly, the level of involvement is a significant predictor variable with respect to the major cognitive structure variables of the Howard (1983) customer decision model. Further, involvement significantly interacts with the brand categorization process with respect to these cognitive structures.

One of the major findings of the study was the relatively strong support for Hypotheses I to IV, concerning the interaction between involvement and brand category for attitudes and intention. This finding yields important implications for marketing theorists, practitioners and future research directions in consumer behavior.

Table 7.1 presents a summary of the results concerning the expected main effects (for both SET and INVOLVEMENT) as well as the interaction effects (SET * INVOLVEMENT). The table reveals that every set (brand category) main effect is significant (with the exception of confidence for toothpaste), which was expected. This finding suggests that there is strong support for the Brisoux-Laroche conceptualization across product classes. The table also indicates strong support of the proposed interaction framework in that many of the involvement main effects and set * involvement interaction effects are significant, and as hypothesized.

Implications of the Results for Marketers

One of the major findings was the strong support for the hypothesized brand category/involvement interaction with respect to attitudes and intention. These results, as an example, could suggest that very different promotional strategies should be

TABLE 7.1

Summary Results of the Main Effects and Interaction Effects

	<u>Main Effects</u>			<u>Interaction Effects</u>	
		<u>Set</u>	<u>Involvement</u>	<u>Set</u>	<u>* Involvement</u>
<u>Cigarette</u>	Att	*	NS		NS
	Int	*	NS		NS
	Inf	*	NS		NS
	Con	*	NS		NS
<u>Fast Food</u>	Att	*	*		*
	Int	*	*		*
	Inf	*	*		*
	Con	*	*		*
<u>Micro Computer</u>	Att	*	*		*
	Int	*	NS		*
	Inf	*	NS		*
	Con	*	*		*
<u>Television</u>	Att	*	*		*
	Int	*	*		NS
	Inf	*	NS		*
	Con	*	NS		*
<u>University</u>	Att	*	*		NS
	Int	*	*		*
	Inf	*	NS		NS
	Con	*	*		*
<u>Toothpaste</u>	Att	*	*		*
	Int	*	*		*
	Inf	*	*		NS
	Con	NS	*		*

* - indicates support of hypothesized effect
 NS - indicates non-support of hypothesized effect

employed depending on whether or not a brand was a market leader (i.e. in most consumers' evoked set). For brands in the evoked set, an appeal which would attempt to increase consumer involvement (by perhaps stressing the perception of associated risk; both psycho-social and functional) might be most effective. The reason is that it is expected that attitudes toward brands in the evoked set will be the highest, and will become even more positive as the level of consumer involvement increases. Slogans such as, "...Why risk trying the other guy?" "...You've used us in the past...", "...Stay with us during these tough times...", etc., might be the best approach. These types of appeals should produce both higher levels of attitude and intentions for brands already in the evoked set.

For non-market leaders (i.e. non-evoked set brands), the strategy of increasing the level of consumer involvement could have the effect of lowering both attitudes and intentions. An appeal using an involvement manipulation such as, "...For such an important decision, you should try us before you decide...", might seem quite sensible, but in reality, may produce counterintuitive results. At first, it might seem reasonable that attempting to heighten consumers' level of arousal vis-a-vis the decision, produce the effect of at least causing the consumer to evaluate the competition. The interaction framework suggests that this in fact will occur, given that information for all brands increases as does involvement. However, even though consumers gather more information, their attitudes and intentions toward evoked set brands are increasing, while the same are decreasing for non-evoked brands. If the marketer (brand manager) was to be

aware of these relationships, consumers could potentially be manipulated into a 'more beneficial involvement condition' given the set placement of a given brand. If the aim is to heighten involvement, fear appeals and advertisements with strong arguments that communicate the products unique benefits could be utilized. If the aim is to lessen involvement, humor or distraction could be utilized. Table 7.2 summarizes a number of possible managerial implications, with theoretical support, as to brand objectives and marketing action, given a brand's set categorization.

The marketing strategies can be discussed in terms of the possible communication strategies which could be adopted. For example, the brand/marketing objective for evoked set brands might simply be to reduce the total size of the consumers' evoked set. This could be accomplished (i.e. marketing action) in a number of ways. Firstly, if one can assume or knows that most individuals are highly involved in the purchase of any brand in a particular product class, then the appropriate marketing action could be to use very strong argumentative advertisements with high information content stressing the unique product characteristics/benefits. The reason for this action is that for highly involved individuals, it has been suggested that attitudes formed under the central route (Petty and Cacioppo 1981) will be very enduring, and predictive of behavior. Since highly involved individuals search for more information, and informative ads will be processed using the central route, individuals who are already predisposed to a particular brand (i.e. consider it in their

TABLE 7.2

Managerial Implications

<u>BRAND POSITION</u>	<u>BRAND OBJECTIVE</u>	<u>MARKETING ACTION</u>
<u>Evoked Set</u>	Reduce size of total set	<u>High Involvement</u> <ul style="list-style-type: none">- communicate unique product characteristics/benefits- use strong argument ads with high information content (i.e. issue/product relevant central route approach)- attitudes formed under the central route are postulated to be relatively enduring and predictive of behavior (which supports hypothesis II III IV) <u>Low Involvement</u> <ul style="list-style-type: none">- use repetitive "top of mind" advertising (eg. P.O.P's)- emphasize that the decision may not be completely trivial (i.e. try to increase the level of involvement)
<u>Hold Set</u>	Move to evoked set	<u>High Involvement</u> <ul style="list-style-type: none">- address the reason for resistance to trial- use distraction technique to reduce counterargumentation, and use highly credible source which has been shown to help individuals decide whether or not they should process the message- while strong central route arguments are generally considered more effective in high involvement situations, it may be more beneficial to use peripheral cues- it has been suggested that attitude change under peripheral cues may be of a more temporary nature, and thus not predictive of behavior. However if the strategy does move the brand into the evoked set, central route messages could then be utilized to cause more permanent and enduring attitude change. <u>Low Involvement</u> <ul style="list-style-type: none">- peripheral cues should be the most appropriate means of obtaining attitude change, and thus set membership- however, it has been suggested that attitude change may not be necessary in low involvement situations, and thus another appropriate strategy would be to encourage product trial through incentives, promotions (possible appeals could be, "... Try us, what have you got to lose?")- repetition, eye-catching, P.O.P

TABLE 7.1 (cont'd)

Managerial Implications

<u>BRAND POSITION</u>	<u>BRAND OBJECTIVE</u>	<u>MARKETING ACTION</u>
<u>Hold Set</u>	Move to evoked set	<u>High Involvement</u> - address the reason for resistance to trial - use distraction technique to reduce counterargumentation, and use highly credible source which has been shown to help individuals decide whether or not they should process the message - while strong central route arguments are generally considered more effective in high involvement situations, it may be more beneficial to use peripheral cues - it has been suggested that attitude change under peripheral cues may be of a more temporary nature, and thus not predictive of behavior. However if the strategy does move the brand into the evoked set, central route messages could then be utilized to cause more permanent and enduring attitude change <u>Low Involvement</u> - peripheral cues should be the most appropriate means of obtaining attitude change, and thus set membership - however, it has been suggested that attitude change may not be necessary in low involvement situations, and thus another appropriate strategy would be to encourage product trial through incentives, promotions (possible appeals could be, "... Try us, what have you got to lose?") - repetition, eye-catching, P.O.P
<u>Foggy Set</u>	Move to hold and evoked set	<u>High Involvement</u> - an assumption can be made that foggy set brands are barely at the awareness stage in the traditional hierarchy of effects - perhaps the dissonance-attribution model might be most appropriate for foggy set brands (beh->att->cog), which applies when the brands are virtually unidentifiable. For example, in the life insurance business, the main tasks would be to induce product trial through some form of incentive, use the media after purchase to reduce dissonance and promote learning. <u>Low Involvement</u> - same as hold set
<u>Erased Set</u>	Total image change	<u>Aggressive Advertising</u>

evoked set) will develop even more positive attitudes with strong informative and supportive advertising. Conversely, if most individuals are not highly involved in the purchase of any brand in a particular product class, then the appropriate communications program might be very different. For example, the use of repetitive top of mind advertising might be more appropriate, as this information is processed using the peripheral route, which is indicative of low involvement. The strategy could in fact be one of trying to make consumers more involved in the purchase of the product, as attitudes and intentions formed under high involvement conditions (i.e. the central route) are hypothesized to be more enduring.

For brands in the hold set, the brand objective might be to move the brand into the consumers' evoked set. In high involvement situations, the appropriate marketing action might be to address the reason for resistance to purchase using distraction to reduce counterargumenation. The usage of highly credible sources could help in this task by helping individuals to decide whether or not they should process the message. While strong argumentative-type messages are considered to be more effective in high involvement situations, it may be more beneficial to use peripheral cues in this instance. Strong arguments could produce levels of counterargumentation that are difficult to combat. It has been suggested that attitude change and intentions that are the result of peripheral cues may be of a more temporary nature. However, if the peripheral cues do have the affect of moving a brand from the hold set into the evoked set, strong central route messages could then be employed to

cause more enduring attitude change and intention. In low involvement situations, one marketing objective could be to attempt to increase the level of involvement, either in a serious or humorous manner. However, strong messages are not recommended.

The brand objective for foggy set brands might be to move the brand into the hold and/or evoked set. Regardless of the level of involvement, one can assume that foggy set brands are barely at the awareness stage in traditional 'hierarchy of effects' terminology. It is possible that strategies adopting the dissonance-attribution model (i.e. behavioral -> affective -> cognitive stage) may be the most appropriate in these situations. This may be the case when the brands are either unidentifiable or indistinguishable. For example, in the selling of life insurance, which may be considered high involvement, the main objective may be to induce product trial, possibly through some form of incentive, use post-purchase media advertising to reduce dissonance and promote learning.

For brands in the reject set the objective is clear regardless of the level of involvement, a total brand image change is required. Examples in the car industry are relevant. Both Ford and Chrysler, the two domestic car manufacturers hit hardest by the foreign car market wave, used highly credible sources and very simple messages in their miraculous recoveries. Ford hired Jackie Stewart to tell North Americans that their cars are high performance vehicles, and that quality is job one. Chrysler used Lee Iacocca to produce similar messages and results. In both instances the companies were very successful.

Neither ad campaign featured tremendously informative messages. The messages were simple and clear. We're American/Canadian, and we're building better cars. And the North American car market bought the message.

Limitations of the Study

This research, as is the case with most dissertations, has its share of limitations, which arise from resource constraints, trade-offs made during the design of the study, and the scope of the study. The major limitations can be summarized as follows:

1. Given that the sampling procedures were essentially convenience, some unknown biases might exist in the sample vis-a-vis the population as a whole.
2. The data collection was limited to Montreal (for 5 products) and Plattsburgh, New York (for 1 product). It is not certain that the results can be generalized for all Canadians and Americans.
3. Due to the cross-sectional nature of the studies, information concerning changes in attitudes, preferences and intentions over time have not been obtained. In addition, it is not known whether the timing of the particular data collection had any affect on consumers' responses.
4. Due to the length of the questionnaires, single-item measures were employed for many of the dependent measures. Previous studies had shown that these measures were relatively reliable and valid.
5. It is uncertain that individuals in the micro-computer study were able to properly rate brands which were categorized as foggy. This may have caused seriously contrived responses.

These limitations do not in any way mar or render less significant the results of the research. They are outlined to acknowledge their existence, and to stress the need for further

research in this field.

Future Research Directions

The results reported in CHAPTER VI provide evidence that the original objectives of this research have been satisfied. However, the results not only answered many questions, but in turn posed many new ones. These new questions reflect areas of consumer research that must still be investigated in the pursuit of a more comprehensive understanding of consumer information processing, cognitive structure development and choice behavior. This section discusses future research directions in light of the current findings.

1. The findings suggest that the current method of obtaining brand ratings may not be applicable in extensive problem-solving situations. It is recommended that more sensitive measures be taken to determine the cognitive structure toward brands in each set. The use of free elicitation techniques overcomes many of the demand characteristics endemic in paper and pencil questionnaires. This is especially required for brands about which the consumer knows very little. Although free elicitations are more difficult to collect, this may be what is required at this embryonic stage of model development.
2. The current findings suggest that the observation of various cognitive traits (i.e. cognitive complexity, depth of processing) may help the researcher understand the rules employed in the allocation of brands to the various sets.
3. Different techniques should be used to obtain the set categorizations, in the attempt to further validate the Brisoux-Laroche conceptualization. The use of non-metric multidimensional scaling (either based on similarity data or rank-order preference data) could be utilized to develop a perceptual map of the categorization process. The resultant map could then be compared to the current conceptualization in order to assess its

validity.

4. Similarly, cluster analysis could be employed to group together all individuals who categorized a particular brand as evoked, reject, etc. The resultant clustering assignments could then be crosstabulated with the traditional method's results to assess reliability and validity of the Brisoux-Laroche conceptualization.
5. The relatively strong support for Hypotheses I to IV suggest that future research concerning attitude-intention consistency should be conducted within the proposed interaction framework. It is expected that the percentage of explained variance will be greatly improved in certain instances.
6. The lack of support in the cigarette study for both attitudes and intentions, suggests that the evoked set and first choice must be separated. It is possible that for certain product classes, wherein a consumer only purchases one particular brand, that the evoked set concept is less meaningful (although measurable), and must be replaced by first choice. It is suggested that for products such as toothpaste and cigarettes, wherein intentions to buy evoked set brands will be significantly lower than first choice brands, that first choice replace evoked set in the conceptualization.
7. The wording of the information question may have been misinterpreted by certain respondents in the university study sample. It is now evident that the question of how much information an individual possesses may have a perceptual bias and may be a function of the extent of information an individual desires. The free elicitations suggested above could resolve this methodological problem.
8. The relative lack of support for the hypotheses related to intention in the micro-computer study may have been due to the lack of context specificity of the question. A simple INTEND TO.. DO NOT INTEND TO bi-polar semantic differential scale may not be sufficient for individuals in an extensive problem-solving situation, at least in the initial stages of search. The re-wording of this question to imply "Which WOULD you buy?" may be more meaningful for such products. Again, the free elicitations could resolve this problem.
9. It is probable that the composition of the four brand categories changes over time. Future research

should investigate the dynamic nature of set composition and identify the most salient attributes that affect brand re-classification.

10. Finally, the findings suggest that managers may want to manipulate consumer involvement in order to better position their brands. It is suggested that research be conducted to experimentally manipulate involvement conditions. The benefits of such research would be two-fold: the marketer could gain a better understanding of how consumers respond when an attempt is made to manipulate individual involvement; and, the reliability and validity of both the experimentally manipulated measure and survey method measure of involvement could be verified.

Conclusion

The purpose of this dissertation was to explicitly test the relationship between brand categorization and involvement, as well as to test the generalizability of the Brisoux-Laroche conceptualization. I feel that the approach taken, and the findings that have been presented have both enhanced and eliminated gaps that have existed in the consumer behavior literature. Further, some important questions have arisen from the current research and it is the hope that this dissertation will generate more and better research in this field.

REFERENCES

- Abernathy, W.J. and J.M. Utterback (1978), "Patterns of Industrial Innovation," Technology Review, 10 (June-July), 41-47.
- Ajzen, Icek and Martin Fishbein (1980), Understanding Attitudes and Predicting Social Behavior, Englewood Cliffs, New Jersey: Prentice-Hall.
- Allport, G. W. (1935), "Attitudes," in C. Murchison, ed., Handbook of Social Psychology, Worcester, MA: Clark University Press.
- Allport, G. W. (1954), "The Historical Background of Modern Social Psychology," in G. Lindzey, ed., Handbook of Social Psychology, Vol. I, Cambridge, MA: Addison-Wesley.
- Antil, John H. (1984), "Conceptualization and Operationalization of Involvement," in Thomas C. Kinnear, ed., Advances in Consumer Research, Vol. XI, Ann Arbor: Association for Consumer Research, 203-209.
- Apsler, Robert and David O. Sears (1968), "Warning, Personal Involvement and Attitude Change," Journal of Personality and Social Psychology, 9, 162-166.
- Atkins, A. and J. Bierl (1969), "The Effects of Involvement Level and Contextual Stimuli on Social Judgement," Journal of Personality and Social Psychology, 9:2, 197-204.
- Bass, Frank M. (1974), "The Theory of Stochastic Preference and Brand Switching," Journal of Marketing Research, 9 (February), 1-20.
- Batra, Rajeev and Michael L. Ray (1983), "Operationalizing Involvement as Depth and Quality of Cognitive Responses," in Richard P. Bagozzi and Alice M. Tybout, eds., Advances in Consumer Research, Vol. X, Ann Arbor: Association for Consumer Research, 309-313.
- Bauer, Raymond A. (1960), "Consumer Behavior as Risk Taking," in R. S. Hancock, ed., Dynamic Marketing for a Changing World, Chicago: American Marketing Association, 389-398.
- Belk, Russell W. (1975), "Situational Variables and Consumer Behavior," Journal of Consumer Research, 2 (December), 157-164.
- Belk, Russell W. (1981), "Effects of Gift Giving Involvement on Gift Selection Strategies," in Andrew Mitchell, ed., Advances in Consumer Research, Vol. IX, Ann Arbor: Association for Consumer Research, 408-411.
- Bellman, R.E. and L.A. Zadeh (1970), "Decision-Making in a Fuzzy Environment," Management Science, 17 (December), No. 4, B-141-

Belonax, J.J. (1979), "Decision Rule Uncertainty, Evoked Set Size, and Task Difficulty as a Function of Number of Choice Criteria and Information Variability," in William L. Wilkie, ed., Advances in Consumer Research, Vol. 6, Ann Arbor: Association for Consumer Research, 232-235.

Belonax, J.J., and Robert A. Mittelstaedt (1978), "Evoked Set Size as a Function of Number of Choice Criteria and Information Variability," in H. Keith Hunt, ed., Advances in Consumer Research, Vol. 5, Ann Arbor: Association for Consumer Research, 48-51.

Bem, Daryl J. (1972), "Self-Perception Theory," in Leonard Berkowitz, ed., Advances in Experimental Social Psychology, Vol. 6, New York: Academic Press, 2-57.

Bem, Daryl J. and Andrea Allen (1974), "On Predicting Some of the People Some of the Time: The Search for Cross-Situational Consistencies in Behavior," Psychological Review, 81 (November), 506-520.

Bem, Daryl J. and David C. Funder (1978), "Predicting More of the People More of the Time: Assessing the Personality of Situations," Psychological Review, 85 (November), 485-501.

Bennett, Peter D. and G. D. Harrell (1975), "The Role of Confidence in Understanding and Predicting Buyer's Attitudes and Purchase Intentions," Journal of Consumer Research, 2 (September), 110-117.

Berlyne, D. E. (1960), Conflict, Arousal and Curiosity, New York: McGraw-Hill.

Berlyne, D. E. (1965), Structure and Direction in Thinking, New York: John Wiley and Sons.

Bettman, James R. (1979), An Information Processing Theory of Consumer Choice, Reading, MA: Addison-Wesley.

Bettman, James R., Noel Capon and Richard Lutz (1975), "Cognitive Algebra in Multiattribute Attitude Models," Journal of Marketing Research, 7, 370-376.

Bettman, James R. and Pradeep Kakker (1977), "Effects of Information Presentation Format on Consumer Information Acquisition Strategies," Journal of Consumer Research, 3, 233-240.

Bishei, Gabriel and Dipankar Chakravarti (1982), "Information-Presentation Format and Learning Goals as Determinants of Consumers' Memory Retrieval and Choice Processes," Journal of Consumer Research, 8, 431-441.

Bither, S. W. (1972), "Effects of Distraction and Commitment on the Persuasiveness of Television Advertising," Journal of Marketing Research, 9, 1-5.

Bloch, Peter H. (1981), "An Exploration Into the Scaling Of Consumers' Involvement With a Product Class," in Kent B. Monroe, ed., Advances in Consumer Research, Vol. 8, Ann Arbor: Association for Consumer Research, 61-76.

Bloch, Peter H. (1982), "Involvement Beyond the Purchase Process: Conceptual Issues and Empirical Investigation," in Andrew A. Mitchell, ed., Advances in Consumer research, Vol. 9, Ann Arbor: Association for Consumer Research, 413-417.

Bowen, Lawrence and Steven H. Chaffee (1974), "Product Involvement and Pertinent Advertising Appeals," Journalism Quarterly, 51, 613-615.

Brim, Orville G. Jr. (1975), "Attitude Content-Intensity and Probability Expectations," American Psychological Review, 20 (February), 66-76.

Brisoux, Jacques E. (1980), Le phenomene des ensembles evokes: une etude empirique des dimensions contenu et taille, unpublished Ph.D. dissertation, Universite Laval.

Brisoux, Jacques E. (1982), "The Evoked Set Phenomenon in Consumer Behavior: A Critical Review," unpublished working paper, Universite du Quebec a Trois Rivieres, June, 1st draft.

Brisoux, Jacques E. and Michel Laroche (1980), "A Proposed Consumer Strategy of Simplification for Categorizing Brands," in John D. Summey and R.D. Taylor, eds., Evolving Marketing Thought for 1980, Proceedings of the Annual Meeting of the Southern Marketing Association, Carbondale: Southern Marketing Association, 112-114.

Brisoux, Jacques E. and Michel Laroche (1981), "Evoked Set Formation and Composition: An Empirical Investigation Under a Routinized Response Behavior Situation," in Kent B. Monroe, ed., Advances in Consumer Research, Vol. 8, Ann Arbor: Association for Consumer Research, 357-361.

Brisoux, Jacques E., Michel Laroche and K. Lee McGown (1982), "The Relationship Between Ego-Involvement and the Size of the Evoked Set," in John H. Summey, Blaise Bergiel and Carol H. Anderson, eds., A Spectrum of Contemporary Marketing Ideas, Proceedings of the Annual Meeting of the Southern Marketing Association, Carbondale: Southern Marketing Association, 127-130.

Burnkrant, Robert E. (1976), "A Motivational Model of Information Processing Intensity," Journal of Consumer Research, 3 (June), 21-31.

Burnkrant, Robert E. (1974), "Toward a Motivational Theory of

Information Processing," unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.

Cacioppo, John T. and Richard E. Petty (1980), "Persuasiveness and Communications is Affected by Exposure Frequency and Message Quality: A Theoretical and Empirical Analysis of Persisting Attitude Change," in James H. Leigh and Claude L. Martin, eds., Current Issues and Research in Advertising, Ann Arbor: University of Michigan, 97-122.

Calder, Bobby J. (1979), "When Attitudes Follow Behavior: A Self-Perception/Dissonance Interpretation of Low Involvement," in J.C. Maloney and Bernie Silverman, eds., Attitude Research Plays for High Stakes, Chicago: American Marketing Association, 25-36.

Campbell, Brian M. (1969), The Existence and Determinants of Evoked Set in Brand Choice Behavior, unpublished Ph.D. dissertation, Columbia University.

Campbell, D. T. (1963), "Social Attitudes and Other Acquired Behavioral Dispositions," in S. Koch, ed., Psychology: A Study of Science, Vol. 6, New York: McGraw-Hill Book Company.

Capon, Noel and Marian Burke (1980), "Individual, Product Class, and Task-Related Factors in Consumer Information Processing," Journal of Consumer Research, 7 (December), 314-326.

Chaffee, S.H. and J.M. McLeod (1973), "Consumer Decisions and Information Use," in Scott Ward and T.S. Robertson, eds., Consumer Behavior: Theoretical Sources, New York: Prentice-Hall.

Chebat, Jean-Charles and Jacques Picard (1985), "The Effects of Price and Message-Sidedness on Confidence in Product and Advertisement with Personal Involvement as a Mediator Variable," International Journal of Research in Marketing, North-Holland (forthcoming).

Choffray, Jean-Marie and Gary Lilien (1980), Market Planning for New Industrial Products, New York: John Wiley and Sons.

Church, Nancy J. (1983), "An Empirical Investigation of the Brisoux-Laroche Brand Categorization Paradigm for Consumer Durables," unpublished theory paper, Concordia University.

Churchill, Gilbert A. (1979), "A Paradigm for Developing Better Measures of Marketing Constructs," Journal of Marketing Research, 16, 64-73.

Clarke, K. and R. W. Belk (1979), "The Effects of Product Involvement and Task Definition on Anticipated Consumer Effort," in W. J. Wilkie, ed., Advances in Consumer Research, Vol. VI, Ann Arbor: Association for Consumer Research, 313-318.

Cohen Joel B. (1982), "Involvement: Separating the State from Its Causes and Effects," presented at the Involvement Colloquium at

New York University.

Cohen, Joel B. (1983), "Involvement and You: 1000 Great Ideas," in Richard P. Bagozzi and Alice M. Tybout, eds., Advances in Consumer Research, Vol. X, Ann Arbor: Association for Consumer Research, 325-328.

Cohen, Joel B. and Marvin Goldberg (1970), "The Dissonance Model in Post-Decision Product Evaluation," Journal of Marketing Research, Vol 8 (August).

Colley, R. (1961), Defining Advertising Goals for Measured Advertising Results, New York: Association of National Advertisers.

Converse, Philip E. (1970), "Attitudes and Nonattitudes: Continuation of a Dialogue," in Edward R. Tufte, ed., The Quantitative Analysis of Social Problems, Reading, M.A: Addison-Wesley.

Cronbach, L. (1951), "Coefficient Alpha and the Internal Structure of Tests," Psychometrika, 16 (September), 297-334.

Cummings, William H. and M. Venkatesan (1976), "Cognitive Dissonance and Consumer Behavior: A Review of the Evidence," Journal of Marketing Research, 13 (August), 303-308.

Davis Harry and Benny Rigaux (1974), "Perception of Marital Roles in Decision Processes," Journal of Consumer Research, (June), 51-61.

Day, George S. (1970), Buyer Attitudes and Brand Choice, New York: Free Press.

Doob, L. W. (1947), "The Behavior of Attitudes," Psychological Review, 54, 135-156.

Dover, Philip A. (1983), "Some Conceptual and Empirical Issues Regarding Cognitive Structure," in Richard P. Bagozzi and Alice M. Tybout, eds., Advances in Consumer Research, Vol. X, Ann Arbor: Association for Consumer Research, 705-709.

