

**THE LOCAL, THE GLOBAL, AND THE CREOLE:  
ETHNIC IDENTIFICATION, ACCULTURATION TO GLOBAL CONSUMER  
CULTURE, AND CONSUMPTIONSCAPES**

Mark Cleveland

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## **ABSTRACT**

### **The Local, the Global, and the Creole: Ethnic Identification, Acculturation to Global Consumer Culture, and Consumptionscapes**

Mark Cleveland, Ph.D.  
Concordia University, 2006

The globalization of the marketplace and how this process is shaping the cultural characteristics of people around the world is arguably the most critical issue facing international marketing managers today. Powerful forces such as capitalism, global communications, marketing, and transnational cosmopolitanism are interacting to dissolve the boundaries across national cultures and economies, and in the eyes of many, accelerating the emergence of a homogeneous 'global consumer culture'. Others have countered that globalization serves to reactivate and strengthen national and ethnic identities; in other words, rather than suppressing cultural differences, globalization may actually promote them. Still others have argued that globalization is reducing the homogeneity of consumer behaviors within countries, while increasing communalities across countries. Despite the widespread discourse on this topic, there is a scarcity of studies that have simultaneously considered both global and local cultural influences on consumer behavior, and a complete lacking of a way for measuring how individuals acquire and become a part of this emerging global consumer culture. This absence is all the more glaring, given that culture exerts the broadest and deepest influence on consumer behavior. The extant acculturation studies have generally focused on culture change occurring within the narrow context of minority-culture ethnic groups (usually immigrants) adapting to the alternative host cultures, and not from the broader

perspective of how a deterritorialized, global culture shapes local cultures, consumers, and their behaviors, around the world.

The first major contribution of this dissertation concerns the development and validation of a multidimensional scale for the measurement of acculturation to global consumer culture, via a series of qualitative and quantitative studies. The second major contribution is the articulation of theoretical framework for assessing the selective, contextual nature of both global and local cultural influences on an array of consumer values and behaviors. Survey data was gathered from respondents in eight countries to test the proposed model and associated hypotheses. The findings demonstrate that both ethnic identification and global-culture acculturation are multidimensional, selective, and contextual processes, in that the acquisition of new cultural characteristics and the maintenance or loss of traditional ones varies from trait to trait and from situation to situation.



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Finally, above all, I would like to thank my wife Jane for her undying support, patience, and encouragement throughout this challenging endeavor.

## DEDICATION

In the course of writing this dissertation, two most important life events occurred. This dissertation is dedicated to my wife Jane (whom I married while I was in the process of collecting data for this dissertation) and to my son Ryan (who was born as I was in the process of writing up this dissertation). I'll always love you both very much.

*Knowledge is the only instrument of production that is not subject to diminishing returns.*

-J.M. Clark, Journal of Political Economy, Oct. 1927

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# **THE LOCAL, THE GLOBAL, AND THE CREOLE: ETHNIC IDENTIFICATION, ACCULTURATION TO GLOBAL CONSUMER CULTURE, AND CONSUMPTIONSCAPES**

## **CHAPTER 1: INTRODUCTION**

*Modern industry has established the world market...all old-established national industries...are dislodged by new industries whose...products are consumed, not only at home, but in every quarter of the globe. In place of the old wants...we find new wants, requiring for their satisfaction the products of distant lands and climes.*

-Karl Marx and Friedrich Engels, 'The Communist Manifesto' (1848),  
As cited in the National Geographic, Special Issue on Global Culture (1999, Vol.196, 2, p. 12).

*The globalization of markets is at hand.*

-Theodore Levitt (1983, p. 92).

*We can easily now conceive of a time when there will be only one culture and one civilization on the entire surface of the earth. I don't believe this will happen, because there are contradictory tendencies always at work—on the one hand towards homogenization and on the other towards new distinctions.*

-Claude Lévi-Strauss (1978, p. 20).

Among all the challenges facing organizations, the globalization of the marketplace is perhaps the most critical (Yip, 1995). The effects of globalization are not only felt in the economy, but also in politics, society, and culture (Graddol, 2000, p. 33). Interactions between cultures and markets are accelerating in the global economy (Peñaloza & Gilly, 1999). In order to prepare for the many opportunities and avoid the many threats afforded by globalization, it is crucial that marketing managers make informed decisions, based on valid assumptions about cultural influences. In today's era, where barriers to trade and international exchanges are constantly diminishing, culture remains the single most important feature that needs to be taken into account (Usunier, 2000). Most marketing scientists agree that cultural factors exert the broadest, deepest

and most enduring influence on consumer behavior (Kotler, Armstrong & Cunningham, 2002). Peñaloza and Gilly (1999) describe culture as “...a fundamental aspect of marketing phenomena, with increasing relevance in the global era” (p. 85). Culture is recognized as a general influence on consumer behavior; it is constituted and expressed in the consumption of countless products and services (McCracken, 1990; Peñaloza & Gilly, 1999). According to Friedman (1990), “...it is possible to envisage consumption as an aspect of a more general strategy or set of strategies for the establishment and/or maintenance of selfhood” (p. 313). From this perspective, consumer goods are not merely useful, they are also meaningful—*Coke* for example, is not only a beverage, it also “...embodies the characteristics of being young, modern, active, and American” (Ger, 1999, p. 66).

Douglas and Craig (1992) remind us that the “...markets in many industries, whether for consumer products, industrial goods and services, or markets for resources such as capital, materials, and technology are becoming increasingly integrated worldwide” (p. 291). In this era of globalization, organizations are driven to implement global strategies by enormous pressures, such as: sales and earnings growth; the need to cut costs through economies of scale; the utilization of excess capacity within the home market; the necessity of reducing the risks associated with dependence on a single, usually domestic market; the need to access labor and/or other key inputs; the need to respond to the actions of competitors and also the necessity of preventing competitors from having a safe market haven from which to consolidate strength. As such, marketing managers of multinational corporations are faced with an array of crucial decisions, the most important of which include: (1) choice of country or countries in which to expand,



(2) how to enter the chosen market(s), and subsequently (3) how to design and implement the marketing mix. Each of these decisions requires a solid grasp of the characteristics of the markets, and for the marketers of consumer products, knowledge of the traits of consumers in these markets is indispensable.

The nature of consumer behavior in international markets is a topic that is still not well understood. For the most part, the international marketer must rely on knowledge of consumer behavior that has largely been developed in the United States. As the world moves more towards an interdependent marketing system, examination of the cross-national applicability of constructs and models developed (mainly) in the United States to other countries becomes increasingly important (Durvasula et al., 1993). While some theories of consumer behavior are likely to be applicable across cultures, others may be highly culture-bound. As stated by Hoover, Green & Saegert (1978), "...the problem arises when trying to determine which tenets of consumer behavior can be retained while going overseas, and which must be revised or discarded" (p. 102). Thus in today's era of globalization, more than ever before there is a need to broaden consumer behavior theory across cultures.

International consumer research has generally focused in one of two areas: (1) understanding consumer differences from the perspective of cultural, social, economic, and other marketing environment elements; and (2) the search for common groups of consumers across countries, for international market segmentation purposes (Keillor, D'Amico & Horton, 2001). The latter focus suggests the possibility of the existence, or imminent emergence, of global consumers. A key question for international marketers, therefore, concerns the impact on globalization on consumer behavior around the world.

More specifically, are these ‘consumptionscapes’ (Ger & Belk, 1996a) increasingly becoming replicas of a “...globally spreading Western consumer culture?” (Ger & Belk, 1996a, p. 274) or does globalization lead to a reactivation of local identification and localized consumer behaviors? Indeed, many prominent researchers have made the call for research into this phenomenon, as is evidenced by the following statements:

*...further research to identify potential cross-national segments and their characteristics, is needed.* (Douglas and Craig, 1992, p. 299)

*...market-segmentation research is still in the early stages of development, both theoretically and methodologically...market segmentation is particularly challenging in global markets where cultural and economic differences influence customer preferences and characteristics.* (Bolton & Myers, 2003, p. 123)

*One avenue worth examining may be to expand the concept of culture by going beyond national boundaries.* (Nakata & Sivakumar, 1996)

*One of the most serious obstacles in dealing with the complex theoretical problems raised by global consumer trajectories is the simple lack of good comparable data. The ratio of theorizing to empirical fieldwork and data gathering has been badly skewed in many disciplines.* (Wilk, 1998, p. 321-322)

*Further investigation of the different impacts of globalization among different cultures on buyers’ attitudes and behaviors should be brought into the research agenda.* (Suh & Kwon, 2002, p. 663)

*The study of consumer culture at both the local and global levels can help explore the blurred borders that exist in the construction of a postmodern world and in its social science.* (Wilson, 1995, p. 253)

On one hand, capitalism, global transport, communications, marketing and advertising, and ‘transnational cosmopolitanism’ are interacting to dissolve the boundaries across national cultures and economies (Ger, 1999), and in the eyes of many, accelerating the emergence of a homogeneous ‘global consumption culture’. On the other hand, the “differentiating impact of globalization strengthens or reactivates national, ethnic, and communal identities; and the pattern of interrelationships fuels a hybridization of social life” (Ger, 1999, p. 65). In other words, rather than suppressing differences, this

new 'global cultural system' may actively promote them. Globalization and differentiation are inseparably linked (Arnason, 1990). According to Ger and Belk (1996a), "The dialectic of globalization-localization cannot be understood unless we begin with how the local experiences that dialectic; that is, how the global and the local... 'forces are constantly felt in the lives of those trying to get from one day to the next...' " (p. 295). Along similar lines, Wilk (1995a) argues that cross-cultural researchers should examine the "...complex interplay between local context and global content, rather than arguing for the primacy of one over the other" (p. 111). My dissertation endeavors to address these notions, with a research design that is intended to capture the dynamic interplay of both local and global cultural influences on consumer behavior.

### **Research Questions**

Two sets of research questions are posed in this dissertation, primary and secondary. The primary research questions center around articulating the existence of a global consumer culture, describing the characteristics of global culture consumers, examining how individuals acquire global consumer culture, and how the interaction of local and global culture (ethnic identification [EID] and acculturation to global consumer culture [AGCC]) impact behavior across a number of consumer behavior (in particular, consumption) contexts. Secondary research questions are centered on several constructs—such as Hofstede's (1980, 1991) dimensions of 'national culture', materialism, and consumer ethnocentrism—and various socio-demographic variables, that are predicted to be strongly associated with both global (AGCC) and local (EID) cultural influences, and a wide array of consumer behaviors. The secondary research

questions were articulated with an eye on establishing the nomological validity of the AGCC construct.

### *Primary Research Questions*

The current research is motivated by the following primary research questions:

1. Is there a 'global consumer culture', and if so (a) how is it different from ethnic/local/national culture, and (b) what are the characteristics of these 'global culture' consumers?
2. How do individuals become a part of and acquire this global consumer culture (i.e., *acculturation to global consumer culture*, or AGCC)? How smoothly has this global consumer culture spread throughout the world? Is there resistance to this spread, and if so, in what forms? Does the rise of global consumer culture imply unidirectional adoption of Western (primarily American) values and consumption patterns? And if not, what patterns of consumer behaviors emanate from AGCC?
3. How does identification and affiliation with local culture (i.e., *ethnic identification*, or EID) interact with AGCC to impact consumer behavior? What patterns does this dynamic relationship follow across consumer behavior contexts? Finally, how robust are these patterns within, between, and across national cultural groups?

Despite the crucial importance of these questions to international marketers and managers, and the abundance of (often conflicting) philosophical debates about the relationships between globalization, culture, and consumer behavior, there is a scarcity of empirical investigations into phenomena of this nature, and almost none that have examined these relationships from international, multi-country perspective. Thus, in

responding to the aforementioned questions, the current research endeavors to address several critical gaps in the marketing literature, including:

- A lack of an appropriate, agreed-upon definition and operationalization for global consumer culture, and similarly, for acculturation to global consumer culture,
- The nonexistence of a scale to measure acculturation to global consumer culture,
- A dearth of studies that have considered the ‘local’ in addition to the ‘global’ in assessing the influence of culture on consumer behavior, and
- The absence of comprehensive, yet parsimonious, conceptual model incorporating the interplay of global and local cultural influences on consumer behavior.

#### *Secondary Research Questions*

1. What are the relationships between Hofstede’s (Hofstede, 1980, 1991; Hofstede & Bond, 1988) dimensions of national culture (namely, *power distance*, *uncertainty avoidance*, *masculinity*, *individualism*, and *long-term orientation*) to AGCC and EID?
2. What are the relationships between the two cultural constructs (AGCC and EID) and *materialism* (Belk, 1985; Richins, 2004) and *consumer ethnocentrism* (Shimp & Sharma, 1987)? In addition, how are various consumer behaviors associated with both materialism and consumer ethnocentrism?
3. What is the role played by various socio-demographic variables (e.g., age, education, income, sex, family size, etc.) in the aforementioned relationships?

#### **Rationale and Research Objectives**

The topics of globalization and acculturation are central to this dissertation. As such, a brief upfront clarification on what is implied by these two terms is in order. For

the purposes of this research, globalization is generally conceptualized as an ongoing, cumulatively accelerating, yet uncoordinated meta-process, describing the interconnections and interdependencies of economies, organizations, cultures, and individuals that are characteristic of the contemporary era (Chapter 3); whereas acculturation takes in those phenomena of culture change occurring at the intersection of (at least) two distinguishable cultural entities (Chapter 2), which in this dissertation, correspond to: (a) a broader, emergent global consumer culture and (b) local, ethnic cultures of origin. Following this, my dissertation examines the influences of global (i.e., acculturation to global consumer culture: AGCC) and local (i.e., ethnic identification: EID) cultural influences on consumer behavior, beginning with a thorough review and integration of the extant literature from several relevant fields, including marketing, economics, strategy, organizational behavior, international business, psychology, sociology, anthropology, and history. Following this review, acculturation to global consumer culture will be operationalized, along with the development of a corresponding scale to measure AGCC, in accordance with rigorous prescribed scale development and validation techniques (Nunnally, 1967; Churchill, 1979; Anderson & Gerbing, 1982; Gerbing & Anderson, 1988). A definitive scale for the measurement of this construct has not yet been developed in the literature, and therefore, would be considered a large part of the contribution of this dissertation. AGCC is posited to have multiple dimensions; probable emerging dimensions include (1) cosmopolitanism (Hannerz, 1990; Ger & Belk, 1996b), (2) foreign (especially, English) language use, (3) social interactions (i.e., travel, migration, and contacts with foreigners), (4) global and foreign mass media exposure, (5)

exposure to marketing and advertising activities of multinational firms, and (6) openness to and desire to emulate global consumer culture.

As noted earlier in this paper, many researchers (e.g., Ger & Belk, 1996a; Wilk, 1995a; Wilson, 1995) have argued that it is necessary to consider the role of the 'local' when attempting to understand the impact of the 'global' on consumer behavior. Widely accepted models acculturation (e.g., Berry, 1980, 1997; Keefe & Padilla, 1987; Mendoza, 1989) posit that culture change occurs along not one, but two dimensions: (1) the degree of maintenance towards one's culture of origin (or identification), and (2) the extent to which alternate (in this case, global) culture values, attitudes and behaviors, are adopted. Therefore, in addition to the items designed to measure AGCC, the current study will also include items to capture individuals' degree of affiliation to their culture of origin (hereafter, ethnic identification, or EID). A large and growing body of research (e.g., Hirschman, 1981; Berry, 1980, 1997; Mendoza & Martinez, 1981; Mendoza, 1989; Reilly & Wallendorf, 1984; Keefe & Padilla, 1987; Peñaloza, 1994; Laroche, Kim & Hui, 1997b; Hui, Laroche & Kim, 1998) has examined the concepts of ethnic identification, and methods of gauging this complex phenomenon. Borrowing from and/or adapting from these existing studies, a scale for measuring the different aspects of EID will also be articulated, which will include items to measure (1) local language use, (2) local media-usage, (3) local interpersonal relationships, (4) self-identification and pride, (5) desire to maintain own culture, (6) local customs, habits, and values, and (7) family structure and sex-roles.

Geert Hofstede's (Hofstede, 1980; Hofstede & Bond, 1988) dimensions of 'national culture' are the most widely known and respected among cross-cultural

researchers. Given the widespread documentation and applications of Hofstede's cultural dimensions to a plethora of human behaviors, they have been included in the model in order to prophesize where global consumer culture is most likely to spread, encounter resistance, or take on some other form (for example, transmutation/creolization), and also to paint a better picture of archetypal 'global' and 'local' consumers. Two well-established marketing constructs, *materialism* (Belk, 1985; Richins, 2004) and *consumer ethnocentrism* (Shimp & Sharma, 1987) have also been included in the model, both posited to be strongly associated with the two cultural constructs (AGCC and EID) and various consumer behaviors. The scales that will be employed to measure these two latter constructs have been rigorously tested and validated in numerous cross-cultural contexts.

The exhaustive review of the literature is also used to derive specific research hypotheses and to develop a conceptual model, which then will be tested empirically with research subjects across a number of countries, employing a cross-cultural survey design. In developing and testing the proposed model, I draw extensively on the acculturation literature, specifically on the models of culture change, articulated by Berry (1980, 1997), Mendoza (1989; Mendoza & Martinez, 1981), and others. While several social science theories can be drawn upon to justify the notion that a Western-rooted, consumer culture (consisting of practices, values and knowledge), can be easily transferred globally, for example, those that refer to geographical models of diffusion (Rogers, 1983; Gatignon & Robertson; 1985); given that culture is the most powerful cause of consumer behavior (Kotler, 2003), I have elected to invoke socio-anthropological theories of acculturation (Berry, 1980, 1997; Keefe & Padilla, 1987; Mendoza, 1989), which have been extensively validated through empirical research (e.g., Lee & Tse, 1994; Kara & Kara,



1996; Laroche et al. 1997a, 1997b, 1997c; 1998; Hui et al., 1997, 1998; Kim et al., 1990; Quester & Chong, 2001; Peñaloza & Gilly, 1999).

### *International Market Segmentation*

According to Kotler (1997), a market segment "...consists of a large, identifiable group within a market" (p. 250). The purpose of market segmentation is to identify individual consumers who share similar desires and/or behaviors, from which to form relatively homogeneous segments or subsegments, out of relatively heterogeneous populations (Wedel & Kamakura, 1999). For a market segment to be useful, Kotler (2003) lists four requirements: (1) measurability (i.e., it must be possible to measure the segment in some fashion, for example, in terms of size, purchasing power, and profile), (2) substantiality (i.e., the market segment must be large or profitable enough to serve), (3) accessibility (in that the segment can be effectively reached and served), and (4) actionability (i.e., a marketing program or mix can be designed for attracting and serving the segment). My research is concerned with the first two—and arguably, most important—segmentation requirements. The utter absence of a scale for capturing global consumer culture (specifically, AGCC) makes it thorny for market researchers and practitioners to measure and accurately develop the profiles of so-called emerging 'global consumer segments' (Dawar, Parker & Price, 1996; Hassan & Katsanis, 1991, 1994; Alden, Steenkamp & Batra, 1999; Keillor, D'Amico & Horton, 2001; Bolton & Myers, 2003), or to determine the extent of their existence, relative to segments derived on the basis of other characteristics (e.g., demographics).

With respect to segmentation issues, two controversies have dominated the international marketing literature (Furrer, Liu & Sudharshan, 2000). The first controversy

surrounding international market segmentation concerns the degree to which marketing programs could (or should) be standardized globally versus the degree to which these activities should be tailored (i.e., differentiated) to national, regional, or local groups. While of great importance, this debate is somewhat tangential to the main research questions of the current research. However, with the array of consumer behaviors across a wide variety of product-markets considered, I fully expect that this research will yield valuable insights on this debate.

The second controversy—central to the current research—revolves around the extent to which ‘national segments’ are truly homogeneous. Conventionally, marketers have derived international segments on the basis of clustering countries according to specific similarities along several pertinent aspects, such as demographic indicators. However, a number of researchers (e.g., Douglas & Craig, 1992; Roth, 1995; Furrer, Liu & Sudharshan, 2000, etc.) have argued that marketers should consider both differences within countries and similarities across countries. Upon close examination, it appears that very few countries of the world are culturally homogeneous (e.g., Denmark, Japan), and this number is shrinking given increasing immigration in such countries in order to supplement low population (and/or workforce) growth. Migration is changing the face of many countries. Smith (1991, p. 15) estimates that at least 90% of the nations of the world are multiethnic. Thus, in this era of globalization, the choice of country as the cultural unit of analysis for research, or for market segmentation purposes by practitioners, is increasingly ill-advised. Most of so-called cross-cultural research is really more cross-national than truly cross-cultural. Jain (1989) has argued that the effectiveness of international marketing strategies would greatly increase, if only

consumers—instead of countries—were used as the basis of identifying international segments. To this end, individual-level data will be used in my study to empirically test the proposed model.

Roth (1995) argues “...as trading nations reduce and eliminate structural, political and economic barriers, the search for similar consumers will become more important than national differences.” (p. 166). Many authors (e.g., ter Hofstede, Wedel & Steenkamp, 2002; Firat, 1995; Venkatesh, 1995; Furrer et al., 2000; Hannerz, 1990) have argued that increasing globalization has reduced the homogeneity of consumer behaviors within countries, while increasing communalities among consumers across countries. Firat (1995) reminds us that “...market segments transcend national borders, forming global alliances of consumers” (p. 114). As reiterated by Furrer, et al. (2000), “Country and culture are not synonymous” (p. 356). Behavioral differences, which are due to the life experiences of people from different cultures, would exist even if the planet was not organized into nation-states (Farley & Lehmann, 1994). Worsley (1990) reminds us that all individuals belong to communities which are both smaller and wider than the nation-state. Thus, as advocated by Furrer et al. (2000), “a model of international market segmentation has to take into account differences within countries as well as similarities across countries” (p. 357). From a research standpoint, this further reiterates the necessity to consider culture from the level of the individual, rather than at the level of the country.

Finally, the success of marketing efforts largely depends on achieving a match between product attributes, and consumer values (which largely originate from culture) and attitudes. Thus, another core objective of the current research is to build a model linking culture to product-category consumption patterns, as a basis for international

market segmentation decisions. There is an emerging consensus among researchers that consumption is a thoroughly cultural phenomenon (McCracken, 1986, 1990; Arnould, 1989; Belk, 2000, 1996; Belk et al., 1988, 2003; Wilk, 1998; Oswald, 1999). Consumer goods are both repositories of cultural meaning, and vehicles for culture change (McCracken, 1990). Consumption therefore can be viewed as a strategy, or set of strategies, for the establishment or maintenance of identity. Yoon, Cannon, & Yaprak (1996), have asserted that individuals can be cosmopolitan or global in one domain, but local in another. This implies that the role of culture could take on different forms, depending on the specific consumer behavior context (in the current research, consumption behaviors associated with various product categories). Based on the empirical evidence garnered from the present research, an attempt will be made to infer the degree to which each of what can be broadly compartmentalized as five disputed alternative outcomes of globalization (Berry, 1980, 1997; Mendoza & Martinez, 1981; Mendoza, 1989; Douglas & Wind, 1987; Ger & Belk, 1996a; Ger, 1999; Howes, 1996, 1999; Holton, 1999, Huntington, 1996; Hannerz, 1990, 1992; Wilson, 1995; Appadurai, 1990; Firat, 1995; Levitt, 1983; Robertson, 1987; Friedman, 1990; Legrain, 2002; Arnett, 2002; Peñaloza, 1994; King, 1990; Friedman, 2005; de Mooij, 2004; Barber, 1996; Oswald, 1999; Yoon, Cannon & Yaprak, 1996; Wilk, 1998) operates, and under which circumstances:

- (1) *Assimilation*: a universal culture of consumption,
- (2) *Separation*: rejection of the global, in favor of the local,
- (3) *Marginalization*: withdrawal from culturally-induced consumption,
- (4) *Integration*: combinations and bi-cultural identities,

(5) *Creolization*: transmutation of the local and the global into new categories.