Dussart, Christian (1973), Les Ensembles de marques de reference: une etude empirique sur leur existence et leur magnitude dans le processus de choix d'une marque, unpublished M.A thesis, Universite de Sherbrooke.

Ehrenberg, Andrew S.C. (1974), "Repetitive Advertising and the Consumer," Journal of Advertising Research, 14 (April), 25-34.

Engel, James F., David T. Kollat and Roger D. Blackwell (1978), Consumer Behavior, Hinsdale, Ill.: The Dryden Press.

Engel, James F. and Roger D. Blackwell (1982), Consumer Behavior, Hinsdale, Ill.: The Dryden Press.

Eroglu, Sevgin A., Glenn S. Omura and Karen A. Machleit (1983), "Evoked Set Size and Temporal Proximity to Purchase," in O.C. Ferrel et. al. eds., AMA Educator's Proceedings, Chicago: American Marketing Association, 97-101.

Fazio, R. H. and M. P. Zanna (1981), "Direct Experience and Attitude-Behavior Consistency," in L. Berkowitz, ed., Advances in Experimental Social Psychology, 14, New York: Academic Press, 161-202.

Festinger, L.A. (1957), A Theory of Cognitive Dissonance, Evanston, Ill.: Row, Peterson.

Festinger, L.A. and N. Maccoby (1964), "On-Resistance to Persuasive Communication," Journal of Abnormal and Social Psychology, 68 (No. 4), 359-366.

Finn, David W. (1982), "It is Time to Lay the Low Involvement Hierarchy to Rest," in Beverlee Walker, et. al., eds., An Assessment of Marketing Thought and Practice, Proceedings of the 1982 Marketing Educators's Conference, Chicago: American Marketing Association, 99-103.

Finn, David W. (1983), "Low Involvement Isn't Low-Involving," in Richard P. Bagozzi and Alice M. Tybout, eds., Advances in Consumer Research, Vol. X, Ann Arbor: Association for Consumer Research, 419-424.

Fishbein, Martin (1972), "The Search for Attitudinal-Behavioral Consistency," in Joel B. Cohen, ed., Behavioral Science Foundations of Consumer Behavior, New York: The Free Press.

Fishbein, Martin and Icek Ajzen (1975), Belief, Attitude, Intention and Behavior: An Introduction to Theory and Research, Reading, M.A: Addison-Wesley, 1-578.

Freedman, J.L. (1964), "Involvement, Discrepancy and Change," Journal of Abnormal and Social Psychology, 69, 290-295.

Gardner, Morris P., Andrew A. Mitchell and J. Edward Russo (1978), "Chronometric Analysis: An Introduction and an Application to Low Involvement Perception of Advertisements," in H.K. Hunt, ed., Advances in Consumer Research, Vol. 5, Ann Arbor: Association for Consumer Research, 581-589.

Green, B. F. (1954), "Attitude Measurement," in G. Lindzey, Handbook of Social Psychology, Vol. I, Reading, MA: Addison-Wesley.

Green, Paul E. and Yoram Wind (1973), Multiattribute Decisions in Marketing, Hinsdale, Ill.: The Dryden Press.

Greenwald, H.S. (1965), "The Involvement Controversy in Persuasion Research," unpublished working paper, Columbia

University.

Gronhaug, Kjell (1973), "Some Factors Influencing the Size of the Buyer's Evoked Set," European Journal of Marketing, 7 (Winter), 232-241.

Gronhaug, Kjell and Sigurd V. Troye (1980), "Exploring the Content of Evoked Set in Car Buying," in Richard P. Bagozzi, Kenneth L. Bernhardt, Paul S. Busch, David W. Cravens, Joseph F. Hair and Carol A. Scott, eds., Marketing in the 1980's - Changes and Challenges, Chicago: American Marketing Association, 143-147.

Guttman, Louis (1944), "A Basis for Scaling Qualitative Data," American Sociological Review, 9, 139-150.

Homans, Richard D., Neil R. Maddox and Frederick E. May (1977), "Correlates of the Level of Decision Processing For Automobiles," Proceedings of the Decision Sciences.

Horton, Raymond L. (1983), "An Experimental Study of the Effects of Available Brands and Attributes on Consumer Information Acquisition," in O.C. Ferrel et. al., eds., AMA Educator's Proceedings, Chicago: American Marketing Association, 102-107.

Houston, Michael J. and Michael L. Rothschild (1978), "Conceptual and Methodological Perspectives on Involvement," in S.C. Jain, ed., Research Frontiers in Marketing: Dialogues and Directions, Proceedings of the 1978 Marketing Educator's Conference, Chicago: American Marketing Association, 184-187.

Hovland, Carl, Irving L. Janis and Harold H. Kelley (1953), Communication and Persuasion, New Haven: Yale University Press.

Howard, John A. (1963), Marketing Management, Analysis and Planning, Irwin.

Howard, John A. (1977), Consumer Behavior: Application of Theory, New York: McGraw-Hill Book Company.

Howard, John A. (1983), "Marketing Theory of the Firm," Journal of Marketing, 47 (Fall), 90-100.

Howard, John A. and Lyman E. Ostlund (1973), Buyer Behavior: Theoretical and Empirical Foundations, New York: Knopf.

Howard, John A. and Jagdish Sheth (1969), The Theory of Buyer Behavior, New York: John Wiley and Sons, Inc.

Hoyer, Wayne D., Rohit Deshpande and Scott Jeffreys (1982), "The Use of Choice Tactics in Low Involvement Decision-Making Situations," in Proceedings of the Southwestern Marketing Association, 307-311.

Hupfer, Nancy T. and David M. Gardner (1971), "Differential Involvement with Products and Issues: An Exploratory Study," in

David M. Gardner, ed., Proceedings: 2nd Annual Conference of the Association for Consumer Research, College Park: Association for Consumer Research, 262-269.

Iman Ronald L, and W. J. Conover (1983), Modern Business Statistics, New York: John Wiley and Sons.

Jarvis, Lance P. and James Wilcox (1973), "Evoked Set Size: Some Theoretical Foundations and Empirical Evidence," in T.V. Greer, Combined Proceedings, Chicago: American Marketing Association, No. 35, 236-240.

Johnson, H.H. and J.A. Scilleppi (1969), "Effects of Ego-Involvement Conditions on Attitude Change to High and Low Credibility Communicators," Journal of Personality and Social Psychology, 13, 31-36.

Kahneman, D. (1973), Attention and Effort, Englewood Cliffs, New Jersey: Prentice-Hall Inc.

Kapferer, Jean-Noel and Gilles Laurent (1983), Comment Mesurer le Degre d'Implication des Consommateurs? Paris: Institut de Recherches et d'Etudes Publicitaires.

Kassarjian, Harold H. (1978), "Presidential Address, 1977: Anthropomorphism and Parsimony," in H. Keith Hunt, ed., Advances in Consumer Research, Vol. 5, Ann Arbor: Association for Consumer Research, xii-xiv.

Kassarjian, Harold H. (1981), "Low Involvement: A Second Look," in Kent B. Monroe, ed., Advances in Consumer Research, Vol. 8, Ann Arbor: Association for Consumer Research, 31-34.

Kassarjian, Harold H. and W. Kassarjian (1979), "Attitudes Under Low Commitment Conditions," in John C. Maloney and Bernard Silverman, eds., Attitude Research Plays for High Stakes, Chicago: American Marketing Association, 3-15.

Katz, Daniel (1960), "The Functional Approach to the Study of Attitudes," Public Opinion Quarterly, 24 (Summer), 163-191.

Klonglan, G. E. and E. W. Coward (1970), "The Concept of Symbolic Adoption: A Suggested Interpretation," Rural Sociology, 35 (March), 77-83.

Krech, David R. and Richard S. Crutchfield (1948), Theory and Problems of Social Psychology, New York: McGraw-Hill.

Krech, David R. Crutchfield and Richard S. Ballachey (1962), Individual in Society, McGraw-Hill.

Krugman, Herbert E. (1965), "The Impact of Television Advertising: Learning Without Involvement," Public Opinion Quarterly, 29 (Fall), 349-356.

Krugman, Herbert E. (1966-67), "The Measurement of Advertising Involvement," Public Opinion Quarterly, 30, 583-596.

Krugman, Herbert E. (1968), "The Learning of Consumer Likes, Preferences and Choices," in F. Bass, C.W. King and E.A. Pessemier, eds., Application of the Sciences in Marketing Management, New York: Wiley, 207-225.

Krugman, Herbert E. (1971), "Brain Wave Measures of Media Involvement," Journal of Advertising Research, II, 1 (February), 3-9.

Krugman, Herbert E. (1977), "Low Involvement Theory in the Light of New Brain Research," paper presented at the American Marketing Association, Eighth Annual Attitude Research Conference, March.

Krugman, Herbert E. and Eugene L. Hartley (1970-71), "Passive Learning from Television," Public Opinion Quarterly, 34, 184-190.

Laroche, Michel, Jerry Rosenblatt, Jacques E. Brisoux and Robert Shimotakahara (1983), "Brand Categorization Strategies in RRB Situations: Some Empirical Results," in Richard P. Bagozzi and Alice M. Tybout, eds., Advances in Consumer Research, Vol. X, Ann Arbor: Association for Consumer Research, 549-554.

Laroche, Michel, Jerry Rosenblatt and Ian Sinclair (1984), "Brand Categorization Strategies in an Extensive Problem Solving Situation: A Study of University Choice," in Thomas C. Kinnear, ed., Advances in Consumer Research, Vol. XI, Ann Arbor: Association for Consumer Research, 175-179

Lastovicka, John L. and David M. Gardner (1978), "Low Involvement Versus High Involvement Cognitive Structures," in H. Keith Hunt, ed., Advances in Consumer research, Vol. 5, Ann Arbor: Association for Consumer Research, 87-92.

Lastovicka, John L. (1979), "Questioning the Concept of Involvement Defined Product Classes," in W. L. Wilkie, ed., Advances in Consumer Research, Vol. 6, Ann Arbor: Association for Consumer Research, 174-179.

Lastovicka, John L. and Gardner (1979), "Components of Involvement," in J.C. Maloney and B. Silverman, eds., Attitude Research Plays for High Stakes, Chicago: American Marketing Association, 53-73.

Laurent Gilles and Jean-Noel Kapferer (1985), "Measuring Consumer Involvement Profiles," Journal Of Marketing Research, 22 (February), 41-53.

Lavidge, Robert J. and Gary A. Steiner (1961), "A Model for Predictive Measurements of Advertising Effectiveness," Journal of Marketing, 25 (October), 59-62.

Leavitt, Clark, Anthony G. Greenwald and Carl Obermiller (1981),

"What is Low Involvement Low In?" in Kent B. Monroe, ed., Advances in Consumer Research, Vol. 8, Ann Arbor: Association for Consumer Research, 15-19.

Likert, Rensis (1932), "A Technique for the Measurement of Attitudes," Archives of Psychology, No. 140.

Locander, William B. and Peter W. Herman (1979), "The Effect of Self-Confidence and Anxiety on Information Seeking in Consumer Risk Reduction," Journal of Marketing Research, 16 (May) 268-274.

Lutz, Richard J. and James R. Bettman (1977), "Multiattribute Models in Marketing: A Bicentennial Review," in Arch Woodside, Jagdish Sheth and Peter D. Bennett, eds., Consumer and Industrial Buying Behavior, New York: Elsevier North Holland, 137-150.

Lutz, Richard J. and Patrick J. Reilly (1974), "An Exploration of the Effects of Perceived Risk on Consumer Information Acquisition," in Scott Ward and Peter Wright, eds., Advances in Consumer Research, Vol. 1, Urbana, Ill: Association for Consumer Research, 393-405.

Maddox, Neil R., Kjell Gronhaug, Richard D. Homans and Frederick E. May (1978), "Correlates of Information Gathering and Evoked Set Size for New Automobile Purchases in Norway and The U.S.," in H. Keith Hunt, ed., Advances in Consumer Research, Vol 5., Ann Arbor: Association for Consumer Research, 167-170.

Mahoney, John C. and Bernard Silverman (1979), eds., Attitude Research Plays for High Stakes, Chicago: American Marketing Association.

March, James G. and Herbert A. Simon (1958), Organizations, New York: John Wiley and Sons, Inc.

Markin, Rom J. and Chem L. Narayana (1976), "Behavior Control: Are Consumers Beyond Freedom and Dignity," in Beverlee B. Anderson, ed., Advances in Consumer Research, Vol. 3, Ann Arbor: Association for Consumer Research, 222-228.

May, Frederick E. (1979), "Evoked Set Formation and Composition: The Learning and Information Processing Hypotheses," in William L. Wilkie, ed., Advances in Consumer Research, Vol. 6, Ann Arbor: Association for Consumer Research, 222-226.

May, Frederick E., and Richard D. Homans (1977), "Evoked Set Size and the Level of Information Processing in Product Comprehension and Choice Criteria," in William D. Perrault, ed., Advances in Consumer Research, Vol. 4, Ann Arbor: Association for Consumer Research, 172-175.

May, Frederick E., Richard D. Homans and Neil R. Maddox (1977a), "Dimensions of Problem Solving Behavior in New Automobile Purchases," in Proceedings of the 4th International Research Seminar in Marketing, Senanque.

May, Frederick E., Richard D. Homans and Neil R. Maddox (1977b), "Evoked Sets and Consumer Memory Systems," in AMA Educator's Conference, Chicago: American Marketing Association, 508.

Mcguire, J. (1976), "Some Internal Psychological Factors Influencing Consumer Choice," Journal of Consumer Research, 2, 302-319.

Miller, George A. (1956), "The Magic Number Seven, Plus or Minus Two: Some Limits on Our Capacity for Processing Information," The Psychological Review, 63 (March), 81-97.

Miller, N. (1965), "Involvement and Dogmatism as Inhibitors of Attitude Change," Journal of Experimental Social Psychology, 1, 121-132.

Mitchell, Andrew A. (1979), "Involvement: A Potentially Important Mediator of Consumer Behavior," in W.L. Wilkie, ed., Advances in Consumer Research, Vol. 6, Ann Arbor: Association for Consumer Research, 191-196.

Mitchell, Andrew A. (1980), "Using An Information Processing Approach to Understand Advertising Effects," in Jerry C. Olson, ed., Advances in Consumer Research, Vol. 7, Ann Arbor: Association for Consumer Research, 171-177.

Mitchell, Andrew A. (1981), "The Dimensions of Advertising Involvement," in Kent B. Monroe, ed., Advances in Consumer Research, Vol. 8, Ann Arbor: Association for Consumer Research, 25-30.

Mitchell, Andrew A., J.E. Russo and M. Gardner (1978), "Strategy Limitation Effects on the Learning of Advertising Messages," Working Paper 49-77-78, Graduate School of Industrial Administration, Carnegie-Mellon University, Pittsburgh, PA.

Morrison, Donald G. (1969), "On the Interpretation of Discriminant Analysis," Journal of Marketing Research, 6 (May), 156-63.

Muncy, James A. and Shelby D. Hunt (1984), "Consumer Involvement: Definitional Issues and Research Questions," in Thomas C. Kinnear, ed., Advances in Consumer Research, Vol. XI, Ann Arbor: Association for Consumer Research, 193-196.

Myers, James H. (1979), "Methodological Issues in Evoked Set Formation and Composition," in William L. Wilkie, ed., Advances in Consumer Research, Vol. 6, Ann Arbor: Association for Consumer Research, 236-237.

Narayana Chem L. and Rom J. Markin (1975), "Consumer Behavior and Product Performance: An Alternate Conceptualization," Journal of Marketing, 39 (October), 1-6.

Newman, Larry M. and Ira J. Dolich (1979), "An Examination of Ego-Involvement As A Modifier of Attitude Changes Caused From Product Testing," in William L. Wilkie, ed., Advances in Consumer Research, Vol. 6, Ann Arbor: Association for Consumer Research, 180-183.

Norman, Donald A. and Daniel Borrow (1975), "On Data-Limited and Resource-Limited Processes," Cognitive Psychology, 7, 44-64.

Olshavsky, Richard W. and Donald H. Granbois (1979), "Consumer Decision Making - Fact or Fiction?" Journal of Consumer Research, 6 (September), 93-100.

Osgood, C. E., G. J. Suci and P. H. Tannenbaum (1957), The Measurement of Meaning, Urbana: University of Illinois Press.

Ostlund, Lyman E. (1973), "Evoked Set Size: Some Empirical Results," in T.V. Greer, ed., Combined Proceedings, American Marketing Association, Series 35 Chicago: American Marketing Association, 226-230.

Ostrom, T.M. and T.C. Brock (1968), "A Cognitive Model of Attitudinal Involvement," in R.P. Abelson, E. Aronson W.J. McGuire, T.M. Newcomb, M.J. Rosenberg and P. H. Tannenbaum, eds., Theories of Cognitive Consistency: A Sourcebook, Chicago: Rand McNally.

Park, C. Whan and S. Mark Young (1983), "Types and Levels of Involvement and Brand Attitude Formation," in Richard P. Bagozzi and Alice M. Tybout, eds., Advances in Consumer Research, Vol. X, Ann Arbor: Association for Consumer Research, 320-324

Parkinson, Thomas L. and Michael Reilly (1979), "An Information Processing Approach to Evoked Set Formation," in William L. Wilkie, ed., Advances in Consumer Research, Vol. 6, Ann Arbor: Association for Consumer Research, 227-231.

Pettigrew, Thomas F. (1958), "The Measurement of Correlates of Category Width as a Cognitive Variable," Journal of Personality, 26 (December), 533-544.

Petty, Richard E. and John T. Cacioppo (1979), "Issue Involvement Increase or Decrease Persuasion by Enhancing Message-Relevant Cognitive Responses," Journal of Personality and Social Psychology, 37 (October), 1915-1926.

Petty, Richard E. and John T. Cacioppo (1981a), "Issue Involvement as a Mediator of the Effects of Attitude of Advertising Content and Context," in Kent B. Monroe, ed., Advances in Consumer Research, Vol. 8, Ann Arbor: Association for Consumer Research, 20-24.

Petty, Richard E. and John T. Cacioppo (1981b), Attitudes and Persuasion: Classic and Contemporary Approaches, Dubuque: William C. Brown.

Petty, Richard E., John T. Cacioppo and David Schumann (1983), "Central and Peripheral Routes to Advertising Effectiveness: The Moderating Role of Involvement," Journal of Consumer Research, 10 (September), 135-146.

Petty, Richard E., T.M. Ostrom and T.C. Brock (1981), eds., Cognitive Responses to Persuasion, Hillsdale, N.J: Lawrence Erlbaum.

Pras, B. and J.A. Summers (1975), "A Comparison of Linear and Nonlinear Evaluation Process Models," Journal of Marketing Research, 12 (August).

Punj, Girish N. and David W. Stewart (1983), "An Interaction Framework of Consumer Decision Making," Journal of Consumer Research, 10 (September), 181-196.

Ray, Michael L. (1979), "Involvement and Other Variables Mediating Communication Effects as Opposed to Explaining All Consumer Behavior," in W. L. Wilkie, ed., Advances in Consumer Research, Vol. 6, Ann Arbor: Association for Consumer Research, 197-199.

Ray, Michael L. (1973), "Marketing Communication and The Hierarchy-of-Effects," in Peter Clarke, ed., New Models for Mass Communication, Beverly Hill: Sage Publications, 147-176.

Ray, Michael L., Alan G. Sawyer, Michael L. Rothschild, R. M. Heeler, E. C. Strong, and J.A. B. Reed (1973), "Marketing Communications and the Hierarchy-of-Effects," in Peter Clarke, ed., New Models for Mass Communication Research, Beverly Hills: Sage Publishing, 147-176.

Rhine, R.J. and W.A. Polowniak (1971), "Attitude Change, Commitment and Ego Involvement," Journal of Personality and Social Psychology, 19, 247-250.

Rhine, R.J. and L.J. Severence (1970), "Ego Involvement, Discrepancy, Source Credibility and Attitude Change," Journal of Personality and Social Psychology, 16, 175-190.

Robertson, Thomas S. (1976), "Low-Commitment Consumer Behavior," Journal of Advertising Research, 16 (2), 19-24.

Rogers, Everett M. and F. Floyd Shoemaker (1971), Communication of Innovations, New York: The Free Press.

Rokeach, M. (1968), "Role of Values in Public Opinion Research," Public Opinion Quarterly, 32 (Winter), 547-560.

Rosenberg, J.J. (1956), "Cognitive Structure and Attitudinal Affect," Journal of Abnormal and Social Psychology, 53, 367-372.

Rosenberg, Milton J. (1960), "A Structural Theory of Attitude

Dynamics," Public Opinion Quarterly, 24 (Summer), 319-340.

Rosenblatt, Jerry A. (1983), "The Brand Categorization Process: The Relationship of Involvement and The Evoked Set Phenomenon," unpublished working paper, McGill University.

Rothschild, Michael L. (1975), "Involvement as a Determinant of Decision Making Styles," in Turbulent Times and Marketing: The Challenge, The Opportunities, The 1975 Combined American Marketing Association Proceedings, Series 37, Chicago: American Marketing Association, 216-220.

Rothschild, Michael L. (1979), "Involvement Strategies for High and Low Involvement Situations," in J.C. Maloney and Bernie Silverman, eds., Attitude Research Plays for High Stakes, Chicago: American Marketing Association.

Rothschild, Michael L. (1984), "Perspectives on Involvement: Current Problems and Future Directions," in Thomas C. Kinnear, ed., Advances in Consumer Research, Vol. XI, Ann Arbor: Association for Consumer Research, 216-217.

Rothschild, Michael L. and Michael J. Houston (1977), "The Consumer Involvement Matrix: Some Preliminary Findings," in B. Greenberg and Danny Bellenger, eds., Contemporary Marketing Thought, Chicago: American Marketing Association.

Rothschild, Michael L. and Michael J. Houston (1980), "Individual Differences in Voting Behavior: Further Investigations of Involvement," in Jerry C. Olson, ed., Advances in Consumer Research, Vol. 7, Ann Arbor: Association for Consumer Research, 655-658.

Scheffe, H. (1959), The Analysis of Variance, New York: John Wiley and Sons.

Schrodër, H. M., M. J. Driver and S. Streufert (1967), Human Information Processing, New York: Holt, Rinehart and Winston.

Scott, Carol A. (1978), "Self-Perception Process in Consumer Behavior: Interpreting One's Own Experiences," in H. Keith Hunt, ed., Advances in Consumer Research, Vol. 5, Ann Arbor: Association for Consumer Research, 714-720.

Scott, Jerome E. and Peter Wright (1976), "Modeling an Organizational Buyer's Product Evaluation Strategy: Validity and Procedural Considerations," Journal of Marketing Research, 13, 211-224.

Sherif, Muzafer and H. Cantril (1947), The Psychology of Ego Involvement, New York: Wiley.

Sherif, Muzafer and C.E. Hovland (1953), "Judgmental Phenomena and Scale of Attitude Measurement: Placement of Items with Individual Choice of Name of Categories," Journal of Abnormal and

Social Psychology, 48 (January), 135-141.

Sherif, Muzafer and C.E. Hovland (1964), Social Judgement, New Haven, Mass.: Yale University Press.

Sherif, Muzafer and Carolyn Wood Sherif (1967), "Attitude as the Individual's Own Categories: The Social Judgement-Involvement Approach to Attitude and Attitude Change," in C. W. Sherif and M. Sherif, eds. Attitude, Ego-Involvement and Change, New York: Wiley, 105-139.

Sherif, Muzafer and Carolyn Wood Sherif (1969), Social Psychology, New York: Harper and Row.

Sherif, Muzafer, C.W. Sherif, and R.E. Nebergall (1965), Attitude and Attitude Change: The Social Judgement Involvement Approach, Philadelphia: W. B. Saunders.

Sherrell, Daniel and Terrance A. Shimp (1982), "Consumer Involvement in a Laboratory Setting," in B. Walker et. al. eds., An Assessment of Marketing Thought and Practice, 1982 Educator's Conference Proceedings, Chicago: American Marketing Association, 104-108.

Shlenker, Barry (1978), "Attitudes as Actions: Social Identity Theory and Consumer Research," in H. Keith Hunt, ed., Advances in Consumer Research, Vol. 5, Ann Arbor: Association for Consumer Research, 352-359

Shlenker, Barry (1980), Impression Management: The Self-Concept, Social Identity and Interpersonal Relations, Monterey: Brooks-Cole.

Shugan, Steven M. (1980), "The Cost of Thinking," Journal of Consumer Research, 7 (September), 99-111.

Smith, Robert E. (1982), "The Structures and Influence of Confidence," Working Paper, Indiana University.

Smith, Robert E. and William R. Swinyard (1983), "Attitude-Behavior Consistency: The Impact of Product Trial Versus Advertising," Journal of Marketing Research, 20 (August), 257-267.

Smith, Robert E. and William R. Swinyard (1982), "Information Response Models: An Integrated Approach," Journal of Marketing, 46 (Winter), 81-93.

Smith, Robert E. and William R. Swinyard (1980), "Involvement and the Hierarchy of Effects: An Integrated Framework," in G. B. Hafer, ed., A Look Back, A Look Ahead, Proceedings of the 1980 Marketing Educator's Conference, Chicago: American Marketing Association, 86-98.

Swinyard, William R. and K. A. Coney (1978), "Promotional Effects

on a High- Versus Low-Involvement Electorate," Journal of Consumer Research, 5, 41-48.

Thompson, J.R. and P.D. Cooper (1978), "Additional Evidence on the Limited Size of Evoked and Inept Sets of Travel Destinations," unpublished working paper, Department of Marketing, Memphis State University.

Thurstone, L. L. (1928), "Attitudes Can Be Measured," American Journal of Sociology, 33, 529-554.

Toy, Daniel R. (1982), "Monitoring Communication Effects: A Cognitive Structure/Cognitive Response Approach," Journal of Consumer Research, 9 (June), 66-76.

Troutman, Michael C and James Shanteau (1976), "Do Consumers Evaluate Products by Adding or Averaging Attribute Information," Journal of Consumer Research, 3 (December), 101-106.

Troye, Sigurd Villads (1984), "Evoked Set Formation as a Categorization Process," in Thomas C. Kinnear, ed., Advances in Consumer Research, Vol. XI, Provo, UT: Association for Consumer Research, 180-186.

Udell, J. (1966), "Prepurchase Behavior of Buyers of Small Appliances," Journal of Marketing, October, 50-62.

Wallace, Anthony F.C. (1961), "On Being Just Complicated Enough," Anthropology, Vol. 47, 458-464.

Wicker, A. W. (1969), "Attitudes Versus Actions: The Relationship of Verbal and Overt Behavioral Responses to Attitude Objects," Journal of Social Issues, 25 (Autumn), 41-78.

Wilkie, William L. and Edgar A. Pessemier (1973), "Issues in Marketing's Use of Multi-Attribute Attitude Models," Journal of Marketing Research, 10 (November), 428-441.

Williams, Terrell G. and Michael J. Etzel (1976), "An Investigation and Extension of the Evoked Set Concept Applied to Consumer Durables," in Henry W. Nash and Donald P. Robin, eds., Proceedings: The Southern Marketing Association, Carbondale: Southern Marketing Association, 237-239.

Wright, Peter (1973), "The Cognitive Processes Mediating Acceptance of Advertising," Journal of Marketing Research, 10 (February), 53-62.

Wright, Peter (1974), "The Harassed Decision Maker: Time Pressures, Distractions and the Use of Evidence," Journal of Applied Psychology, 59, 555-561.

Wright, Peter (1975), "Factors Affecting Cognitive Resistance to Advertising," Journal of Consumer Research, 2 (June), 1-9.

Wright, Peter (1976), "An Adaptive Consumer's View of Attitudes and Other Choice Mechanisms, as Viewed by an Equally Adaptive Advertiser," in Deborah Johnson and William D. Wells, eds., Attitude Research at Bay, Chicago: American Marketing Association, 113-131.

Wright, Peter (1980), "Message-Evoked Thoughts: Persuasion Research Using Thought Verbalizations," Journal Of Consumer Research, 7, 151-175.

Wright, Peter and Frederic Barbour (1975), "The Relevance of Decision Process Models in Structuring Persuasive Messages," Communication Research, 2 (July).

Wright, L. and B. Weitz (1977), "Time Horizon Effects on Product Evaluation Strategies," Journal of Marketing Research, 14 (May).

Zimbardo, P. (1960), "Involvement and Communication Discrepancy as Determinants of Opinion Conformity," Journal of Abnormal and Social Psychology, 60, 86-94.

APPENDIX A

MAJOR STUDIES CONCERNING
EVOKED SET SIZE

**EVOKED SET SIZE - EMPIRICAL EVIDENCE
SUMMARY OF RESULTS**

Product Class	Sample Size	Average E.S. Size (1)		Independent Variables Investigated (2)	Determinants (3)	Reference
		5	3.1			
laundry detergent toothpaste	189	5 (2.9)	3.1 (2.1)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	11-, 12+ consistent sizes	Campbell, B.M. (1969)
subcompact car	61 42	2.65	n.a.	1, 3, 11, 12, 13, 14 13, 15, 16, 17	11- 13+	Ostlund, L.E. (1973)
regular coffee dishwashing liquids table napkins	102	4.2 (2.2)	5.6 (3.6)	1, 2	2- consistent sizes	Jarvis, L.P., Wilcox, J.B. (1973)
automobile	96	n.a.		2, 3, 15, 16, 18, 19	2+, 3-, 15+, 16+/- 18+, 19-	Grønhaug, K. (1973-74)
deodorant movie camera dry gin	107	2.6 (1.69)	1.7 (1.05)	1, 2, 12, 17	1+, 17+ 1+, 2-, 12-, 17+ 1+, 17+ consistent sizes	Dussart, C. (1973)
ladies' ready made clothing stores	60	n.a. (2.19)	(4)			Miller, A.M. (1974)
toothpaste mouthwash deodorant beer	74	2.0 1.3 1.6 3.5				Narayana, C.L., Markin, R.J. (1975)
automobile	111	1.71		20, 21	20+, 21+ (additive effects)	May, F.E., Homans, R.E. (1976)

Product Class	Sample Size	Average E.S. Size (1)	Independent Variables Investigated (2)	Determinants (3)	Reference
consumer durable goods over \$50: brands prices stores	235	3.0 3.2 3.3	2, 22	2+, 22+ consistent sizes	Williams, T.G., Etzel, M.J. (1976)
automobile	132 (5)	n.a.	8, 10, 16, 20, 21, 25	8+, 10+, 16-, 20+ 21+, 25+	Homans, R.E., et al. (1977); May, F.E., et al. (1977a); and May, F.E., et al. (1977b)
automobile (Norway (U.S.A.))	101 (6) 132 (5)	n.a. n.a.	7, 8, 9, 15	7, 8+, 15+	Maddox, R., et al. (1977)
Micro-Wave oven	300	2.45	23, 24	23-, 24-	Belonax, J.J., Mittelstaedt, R.A. (1978); and Belonax, J.J. (1979)
travel destinations	35 62	2.7 (1.6) 3.4 (1.8)			Thompson, J.R., Cooper, P.D. (1979)
automobile	79	2.07	11	11-	Gronhaug, K., Troye, S. (1980)

- (1) Figures in parentheses are for the standard deviation.
- (2) See legend for identification of each coded independent variable.
- (3) A positive sign (+) indicates a direct relationship with evoked set size; a negative sign (-) indicates an inverse relationship with the dependent variable.
- (4) The 2.19 average evoked set size was estimated by this author from Miller's data on the acceptance set for the five types of clothing he considered in the study. The average evoked set size given by Miller (equal to 10.95) refers to both the acceptance and rejection sets of retail stores considered for the five types of clothing.
- (5) The 132 observations are taken from the data bank in May and Homans (1976). It is assumed that the sample has been slightly enlarged (by 21 observations) sample.
- (6) The 101 observations might be from the same data bank as in Grønhaug (1973-74). The authors do not precisely state if that is the case.

Legend:

- | | |
|--|---|
| 1. Brand awareness (n brands) | 14. Degree of intra-family influence |
| 2. Ego involvement | 15. Use of information (number of sources) |
| 3. Perceived risk of product category | 16. Prior relevant learning |
| 4. Perceived self-confidence to judge between different brands of the same product | 17. Width of categorization |
| 5. Frequency of purchase of the product | 18. Venturesomeness |
| 6. Size of family | 19. Time pressure |
| 7. Age | 20. The information processing level for the denotative characteristics in product class comprehension |
| 8. Level of education | 21. The information processing level for the connotative characteristics (choice criteria) in product class comprehension |
| 9. Total family income | 22. Price |
| 10. Relative socio-economic status (occupational prestige) | 23. Number of evaluative criteria |
| 11. Brand loyalty | 24. Attribute rating variability |
| 12. Importance of price in selecting a brand | 25. Level (type) of problem solving |
| 13. Overt search time | |

Adapted from: Brisoux, Jacques E. (1980), "Le phénomène des ensembles évoqués: une étude empirique des dimensions contenu et taille," unpublished Ph.D. dissertation, Université Laval.

APPENDIX B

LIST OF BRANDS USED
IN EACH PRODUCT CLASS

LIST OF BRANDS SURVEYED IN EACH PRODUCT CLASS

Cigarettes

Belvedere
Cameo
Craven M
Craven A
Du Maurier

Du Maurier Light
Export A
Export A Light
Gitanes
Player's

Player's Light
Rothman's
Vantage

Fast Food

Burger King
Dunkin Donuts
Picasso
Kentucky Fried Chicken
Harvey's

Kojax
McDonald's
Swiss Chalet
Grandma Lee
Mikes Submarine

Mr. Submarine
St. Hubert BBQ
Wendy's

Micro Computers

Apple IIE
Atari
Commodore 64
Digital Professional
Franklin Ace

Kaypro
IBM-PC
IBM-PC "Jr"
Rainbow 100
TI-Professional

Timex
TI-99/4a
TRS-80 Color
TRS-80 Mod IV

Televisions

Admiral
G.E.
Hitachi
Magnavox
Mitsubishi

Montgomery Ward
Panasonic
Quasar
R.C.A.
Sanyo

Sears
Sharp
Sony
Sylvania
Zenith

Universities

Bishop's
Carleton
Concordia
H.E.C.
Laval

McGill
Ottawa
Queen's
York
U. of Montreal

U.Q.A.M.
U. of Toronto
Western

Toothpaste

Aim
Aqua-Fresh
Close-Up
Colgate
Crest

Macleans
Pepsodent
Sensodyne
Topal
Ultra-Brite

APPENDIX C

QUESTIONNAIRES USED FOR
EACH PRODUCT CLASS

Which of the following brands of cigarettes do you know?:

Belvedere

Export "A" Light

Cameo

Gitanes

Craven "A"

Player's

Craven "M"

Player's Light

Du Maurier

Rothman's

Du Maurier Light

Vantage

Export "A"

a) Please indicate your first choice (brand of cigarettes) you would purchase.

_____ (Give one choice only)

b) Suppose, for whatever reason, your most preferred choice is not available (that is, your choice stated in the above question), from the list below what other brand or brands would you be willing to purchase instead?

Belvedere	_____	Export "A" Light	_____
Cameo	_____	Gitanes	_____
Craven "A"	_____	Player's	_____
Craven "M"	_____	Player's Light	_____
Du Maurier	_____	Rothman's	_____
Du Maurier Light	_____	Vantage	_____
Export "A"	_____		

Of those brands which you know, are there any which you would refuse to buy as they seem unacceptable to your present needs?

Belvedere _____

Export "A" Lights _____

Cameo _____

Gitanes _____

Craven "A" _____

Player's _____

Craven "M" _____

Player's Light _____

Du Maurier _____

Rothman's _____

Du Maurier Light _____

Vantage _____

Export "A" _____

Of those brands which you know, are there any about which you have an opinion but cannot say whether or not you would accept or reject them?

Belvedere _____

Export "A" Light _____

Gameo _____

Gitanes _____

Craven "A" _____

Player's _____

Craven "M" _____

Player's Light _____

Du Maurier _____

Rothman's _____

Du Maurier Light _____

Vantage _____

Export "A" _____

Of those brands which you know, are there any which you have not formed an opinion of and you cannot say whether or not you would be willing to buy?

Belvedere _____

Cameo _____

Craven "A" _____

Craven "M" _____

Du Maurier _____

Du Maurier Light _____

Export "A" _____

Export "A" Light _____

Gitanes _____

Player's _____

Player's Light _____

Rothman's _____

Vantage _____

Finally, from the set of brands which you know, rank them according to your preference. Begin by labelling your most liked brand with the number 1, next most liked brand with the number 2, and continue on in the same manner toward your least liked brand. Remember, it is important that you do not rank those brands which you do not know. Please leave the space blank for those brands.

Belvedere _____

Export "A" Light _____

Cameo _____

Gitanes _____

Craven "A" _____

Player's _____

Craven "M" _____

Player's Light _____

Du Maurier _____

Rothman's _____

Du Maurier Light _____

Vantage _____

Export "A" _____

Please answer for only those brands which you know, ignoring those that you do not know.

With respect to those brands you know, please indicate whether you have tried the brand and/or purchased it?

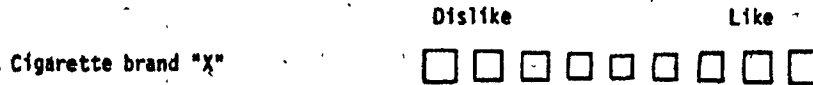
	Tried	Purchased
Belvedere	<input type="checkbox"/>	<input type="checkbox"/>
Cameo	<input type="checkbox"/>	<input type="checkbox"/>
Craven "A"	<input type="checkbox"/>	<input type="checkbox"/>
Craven "M"	<input type="checkbox"/>	<input type="checkbox"/>
Du Maurier	<input type="checkbox"/>	<input type="checkbox"/>
Du Maurier Light	<input type="checkbox"/>	<input type="checkbox"/>
Export "A"	<input type="checkbox"/>	<input type="checkbox"/>
Export "A" Light	<input type="checkbox"/>	<input type="checkbox"/>
Gitanes	<input type="checkbox"/>	<input type="checkbox"/>
Player's	<input type="checkbox"/>	<input type="checkbox"/>
Player's Light	<input type="checkbox"/>	<input type="checkbox"/>
Rothman's	<input type="checkbox"/>	<input type="checkbox"/>
Vantage	<input type="checkbox"/>	<input type="checkbox"/>

PART II

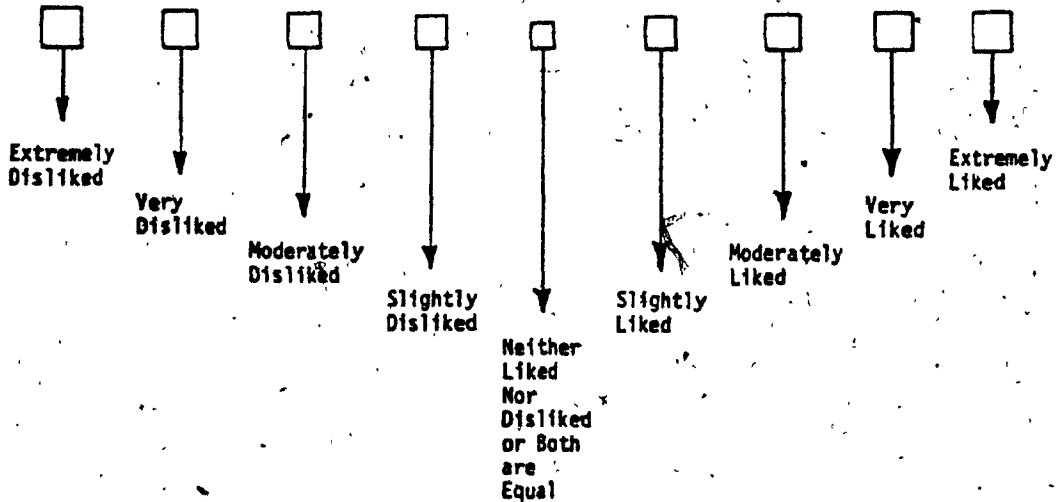
The purpose of this part of the questionnaire is to obtain your opinions on certain characteristics of cigarette brands that you know.

Please answer these questions by placing a check mark in the box that best corresponds to your opinion.

Here is an example illustrating the responses that are possible. Let's look at the following scale:



If in your opinion, cigarette brand "X" is extremely liked, you would place a check mark in the box at the extreme right of the scale; if however, in your opinion, cigarette brand "X" is extremely disliked, you would place a check mark in the box at the extreme left; if, in your opinion, cigarette brand "X" was neither liked or disliked, you place a check mark in the small box in the center, etc.



With respect to those brands you know, indicate the degree to which you like the brand.

	DISLIKE						LIKE	
Belvedere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cameo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craven "A"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craven "M"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Du Maurier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Du Maurier Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Export "A"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Export "A" Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gitanes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Player's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Player's Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rothman's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vantage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

With respect to those brands you know, to what extent do you feel that you have enough information to make a purchase decision?

	VERY LITTLE INFORMATION						GREAT DEAL INFORMATION	
Belvedere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cameo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craven "A"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craven "M"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Du Maurier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Du Maurier Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Export "A"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Export "A" Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gitanes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Player's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Player's Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rothman's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vantage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

With respect to those brands you know, how confident are you in your evaluation of how these brands perform?

	NOT CONFIDENT					CONFIDENT			
Belvedere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cameo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craven "A"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craven "M"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Du Maurier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Du Maurier Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Export "A"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Export "A" Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gitanes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Player's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Player's Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rothman's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vantage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

With respect to those brands you know, please indicate the strength of your intention to buy.

	DO NOT INTEND TO BUY					INTEND TO BUY			
Belvedere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cameo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craven "A"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craven "M"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Du Maurier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Du Maurier Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Export "A"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Export "A" Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gitanes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Player's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Player's Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rothman's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vantage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

With respect to those brands which you know, please indicate how you feel about their strength.

	MILD						STRONG	
Belvedere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cameo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craven "A"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craven "M"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Du Maurier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Du Maurier Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Export "A"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Export "A" Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gitanes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Player's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Player's Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rothman's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vantage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

With respect to those brands which you know, please indicate how you feel about their taste.

	BAD						GOOD	
Belvedere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cameo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craven "A"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craven "M"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Du Maurier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Du Maurier Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Export "A"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Export "A" Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gitanes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Player's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Player's Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rothman's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vantage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

With respect to those brands which you know, please indicate how you feel about their uniqueness (i.e. package, length, smell, etc.)

	NOT UNIQUE							UNIQUE	
Belvedere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cameo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craven "A"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craven "M"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Du Maurier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Du Maurier Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Export "A"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Export "A" Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gitanes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Player's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Player's Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rothman's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vantage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

With respect to those brands which you know, please indicate how you feel about their brand popularity.

	UNPOPULAR							POPULAR	
Belvedere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cameo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craven "A"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craven "M"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Du Maurier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Du Maurier Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Export "A"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Export "A" Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gitanes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Player's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Player's Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rothman's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vantage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

With respect to those brands which you know, please indicate the degree each brand is affected by group pressure.

	LITTLE GROUP PRESSURE						MUCH GROUP PRESSURE	
Belvedere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cameo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craven "A"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craven "M"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Du Maurier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Du Maurier Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Export "A"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Export "A" Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gitanes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Player's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Player's Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rothman's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vantage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

With respect to those brands which you know, please indicate the extent you feel each brand is representative of the new trend towards "physical fitness".

	NOT REPRESENTATIVE						VERY REPRESENTATIVE	
Belvedere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cameo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craven "A"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craven "M"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Du Maurier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Du Maurier Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Export "A"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Export "A" Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gitanes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Player's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Player's Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rothman's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vantage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

With respect to those brands which you know, please indicate the degree to which the brands reflect feminine or masculine characteristics.

	MASCULINE							FEMININE	
Belvedere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cameo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craven "A"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craven "M"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Du Maurier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Du Maurier Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Export "A"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Export "A" Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gitanes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Player's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Player's Light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rothman's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vantage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For each of these questions, please answer by circling the point on the scale which most accurately reflects your impression of the given product characteristic.

How important is the strength of a cigarette to you when purchasing a particular brand?

OF LITTLE IMPORTANCE 1 2 3 4 5 6 7 8 9 EXTREMELY IMPORTANT

How important is the taste of a cigarette to you when purchasing a particular brand?

OF LITTLE IMPORTANCE 1 2 3 4 5 6 7 8 9 EXTREMELY IMPORTANT

How important is the uniqueness of a cigarette when purchasing a particular brand? (Example: package, length, smell, etc.)

OF LITTLE IMPORTANCE 1 2 3 4 5 6 7 8 9 EXTREMELY IMPORTANT

How important are the opinions of others to you when purchasing a particular brand?

OF LITTLE IMPORTANCE 1 2 3 4 5 6 7 8 9 EXTREMELY IMPORTANT

How important is the present trend toward physical fitness to you when purchasing a particular brand?

OF LITTLE IMPORTANCE 1 2 3 4 5 6 7 8 9 EXTREMELY IMPORTANT

How important is brand popularity to you when purchasing a particular brand?

OF LITTLE IMPORTANCE 1 2 3 4 5 6 7 8 9 EXTREMELY IMPORTANT

How important is a brand's "feminine-masculine" characteristics when purchasing a particular brand?

OF LITTLE IMPORTANCE 1 2 3 4 5 6 7 8 9 EXTREMELY IMPORTANT

How important is it to you to purchase a specific brand of cigarettes?

OF LITTLE IMPORTANCE 1 2 3 4 5 6 7 8 9 EXTREMELY IMPORTANT

PART III

The following questions are for classification purposes only (Please check one choice only).

AGE

- Under 21
- 21 - 25
- 26 - 30
- 31 - 35
- 36 - 40
- 41 - 45
- 46 - 50
- Over 50

SEX

- Female
- Male

Do you consider yourself:

- French
- English
- Other

Thank you for your co-operation.

PART I

Have you been to a fast-food restaurant in the last year?

YES

NO

How often do you normally go?

Once per week (or more)

Once every two weeks

Once per month

Once every two months

Less frequent than specified above

List below the fast-food outlets that you have heard of:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

PART I

Have you been to a fast-food restaurant in the last year?

YES

NO

How often do you normally go?

Once per week (or more)

Once every two weeks

Once per month

Once every two months

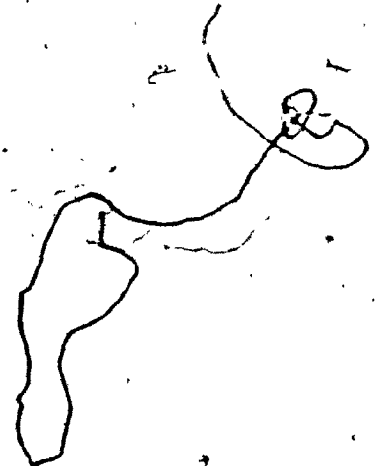
Less frequent than specified above

List below the fast-food outlets that you have heard of:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Place a check mark beside the following fast-food outlets that you have heard of. Please do not add any names to the previous question once you have seen the list below.

1. Burger King _____
2. Dunkin Donuts _____
3. Picasso _____
4. Kentucky Fried Chicken _____
5. Harvey's _____
6. Kojak's _____
7. McDonald's _____
8. Swiss Chalet BBQ _____
9. Grandma Lee's _____
10. Mike's Submarine _____
11. Mr. Submarine _____
12. St. Hubert _____
13. Wendy's _____



A) Which fast-food outlet would you prefer to eat at?

_____ (ONE choice only)

B) From the list below, indicate the other fast-food outlets you would consider eating at, if your first choice was no longer available.

- | | |
|---------------------------|-------|
| 1. Burger King | _____ |
| 2. Dunkin Donuts | _____ |
| 3. Picasso | _____ |
| 4. Kentucky Fried Chicken | _____ |
| 5. Harvey's | _____ |
| 6. Kojak's | _____ |
| 7. McDonald's | _____ |
| 8. Swiss Chalet BBQ | _____ |
| 9. Grandma Lee's | _____ |
| 10. Mike's Submarine | _____ |
| 11. Mr. Submarine | _____ |
| 12. St. Hubert | _____ |
| 13. Wendy's | _____ |

Of those fast-food outlets you have heard of from the list below, indicate those which you would DEFINITELY NOT eat at.

1. Burger King _____
2. Dunkin Donuts _____
3. Picasso _____
4. Kentucky Fried Chicken _____
5. Harvey's _____
6. Kojak's _____
7. McDonald's _____
8. Swiss Chalet BBQ _____
9. Grandma Lee's _____
10. Mike's Submarine _____
11. Mr. Submarine _____
12. St. Hubert _____
13. Wendy's _____

Of those fast-food outlets which you have heard of, are there any which you have formed an opinion of, but cannot say whether or not you would be willing to eat at?

1. Burger King _____
2. Dunkin' Donuts _____
3. Picasso _____
4. Kentucky Fried Chicken _____
5. Harvey's _____
6. Kojak's _____
7. McDonald's _____
8. Swiss Chalet BBQ _____
9. Grandma Lee's _____
10. Mike's Submarine _____
11. Mr. Submarine _____
12. St. Hubert _____
13. Wendy's _____

Of those fast-food outlets which you have heard of, are there any which you have not formed an opinion of, and therefore cannot say whether or not you would be willing to eat at?

1. Burger King _____
2. Dunkin Donuts _____
3. Picasso _____
4. Kentucky Fried Chicken _____
5. Harvey's _____
6. Kojak's _____
7. McDonald's _____
8. Swiss Chalet BBQ _____
9. Grandma Lee's _____
10. Mike's Submarine _____
11. Mr. Submarine _____
12. St. Hubert _____
13. Wendy's _____

With respect to those fast-food outlets which you have heard of, please indicate those outlets you have been to in the last year.

- | | | | |
|---------------------------|-----|----------------------|-----|
| 1. Burger King | ___ | 8. Swiss Chalet BBQ | ___ |
| 2. Dunkin Donuts | ___ | 9. Grandma Lee's | ___ |
| 3. Picasso | ___ | 10. Mike's Submarine | ___ |
| 4. Kentucky Fried Chicken | ___ | 11. Mr. Submarine | ___ |
| 5. Harvey's | ___ | 12. St. Hubert | ___ |
| 6. Kojak's | ___ | 13. Wendy's | ___ |
| 7. McDonald's | ___ | | |

Finally, rank (1,2,3,...) in order of preference (from most preferred equal to 1, etc.) the fast-food outlets in the list below that you have heard of. Remember, it is important that you do not rank those that you have not heard of (leave their space blank).

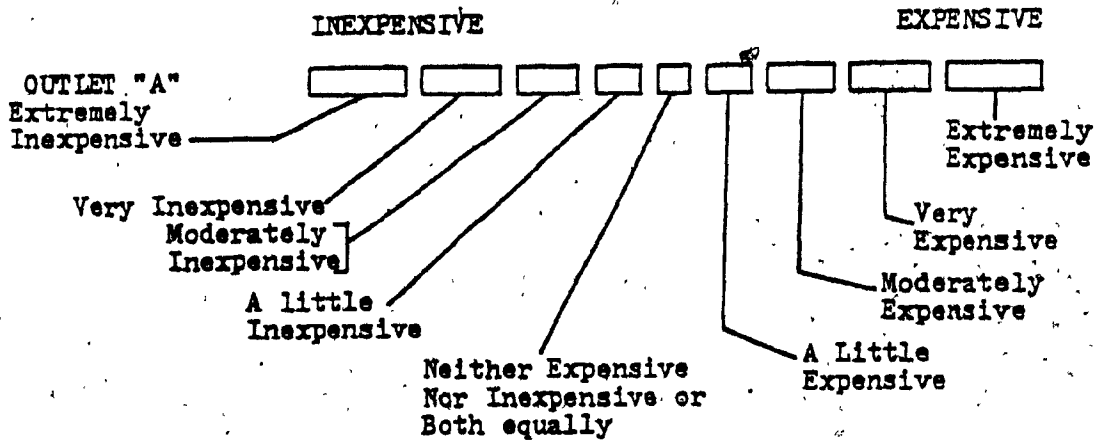
- | | | | |
|---------------------------|-----|----------------------|-----|
| 1. Burger King | ___ | 8. Swiss Chalet BBQ | ___ |
| 2. Dunkin Donuts | ___ | 9. Grandma Lee's | ___ |
| 3. Picasso | ___ | 10. Mike's Submarine | ___ |
| 4. Kentucky Fried Chicken | ___ | 11. Mr. Submarine | ___ |
| 5. Harvey's | ___ | 12. St. Hubert | ___ |
| 6. Kojak's | ___ | 13. Wendy's | ___ |
| 7. McDonald's | ___ | | |

PART II: OPINION OF FAST-FOOD OUTLETS

Instructions:

The purpose of this section of the questionnaire is to obtain your opinions about certain characteristics of fast-food outlets that you know of.