### *Summary of Research Objectives*

Succinctly stated, the core research objectives of this dissertation are as follows. The first objective is to operationalize acculturation to global consumer culture (AGCC), and to develop a comprehensive, multidimensional scale to measure AGCC. Following this, the second objective is to empirically test, with international data gathered from eight countries, (a) the dynamic manner that AGCC and EID impact consumer behaviors across various product categories, (b) the relationship of Hofstede's 'national' culture dimensions to the cultural constructs (AGCC, and EID), and (c) the roles of materialism and ethnocentrism, in the relationships between the culture constructs and various consumption behaviors. The third objective is to gauge the roles of various socio-demographic variables in the above relationships. The fourth objective is to assess and compare the relationships articulated in the first three objectives, *within* and *between* the country-samples. The fifth and final objective is to compare—*across* the country samples—consumers with high, moderate, and low levels of AGCC; with respect to the relationships in the first three objectives, and to develop a typology of consumption patterns for each group (that is, inferring from the data, the extent to which, and under what contexts, each of the five disputed outcomes of globalization operates).

### *Paper Overview*

The structure of the remainder of this dissertation is organized as follows. Chapter 2 outlines the theoretical foundations, beginning with a comprehensive review of the relevant literatures on culture and ethnic identification, and following with an appraisal of

the theories on culture change. Chapter 3 focuses on nature of culture change in the era of globalization, beginning with an overview of the meaning, history, and characteristics of globalization. The ensuing sections of the third Chapter focus on the impact of globalization on culture, first by describing the nature of global cultural flows, second, by chronicling the evidence in support of the rise of a global consumer culture, and finally, by articulating the postulated agents of global consumer culture. The fourth Chapter defines the remaining variables and constructs under investigation in this study, and presents the research hypotheses and conceptual model. Chapter 5 articulates the research design and provides an overview of the two-stage methodology employed, including construct and scale development for AGCC, and the operationalizations for the remaining measures in the model. Chapter 6 describes the procedures and results of two large empirical studies, which were conducted for the development of a multidimensional scale for measuring AGCC. The seventh Chapter focuses exclusively on the research context and methodology, of the main international study, which involved respondents from eight countries. Chapter 8 covers the analyses and results of the international study. A general discussion of the major findings and corresponding practical implications is provided in Chapter 9, along with an assessment of the limitations of this research, some directions for future research into the phenomena of globalization and global consumer culture, and concluding remarks for this dissertation.

## **CHAPTER 2: THEORETICAL FOUNDATIONS**

### **Culture**

Researchers have long been interested in the factors that influence consumer behavior. Foremost among these factors, is culture. Central to the understanding of consumer behavior is the diffusion of cultural values and norms. The marketing concept (Kotler, Armstrong & Cunningham, 2002) "...holds that achieving organizational goals depends on determining the needs and wants of target markets and delivering the desired satisfaction more effectively and efficiently than competitors do" (p. 18). 'Needs' (states of felt deprivation, i.e., physical, social, individual), when shaped by culture and individual personality, are translated into 'wants', and when these wants are backed by purchasing power, they become 'demands'. As stated by Bruner and Pomazal (1988), "cultural norms serve as general guidelines, concerning expected behaviors, desired housing, food, clothing, and most other aspects of one's lifestyle" (p. 59). Thus, one can cogently argue that culture represents the strongest basis for segmenting global markets. More than any other factor, culture is the prime determinant of consumers' attitudes, behaviors and lifestyles, and therefore, the needs that consumers satisfy through the acquisition and use of goods and services (Jain, 1989, Kotler, 2003; O'Grady and Lane, 1996). Above and beyond consumption, culture permeates our communication processes, our institutions, our legal environment, and our daily lives.

### *Culture and Consumption*

An ever-increasing number of market researchers have realized that "...much, if not all, consumption has been quite wrongfully characterized as involving distanced

processes of need fulfillment, utility maximization, and reasoned choice” (Belk, Ger, and Askegaard, 2003, p. 326). In the past, according to McCracken (1990), scholars failed to acknowledge that “...consumption is a thoroughly cultural phenomenon” (p. xi). Indeed, Venkatesh (1995) argues that “...all consumer behaviors are primarily socio-cultural phenomena that must, therefore, be discussed in socio-cultural terms” (p. 28-29). While there is now consensus among marketers about the fundamental nature of culture, research on this paramount construct has largely been concentrated in subfields of marketing (e.g., consumer behavior, international marketing, and cross-cultural studies) rather than in the full scope of the discipline (Peñaloza & Gilly, 1999).

The notion that culture manifests itself materially, particularly through objects, has however been recognized and studied by qualitative researchers (generally using ethnographic methods), beginning with McCracken (1986), and the subsequent works of Arnould (1989), Belk, Sherry and Wallendorf (1988), Arnould and Price (1993), Oswald (1999), and Calgar (1995), to name just a few. These cultural theorists view consumption “...as an inherently communicative act, a form of symbolic behavior that creates and expresses meaning” (Wilk, 1998, p. 320). Wilk (1997), and McCracken (1986, 1990), among others, contend that consumer goods aid in defining a person’s belonging to one group, rather than another. Consumer goods bear “...a significance that goes beyond their utilitarian character and commercial value” (McCracken, 1986, p. 71), “...as they give cultural meaning a concreteness for the individual that it would not otherwise have” (p. 73). Individuals use the meaning of consumer goods to express cultural categories and principles, to cultivate ideas, to create and sustain lifestyles, and so on (McCracken, 1990). Objects are vital, tangible records of cultural meaning that is otherwise largely



intangible; goods serve as a concrete, public record of the existing categories and principles that make up culture. As Belk (1988) explains, “Possessions are a convenient means of storing the memories and feelings that attach our sense of past” (p. 148).

In addition, goods serve as an instrument of change, in two related capacities. First, goods provide opportunities for fashioning (or innovating) culture, via the selective use, novel combination, or otherwise experimentation with existing cultural meanings (for example, the recombination of familiar material, such as clothing, in unconventional ways). Second, by promoting opportunities for reflection, goods serve as “...an opportunity for discourse both within the innovative group and between the innovative group and the larger society” (McCracken, 1990, p. 136). The ability of consumer goods to carry and communicate cultural meaning has a ‘mobile quality’: “...cultural meaning flows continually between its several locations in the social world, aided by the collective and individual efforts of producers, advertisers, and consumers” (McCracken, 1986, p. 71). According to McCracken, cultural meaning resides in three locations: (1) the culturally constituted world, (2) the consumer good, and (3) the individual consumer. In her qualitative research on acculturation, Oswald (1999) echoes McCracken’s perspective with her notion of ‘culture swap’, in that immigrant consumers use goods “...to move between one cultural identity and another, as they negotiate relations between the home and host cultures” (Oswald, 1999, p. 303).

### *Defining Culture*

The word *culture*, first used in reference to civilization in the early 18<sup>th</sup> century, derives from the German word *Kultur* (Usunier, 2000, p. 4). Culture by definition, is very general abstract and complex, and consequently, few have agreed on a common

definition for the concept. In fact, there are literally hundreds (if not thousands) of different definitions of culture in the literature. As far back as 1952, Kroeber and Kluckhohn documented more than 160 definitions of culture, and not having been satisfied, then added their own (Usunier, 2000). However, among the many definitions of culture, a common thread can be found: that culture is learnt, and that it is transmitted and shared. Furthermore, the core functions of culture are to (1) establish rules of conduct, (2) set standards of performance, and (3) establish ways of interpreting environmental inputs and interpersonal signals. According to the *Merriam-Webster Dictionary*, culture is:

*a: The integrated pattern of human knowledge, belief, and behavior that depends upon man's capacity for learning and transmitting knowledge to succeeding generations b : the customary beliefs, social forms, and material traits of a racial, religious, or social group c : the set of shared attitudes, values, goals, and practices that characterizes a company or corporation<sup>1</sup>*

Anthropologists envision culture "...as a construct at once pervasive, compelling, and elusive, from which a person's sense of reality, identity, and being emerge" (Peñaloza & Gilly, 1999, p. 86). From a social phenomenon standpoint, culture is portrayed as an amalgamation of individual processes (including individual expressions of identity and affiliation: Roosens, 1995). Ullman (1965: c.f. Cleveland et al., 2005) conceives culture as "...an inherited system of solutions to both unlearned and learned problems, all of which are acquired by members of a recognizable group and shared by them". The anthropologists Hall and Hall (1990) define culture as a system for creating, sending, storing, and processing information. Hofstede defined culture as "...the collective programming of the mind, which distinguishes the members of one group from another" (1984, p. 201). Similarly, Hill (1997) defines culture as "...a system of value

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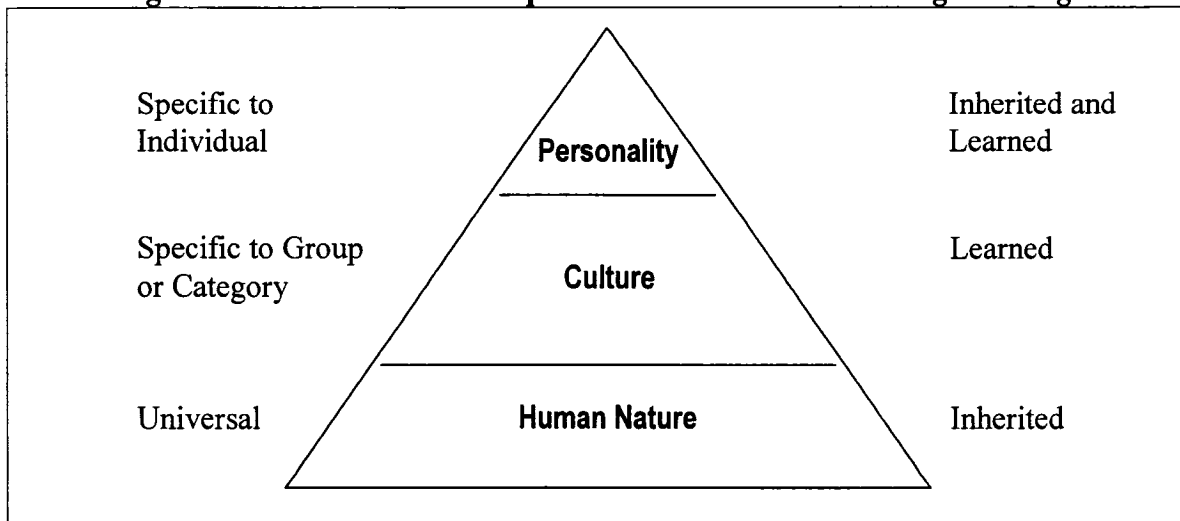
<sup>1</sup> Merriam-Webster Online Dictionary (2004) <http://www.m-w.com/cgi-bin/dictionary>

and norms that are shared among a group of people and that when taken together constitute a design for living” (p. 67). Because culture is not transmitted genetically, it can in principle be acquired by any human being that is in “...the right place at the right time” (Hofstede & Bond, 1988, p. 7). With respect to cultural groups, Featherstone (1990, as cited in Douglas & Craig, 1997) defines a *culti-unit* in terms of the racial, demographic, and/or socio-economic characteristics or specific interests of its members which provide a common bond, and establish a common *ethnie* (“...a core of shared memories, myths, values, and symbols woven together and sustained in popular consciousness” p. 385).

#### *What Culture is Not*

In the current study, (little ‘c’) culture is not to be confused with (big ‘C’) Culture. The latter is taken to mean ‘civilization’, or ‘refinement of the mind’, in the sense of educational attainment or human artistic and literary expressions (Hofstede, 1991); the former is much broader, referring to a collective phenomenon, “...it is at least partially shared with people who live or lived within the same social environment, which is where it was learned” (Hofstede, 1991, p. 5). Culture is learned, not inherited; it is acquired through socialization, not through genetic programming; thus it is specific to a group or category, and not universal (Hofstede, 1991). Nor is it personality, “...the unique personal set of mental programs which s/he does not share with any other human being” (Hofstede, 1991, p. 6). Thus, as illustrated in Figure 1, culture is to be distinguished from individual-specific and universal mental programming, or personality and human nature, respectively.

**Figure 1: Three Levels of Uniqueness in Human Mental Programming**



**Source:** Hofstede, Geert (1991). *Cultures and Organizations: Software of the Mind*. London, UK: McGraw-Hill Book Company, p. 6.

### *Researching Culture*

Two main methodological approaches to the study of cross-cultural consumer behavior have been identified in the literature. The first approach, commonly referred to as the *etic* philosophy, has largely dominated cross-cultural research. Characteristics of an *etic* methodological approach include the following: (1) the researcher studies behavior from a position outside the system, (2) the study involves comparing a number of cultures, (3) the structure guiding the research is created a priori by the researcher, and (4) the criteria used to compare the behaviors across the cultures are considered absolute or universal (Berry, 1980). Generally, the main objective of researchers adhering to this approach is the identification of behavioral similarities among consumers from different countries.

The second approach, referred to as the *emic* philosophy, is commonly used during the exploratory stages of cross-national/cultural research, and is especially appropriate for situations when the relevant constructs under consideration are “...ill-

defined and need to be determined” (Douglas & Craig, 1983, p. 135). In contrast to the etic approach, the emic approach generally assumes that the behavioral phenomena are unique to a culture. Characteristics of the emic methodological approach include the following: (1) the researcher studies behavior from within the system, (2) only one culture is examined, (3) the research structure is discovered by the analyst, and (4) the criteria used to assess behavior in the culture are considered relative to internal characteristics (Berry, 1980). Douglas and Craig (1983) advocate a cross-national research orientation that includes both etic and emic elements. For example, with respect to measures and measurement procedures, they state that “...equivalence has to be determined in terms of the units of measurement used, and in the translation of verbal and non-verbal instruments to ensure comprehension by respondents in different socio-cultural environments, and to ensure the equivalence of the response obtained, given a specific response format” (p. 149). Steps to ensure these levels of equivalence are discussed in the methodology section of this paper (Chapter 5).

An etic approach will be employed in this study. In order to compare cultures, variables and constructs must be defined that permit the researcher to discover how these groups are different or similar from each other. As de Mooij (2004) recently stated, “the usefulness of culture as an explanatory variable depends on our ability to ‘unpackage’ the cultural concept. To do so, the etic approach must be used, and cultural values must be arrayed along interpretable dimensions” (p. 27). Although the etic approach risks overlooking aspects that are unique to a specific culture, because it allows for some form of common ‘metric’, it is the most practical approach and most common method used in cross-cultural research (Luna & Gupta, 2001).

Due to a lack of consensus among researchers on an operational definition of culture (Nasif et al., 1991), many researchers have opted for surrogate means of differentiating 'cultural' groups. Within consumer research, traditionally the country has been viewed as the basic unit for comparative and cross-national studies (Douglas & Craig, 1992). As was emphasized in the introductory Chapter of this paper, the choice of country as the cultural unit of analysis is increasingly unsound, given: (a) the fact that most countries in the world are themselves culturally heterogeneous and becoming ever more so, (b) that even within relatively homogeneous countries, individuals vary in the extent to which they identify with, adhere to, and practice cultural norms, and (c) that there is evidence of increasing commonalities among consumers across nations, accompanied with a reduction of homogeneous consumer behaviors within countries. In light of these issues, a strong case can be made for the use of individuals as the basis for identifying international consumer segments. This will be the approach followed in the current research.

### **Ethnic Identification**

#### *Ethnicity and Marketing*

The ways consumers identify themselves is one of the most important issues for marketers, particularly in this era of internationalization and the corresponding loosening of cultural bonds (Bouchet, 1995). The extent to which a person identifies with a particular ethnicity is posited to indicate the level of commitment that that person holds with respect to the values and norms of the said ethnic group and hence, the degree of influence that the group holds on the person's attitudes and behaviors (Hirschman, 1981; Hawkins et al., 1998). From a marketing and consumer behavior perspective, certain

behaviors can arise from a person's identification of self as belonging to a given ethnic group (Costa and Bamossy, 1995, p. 12). This view has received strong empirical support. Over the period of the past four decades, the body of ethnic and cross-cultural research has grown in both volume and quality. Beginning in the mid 1960s and continuing up into the present time, researchers have examined the consumer behaviors of ethnic and/or immigrant subcultures, including African-Americans (see Engel, Blackwell and Kollat, 1978), Jewish-Americans (e.g., Hirschman, 1981), French-Canadians (e.g., Schaninger, Bourgeois & Buss, 1985; Hui, Laroche & Kim, 1998; Laroche et al., 1996), Hispanics (e.g., Stayman & Deshpandé, 1989; Peñaloza, 1994; Ueltschy & Krampf, 2001), Chinese-Australians (Quester & Chong, 2001), and so forth.

#### *Ethnicity and Ethnic Identity*

"Identity is the idea one has about oneself, one's characteristic properties, one's own body, and the values one considers to be important" (de Mooij, 2004, p. 109). As acknowledged by the prominent cross-cultural psychologists Markus and Kitayama (1991), "the self or identity is critical because it is the psychological locus of cultural effects...it functions as a mediating, orienting, and interpretive framework that will systematically bias how members of a given socio-cultural group will think, feel, and act" (p. 6). The word 'identity' is usually accompanied by a qualifier, such as 'social' or 'ethnic'. When the latter qualifier is applied, identification is taken to occur with a person's ethnic group (Dashefsky & Shapiro, 1974); and for some, reflects a sense of "...common ancestry based on shared individual characteristics and/or shared socio-cultural experiences" (Driedger, 1978, p. 15); or a sense of communal attitudes and values (White & Burke, 1987); or feelings of belonging and/ or commitment. Most

contemporary researchers agree that ethnicity arises from the notion that certain individuals 'belong to' or 'identify with' certain ethnic groups (Ting-Toomey, 1981; Berkman et al., 1997; Hawkins et al., 1998; Phinney, 1990; Laroche et al., 1998). For example, Horowitz (1985) suggests that ethnicity is a concept of individual and group identity that "...embraces differences identified by color, language, religion, or some other attribute of common origin" (p. 41). More broadly, Laroche et al., (1997a) conceptualize ethnicity as "...the character or quality encompassing several cultural indicators which are used to assign people to groupings" (p. 102).

Identity is therefore said to represent a higher-order concept (Dafeshky, 1972), reflecting the notion that a person's identity is fundamentally multidimensional (Devereux, 1978, c.f., Bouchet, 1995). While certain ethnic identifiers, including "...race, language group, nationality, religion, and so forth," may be more objective and precise in meaning, independently they "...may be inadequate in today's complex world" (Venkatesh, 1995, p. 31). Increasingly, researchers have come to prefer subjective indicators, conceptualizing ethnicity as a "...psychological phenomenon which can be expressed in any identity display" (Hraba, 1979, p. 83). The concept is therefore much more complex than ethnic or national origin, something that is "achieved rather than simply given" (Phinney, 1990, p. 500). Ethnic identity is thought to begin to be inculcated during childhood, rooted in the contrasts children make between their own group and other groups (Lambert & Klineberg, 1967; Lambert, 1981), and further reinforced by the socializing tendencies of parents to instill in their child a sense of group membership (Rosenthal & Cichello, 1986). A sense of belonging is considered essential



to the development of a child's self-definition (Harris, 1980), which in turn facilitates the learning of important cultural values and behaviors.

According to Smith (1991, p. 21) an ethnic group ideally holds the six following traits: (1) a collective common name, (2) a myth of common ancestry, (3) shared historical memories, (4) one or more differentiating elements of common culture, (5) an association with a specific 'homeland' and (6) a sense of solidarity for significant sectors of the population. Rather than constituting a list of cultural characteristics that define or isolate a group from other groups, Barth (1969) and others (e.g., De Vos, 1975, Eriksen, 1993) have argued that ethnicity should be understood from the perspective of ethnic group formation, maintenance, and interaction with other groups and individuals. In a sense then, "...ethnicity is self-identification of the members mediated by the perceptions of others" (Venkatesh, 1995, p. 33). This implies that ethnic identity is a relational construct (Roosens, 1989); it is meaningful only when two or more groups of different ethnicities are in contact (Phinney, 1990). The 'we' consciousness of an ethnic group automatically implies a 'them', the latter constituting outsiders who belong to another or other groups (Roosens, 1995). Furthermore, ethnic identity is but one facet of a broader multicultural process evoked by such labels as 'ethnic change' or 'culture change'; the other facet of that process is acculturation (Laroche et al., 1996; Keefe & Padilla, 1987). The process of culture change, as stipulated by various acculturation theories, is the focus of the next section.

### **Culture Change**

As far back as 1978, Epstein made the call for further research on the nature and dimensions of ethnic identity, specifically with respect to "...such questions as how the

sense of collective identity is generated, transmitted, and perpetuated; how new social identities come to be formed and their interaction with pre-existing ones; and the circumstances in which established identities are abandoned or simply disappear” (p. 5). Since then, other researchers have reiterated the need for further research into the characteristics and dimensions of ethnic (or culture) change, as well as on inter- and intra-cultural patterns:

*It may be time to turn our attention...from describing cultural identity to describing changes in identity and to understand the forms (processes of legitimization and mediation) and means (power) whereby change occurs. (Firat, 1995, p. 123)*

*Cultural patterns may display universal attributes and/or idiosyncratic patterns relative to other cultures, but the researcher should not be looking for either of these situations but instead be accommodating both possibilities. (Venkatesh, 1995, p. 51)*

*National identities and nationalistic perspectives can become the starting point for different interpretations of the global situation... (Arnason, 1990, p. 225)*

Ethnic identity is adaptive and malleable; it is both a product of affiliations to the past and of adjustment to present circumstances (Costa & Bamossy, 1995). Indeed, “culture is much more a process than a distinctive whole” (Usunier, 2000, p. 5). While identity formation is “...intimately bound up with the social context within which the person grows up and matures,” (Epstein, 1978), as political or economic conditions, and/or social situations change, so also do the identifying aspects of ethnicity (Costa and Bamossy, 1995). Cultures are neither pure nor timeless; rather they constantly evolve either due to internal dynamics or external forces (Venkatesh, 1995). While preserving traditions, culture also incorporates mechanisms for change. Across different times and places, some cultures change more quickly than others (Venkatesh, 1995), and some cultures may be more open or resistant to change. Indeed, history “...is full of examples of how cultures have changed because of external influences” (Venkatesh, 1995, p. 30),

and of "...cultural categories that have been transported cross-culturally and taken root in new settings" (p. 46-47), such as the practice of drinking tea (a product originally from the Orient) in England, or the (unfortunate) practice of tobacco smoking worldwide (adapted from indigenous tribes living in what is now North America). This section reviews the relevant literature on culture change, with a focus on the process by which individuals acquire values and behaviors of a culture other than that of their origin.