Please answer these questions by placing a check mark in the box that best corresponds to your opinion. For instance, if we're considering "price" at a particular outlet (e.g. fast-food outlet "A"), you would have to choose from the following responses:



With respect to those fast-food outlets which you have heard of, indicate the degree to which you: (a) like the service.

	Slow Service					Very Fast Service				
Burger King	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dunkin Donuts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picasso	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky Fried Chicken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harvey's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kojak's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McDonald's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swiss Chalet BBQ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grandma Lee's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mike's Submarine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mr. Submarine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
St. Hubert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wendy's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(b) like the variety of the menu.

NARROW VARIETY

WIDE VARIETY

Burger King	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dunkin Donuts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picasso	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky Fried Chicken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harvey's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kojak's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McDonald's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swiss Chalet BBQ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grandma Lee's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mike's Submarine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mr. Submarine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
St. Hubert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wendy's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(c) like the outlet.

DISLIKE

LIKE

Burger King	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dunkin Donuts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picasso	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky Fried Chicken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harvey's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kojak's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McDonald's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swiss Chalet BBQ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grandma Lee's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mike's Submarine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mr. Submarine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
St. Hubert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wendy's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

With respect to those fast-food outlets which you have heard of, please indicate how you feel about: (a) the cleanliness of the place.

EXTREMELY
UNCLEAN

EXTREMELY
CLEAN

Burger King	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dunkin Donuts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picasso	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky Fried Chicken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harvey's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kojak's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McDonald's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swiss Chalet BBQ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EXTREMELY
UNCLEAN

EXTREMELY
CLEAN

Grandma Lee's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mike's Submarine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mr. Submarine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
St. Hubert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wendy's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(b) their location.

OUT OF
THE WAY

CLOSE TO
WHERE I AM

Burger King	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dunkin Donuts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picasso	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky Fried Chicken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harvey's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kojak's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McDonald's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swiss Chalet BBQ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grandma Lee's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mike's Submarine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mr. Submarine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
St. Hubert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wendy's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(c) the taste of the food.

FOOD TASTES
VERY BAD

FOOD TASTES
VERY GOOD

Burger King	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dunkin Donuts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picasso	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky Fried Chicken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harvey's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kojak's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McDonald's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swiss Chalet BBQ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grandma Lee's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mike's Submarine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mr. Submarine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
St. Hubert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wendy's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(d) the friendliness of personnel.

UNFRIENDLY

VERY FRIENDLY

Burger King	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

	UNFRIENDLY					VERY FRIENDLY				
Dunkin Donuts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picasso	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky Fried Chicken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harvey's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kojak's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McDonald's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swiss Chalet BBQ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grandma Lee's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mike's Submarine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mr. Submarine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
St. Hubert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wendy's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(e) their price.

	INEXPENSIVE					EXPENSIVE				
Burger King	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dunkin Donuts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picasso	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky Fried Chicken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harvey's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kojak's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McDonald's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swiss Chalet BBQ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grandma Lee's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mike's Submarine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mr. Submarine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
St. Hubert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wendy's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(f) the quality. (of the food).

	VERY BAD					VERY GOOD				
Burger King	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dunkin Donuts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picasso	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky Fried Chicken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harvey's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kojak's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McDonald's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swiss Chalet BBQ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grandma Lee's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	VERY BAD	VERY GOOD
Mike's Submarine	<input type="checkbox"/>	<input type="checkbox"/>
Mr. Submarine	<input type="checkbox"/>	<input type="checkbox"/>
St. Hubert	<input type="checkbox"/>	<input type="checkbox"/>
Wendy's	<input type="checkbox"/>	<input type="checkbox"/>

With respect to those fast-food outlets which you have heard of, please indicate the extent to which you believe the outlet is popular with children.

	UNPOPULAR	VERY POPULAR
Burger King	<input type="checkbox"/>	<input type="checkbox"/>
Dunkin Donuts	<input type="checkbox"/>	<input type="checkbox"/>
Picasso	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky Fried Chicken	<input type="checkbox"/>	<input type="checkbox"/>
Harvey's	<input type="checkbox"/>	<input type="checkbox"/>
Kojak's	<input type="checkbox"/>	<input type="checkbox"/>
McDonald's	<input type="checkbox"/>	<input type="checkbox"/>
Swiss Chalet BBQ	<input type="checkbox"/>	<input type="checkbox"/>
Grandma Lee's	<input type="checkbox"/>	<input type="checkbox"/>
Mike's Submarine	<input type="checkbox"/>	<input type="checkbox"/>
Mr. Submarine	<input type="checkbox"/>	<input type="checkbox"/>
St. Hubert	<input type="checkbox"/>	<input type="checkbox"/>
Wendy's	<input type="checkbox"/>	<input type="checkbox"/>

With respect to those fast-food outlets which you have heard of, to what extent do you feel you have enough information to make an informed judgment about whether to eat at the outlet?

	LITTLE INFORMATION	MUCH INFORMATION
Burger King	<input type="checkbox"/>	<input type="checkbox"/>
Dunkin Donuts	<input type="checkbox"/>	<input type="checkbox"/>
Picasso	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky Fried Chicken	<input type="checkbox"/>	<input type="checkbox"/>
Harvey's	<input type="checkbox"/>	<input type="checkbox"/>
Kojak's	<input type="checkbox"/>	<input type="checkbox"/>
McDonald's	<input type="checkbox"/>	<input type="checkbox"/>
Swiss Chalet BBQ	<input type="checkbox"/>	<input type="checkbox"/>
Grandma Lee's	<input type="checkbox"/>	<input type="checkbox"/>
Mike's Submarine	<input type="checkbox"/>	<input type="checkbox"/>
Mr. Submarine	<input type="checkbox"/>	<input type="checkbox"/>
St. Hubert	<input type="checkbox"/>	<input type="checkbox"/>
Wendy's	<input type="checkbox"/>	<input type="checkbox"/>

With respect to those fast-food outlets which you have heard of, please indicate the strength of your intention to eat at those outlet

	DO NOT INTEND TO EAT AT					INTEND TO EAT AT			
Burger King	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dunkin Donuts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picasso	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky Fried Chicken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harvey's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kojak's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McDonald's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swiss Chalet BBQ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grandma Lee's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mike's Submarine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mr. Submarine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
St. Hubert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wendy's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

With respect to those fast-food outlets which you have heard of, please indicate how confident you are about your evaluation of those outlets.

	NOT CONFIDENT					CONFIDENT			
Burger King	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dunkin Donuts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picasso	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky Fried Chicken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harvey's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kojak's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McDonald's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swiss Chalet BBQ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grandma Lee's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mike's Submarine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mr. Submarine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
St. Hubert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wendy's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For each of these questions, please answer by circling the point on the scale which most accurately reflects your opinion of the specific fast-food outlet characteristic.

How important is service to you when considering going to a fast-food outlet?

LITTLE IMPORTANCE 1 2 3 4 5 6 7 8 9 VERY IMPORTANT

How important is the variety of the menu to you when considering going to a fast-food outlet?

LITTLE IMPORTANCE 1 2 3 4 5 6 7 8 9 VERY IMPORTANT

How important is popularity with children to you when considering going to a fast-food outlet?

LITTLE IMPORTANCE 1 2 3 4 5 6 7 8 9 VERY IMPORTANT

How important is cleanliness to you when considering going to a fast-food outlet?

LITTLE IMPORTANCE 1 2 3 4 5 6 7 8 9 VERY IMPORTANT

How important is location to you when considering going to a fast-food outlet?

LITTLE IMPORTANCE 1 2 3 4 5 6 7 8 9 VERY IMPORTANT

How important is taste of food to you when considering going to fast-food outlets?

LITTLE IMPORTANCE 1 2 3 4 5 6 7 8 9 VERY IMPORTANT

How important is cost to you when considering going to a fast-food outlet?

LITTLE IMPORTANCE 1 2 3 4 5 6 7 8 9 VERY IMPORTANT

How important is friendliness of personnel to you when considering going to a fast-food outlet?

LITTLE IMPORTANCE 1 2 3 4 5 6 7 8 9 VERY IMPORTANT

How important is quality of the food to you when considering going to a fast-food outlet?

LITTLE IMPORTANCE 1 2 3 4 5 6 7 8 9 VERY IMPORTANT

How important is it to you to eat at one specific fast-food outlet?

LITTLE IMPORTANCE 1 2 3 4 5 6 7 8 9 VERY IMPORTANT

DEMOGRAPHIC CLASSIFICATION:

Please indicate your age group below

Under 20 years —
20-24 years —
25-29 years —
30-34 years —
35-39 years —
40-45 years —
46-50 years —
Over 50 years —

Please indicate your sex

Male —
Female —

Please indicate your highest level of education

Elementary —
High School —
Cegap —
University (Under-graduate) —
University (Grad. and post graduate) —

A SURVEY OF POTENTIAL MICROCOMPUTER BUYERS

BY ROBERT RANSOM

THIS SURVEY IS A NATIONWIDE STUDY OF PEOPLES TASTES, PREFERENCES AND INTENTIONS CONCERNING MICROCOMPUTERS.

I AM DOING THIS STUDY TO COMPLETE MY MASTER'S IN BUSINESS ADMINISTRATION DEGREE REQUIREMENTS AT CONCORDIA UNIVERSITY.

THIS SURVEY WILL TAKE APPROXIMATELY TEN TO FIFTEEN MINUTES OF YOUR TIME AND IT MIGHT ASSIST YOU IN JUDGING MICROCOMPUTERS.

YOUR TIME AND EFFORT IN COMPLETING THIS SURVEY IS GREATLY APPRECIATED. ALL INFORMATION WILL BE KEPT STRICTLY CONFIDENTIAL.

MICROCOMPUTER CHOICE STUDY

PART 1

1. DO YOU OWN A MICROCOMPUTER Y/N _____
2. WHICH MODEL _____
3. FOR BUSINESS OR HOME B/H _____

PART 2 MICROCOMPUTER IDENTIFICATION

1 LIST BELOW THE MICROCOMPUTERS THAT YOU HAVE HEARD ABOUT;

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

WHICH OF THE FOLLOWING MICROCOMPUTERS HAVE YOU HEARD ABOUT?
PLEASE DO NOT ADD ANY NAMES TO QUESTION 1 ONCE YOU HAVE SEEN THE
LIST.

- | | | | |
|-------------------------|-------|-----------------------------|-------|
| 1. APPLE IIe | _____ | 8. I B M PC JR. | _____ |
| 2. ATARI 1200XL | _____ | 9. RAINBOW 100 | _____ |
| 3. CONNODORE 64K | _____ | 10. T.I. PROFESSIONAL | _____ |
| 4. DIGITAL PROFESSIONAL | _____ | 11. TIMEX SINCLAIR 1000 | _____ |
| 5. FRANKLIN ACE 1000 | _____ | 12. T.I. 99/4A | _____ |
| 6. KAYPRO II | _____ | 13. TRS.80 64K COLOUR COMP. | _____ |
| 7. I B M PC | _____ | 14. TRS.80 MODEL 4 | _____ |

OF THOSE MICROCOMPUTERS THAT YOU HAVE HEARD ABOUT. IN THE LIST BELOW, AND ABOUT WHICH YOU ARE UNCERTAIN ABOUT WHETHER OF NOT TO PURCHASE.

- A) MARK "O" BESIDE THOSE YOU HAVE FORMED AN OPINION OF.
B) MARK "N" BESIDE THOSE YOU HAVE NOT FORMED AN OPINION OF.

- | | | | |
|-------------------------|-------|-----------------------------|-------|
| 1. APPLE IIe | _____ | 8. I B M PC JR. | _____ |
| 2. ATARI 1200XL | _____ | 9. RAINBOW 100 | _____ |
| 3. COMMODORE 64K | _____ | 10. T.I. PROFESSIONAL | _____ |
| 4. DIGITAL PROFESSIONAL | _____ | 11. TIMEX SINCLAIR 1000 | _____ |
| 5. FRANKLIN ACE 1000 | _____ | 12. T.I. 99/4A | _____ |
| 6. KAYPRO II | _____ | 13. TRS.80 64K COLOUR COMP. | _____ |
| 7. I B M PC | _____ | 14. TRS.80 MODEL 4 | _____ |

OF THOSE COMPUTERS YOU HAVE HEARD ABOUT. IN THE LIST BELOW,
INDICATE WHICH OF THOSE YOU WOULD DEFINITELY NOT BUY.

- | | | | |
|-------------------------|-------|-----------------------------|-------|
| 1. APPLE IIe | _____ | 8. I B M PC JR. | _____ |
| 2. ATARI 1200XL | _____ | 9. RAINBOW 100 | _____ |
| 3. COMMODORE 64K | _____ | 10. T.I. PROFESSIONAL | _____ |
| 4. DIGITAL PROFESSIONAL | _____ | 11. TIMEX SINCLAIR 1000 | _____ |
| 5. FRANKLIN ACE 1000 | _____ | 12. T.I. 99/4A | _____ |
| 6. KAYPRO II | _____ | 13. TRS.80 64K COLOUR COMP. | _____ |
| 7. I B M PC | _____ | 14. TRS.80 MODEL 4 | _____ |

A) IF YOU COULD HAVE YOUR FIRST CHOICE, WHICH COMPUTER WOULD YOU PURCHASE?

_____ (GIVE ONE CHOICE ONLY)

B) SUPPOSE, FOR WHATEVER REASON, YOUR FIRST CHOICE IS NOT AVAILABLE TO YOU (i.e., the choice in the question above). FROM THE LIST BELOW, INDICATE THE OTHER MICROCOMPUTERS (of which you have heard about) TO WHICH YOU WOULD CONSIDER PURCHASING.

- | | | | |
|-------------------------|-------|-----------------------------|-------|
| 1. APPLE IIe | _____ | 8. I B M PC JR. | _____ |
| 2. ATARI 1200XL | _____ | 9. RAINBOW 100 | _____ |
| 3. COMMODORE 64K | _____ | 10. T.I. PROFESSIONAL | _____ |
| 4. DIGITAL PROFESSIONAL | _____ | 11. TIMEX SINCLAIR 1000 | _____ |
| 5. FRANKLIN ACE 1000 | _____ | 12. T.I. 99/4A | _____ |
| 6. KAYPRO II | _____ | 13. TRS.80 64K COLOUR COMP. | _____ |
| 7. I B M PC | _____ | 14. TRS.80 MODEL 4 | _____ |

6. FINALLY, RANK (1,2,3...) IN ORDER OF PREFERENCE (from most preferred =1) THE MICROCOMPUTERS IN THE LIST BELOW THAT YOU HAVE HEARD ABOUT. REMEMBER IT IS IMPORTANT THAT YOU DO NOT RANK THOSE THAT YOU HAVE NOT HEARD ABOUT. (leave the space blank).

- | | | | |
|-------------------------|-----|-----------------------------|-----|
| 1. APPLE IIe | ___ | 8. I B M PC JR. | ___ |
| 2. ATARI 1200XL | ___ | 9. RAINBOW 100 | ___ |
| 3. COMMODORE 64K | ___ | 10. T.I. PROFESSIONAL | ___ |
| 4. DIGITAL PROFESSIONAL | ___ | 11. TIMEX SINCLAIR 1000 | ___ |
| 5. FRANKLIN ACE 1000 | ___ | 12. T.I. 99/4A | ___ |
| 6. KAYPRO II | ___ | 13. TRS.80 64K COLOUR COMP. | ___ |
| 7. I B M PC | ___ | 14. TRS.80 MODEL 4 | ___ |

PART III - OPINION OF COMPUTER CHARACTERISTICS

Instructions:

The purpose of this part of the questionnaire, is to obtain your opinions about certain characteristics of the ~~COMPUTERS~~ COMPUTERS that you know.

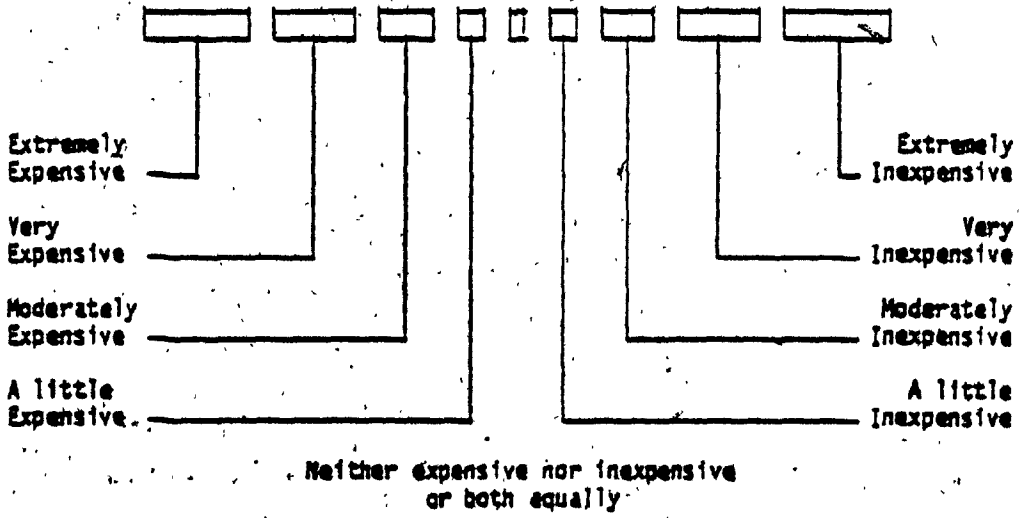
Please answer these questions by placing a check mark in the box that best corresponds to your opinion.

Here is an example illustrating the responses that are possible. Let's look at the following scale:

COMPUTER "A"



If in your opinion, COMPUTER "A" is extremely expensive, you would place a check mark in the box at the extreme left of the scale; if, however, in your opinion, COMPUTER "A" is extremely inexpensive, you would place a check mark in the box at the extreme right; if, in your opinion, COMPUTER "A" was neither expensive or inexpensive, you would place a check mark in the small box in the center, etc.



OPINION OF MICROCOMPUTER CHARACTERISTICS

PLEASE ANSWER FOR ONLY THOSE MICROCOMPUTERS WHICH YOU HAVE HEARD ABOUT, IGNORING THOSE THAT YOU HAVE NOT HEARD ABOUT

WHEN ANSWERING, BEGIN WITH YOUR MOST PREFERRED MICROCOMPUTER ENDING WITH YOUR LEAST PREFERRED. IN OTHER WORDS, FOLLOW THE RANKING GIVEN IN ANSWER TO QUESTION NO. 6 ABOVE

7. WITH RESPECT TO THOSE MICROCOMPUTERS WHICH YOU HAVE HEARD ABOUT, TO WHAT EXTENT DO YOU FEEL YOU HAVE ENOUGH INFORMATION TO MAKE AN INFORMED JUDGEMENT ABOUT WHETHER OR NOT TO PURCHASE.

	LITTLE INFORMATION					MUCH INFORMATION				
1 APPLE IIe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 ATARI 1200XL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 COMMODORE 64K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 DIGITAL PRO.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 FRANKLIN ACE 1000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 KAYPRO II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 IBM PC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 IBM PC JR.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 RAINBOW 100	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 T.I. PROFESSIONAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 TIMEX SINCLAIR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 T.I. 99/4A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 TRS.80 64K COLOUR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 TRS.80 MODEL 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE ANSWER FOR ONLY THOSE MICROCOMPUTERS WHICH YOU HAVE HEARD ABOUT;
IGNORING THOSE THAT YOU HAVE NOT HEARD ABOUT.

WHEN ANSWERING, BEGIN WITH YOUR MOST PREFERRED MICROCOMPUTER ENDING WITH
YOUR LEAST PREFERRED. IN OTHER WORDS, FOLLOW THE RANKING GIVEN IN ANSWER
TO QUESTION NO. 6 ABOVE

8. WITH RESPECT TO THOSE MICROCOMPUTERS WHICH YOU HAVE HEARD ABOUT, PLEASE
INDICATE THE DEGREE TO WHICH YOU LIKE THE MICROCOMPUTER.

	DISLIKE							LIKE	
1 APPLE IIe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 ATARI 1200XL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 COMMODORE 64K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 DIGITAL PRO.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 FRANKLIN ACE 1000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 KAYPRO II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 IBM PC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 IBM PC JR.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 RAINBOW 100	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 T.I. PROFESSIONAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 TIMEX SINCLAIR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 T.I. 99/4A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 TRS.80 64K COLOUR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 TRS.80 MODEL 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE ANSWER FOR ONLY THOSE MICROCOMPUTERS WHICH YOU HAVE HEARD ABOUT;
IGNORING THOSE THAT YOU HAVE NOT HEARD ABOUT.

WHEN ANSWERING, BEGIN WITH YOUR MOST PREFERRED MICROCOMPUTER ENDING WITH
YOUR LEAST PREFERRED. IN OTHER WORDS, FOLLOW THE RANKING GIVEN IN ANSWER
TO QUESTION NO. 6 ABOVE

9. WITH RESPECT TO THOSE MICROCOMPUTERS WHICH YOU HAVE HEARD
ABOUT, PLEASE INDICATE THE STRENGTH OF YOUR INTENTION TO
PURCHASE ONE OF THOSE MICROCOMPUTERS WITHIN THE NEXT THREE MONTHS.

	DO NOT INTEND TO PURCHASE					INTEND TO PURCHASE			
1 APPLE IIe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 ATARI 1200XL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 COMMODORE 64K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 DIGITAL PRO.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 FRANKLIN ACE 1000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 KAYPRO II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 IBM PC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 IBM PC JR.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 RAINBOW 100	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 T.I. PROFESSIONAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 TIMEX SINCLAIR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 T.I. 99/4A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 TRS.80 64K COLOUR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 TRS.80 MODEL 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE ANSWER FOR ONLY THOSE MICROCOMPUTERS WHICH YOU HAVE HEARD ABOUT; IGNORING THOSE THAT YOU HAVE NOT HEARD ABOUT.

WHEN ANSWERING, BEGIN WITH YOUR MOST PREFERRED MICROCOMPUTER ENDING WITH YOUR LEAST PREFERRED. IN OTHER WORDS, FOLLOW THE RANKING GIVEN IN ANSWER TO QUESTION NO. 6 ABOVE

10. WITH RESPECT TO THOSE MICROCOMPUTERS WHICH YOU HAVE HEARD ABOUT, PLEASE INDICATE HOW CONFIDENT YOU ARE ABOUT YOUR EVALUATION OF THESE MICROCOMPUTERS

	NOT CONFIDENT					CONFIDENT				
1 APPLE IIe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 ATARI 1200XL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 COMMODORE 64K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 DIGITAL PRO.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 FRANKLIN ACE 1000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 KAYPRO II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 IBM PC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 IBM PC JR.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 RAINBOW 100	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 T.I. PROFESSIONAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 TIMEX SINCLAIR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 T.I. 99/4A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 TRS.80 64K COLOUR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 TRS.80 MODEL 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE ANSWER FOR ONLY THOSE MICROCOMPUTERS WHICH YOU HAVE HEARD ABOUT; IGNORING THOSE THAT YOU HAVE NOT HEARD ABOUT.

WHEN ANSWERING, BEGIN WITH YOUR MOST PREFERRED MICROCOMPUTER ENDING WITH YOUR LEAST PREFERRED. IN OTHER WORDS, FOLLOW THE RANKING GIVEN IN ANSWER TO QUESTION NO. 6 ABOVE.

11. WITH RESPECT TO THOSE MICROCOMPUTERS WHICH YOU HAVE HEARD ABOUT, PLEASE INDICATE WHICH COMPUTER HAS THE APPROPRIATE SOFTWARE APPLICATIONS (which will fit your needs).

	INAPPROPRIATE						APPROPRIATE	
1 APPLE IIe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 ATARI 1200XL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 COMMODORE 64K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 DIGITAL PRO.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 FRANKLIN ACE 1000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 KAYPRO II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 IBM PC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 IBM PC JR.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 RAINBOW 100	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 T.I. PROFESSIONAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 TIMEX SINCLAIR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 T.I. 99/4A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 TRS.80 64K COLOUR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 TRS.80 MODEL 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE ANSWER FOR ONLY THOSE MICROCOMPUTERS WHICH YOU HAVE HEARD ABOUT; IGNORING THOSE THAT YOU HAVE NOT HEARD ABOUT.

WHEN ANSWERING, BEGIN WITH YOUR MOST PREFERRED MICROCOMPUTER ENDING WITH YOUR LEAST PREFERRED. IN OTHER WORDS, FOLLOW THE RANKING GIVEN IN ANSWER TO QUESTION NO. 6 ABOVE

12. WITH RESPECT TO THOSE MICROCOMPUTERS WHICH YOU HAVE HEARD ABOUT, PLEASE INDICATE HOW YOU FEEL ABOUT THEIR COST.

	EXPENSIVE				INEXPENSIVE			
1 APPLE IIe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 ATARI 1200XL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 COMMODORE 64K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 DIGITAL PRO.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 FRANKLIN ACE 1000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 KAYPRO II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 IBM PC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 IBM PC JR.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 RAINBOW 100	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 T.I. PROFESSIONAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 TIMEX SINCLAIR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 T.I. 99/4A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 TRS.80 64K COLOUR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 TRS.80 MODEL 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE ANSWER FOR ONLY THOSE MICROCOMPUTERS WHICH YOU HAVE HEARD ABOUT; IGNORING THOSE THAT YOU HAVE NOT HEARD ABOUT.

WHEN ANSWERING, BEGIN WITH YOUR MOST PREFERRED MICROCOMPUTER ENDING WITH YOUR LEAST PREFERRED. IN OTHER WORDS, FOLLOW THE RANKING GIVEN IN ANSWER TO QUESTION NO. 6 ABOVE

13. WITH RESPECT TO THOSE MICROCOMPUTERS WHICH YOU HAVE HEARD ABOUT, PLEASE INDICATE HOW YOU FEEL ABOUT THEIR SERVICE AND SUPPORT.

	POOR							GOOD	
1 APPLE IIe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 ATARI 1200XL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 COMMODORE 64K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 DIGITAL PRO.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 FRANKLIN ACE 1000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 KAYPRO II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 IBM PC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 IBM PC JR.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 RAINBOW 100	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 T.I. PROFESSIONAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 TIMEX SINCLAIR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 T.I. 99/4A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 TRS.80 64K COLOUR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 TRS.80 MODEL 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE ANSWER FOR ONLY THOSE MICROCOMPUTERS WHICH YOU HAVE HEARD ABOUT; IGNORING THOSE THAT YOU HAVE NOT HEARD ABOUT.

WHEN ANSWERING, BEGIN WITH YOUR MOST PREFERRED MICROCOMPUTER ENDING WITH YOUR LEAST PREFERRED. IN OTHER WORDS, FOLLOW THE RANKING GIVEN IN ANSWER TO QUESTION NO. 6 ABOVE

14. WITH RESPECT TO THOSE MICROCOMPUTERS WHICH YOU HAVE HEARD ABOUT, PLEASE INDICATE HOW YOU FEEL ABOUT THEIR EASE OF USE (user friendliness) .

	DIFFICULT							EASY	
1 APPLE IIe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 ATARI 1200XL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 COMMODORE 64K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 DIGITAL PRO.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 FRANKLIN ACE 1000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 KAYPRO II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 IBM PC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 IBM PC JR.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 RAINBOW 100	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 T.I. PROFESSIONAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 TIMEX SINCLAIR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 T.I. 99/4A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 TRS.80 64K COLOUR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 TRS.80 MODEL 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE ANSWER FOR ONLY THOSE MICROCOMPUTERS WHICH YOU HAVE HEARD ABOUT,
IGNORING THOSE THAT YOU HAVE NOT HEARD ABOUT.

WHEN ANSWERING, BEGIN WITH YOUR MOST PREFERRED MICROCOMPUTER ENDING WITH
YOUR LEAST PREFERRED. IN OTHER WORDS, FOLLOW THE RANKING GIVEN IN ANSWER
TO QUESTION NO. 6 ABOVE

15. WITH RESPECT TO THOSE MICROCOMPUTERS WHICH YOU HAVE HEARD ABOUT, PLEASE
INDICATE HOW YOU FEEL ABOUT THEIR PERFORMANCE. (speed, memory,
connectibility)

	POOR							GOOD	
1 APPLE IIe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 ATARI 1200XL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 COMMODORE 64K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 DIGITAL PRO.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 FRANKLIN ACE 1000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 KAYPRO II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 IBM PC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 IBM PC JR.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 RAINBOW 100	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 T.I. PROFESSIONAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 TIMEX SINCLAIR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 T.I. 99/4A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 TRS.80 64K COLOUR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 TRS.80 MODEL 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE ANSWER FOR ONLY THOSE MICROCOMPUTERS WHICH YOU HAVE HEARD ABOUT;
IGNORING THOSE THAT YOU HAVE NOT HEARD ABOUT.

WHEN ANSWERING, BEGIN WITH YOUR MOST PREFERRED MICROCOMPUTER ENDING WITH
YOUR LEAST PREFERRED. IN OTHER WORDS, FOLLOW THE RANKING GIVEN IN ANSWER
TO QUESTION NO. 6 ABOVE

16. WITH RESPECT TO THOSE MICROCOMPUTERS WHICH YOU HAVE HEARD ABOUT, PLEASE
INDICATE HOW YOU FEEL ABOUT THEIR GENERAL REPUTATION.

	POOR							GOOD	
1 APPLE IIe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 ATARI 1200XL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 COMMODORE 64K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 DIGITAL PRO.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 FRANKLIN ACE 1000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 KAYPRO II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 IBM PC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 IBM PC JR.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 RAINBOW 100	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 T.I. PROFESSIONAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 TIMEX SINCLAIR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 T.I. 99/4A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 TRS.80 64K COLOUR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 TRS.80 MODEL 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE ANSWER FOR ONLY THOSE MICROCOMPUTERS WHICH YOU HAVE HEARD ABOUT; IGNORING THOSE THAT YOU HAVE NOT HEARD ABOUT.

WHEN ANSWERING, BEGIN WITH YOUR MOST PREFERRED MICROCOMPUTER ENDING WITH YOUR LEAST PREFERRED. IN OTHER WORDS, FOLLOW THE RANKING GIVEN IN ANSWER TO QUESTION NO. 6 ABOVE

17. WITH RESPECT TO THOSE MICROCOMPUTERS WHICH YOU HAVE HEARD ABOUT, PLEASE INDICATE THE EXTENT TO WHICH THEY ARE RECOMMENDED BY OTHERS (coworkers, friends, family, etc).

	NOT RECOMMENDED					RECOMMENDED			
1 APPLE IIe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 ATARI 1200XL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 COMMODORE 64K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 DIGITAL PRO.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 FRANKLIN ACE 1000	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 KAYPRO II	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 IBM PC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 IBM PC JR.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 RAINBOW 100	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 T.I. PROFESSIONAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 TIMEX SINCLAIR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 T.I. 99/4A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 TRS.80 64K COLOUR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 TRS.80 MODEL 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTE FOR QUESTIONS 18 TO 24 INCLUSIVE

FOR EACH OF THESE QUESTIONS, PLEASE ANSWER BY CIRCLING THE POINT ON THE SCALE WHICH MOST ACCURATELY REFLECTS YOUR OPINION OF THE SPECIFIED MICROCOMPUTER CHARACTERISTIC.

18. HOW IMPORTANT IS THE SOFTWARE APPLICATIONS TO YOU WHEN CONSIDERING PURCHASING A MICROCOMPUTER.

LITTLE IMPORTANCE 1 2 3 4 5 6 7 8 9 VERY IMPORTANT

19. HOW IMPORTANT IS THE COST TO YOU WHEN CONSIDERING PURCHASING A MICROCOMPUTER.

LITTLE IMPORTANCE 1 2 3 4 5 6 7 8 9 VERY IMPORTANT

20. HOW IMPORTANT IS THE EASE OF USE TO YOU WHEN CONSIDERING PURCHASING A MICROCOMPUTER.

LITTLE IMPORTANCE 1 2 3 4 5 6 7 8 9 VERY IMPORTANT

21. HOW IMPORTANT IS THE PERFORMANCE TO YOU WHEN CONSIDERING PURCHASING A MICROCOMPUTER.

LITTLE IMPORTANCE 1 2 3 4 5 6 7 8 9 VERY IMPORTANT

22. HOW IMPORTANT IS THE SERVICE AND SUPPORT TO YOU WHEN CONSIDERING PURCHASING A MICROCOMPUTER.

LITTLE IMPORTANCE 1 2 3 4 5 6 7 8 9 VERY IMPORTANT

23. HOW IMPORTANT IS THE GENERAL REPUTATION TO YOU WHEN CONSIDERING PURCHASING A MICROCOMPUTER.

LITTLE IMPORTANCE 1 2 3 4 5 6 7 8 9 VERY IMPORTANT

24. HOW IMPORTANT ARE THE RECOMMENDATIONS OF OTHERS TO YOU WHEN CONSIDERING PURCHASING A MICROCOMPUTER.

LITTLE IMPORTANCE 1 2 3 4 5 6 7 8 9 VERY IMPORTANT

PART 4 DEMOGRAPHICS

We ask you to kindly fill out the information below, as it will be necessary to contact you in March of next year. At that time we will ask you one additional question - "Which Microcomputer did you finally choose?" Please be assured that your answers will remain strictly confidential. Thank you for participating in this research project.

NAME(print) _____ 2. SEX M__ F__

3. ADDRESS _____
STREET APT

CITY PROVINCE POSTAL CODE

4. TELEPHONE _____
HOME WORK

5 AGE _____

COLOR TELEVISION PURCHASING SURVEY

PART I:

1. Have you purchased a color television set within the last six months?

Yes _____ No _____

2. Please list those brands of color televisions which you know.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. With the aid of the following cards, indicate again which brands you recognize. Please do not add any answers to question no. 2 once you have seen these cards.

Admiral	<input type="checkbox"/>	Quasar	<input type="checkbox"/>
G.E.	<input type="checkbox"/>	RCA	<input type="checkbox"/>
Hitachi	<input type="checkbox"/>	Sanyo	<input type="checkbox"/>
Magnavox	<input type="checkbox"/>	Sears	<input type="checkbox"/>
M&A Mitsubishi	<input type="checkbox"/>	Sharp	<input type="checkbox"/>
Montgomery Wards	<input type="checkbox"/>	Sony	<input type="checkbox"/>
Panasonic	<input type="checkbox"/>	Sylvania	<input type="checkbox"/>
		Zenith	<input type="checkbox"/>
		Other (Please state) _____	

4. Again referring to the cards, which color television brands have you used? Place a star (*) next to the name of the brand you just purchased.

Admiral	<input type="checkbox"/>	Quasar	<input type="checkbox"/>
G.E.	<input type="checkbox"/>	RCA	<input type="checkbox"/>
Hitachi	<input type="checkbox"/>	Sanyo	<input type="checkbox"/>
Magnavox	<input type="checkbox"/>	Sears	<input type="checkbox"/>
M&A Mitsubishi	<input type="checkbox"/>	Sharp	<input type="checkbox"/>
Montgomery Wards	<input type="checkbox"/>	Sony	<input type="checkbox"/>
Panasonic	<input type="checkbox"/>	Sylvania	<input type="checkbox"/>
		Zenith	<input type="checkbox"/>
		Other (Please state) _____	

5. Please indicate the brand of television you would purchase, if you were to buy a color television today.

_____ (Give one choice only)

6. Suppose, for whatever reason, your most preferred choice is not available (that is, your choice stated in question no. 5). From the list below, what other brand or brands would you be willing to purchase instead?

Admiral

G.E.

Hitachi

Magnavox

MGA Mitsubishi

Montgomery Wards

Panasonic

Quasar

RCA

Sanyo

Sears

Sharp

Sony

Sylvania

Zenith

Other (Please state) _____

9. Of those brands which you know, are there any about which you have an opinion but cannot say whether or not you would accept or reject.
(Show list)

- | | |
|-----------------|--------------------------|
| Admiral | <input type="checkbox"/> |
| G.E. | <input type="checkbox"/> |
| Hitachi | <input type="checkbox"/> |
| Magnavox | <input type="checkbox"/> |
| MCA Mitsubishi | <input type="checkbox"/> |
| Montgomery Ward | <input type="checkbox"/> |
| Panasonic | <input type="checkbox"/> |
| Quasar | <input type="checkbox"/> |
| RCA | <input type="checkbox"/> |
| Sanyo | <input type="checkbox"/> |
| Sears | <input type="checkbox"/> |
| Sharp | <input type="checkbox"/> |
| Sony | <input type="checkbox"/> |
| Sylvania | <input type="checkbox"/> |
| Zenith | <input type="checkbox"/> |

Other (Please state) _____

8. Of those brands which you know, are there any which you cannot say whether or not you would be willing to buy, as you have not really formed an opinion of those brands? (show list)

- Admiral
- G.E.
- Hitachi
- Magnavox
- NEA Hitsubishi
- Montgomery Wards
- Panasonic
- Quasar
- RCA
- Sanyo
- Sears
- Sharp
- Sony
- Sylvania
- Zenith

Other (Please state) _____

7. Of those brands which you know, are there any which you would refuse to buy as they seem unacceptable to your present needs? (Show list)

- Admiral
- G.E.
- Hitachi
- Magnavox
- HGA Mitsubishi
- Montgomery Ward
- Panasonic
- Quasar
- RCA
- Sanyo
- Sears
- Sharp
- Sony
- Sylvania
- Zenith

Other (Please state) _____

10. Finally, from the set of brands which you know, rank them according to your preference. Begin by labelling your most liked brand with the number 1, next most liked brand with the number 2, and continue on in the same manner toward your least liked brand. Remember, it is important that you do not rank those brands which you are not familiar with. Please leave the space blank for those brands.

Admiral

B.E.

Hitachi

Magnavox

RCA Mitsubishi

Montgomery Ward

Panasonic

Quasar

RCA

Sanyo

Sears

Sharp

Sony

Sylvania

Zenith

Other (Please state) _____

END OF PART I

Part II:

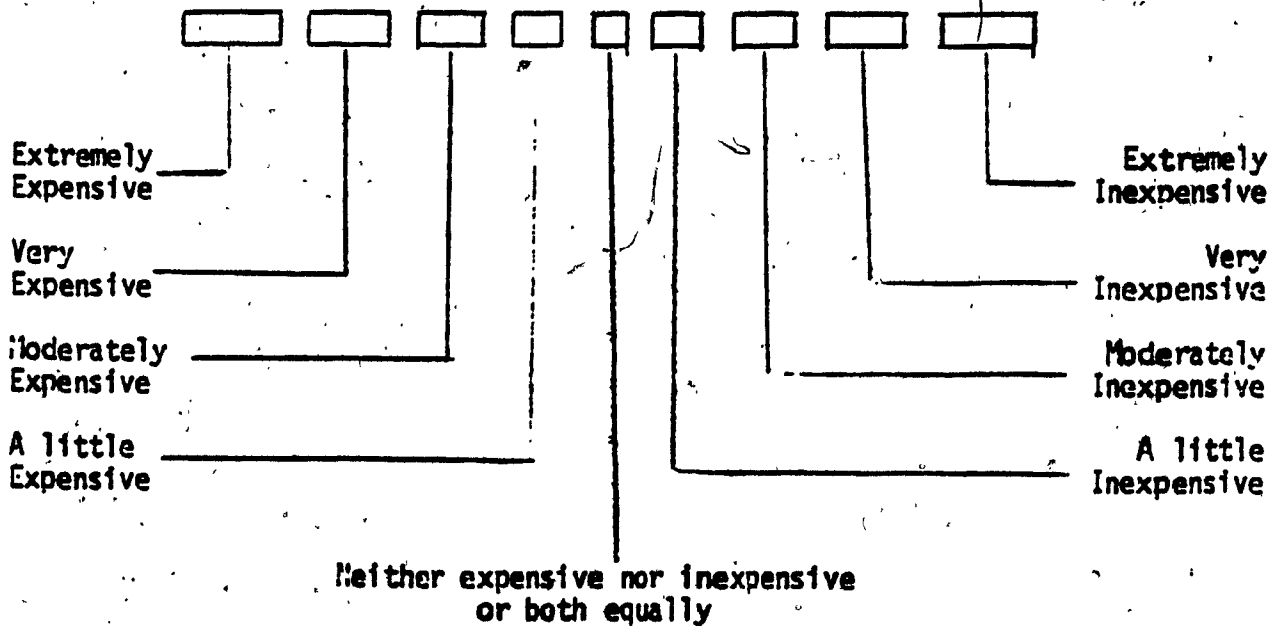
The purpose of this part of the questionnaire, is to obtain your opinions on certain characteristics of the color television brands that you know.

Please answer these questions by placing a check mark in the box that best corresponds to your opinion.

Here is an example illustrating the responses that are possible. Let's look at the following scale:



If in your opinion, color television "A" (which could be any brand) is extremely expensive, you would place a check mark in the box at the extreme left of the scale. If, however, in your opinion, color television "A" is extremely inexpensive, you would place a check mark in the box at the extreme right; if, in your opinion, color television "A" was neither expensive or inexpensive, you would place a check mark in the small box in the center, etc.



Please answer only those brands which you know, ignoring those that you do not know.

When answering, begin with your most preferred brand, ending with your least preferred brand. In other words, follow the ranking given in question number 10.

11.

	<u>COLOR TV</u> <u>I LIKE</u>						<u>COLOR TV</u> <u>I DISLIKE</u>		
Admiral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G.E.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hitachi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magnavox	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MGA Mitsubishi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montgomery Wards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Panasonic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quasar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RCA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sanyo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sears	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sharp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sony	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Zenith	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please answer only those brands which you know; ignoring those that you do not know.

When answering, begin with your most preferred brand, ending with your least preferred brand. In other words, follow the ranking given in question 10.

12.

	EASY TO TUNE AND ADJUST					HARD TO TUNE AND ADJUST			
Admiral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G.E.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hitachi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magnavox	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MGA Mitsubishi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montgomery Ward's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Panasonic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quasar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RCA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sanyo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sears	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sharp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sony	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Zenith	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please answer only those brands which you know, ignoring those that you do not know.

When answering, begin with your most preferred brand, ending with your least preferred brand. In other words, follow the ranking given in question number 10.

13

	EXPENSIVE					INEXPENSIVE			
Admiral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G.E.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hitachi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magnavox	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MCA Mitsubishi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montgomery Wards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Panasonic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quasar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RCA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sanyo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sears	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sharp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sony	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Zenith	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please answer only those brands which you know, ignoring those that you do not know.

When answering, begin with your most preferred brand, ending with your least preferred brand. In other words, follow the ranking given in question number 10.

14

EXCELLENT
PICTURE QUALITY

POOR
PICTURE QUALITY

Admiral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G.E.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mitschi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magnavox	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M&M Mitsubishi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montgomery Ward	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Panasonic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quasar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RCA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sanyo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sears	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sharp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sony	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Zenith	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please answer only those brands which you know, ignoring those that you do not know

When answering, begin with your most preferred brand, ending with your least preferred brand. In other words, follow the ranking given in question number 10.

15

	ATTRACTIVE CABINET DESIGN AND ADDED FEATURES					UNATTRACTIVE CABINET DESIGN AND ADDED FEATURES			
Adirnal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G.E.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hitachi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magnavox	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MGA Mitsubishi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montgomery Wards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Panasonic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quasar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RCA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sanyo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sears	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sharp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sony	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Zenith	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please answer only those brands which you know, ignoring those that you do not know.

When answering, begin with your most preferred brand, ending with your least preferred brand. In other words, follow the ranking given in question number 10.

16	DURABLE						NOT DURABLE		
Admiral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G.E.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hitachi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magnavox	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MGA Mitsubishi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montgomery Ward's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Panasonic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quasar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RCA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sanyo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sears	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sharp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sony	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Zenith	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please answer only those brands which you know, ignoring those that you do not know.

When answering, begin with your most preferred brand, ending with your least preferred brand. In other words, follow the ranking given in question number 10.

17. With respect to those brands you know, how confident are you in your evaluations of how these brands perform?

	CONFIDENT						UNCONFIDENT		
Admiral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
G.E.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hitachi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Magnavox	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NSA Mitsubishi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Montgomery Ward	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Panasonic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Quasar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
RCA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sanyo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sears	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sharp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sony	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Zenith	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Please answer only those brands which you know, ignoring those that you do not know.

When answering, begin with your most preferred brand, ending with your least preferred brand. In other words, follow the ranking given in question number 10.

18. With respect to those brands you know, to what extent do you feel that you have enough information to make a purchase decision?

	A GREAT DEAL OF INFORMATION					VERY LITTLE INFORMATION			
Admiral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G.E.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hitachi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magnavox	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MGA Mitsubishi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montgomery Ward's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Panasonic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quasar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RCA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sanyo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sears	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sharp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sony	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sylvania	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Zenith	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTE FOR QUESTIONS 19, 20, 21, 22, 23, 24

For each of these questions, please answer by circling the point on the scale which most accurately reflects your impression of the given product characteristic.

Q 19. How important is ease of tuning and adjusting to you when purchasing a color TV set?

Of Little Importance 1 2 3 4 5 6 7 8 9 Very Important

Q 20. How important is durability of the product when purchasing a color TV set?

Of Little Importance 1 2 3 4 5 6 7 8 9 Very important

Q 21. How important is price to you when purchasing a color TV set?

Of Little Importance 1 2 3 4 5 6 7 8 9 Very Important

Q 22. How important is picture quality to you when purchasing a color TV set?

Of Little Importance 1 2 3 4 5 6 7 8 9 Very Important

Q 23. How important are the cabinet design and added features to you when purchasing a color TV set?

Of Little Importance 1 2 3 4 5 6 7 8 9 Very Important

Q 27. How important is the manufacturer's warranty to you when purchasing a color TV?

Of Little Importance 1 2 3 4 5 6 7 8 9 Very Important

Q 25. Try to imagine your future color TV purchase. Based on your normal purchasing habits, what brand do you envisualize buying on your next purchase of a color television?

26. Please indicate your age group below:

Under 20 years	<input type="checkbox"/>	35 - 39 years	<input type="checkbox"/>
20 - 24 years	<input type="checkbox"/>	40 - 45 years	<input type="checkbox"/>
25 - 29 years	<input type="checkbox"/>	46 - 50 years	<input type="checkbox"/>
30 - 34 years	<input type="checkbox"/>	Over 50 years	<input type="checkbox"/>

27. Please indicate your sex.

Female	<input type="checkbox"/>	Male	<input type="checkbox"/>
--------	--------------------------	------	--------------------------

UNIVERSITY CHOICE STUDY

PART I - GENERAL

1. Time of expected C.E.G.E.P. graduation: _____
Month Year
2. Do you plan to attend university? YES: _____ NO: _____
3. SECTION: _____ (6)

PART II - UNIVERSITY IDENTIFICATION

1. List below the Canadian Universities that you have heard about:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Which of the following universities have you heard about? Please do not add any names to question 1 once you have seen the list below.

- | | | | |
|-------------------------------|-------|-----------------------------------|-------|
| 1. Bishop's University | _____ | 8. Queen's University | _____ |
| 2. Carleton University | _____ | 9. York University | _____ |
| 3. Concordia University | _____ | 10. University of Montreal | _____ |
| 4. Hautes Etudes Commerciales | _____ | 11. University of Quebec (Mtl) | _____ |
| 5. Laval University | _____ | 12. University of Toronto | _____ |
| 6. McGill University | _____ | 13. University of Western Ontario | _____ |
| 7. Ottawa University | _____ | | |

a) If you could have your first choice, which Canadian University would you apply to?

_____ (Give one choice only).

b) Suppose, for whatever reason, your first choice is not available to you (i.e., the choice made in the question above). From the list below indicate the other universities (of which you have heard about) to which you would consider applying.

- | | | | |
|-------------------------------|-------|-----------------------------------|-------|
| 1. Bishop's University | _____ | 8. Queen's University | _____ |
| 2. Carleton University | _____ | 9. York University | _____ |
| 3. Concordia University | _____ | 10. University of Montreal | _____ |
| 4. Hautes Etudes Commerciales | _____ | 11. University of Quebec (Mtl) | _____ |
| 5. Laval University | _____ | 12. University of Toronto | _____ |
| 6. McGill University | _____ | 13. University of Western Ontario | _____ |
| 7. Ottawa University | _____ | | |

Of those universities you have heard about in the list below, indicate those to which you definitely not apply.

- | | | | |
|-------------------------------|-------|-----------------------------------|-------|
| 1. Bishop's University | _____ | 8. Queen's University | _____ |
| 2. Carleton University | _____ | 9. York University | _____ |
| 3. Concordia University | _____ | 10. University of Montreal | _____ |
| 4. Hautes Etudes Commerciales | _____ | 11. University of Quebec (Mtl) | _____ |
| 5. Laval University | _____ | 12. University of Toronto | _____ |
| 6. McGill University | _____ | 13. University of Western Ontario | _____ |
| 7. Ottawa University | _____ | | |

Of those universities you have heard about in the list below, and about which you are uncertain about whether or not to apply

a) mark "O" beside those you have formed an opinion of

b) mark "N" beside those you have not formed an opinion of

- | | | | |
|-------------------------------|-------|-----------------------------------|-------|
| 1. Bishop's University | _____ | 8. Queen's University | _____ |
| 2. Carleton University | _____ | 9. York University | _____ |
| 3. Concordia University | _____ | 10. University of Montreal | _____ |
| 4. Hautes Etudes Commerciales | _____ | 11. University of Quebec (Mtl) | _____ |
| 5. Laval University | _____ | 12. University of Toronto | _____ |
| 6. McGill University | _____ | 13. University of Western Ontario | _____ |
| 7. Ottawa University | _____ | | |

Of those universities you have heard about in the list below, and about which you are uncertain about whether or not to apply
a) mark "N" beside those you have not formed an opinion of
b) mark "O" beside those you have formed an opinion of

- | | | | |
|-------------------------------|-------|-----------------------------------|-------|
| 1. Bishop's University | _____ | 8. Queen's University | _____ |
| 2. Carleton University | _____ | 9. York University | _____ |
| 3. Concordia University | _____ | 10. University of Montreal | _____ |
| 4. Hautes Etudes Commerciales | _____ | 11. University of Quebec (Mtl) | _____ |
| 5. Laval University | 1 | 12. University of Toronto | _____ |
| 6. McGill University | _____ | 13. University of Western Ontario | _____ |
| 7. Ottawa University | _____ | | |

Finally, rank (1, 2, 3, etc.) in order of preference (from most preferred = 1, etc.) the universities in the list below that you have heard about. Remember, it is important that you do not rank those that you have not heard about (leave their space blank).

- | | | | |
|-------------------------------|-------|-----------------------------------|-------|
| 1. Bishop's University | _____ | 8. Queen's University | _____ |
| 2. Carleton University | _____ | 9. York University | _____ |
| 3. Concordia University | _____ | 10. University of Montreal | _____ |
| 4. Hautes Etudes Commerciales | _____ | 11. University of Quebec (Mtl) | _____ |
| 5. Laval University | _____ | 12. University of Toronto | _____ |
| 6. McGill University | _____ | 13. University of Western Ontario | _____ |
| 7. Ottawa University | _____ | | |

PART III - OPINION OF UNIVERSITY CHARACTERISTICS

Instructions:

The purpose of this part of the questionnaire, is to obtain your opinions about certain characteristics of the universities that you know.