### **Acculturation**

Three related, but conceptually distinct, terms have often been used interchangeably: diffusion, socialization, and acculturation. Culture *diffusion* occurs when one culture is exposed to another (Berkman et al., 1997); *socialization* is the process whereby individuals learn the standards of the culture in which they grow up in; whereas, *acculturation*, simply stated, refers to the culture changes resulting from contact with elements (e.g., traits, norms and values) of a different culture (Berry, 1997; Kindra et al., 1994), that is, the cultural adjustments that occur through encounters with a cultural group(s) other than the one in which the person grew up in. Acculturation therefore requires the interaction of two or more cultures (Mendoza & Martinez, 1981; Mendoza, 1989), coming into contact for an extended period of time. A more formal definition for acculturation has been articulated by the Social Science Research Council (1954):

*Cultural change that is initiated by the conjunction of two or more autonomous cultural systems...it may be the consequences of direct cultural transmission; it may be derived from noncultural causes, such as ecological or demographic modifications induced by an impinging culture; it may be delayed, as with internal adjustments following the acceptance of alien traits or patterns, or it may be a reactive adaptation of traditional modes of life. Its dynamics can be seen as the selective adaptation of value systems, the process of integration and differentiation, the generation of developmental sequences, and the operation of role determinants and personality factors.*

### *Acculturation Models*

Acculturation has been conceptualized in two ways: (1) as the process of acquiring the customs, attitudes and behaviors of an alternate (non-native) society, and the corresponding shedding of native cultural traits; and (2) as the process of incorporating the customs, attitudes and behaviors from the alternate *and* native societies (Mendoza, 1989, p. 372). In the past, most theorists conceptualized acculturation as a bipolar, unidimensional process: as the individual progressively acquires the cultural traits of another culture, s/he gradually loses part, or the entire, heritage of their culture of origin (e.g., Burnam et al., 1987; Salgado de Snyder, 1987; Szaporcznik, Kurtines & Fernandez, 1980). The underlying assumption is that the "...strengthening of one requires a weakening of the other; that is, a strong ethnic identity is not possible among those who become involved in the mainstream society, and acculturation is inevitably accompanied by a weakening of ethnic identity" (Phinney, 1990; p. 501). This monotonic line of reasoning—referred to as the *assimilationist* perspective (Glazer, 1964), and related concepts such as 'Anglo-conformity' (Lambert & Taylor, 1990) and 'Americanization' (Hraba, 1979)—ascribes a level or degree of acculturation ranging from 'unacculturated' to 'acculturated', with 'biculturalism' forming the midpoint (Keefe & Padilla, 1987; Phinney, 1990).

In reflection of the growing acceptance of the idea of multiculturalism and other notions of 'cultural pluralism', today, many researchers invoke more complex models of acculturation than that suggested by assimilation. Taking the view that acculturation is a multifaceted phenomenon, Berry (1980) and others (e.g., Mendoza and Martinez, 1981; Laroche et al., 1996, 1997a, 1997b, 1997c; Phinney, 1990) have advocated using

bidirectional models that would include multidimensional measures to assess the acculturating individual's adjustment to the alternate culture, based on the influence of both cultures, that is, the 'home' (i.e., the degree to which the individual retains his/her culture of origin and/or identification) and the 'host' (i.e., the degree to which the individual adapts to or acquires the alternate culture, in the current research, global consumer culture). Thus "both the relationship with the traditional or ethnic culture and the relationship with the new or dominant culture must be considered, and these two relationships may be independent" (Phinney, 1990, p. 501).

These bidirectional acculturation models are believed to yield more accurate depiction of an individual's adaptation to the environment. In direct contrast to the assimilationist perspective, a key feature of these bidirectional models is that acquisition of an alternative culture's values and behaviors *need not* entail the shedding of original or local culture's values and behaviors, in the spirit of a zero-sum game. McFee's (1968) "150% man" embodies this perspective, whereby adopted cultural traits are seen as supplementing new ones. Beyond degrees of assimilation, bidirectional models allow for individuals to identify with more than one culture (e.g., bicultural competence), as well as the possibility for individuals to alternate between two cultures (i.e., depending on the social context). Indeed, a central tenant of the idea of 'multiculturalism' is that a multiple cultures can coexist within a region, retaining some (if not all) of their cultural heritage, while functioning within the host or dominant culture (Lambert & Taylor, 1990; Hraba, 1979).

According to Schönplflug (1997) "psychological acculturation as a process of ethnic identity change may also be conceptualized by two opposing processes: the need

for assimilation and for differentiation” (p. 54). Berry (1980, 1997) states that all cultural groups and their members are faced with two issues concerning *how* to acculturate: “...*cultural maintenance* (to what extent are cultural identity and characteristics considered to be important, and their maintenance strived for); and *contact and participation* (to what extent should they become involved in other cultural groups, or remain primarily among themselves)” (Berry, 1997, p. 9). Four distinct acculturation strategies result when both of these underlying issues are taken into account concurrently, as shown in Table 1. Individuals who abandon their original ethnic identity in favor of alternative (e.g., host) culture traits are said to exhibit the *assimilation* strategy. In contrast, those who cherish their culture of origin while rejecting alternative society norms and behaviors are said to adopt a *separation* strategy. When individuals are interested in maintaining their culture of origin, while at the same time adopting and exhibiting characteristics of the alternative culture, *integration* is said to be occurring. Finally, when individuals are faced with little possibility of, or show little interest in maintaining original cultural traits, while rejecting alternative cultural traits (perhaps for reasons of discrimination), the *marginalization* strategy is exhibited.

**Table 1: Berry’s Acculturation Strategies**

|  | <b>Issue 1: Is it considered to be of value to maintain one’s identity and characteristics?</b> |                        |                 |
|--|---|------------------------|-----------------|
| <b>Issue 2: Is it considered to be of value to maintain relationships with larger society?</b> |   | <b>Yes</b>             | <b>No</b>       |
|  | <b>Yes</b>  | Integration            | Assimilation    |
|  | <b>No</b>   | Separation/Segregation | Marginalization |

Around the same time as Berry (1980), Mendoza and Martinez (1981) proposed a similar, yet different typology of acculturation strategies, which included the following four patterns: (1) *cultural resistance* (i.e., actively or passively resisting the acquisition of

alternative culture norms and behaviors, while maintaining native customs), (2) *cultural shift* (whereby alternative cultural norms are substituted for native customs), (3) *cultural incorporation* (i.e., customs are adapted from both native and alternative cultures), and (4) *cultural transmutation* (whereby a unique subcultural entity is created from an alternation of native and alternative cultural norms).

Beyond Berry's (1980; 1997) and Mendoza and Martinez's (1981) work, other acculturation patterns have been reported. A number of studies investigating the behaviors of immigrants within the larger host society have reported cases of an 'overshooting' acculturation pattern, whereby the acculturated behavior of the minority immigrant group exceeds that of the majority host group (e.g., Stayman & Deshpandé, 1989; Triandis et al., 1986; Gentry et al., 1995; Wallendorf & Reilly, 1983). Triandis and his colleagues have suggested that the explanation for this latter pattern lies with some immigrant's desire to be immediately accepted by the larger host society (Triandis et al., 1986). Hyper-identification by certain minorities with their culture of origin (i.e., over and beyond that of those still living in their original culture) has also been reported in a number of studies (e.g., Desai & Coelho, 1980; Mehta & Belk, 1991). Finally, in their longitudinal study of Mexican-Americans, Reilly and Wallendorf (1984) reported cases whereby the values, attitudes, and behaviors of the ethnic minority actually impacted the host or mainstream culture. While it is therefore possible for culture change to occur in either or both cultural groups (i.e., that of the original, or mainstream), in practice acculturation tends to be evidenced more by one group (i.e., the 'acculturating group') than by the other (Berry, 1997); hence the terms non-dominant and dominant to describe the original acculturating and mainstream groups, respectively.

In sum, these multiple patterns of acculturation strongly emphasize the need to conceptualize and measure culture change as occurring along two broad dimensions, that of the culture of origin (representing the extent to which the identity, values and traits of the acculturating group are deemed to be important and strived for; and in this research, operationalized as ethnic identification) and that of the alternate culture (herein representing contact and involvement with the larger, emergent global consumer culture; and operationalized as acculturation to global consumer culture). This will be the acculturation convention adopted throughout this dissertation.

### *The Transient Nature of Culture Change*

One important aspect of Mendoza and Martinez's (1981) framework is that ethnic groups or individuals may display one acculturation pattern for certain contexts, while exhibiting another acculturation pattern for others. Following Mendoza and Martinez's typology, "individuals may display cultural resistance on one set of cultural activities, cultural incorporation on a second set, and culture shift and transmutation on a third and fourth" (Mendoza, 1989, p. 374). Yancey et al. (1976) suggest that ethnic identity is not a fixed process, but is rather an emergent and adaptive response. Sharing this perspective, Horenczyk (1997) suggests that immigrants distinguish "...between their various spheres of acculturation and that they choose to which to assimilate more than to others" (p. 36). Isajiw (1980) suggests that ethnicity should be viewed as being "...flexible, adaptive, and capable of taking different forms and meanings depending on the situation" (Hui, Laroche & Kim, 1998, p. 869).

Stayman and Deshpandé (1989) labeled this phenomenon 'situational ethnicity', reflecting the idea that ethnic identity may be salient only under certain conditions. Other



researchers (e.g., Belk, 1974; McGuire et al., 1978; McCracken, 1986) have also postulated that an individual's level of felt ethnicity is, at least in part, situationally determined. Breton (1978) reported that only "...certain areas of a person's life involve his/her ethnicity" (p. 60), while Friederes and Goldenberger (1982) found that ethnic identification was most important under specific situations, including religious or secular holidays, travel, and being with family and friends. Stayman and Deshpandé (1989) give the example of the salience of Irish ethnicity felt by an Irish-American on St. Patrick's Day, and how it might affect that individual's choice of a restaurant on that particular day, compared to another, non-Irish, holiday. According to Usunier (2000), "...individuals may share different cultures with several different groups," and that when in a particular cultural situation, "...they will switch into the culture that is operational" (p. 5). This suggests a 'heterogenic' (McGuire et al., 1978) or elastic conceptualization of ethnicity, in that "...particular contexts may determine which of a person's communal identities or loyalties are appropriate at a given time (Paden, 1967, as cited in Okamura, 1981, p. 452). Oswald's (1999) comprehensive ethnographic study of the consumption behaviors of an immigrant Haitian family living in the Midwest, yielded strong evidence of culture 'swapping' between various loci of identity. Empirical support for situationally-specific ethnicity has also been reported by Laroche and his colleagues (Laroche et al., 1997c, 1998; Kim et al., 1993, 1990). In a series of studies examining the role of culture across a number of consumer behaviors, the latter authors reported complex interactions between facets associated with the culture of origin ('ethnic identity') and facets associated with the host or majority culture ('acculturation').

### *Consumer Acculturation*

While acculturation research generally focuses on culture change from the perspective of cultural contact and adaptation, "...consumer acculturation primarily focuses on *cultural adaptation as manifest in the marketplace*" (Peñaloza, 1989, p. 111). Consumer acculturation is thus a subset of acculturation, which focuses on how individuals acquire the knowledge, skills, and behaviors that are appropriate to consumer culture (Peñaloza, 1989). Similar to acculturation in general, "consumer acculturation is a two-level phenomenon that simultaneously occurs at the individual and at group level (Peñaloza, 1989, p. 112), and also like acculturation in general, it is a function of the extent to which one is exposed or immersed in mainstream culture, compared to the individual's culture of origin (Parameswaran & Pisharodi, 2002). In her ethnographic study of the consumer acculturation patterns of Mexican immigrants to the United States, Peñaloza (1994) developed a model which listed the agents of consumer acculturation, from both the culture of origin, and the mainstream (or host) culture. These agents include family, friends, media, and institutions (i.e., commercial, educational, and religious). Her model also articulated various antecedent or moderating variables (demographic, language, recency of arrival, various environmental factors, etc.), and posited several consumer acculturation outcomes, including assimilation, maintenance, resistance, and segregation.

Thus, as with acculturation in general, consumer acculturation is conceptualized as occurring along two—often conflicting—dimensions: that of the original and mainstream cultures. Individuals are often exposed to the competing pulls of both cultures (Peñaloza, 1994). From a consumption perspective, in certain situations, this

might result in the direct adoption (without modification) of the alternative (foreign) behavior (e.g., elite consumers in Third-World countries: Belk, 2000); in other situations, this could involve mixing of alternative behavior with local elements (e.g., the practice of dousing French-fries with vinegar in Québec); hyper-identification with the culture of origin (e.g., Mexican immigrants in the U.S. consuming greater quantities of foodstuffs associated with Mexico, than Mexicans in their home country); in still other situations, this may entail outright rejection of consumption behavior (e.g., North Korea). From a marketing standpoint, comparatively few studies (e.g., Valencia, 1985; Schaninger, Bourgeois & Buss, 1985) have documented monotonic relationships (i.e., corresponding to assimilation) between acculturation and consumption; many others have not (e.g., Laroche et al, 1996, 1997a, Mendoza, 1990; Wallendorf & Reilly, 1983; Kara & Kara, 1996; Donthu & Cherrian, 1992). These findings lend credence to the notion that culture change occurs along more than one dimension, in support of the bidirectional acculturation models articulated by Berry (1980; 1997) and others. Generalizations of increasing homogeneity (Levitt, 1983) or increasing heterogeneity (e.g., Douglas & Wind, 1987) are insufficient to describe the dynamics of intercultural contact (Peñaloza, 1994); consumer change can and does occur simultaneously in both directions (Peñaloza, 1994), resulting in greater similarities and differences than can be accounted for by a single continuum of culture change. As Oswald (1999) states, “In consumer culture, ethnicity can be bought, sold, and worn like a loose garment” (p. 304).

Noting that “in the global economy, immigration and trade pacts and alliances among nations call into question our traditional unit of analysis, the individual consumer in the nation-state”, Peñaloza (1994) makes the call for research into extending consumer

acculturation theory to shed light on the “...contestations of cultural presence and meanings in an increasingly global arena” (p. 51).

### *Contemporary Culture Change*

Once largely a consequence of wars and colonization (Padilla, 1980), culture change today is increasingly the result immigration (Cornelius, Tsuda, Martin & Hollifield, 2004), international trade (Costa & Bamossey, 1995) and finance (Appadurai, 1990), global media and technological flows (Appadurai, 1990), and business travel and tourism (Belk, 1993), among others. From a global perspective, researchers such as Appadurai (1990) and Ger and Belk (1996a) contend that the culture scene is now witnessing two opposing, yet simultaneously occurring and reinforcing movements: the homogenization and heterogenization of cultures. Drawing on Berry's and Mendoza and Martinez's bidirectional models of acculturation, the ensuing Chapter focuses on the nature of cultural maintenance and change in our contemporary world of globalization, beginning with an overview of what is meant by the term, 'globalization'.

## **CHAPTER 3: ACCULTURATION TO GLOBAL CONSUMER CULTURE**

### **Globalization**

One of the most popular—yet often misunderstood or misquoted—terms of the late 20<sup>th</sup> and early 21<sup>st</sup> centuries is ‘globalization’. One reason why the term ‘globalization’ has been a nebulous concept to define is because it means different things to different people, “...acquiring a number of meanings with varying degrees of precision” (Robertson, 1990, p. 19). Part of the problem facing researchers in the quest to articulate a definition stems from the characteristics of the phenomenon—globalization is a continuing and complex *process*, and “...it moves at different speeds in different parts of the world and in different sections of the population” (Micklethwait & Wooldridge, 2000, p. 78). Globalization processes themselves are only partial, “...they affect some regions of the world economy more than others, and within regions, some social groups or sectors more than others” (King, 1990, p. 407). Globalization is neither new nor complete; neither is it a coordinated movement nor an accomplished fact, but rather it is best be conceptualized as “...a series of waves, rather like the industrial revolution” (Micklethwait & Wooldridge, 2000, p. xvii). Thus, the term globalization can be used “...to refer both to a historical process and to the conceptual change in which it is—belatedly and still incompletely—reflected” (Arnason, 1990, p. 220).

In the process of breaking down barriers and reorganizing societies, globalization replaces erstwhile ‘certainties’ (e.g., about the nature of government, businesses, one’s place in society, and the interrelations between each of the aforementioned) with uncertainties. According to Micklethwait & Wooldridge (2000) “...globalization can

shape all sorts of people's lives in all sorts of unpredictable ways" (p. 313). As an illustration, the latter authors compare globalization to the havoc wreaked upon the unique ecology of Hawaii subsequent to human settlement: alien species of flora and fauna (un)intentionally brought by subsequent waves of settlers have profoundly altered this ecology in unforeseeable ways. The process of globalization has similarly upset the status quo of many an individual and society—and a significant number of individuals and societies are struggling to cope with a mysterious process, one that changes as it evolves.

### *Defining Globalization*

Many definitions have been offered for the term 'globalization'. Waters (1995) defined it as "a social process in which the constraints of geography on social and cultural arrangements recede and in which people become increasingly aware that they are receding" (p. 3). McGrew (1996) defines globalization as "...the multiplicity of linkings and connections that transcend nation-states, where it is possible that events, decisions and activities that occur in one part of the world can come to have significant consequences for individuals or communities in other distant parts of the world" (p. 470). Gilpin (1987a) has described globalization as a "...increasing interdependence of national economies in trade, finance, and macroeconomic policy," (p. 389). Jameson and Miyoshi (1998) offers a convoluted definition for globalization that incorporates the notion of national cultures: globalization is defined as "...an untotalizable totality which intensifies binary relations between its parts—mostly nations, but also regions and groups—which, however, continue to articulate themselves on the model of 'national identities' (rather than in terms of social classes, for example)" (p. xii). Albrow's (1997) definition

considers the impact on people, describing globalization as the "...diffusion of practices, values, and technology that have an influence on people's lives worldwide" (p. 88). Finally, Guillén (2001) labels globalization as "...the process leading to greater interdependence and mutual awareness (reflexivity) among economic, political and social units in the world, and among actors in general" (p. 236).

Robertson has coined two definitions of globalization: the "...crystallization of the world as a single place", and "...the emergence of the global human condition" (1987a, p. 38, and 1987b, p. 23, c.f. Robertson, 1992). Both of these phrases concisely capture the common thread of the multiple definitions offered by others; specifically, that the world is increasingly interconnected and interdependent, and these interconnections increasingly impact individuals, wherever they live in the world (albeit to a greater or lesser extent). For the purposes of this dissertation, globalization is taken to represent the virtual shrinking or 'flattening' of the planet into a single space; it is an ongoing and cumulatively accelerating, yet uncoordinated *process* describing the interconnections and interdependencies of not only countries, economies, and companies, but increasingly also cultures and individuals; and it is to be distinguished from historical periods of intercultural exchanges by the unprecedented volume, magnitude, depth, and speed of such interconnections in the contemporary era: that—for the first time—all human beings are being affected by this process, to varying degrees.

### **Accounting for Globalization**

#### *The Socio-Anthropological Perspective*

In his thorough review of the various explanations of globalization, McGrew (1996) divides these accounts into two camps: (1) those theories that give primacy to a

single causal dynamic, and (2) those that rely on a multi-causal logic. In regards to the former, McGrew cites the theories of three prominent social scientists: Wallerstein, Rosenau, and Gilpin. From the perspective of economics, Wallerstein (1983, 1984, 1991) stresses the centrality of capitalism in the process of globalization. The inherent nature of capitalism has created what he labels a ‘universal economic space’, while at the same time, humanity remains fragmented into distinct nation-states. This current structure sustains enormous inequalities in power and wealth, which—according to Wallerstein—produces instabilities and contradictions that will eventually lead to the collapse of the entire system. In contrast to a strictly economic account of globalization, Rosenau (1980, 1989, 1990) stresses the primacy of the transformative capacity of technology. Specifically, technology has greatly diminished geographic (and by extension, social) distances, thereby stimulating the interdependence of local, national, and international communities. According to Rosenau, we are currently witnessing the arrival of the era of ‘post-international politics’, where nation-states will have to share the global stage with international organizations, transnational corporations, and transnational movements. In contrast to both Wallerstein and Rosenau views, Gilpin (1981, 1987a, 1987b) remains highly skeptical to claims that globalization is transforming the world. From a political/military perspective, Gilpin argues that the current process of globalization is the direct result of a ‘permissive’ global order, one that generates the stability and security necessary to sustain and foster the expanding linkages among nations. As was the case in several prior periods of history, a hegemonic state (e.g., Pax Romana, Pax Britannia, Pax Americana) is required to impose such a form of permissive world order.



In contrast to the aforementioned unidimensional conjectures, both Giddens and Robertson articulate a multi-causal logic in accounting for globalization. For Giddens (1985, 1990, 1991), globalization represents more than the diffusion of western institutions across the world; rather, it is a complex, discontinuous, and contingent process driven by four distinct but intersecting dimensions: (1) capitalism, (2) the inter-state system, (3) militarism, and (4) industrialism. As opposed to analyzing the intersections between dimensions (as advocated by Giddens), Robertson (1990, 1991a, 1991b) instead stresses the independent dynamics of global ‘culture’, including (1) the political (i.e., western imperialism), (2) the economic (i.e., capitalism), and (3) the cultural (i.e., the global media system) dynamics, in how they foster the duality of universalism and particularization that is characteristic of the world today.

Thus, globalization is perhaps best understood as a process—rather than a ‘destination’ (Legrain, 2002)—which is essentially *dialectical* in nature and *unevenly* experienced across time and space—changes do not proceed in a uniform direction, but rather, in mutually-opposed directions (i.e., ‘binary oppositions’: McGrew, 1996, p. 478). McGrew provides a list of commonly identified of these contradictory tendencies include the following: (1) universalization vs. particularization (e.g., reflected in aspects of modern social life), (2) homogenization vs. differentiation (i.e., re-articulation of the global in relation to the local), (3) integration vs. fragmentation (i.e., transnational communities—such as the transnational corporation, but also the fragmentation of communities within and across traditional boundaries—such as labor divisions), (4) centralization vs. decentralization (i.e., of power, while facilitating centralization, impels nations and other groups to attempt to take control over forces which influence their fate),

and (5) juxtaposition vs. syncretization (e.g., of different ways of life, leading to reinforced boundaries, but also ‘hybridization’ of ideas, values, knowledge, and the like: McGrew, 1996, pp. 478-479).

### *The Marketing Perspective*

Marketing scholars too have attempted to account for globalization, but from the perspective of market drivers. For example, Yip and his colleagues (Yip, 1992; Johansson & Yip, 1994; Lovelock & Yip, 1996; c.f. Lovelock, 1999) have developed a catalogue of forces or industry drivers that influence the globalization of organizations. As shown in Table 2, these forces can be grouped into five categories, specifically: (1) market drivers, (2) competition drivers, (3) technology drivers, (4) cost drivers, and (5) government drivers. Of the five categories, components of the first are most relevant to this research, specifically, the notions of global customers and common customer needs, and ‘transferable marketing’. The core drivers of the globalization of business can also be categorized into push and pull factors. Push factors include market saturation, competition, and diminishing profits in domestic markets; whereas pull factors comprise of liberalization/privatization of economic systems, democratization of political systems, and the emergence of multinational trading blocks.