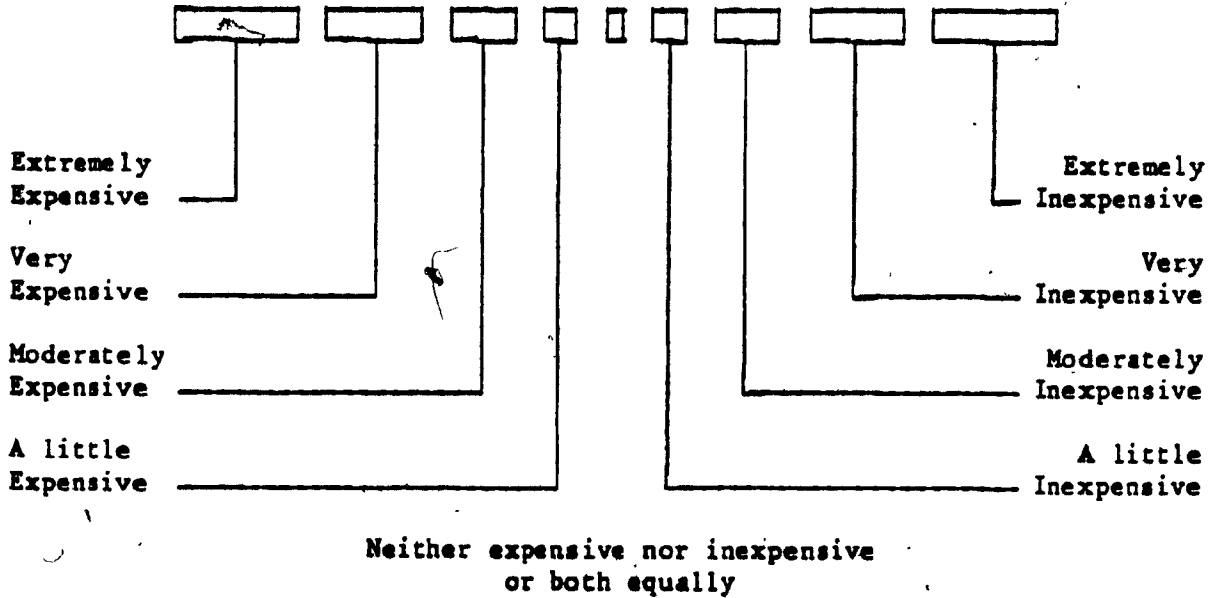
Please answer these questions by placing a check mark in the box that best corresponds to your opinion.

Here is an example illustrating the responses that are possible. Let's look at the following scale:

University "A"



If in your opinion, University "A" is extremely expensive, you would place a check mark in the box at the extreme left of the scale; if, however, in your opinion, University "A" is extremely inexpensive, you would place a check mark in the box at the extreme right; if, in your opinion University "A" was neither expensive or inexpensive, you would place a check mark in the small box in the center, etc.



Please answer for only those universities which you have heard about; ignoring those that you have not heard about.

When answering, begin with your most preferred university ending with your least preferred. In other words, follow the ranking given in answer to question no. 6 above.

7. With respect to those universities which you have heard about, to what extent do you feel you have enough information to make an informed judgment about whether or not to apply?

	LITTLE INFORMATION						MUCH INFORMATION		
Bishop's U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carleton U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concordia U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hautes Etudes C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laval U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McGill U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ottawa U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Queen's U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
York U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Montreal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Quebec (Mtl)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Toronto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Western Ontario	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please answer for only those universities which you have heard about; ignoring those that you have not heard about.

When answering, begin with your most preferred university ending with your least preferred. In other words, follow the ranking given in answer to question no. 6 above.

8. With respect to those universities which you have heard about, indicate the degree to which you like the university.

	DISLIKE							LIKE	
Bishop's U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carleton U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concordia U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hautes Etudes C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laval U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McGill U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ottawa U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Queen's U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
York U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Montreal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Quebec (Mtl)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Toronto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Western Ontario	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please answer for only those universities which you have heard about; ignoring those that you have not heard about.

When answering, begin with your most preferred university ending with your least preferred. In other words, follow the ranking given in answer to question no. 6 above.

9. With respect to those universities which you have heard about, please indicate the strength of your intention to apply to those universities.

	DO NOT INTEND TO APPLY						INTEND TO APPLY	
Bishop's U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carleton U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concordia U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hautes Etudes C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laval U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McGill U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ottawa U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Queen's U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
York U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Montreal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Quebec (Mtl)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Toronto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Western Ontario	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please answer for only those universities which you have heard about; ignoring those that you have not heard about.

When answering, begin with your most preferred university ending with your least preferred. In other words, follow the ranking given in answer to question no. 6 above.

10. With respect to those universities which you have heard about, please indicate the how confident you are about your evaluation of these universities.

	NOT CONFIDENT							CONFIDENT	
Bishop's U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carleton U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concordia U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hautes Etudes C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laval U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McGill U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ottawa U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Queen's U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
York U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Montreal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Quebec (Mtl)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Toronto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Western Ontario	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please answer for only those universities which you have heard about; ignoring those that you have not heard about.

When answering, begin with your most preferred university ending with your least preferred. In other words, follow the ranking given in answer to question no. 6 above.

11. With respect to those universities which you have heard about, please indicate how you feel about their geographic location.

	UNFAVOURABLE					FAVOURABLE			
Bishop's U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carleton U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concordia U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hautes Etudes C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laval U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McGill U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ottawa U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Queen's U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
York U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Montreal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Quebec (Mtl)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Toronto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Western Ontario	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please answer for only those universities which you have heard about; ignoring those that you have not heard about.

When answering, begin with your most preferred university ending with your least preferred. In other words, follow the ranking given in answer to question no. 6 above.

12. With respect to those universities which you have heard about, please indicate how you feel about their general reputation.

	POOR							GOOD	
Bishop's U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carleton U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concordia U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hautes Etudes C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laval U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McGill U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ottawa U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Queen's U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
York U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Montreal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Quebec (Mtl)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Toronto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Western Ontario	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please answer for only those universities which you have heard about; ignoring those that you have not heard about.

When answering, begin with your most preferred university ending with your least preferred. In other words, follow the ranking given in answer to question no. 6 above.

13. With respect to those universities which you have heard about, please indicate how you feel about their specialization (program appropriate to your needs).

	INAPPROPRIATE						APPROPRIATE			
Bishop's U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carleton U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concordia U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hautes Etudes C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laval U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McGill U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ottawa U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Queen's U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
York U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Montreal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Quebec (Mtl)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Toronto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Western Ontario	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please answer for only those universities which you have heard about; ignoring those that you have not heard about.

When answering, begin with your most preferred university ending with your least preferred. In other words, follow the ranking given in answer to question no. 6 above.

14. With respect to those universities which you have heard about, please indicate how you feel about their cost (e.g., tuition, living expenses).

	EXPENSIVE							INEXPENSIVE	
Bishop's U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carleton U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concordia U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hautes Etudes C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laval U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McGill U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ottawa U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Queen's U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
York U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Montreal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Quebec (Mtl)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Toronto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Western Ontario	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please answer for only those universities which you have heard about; ignoring those that you have not heard about.

When answering, begin with your most preferred university ending with your least preferred. In other words, follow the ranking given in answer to question no. 6 above.

15. With respect to those universities which you have heard about, please indicate the extent to which they are recommended by others (friends, family, teachers).

	NOT RECOMMENDED						RECOMMENDED		
Bishop's U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carleton U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concordia U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hautes Etudes C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laval U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McGill U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ottawa U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Queen's U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
York U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Montreal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Quebec (Mtl)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Toronto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Western Ontario	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please answer for only those universities which you have heard about; ignoring those that you have not heard about.

When answering, begin with your most preferred university ending with your least preferred. In other words, follow the ranking given in answer to question no. 6 above.

16. With respect to those universities which you have heard about, please indicate the availability of small sized classes.

	LARGE CLASSES					SMALL CLASSES			
Bishop's U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carleton U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concordia U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hautes Etudes C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laval U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McGill U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ottawa U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Queen's U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
York U.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Montreal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Quebec (Mt1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Toronto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U. of Western Ontario	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTE FOR QUESTIONS 17 TO 22 INCLUSIVE

For each of these questions, please answer by circling the point the scale which most accurately reflects your opinion of the specified University characteristic.

17. How important is geographic location to you when considering application to a university?

Little Importance 1 2 3 4 5 6 7 8 9 Very Important

18. How important is general reputation to you when considering application to a university?

Little Importance 1 2 3 4 5 6 7 8 9 Very Important

19. How important is specialization to you when considering application to a university.

Little Importance 1 2 3 4 5 6 7 8 9 Very Important

20. How important is cost to you when considering application to a university?

Little Importance 1 2 3 4 5 6 7 8 9 Very Important

21. How important are recommendations of others to you when considering application to a university?

Little Importance 1 2 3 4 5 6 7 8 9 Very Important

22. How important is class size to you when considering application to a university?

Little Importance 1 2 3 4 5 6 7 8 9 Very Important

PART IV - DEMOGRAPHICS

We ask you to kindly fill out the information below, as it will be necessary to contact you in September of this year. At that time we will ask you one additional question - "Which university did you finally choose to attend?" Please be assured that your answers will remain strictly confidential. Thank you for participating in this research project.

1. Name (Print): _____ 2. Sex: M F
 Last First

3. Address: _____
 Street Apartment

City Province Zip Code

4. Telephone: _____
 Home Work

5. Age: _____

Part I:

Q1. Do you purchase the toothpaste used in your household?

Yes

No

Q2. How often do you normally buy toothpaste?

Once every two weeks

Once per month

Once every six weeks

Once every two months

Less frequently than once every two months

Q3. Please list those brands of toothpaste which you know.

Q4. With the aid of the following cards, indicate again which brands you recognize. Please do not add any answers to question no.3 once you have seen these cards.

AIM	<input type="checkbox"/>	MACLEANS	<input type="checkbox"/>
AQUA-FRESH	<input type="checkbox"/>	PEPSODENT	<input type="checkbox"/>
CLOSE-UP	<input type="checkbox"/>	SENSODYNE	<input type="checkbox"/>
COLGATE	<input type="checkbox"/>	TOPAL	<input type="checkbox"/>
CREST	<input type="checkbox"/>	ULTRA-BRITE	<input type="checkbox"/>
DENQUEL	<input type="checkbox"/>		

Q5. Again referring to the cards, which brands of toothpaste have you tried? And of these, which brands have you purchased in the last six months?

	TRIED	PURCHASED PAST 6 MONTHS
AIM	<input type="checkbox"/>	<input type="checkbox"/>
AQUA-FRESH	<input type="checkbox"/>	<input type="checkbox"/>
CLOSE-UP	<input type="checkbox"/>	<input type="checkbox"/>
COLGATE	<input type="checkbox"/>	<input type="checkbox"/>
CREST	<input type="checkbox"/>	<input type="checkbox"/>
DENQUEL	<input type="checkbox"/>	<input type="checkbox"/>
MACLEANS	<input type="checkbox"/>	<input type="checkbox"/>
PEPSODENT	<input type="checkbox"/>	<input type="checkbox"/>
SENSODYNE	<input type="checkbox"/>	<input type="checkbox"/>
TOPAL	<input type="checkbox"/>	<input type="checkbox"/>
ULTRA-BRITE	<input type="checkbox"/>	<input type="checkbox"/>

Q6. Please indicate the brand of toothpaste you would purchase, if you were to buy some today.

_____ (Give one choice only)

Q7. Suppose, for whatever reason, your most preferred choice is not available. (ie-your choice stated in question no.6) From the list below, what other brand or brands would you be willing to purchase instead?

AIM	<input type="checkbox"/>	MACLEANS	<input type="checkbox"/>
AQUA-FRESH	<input type="checkbox"/>	PEPSODENT	<input type="checkbox"/>
CLOSE-UP	<input type="checkbox"/>	SENSODYNE	<input type="checkbox"/>
COLGATE	<input type="checkbox"/>	TOPAL	<input type="checkbox"/>
CREST	<input type="checkbox"/>	ULTRA-BRITE	<input type="checkbox"/>
DENQUEL	<input type="checkbox"/>	NONE	<input type="checkbox"/>

Q8. Of those brands which you know, are there any which you would refuse to buy as they seem unacceptable to your present needs? If so, which ones?

AIM	<input type="checkbox"/>	MACLEANS	<input type="checkbox"/>
AQUA-FRESH	<input type="checkbox"/>	PEPSODENT	<input type="checkbox"/>
CLOSE-UP	<input type="checkbox"/>	SENSODYNE	<input type="checkbox"/>
COLGATE	<input type="checkbox"/>	TOPAL	<input type="checkbox"/>
CREST	<input type="checkbox"/>	ULTRA-BRITE	<input type="checkbox"/>
DENQUEL	<input type="checkbox"/>		

19

Q9. Of those brands which you know, are there any which you cannot say whether or not you would be willing to buy, as you have not really formed any opinion of those brands? If yes, which ones?

AIM	<input type="checkbox"/>	MACLEANS	<input type="checkbox"/>
AQUA-FRESH	<input type="checkbox"/>	PEPSODENT	<input type="checkbox"/>
CLOSE-UP	<input type="checkbox"/>	SENSODYNE	<input type="checkbox"/>
COLGATE	<input type="checkbox"/>	TOPAL	<input type="checkbox"/>
CREST	<input type="checkbox"/>	ULTRA-BRITE	<input type="checkbox"/>
DENQUEL	<input type="checkbox"/>		

Q10. Finally, from the set of brands which you know, rank them according to your preference. Begin by labelling your most liked brand with the number 1, next most liked brand with the number 2, and continue on in the same manner toward your least liked brand. Remember, it is important that you do not rank those brands which you are not familiar with. Please leave the space blank for those brands.

AIM	_____
AQUA-FRESH	_____
CLOSE-UP	_____
COLGATE	_____
CREST	_____
DENQUEL	_____
MACLEANS	_____
PEPSODENT	_____
SENSODYNE	_____
TOPAL	_____
ULTRA-BRITE	_____

Part II:

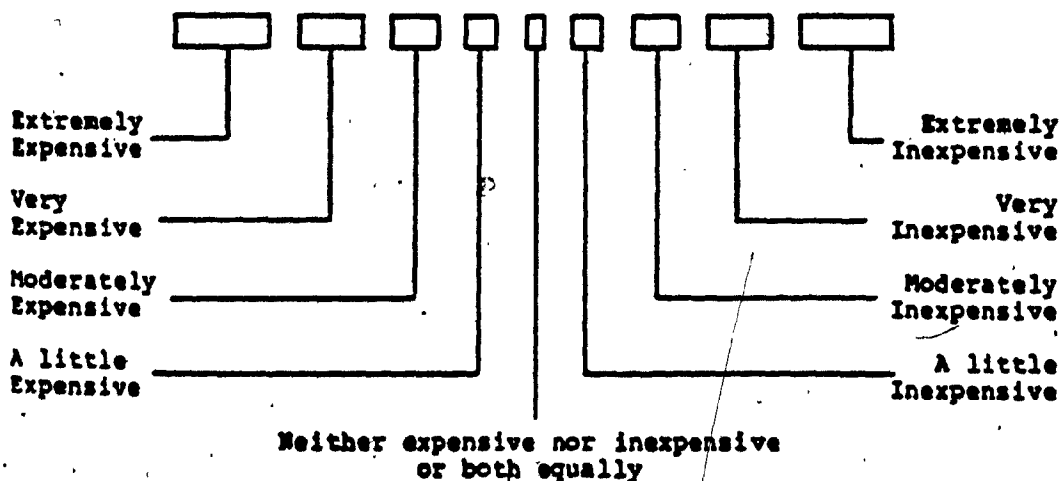
The purpose of this part of the questionnaire, is to obtain your opinions on certain characteristics of the toothpaste brands that you know.

Please answer these questions by placing a check mark in the box that best corresponds to your opinion.

Here is an example illustrating the responses that are possible. Let's look at the following scale:



If in your opinion, toothpaste "A" (which could be any brand) is extremely expensive, you would place a check mark in the box at the extreme left of the scale; if, however, in your opinion, toothpaste "A" is extremely inexpensive, you would place a check mark in the box at the extreme right; if, in your opinion, toothpaste "A" was neither expensive or inexpensive, you would place a check mark in the small box in the center, etc.



Please answer only those brands which you know, ignoring those that you do not know.

When answering, begin with your most preferred brand, ending with your least preferred brand. In other words, follow the ranking given in question no. 10

		TOOTHPASTE I LIKE					TOOTHPASTE I DISLIKE			
Q11.	AIM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	AQUA-FRESH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	CLOSE-UP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	COLGATE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	CREST	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	DENQUEL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	MACLEANS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	PEPSODENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	SENSODYNE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	TOPAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ULTRA-BRITE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please answer only those brands which you know, ignoring those that you do not know.

When answering, begin with your most preferred brand, ending with your least preferred brand. In other words, follow the ranking given in question no. 10

		ABLE TO WHITEN TEETH					UNABLE TO WHITEN TEETH			
Q12.	AIM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	AQUA-FRESH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	CLOSE-UP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	COLGATE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	CREST	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	DENQUEL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	MACLEANS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	PEPSODENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	SENSODYNE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	TOPAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ULTRA-BRITE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		PLEASANT TASTE					UNPLEASANT TASTE			
Q13.	AIM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	AQUA-FRESH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	CLOSE-UP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	COLGATE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	CREST	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	DENQUEL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	MACLEANS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	PEPSODENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	SENSODYNE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	TOPAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ULTRA-BRITE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please answer only those brands which you know, ignoring those that you do not know.

When answering, begin with your most preferred brand, ending with your least preferred brand. In other words, follow the ranking given in question no. 10

		EFFECTIVE CAVITY PROTECTION					INEFFECTIVE CAVITY PROTECTION			
Q14.	AIM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	AQUA-FRESH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	CLOSE-UP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	COLGATE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	CREST	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	DENQUEL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	MACLEANS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	PEPSODENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	SENSODYNE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	TOPAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ULTRA-BRITE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		CAPABLE OF FRESHENING BREATH					INCAPABLE OF FRESHENING BREATH			
Q15.	AIM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	AQUA-FRESH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	CLOSE-UP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	COLGATE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	CREST	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	DENQUEL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	MACLEANS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	PEPSODENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	SENSODYNE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	TOPAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ULTRA-BRITE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please answer only those brands which you know, ignoring those that you do not know.

When answering, begin with your most preferred brand, ending with your least preferred brand. In other words, follow the ranking given in question no.10

		EXPENSIVE					INEXPENSIVE			
Q16.	AIM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	AQUA-FRESH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	CLOSE-UP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	COLGATE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	CREST	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	DENQUEL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	MACLEANS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	PEPSODENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	SENSODYNE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	TOPAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ULTRA-BRITE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q17. "How readily available are the brands you know in those stores where you normally buy products of this sort?"

		EASILY OBTAINED					DIFFICULT TO OBTAIN			
	AIM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	AQUA-FRESH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	CLOSE-UP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	COLGATE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	CREST	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	DENQUEL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	MACLEANS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	PEPSODENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	SENSODYNE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	TOPAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ULTRA-BRITE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please answer only those brands which you know, ignoring those that you do not know.

When answering, begin with your most preferred brand, ending with your least preferred brand. In other words, follow the ranking given in question no. 10

Q18. "With respect to those brands you know, how confident are you in your evaluations of how these brands perform?"

	CONFIDENT							UNCONFIDENT	
AIM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AQUA-FRESH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLOSE-UP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COLGATE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CREST	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DENQUEL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MACLEANS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PEPSODENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SENSODYNE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOPAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ULTRA-BRITE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q19. "With respect to those brands you know, how certain are you in your evaluations of whether your dentist would express approval toward those brands?"

	CERTAIN OF DENTIST'S APPROVAL							UNCERTAIN OF DENTIST'S APPROVAL	
AIM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AQUA-FRESH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLOSE-UP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COLGATE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CREST	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DENQUEL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MACLEANS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PEPSODENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SENSODYNE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOPAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please answer only those brands which you know, ignoring those that you do not know.

When answering, begin with your most preferred brand, ending with your least preferred brand. In other words, follow the ranking given in question no. 10

Q20. "With respect to those brands you know, to what extent do you feel that you have enough information to make a purchase decision?"

	A GREAT DEAL OF INFORMATION					VERY LITTLE INFORMATION			
AIM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AQUA-FRESH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLOSE-UP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COLGATE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CREST	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DENQUEL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MACLEANS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PEPSODENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SENSODYNE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOPAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ULTRA-BRITE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTE FOR QUESTIONS 21, 22, 23, 24, and 25

For each of these questions, please answer by circling the point on the scale which most accurately reflects your impression of the given product characteristic.

Q21. "How important is price to you when purchasing a brand of toothpaste?"

OF LITTLE IMPORTANCE 1 2 3 4 5 6 7 8 9 VERY IMPORTANT

Q22. "How important is the inclusion of anti-cavity ingredients (ie-Fluoride) to you when purchasing toothpaste?"

OF LITTLE IMPORTANCE 1 2 3 4 5 6 7 8 9 VERY IMPORTANT

Q23. "How important is taste or flavour to you when purchasing a brand of toothpaste?"

OF LITTLE IMPORTANCE 1 2 3 4 5 6 7 8 9 VERY IMPORTANT

Q24. "How important is the inclusion of breath freshening ingredients to you when purchasing a brand of toothpaste?"

OF LITTLE IMPORTANCE 1 2 3 4 5 6 7 8 9 VERY IMPORTANT

Q25. "How important is the inclusion of teeth whitening ingredients to you when purchasing a brand of toothpaste?"

OF LITTLE IMPORTANCE 1 2 3 4 5 6 7 8 9 VERY IMPORTANT

Q26. Certain people have a tendency to always buy the same brand of toothpaste. Others have a tendency to change brands because they have no real preference for a particular brand. Yet others, may have a marked preference for one or more brands, but feel the need to change brands to satisfy their need for variety.

To what extent do you consider yourself similar to this last type of consumer; that is how often do you change brands of toothpaste to satisfy the need for change or variety?

Do you look for change or variety, (Check one)

Always

Often

Sometimes

Rarely

Never

Q27. Try to imagine your future toothpaste purchases. Based on your normal purchasing habits, how do you envision making your next 10 purchases of toothpaste?

BRAND

NUMBER OF PURCHASES

APPENDIX D

QUESTION SEQUENCE USED
TO MANIPULATE ORDER EFFECT

SEQUENCE OF QUESTIONS IN ORDER EFFECT MANIPULATION

Cigarettes

<u>Version</u>	<u>Question Sequence</u>
1	Reject, Evoked, Hold, Foggy
2	Reject, Evoked, Foggy, Hold
3	Reject, Hold, Evoked, Foggy
4	Reject, Hold, Foggy, Evoked
5	Reject, Foggy, Evoked, Hold
6	Reject, Foggy, Hold, Evoked

Fast Food

All 24 possible sequences were used (i.e. $4 \times 3 \times 2 = 24$).

Televisions

<u>Version</u>	<u>Question Sequence</u>
1	Evoked, Reject, Foggy, Hold
2	Evoked, Reject, Hold, Foggy
3	Evoked, Foggy, Reject, Hold
4	Evoked, Foggy, Hold, Reject
5	Evoked, Hold, Reject, Foggy
6	Evoked, Hold, Foggy, Reject

Universities

<u>Version</u>	<u>Question Sequence</u>
1	Evoked, Reject, Hold, Foggy
2	Evoked, Reject, Foggy, Hold
3	Evoked, Hold, Foggy, Reject
4	Evoked, Foggy, Hold, Reject
5	Reject, Evoked, Hold, Foggy
6	Reject, Evoked, Foggy, Hold
7	Reject, Hold, Foggy, Evoked
8	Reject, Foggy, Hold, Evoked
9	Hold, Foggy, Evoked, Reject
10	Hold, Foggy, Reject, Evoked
11	Foggy, Hold, Evoked, Reject
12	Foggy, Hold, Reject, Evoked

APPENDIX E

TABLES RELATED TO
CHAPTER VI - PART A

TABLE E6.1

Two-Way ANOVA - Cigarettes (Entire Set) - Importance Index

Involvement	Set	N	Means			
			Att	Infor	Int	Con

Low	Evoked	355	7.37	7.28	6.94	7.59
	Hold	95	2.91	4.05	2.64	4.32
	Foggy	64	2.33	2.58	1.70	2.73
	Reject	612	2.43	5.12	1.88	5.70
	MEAN	1126	4.02	5.56	3.53	6.01
High	Evoked	80	6.69	7.06	6.24	6.95
	Hold	36	2.25	2.89	2.81	2.75
	Foggy	32	1.84	1.56	1.25	1.72
	Reject	118	2.47	4.14	1.78	4.44
	MEAN	266	3.64	4.54	3.20	4.64
<u>Main Effects:</u>						
	Set	F=	417.935	94.521	405.023	87.670
		P=	0.001	0.001	0.004	0.001
	Inv	F=	3.966	12.472	2.976	23.862
		P=	0.047	0.001	0.085	0.001
<u>2-Way Interaction:</u>						
	Set * Inv	F=	1.505	0.990	1.182	0.749
		P=	0.212	0.397	0.315	0.523

TABLE E6.2

Two-Way ANOVA - Cigarettes (20% sample) - Importance Index

Involvement	Set	N	Means			
			Att	Infor	Int	Con
Low	Evoked	80	7.24	7.14	6.85	7.42
	Hold	24	2.46	3.13	2.67	3.25
	Foggy	13	2.15	3.23	1.69	4.15
	Reject	128	2.46	5.15	1.80	5.33
	MEAN	245	4.00	5.50	3.53	5.75
High	Evoked	13	5.92	7.08	5.77	7.23
	Hold	6	1.17	1.17	1.83	2.00
	Foggy	6	1.17	1.67	1.50	1.67
	Reject	26	2.77	4.31	1.81	4.69
	MEAN	51	3.20	4.33	2.78	4.67
<u>Main Effects:</u>						
	Set	F=	76.510	21.163	81.625	19.682
		P=	0.001	0.001	0.001	0.001
	Inv	F=	4.622	5.878	3.863	4.887
		P=	0.032	0.016	0.050	0.028
<u>2-Way Interaction:</u>						
	Set * Inv	F=	1.418	0.511	0.549	0.572
		P=	0.238	0.675	0.649	0.634

TABLE E6.3

Two-Way ANOVA - Cigarettes (Entire Set) - Reject Set Size

Involvement	Set	N	Means			
			Att	Infor	Int	Con
=====						
Low	Evoked	16	5.56	5.56	4.69	6.44
	Hold	5	0.80	3.20	0.40	1.80
	Foggy	16	0.06	0.94	0.75	0.88
	Reject	1	1.00	1.00	1.00	9.00
	MEAN	38	2.50	3.18	2.37	3.55
High	Evoked	419	7.31	7.30	6.89	7.51
	Hold	126	2.80	3.75	2.78	3.97
	Foggy	80	2.59	2.50	1.71	2.70
	Reject	729	2.44	4.97	1.86	5.50
	MEAN	1354	3.99	5.43	3.5	5.81
Main Effects:						
	Set	F=	428.657	94.104	412.310	87.725
		P=	0.001	0.001	0.001	0.001
	Inv	F=	27.479	8.498	17.292	6.335
		P=	0.001	0.001	0.001	0.012
2-Way Interaction:						
	Set * Inv	F=	0.298	0.370	0.804	0.987
		P=	0.827	0.774	0.492	0.398

TABLE E6.4

Two-Way ANOVA - Cigarettes (20% Sample) - Reject Set Size

Involvement	Set	N	Means			
			Att	Infor	Int	Con
=====						
Low	Evoked	3	8.33	8.33	8.67	8.67
	Hold	1	4.00	8.00	9.00	1.00
	Foggy	6	0.00	0.17	0.17	0.17
	Reject	1	1.00	1.00	9.00	1.00
	MEAN	11	2.73	3.18	4.09	2.64
High	Evoked	88	7.14	7.17	7.26	6.57
	Hold	21	3.19	4.43	4.76	2.71
	Foggy	14	2.57	4.00	3.36	2.21
	Reject	133	2.34	4.67	5.16	1.69
	MEAN	256	4.07	5.47	5.75	3.48
<u>Main Effects:</u>						
	Set	F=	88.793	16.494	15.086	81.465
		P=	0.001	0.001	0.001	0.001
	Inv	F=	3.646	5.678	2.786	1.295
		P=	0.057	0.018	0.096	0.256
<u>2-Way Interaction:</u>						
	Set * Inv	F=	1.754	2.483	2.560	1.784
		P=	0.156	0.061	0.055	0.151

TABLE K6.5

Two-Way ANOVA - Fast Food (Entire Set) - Importance Index

Involvement	Set	N	Means			
			Att	Infor	Int	Con
=====						
Low	Evoked	862	6.34	6.43	6.65	6.99
	Hold	119	3.27	3.95	3.27	4.69
	Foggy	215	1.35	1.53	1.74	1.53
	Reject	203	1.90	4.68	1.81	5.36
	MEAN	1399	4.67	5.21	4.91	5.72
High	Evoked	417	6.62	6.70	6.95	7.03
	Hold	90	3.48	3.56	3.04	4.63
	Foggy	110	0.92	1.45	1.69	1.25
	Reject	101	2.10	4.76	1.71	5.44
	MEAN	718	4.72	5.23	4.92	5.62
Main Effects:						
	Set	F=	610.526	339.012	714.733	382.801
		P=	0.001	0.001	0.001	0.001
	Inv	F=	1.816	0.898	1.496	0.015
		P=	0.178	0.344	0.222	0.904
2-Way Interaction:						
	Set * Inv	F=	1.703	1.076	1.265	0.283
		P=	0.165	0.358	0.285	0.838

TABLE E6.6

Two-Way ANOVA - Fast Food (10% Sample) - Importance Index

Involvement	Set	N	Means			
			Att	Infor	Int	Con
=====						
Low	Evoked	96	5.99	6.21	6.54	6.81
	Hold	8	4.88	5.75	5.13	5.50
	Foggy	23	0.65	1.57	1.30	1.35
	Reject	20	2.25	4.90	2.10	6.10
	MEAN	147	4.59	5.28	5.04	5.79
High	Evoked	47	6.83	7.43	7.19	7.36
	Hold	5	5.00	5.20	2.00	7.80
	Foggy	7	1.00	3.14	1.29	1.43
	Reject	11	1.91	4.18	1.00	4.00
	MEAN	70	5.34	6.33	5.26	6.27
<u>Main Effects:</u>						
	Set	F=	67.250	27.543	92.876	40.333
		P=	0.001	0.001	0.001	0.001
	Inv	F=	2.938	5.044	0.044	0.321
		P=	0.088	0.026	0.834	0.572
<u>2-Way Interaction:</u>						
	Set * Inv	F=	0.602	1.507	4.016	2.809
		P=	0.614	0.214	0.008	0.041

TABLE E6.7

Two-Way ANOVA - Fast Food (Entire Set) - Reject Set Size

Involvement	Set	N	Means			
			Att	Infor	Int	Con
Low	Evoked	1028	6.46	6.43	6.71	6.95
	Hold	171	3.35	3.59	2.96	4.34
	Foggy	260	1.18	1.54	1.82	1.43
	Reject	113	2.33	4.97	1.88	5.46
	MEAN	1572	4.95	5.21	5.14	5.65
High	Evoked	251	6.34	6.87	6.92	7.25
	Hold	38	3.39	4.63	4.11	6.13
	Foggy	65	1.28	1.34	1.34	1.43
	Reject	191	1.75	4.55	1.72	5.34
	MEAN	545	3.92	5.24	4.24	5.81
<u>Main Effects:</u>						
	Set	F=	584.965	340.856	695.759	386.855
		P=	0.001	0.001	0.001	0.001
	Inv	F=	1.699	2.555	1.019	4.497
		P=	0.193	0.110	0.313	0.034
<u>2-Way Interaction:</u>						
	Set * Inv	F=	1.012	3.241	3.724	3.999
		P=	0.387	0.021	0.011	0.008

TABLE E6.8

Two-Way ANOVA - Fast Food (10% Sample) - Reject Set Size

Involvement	Set	N	Means			
			Att	Infor	Int	Con
Low	Evoked	116	6.26	6.50	6.72	6.83
	Hold	24	3.54	3.50	3.42	4.75
	Foggy	25	0.64	1.80	1.84	1.72
	Reject	7	3.00	3.43	3.14	4.71
	MEAN	172	4.93	5.27	5.41	5.71
High	Evoked	30	6.93	7.13	7.07	7.30
	Hold	2	5.50	8.50	4.50	4.00
	Foggy	9	1.33	1.44	2.11	1.67
	Reject	22	1.27	3.86	1.27	4.77
	MEAN	63	4.11	5.22	4.25	5.51

Main Effects:

Set	F=	70.984	36.858	56.458	33.323
	P=	0.001	0.001	0.001	0.001
Inv	F=	1.082	2.080	0.017	0.316
	P=	0.299	0.151	0.897	0.575

2-Way Interaction:

Set * Inv	F=	1.833	1.851	1.229	0.157
	P=	0.142	0.139	0.300	0.925

TABLE E6.9

Two-Way ANOVA - Micro Computers (Entire Set) - Importance Index

Involvement	Set	N	Means			
			Att	Infor	Int	Con
=====						
Low	Evoked	200	6.26	5.97	3.19	5.12
	Hold	124	3.26	3.45	2.21	3.11
	Foggy	207	1.29	1.53	0.91	1.25
	Reject	157	1.75	2.11	1.37	2.05
	MEAN	688	3.20	3.30	1.91	2.89
High	Evoked	330	7.01	6.28	3.61	6.42
	Hold	211	4.63	4.36	2.23	4.61
	Foggy	375	0.97	0.83	0.43	0.90
	Reject	239	1.48	1.54	0.97	1.53
	MEAN	1155	3.47	3.18	1.78	3.28
<u>Main Effects:</u>						
	Set	F=	545.693	393.002	162.628	363.657
		P=	0.001	0.001	0.001	0.001
	Inv	F=	6.249	0.522	1.099	10.799
		P=	0.013	0.470	0.295	0.001
<u>2-Way Interaction:</u>						
	Set * Inv	F=	10.361	8.040	3.988	16.363
		P=	0.001	0.001	0.008	0.001

TABLE E6.10

Two-Way ANOVA - Micro Computers (10% Sample) - Importance Index

Involvement	Set	N	Means			
			Att	Infor	Int	Con
=====						
Low	Evoked	21	5.38	4.86	3.00	4.43
	Hold	11	5.00	5.09	2.25	5.18
	Foggy	12	1.00	2.17	0.95	1.33
	Reject	15	1.80	2.00	1.04	2.00
	MEAN	59	3.51	3.63	1.69	3.32
High	Evoked	28	6.82	5.68	4.26	6.57
	Hold	17	4.76	4.71	3.15	4.53
	Foggy	38	0.71	0.53	0.34	0.63
	Reject	25	1.52	1.44	0.55	1.16
	MEAN	108	3.12	2.73	2.09	2.91
<u>Main Effects:</u>						
	Set	F=	49.776	31.096	22.678	36.830
		P=	0.001	0.001	0.001	0.001
	Inv	F=	0.483	0.671	0.277	0.195
		P=	0.488	0.414	0.599	0.659
<u>2-Way Interaction:</u>						
	Set * Inv	F=	1.307	1.597	1.873	3.266
		P=	0.274	0.192	0.136	0.023

TABLE B6.11

Two-Way ANOVA - Micro Computers (Entire Set) - Reject Set Size

Involvement	Set	N	Att	Means			
				Infor	Int	Con	
=====							
Low	Evoked	29	7.17	6.21	3.55	5.90	
	Hold	27	4.56	5.04	2.41	4.37	
	Foggy	80	1.01	0.88	0.40	0.75	
	Reject	1	2.00	6.00	1.00	2.00	
	MEAN	137	3.02	2.86	1.47	2.56	
High	Evoked	501	6.70	6.16	3.45	5.93	
	Hold	308	4.08	3.93	2.21	4.03	
	Foggy	502	1.10	1.11	0.64	1.07	
	Reject	395	1.58	1.75	1.13	1.74	
	MEAN	1706	3.4	3.25	1.86	3.19	
<u>Main Effects:</u>							
	Set	F=	534.210	388.690	160.506	349.756	
		P=	0.001	0.001	0.001	0.001	
	Inv	F=	0.465	0.324	0.114	0.218	
		P=	0.495	0.569	0.736	0.641	
<u>2-Way Interaction:</u>							
	Set * Inv	F=	0.469	2.336	0.292	0.373	
		P=	0.704	0.072	0.831	0.773	

TABLE E6.12

Two-Way ANOVA - Micro Computers (10% Sample) - Reject Set Size

Involvement	Set	N	Means			
			Att	Infor	Int	Con
=====						
Low	Evoked	36	6.31	5.92	3.11	5.28
	Hold	23	4.57	4.65	2.35	4.30
	Foggy	50	0.96	0.78	0.64	0.66
	Reject	14	0.71	1.64	0.57	1.86
	MEAN	123	3.17	3.11	1.67	2.83
High	Evoked	23	6.96	6.61	5.65	7.35
	Hold	10	5.40	3.60	2.30	6.00
	Foggy	6	1.00	0.67	0.83	1.00
	Reject	29	1.79	1.93	1.38	2.03
	MEAN	68	4.00	3.65	2.91	4.32
<u>Main Effects:</u>						
	Set	F=	53.621	41.868	22.482	43.962
		P=	0.001	0.001	0.001	0.001
	Inv	F=	2.535	0.073	9.523	7.673
		P=	0.113	0.787	0.002	0.006
<u>2-Way Interaction:</u>						
	Set * Inv	F=	0.181	0.639	2.522	1.215
		P=	0.909	0.591	0.059	0.306

TABLE E6.13

Two-Way ANOVA - Televisions (Entire Set.) - Importance Index

		Means				
Involvement	Set	N	Att	Infor	Int	Con

Low	Evoked	127	7.56	5.57	0.15	5.95
	Hold	37	6.59	4.54	0.03	5.03
	Foggy	42	5.95	4.14	0.00	3.93
	Reject	51	4.69	3.90	0.00	3.92
	MEAN	257	6.59	4.86	0.08	5.09
High	Evoked	873	8.13	6.80	0.19	6.96
	Hold	243	6.26	4.48	0.00	4.60
	Foggy	568	5.41	2.80	0.00	2.91
	Reject	455	3.80	4.90	0.00	4.92
	MEAN	2139	6.27	5.07	0.08	5.19
<u>Main Effects:</u>						
	Set	F=	918.308	223.042	95.664	240.217
		P=	0.001	0.001	0.001	0.001
	Inv	F=	0.156	8.604	0.804	5.885
		P=	0.693	0.003	0.371	0.015
<u>2-Way Interaction:</u>						
	Set * Inv	F=	12.393	8.495	0.607	6.439
		P=	0.001	0.001	0.611	0.001

TABLE E6.14

Two-Way ANOVA - Televisions (10% Sample) - Importance Index

Involvement	Set	N	Means			
			Att	Infor	Int	Con

Low	Evoked	10	7.20	5.20	0.20	4.80
	Hold	5	7.40	6.40	0.20	5.80
	Foggy	5	5.40	2.80	0.00	5.00
	Reject	4	4.25	5.25	0.00	6.25
	MEAN	24	6.38	4.96	0.13	5.29
High	Evoked	88	8.16	6.81	0.25	6.83
	Hold	23	6.35	3.83	0.00	4.22
	Foggy	62	5.52	2.63	0.00	2.68
	Reject	55	3.53	4.93	0.00	4.95
	MEAN	228	6.14	4.92	0.06	4.98
<u>Main Effects:</u>						
	Set	F=	116.358	25.523	7.802	22.030
		P=	0.001	0.001	0.001	0.001
	Inv	F=	0.095	0.019	1.407	0.081
		P=	0.758	0.890	0.237	0.776
<u>2-Way Interaction:</u>						
	Set * Inv	F=	2.180	1.993	0.670	2.993
		P=	0.091	0.116	0.571	0.032

TABLE E6.15

Two-Way ANOVA - Televisions (Entire Set) - Reject Set Size

Involvement	Set	N	Means			
			Att	Infor	Int	Con

Low	Evoked	584	8.00	6.28	0.17	6.55
	Hold	135	6.23	4.01	0.01	4.46
	Foggy	381	5.34	2.54	0.01	2.60
	Reject	151	3.26	5.29	0.00	5.37
	MEAN	1251	6.43	4.78	0.08	4.98
High	Evoked	416	8.14	7.16	0.20	7.24
	Hold	145	6.37	4.94	0.00	4.85
	Foggy	229	5.63	3.49	0.00	3.62
	Reject	355	4.15	4.59	0.00	4.59
	MEAN	1145	6.18	5.35	0.05	5.39
<u>Main Effects:</u>						
	Set	F=	926.950	222.668	95.864	240.676
		P=	0.001	0.001	0.001	0.001
	Inv	F=	24.742	25.168	1.505	14.571
		P=	0.001	0.001	0.220	0.001
<u>2-Way Interaction:</u>						
	Set * Inv	F=	6.385	9.009	1.192	9.100
		P=	0.001	0.001	0.312	0.001

TABLE E6.16

Two-Way ANOVA - Televisions (10% Sample) - Reject Set Size

Involvement	Set	N	Means			
			Att	Infor	Int	Con

Low	Evoked	68	8.12	6.43	0.26	7.16
	Hold	13	6.31	2.85	0.00	4.31
	Foggy	37	5.32	3.00	0.00	3.16
	Reject	12	3.75	5.75	0.00	5.25
	MEAN	130	6.74	5.03	0.14	5.56
High	Evoked	46	8.20	7.93	0.30	7.76
	Hold	10	5.40	4.10	0.00	4.70
	Foggy	22	5.64	3.05	0.00	3.09
	Reject	39	3.90	4.74	0.00	4.49
	MEAN	117	6.04	5.62	0.12	5.53
<u>Main Effects:</u>						
	Set	F=	101.965	32.164	16.770	36.521
		P=	0.001	0.001	0.001	0.001
	Inv	F=	0.055	3.665	0.220	0.277
		P=	0.815	0.057	0.640	0.599
<u>2-Way Interaction:</u>						
	Set * Inv	F=	0.900	2.253	0.076	0.641
		P=	0.442	0.083	0.973	0.590

TABLE E6.17

Two-Way ANOVA - University (Entire Set) - Importance Index

Involvement	Set	N	Means			
			Att	Infor	Int	Con
=====						
Low	Evoked	644	7.06	6.19	6.74	6.55
	Hold	165	4.39	3.48	2.98	3.91
	Foggy	259	2.08	1.56	1.24	1.91
	Reject	668	1.60	1.16	0.75	1.51
	MEAN	1746	3.95	3.30	3.24	3.66
High	Evoked	610	7.16	6.15	7.27	7.19
	Hold	116	4.78	3.41	3.85	4.27
	Foggy	328	2.09	1.34	1.25	1.76
	Reject	825	1.84	1.35	0.92	1.57
	MEAN	1879	3.79	3.03	3.22	3.59

Main Effects:

Set	F=	1100.442	1047.027	1732.402	1025.768
	P=	0.001	0.001	0.001	0.001
Inv	F=	3.697	0.078	16.684	7.872
	P=	0.055	0.780	0.001	0.001

2-Way Interaction:

Set * Inv	F=	0.517	1.173	3.510	4.141
	P=	0.670	0.319	0.015	0.006

TABLE E6.18

Two-Way ANOVA - University (10% Sample) - Importance Index

Involvement	Set	N	Means			
			Att	Infor	Int	Con

Low :	Evoked	72	6.72	5.94	6.07	6.47
	Hold	19	3.58	2.11	2.63	2.32
	Foggy	25	2.36	1.76	1.52	2.08
	Reject	74	1.72	1.22	0.72	1.92
	MEAN	190	3.88	3.17	3.04	3.71
High	Evoked	65	6.91	6.08	7.26	7.29
	Hold	11	3.91	1.73	2.73	2.82
	Foggy	30	2.10	1.53	1.40	2.60
	Reject	73	1.84	1.62	0.86	1.49
	MEAN	179	3.85	3.23	3.39	3.87
<u>Main Effects:</u>						
	Set	F=	81.500	89.871	138.050	89.210
		P=	0.001	0.001	0.001	0.001
	Inv	F=	0.121	0.311	3.470	0.736
		P=	0.728	0.578	0.063	0.392
<u>2-Way Interaction:</u>						
	Set * Inv	F=	0.099	0.321	1.419	1.249
		P=	0.961	0.810	0.237	0.292

TABLE E6.19

Two-Way ANOVA - University (Entire Set) - Reject Set Size

Involvement	Set	N	Means			
			Att	Infor	Int	Con
Low	Evoked	603	7.19	6.38	7.06	7.03
	Hold	146	4.62	3.34	3.54	4.30
	Foggy	236	2.17	1.57	1.33	2.03
	Reject	874	1.64	1.29	0.81	1.54
	MEAN	1859	3.74	3.13	3.12	3.60
High	Evoked	651	7.04	5.98	6.93	6.70
	Hold	135	4.47	3.58	3.12	3.79
	Foggy	361	2.04	1.35	1.19	1.70
	Reject	619	1.85	1.24	0.89	1.54
	MEAN	1766	4.00	3.19	3.35	3.65

Main Effects:

Set	F=	1096.929	1053.903	1713.138	1022.247
	P=	0.001	0.001	0.001	0.001
Inv	F=	0.000	4.683	0.680	5.757
	P=	0.995	0.001	0.410	0.017

2-Way Interaction:

Set * Inv	F=	1.341	1.876	1.160	1.386
	P=	0.260	0.132	0.324	0.246

TABLE E6.20

Two-Way ANOVA - University (10% Sample) - Reject Set Size

Involvement	Set	N	Means			
			Att	Infor	Int	Con
=====						
Low	Evoked	69	7.38	6.25	7.55	7.71
	Hold	17	4.59	2.76	2.82	4.71
	Foggy	18	2.00	1.67	1.06	1.67
	Reject	98	1.39	1.53	0.69	1.87
	MEAN	202	3.76	3.26	3.25	4.08
High	Evoked	65	6.91	6.66	7.06	6.98
	Hold	13	6.31	5.15	3.15	3.38
	Foggy	41	1.80	1.46	1.29	1.73
	Reject	52	1.83	1.02	0.44	1.37
	MEAN	171	4.09	3.58	3.37	3.74
Main Effects:						
	Set	F=	126.386	119.089	230.701	132.407
		P=	0.001	0.001	0.001	0.001
	Inv	F=	0.152	0.264	0.861	4.361
		P=	0.697	0.608	0.354	0.037
2-Way Interaction:						
	Set * Inv	F=	1.744	3.193	0.480	0.511
		P=	0.157	0.024	0.896	0.675

TABLE B6.21

Two-Way ANOVA - Toothpaste (Sample Brand/Crest) - Importance Index

Involvement	Set	N	Means			
			Att	Infor	Int	Con
=====						
Low	Evoked	89	8.52	7.78	6.63	7.82
	Hold	14	6.79	7.43	1.36	7.07
	Foggy	0	0.00	0.00	0.00	0.00
	Reject	2	6.00	4.00	0.00	6.00
	MEAN	105	8.24	7.66	5.80	7.69
High	Evoked	77	8.81	7.96	4.96	8.25
	Hold	11	7.36	7.27	3.55	8.18
	Foggy	1	5.00	5.00	0.00	5.00
	Reject	2	2.50	7.00	0.00	8.50
	MEAN	91	7.92	7.82	4.63	8.21
<u>Main Effects:</u>						
	Set	F=	26.735	2.495	11.346	1.657
		P=	0.001r	0.061	0.001	0.178
	Inv	F=	2.924	0.426	5.264	4.437
		P=	0.089	0.515	0.023	0.036
<u>2-Way Interaction:</u>						
	Set * Inv	F=	5.611	0.944	3.369	0.942
		P=	0.004	0.391	0.037	0.392

TABLE E6.22

Two-Way ANOVA - Toothpaste (Sample Brand/Crest) - Reject Set Size

Involvement	Set	N	Means			
			Att	Infor	Int	Con
=====						
Low	Evoked	135	8.33	7.90	5.92	8.12
	Hold	18	6.78	7.17	2.00	7.44
	Foggy	0	0.00	0.00	0.00	0.00
	Reject	3	3.67	5.00	0.00	7.33
	MEAN	156	8.06	7.76	5.35	8.03
High	Evoked	31	8.52	7.68	5.58	7.58
	Hold	7	7.71	7.86	3.14	7.86
	Foggy	1	5.00	5.00	0.00	5.00
	Reject	1	6.00	7.00	0.00	7.00
	MEAN	40	8.22	7.63	4.88	7.55
<u>Main Effects:</u>						
	Set	F=	26.755	2.399	10.627	1.197
		P=	0.001	0.069	0.001	0.312
	Inv	F=	2.946	0.004	0.019	1.287
		P=	0.088	0.952	0.890	0.258
<u>2-Way Interaction:</u>						
	Set * Inv	F=	1.915	0.727	0.362	0.551
		P=	0.150	0.485	0.697	0.578

APPENDIX F

TABLES RELATED TO
CHAPTER VI - PART B

TABLE F6.23

Cigarette Data - ANOVA (Multiple Range Scheffe)

=====

Cigarette N Att Infor Int Con
=====

Belvedere

Evoked	24	6.583	7.417	5.792	8.083
Hold	18	2.500	3.500	2.000	3.667
Foggy	13	1.462	1.769	0.923	1.769
Reject	57	2.877	4.579	1.544	5.386
F=	23.289	11.467	23.643	13.093	
P=	0.000	0.000	0.000	0.000	

Cameo

Evoked	12	7.083	6.917	6.583	6.583
Hold	10	2.300	3.700	2.000	4.100
Foggy	7	0.143	1.714	0.571	1.714
Reject	87	2.126	4.138	1.356	4.931
F=	26.372	3.877	32.842	3.056	
P=	0.000	0.011	0.000	0.031	

Craven "A"

Evoked	50	7.320	7.360	7.000	7.480
Hold	9	3.444	4.333	3.556	4.000
Foggy	5	3.600	1.600	2.200	3.400
Reject	41	2.927	5.634	2.317	6.073
F=	30.173	8.369	28.414	5.269	
P=	0.000	0.000	0.000	0.002	

Craven "M"

Evoked	11	6.818	6.909	5.455	6.909
Hold	17	1.412	1.941	2.588	2.353
Foggy	18	1.611	1.500	0.556	2.333
Reject	61	1.787	3.951	1.393	3.918
F=	16.275	8.109	12.497	4.637	
P=	0.000	.000	0.000	0.004	

TABLE F6.23 (cont'd)

Cigarette Data - ANOVA (Multiple Range Scheffe)

=====

Cigarette	N	Att	Infor	Int	Con
-----------	---	-----	-------	-----	-----

=====

Du Maurier

Evoked	82	7.500	7.402	6.939	7.634
Hold	3	2.667	6.000	2.333	6.000
Foggy	2	6.000	7.000	5.000	6.500
Reject	30	3.900	6.067	2.767	5.900
	F=	21.430	1.763	18.082	2.791
	P=	0.000	0.158	0.000	0.044

Du Maurier Light

Evoked	52	6.962	7.365	7.077	7.558
Hold	11	3.909	4.727	4.455	5.818
Foggy	6	2.500	3.500	1.333	2.667
Reject	31	3.323	4.677	2.065	5.871
	F=	14.439	7.436	28.110	6.628
	P=	0.000	.000	0.000	.000

Export "A"

Evoked	34	7.588	7.235	6.971	7.853
Hold	6	2.333	3.167	2.500	4.000
Foggy	4	2.750	1.000	1.250	1.750
Reject	64	2.703	6.031	2.109	6.141
	F=	33.903	6.957	32.146	6.815
	P=	0.000	.000	0.000	.000

Export "A" Light

Evoked	24	6.125	6.208	5.917	6.542
Hold	7	3.143	4.143	3.429	3.143
Foggy	8	3.500	3.875	3.250	3.750
Reject	47	2.894	5.596	2.575	6.213
	F=	6.703	1.322	6.708	3.214
	P=	.000	0.273	.000	0.027

TABLE F6.23 (cont'd)

Cigarette Data - ANOVA (Multiple Range Scheffe)

=====

Cigarette	N	Att	Infor	Int	Con
-----------	---	-----	-------	-----	-----

=====

Gitanes

Evoked	12	7.250	7.500	6.500	7.667
Hold	8	1.000	3.000	1.000	2.250
Foggy	7	1.286	0.857	1.857	0.571
Reject	97	1.464	4.784	1.196	5.320
	F=	46.012	6.652	33.605	8.678
	P=	0.000	.000	0.000	0.000

Player's

Evoked	30	7.300	7.100	6.567	7.367
Hold	8	4.625	5.125	4.000	5.500
Foggy	4	4.500	4.500	3.250	5.750
Reject	55	2.691	5.800	2.400	5.946
	F=	22.513	1.931	14.200	1.625
	P=	0.000	0.130	0.000	0.189