**Table 2: Five Core Drivers of Globalization and Examples**

|                            |   |
|----------------------------|---|
| <b>Market Drivers</b>      | <ul style="list-style-type: none"><li>• Common customer needs</li><li>• Global customers</li><li>• Global channels</li><li>• Transferable marketing</li><li>• Lead countries</li></ul>  |
| <b>Competition Drivers</b> | <ul style="list-style-type: none"><li>• High levels of exports and imports in a specific industry</li><li>• The presence of competitors from different countries</li><li>• Interdependence of countries</li><li>• The transnational policies of competitors themselves</li></ul>  |
| <b>Technology Drivers</b>  | <ul style="list-style-type: none"><li>• Advances in the performance and capabilities of telecommunications</li><li>• Computerization and software advances</li><li>• Miniaturization of equipment</li><li>• The digitalization of voice, video and text</li></ul>   |
| <b>Cost Drivers</b>        | <ul style="list-style-type: none"><li>• Economies of scale</li><li>• Experience curve effects</li><li>• Sourcing efficiencies and favorable logistics</li><li>• Differences in country costs (including exchange rates)</li><li>• The need to recoup high product development costs</li><li>• Rapid decline in costs of key communication/transportation technologies relative to their performance</li></ul> |
| <b>Government Drivers</b>  | <ul style="list-style-type: none"><li>• Favorable trade policies</li><li>• Compatible technical standards</li><li>• Common marketing regulations</li><li>• Government-owned competitors and customers</li><li>• Host government policies</li></ul>  |

**Source:** compiled from Lovelock, Christopher H. (1999), "Developing Marketing Strategies for Transnational Service Operations," *Journal of Services Marketing*, Vol. 13, No. 4/5, 278-289.

### *The Temporal-Historical Path to Globalization*

According to some, globalization is not necessarily a new phenomenon. For example, Sutcliffe (1999) believes that what we currently are witnessing is a re-enactment of the capitalist structure that existed between the middle years of the 19<sup>th</sup> century, and the early years of the 20<sup>th</sup> century. In fact, the idea of the 'global-local nexus' was first talked about as long ago as the 2<sup>nd</sup> Century BC by Polybius (in his tome, *Universal History*), who was writing in reference to the rise of the Roman Empire (Robertson, 1990, p. 21). Finally, Robertson (1990) suggests that much of world history can be thought of as a series of 'mini-globalizations' (e.g., empire formation, and subsequent fragmentation).

Yet these conceptualizations of recurring globalization appear unsophisticated and somewhat irrelevant to what is occurring today, in light of the extraordinary changes that the past few decades have wrought. While the potential for a global human society has long existed, the conditions to bring about such a society are only now in place (Mennell, 1990). According to Lewis and Harris (1992, c.f. Crawford, 2000), given the unprecedented and accelerating rate of diffusions (e.g., technologies, products, production strategies) across countries around the world, the process of globalization appears to be likewise accelerating. Drawing from the work of Robertson (1990, 1992), who has endeavored to articulate a history of globalization, Table 3 provides a historical summary of the developments leading up until the present global era.

**Table 3: The Temporal-Historical Path to Globalization**

| <b>Phase</b>                                      | <b>Characteristics, Important Developments and Phenomena</b>   |
|---|--|
| <b>I. <i>The Germinal Phase</i></b>               | Lasting in Europe from the early fifteenth until the mid-eighteenth century. Incipient growth of national communities and downplaying of the medieval 'transnational' system. Accentuation of concepts of the individual and of ideas about humanity. Heliocentric theory of the world and beginning of modern geography; spread of the Gregorian calendar.  |
| <b>II. <i>The Incipient Phase</i></b>             | Lasting—mainly in Europe—from the mid eighteenth century until the 1870s. Sharp shift towards the idea of the homogeneous, unitary state; crystallization of conceptions of formalized international relations, of standardized citizenly individuals and a more concrete conception of humankind. Sharp increases in conventions and agencies concerned with international and transnational regulation and communication. Beginning of problem of 'admission' of non-European societies to 'international society'. Thematization of nationalism-internationalism issue.   |
| <b>III. <i>The Take-off Phase</i></b>             | Lasting from the 1870s until the mid-1920s. Increasing global conceptions as to the 'correct outline' of and 'acceptable' national society; thematization of ideas concerning national and personal identities; inclusion of some non-European societies in 'international society'; international formalization and attempted implementation of ideas about humanity. Very sharp increase in the number and speed of global forms of communication. Rise of ecumenical movement. Development of global competitions—e.g., Olympics, Nobel Prizes. Implementation of World Time and near-global adoption of Gregorian calendar. First World War. League of Nations.  |
| <b>IV. <i>The Struggle for Hegemony Phase</i></b> | Lasting from the early 1920s until the mid-1960s. Disputes and wars about the fragile terms of the globalization process established by the end of the take-off period. Globe-wide international conflicts concerning forms of life. Nature of and prospects for humanity sharply focused by Holocaust and atomic bomb. United Nations.  |
| <b>V. <i>The Uncertainty Phase</i></b>            | Beginning in the 1960s and displaying crisis tendencies of the early 1990s. Inclusion of the Third World and heightening of global consciousness in late 1960s. Moon landing. Accentuation of 'post-materialist' values. End of Cold War and spread of nuclear weapons. Number of global institutions and movements greatly increases. Societies increasingly face problems of multiculturalism and polyethnicity. Conceptions of individuals rendered more complex by gender, ethnic and racial considerations. Civil rights. International system more fluid—end of bipolarity. Concern with humankind as a species-community greatly enhanced. Interest in world civil society and world citizenship. Consolidation of global media system. |

**Source:** Derived from Robertson, Roland (1990), "Mapping the Global Condition: Globalization and the Central Concept," in Featherstone, Mike (ed.) *Global Culture: Nationalism, Globalization and Modernity*. London: Sage Publications, pp. 26-27.

Global interdependencies are said to predate the emergence of capitalist modernity, occurring in tandem with rather than as a consequence of the rise of modernity (Robertson, 1992, p. 8). The 'germinal' stage of globalization can be traced to its beginnings in the 15<sup>th</sup> century (the 'enlightenment'); this stage coincided with

European state-formation and the colonial expansion of successive European powers. Ideas about national communities, the individual and humanity began to be widely diffused. During the 'incipient' phase that followed, these ideas became more concrete, and became increasingly implemented or reconstituted in other, non-European societies. The organization of the globe today is largely a product of what Robertson (1990) has termed the 'take-off' phase, when international communication and transportation, and widespread conflict, dramatically intensified relationships across societal boundaries. According to Robertson (1992) it was in this period that the main reference points of a fully globalized order became visible, including the nation-state, a world-system of societies, and the notions of the individual self and 'one humanity'. The development and growth of many transnational linkages and standards took place in this period, which was interrupted by the Great Depression, the Second World War, and its' aftermath; referred to as the 'struggle for hegemony phase'. With the development of pan-global institutions (e.g., the United Nations, the International Monetary Fund), the rise of international and global media, and increasingly widespread migration of peoples, the latter stage yielded to the final and present stage, what Robertson has coined the 'uncertainty phase'.

Authors such as Schütte and Ciarlante (1998) envision the impact of globalization as multifold, and proceeding in steps: "economic globalization...leads to political and cultural globalization, and finally involves a psychological process, a spiritual process, a process of deepening consciousness and increasing sensitivity to other people and cultures" (Suh & Kwon, 2002, pp. 665-666). The next section focuses on how globalization impacts culture.

## **Globalization and Culture**

Today, the primary institutions of Western modernity (industrialism, capitalism, and the nation-state) have acquired a truly global reach. Communications between different cultures has become increasingly quicker given the spread of electronic media: “distances have been drastically compressed and people everywhere are more ‘aware’ of the existence of others than ever before” (Hall et al., 1996a, p. 430). While throughout history, there have been exchanges and instances of cultural flows, never before have these occurred with “...the sheer speed, scale, and volume” (Appadurai, 1990, p. 301) of the present time. Hall (1996) states that globalization implies much more than just a shift in state social organization—at a deeper level, it raises questions about our sense of self, our identities, and cultural ‘belongingness’. Increasingly, the individual is faced with a decentering of the self—as formerly stable identities (e.g., nationality, occupation, and place in society) are being dislocated as the modern world shifts and becomes more interdependent. Belk (1996) presents an ominous warning about the “...distorting influence of media viewership on our social construction of reality...aided by the globalization occurring in mass media, advertising, distribution, tourism, sports, and transportation” and the like (p. 24).

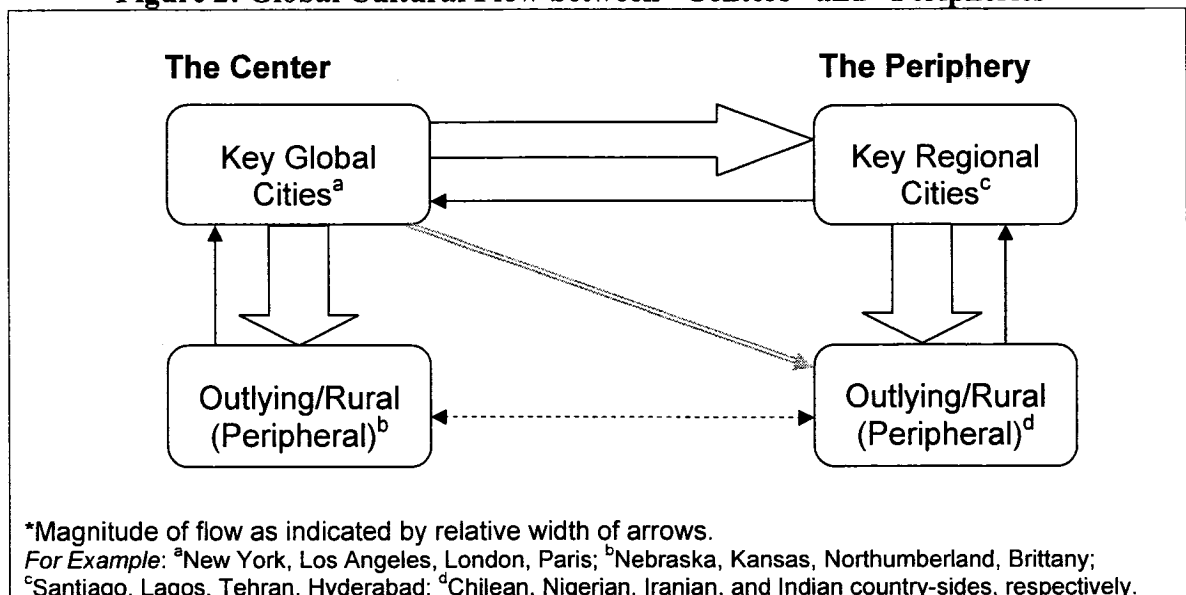
### *Global Cultural Flows*

From the perspective of the social sciences, globalization, drawing from World-system theory (Frank, 1969, c.f. Worsley, 1990; Wallerstein, 1983, 1989), has generally invoked notions of asymmetry: “...key conceptual pairs have been center (or core) and periphery, metropolis and satellite” (Hannerz, 1992, p. 219), and the distribution of culture proceeds according to these asymmetrical relationships. The ‘core’ generally

refers to the wealthy countries (more specifically, their leading cities) with dominant roles in the world economy; the ‘periphery’ describes poorer regions that have historically been dominated by strong, wealthy countries (the ‘core’). This cultural flow, illustrated in Figure 2, is best described by Hannerz (1992, p. 230):

*...territories are organized by way of hierarchies of urban centers. Capitals (e.g., Lagos) and other large cities become the bridgeheads of transnational cultural influences, through the concentration there of particular institutional and occupational structures, and of groups of people who through their lifestyles serve on the national scene as cultural models of metropolitanism. Here are the national jet set, the larger clusters of technocrats and professionals, as well as the representatives from the global center...At the other end of a national cultural spectrum one may find the thousands of rural hamlets to which transnational cultural influences tend to reach in a more fragmented, and perhaps indirect, manner.*

**Figure 2: Global Cultural Flow between “Centers” and “Peripheries”\***



The cultural flows articulated in world-system theory serves as a powerful mechanism to describe the relationship between ethnic identity and culture change, and consumption behaviors. According to Friedman (1990, p. 314):

*Consumption within the bounds of the world system is always a consumption of identity, canalized by a negotiation between self-definition and the array of possibilities offered by the capitalist market. The old saying ‘you are what you eat’, once a characterization of a*



*vulgar ecological view of humanity, is strikingly accurate when it is understood as a thoroughly social act. For eating is an act of self-identification, as is all consumption.*

At the present time, there is a "...power imbalance that favors the greater influence of affluent Western cultures" (Ger & Belk, 1996a, p. 271). Global cultural flow are therefore asymmetrically shaped by the populations of Western countries, in particular, the United States. Even if the processes of culture change are not unidirectional (Ger & Belk, 1996a), since much of the driving forces of globalization currently have their roots in the West, global consumer culture is likewise predominantly Western in character.

### **Global Consumer Culture**

#### *The Rise of a Global Consumer Culture*

It seems that the evidence in support of a global consumer culture is omnipresent. A simple search on *Google* (May 15, 2006), entering the term "Global Consumer Culture", (in quotations) yielded a total of 47, 400 hits (without quotations, 47 million hits were returned). In sociology, anthropology, and marketing, the topic has been the focus of innumerable papers (albeit few empirical in nature). Even the venerable *National Geographic* magazine devoted an entire issue to the notion of global culture (Vol. 196, No. 3, August 1999). Many social scientists believe that a global consumer culture is already at hand:

*The globalization of markets is at hand.* (Levitt, 1983, p. 92)

*...consumer behavior is a global phenomenon and the impact of American consumer culture is truly global.* (Venkatesh, 1995, p. 62)

*Increasingly, consumers in almost every corner of the globe are able to eat the same foods, listen to the same music, wear the same fashions, watch the same television programs and films, drive the same cars, dine in the same restaurants, and stay in the same hotels.* (Ger & Belk, 1996a, p. 276)

*Wherever in the world one is, it seems that one can have a bottle of Coca-Cola and eat a McDonald's hamburger, rent a Toyota, listen to Madonna and Sting tunes, enjoy a croissant for breakfast, and follow one's favorite soap opera on television brands (Panasonic, RCA, Sony, etc.) that are in the remotest corners of the world. (Firat, 1995, p. 114).*

*One conclusion still seems unanimously shared...the impressive variety of the world's cultural system is waning due to a process of 'cultural synchronization' that is without historical precedent. (Hamelink, 1983, p. 3)*

*Cultural interconnections increasingly reach across the world. More than ever, there is a global ecumene. The entities we routinely call cultures are becoming more like subcultures within this wider entity, with all that this suggest in terms of fuzzy boundaries and more or less arbitrary delimitation of analytical units. (Hannerz, 1992, p. 218)*

*A "world culture" is emerging as a result of the ...increasing interconnectedness of varied local cultures as well as through the development of cultures without a clear anchorage in any one territory. (Hannerz, 1990, p. 237)*

*[Although] ...a good deal of the evidence to support the existence of the global consumer is anecdotal...much of the activity in the market environment does seem to support [the notion of a global consumer culture]...Communication breakthroughs of the past 20 years, the Internet, cellular telephone systems, and satellite TV are just some of the developments that add credence to the idea of the global consumer. (Keillor, D'Amico & Horton, 2001, p. 15).*

*...the impact of modern consumption culture cannot be denied. In the near future, the role played by marketing will be even more prominent in providing elements for identity making all over the world. And what is usually called 'the American lifestyle' is more familiar to more and more people on this planet. Even though they cannot always adopt the lifestyle in practice, there are many who adopt it in their dreams. (Bouchet, 1995, p. 93).*

*Yet among them [i.e., those movements of resistance to foreign and global influences] as well, we see more evidence of globalization: the women's movement, the ecology movement, and the peace movement have not been independently invented in one country after another, even if they draw upon local sources and adapt to local circumstances. They cross national boundaries because much the same problems can be identified in one place after another, and because the problems themselves are intrinsically transnational. (Hannerz, 1992, pp. 255-256)*

### *Defining Global Consumer Culture*

Global consumer segments (Dawar, Parker & Price, 1996; Hassan & Katsanis, 1991, 1994) have been defined as those segments that "...associate similar meanings with certain places, people and things" (Alden, Steenkamp & Batra, 1999, p. 75). Alden et al.,

(1999) conceive global consumer culture as a “cultural entity not associated with a single country, but rather a larger group generally recognized as international and transcending individual national cultures” (p. 80), and Keillor, D’Amico and Horton (2001) characterize global consumers as those “...individuals around the world whose cultural, social, and other differences are becoming less important as influences on their consumer behavior” (p. 2), while Domzal and Kernan (1993) describe them as “...segments of people who regard a product category in essentially the same way, regardless of their country of residence” (p. 17). Alden et al. (1999) posit the existence of certain groups of consumers that, irrespective of where they live, desire similar consumption experiences and certain product categories “...in order to act out imagined and real participation in the more cosmopolitan global consumer culture communicated by the media” (p. 76). Examples of these consumer groups include the global elite, post-WWII consumers, and global teens; examples of product categories that are said to signal cosmopolitanism and modernity include air conditions, compact discs, the hamburger, and business suits (Alden et al., 1999). Other global consumer segments have been identified by various authors, including the ‘information seekers’ (Thorelli & Becker, 1980), the ‘global elite lifestyle segment’ (Hassan & Katsanis, 1994), and the ‘pro-energy conservation segment’ (Verhage et al., 1989). Global consumers are said to epitomize what Domzal and Kernan (1993) and others have labeled the ‘postmodern’ consumer segment. The latter authors provide a profile of the prototypical global, or postmodern consumer:

*...demographically, the postmodern consumer is comparatively young (born since WWII), and likely works in one of the information industries. Reasonably well-schooled, s/he is not poor and has a cosmopolitan outlook on life. Psychologically, s/he has a strong sense of self and a near-fierce concern for bodily appearance. Aesthetic pleasures and exciting bodily experiences are important. S/he rejects traditional bundlings of products in favor of the eclectic (mix and match) assortments which permit the creation of packaged styles to project individualism. Ideologically, s/he does not believe in the*

*inevitability of history ("history is going nowhere") or of chosen peoples and s/he is not political in the traditional sense but respects social movements which emphasize nonmaterial values (e.g., ecology). S/he holds little brief for the distinctions between mind and body, male and female, sacred and profane, high and low culture, public and private, urban and rural, or national and international. S/he has a strong sense of playfulness, disdains logical explanations, and appreciates fantasy, especially if it is visual (s/he hates to read). (Domzal & Kernan, 1993, p. 8).*

In reviewing the literature to date, Ger and Belk (1996a) identified four distinct, yet interrelated conceptualizations of global consumer culture (GCC). The first relates to the proliferation of powerful transnational corporations, producing and marketing consumer goods. The second conceptualization derives from the spread of global capitalism, characterized by increasing interdependencies between countries. The third perspective of GCC relates to the notion of 'global consumerism', that is, the spread world-wide of a "widespread and unquenchable desire for material possessions" (Ger & Belk, 1996a, p. 275). Building on this latter conceptualization, a final perspective on GCC argues that it is characterized by an increasing homogenization of consumption patterns across the globe.

While each of these conceptualizations and definitions touches on facets of global consumer culture, independently none of them comprehensively capture the essence of both the phenomenon and nature of global consumers. A core objective of my research is to assemble and concentrate the many conceptualizations of GCC into a coherent theme, and more importantly, to provide a theory and operationalization for how GCC is acquired (acculturation to GCC: AGCC). Before doing so, it is first necessary to describe the characteristics of global consumer culture, the process by which individuals inculcate GCC, and finally, the agents of GCC.

### *Characteristics of Global Consumer Culture*

It has been said that a core characteristic of contemporary consumer culture is a marked increase in the importance of individual pursuits to the detriment of communal values. Satisfying personal needs and desires increasingly takes precedence over consideration of local, tribal, or religious values (Strasser, 2003). The privatization and marketization of previously state-controlled economies, coupled with increasing access to foreign goods and media, have wrought rapidly rising consumer expectations (Ger & Belk, 1996a). Indeed, many authors (e.g., Appadurai, 1990; Ger & Belk, 1996a; Hannerz, 1990, 1992) contend that there exists “a globalizing ethos of consumption” (Belk et al., 2003, p. 331), which operates to promote both consumer desire and the objects (i.e., products) associated with desire. This ‘ideology of consumption’ (Baudrillard, 1975), rooted in modern American culture, “...holds that social meaning is attached to and communicated by commodities” (Hirschman, 1988, p. 344). Particularly in the West, the term ‘consumer’ has increasingly served as the basis for defining the human experience, a society in which “...individuals experience practically all their lives as consumers” (Firat, 1995, p. 111). Featherstone (1990) shares this perspective, arguing that in today’s world, identities and belongingness tend to be asserted through lifestyles, which are acted out through consumer goods. For Miller (1987), “...material objects are more than ever a pivot around which social identities are constructed and asserted” (c.f. Calgar, 1995, p. 221).

For some (e.g., Smith, 1990; Firat, 1995; Wilson, 1995) global consumer culture is part and parcel of postmodern (or postindustrial) culture, a culture wherein individuals want to experience the past and future *now* and *here* (Gitlin, 1989). Echoing the earlier

writings of Sherry (1987), Firat (1995) argues that culture itself is "...increasingly becoming a consumable, marketable item" (p. 105), and consequently, many individuals are best described as consuming, rather than belonging to, any one culture. Bouchet (1996) deems ethnicity in the contemporary era as "...a demand for identity in a society that denies the immigrant integration, in a world where traditional group identity around family and nation have broken down, and where image has replaced reality" (c.f. Oswald, 1999, p. 304). Finally, Appadurai (1990) conceptualizes global consumer culture as eclectic, a "...complex, overlapping, disjunctive order" (p. 296), that eludes straightforward classification into either mainstream or margin (Oswald, 1999).

#### *Global Culture Flows and Territory*

Triandis (1994) argued that a common language and geographical space are necessary conditions for the sharing of cultural norms among group members. Yet Hannerz (1992) stresses that cultures need not be local, "...in the sense of being territorially bounded" (p. 262). Indeed, according to Appadurai (1990), "Deterritorialization, in general, is one of the central forces of the modern world" (p. 301). Expanding on the concept of deterritorialization, Smith makes a sharp distinction between the characteristics of the so-called 'global' cultures of the past (e.g., *Pax Romana*, *Pax Britannia*) and that which describes the present era:

*It might be argued that there is nothing especially new about a 'global culture'... Yet, those pre-modern cultural imperialisms were neither global nor universal. They were ultimately tied to their places of origin, and carried with them their special myths and symbols for all to recognize and emulate. Today's emerging global culture is tied to no place or period. It is context-less, a true mélange of disparate components drawn from everywhere and nowhere, borne upon the modern chariots of global telecommunications systems. (Smith, 1990, pp. 176-177)*

Thus, according to Smith (1990), global culture is eclectic, timeless, technical, universal, and cut-off from the past; unlike national cultures (and, according to Smith, all cultures before the modern epoch) which were particular (i.e., spatially-specific) and time-bound (i.e., historically-specific). Hannerz (1990, 1992) coined the term 'global ecumene' to describe the increasing cultural interrelatedness of the contemporary era; a world in which flows of culture are relatively unimpeded by geopolitical boundaries. Appadurai (1990) has posited the existence of five intertwined dimensions of global cultural flow: (a) *ethnoscapes*, (b) *mediascapes*, (c) *technoscapes*, (d) *finanscapes*, and (e) *ideoscapes*. The sheer movement of each flow has reached unprecedented proportions.

The first, *ethnoscapes*, refers to the movement of people, including immigrants, refugees, exiles, guestworkers, tourists, and other moving groups and persons. *Mediascapes* "...refer both to the distribution of the electronic capabilities to produce and disseminate information (newspapers, magazines, television stations, film production studios, etc.), which are not available to a growing number of private and public interests throughout the world; and to the images of the world created by these media" (Appadurai, 1990, pp. 298-299). These repertoires of images and information incorporate many convoluted inflections, depending on their mode, their hardware, their audiences, and the interests of those that own or control them. *Technoscapes* encapsulate flows of both high and low technology, both mechanical and informational in character, across borders (e.g., the machinery and plant flows of multinational corporations). The fourth dimension, *finanscapes*, refers to the ubiquitous and blinding speed of global capital flows, through currency markets, stock exchanges, commodity speculations, and the like. The fifth and final dimension articulated by Appadurai, *ideoscapes*, describe flows of

images associated with state or counter-state movement ideologies (Featherstone, 1990) of the enlightenment world-view, "...which consists of a concatenation of ideas, terms, and images, including 'freedom', 'welfare', 'rights', 'sovereignty', 'representation', and the master-term, 'democracy'" (Appadurai, 1990, p. 299). Ideoscapes also include such cultural communities as the Catholic Church and Islam, and other movements such as communism; which transcend the boundaries of even the largest and most centralized states (Worsley, 1990, p. 94).

The concept of deterritorialization can be applied to each of these five global cultural flows. With respect to ethnoscaples, for example, laboring populations (e.g., immigrants and migrant workers) are increasingly being brought into the spaces of relatively wealthy societies (Appadurai, 1990); executives travel and conduct business on five continents; global diasporas of Chinese, Indians, Jews, and others can be found in many of the large cities of the world. By way of the Internet and the activities of multinational corporations, information and technology (i.e., technoscapes) of the same or similar content and quality, are increasingly available in all save the remotest corners of the globe. From the standpoint of mediascapes, an example of deterritorialization are the new markets for film companies, television programmers, art impresarios, and travel agencies, that have arisen partially as a consequence of widespread flows of people and technology across borders (e.g., to allow the deterritorialized populations forms of 'contact' with their culture(s) of origin: Appadurai, 1990). The transfer of such commodities serves to transform consumer tastes in many cities. Regarding finanscapes, a good example is the tendency of money managers to seek the best markets for their investments, irrespective of political borders (Appadurai, 1990). Deterritorialization also



impacts ideoscapes. Appadurai alludes to this in stating that “the fluidity of ideoscapes is complicated in particular by the growing diasporas (both voluntary and involuntary) of intellectuals who continuously inject new meaning-streams into the discourse of democracy in different parts of the world”.

### **Agents of Global Consumer Culture**

Many authors (e.g., Walker, 1996; Hannerz, 1992; Hirschman, 1988; Appadurai, 1990; Castells, 2000; Cross & Smits, 2005) identify global mass media (in particular, television) as a chief agent of the global acculturation, while others (e.g., Ger & Belk, 1996a; Peñaloza & Gilly, 1999; Wilk, 1998; Alden et al., 1999; Levitt, 1983; Moses, 2000) take the perspective that, over and above the ‘medium’, it is the ‘message’—that is, the advertising and other marketing activities undertaken by multinational or global firms—that is primarily responsible for the proliferation of a global consumer culture. Beyond these two forces, other drivers have been articulated in the literature, including mass migration and tourism (e.g., Ger and Belk, 1996a; Lyer, 1989; Appadurai, 1990; Firat, 1995), the widespread and growing use of English around the world (e.g., Alden et al., 1999, Tenbruck, 1990; Castells, 2000), and those ‘transnational’ individuals who provide points of entry into other cultures, namely, cosmopolitans (e.g., Hannerz, 1992; Turner, 1990; Belk, 2000; Skrbis, Kendall & Woodward, 2004).

While some researchers have focused exclusively on the supposed role of one (e.g., global mass media) or another (e.g., the marketing activities of global firms) dominant causal dynamic for the rise of a global consumer culture, other researchers take a multi-causal perspective. For example, drawing from the ethnographic studies and anecdotal examples that pepper the marketing, sociology, and anthropology literatures on

globalization and culture, Ger and Belk (1996a) concluded that, in the developing world, consumer desires are shaped by an array of agents, including the export of 'popular culture', tourism and immigration, global mass media, and the marketing activities of multinational firms. The prevailing view among contemporary researchers is that both ethnic identification and acculturation are multifaceted phenomena, in that the establishment or maintenance of cultural aspects is selective and/or strategic, and possibly, contextual in nature. For this reason, AGCC is conceptualized at a higher level of aggregation, composed of multiple dimensions.

Simply stated, acculturation to global consumer culture considers how individuals acquire the knowledge, skills and behaviors that are characteristic of a nascent and deterritorialized global consumer culture. Through an exhaustive review of the relevant social sciences literatures, six proposed drivers (i.e., dimensions) of AGCC were delineated: (1) global and foreign mass media exposure (GMM), (2) exposure to and use of the English language (ELU), (3) exposure to marketing activities of multinational firms (EXM), (4) social interactions, including travel, migration, and contacts with foreigners (SIN), (5) cosmopolitanism (COS), and (6) openness to and desire to emulate global consumer culture (OPE). The boundaries between these different dimensions are not to be taken as absolute; rather, at this stage, they are discussed discretely for the sake of simplicity. In the aggregate, however, the six dimensions are posited to capture the domain of acculturation to global consumer culture. The ensuing sections describe each of these drivers in turn.

### *Communications: Overview*

Communication plays a decisive role in shaping culture. Language (spoken and/or written) serves as a fundamental form of communication; it is an indispensable component of all cultures. Czinkota and Ronkainen (1995) have portrayed language as the 'mirror of culture'. It serves as a catalyst around which activities, histories, myths, and interpretations coalesce. As stated by Castells (2000), "...our languages are our media...our media are our metaphors...our metaphors create the content of our culture" (p. 356). The development of the alphabet in ancient Greece (c. 700 BC) represented a technological development of monumental proportions: bridging for the first time, the 'gap' from "...spoken tongue to language, thus separating the spoken from the speaker and making possible conceptual discourse" (Castells, 2000, p. 356). It has been said that today, we are witnessing the birth of a technological transformation of similar historical proportions: "...the integration of various modes of communication into an interactive network," that promises to bridge the gap between written communication and the "...audio-visual system of symbols and perceptions" (Castells, 2000, p. 356), thus fundamentally changing the character of communications. This new form of communication is not yet fully in place: its development is proceeding unevenly across the fabric of culture(s); it is being embraced and adopted at an uneven rate across and within cultures. This new electronic communication system represents a departure from all preceding forms of communication, since (a) on a global scale it (b) holds the potential to integrate all extant communications media into (c) a form that is truly interactive. Finally, the Internet is said to be "...democratizing the spread of information" (Legrain, 2002, p. 313), giving anyone, anywhere, the ability to access almost anything.

### *Global and Foreign Mass Media*

In the United States (and in many other countries) in the late 1980's, the average adult was engaged in 6½ hours per day in media attention, of which 4½ hours was composed of television viewing. Television epitomizes the concept of mass media: a similar message is transmitted from one or a few senders to a potential audience of millions. The reasons for the dominance of television (over other forms such as print media, radio, etc.), in the years following WW2, has been the subject of widespread debate among scholars and media critics. Some have invoked the theories concerning the psychological costs of obtaining and processing information, which might account for the 'passivity' that many claim is characteristic of the television viewing audience.

This notion lends credence to the potential for television's use as a propaganda tool. From the perspective of the sender, the audience is seen as largely homogeneous, or "...susceptible to being made homogeneous" (Castells, 2000, p. 359). According to Hirschman (1988) television is "...a particularly fertile source of texts pertinent to the ideology of consumption" (p. 345). In reference to the lead character of 'Dallas' (the popular syndicated American TV show), she maintains that "J.R. Ewing not only acts, he consumes, and what he consumes tells us as much about him and about what he symbolizes as his actions do" (p. 346). In offering an alternative to the once-dominant utilitarian theory of consumer needs, Douglas and Isherwood (1978) developed the 'envy theory of needs', which essentially states that *we want what others have*. For those living outside of the United States, shows like 'Dallas' lend credence to belief that "America is a land of unprecedented material abundance" (Lee & Tse, 1994, p. 62); many immigrants "...come to the U.S. in pursuit of this 'American Dream'" (p. 62).

In the context of examining minority or immigrant culture change within larger, dominant host cultures, acculturation researchers have long included media-type measures (e.g., Laroche et al., 1998; Hui et al., 1998; Keefe & Padilla, 1987; Kim et al., 1990; Garcia & Lega, 1979). According to Bouchet (1995), “The real question today regarding identity is: how will the generations influenced by the kaleidoscopic media construct their personal identities and social groups?” (p. 85). A number of studies have shown that Western media can alter native values as well as serving to increase desire for Western products (e.g., Oliveira, 1986, c.f. Wilk, 1998). Hannerz (1992) argues that popular culture and media-usage are, for many people in the Third World, just as essential as they are for those in the Western world. Worldwide access to television, Walker (1996) concludes, has lead to the creation of a global culture of consumption, which he has referred to as a ‘global mall’ (p. 42). The rise of satellite television, coupled with the privatization of mass media, has broken down the walls that once existed between America, Asia, Europe, and other regions of the world (Cross & Smits, 2005). European, and especially, American television shows and films are increasingly available around the globe. Indeed, “...a broader array of countries have reason to be propelled toward a consumer culture by the globalization of mass media and the export of other forms of popular culture” (Ger & Belk, 1996a, pp. 278-279). In 1996, *MTV*—just one of such American-based, global mass media options—reached an estimated 239 million viewers in 68 countries (Walker, 1996). Appadurai (1990), Alden et al. (1999) and others have stated that the content of mass media, primarily American in origin, plays a major role “...in the creation, learning, and sharing” (Alden et al., 1999, p. 75) of ‘consumption symbols’ (including, for example, product categories, brands, and consumption

activities). In reference to the 'pervasive global presence' of electronic mass media, Tenbruck (1990) warns that individual cultures risk losing their autonomy:

*Whereas the media formerly relied on language and were therefore geared primarily to national audiences, they now can by their reliance on sounds and pictures easily jump across linguistic and cultural frontiers and thereby become the direct bearers of cross-cultural images and messages.... individual cultures are losing their autonomy as they are being drawn into the network of electronic mass media that are instrumental in creating cross-cultural audiences, movements, issues, images, and lifestyles. (p. 205)*

However, the extant empirical evidence suggests something more complex than mere indoctrination. It seems that audiences are not entirely 'helpless' and (perhaps consequently) media are not all-powerful. Mass media "...are a one-way communication system, [however] the actual process of communication is not...[rather it] depends on the interaction between the sender and the receiver in the interpretation of the message (Castells, 2000, p. 363). In other words, mass media exist, but the sort of homogeneous mass culture envisioned by 'the doomsayers' largely does not, given that media is filtered through personal experiences, and competes with "...historical vestiges, class culture, aspects of high culture transmitted through education, etc" (Castells, 2000, p. 363). Thus, the audience is not a passive object, but rather is an interactive subject.

To move beyond one-way communication, television required the computer. This recent coupling came about after a rather lengthy series of detours and false starts. From its humble beginnings, the Internet has become possibly the most significant transformation in communication since the invention of written speech. Indeed, the Internet (in the form of the world-wide web) has posted the fastest dissemination rate of any communication method in history: in 1973, there were 25 computers on the network; by 1995, there were between 9.5 and 25 million users; today, the number of users is in excess of 1.5 billion; by 2010, a conservative projection is for more than 3 billion users.

Presently, there are massive inequalities on the Internet. With a few notable exceptions (e.g., South Korea), the developing world is lagging behind the advanced economies of the west; penetration rates within urban areas far outstrips that in rural areas (particularly in less developed nations); within countries, there are large social (e.g., university vs. non-university educated), gender (male vs. female) and age (young vs. old) gaps in usage. One might argue that these gaps should not be a cause for concern, since many technological innovations follow a similar pattern, in terms of a staggered rate of adoption. From the perspective of culture, Castells (2000) argues that unlike television, "...Internet users are also its producers, by providing content and shaping the web. Thus the vastly unequal arrival time of societies into the Internet constellation will have lasting consequences on the future pattern of the world's communication and culture" (p. 382). Furthermore, Castells warns that because access to such 'computer mediated communication' is "...culturally, educationally, and economically restrictive, and will be so for a long time, the most important cultural impact of such a form of communication could be potentially the reinforcement of culturally dominant social networks, as well as the increase in their cosmopolitanism and globalization" (p.. 393). Indeed, already the design and content of the Internet is overwhelmingly Western, and its language more often than not is English.

### *The English Language*

Beyond its dominance with respect to the Internet, popular culture (e.g., Hollywood movies, MTV, rock music, syndicated television), and other forms of media, English has made other major inroads around the globe. English, having consolidated its hold as the linguistic medium for the sciences (Tenbruck, 1990), also has "...clearly

become the lingua franca for communication in multinational business, diplomacy, international institutions, tourism, and aviation” (Huntington, 1996, p. 39). English, rooted in Anglo-American cultures, has come to represent something more: “as the primary language of international business, the mass media, and now, the Internet...English has come to signal modernism and internationalism to many consumers” (Alden et al., 1999, p. 77). Other authors (e.g., Sherry and Camargo, 1987; Ray, Ryder & Scott, 1994; Graddol, 2000) have noted that English conveys notions of modernism and social mobility. Around the world, the acquisition of English by children is increasingly seen by many governments and parents alike as a key to economic growth and upward social mobility, respectively, in the global era. In international marketing, English is used extensively on packaging and in other forms of product advertising, even in countries where few are fluent in the language (e.g., Japan) in order to convey symbolic forms of meanings, such as cosmopolitanism (Alden et al., 1999). As succinctly stated by de Mooij (2004, p. 209), “the purpose of English language in international advertising is to appeal to international segments.”

Undoubtedly, English is entrenched as a world language. It is estimated that one out of five people on the planet speak English to some degree of proficiency; currently, there are more than one billion people that are learning the language (Graddol, 2000, p. 2). English is increasingly being learned not so much out of a matter of preference, but rather because of the compelling social and economic benefits available to those that can speak it (Legrain, 2002). It is estimated that by 2010, the number of people who speak English as a second language will outnumber those who speak it as a mother-tongue (Graddol, 2000, p. 2-3). Around the world, as the language is used for more purposes



than ever before, and as English becomes part of the fabric of everyday social life, "...it acquires a momentum and vitality of its own, developing in ways which reflect local culture and languages, while diverging increasingly from the kind of English spoken in Britain or North America" (Graddol, 2000, p. 2). From the perspective of global cultural flows, while the English language streams into other languages (in effect, 'colonizing' the space of these other languages), "...local languages also influence English, giving rise to new hybrid language varieties in second-language-speaking areas" (Graddol, 2000, p. 36).

#### *Exposure to Marketing Activities of Multinational or Global Corporations*

The efforts of marketers, more than ever before, cross national borders. Peñaloza and Gilly (1999) argue that marketers "...have a culture, with values including initiative, consummating exchanges, competing, making money, financial accountability, and a willingness to serve that are evident in their words and deeds," and as culture change agents, they "...pass their cultural values onto consumers through market transactions..." (p. 101). Advertising and other promotional activities are mechanisms of 'meaning transfer' (McCracken, 1986, 1990), conveying not only product-specific information, but also subtly diffusing cultural values and norms. The messages that companies convey to consumers today are often more sophisticated than the mere 'buy me' exhortations of the past. Branding efforts nowadays are more about associating a company and/or a product "...with an image, a set of emotions, a way of life"; brands "...are about meaning, not product attributes" (Legrain, 2002, p. 121, 123) With its masculine cowboy imagery, *Marlboro* is about 'rugged individualism', *Harley Davidson* is about 'independence, freedom, and power', and *Virgin* is a hip 'total life company'.

In discussing the core drivers of a spreading global culture, Ger and Belk (1996a) claim that "...the most direct influence on this proliferation and homogenization is no doubt the marketing and advertising activity of multinational firms" (p. 281). Indeed, we now inhabit a world of global brands (e.g., *Coca-Cola*, *Sony*, *McDonald's*, *Chanel*, *IBM*, *Mercedes*, *Marlboro*, *Rolex*, *BMW*, *Michelin*, *Microsoft*, *Phillips*, *Armani*, *Benetton*, *Gucci*). There are global logos (e.g., *AT&T*: abstract globe, *McDonald's*: "golden arches", *Royal Dutch/Shell*: shell, *Nike*: "swoosh", *Mercedes-Benz*: star: Alden et al., 1999), global icons (e.g., *Michael Jordon*, *Ronald McDonald*, the *Tasmanian Devil*, the *Marlboro Man*, *Bibendum* [the Michelin man], *Colonel Saunders*, *Elvis Presley*, *Santa Claus*), global products (e.g., cell phones, sneakers, fast-food, blue jeans, personal computers, automobiles), global distribution systems (e.g., *Wal-Mart*, *Carrefour*, *IKEA*), global advertising strategies (e.g., *McDonald's*: "I'm Loving It!", *Nike*: "Just Do It!" *Benetton*: "The United Colors of Benetton"), and global media (the Internet, satellite television, *MTV*).

In contemporary consumer culture, the boundary between economics and culture has been dissolving, seeing as the system of signs and images that form the basis for transmitting culture are largely a production of the marketplace (Firat, 1995). Taking this notion to the extreme, Levitt (1983) believes the new global culture will be a consumer culture, "...mass-mediated through advertising by large multinational corporations who will promote the same goods in every market, changing only the language of the labels and advertisements" (Wilk, 1998, p. 316).

*Social Interactions: Travel, Migration, and Contacts with Foreigners.*

Roth (1995) postulated that exposure to what he labeled ‘Western, material-oriented consumption cultures’ (p. 166) can influence individuals’ attraction to specific products. According to Appadurai (1996), mass migration facilitates the diffusion of global culture. As a consequence of relaxing barriers, and increasing access to low-cost and speedy transport, mass migration is a hallmark of today’s world, resulting in increasing numbers of direct and indirect contacts with peoples of different cultures. Nowadays, people move about extensively, taking with them languages and cultural values (Graddol, 2000). This occurs not only through business and pleasure travel, but also among immigrant workers moving in and out of their cultures, relatives visiting family members in other countries, international students, government officials, as well as (the largely undocumented flow) of remittances and personal goods of such individuals, which diffuse technologies, tastes, and customs to even the most far-flung areas of the planet (Lyer, 1989; Wilk, 1998). Ger and Belk (1996a) echo this perspective: “Not only tourists, but also immigrant workers returning for home visits act as walking displays for glittering consumer goods they bring back from their adopted cultures” (p. 281).

Tourism, what Firat (1995) calls “...that voyeuristic experience in modern society” (p. 113) is believed to be the largest single industry in the world. It has been estimated that approximately 10 percent of the world’s labor force is employed directly in tourism or indirectly in tourism-related activities (Graddol, 2000). Domzal & Kernan (1993) argue that “foreign travel—once the exclusive domain of the wealthy—is so common that it does not warrant notice” (p. 6). International travel has exploded over the

past 50 years: from 25 million foreign trips in 1950 to over 700 million such trips in 2000 (Legrain, 2002). Ever cheaper, faster, and with more connections to more places than ever before, travel is now a mainstream activity. International travel also encourages the spread of regional and especially, so-called ‘world languages’, “...of which English is the most important” (Graddol, 2000, p. 36).

### *Cosmopolitanism*

A growing number of sociologist and anthropologists (e.g., Hannerz, 1990, 1992; Appadurai, 1990; Turner, 1990) assert that cultures in the modern world need not be territorially-bounded—unlike all those before the modern epoch, which were both spatially- and temporally-specific. For Hannerz (1992) transnational cultures consist of structures of meaning which are carried by social networks that are not based in any single territory. He describes the members of these transnational cultures as people who frequently travel; people who are routinely involved with other people in various places elsewhere; people who “...provide points of entry into other territorial cultures” (p. 251). Konrad (1984) has described transnationals as “...those intellectuals who are at home in the cultures of other peoples as well as their own” (p. 209, c.f. Hannerz, 1990). At the present time, however, since most of these transnational cultures have their roots in ‘Occidental’ (i.e., Western) culture (Hannerz, 1992), they are largely extensions or transformations of American and/or European cultures, although they may be penetrable to various degrees by local meaning. Hannerz (1992) has labeled these transnationals ‘cosmopolitans’, and they serve as cultural brokers, but also in part, as gatekeepers: “...deciding on what gets in, and what will be kept out, ignored, explicitly rejected” (p. 258).

The term 'cosmopolitan' can be used very loosely to describe just about any person that moves about in the world, but beyond that and more specifically, it can be used to refer to a specific set of qualities held by certain individuals. First and foremost, a cosmopolitan has "...a willingness to engage with the Other, an intellectual and aesthetic stance of openness toward divergent cultural experiences" (Hannerz, 1992, p. 252), which is coupled with personal competence towards the alien culture(s), a 'sense of mastery'. Cosmopolitans want to immerse themselves in other cultures, and have the necessary skills to do so. Traits associated with cosmopolitanism have been positively linked to levels of educational attainment (Robertson & Zill, 1997). Cosmopolitanism is perhaps best conceptualized more a matter of degree, and situational in nature, rather than constituting an absolute trait: "Cosmopolitans can be dilettantes as well as connoisseurs, and are often both, at different times" (Hannerz, 1992, p. 253). An illustrative example of transnational cosmopolitanism is cited by Ger and Belk (1996a): "...upscale Indian professionals who move, function, and communicate more easily between New York, London, and Bombay than between Bombay, and the villages around it" (p. 277). Internationalization, cosmopolitanism, and urbanism are inextricably entwined; the combination of which, according to Turner (1990), has yielded modernization:

*We can define modernization in terms of the emergence of concepts of internationalism and cosmopolitanism in so far as they break with the limitations, narrowness and provincialism of tradition. In this respect, universalism is bound up with the growth of the city, with trading corporations, with universities and with the emergence of a money economy. The project of modernization is about the conditions which give rise to the abstract citizen. (Turner, 1990, p. 348)*

Cosmopolitans are to be distinguished from tourists. For Hannerz (1990), tourists are more akin to spectators than participants in a host culture; for cosmopolitans, it is the other way around. Cosmopolitans "...want to be able to sneak backstage rather than being confined to the frontstage areas" (Hannerz, 1990, pp. 241-242). However, given the

culture-shaping power of the media, it may now be possible to be a cosmopolitan without ever having left one's own country of origin:

*What McLuhan once described as the implosive power of the media may now make just about everybody a little more cosmopolitan. And one may in the end ask whether it is now even possible to become a cosmopolitan without going away at all. (Hannerz, 1990, p. 249).*

It has been argued that since global cosmopolitans perceive themselves as less provincial, and more adept to foreign cultures (Hannerz, 1990), consumers falling into this segment would therefore be more responsive to global consumer culture positioning strategies (Alden, et al., 1999). Following this, Belk (2000) states that the "...rise of global consumption ideals, potentially makes the elite among Third World consumers into cosmopolitans who are more concerned with how they compare to the world's privileged consumers than they are to compare themselves locally" (p. 13). Cosmopolitans (and the notion of cosmopolitanism) are core agents of global cultural flow. Concluding that "...there is now one world culture," Hannerz argues that the cosmopolitan's role is to bring about a degree of coherence to the "...variously distributed structures of meaning and expression...that are interrelated, somehow, somewhere" (1990, p. 250). However, cosmopolitans only exist in a relativistic sense: "...there can be no cosmopolitans without locals" (Hannerz, 1990, p. 250). Finally, several authors have posited links between cosmopolitan traits and various consumption behaviors (e.g., those indicative of and associated with, so-called 'global cultural goods'); others have argued that the consumption behaviors associated with cosmopolitanism are perhaps circumstantial (see Skrbis, Kendall & Woodward, 2004), yet empirical research into these notions is lacking.