Player's Light

Evoked	49	7.674	7.061	7.510	7.510
Hold	12	3.583	5.250	3.333	5.583
Foggy	3	1.333	1.667	0.667	2.000
Reject	39	2.795	4.974	2.692	5.846
	F=	40.614	5.221	33.012	4.942
	P=	0.000	0.002	0.000	0.003

Rothman's

Evoked	32	7.469	7.688	7.188	7.719
Hold	12	2.667	4.333	2.917	3.917
Foggy	7	1.857	2.143	1.857	2.143
Reject	51	2.745	4.941	1.961	5.726
	F=	34.907	9.265	35.919	8.548
	P=	0.000	0.000	0.000	0.000

TABLE F6.23 (cont'd)

Cigarette Data - ANOVA (Multiple Range Scheffe)

Cigarette	N	Att	Infor*	Int	Con
Vantage					
Evoked	23	7.087	7.087	6.391	6.783
Hold	10	2.700	1.900	1.000	2.200
Foggy	12	2.583	2.583	1.833	1.833
Reject	70	1.943	4.614	1.657	5.486
	F=	30.201	8.179	28.361	8.233
	P=	0.000	.000	0.000	.000

TABLE F6.24

Fast Food Data - ANOVA (Multiple Range Scheffe)

=====

Food Outlet	N	Att	Infor	Int	Con
-------------	---	-----	-------	-----	-----

=====

Burger King

Evoked	139	6.576	6.230	6.669	6.676
Hold	17	3.423	4.588	3.706	5.294
Foggy	12	1.583	3.250	3.917	3.083
Reject	13	2.231	6.231	1.846	6.692
	F=	30.892	6.805	27.871	7.965
	P=	0.000	.000	0.000	.000

Dunkin Donuts

Evoked	84	6.655	6.667	6.917	7.429
Hold	26	5.039	4.808	5.115	6.154
Foggy	13	2.692	2.615	2.769	3.231
Reject	15	3.400	4.933	2.933	5.067
	F=	18.119	12.871	12.916	16.361
	P=	0.000	0.000	0.000	0.000

Picasso

Evoked	20	6.150	5.200	6.050	6.050
Hold	9	2.667	1.667	2.333	2.667
Foggy	81	0.469	0.593	0.852	0.679
Reject	17	1.118	2.529	1.235	4.000
	F=	49.502	27.679	36.369	27.926
	P=	0.000	0.000	0.000	0.000

Kentucky Chicken

Evoked	118	5.466	6.706	6.212	7.110
Hold	11	3.546	6.091	4.091	6.546
Foggy	4	3.000	6.000	4.250	4.750
Reject	40	1.975	6.425	1.450	6.625
	F=	24.615	0.369	53.285	1.496
	P=	0.000	0.775	0.000	0.218

TABLE F6.24 (cont'd)

Fast Food Data - ANOVA (Multiple Range Scheffe)

Food Outlet	N	Att	Infor	Int	Con
Harvey's					
Evoked	155	6.510	6.800	7.168	7.413
Hold	5	4.400	7.000	3.600	5.400
Foggy	3	2.667	4.333	3.667	4.667
Reject	15	2.400	5.800	2.467	7.067
	F=	20.082	1.835	31.183	2.976
	P=	0.000	0.143	0.000	0.033
Kojak					
Evoked	49	6.837	4.918	6.674	6.368
Hold	15	2.267	1.267	1.867	2.133
Foggy	59	1.068	1.220	1.186	0.848
Reject	21	1.381	2.476	2.476	3.714
	F=	65.995	22.714	54.430	44.485
	P=	0.000	0.000	0.000	0.000
McDonald's					
Evoked	138	6.688	7.478	7.162	7.688
Hold	12	5.000	8.250	3.667	8.500
Foggy	2	2.500	5.000	3.500	4.500
Reject	22	2.682	7.727	1.955	8.273
	F=	22.596	1.473	43.961	2.589
	P=	0.000	0.224	0.000	0.055
Swiss Chalet					
Evoked	138	6.891	6.862	7.130	7.015
Hold	16	3.750	3.563	2.750	3.875
Foggy	15	3.000	3.733	4.533	3.533
Reject	16	2.063	5.188	1.875	6.938
	F=	26.570	15.137	42.154	12.650
	P=	0.000	0.000	0.000	0.000

TABLE F6.24 (cont'd)

Fast Food Data - ANOVA (Multiple Range Scheffe)

=====

Food Outlet	N	Att	Infor	Int	Con
-------------	---	-----	-------	-----	-----

=====

Grandma Lee's

Evoked	35	6.857	6.229	6.457	7.457
Hold	14	2.000	2.000	2.643	2.643
Foggy	69	0.812	0.986	1.478	1.145
Reject	13	2.154	2.692	1.385	3.769
	F=	48.861	33.896	33.608	49.497
	P=	0.000	0.000	0.000	0.000

Mike's Submarine

Evoked	103	5.835	5.854	6.126	6.456
Hold	22	2.591	3.409	2.818	4.227
Foggy	14	1.786	1.929	2.143	1.857
Reject	32	1.375	3.625	1.250	4.438
	F=	41.768	14.907	48.993	13.193
	P=	0.000	0.000	0.000	0.000

Mr. Submarine

Evoked	50	5.480	5.460	6.320	6.180
Hold	27	2.333	2.037	2.333	3.815
Foggy	32	1.188	1.563	1.563	1.031
Reject	42	1.643	3.500	1.429	4.452
	F=	28.211	16.422	53.372	19.737
	P=	0.000	0.000	0.000	0.000

St. Hubert BBQ

Evoked	136	6.875	6.941	6.985	7.353
Hold	15	3.800	3.667	3.533	4.867
Foggy	12	2.250	2.500	2.750	2.500
Reject	20	2.050	4.350	1.350	4.500
	F=	38.436	22.068	55.205	22.939
	P=	0.000	0.000	0.000	0.000

TABLE F6.24 (cont'd)

Fast Food Data - ANOVA (Multiple Range Scheffe)

Food Outlet	N	Att	Infor	Int	Con

Wendy's					
Evoked	114	6.316	6.184	6.456	6.351
Hold	20	3.450	4.100	2.600	5.000
Foggy	9	2.222	1.778	2.222	2.111
Reject	38	2.105	5.263	2.290	5.158
	F=	34.560	9.676	36.155	7.371
	P=	0.000	0.000	0.000	.000

TABLE F6.25

MicroComputerData- ANOVA(Multiple Range Scheffe)

=====

Computer	N	Att	Infor	Int	Con
----------	---	-----	-------	-----	-----

=====

Apple IIe

Evoked	125	7.248	6.320	3.784	6.464
Hold	44	5.614	5.227	3.205	4.614
Foggy	10	4.900	4.800	1.900	4.200
Reject	8	3.750	3.625	4.125	5.375
	F=	12.299	4.468	1.659	6.399
	P=	0.000	0.005	0.178	.000

Atari

Evoked	12	4.250	3.667	2.167	3.917
Hold	22	3.273	3.091	1.773	3.864
Foggy	29	1.483	1.793	0.621	2.069
Reject	70	1.429	1.614	0.971	1.800
	F=	6.784	3.235	3.710	3.970
	P=	.000	0.025	0.013	0.010

Commodore 64

Evoked	65	6.169	6.231	3.569	5.754
Hold	57	4.930	4.895	2.737	4.965
Foggy	15	3.000	3.467	1.533	2.533
Reject	17	3.294	3.412	1.765	3.294
	F=	10.302	7.686	3.924	7.362
	P=	0.000	.000	0.010	.000

Digital Pro

Evoked	18	6.444	5.611	3.444	5.167
Hold	13	3.077	2.385	0.692	2.539
Foggy	70	0.900	0.771	0.500	0.929
Reject	20	1.300	0.950	0.900	1.000
	F=	26.599	22.696	13.525	15.676
	P=	0.000	0.000	0.000	0.000

TABLE F6.25 (cont'd)

MicroComputerData- ANOVA(Multiple Range Scheffe)

Computer	N	Att	Infor	Int	Con
Franklin Ace					
Evoked	8	6.625	5.500	4.125	5.625
Hold	6	1.333	1.167	0.167	1.000
Foggy	67	0.328	0.328	0.105	0.284
Reject	25	1.200	0.640	0.800	1.000
	F=	27.644	25.683	17.586	23.839
	P=	0.000	0.000	0.000	0.000
Kaypro					
Evoked	6	5.833	4.667	3.333	4.667
Hold	8	3.250	3.500	0.875	3.750
Foggy	77	0.442	0.351	0.260	0.351
Reject	28	0.750	0.464	0.214	0.536
	F=	21.579	21.459	13.529	19.273
	P=	0.000	0.000	0.000	0.000
IBM-PC					
Evoked	165	7.176	6.576	3.612	6.273
Hold	16	5.813	5.625	2.750	5.813
Foggy	8	3.750	2.000	2.125	2.875
Reject	4	3.750	3.250	2.750	4.750
	F=	7.980	9.560	1.092	3.919
	P=	0.000	0.000	0.354	0.010
IBM PC-Jr					
Evoked	34	7.382	6.147	3.529	5.441
Hold	56	4.000	3.304	2.357	3.964
Foggy	48	2.542	2.458	1.458	2.063
Reject	19	2.211	1.947	1.632	1.947
	F=	21.340	13.261	4.612	9.635
	P=	0.000	0.000	0.004	0.000

TABLE F6.25 (cont'd)

MicroComputerData- ANOVA(Multiple Range Scheffe)

=====

Computer	N	Att	Infor	Int	Con
----------	---	-----	-------	-----	-----

=====

Rainbow 100

Evoked	25	6.320	6.240	2.800	5.720
Hold	8	1.750	1.875	0.500	1.500
Foggy	66	0.303	0.288	0.167	0.227
Reject	14	0.429	0.429	0.429	0.357
	F=	58.913	62.968	18.003	68.176
	P=	0.000	0.000	0.000	0.000

TI Professional

Evoked	32	6.000	5.500	2.750	5.625
Hold	20	3.250	3.600	1.450	3.600
Foggy	51	0.706	0.667	0.294	0.706
Reject	15	2.533	2.800	1.667	1.800
	F=	25.351	22.183	10.594	23.301
	P=	0.000	0.000	0.000	0.000

Timex

Evoked	4	4.750	5.750	1.500	4.250
Hold	13	2.615	3.000	2.308	3.769
Foggy	18	0.056	0.500	0.111	0.500
Reject	62	1.355	2.065	1.129	1.774
	F=	7.477	4.379	3.535	4.298
	P=	.000	0.006	0.018	0.007

TI-9974a

Evoked	7	3.714	5.429	3.143	3.857
Hold	12	3.000	3.917	1.417	3.667
Foggy	48	0.688	0.896	0.792	1.021
Reject	46	1.130	1.696	1.130	1.326
	F=	6.185	8.571	2.331	5.444
	P=	0.001	0.000	0.078	0.002

TABLE F6.25 (cont'd)

MicroComputerData- ANOVA(Multiple Range Scheffe)

Computer N Att Infor Int Con

TRS-80 Color

Evoked	12	6.333	6.083	2.417	5.083
Hold	24	3.625	3.667	1.583	3.500
Foggy	41	1.659	1.951	1.073	1.659
Reject	36	1.722	1.806	1.000	1.750
	F=	11.788	8.357	1.890	6.212
	P=	0.000	0.000	0.136	0.001

TRS-80 Mod IV

Evoked	16	5.563	5.375	3.188	5.688
Hold	36	4.278	4.667	2.722	3.972
Foggy	34	1.912	1.559	0.941	1.324
Reject	32	2.063	2.563	1.250	2.531
	F=	9.434	9.991	5.976	11.158
	P=	0.000	0.000	0.001	0.000

TABLE F6.26

Television Data - ANOVA (Multiple Range Scheffe)

=====

Television	N	Att	Infor	Int.	Con
=====					
Admiral					

Evoked	32	7.594	5.469	0.000	6.000
Hold	38	6.105	3.184	0.000	3.579
Foggy	74	5.527	2.500	0.000	2.689
Reject	28	4.357	3.393	0.000	4.000
	F=	27.644	8.062	0.000	9.607
	P=	0.000	0.000	0.000	0.000
G.E.					

Evoked	97	7.928	6.330	0.144	6.433
Hold	23	6.087	4.130	0.000	4.130
Foggy	30	5.600	4.067	0.000	3.800
Reject	32	2.250	6.156	0.000	6.625
	F=	147.194	6.412	4.674	9.234
	P=	0.000	.000	0.004	0.000
Hitachi					

Evoked	29	7.931	6.103	0.069	6.448
Hold	5	6.600	4.200	0.000	6.000
Foggy	49	5.122	1.918	0.000	2.245
Reject	29	4.035	3.621	0.000	3.931
	F=	36.208	15.869	1.976	16.187
	P=	0.000	0.000	0.122	0.000
Magnavox					

Evoked	92	7.859	5.728	0.130	6.489
Hold	24	6.875	4.292	0.000	4.833
Foggy	36	6.139	3.861	0.000	4.028
Reject	27	3.000	6.593	0.000	6.741
	F=	80.866	5.709	4.253	7.905
	P=	0.000	0.001	0.006	.000

TABLE F6.26 (cont'd)

Television Data - ANOVA (Multiple Range Scheffe)

=====

Television	N	Att	Infor	Int	Con
------------	---	-----	-------	-----	-----

=====

Mitsubishi

Evoked	25	8.400	7.000	0.520	7.440
Hold	7	6.429	4.857	0.000	5.000
Foggy	35	4.771	2.514	0.029	2.686
Reject	6	3.667	1.667	0.000	1.667
	F=	24.161	14.171	13.088	17.150
	P=	0.000	0.000	0.000	0.000

Montgomery Ward

Evoked	19	8.000	7.105	0.211	6.684
Hold	16	5.625	4.000	0.000	4.500
Foggy	39	5.180	3.462	0.000	3.282
Reject	98	3.490	4.520	0.000	4.500
	F=	40.970	6.372	13.284	5.498
	P=	0.000	.000	0.000	0.001

Panasonic

Evoked	70	7.614	6.543	0.043	6.443
Hold	23	6.217	5.174	0.000	5.130
Foggy	43	6.140	2.884	0.000	3.186
Reject	39	4.000	5.359	0.000	5.000
	F=	43.750	14.031	1.531	10.378
	P=	0.000	0.000	0.208	0.000

Quasar

Evoked	64	7.953	6.156	0.094	6.047
Hold	34	6.706	5.265	0.029	5.706
Foggy	56	5.929	3.214	0.000	3.607
Reject	18	4.333	4.278	0.000	4.889
	F=	39.122	9.906	2.683	6.654
	P=	0.000	0.000	0.048	.000

TABLE F6.26 (cont'd)

Television Data - ANOVA (Multiple Range Scheffe)

=====

Television N Att Infor Int Con

=====

R.C.A.

Evoked	129	8.241	7.178	0.271	7.550
Hold	15	6.467	4.333	0.000	4.000
Foggy	11	5.273	2.546	0.000	3.000
Reject	24	3.500	6.875	0.000	6.542

F=	108.507	15.151	6.067	20.567
P=	0.000	0.000	0.001	0.000

Sanyo

Evoked	22	8.046	5.955	0.046	6.091
Hold	9	5.333	3.333	0.036	3.444
Foggy	56	4.893	2.054	0.000	1.946
Reject	36	4.111	3.000	0.024	3.361

F=	25.312	12.635	0.601	14.318
P=	0.000	0.000	0.615	0.000

Sears

Evoked	33	7.909	6.698	0.091	6.909
Hold	28	5.429	3.893	0.000	4.286
Foggy	53	5.170	3.642	0.000	3.642
Reject	62	4.339	4.371	0.000	3.871

F=	35.162	7.855	4.658	10.627
P=	0.000	.000	0.004	0.000

Sharp

Evoked	16	7.813	5.875	0.125	5.500
Hold	10	5.900	3.200	0.000	2.200
Foggy	50	4.660	1.740	0.000	1.580
Reject	46	3.935	4.870	0.000	4.826

F=	22.322	24.949	4.882	16.697
P=	0.000	0.000	0.003	0.000

TABLE F6.26 (cont'd)

Television Data - ANOVA (Multiple Range Scheffe)

=====

Television	N	Att	Infor	Int	Con
=====					
Sony					

Evoked	142	8.345	7.570	0.331	7.613
Hold	9	7.111	4.444	0.000	4.444
Foggy	14	5.714	2.214	0.000	3.214
Reject	21	4.714	4.667	0.048	4.381
	F=	59.958	32.705	6.024	27.046
	P=	0.000	0.000	0.001	0.000
Sylvania					

Evoked	84	8.095	6.024	0.095	6.369
Hold	25	6.760	5.480	0.000	5.160
Foggy	49	5.816	3.286	0.000	3.225
Reject	26	4.962	5.885	0.000	5.846
	F=	45.903	10.200	3.432	12.986
	P=	0.000	0.000	0.018	0.000
Zenith					

Evoked	146	8.212	7.110	0.212	7.151
Hold	14	7.143	7.714	0.000	7.643
Foggy	15	7.000	5.600	0.000	4.800
Reject	14	4.857	6.929	0.000	7.286
	F=	31.370	2.203	3.782	4.539
	P=	0.000	0.089	0.012	0.004

TABLE F6.27

University Data - ANOVA (Multiple Range Scheffe)

=====

University N Att Infor Int Con
=====

Bishops

Evoked	59	6.271	5.254	5.186	5.780
Hold	36	4.833	3.583	2.861	3.722
Foggy	64	2.906	1.703	1.641	2.031
Reject	121	2.752	1.793	1.240	2.380
	F=	30.007	38.410	44.940	27.061
	P=	0.000	0.000	0.000	0.000

Carleton

Evoked	94	6.713	4.968	5.309	5.926
Hold	28	4.929	2.964	2.786	4.321
Foggy	60	2.883	1.550	1.417	2.217
Reject	100	2.460	1.580	1.280	1.830
	F=	46.853	41.770	48.594	42.568
	P=	0.000	0.000	0.000	0.000

Concordia

Evoked	346	7.789	7.142	8.332	7.769
Hold	16	6.750	7.313	7.875	8.313
Foggy	2	7.500	7.000	9.000	5.000
Reject	5	2.600	6.600	2.800	5.000
	F=	12.848	0.115	13.782	4.436
	P=	0.000	0.951	0.000	0.004

H. E. C.

Evoked	15	6.000	4.933	5.600	5.067
Hold	8	1.125	0.625	1.000	1.250
Foggy	39	0.436	0.564	0.282	0.385
Reject	189	0.471	0.545	0.349	0.550
	F=	54.591	39.463	71.423	30.611
	P=	0.000	0.000	0.000	0.000

TABLE F6.27 (cont'd)

University Data - ANOVA (Multiple Range Scheffe)

University	N	Att	Infor	Int	Con
Laval					
Evoked	11	6.000	4.000	4.455	4.818
Hold	11	3.000	2.182	1.727	4.000
Foggy	53	1.377	1.057	0.981	0.943
Reject	190	1.763	1.232	0.821	1.826
	F=	12.129	8.630	17.300	10.856
	P=	0.000	0.000	0.000	0.000
McGill					
Evoked	358	7.763	7.109	8.335	7.754
Hold	12	7.667	8.000	8.333	7.333
Foggy	2	8.500	9.000	8.500	8.500
Reject	2	8.000	6.000	0.500	4.000
	F=	0.100	1.014	11.406	2.043
	P=	0.960	0.386	0.000	0.108
Ottawa					
Evoked	36	6.139	5.694	5.833	6.028
Hold	27	4.519	2.963	3.482	3.519
Foggy	60	2.083	1.533	1.350	1.900
Reject	122	1.672	1.148	0.705	1.393
	F=	27.053	37.187	57.923	28.696
	P=	0.000	0.000	0.000	0.000
Queen's					
Evoked	69	6.580	4.623	5.087	5.971
Hold	30	4.000	3.100	2.367	3.467
Foggy	63	2.175	1.476	1.206	2.238
Reject	98	2.010	1.133	0.878	1.439
	F=	43.442	36.360	52.166	40.713
	P=	0.000	0.000	0.000	0.000

TABLE F6.27 (cont'd)

University Data - ANOVA (Multiple Range Scheffe)

=====

University	N	Att	Infor	Int	Con
------------	---	-----	-------	-----	-----

=====

York

Evoked	44	6.409	4.318	5.591	5.409
Hold	20	4.950	2.450	2.300	2.800
Foggy	80	2.200	1.425	1.050	1.738
Reject	117	1.436	0.897	0.675	1.043
	F=	40.708	27.932	67.530	34.434
	P=	0.000	0.000	0.000	0.000

U. of M.

Evoked	73	5.534	4.822	4.863	5.575
Hold	36	4.667	3.833	3.778	4.083
Foggy	30	2.967	1.467	1.700	2.700
Reject	132	2.674	2.288	1.455	2.742
	F=	18.650	19.589	32.708	15.300
	P=	0.000	0.000	0.000	0.000

U.Q.A.M.

Evoked	14	4.429	4.429	3.786	5.357
Hold	13	2.923	1.846	1.462	3.077
Foggy	45	1.356	1.111	0.778	1.756
Reject	189	1.550	1.359	0.810	1.688
	F=	8.937	10.281	16.634	9.869
	P=	0.000	0.000	0.000	0.000

U. of T.

Evoked	80	6.275	4.913	5.500	5.288
Hold	26	4.500	3.269	3.539	4.462
Foggy	45	2.356	2.178	2.000	2.689
Reject	105	1.971	1.219	0.838	1.238
	F=	40.512	33.041	48.540	35.157
	P=	0.000	0.000	0.000	0.000

TABLE F6.27 (cont'd)

University Data - ANOVA (Multiple Range Scheffe)

University	N	Att	Infor	Int	Con

Western					

Evoked	55	6.582	5.564	5.636	6.146
Hold	18	3.333	2.667	2.556	2.889
Foggy	54	1.315	1.037	0.722	1.148
Reject	123	1.057	0.724	0.480	0.862
	F=	63.914	71.592	73.080	60.543
	P=	0.000	0.000	0.000	0.000

TABLE F6.27

Toothpaste Data - ANOVA (Multiple Range Scheffe)

=====

Toothpaste	N	Att	Infor	Int	Con
=====					
Aim					

Evoked	59	7.085	6.848	1.407	7.051
Hold	74	5.649	5.419	0.162	6.000
Foggy	31	4.516	4.484	0.097	4.290
Reject	19	3.579	3.895	0.000	4.000
	F=	33.015	10.216	12.844	16.750
	P=	0.000	0.000	0.000	0.000
Aqua-Fresh					

Evoked	56	7.357	6.232	1.571	6.946
Hold	74	5.662	4.960	0.108	5.216
Foggy	30	5.000	4.300	0.000	4.533
Reject	26	3.808	4.308	0.077	4.500
	F=	26.716	4.994	25.006	12.240
	P=	0.000	0.002	0.000	0.000
Close-Up					

Evoked	38	6.684	6.316	1.184	6.763
Hold	92	5.467	5.163	0.272	5.500
Foggy	21	4.714	5.000	0.000	4.571
Reject	41	3.195	4.268	0.000	4.268
	F=	27.370	4.107	7.575	9.521
	P=	0.000	0.008	.000	0.000
Colgate					

Evoked	143	7.867	7.350	3.441	7.671
Hold	44	6.659	7.114	0.523	6.909
Foggy	1	5.000	7.000	0.000	9.000
Reject	5	5.600	5.200	1.000	3.800
	F=	10.945	1.349	10.639	6.684
	P=	0.000	0.260	0.000	.000

TABLE F6.27

Toothpaste Data - ANOVA (Multiple Range Scheffe)

=====

Toothpaste	N	Att	Infor	Int	Con
=====					
Crest					

Evoked	166	8.361	7.861	5.855	8.018
Hold	25	7.040	7.360	2.320	7.560
Foggy	1	5.000	5.000	0.000	5.000
Reject	4	4.250	5.500	0.000	7.250
	F=	24.486	2.461	10.939	1.469
	P=	0.000	0.064	0.000	0.224
Denquel					

Evoked	1	0.000	0.000	0.000	0.000
Hold	1	8.000	8.000	1.000	9.000
Foggy	2	0.000	0.000	0.000	0.000
Reject	4	0.500	0.000	0.000	0.000
	F=	23.333	n/a	n/a	n/a
	P=	0.005	n/a	n/a	n/a
Macleans					

Evoked	23	7.044	6.391	1.087	7.435
Hold	62	5.242	4.629	0.145	4.919
Foggy	25	4.160	2.960	0.000	3.960
Reject	24	3.208	3.375	0.000	4.333
	F=	16.989	8.636	7.447	9.318
	P=	0.000	0.000	.000	0.000
Pepsodent					

Evoked	51	6.647	8.235	1.118	6.843
Hold	91	5.385	4.637	0.099	5.396
Foggy	17	3.882	3.941	0.000	4.471
Reject	26	4.654	3.385	0.077	4.269
	F=	11.060	8.116	10.196	8.851
	P=	0.000	0.000	0.000	0.000

TABLE F6.27

Toothpaste Data - ANOVA (Multiple Range Scheffe)

=====

Toothpaste	N	Att	Infor	Int	Con
------------	---	-----	-------	-----	-----

=====

Sensodyne

Evoked	6	6.000	4.833	1.833	5.167
Hold	32	5.031	5.219	0.031	5.781
Foggy	7	2.714	3.429	0.000	1.714
Reject	25	3.920	3.920	0.000	4.800
	F=	3.569	1.091	22.419	3.676
	P=	0.019	0.359	0.000	0.016

Topal

Evoked	3	4.667	4.333	1.667	6.000
Hold	19	3.632	2.579	0.105	3.947
Foggy	18	3.944	2.000	0.111	2.944
Reject	55	3.455	3.473	0.000	3.673
	F=	0.503	1.755	16.864	1.104
	P=	0.681	0.161	0.000	0.352

Ultra-Brite

Evoked	22	6.364	5.591	1.273	6.546
Hold	82	4.720	4.146	0.037	4.988
Foggy	29	4.103	3.793	0.000	4.310
Reject	48	3.542	4.396	0.000	4.438
	F=	12.192	2.236	26.701	5.124
	P=	0.000	0.086	0.000	0.002