### *Openness to and Desire to Emulate Global Consumer Culture*

One need not be a cosmopolitan, or even hold the traits of cosmopolitans to be interested in global consumer culture (for example, members of the ‘global teen’ segment: Samli, 1995; Hassan & Katsanis, 1991). Globalization may not imply the creation of a common culture where everyone holds the same beliefs and values; however, it does create a single forum wherein all individuals pursue their goals in a manner involving some degree of comparison with others (Robertson, 1992, 1995), invoking some set of common standards as yardsticks. Robertson (1995) has suggested that individuals selectively appropriate ideas from this global forum. Several researchers (e.g., Alden, Steenkamp & Batra, 1999; Appadurai, 1990; Batra et al., 2000) have posited that individuals who admire the lifestyles of other countries are likely to desire ownership of consumption symbols (i.e., goods) from other countries. ‘Global teens’, for example, are believed to desire consumption objects and experiences that signal membership in a cosmopolitan consumer culture that is communicated by global media (Alden et al., 1999) such as *MTV* (Walker, 1996), and other global brands like *Coca-Cola* and *Disney* “...that serve as common reference points (Legrain, 2002, p. 5). Several savvy brands that have appealed to such trans-border groups include *Sony*, with their product ‘My First Sony’, which was positioned as appropriate for young consumers around the world; *Benetton*, with the slogan ‘The United Colors of Benetton’ which emphasizes the unity of mankind (Alden et al., 1999); *Nike*, appealing to global teens and young adults worldwide with their advertisements featuring famous American athletes such as Tiger Woods and Michael Jordon (‘Just do it.’); and *McDonald’s*, with their global advertising strategy featuring ‘young, hip’ pop-stars such as Justin Timberlake (‘I’m Lovin’ It!’).

These international marketers have successfully identified and targeted the global teen segment, by attempting to satisfy a "...youthful life-style that values growth and learning with appreciation for future trends, fashion and music (Hassan & Katsanis, 1991, p. 22). Teens and young adults around the world buy a common gallery of products (Wee, 1999), and at times, share many similarities in tastes and attitudes. According to a study cited by Moses (2002, p. 9), by a wide margin, the United States is cited more than any other country as the nation with the greatest influence on teen fashion and culture, with 68% of teens citing the US as the biggest influence, compared to much lower scores for other Western nations (note that multiple answers were accepted), such as France (26%), England (14%), Japan (10%) and Italy (8%). The rise of 'global teens' and other postmodern consumer groups has been in part attributed to the tremendous changes that families (particularly in the West, but increasingly around the world) have gone through in the past 30 years (Wee, 1999), including rising divorce rates, the decline of the nuclear family, and the corresponding decline of the absolute authority of parents, and of older individuals in society in general. In his analysis of the global teenage lifestyle in Asian societies, Wee (1999) concludes that "each generation now has its own global culture shaped by the familiar Western themes and values brought through the mass media and sold alongside the lifestyles urged upon the young consumers as part of the process of selling goods and services" (p. 369).

Wilk (1998) stresses that "Any kind of copying, emulation, diffusion, or marketing is going to be selective": Western culture and consumption cannot be copied in its entirety since "...that corpus is itself so richly varied and changeable" (p. 317).



Acculturation to global consumer culture is thus believed to be a selective, contextual, and adaptive process.

### **Refuting the Notion of a Global Consumer Culture**

Even among researchers that believe in the existence of a global consumer culture maintain that it does not apply to many if not most individuals worldwide (e.g., Alden, Steenkamp & Batra, 1999). In the opening section of her recent book on cross-cultural consumption, de Mooij (2004) takes an extreme position, claiming that "...there are no global consumers, and consumer behavior is not converging across countries" (p. xiii). She argues that claims to the contrary are based on anecdotal evidence or faulty assumptions, and not on sound empirical evidence: "In textbooks of international marketing and consumer behavior, there are plenty of statements on convergence of lifestyles and values, but these statements are not accompanied by empirical evidence" (p. 3). This latter point resonates even among those accepting the notion of a global consumer culture: "Unfortunately, although the concept of global consumer is widely accepted, these individuals are generally shown to exist through anecdotal or surrogate evidence—there is virtually no direct empirical support in the marketing literature that demonstrates the existence of such a phenomenon" (Keillor, D'Amico & Horton, 2001, p. 2).

#### *Empirical Evidence*

In fact, a number of international market-segmentation studies have found varying degrees of empirical support for the existence of horizontal market segments (i.e., segments that exist across borders) for an array of consumer products and services (see

Bolton & Myers, 2003; Yavas, Verhage & Green, 1992; Day & Montgomery, 1999; ter Hofstede, Wedel & Steenkamp, 2002; ter Hofstede, Steenkamp & Wedel, 1999). For example, in a recent study involving informants from the U.S., Denmark, and Turkey, Belk et al. (2003) obtained some evidence of a global consumer culture, with respect to commonalities among material objects desired. In his study of Asian teenage lifestyle, Wee (1999) found evidence of a global culture, one that he described as being shaped by western themes and values delivered through the mass media. Maxwell (2001), comparing consumers from the U.S. and India on brand quality perceptions and price sensitivity (and the relationship between the two), found some evidence of emerging global consumption patterns, although she concluded that behaviors between the two country samples were still more heterogeneous, than homogeneous. In their empirical study of global consumer tendencies, involving participants from the United States, France, and Malaysia, Keillor, D'Amico and Horton (2001) found some degree of convergence of certain consumer attitudes and behaviors, with respect to ethnocentrism and national identity tendencies among age cohorts across the three nations, as well as weaker similarities regarding levels of social-desirability bias, and consumer influence sources. Finally, in their recent qualitative account of the acculturation and consumption patterns of Greenlandic immigrants living in Denmark, Askegaard, Arnould and Kjeldgaard (2005) chronicled strong evidence for three acculturative forces: that of the traditional home culture (i.e., Greenlandic), the mainstream host culture (i.e., Danish), and that corresponding to "...a transnational set of cultural ideas and practices" (p. 165), "...inspired notably by U.S. consumer culture" (p. 166). They also evoke the notion of world-system theory, in describing a "...consumer culture [that] flows from a North

American center to a Danish periphery, thereby relativizing the ethnic consumer acculturation experience” (p. 166).

Overall however, the ratio of empirical work to anecdotal evidence and theoretical discourse remains alarmingly low. The main reason for the paucity of empirical research into this phenomenon is most probably the difficulty of conducting research of this type: “Cross-national and cross-cultural studies of consumer values, aspirations, and tastes are bedeviled by difficult questions of translatability and equivalence in basic measures, sampling, and methodology” (Wilk, 1998, p. 322).

Outside of the marketing literature, the notion that societies around the world are inexorably converging towards a global culture has also increasingly drawn criticism. As Crawford (2000) states, “Globalization is not flattening civil societies around the world, but rather combining with local conditions in distinguishable ways” and “accentuating differences” (p. 69). Globalization “...should not be treated as a monolithic homogenizing process: rather its impact will vary according to the resistance offered by the local” (Oncu & Weyland, 1997, p. xi). Hall et al. (1996a) state that individuals “...become more aware of, and more attached to their locality as the appropriate forum for self-assertion and democratic expression” (p. 430)—individuals are motivated by their desire to preserve something meaningful and tangible in the existing local culture in the context of profound universalizing tendencies.

Possibly as a direct consequence of increasing globalization, Hall et al. (1996b) suggest that there is a growing sense among individuals that people (and their social interests) differ radically from one culture to the next. Perlmutter (1991, cited in Hall et al., 1996b) does not equate globalization with Westernization; he believes rather that

“...in a post-modern world of cultural fragmentation and the decentering of power, globalization is rearticulating on a global scale the pluralism, syncretism, and diversity of contemporary domestic society” (p. 482). Thus, it appears that within modern society, two underlying and seemingly contradictory phenomena are at work on the individual. As national identities face erosion in the wake of the forces of globalization and are increasingly replaced with identities that are permeable across borders, nationalism and ethnicity reassert themselves as a consequence in light of this perceived threat. Benjamin Barber’s (1996) thought-provoking book *Jihad vs. McWorld* articulates this paradox (albeit, taken to the extreme): while capitalism on a global level is rapidly dissolving the social and economic barriers between nations, reemerging ethnic and religious hatreds threaten to fragment the political landscape into smaller and smaller tribal units.

#### *Homogeneity or Heterogeneity?*

With the multiplicity of conflicting ideas about the way in which globalization is (or is not) shaping cultures around the world, what, if any, generalizations can we draw? As I attempt to argue in this dissertation, acculturation theory (specifically, the bidirectional models of culture change, and the situational-specific or transient nature of culture change), offers a way for us to derive patterns. I submit that, depending on the particular angle one views globalization and culture phenomena from, and/or the particular context under research, both increasing homogeneity and heterogeneity (within, between, and across cultures) is possible. Indeed, authors such as King, Robertson, and Friedman have argued that “globalization can mean either the creation of homogeneity, or, following Robertson (1987), the creation of heterogeneity (or distance) as a response to globalization” (King, 1990, p. 398).

*Ethnic and cultural fragmentation and modernist homogenization are not two arguments, two opposing views of what is happening today, but two constitutive trends of global reality...The cultural and by implication intellectual fragmentation of the world has undermined any attempt at a single interpretation of the current situation. (Friedman, 1990, p. 311).*

Succinctly capturing the core purpose of my research, Friedman (1990) then goes on to say that “the interplay between local and global processes between consumption and cultural strategies, is part of one attempt to discover the logics involved in this apparent chaos” (p. 312). In other words, by analyzing consumer behavior as a combined function of local and global cultural influences, I argue that it is possible to uncover underlying patterns or outcomes. In synthesizing the broad extant literature on culture and globalization (including—but not limited to—Berry, 1980, 1997; Mendoza & Martinez, 1981; Mendoza, 1989; McCracken, 1986, 1990; Douglas & Wind, 1987; Ger & Belk, 1996a; Ger, 1999; Belk, 2000; Howes, 1996, 1999; Holton, 1999, Huntington, 1996; Hannerz, 1990, 1992; Wilson, 1995; Appadurai, 1990; Firat, 1995; Levitt, 1983; Robertson, 1987; Friedman, 1990; Legrain, 2002; Arnett, 2002; Peñaloza, 1994; King, 1990; Legrain, 2002; Friedman, 2005; de Mooij, 2004; Barber, 1996; Bouchet, 1995; Oswald, 1999; Yoon, Cannon & Yaprak, 1996; Wilk, 1995a, 1998; Keillor et al., 2001; Alden et al., 1999), I posit that five such general outcomes can be distinguished (in one form or another), which I have elected to label: (1) *assimilation*, (2) *separation*, (3) *marginalization*, (4) *integration*, and (5) *creolization*. Table 4 provides several examples of each and the ensuing sections provide a brief discussion on each of these alternative outcomes.

**Table 4: Outcomes of Global Consumer Culture**

| <b>Outcome</b>             | <b>Examples</b>  |
|----------------------------|--|
| Assimilation               | Notions of Barber's (1996) 'McWorld' (Ubiquitous Golden Arches); Blue Jeans, Nike, Coca-Cola ('Coca-colonization'), 'Global Teen' culture, Western businessmen attire. |
| Separation                 | Epitomized by José Bové (French anti-globalist, anti-McDonald's), consumer ethnocentric purchasing behaviors (e.g., 'Buy Local' movements)                             |
| Marginalization            | "No Logo" (Naomi Klein), communes, North Korea, asceticism   |
| Integration/Biculturalism  | Pizza/Pasta in the United States, Indian Cuisine in Great Britain, McDonald's 'Oz Burger' (Australia), Oswald's (1991) notion of 'culture-swapping'.                   |
| Creolization/Hybridization | 'Fusion Cuisine', Reggae Music, Creole languages   |

### **Globalization and Culture: Alternative Outcomes**

#### *1. Assimilation: A Universal Culture of Consumption?*

McCracken (1990) asserts that in Western developed societies, culture is not only profoundly connected to consumption, but is also dependent on consumption: "without consumer goods, modern developed societies would lose key instruments for the reproduction, representation, and manipulation of their culture" (p. xi). This orientation towards consumption indeed appears to be spreading to non-Western societies (Ger, 1999), possibly in part because tangible aspects of a culture (such as goods) are thought to diffuse more readily to other cultures than purely ideological or behavioral aspects of culture (Turgeon et al., 1996, cited in Howes, 1999). Many social scientists share the idea that consumers constitute a relatively passive mass that is easily indoctrinated by the seductive powers of marketing and advertising; the eventual consequence of this global marketing will be a form of cultural homogenization that replaces or debases local ('authentic') cultures (Howes, 1996). This notion has been referred to as "...the Coca-colonization of the world" (Hannerz, 1992, p. 217; Huntington, 1996), and 'the cultural

imperialism hypothesis' (Wilk, 1998), whereby the combination of Western-controlled mass media and advertising, and the natural desire for humans to improve their lives materially, will lead consumers worldwide to emulate or imitate those in the developed West (Tomlinson, 1991).

Barber (1996) has connoted the term 'McWorld' to describe the emergent materialist 'global' culture. He further states that "McWorld is a product of popular culture driven by expansionist commerce...Its template is American, its form style" (p. 17). At the present time, American influence is very strong, and perhaps most conspicuous in science, technology, and popular culture (Hannerz, 1992). In the context of consumer consumption patterns, to some this implies that given time, 'Western' goods and their respective 'Western' meanings will spread in a uniform fashion around the world. Indeed, Alden, Steenkamp, and Batra (1999) hypothesized the existence of a uniform global consumer culture, composed of symbols (such as product categories and brands, and consumption activities), values (e.g., the importance of wide brand selection at retailers), and behaviors (e.g., the spread of shopping as a recreational pastime).

It is important to note, however, that according to some, an emerging global consumer culture does not necessarily imply 'Americanization' or 'Westernization' worldwide, but rather a global civilization (or, a "...single, universal community of fate": McGrew, 1996, p. 467), in which humanity is "...organized horizontally into multiple, overlapping, and permeable communities" (p. 481). With this outcome, globalization need not be equated with westernization; rather, there is a dynamic form of global 'syncretization' which operates on the west as well as on the 'others'.

## *2. Separation: Rejection of the Global, in Favor the Local?*

In regards to consumption patterns, and to culture in general, it is important to acknowledge that a "...worldwide tilt toward globalism is not inevitable" (Ger & Belk, 1996a, p. 284). De Mooij (2004), who discounts the notion of an emerging global consumer culture, argues that "consumer behavior appears very stable, and habits of the past often best explain current and future behavior" (p. xiii). According to Micklethwait and Wooldridge (2000), the processes of globalization are dialectically related: "The more that globalization advances, challenging established ways of doing things; the more some retreat into the certainties of their ancient cultures" (p. 273). This phenomenon, referred to by some as the 'polarization' thesis (Holton, 2000), reflects the idea that the world is characterized by powerful dichotomies discussed earlier in this paper (e.g., integration versus fragmentation, homogenization versus differentiation, centralization versus decentralization, and the like). This perspective is echoed by Friedman (1990) when he argues that "the fragmentation of the world system is expressed at one level in the resurgence of local cultural identities, ethnicities, and sub-nationalisms" (p. 323).

Tse et al. (1988) state that, "Culture may be reflected in the general tendencies of persistent preference for a particular state of affairs over others, persistent preferences for specific social processes over others..." (p. 82). For some commentators (e.g., Friedman, 2005), it is impossible to clearly analyze a country's relative economic performance without making reference to culture. According to Friedman, "culture matters" (p. 324), and whether individual nation-states succeed or fail in the new global economic landscape will in part be a function of two fundamental issues: (1) how outward a culture is, in other words, "...to what degree is it open to foreign influences and ideas?" (p. 324);



and (2) how inward a culture is (i.e., a sense of national solidarity, with citizens working together to achieve national economic goals).

Given the challenges and uncertainties posed by the processes of globalization (and perhaps, the possibility that some of the changes wrought by globalization represent an affront to traditional ways of thinking), some nations may be tempted to ‘turn their backs’ on globalization and instead pursue inward-looking economic and social development strategies (i.e., protectionism or autarky, isolationist ideologies). From an identity standpoint, it has been argued that the emergence of strong ethnic and religious movements and/or geographic nationalism constitute reactions to globalization; attempts “...to regain a sense of stability and identity” (Ger & Belk, 1996a, p. 284). Bauman (1990) speaks of a “...hate-love relationship with modern culture” (p. 160) that is characteristic of the attitudes of many people in developing countries.

However, nation-states and individuals find themselves increasingly embattled by global cultural flows. According to Appadurai (1990), “states find themselves pressed to stay ‘open’ by the forces of media, technology, and travel which have fueled consumerism throughout the world and have increased the craving, even in the non-Western world, for new commodities and spectacles” (p. 305). Rejection of globalization by nation-states in favor of inward-looking policies may in part be precipitated by cultural characteristics: it is possible that the cultures of certain nation-states represent more ‘fertile grounds’ for globalization than the cultures of other nation-states. Friedman (2005) goes on to cite examples of ‘national’ cultures that have, as one of their strengths, the “natural ability to *glocalize*”—in other words, to absorb foreign ideas and best practices and bond those with native customs—including American, Japanese, Indian,

and (as of late) Chinese cultures; all of which have been economically benefiting from globalization. He further states that, for various complicated cultural and historical reasons and notwithstanding some notable exceptions (e.g., Malaysia, Dubai, Lebanon), much of the Muslim world has not been able to ‘glocalize well’ (pp. 325-326). Thus, the likelihood of a nation-state successfully adapting to globalization and/or integrating into the global economy might also be partially predicated by a given nation-state’s cultural characteristics. These notions are considered in the current research via the inclusion of Hofstede’s (Hofstede, 1980; Hofstede and Bond, 1988) dimensions of national culture.

From the perspective of the individual, there is widespread evidence that ethnicity and the notion of identity are alive and well. However, it is important to understand what is meant by these terms, for rare indeed is the individual who falls only into one, narrowly-defined identity. As King (1990, p. 409) states:

*People do indeed take on identities and represent themselves as from the Third World, the periphery, as ethnic minorities or secluded castes. The greater problem with these concepts is that they are generally binary constructs—black/white, male/female, self/other—as if there were no categories in before, between, and after. As Arjun Appadurai once pointed out, some others are more other than other others.*

### *3. Marginalization: Withdrawal from Culturally-Induced Consumption?*

Within the global system, there exist simultaneous processes of transnational integration and national disintegration (McGrew, 1996)—while some communities are incorporated into the system, others are organized out, and thus, *marginalized*. According to Firat (1995, p. 118):

*Cultures that cannot or do not (re)present themselves in terms of marketable qualities, simulated instances, experiences, and products are finding themselves divested of members. Cultures that cannot succeed in translating some of their qualities into spectacles or commodities seem to vanish only to become museum items.*

Appadurai (1990) spoke about the interests of the state in controlling (foreign) cultural flow, in that the role of the state is increasingly a delicate one. For some nation-states, too much openness to global cultural flows could result in revolution (for example, the break-up of the Soviet Union, following Gorbachev's initiatives of *perestroika* and *glasnost*). For others, too little openness to these flows can result in the state exiting the world community (e.g., North Korea, Albania prior to the 1990's). From the perspective of the individual, examples of marginalization might include the communes that were common in North America during the 1960s and 1970s, and ascetic individuals who eschew all consumption beyond what is necessary for survival. At a more moderate degree, marginalization might also be reflected in those consumer behaviors that are completely unrelated to culture—local, global, or otherwise.

#### *4. Integration: Combinations and Bi-cultural Identities?*

Arnett (2002) argues that the primary psychological influence of globalization is on identity and that today, many people develop bicultural identities: "...combining their local identity with an identity linked to the global culture" (p. 774). Ger and Belk (1996a) contend that a trend towards global consumption does not necessarily imply a trend towards global homogenization. In a theoretical paper concerning consumption patterns in the less-affluent world, they argue against the notion of a universally-spreading homogeneous global culture: "Although there is a power imbalance that favors the greater influence of affluent Western cultures, the processes of change are not unidirectional and the consequences are not simple adoption of new Western values" (p. 271). Indeed, it is important not to downplay the impact that non-Western cultures have been making on the West. For example, it has been noted that "Britain's national dish" is

now *chicken tikka masala* (Legrain, 2002, p. 5), a recipe that was brought to Britain via immigrants from the Indian subcontinent, and over time, appropriated by the mainstream population.

Consumer desire for consumption goods will likely manifest itself different across different cultures and at different moments in time, "...depending on socialization and cultural intermediaries such as advertising, marketing, and media, as well as on different modernities and modern subjectivities (Belk et al., 2003, p. 346). From the 'center-periphery' culture-flow perspective, Appadurai (1990) has declared that "as rapidly as forces from various metropolises are brought into new societies, they tend to become indigenized in one way or another" (p. 295). This fragmentation wrought by globalization is perhaps best described by Firat (1995, p. 115):

*Yet what seems to be occurring is a globalization of fragmentation. All images, products, brand names, and lifestyles that create excitement, sensation, attraction, and interest can and do find their markets. The consumers, regardless of their nationalities and countries, are willing to experience and sample the different styles and cultural artifacts, if at different times and for different purposes. Globalization, therefore, does not seem to be an event in which one form or style dominates and eliminates all others. Rather, it is the diffusion of all different forms and styles all around the world. Because the postmodern consumer experience is not one of committing to a single way of being, a single form of experience, the same consumers are willing to sample the different, fragmented artifacts. The consumer is ready to have Italian for lunch and Chinese for dinner, to wear Levi's 501 blue jeans for an outdoor party in the afternoon and to try the Gucci suit at night—changing not only diets and clothes but also the personas and selves that are to be (re)presented at each function.*

Thus, even as consumer behavior becomes more global, its significance largely remains anchored in local terms (Friedman, 1990). As stated by Peñaloza (1994), "particularities will continue to command attention because consumption behaviors are unavoidably localized and culturally defined" (p. 52). Global consumption behaviors may be incorporated and given new meaning in local contexts (i.e., incorporation), or a

combination of local and global behaviors may give birth to an entirely new and different category of behavior (i.e., creolization).

##### *5. Creolization: Transmutation of the Local and the Global?*

Closely related to, yet still different from integration, is the final configuration, ‘creolization’ (Howes, 1996). Whereas integration refers to the process of appropriating foreign or global objects or behaviors into the local culture, creolization describes the creation of an entirely new behavior or object, via the transmutation of local and foreign or global influences. In a broader sense, sense, creolization can be taken to connote the development of ‘third cultures’ (Legrain, 2002). Howes (1996) argues that consumers are active, creative agents who manipulate material objects in accordance with their own values and interests (e.g., via selection, use, modes of display, and association), thereby implying that while some of the symbolic constructs and uses of objects conveyed by advertisers are accepted without criticism, others are in fact rejected, subverted or recontextualized (referred to by Howes as the ‘creolization’ of consumption and the ‘indigenization’ of foreign consumer goods). Some authors—including Holton (2000), who has referred to this process as ‘hybridization’—believe that this is the dominant trend for cultures in the global era. Like Creole languages, Creole cultures, according to Hannerz (1992, p. 264), “...are intrinsically of mixed origin, the confluence of two or more widely separated historical currents which interact in what was basically a center/periphery relationship.”

Huntington (1996) notes that many (if not all) of the world’s ‘great’ civilizations have a record of (selectively) borrowing from other civilizations those items that, while enhancing their ability to survive, did not lead to their amalgamation or assimilation.

“China’s absorption of Buddhism from India, scholars agree, failed to produce the ‘Indianization’ of China; it instead caused the Sinification of Buddhism...The Chinese adapted Buddhism to their purposes and needs” (Huntington, 1996, p. 36). There are, there always have been, signs of partial ‘hybridization’ of ethnic cultures; indeed the latter “...were of course, never monolithic in reality” (Smith, 1990).

Thus, from a consumption perspective, the real meaning of a product is in its use, and a new product may be incorporated into a traditional lifestyle (i.e., used in a fashion that is particular to the traditional culture). Ger (1999) similarly argues that consumers are increasingly interested in more than the standard, homogenized products offered by global corporations. Within affluent societies, individuals are becoming more curious about foreign cultures, cuisines, clothes, travel, etc.; whereas in less affluent societies, there is evidence of a revival of localism in consumption—“...consumers are expressing a return to their roots, reconfiguring global goods and their meanings to better fit local culture and, especially, mixing the old and the new from disparate sources” (Ger, 1999, p. 65). While an orientation towards consumption may be spreading globally, consumer cultures remain heterogeneous: “historical and current local conditions, interacting with global forces, shape the specific consumption patterns and meanings in each locality” (Ger, 1999, p. 65).

According to Howes (1999), “the term ‘transculturation’ (as opposed to the more familiar ‘acculturation’, as described in an earlier section of this paper) is used to refer to these ‘mechanisms’ or processes so as to emphasize the interactive or transdirectional (as opposed to unidirectional) and emergent aspects of the transmission of culture” (p. 152).

He further sums up the dynamics of transculturation by quoting the following from Turgeon:

*Objects, once transferred, become culturally recontextualized: they take on other shapes, acquire new uses, and undergo changes in meaning. When an object is transformed, a form of appropriation is thereby signified; at the same time, it transforms those who are making use of it. Taking possession of a new object involves not only cultural reconfiguration but also the social reclassification and redefinition of individuals and groups.*

A concrete example of what is implied by creolization is the history of the archetypal 'all-American' product, blue jeans:

*When Levi Strauss, a German immigrant, started making his famous blue jeans in the 1860s for the prospectors and frontiersmen of the Californian Gold Rush, he combined denim cloth (originally known as 'serge de Nîmes', because it was traditionally woven in the French town) with Genes, a traditional style of trousers worn by Genoese sailors. So Levi's jeans are in fact an American twist on a European model (Legrain, 2002, p. 298).*

Belk (1996) reports on a number of cases where "...consumers have used standardized objects of the marketplace in a way that asserts identity, reclaims control, and successfully counters the trends towards globalism, hyperreality, and multinationalism" (p. 29). For example, in describing a study (Belk & Paun, 1995) that examined the evolution of habits in Romania following the fall of Ceaucescu's communist regime, Belk states that "...even though there has been an influx of Western soft drinks, liquors, cigarettes, religion, films, television programs, clothing, candies, music, and other consumer goods, significant differences in foods, clothing, religion, vehicles, and celebrations act as ethnic markers that are used by the Romanian majority and the Hungarian and Gypsy minorities to proclaim their ethnic identities and thereby resist assimilation to each other, much less to global culture" (p. 26).

Actually, some have stated that the phenomenon of 'global culture' is in fact manifestations of 'third cultures': "...flash points at which the mismatches between and

among cultural identities and the forces of global economic and cultural integration occur” (Wilson, 1995, p. 254). According to Useem et al. (1963) a third culture “...is not merely a mutual accommodation or amalgamation of two separate, parallel cultures, but the birth of something new as far as behavior, lifestyles, worldviews, etc., are concerned” (c.f. Gessner & Schade, 1990, p. 260). This third culture will not necessarily supersede, but rather, compliment and exist alongside, the many ethnic cultures that still divide the world.

Finally, regarding center-periphery relationships, it has been asserted that creolization allows the periphery to ‘talk back’ (Hannerz, 1992, p. 265), as is evidenced by the widespread popularity of Reggae music (a ‘creolized’ blending of music styles, re-exported from Jamaica). In fact, the great ‘core’ cities of New York and London could also be said to be themselves partly extensions of the Third World. According to Hannerz (1992, p. 266), “Anglo culture, the culture of the WASPs, may have provided the metropolis, the standard, the mainstream, but as it reaches out toward every corner of society, it becomes creolized itself.”

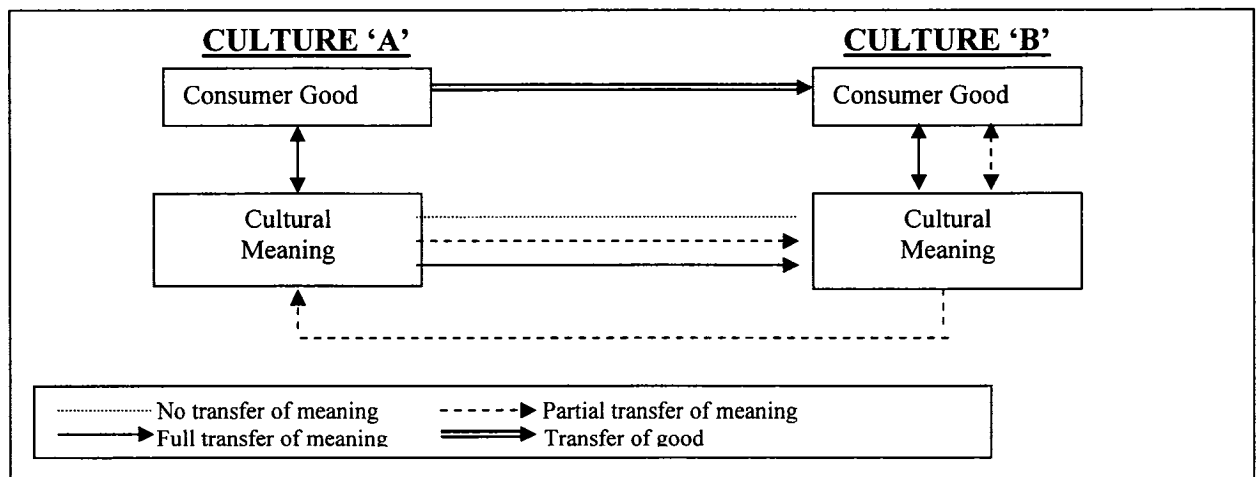
### **An Illustration of the Situationally-Dependent Movement of Goods and Meaning**

Figure 3 articulates a simplified model whereby a good is transferred (i.e., made available via exporting, etc.) from the culture of origin (culture ‘A’) to another recipient culture (culture ‘B’). In culture ‘A’, the consumer good is ascribed (or alternatively, conveyed via the good’s inherent characteristics) meaning. The good is made available to culture ‘B’; its meaning may be fully transferred from culture ‘A’, or partially transferred (i.e., modified, or contextualized), or not transferred at all (i.e., invested with an entirely new meaning). If the good and its associated meaning (transmitted, for example, via



media channels) are relevant in their original form to the recipient culture, the good may be used in its intended original fashion, and be invested with the same cultural meaning, as in culture 'A'. This would imply a process associated with the term 'cultural homogenization'. More often however, the meaning of the good will be altered even when successfully reconstituted—that is, invested with meaning from the original culture, but also with meaning particular to the recipient culture. At times, the good may be used in an entirely novel fashion, and/or invested with entirely new meaning. Finally, given Howes (1999) reference to the process of 'transculturation', the modified or new meaning ascribed to the good in culture 'B' may flow back to and be appropriated by, culture 'A'. The model can be extended to incorporate the flow of goods and/or meanings for multiple cultures. Similarly, it can be further extended to incorporate possible modifications of the original good (i.e., its form, features, etc.) by receiving cultures.

**Figure 3: The Transfer of Goods and Meaning**



The next Chapter presents an overview of the remaining variables and constructs that will be examined in this dissertation, as well as the research hypotheses and the conceptual model that will be empirically tested using an international sample of respondents.

## **CHAPTER 4: CONSTRUCTS, CONCEPTUAL MODEL AND RESEARCH HYPOTHESES**

Recall from the introductory section of this dissertation that—beyond the dynamic relationship between ethnic identification (EID) and acculturation to global consumer culture (AGCC)—several other relationships will be examined in my study, including (1) the association between the two broad cultural constructs (EID and AGCC) and Hofstede’s dimensions of national culture, (2) the relationship between EID and AGCC, and consumption across a number of product categories; (3) the association of materialism and consumer ethnocentrism, and the two the cultural constructs and various consumption behaviors, and (4) the link between various socio-demographic variables to the aforementioned constructs. These will each be discussed in turn, along with corresponding hypotheses. The Chapter concludes with the presentation of the general theoretical model.

### **The Role of ‘National’ Culture**

*As globalization must be rather a human process more than just a technical process, the unique culture and psychology of a particular culture may determine the distinctive characteristics of the processes and consequences of globalization of the country. (Schütte & Ciarlante, 1998, c.f. Suh & Kwon, 2002, pp. 663-664).*

The futurologist Herman Khan has been quoted as believing that specific nations have cultural traits that are “rather sticky and difficult” (cited in Hofstede & Bond, 1988, p. 6) to change, although they can be modified. As stated in the above quotation, Schütte and Ciarlante (1998) suggest that the ‘national’ cultural characteristics of countries can play a role with respect to the processes and relative impact of globalization. National

cultural dimensions have been included in this study, in order to predict general patterns of culture change for each country-sample.

Over the years, researchers have used two approaches in attempting to uncover the universal dimensions of 'national' culture. First, based on theory, various classification systems have been developed by social researchers (see Clark, 1990). Other scientists have attempted to derive the dimensions of national culture by way of empirical studies (e.g., Hofstede, 1980, Ronen & Shenkar, 1985). The current research will invoke the second approach. Geert Hofstede's (Hofstede, 1980; Hofstede and Bond, 1988) dimensions of national culture are probably the most widely known among cross-cultural researchers, and are the most cited in the extant relevant literature. According to the Social Sciences Citations Index, between 1987 and 1997, Hofstede's *Culture's Consequences* (1980) was cited 1,101 times, compared 147 citations for Hall's *Beyond Culture* (1976), which offers a rival culture theory (Sivakumar & Nakata, 2001).

### **Hofstede's Dimensions of National Culture**

As Hofstede (1980) has pointed out, among international researchers, there exists little consensus of what represents national cultures. He embarked on a comprehensive study concerning the dimensions of national culture, which involved a massive statistical analysis of more than 116,000 questionnaires. The surveys were gathered from employees in forty countries of a large U.S.-based multinational corporation (*IBM*), across all occupations within the company, between 1967 and 1973. Through the use of factor analysis, Hofstede derived four main dimensions that distinguished among countries' national cultures: (1) power distance, (2) uncertainty avoidance, (3) individualism, and (4) masculinity. Later research by Hofstede and his associates

(Hofstede & Bond, 1988; Franke, Hofstede & Bond, 1991; Hofstede, 1991), that was conducted in a similar manner to that of Hofstede's (1980) study, uncovered a fifth culture dimension, referred to as Confucian dynamism, or alternatively, as time orientation. Appendix 1 lists the country/region scores for each of Hofstede's cultural dimensions, while Appendices 3 through 9 graphically illustrate the relative positioning of these countries on these dimensions (refer to Appendix 2 for a lexicon of the abbreviations used in these graphs). Hofstede's dimensions are further elaborated upon in the ensuing sections, including hypotheses corresponding to the relationship of each dimension to AGCC and EID.

#### *Power Distance (PD)*

Hofstede's first dimension "...indicates the extent to which a society accepts the fact that power in institutions and organizations is distributed unequally" (Hofstede, 1980, p. 45). According to Hofstede and Bond (1988), this dimension represents inequality that is defined from below (and not from above)—"...a society's level of inequality is endorsed by its followers as much as by its leaders" (p. 10). With respect to participation in decision-making, within high PD cultures superiors generally exhibit authoritarian tendencies and subordinates are expected to be passively obedient (Tse et al., 1988). Adler (1991) characterizes high PD cultures as having a strict hierarchy in place, dividing the 'haves' and the 'have-nots', and attempts to thwart this order are harshly regarded (c.f. Nakata & Sivakumar, 2001). Low PD cultures value merit, ability, initiative and drive, and a 'leveling of the playing field' (Nakata & Sivakumar, 2001), over birthright, nepotism, and class. Lower power distance implies higher trust; individuals are trusted to make the right decisions and actions. Examples of large PD

national cultures include Malaysia, the Philippines, Panama, and Mexico; low PD nations include the four Scandinavian countries, New Zealand, and Switzerland. The characteristics of low and high power distance cultures are summarized in Table 5.

**Table 5: The Power Distance Dimension**

| <i>Small (Low) Power Distance</i>   | <i>Large (High) Power Distance</i>  |
|---|---|
| <ul style="list-style-type: none"> <li>• Inequality in society should be minimized.</li> <li>• All people should be interdependent.</li> <li>• Hierarchy means an inequality of roles established for convenience.</li> <li>• Superiors consider subordinates to be “people like me”.</li> <li>• Subordinates consider superiors to be “people like me”.</li> <li>• Superiors are accessible.</li> <li>• The use of power should be legitimate and is subject to the judgment as to whether it is good or evil.</li> <li>• All should have equal rights.</li> <li>• Those in power should try to look less powerful than they are.</li> <li>• The system is to blame.</li> <li>• The way to change a social system is to redistribute power.</li> <li>• People at various power levels feel less threatened and more prepared to trust people.</li> <li>• Latent harmony exists between the powerful and the powerless.</li> <li>• Cooperation among the powerless can be based on solidarity.</li> </ul> | <ul style="list-style-type: none"> <li>• There should be an order of inequality in the world in which everybody has a rightful place: high and low are protected by this order.</li> <li>• A few people should be independent; most should be dependent.</li> <li>• Hierarchy means existential inequality.</li> <li>• Superiors consider subordinates to be a different kind of people.</li> <li>• Subordinates consider superiors as a different type of people.</li> <li>• Superiors are inaccessible.</li> <li>• Power is a basic fact of society that antedates good or evil. Its legitimacy is irrelevant.</li> <li>• Power-holders are entitled to privileges.</li> <li>• Those in power should try to look as powerful as possible.</li> <li>• The underdog is to blame.</li> <li>• The way to change a social system is to dethrone those in power.</li> <li>• Other people are a potential threat to one’s power and can rarely be trusted.</li> <li>• Latent conflict exists between the powerful and the powerless.</li> <li>• Cooperation among the powerless is difficult to attain because of their low-faith-in-people norm.</li> </ul> |

**Source:** Hofstede, G. (1980), “Motivation, leadership, and organization: Do American theories apply abroad?” *Organizational Dynamics*, Vol. 16, No. 4, 4-21.

Hofstede’s (1980) dimensions have recently been linked to technology acceptance in a cross-cultural study involving three countries with highly different Hofstede profiles (the U.S., Japan, and Switzerland). In testing the applicability of the *technology acceptance model* (TAM), Straub, Keil and Brenner (1997) predicted that in societies where a large PD separates managers and workers, the ‘leveling effect’ of computer-based media would not be viewed as desirable (thus such societies would tend to refrain using media of these types). The results were to a large extent confirmed. The

notion of power distance implies a degree of inflexibility, which subsequently might negatively impact on innovation. As stated in Jones et al. (2000), "...rigid stratification, central power, excessive rules, and top-down control is generally believed to stifle innovation" (p. 16). Jones et al. further argue if there is a relationship between cultural dimensions and successful innovative activity, national culture may be given greater weight in as one of the factors to consider when organizations are deciding where to locate foreign R& D activities.

Power distance is associated with traditional notions of dominance, stratification, and rigidity; and these aspects are likely to impede both globalization and susceptibility to global consumer culture. For my research, it is proposed that power distance will be negatively related to acculturation to global consumer culture (AGCC), while being positively related to ethnic identification (EID).

**H1a:** Relative to large power-distance individuals, small power-distance individuals will exhibit higher levels of AGCC.

**H1b:** Relative to small power-distance individuals, large power-distance individuals will exhibit higher levels of EID.

#### *Uncertainty Avoidance (UA)*

The second dimension "...indicates the extent to which a society feels threatened by uncertain and ambiguous situations" (Hofstede, 1980, p. 45), that is, situations that are "...defined as novel, unknown, surprising, or different from usual" (Hofstede & Bond, 1988, p. 11). Cultures that score high on this dimension attempt to minimize the possibility of such situations via adherence to strict laws and measures. Cultures that score low on this dimension are more accepting of religions, behaviors and opinions that differ from their own; hence they generally have fewer strict rules (Hofstede & Bond,

1988). High uncertainty avoidance is thought to be associated with avoiding risk and change, and hence, compared to low uncertainty avoidance, an aversion to new ideas, products, managerial practices, and strategies (Nakata & Sivakumar, 2001). Examples of national cultures scoring high on the UA scale include Greece, Portugal, Uruguay, and Guatemala; national cultures scoring low on the UA scale include Great Britain, Ireland, Jamaica, and Singapore. The qualities associated with weak and strong uncertainty-avoiding cultures are summarized in Table 6.

**Table 6: The Uncertainty Avoidance Dimension**

| <i>Weak (Low) Uncertainty Avoidance</i>  | <i>Strong (High) Uncertainty Avoidance</i>  |
|--|---|
| <ul style="list-style-type: none"> <li>• The uncertainty inherent in life is more easily accepted and each day is taken as it comes.</li> <li>• Ease and lower stress are experienced.</li> <li>• Time is free.</li> <li>• Hard work, as such, is not a virtue.</li> <li>• Aggressive behavior is frowned upon.</li> <li>• Less showing of emotions is preferred.</li> <li>• Conflict and competition can be contained on the level of fair play and used constructively.</li> <li>• More acceptance of dissent is entailed.</li> <li>• Deviation is not considered threatening; greater tolerance is shown.</li> <li>• The ambiance is one of less nationalism.</li> <li>• More positive feelings toward younger people are seen.</li> <li>• There is more willingness to take risks in life.</li> <li>• The accent is on relativism, empiricism.</li> <li>• There should be as few rules as possible.</li> <li>• If rules cannot be kept, we should change them.</li> <li>• Belief is placed in generalists and common sense.</li> <li>• The authorities are there to serve the citizens.</li> </ul> | <ul style="list-style-type: none"> <li>• The uncertainty inherent in life is felt as a continuous threat that must be fought.</li> <li>• Higher anxiety and stress are experienced.</li> <li>• Time is money.</li> <li>• There is an inner urge to work hard.</li> <li>• Aggressive behavior of self and others is accepted.</li> <li>• More showing of emotions is preferred.</li> <li>• Conflict and competition can unleash aggression and should therefore be avoided.</li> <li>• A strong need for consensus is involved.</li> <li>• Deviant persons and ideas are dangerous; intolerance holds sway.</li> <li>• Nationalism is pervasive.</li> <li>• Younger people are suspect.</li> <li>• There is great concern with security in life.</li> <li>• The search is for ultimate, absolute truths and values.</li> <li>• There is a need for written rules and regulations.</li> <li>• If rules cannot be kept, we are sinners and should repent.</li> <li>• Belief is placed in experts and their knowledge.</li> <li>• Ordinary citizens are incompetent compared with the authorities.</li> </ul> |

**Source:** Hofstede, G. (1980), "Motivation, leadership, and organization: Do American theories apply abroad?" *Organizational Dynamics*, Vol. 16, No. 4, 4-21.

Straub et al. (1997) postulated that in cultures scoring high on UA would use electronic communication media (such as email) less often, since these media are not well suited to uncertainty reduction as are face-to-face and other 'rich' channels. With respect to international competition, some researchers have suggested that high UA cultures are



generally resistant to the open competition implied by free market capitalism, and that such cultures may be more inclined to place limits on foreign competition within the home market (Tung, 1981; Tse et al., 1988). Weak UA (or UA accepting) cultures may exhibit "...a higher level of tolerance for change and ambiguity, and accept and often embrace the risks associated with an uncertain future" (Jones et al., 2000, p. 20). Micklethwait and Wooldridge (2000, p. 313) state that "...globalization can shape all sorts of people's lives in all sorts of unpredictable ways". In breaking down barriers and reorganizing societies, globalization may imply the replacement of former 'certainties' (e.g., about the roles and nature of governments, businesses, society, the individual's place in society, and the interrelations among each of the aforementioned) with uncertainties. Undoubtedly for many individuals, globalization invokes a sense of uncertainty with regards to the future. It is therefore expected that AGCC and EID will be negatively and positively related to uncertainty avoidance, respectively.

**H2a:** Relative to high uncertainty-avoidance persons, low uncertainty-avoidance persons will exhibit higher levels of AGCC.

**H2b:** Relative to low uncertainty-avoidance persons, high uncertainty-avoidance persons will exhibit higher levels of EID.

### *Individualism (IND)*

The third—and given its widespread applicability to an array of behaviors, arguably the most crucial—dimension lies along a continuum (with individualism/collectivism forming endpoints), and captures individual's social behavior towards the group. As defined by Hofstede (1980, p. 45), "Individualism implies a loosely knit social framework in which people are supposed to take care of themselves and of their immediate families only, while collectivism is characterized by a tight social

framework in which people can distinguish between in-groups and out-groups: they expect their in-group (relatives, clan, organizations) to look after them, and in exchange for that they feel they owe absolute loyalty to it". In other words, loose ties between individuals characterize individualist cultures, whereas strong, cohesive ties between group members characterize collectivist cultures. Thus, collectivist societies emphasize the needs of the group ("we") over that of the individual person ("me"). Within collectivist cultures, the self is inextricably intertwined with the group. 'Fatalism' (Chan, 1967, cited in Tse et al., 1988)—the tendency to submit to one's fate, is also characteristic of collectivist cultures. People from IND cultures, in contrast, are generally more apt to seek control over their own fate. Examples of individualistic countries include the United States, Canada, Australia, and Great Britain; collectivistic countries include Columbia, Venezuela, Indonesia, and Thailand. Values, attitudes and characteristics associated with collectivistic and individualistic cultures are summarized in Table 7.

**Table 7: The Individualism Dimension**

| <i>Collectivist</i>   | <i>Individualist</i>   |
|---|--|
| <ul style="list-style-type: none"> <li>• In society, people are born into extended families or clans who protect them in exchange for loyalty.</li> <li>• “We” consciousness holds sway.</li> <li>• Identity is based on the social system.</li> <li>• There is emotional dependence of individual on organizations and institutions.</li> <li>• The involvement with organizations is moral.</li> <li>• The emphasis is on belonging to organizations: membership is the ideal.</li> <li>• Private life is invaded by organizations and clans to which one belongs; opinions are predetermined.</li> <li>• Expertise, order, duty, and security are provided by organization or clan.</li> <li>• Friendships are predetermined by stable social relationships, but there is a need for prestige within these relationships.</li> <li>• Belief is placed in group decisions.</li> <li>• Value standards differ for in-groups and out-groups (particularism).</li> </ul> | <ul style="list-style-type: none"> <li>• In society, everybody is supposed to take care of himself/herself and his/her immediate family.</li> <li>• “I” consciousness holds sway.</li> <li>• Identity is based on the individual.</li> <li>• There is emotional independence of individual from organizations or institutions.</li> <li>• The involvement with organizations is calculative.</li> <li>• The emphasis is on individual initiative and achievement; leadership is the ideal.</li> <li>• Everybody has the right to a private life and opinion.</li> <li>• Autonomy, variety, pleasure, and individual financial security are sought in the system.</li> <li>• The need is for specific friendships.</li> <li>• Belief is placed in individual decisions.</li> <li>• Value standards should apply to all (universalism).</li> </ul> |

**Source:** Hofstede, G. (1980), “Motivation, leadership, and organization: Do American theories apply abroad?” *Organizational Dynamics*, Vol. 16, No. 4, 4-21.

Straub et al. (1997) predicted that high collectivism would be inversely related to computer-based communications, as media of this type tend to attenuate the group effect. Tse et al. (1988) obtained significant differences with respect to differences in decision-making processes across individualist and collectivist cultures, leading the authors to suggest that “...the globalization process is uneven along different cultural norms” (p. 89). Several empirical studies have linked the IND dimension to economic growth. Studies by Hofstede (1980), and Franke, Hofstede and Bond (1991) both reported a significant negative correlation between economic growth and individualism: collectivist countries were, *ceteris paribus*, associated with higher growth (operationalized as the rate of change in GNP). Ozminkowski (1996) has argued the opposite: that it is ‘particularism’ (or, the lack of individualistic values) that impedes economic progress and creates barriers to international business. He claims that according to most studies, the relationship between individualism and economic growth is positive:

“...the higher the level of individualism, the more competitive, efficient, and innovative the economy” (p. 14). Collectivism, on the other hand, is more prone “...to the maintenance of kinship systems, patronage, nepotism, etc” (p. 15), which serves to impede economic progress and create barriers to open international business. Indeed, the higher economic growth rates reported in the 1980s and 1990s in collectivistic societies may be more of a reflection of an absolute lower base rate—eight percent per capita economic growth is less impressive when GDP per head is only \$800.00.

According to Hofstede and Bond (1988), the fundamental importance of this dimension is reflected in its universality across all societies in the world. Cultural attitudes towards the role of the individual vis à vis the group have permeated the writings of many leaders and thinkers. According to Hall (1996), globalization implies much more than just a shift in state social and economic organization: at a deeper level, it raises questions about our sense of self, our identities, and cultural ‘belongingness’. Formerly stable identities (e.g., about one’s place in groups) are increasingly coming under pressure as a consequence of globalization. Singapore’s President Lee Kwan Yew once pronounced that “to us in Asia, the individual is an ant” (c.f. Micklethwait and Wooldridge, 2000, p. xxvii). Belk et al. (2003) have suggested that, as a consequence of the increasing marketization of societies around the world, people tend to focus less on the group (collectivism) and more on the self (individualism). From a consumption standpoint, Roth (1995) found that individualistic cultures are more apt to seek variety and hedonistic experiences, when compared to collectivistic cultures. Also from a consumption standpoint, individualist consumers are more apt to seek product novelty and variety, and favor individual gratification (Nakata & Sivakumar, 2001), whereas

collectivist consumers are more likely to subordinate personal preferences to those of the group.

The ability to partake in the nascent global consumer culture is to some degree a matter of personal choice. From a society standpoint people are generally freer to make their own choices in individualistic cultures, rather than in collectivistic cultures where people are expected to subordinate individual preferences when they conflict with the greater good of the group. Likewise, maintaining traditions and respecting local cultural norms are thought to be emphasized to a greater degree in collectivistic societies. Overall, in regards to the relationships between individualism, and the two broad cultural constructs (AGCC and EID), I propose the following:

**H3a:** Relative to collectivistic persons, individualist persons will exhibit higher levels of AGCC.

**H3b:** Relative to individualistic persons, collectivistic persons will exhibit higher levels of EID.

### *Masculinity (MAS)*

The continuum of masculinity/femininity, expresses "...the extent to which the dominant values in society are 'masculine'—that is, assertiveness, the acquisition of money and things, and not caring for others, the quality of life, or people" (Hofstede, 1980, p. 46). According to Hofstede (1980), phrases such as "performance and growth are important" (and "admire the strong", are symptomatic of high MAS societies (pp. 288-294). In societies lower on this dimension (i.e., more feminine), there is more an emphasis on helping others, improving the quality of life, and shunning self-recognition (Nakata & Sivakumar, 2001; Hofstede, 1983). Masculine societies are generally very aggressive and competitive; Feminine societies tend to be more modest and nurturing. As

with the individualist/collectivist dimension, this cultural dimension is fundamental, given that the distribution of roles between the sexes is a universal notion across all societies (Hofstede & Bond, 1988). National cultures that are characterized as masculine include Japan, Austria, Switzerland, and Venezuela; feminine countries include Costa Rica, Denmark, Sweden, and Chile. The characteristics of feminine and masculine cultures are summarized in Table 8.

**Table 8: The Masculinity Dimension**

| <i>Feminine</i>   | <i>Masculine</i>   |
|---|--|
| <ul style="list-style-type: none"> <li>• Men needn't be assertive, but can also assume nurturing roles.</li> <li>• Sex roles in society are more fluid.</li> <li>• There should be equality between the sexes.</li> <li>• Quality of life is important.</li> <li>• You work in order to live.</li> <li>• People and environment are important.</li> <li>• Interdependence is the ideal.</li> <li>• Service provides the motivation.</li> <li>• One sympathizes with the unfortunate.</li> <li>• Small and slow are beautiful.</li> <li>• Unisex and androgyny are ideal.</li> </ul> | <ul style="list-style-type: none"> <li>• Men should be assertive. Women should be nurturing.</li> <li>• Sex roles in society are clearly differentiated.</li> <li>• Men should dominate in society.</li> <li>• Performance is what counts.</li> <li>• You live in order to work.</li> <li>• Money and things are important.</li> <li>• Independence is the ideal.</li> <li>• Ambition provides the drive.</li> <li>• One admires the successful achiever.</li> <li>• Big and fast are beautiful.</li> <li>• Ostentatious manliness ('machismo') is appreciated.</li> </ul> |
| <p><b>Source:</b> Hofstede, G. (1980), "Motivation, leadership, and organization: Do American theories apply abroad?," <i>Organizational Dynamics</i>, Vol. 16, No. 4, 4-21.</p>  |  |

On the one hand, masculinity is linked to traditionalism, and the separation of male-female roles (i.e., role differentiation), views that appear to be out of sync with contemporary global trends. Low masculinity cultures are by nature, more service- and people-oriented, and putting quality of life ahead of status and money—modern notions that would seem to be in keeping with the global era. On the other hand, the characteristics of the 'masculine dimension' appear to be in keeping with the spirit of free-market capitalism, as invoked by the famous sociologist, Maximilian Weber (e.g., the 'Protestant work ethic': Weber 1947, 1958), which is a major characteristic of the global economy, and would also appear to be one of the main reasons why firms enter into business in foreign markets. According to Jones et al. (2000), "Characteristics

associated with more masculine societies, including a degree of emphasis on the task, levels of achievement and reward, as well as an acceptance of some degree of conflict and competition, are usually associated with innovation” (p. 21). It should also be noted that the United States—a ‘champion’ of free-market-based capitalism, scores relatively high on the masculinity index (ranked 15 out of 53 nations); Japan (ranked 1<sup>st</sup> overall) scores very highly on this cultural dimension, as do most countries with Anglo-Germanic heritage, including Germany and Great Britain (rankings tied at 9<sup>th</sup>). Furthermore, many theorists believe that the character of global consumer culture is at least in part a reflection of Western (and more so, American) values, such as the importance of money and the acquisition of material goods.

Despite the equivocalness of the above arguments, I postulate the following relationships between masculinity and the two broad cultural constructs (EID and AGCC):

**H4a:** Relative to low-masculine individuals, high-masculine individuals will exhibit higher levels of AGCC.

**H4b:** Relative to high-masculine individuals, low-masculine individuals will exhibit higher levels of EID.

#### *Confucian Dynamism /Long-Term Orientation (LTO)*

One important culture dimension that was not obtained from Hofstede’s earlier (1980) work that has been identified in the anthropological literature is time orientation. According to the Hall (1983), Western cultures are generally conceived as having a *monochronic* (or linear-separable) time orientation (characterized by schedules, time as a fixed resource that can be saved or wasted, doing one thing at a time, etc.). However, many cultures (e.g., from Mediterranean European countries, South American countries,

and the Middle-East) are categorized as exhibiting a *polychronic* time orientation (characterized by less concerns for schedules or time itself as a resource, doing many things at once, etc.). Still other cultures (e.g., Japan, Hong Kong) are neither monochronic nor polychronic, but are rather said to follow a *circular* time orientation (Hall, 1983). Hofstede's fifth dimension, which to some extent captures this omitted cultural characteristic, was first labeled the Confucian dynamism dimension (Hofstede & Bond, 1988), later referred to as the long-term orientation (LTO) dimension (Hofstede, 1991).

In carrying out the later series of studies on the dimensions of culture, Hofstede was motivated by a major criticism directed against his earlier work. Since the questionnaires in the former study were designed solely by researchers in Western countries (with measures possibly reflecting Western cultural values), wasn't it then possible that values very different from or specific to non-Western cultures would not be captured by the survey instrument? The *Chinese value survey* (CVS), composed of 40 items, was created by Chinese social scientists and administered to 2200 individuals (50 males and 50 females, in each of 22 countries selected from all five continents). Factor analyses of the results revealed 4 distinct dimensions; further statistical comparisons revealed a strong one-to-one correspondence between 3 of the CVS dimensions and 3 of the dimensions yielded from the IBM studies (PD, MSC, and IND); the fourth dimension—subsequently labeled Confucian Dynamism (to reflect values associated with the teachings of Confucius), and later, long-term orientation (LTO)—was unique. Essentially, this dimension captures the degree to which a culture focuses on the future. For countries scoring high on this dimension, the values on the left side of Table 9 are



more important, and according to Hofstede and Bond (1988), these values are more oriented towards the future (especially ‘perseverance’ and ‘thrift’). For countries scoring low on this dimension, the values on the right side of Table 9 are more important—these consist of Confucian values oriented towards the past and the present, including traditionalism, obligations, concern for face, and the like (Hofstede, 1991). Individuals in long-term oriented cultures value thrift and perseverance, live within their means, and spend conservatively (i.e., save their money “for a rainy day”). Individuals in short-term oriented cultures focus more on the present and near-future horizon. These individuals are more apt to feel the pressure to “keep up with the Joneses”, even if that entails overspending, in order to maintain their social image. Long-term oriented (high CD) national cultures include Hong Kong, Taiwan, and Japan; short-term oriented (low CD) national cultures include Pakistan, the Philippines, and Canada.

**Table 9: The Confucian Dynamism/Long-term Orientation Dimension\***

| <i>High CD /LTO</i>  | <i>Low CD or STO,</i>   |
|--|---|
| <ul style="list-style-type: none"> <li>• Persistence (perseverance)</li> <li>• Ordering relationships by status and observing this order</li> <li>• Thrift</li> <li>• Having a sense of shame</li> </ul> | <ul style="list-style-type: none"> <li>• Personal steadiness and stability</li> <li>• Protecting your face</li> <li>• Respect for tradition</li> <li>• Reciprocation of greetings, favors, and gifts</li> </ul> |

\*For countries scoring high on this dimension, the values on the left side are relatively more important; for countries scoring low, those on the right side are more important.

**Source:** Hofstede, Geert & Bond, Michael Harris (1988), “The Confucius Connection: From Cultural Roots to Economic Growth,” *Organizational Dynamics*, Vol. 16, No. 4, 4-21.

A high appreciation of knowledge is characteristic of high Confucian dynamic cultures, and decisions are more apt to be made on the basis of all possible information and through consensus (see Nakata & Sivakumar, 2001). Hofstede and Bond (1988) found that higher CD (that is, higher scores on the items on the left-hand side of Table 9) was strongly correlated with economic growth. In a later and more expanded study, Franke, Hofstede and Bond (1991) found a significant relationship between economic

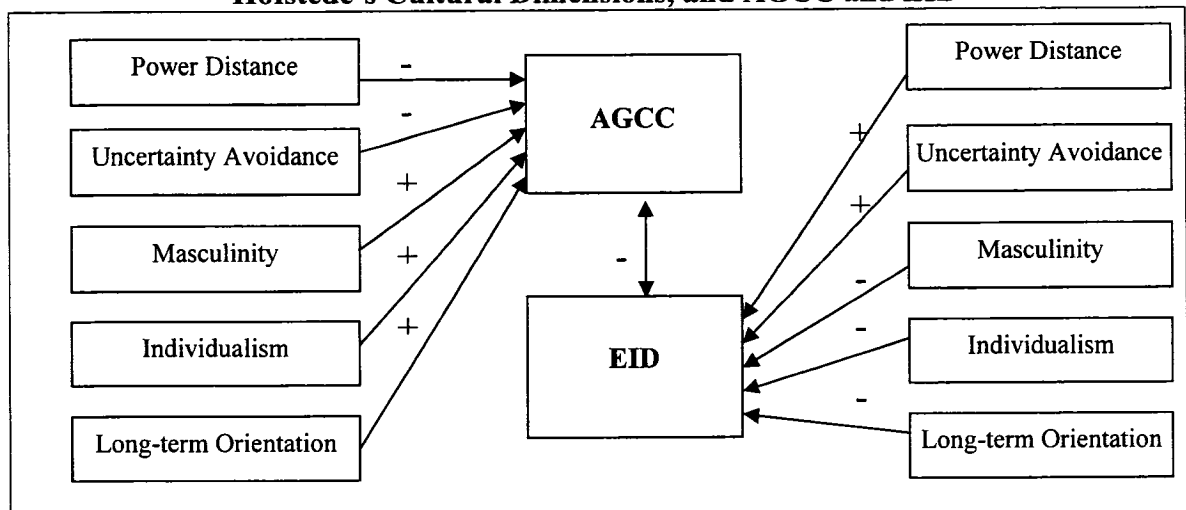
growth and high CD (future orientation). As an ongoing process, globalization is essentially more oriented towards the future than it is towards the present or the past; the latter orientation would seemingly be more in accordance with the values of more traditional societies. I therefore posit the following relationships:

**H5a:** Long-term-oriented (i.e., future-oriented, high CD) individuals will exhibit higher levels of AGCC than will short-term-oriented (i.e., past/present-oriented, low CD) individuals.

**H5b:** Short-term oriented (low CD) individuals will exhibit higher levels of EID than will long-term-oriented (high CD) individuals.

The hypothesized relationships between Hofstede's five cultural dimensions, and the two cultural constructs, acculturation to global consumer culture, and ethnic identification, are summarized in Figure 4.

**Figure 4: Summary Model of the Proposed Relationships between Hofstede's Cultural Dimensions, and AGCC and EID**



#### *Validity and Reliability of Hofstede's Dimensions*

O'Grady and Lane (1996) state that an inherent limitation of national cultural indices (such as Hofstede's dimensions) is their high level of aggregation, which may hide important variations such as regional differences that exist within countries, and

individual differences and experiences. Because Gómez-Mejia and Palich (1997) declared that “while criticisms of Hofstede’s work have been numerous (e.g., the samples used may not be representative of national populations)...his research arguably remains the most comprehensive and best of its kind...” (p. 315). Hofstede’s dimensions are conceptually well-grounded—for example, the individualist-collectivist dimension has been investigated by psychologists and anthropologists for more than 50 years (see Nakata & Sivakumar, 2001). In his 1994 review of the work to date on Hofstede’s dimensions, Søndergaard cited three constraints identified by researchers: (1) the possibility that the dimensions derived from data collected in the years 1968-1973 were artifacts of that period of analysis and therefore, may have since shifted, (2) the limitations, namely generalizability, given Hofstede’s research population, employees of IBM, and (3) the validity of employing attitudinal-based surveys in order to infer cultural values. In analyzing 61 replications of Hofstede’s findings, Søndergaard concluded “...that the differences [between countries] predicted by Hofstede’s dimensions were largely confirmed” (p. 451). In a recent study of airline pilots in 19 countries, Merritt (2000) obtained significant replication correlations for Hofstede’s four (1980) cultural indices (IND .96, PD .87, MSC .75, and UA .68).

Due to the difficulties “...in delimiting the amorphous concept of culture, the nation is often used as a surrogate—albeit imperfect—for culture” (Nakata & Sivakumar, 1996, p. 62, see also Clark, 1990). It is crucial to note that although national culture influences individuals within a culture, individuals vary in the extent to which they adhere to and practice cultural norms (Costa & Bamossy, 1995). Therefore, in the current research, Hofstede’s dimensions will be measured from subjects directly, using a short

scale adapted and validated specifically for consumer research purposes by Olivier Furrer and his colleagues (Furrer, Liu, & Sudharshan, 2000; Liu, Furrer & Sudharshan, 2001), as will be further explained in the methodology section of this paper (Chapter 5).

### **Culture Constructs (AGCC/EID) and Consumer Behavior**

Increasingly, researchers have recognized the benefits of developing a global brand. Firms benefit through production economies of scale and promotional efficiencies, once a consistent identity has been established worldwide (Hsieh, 2004; Jain, 1989). Global brands also yield benefits to consumers, given that these brands offer credibility (Alden et al., 1999), value and power (Duncan, 1992; Hsieh, 2004); such brands often appeal to human universals (Dawar and Parker, 1994), and—for some individuals—the association of belonging to the global elite (Friedman, 1990). Anthropologists and marketers alike have long noted the link between brands and social status. The possession of Western brands serves to enhance the owner's status in many developing countries (Ger and Belk, 1996a, 1996b) and promote their self-image as being cosmopolitan, modern, and sophisticated (Friedman, 1990). Notwithstanding a few exceptions, however, global brands are typically more scarce and often more costly than local alternatives (Batra et al., 2000). One objective of this research is to ascertain which product categories are better candidates for global-, or local-brand positioning strategies, or for more complex positioning strategies; based on the relative and/or dynamic impact of global and local cultural influences.

As Pick (1997) states, “One important aspect for consideration in any theory is the degree of applicability to concrete situations” (p. 51). The environment under which the proposed model (corresponding to the dynamic interplay of local and global cultural

influences on consumer behavior) will be examined is consumption across various product categories. Products carry cultural meaning (McCracken, 1986). Ethnicity "...is often encoded, preserved, and celebrated in consumption" (Belk & Paun, 1995, p. 180). For example, in their recent study of Greenlandic immigrants in Denmark, Askegaard et al. (2005) found that many informants maintained or resurrected Greenlandic cultural traditions through consumption behaviors, including foods, traditional costumes and instruments. On the basis of an exhaustive review of the extant literature, de Mooij (2004) concluded that cross-cultural differences in product ownership and usage could largely be attributed to the link between product category and cultural values. It appears that, in general, the older the product category (e.g., foodstuffs), the stronger the influence of culture (de Mooij, 2004). Generally-speaking, for newer and/or high-tech products, local cultural influences on consumption behaviors should be less of a factor.

Peñaloza (1989) notes that cultural consumption values cannot be observed nor measured directly, as they are "...hypothetical constructs that are inferred from 'acceptable' consumption behaviors as they are defined within a particular cultural context" (p. 116). It was mentioned earlier in this paper (Chapter 2) that cultural processes, including acculturation and ethnic identity, are not fixed responses, but rather, emergent or adaptive to structural conditions, and that the impact of these cultural constructs is thought to depend, at least in part, on these conditions. Extending this position to my research, the nature of these conditions might be taken to be the consumption of various product-categories. Several researchers (e.g., Laroche et al., 1998; McCracken, 1986; Mendoza, 1989) have noted that products may convey a priori cultural meaning, and possess attributes that can lead to different patterns of cultural

change. For a particular product category, consumption might be a balanced function (i.e., a bicultural occurrence) of both EID and AGCC, or be largely (but not completely) determined by one or the other. Consumption may reflect a unidimensional process of culture change (i.e., assimilation), or a purely monocultural occurrence (a function of either AGCC or EID). Finally, it is possible that, under certain conditions, that consumption is unrelated to the two cultural variables

Consumer behaviors associated with seven product categories will be considered in the current research, including food and beverages, personal care items, clothing and accessories, household appliances, consumer electronics, communication behaviors and devices, and luxury items. A *general* (and not specific to each particular product or brand, in its class) pattern for product categories is articulated. As illustrated in Figure 5, it is proposed (P1-7) that, as one moves up from the bottom of the list of product-categories, that consumption will be increasingly a function of AGCC, and decreasingly a function of EID. Thus, the relative magnitude(s) of AGCC and/or EID is expected to be highly variable depending on the particular product-category context. For example, the consumption of luxury goods (P1) is posited to be strongly and positively a function of AGCC, while only either weakly, or non-significantly (or even perhaps negatively) a function of EID. At the other extreme, food consumption (P7) is expected to be strongly and positively related to EID, while only being weakly, non-significantly, or negatively, related to AGCC. Consumption behaviors for communications (P2) and consumer electronics (P3) are expected to be dominated by AGCC, with EID playing a lesser role. Conversely, the consumption behaviors of personal care items (P6) and clothing/accessories (P5) are expected to be dominated by EID, this time with AGCC

playing a lesser role. Finally, consumption of household appliances (P4) is posited to be a balanced function of both AGCC and EID. The rationale for these conjectures is briefly described in the ensuing paragraphs.

#### *Food, Personal Care Items, and Clothing (P1-3)*

According to Peñaloza (1994), much more than just a means of sustenance, food serves as a key expression of culture. From an immigration perspective, researchers have demonstrated that the food habits of minorities tend to be long lasting and highly resistant to change (e.g., Fieldhouse, 1995; Hirschman, 1985; Uhle & Grivetti, 1993). There are of course exceptions (for example, global fast food brands, such as *McDonald's* and *Subway*; and for food products like softdrinks, such as *Coca-Cola*), however given the strong ties of eating and meals to local traditions and meanings, food items are least likely to be associated with global consumer culture. Food consumption varies greatly across the globe, as a consequence of climate, historical, economic and cultural factors (de Mooij, 2004). On the other hand, the findings of Reilly and Wallendorf (1987) and Oswald (1999) lend credence to the notion that the act of food consumption allows individuals to take on different identities, depending on the consumption context. As Reilly and Wallendorf (1987) have mentioned, “food consumption patterns are complex expressions of overlapping social group membership” (p. 289). Thus although the *general* prediction is that food consumption will be a more a function of EID, it also anticipated that there will be several exceptions to this forecast.

Personal care items, despite showing some degree of convergence, still show considerable differences in usage patterns even among the developed and adjoining countries in Europe (de Mooij, 2004), and these patterns have been linked to such cultural

dimensions as individualism, power distance, and uncertainty avoidance. The types of clothing worn, the amount spent on clothes, and other differences across cultures can be partially explained by climate and income variations, but moreover, by cultural characteristics, including individualism, uncertainty avoidance, and masculinity. In addition to serving to protect the body, clothing is also "...a means of cultural expression that imperfectly indicates style, gender, social class, and even nationality" (Peñaloza, 1994, p. 43). From a marketing mix perspective, culture-bound products, including most food and clothing items, are believed to require greater adaptation than relatively culture-free products (e.g., cell-phones, luxury items, soft-drinks).

*Appliances, Consumer Electronics, Communications, and Luxury Goods (P4-7)*

Ownership and usage patterns of household appliances still vary considerably, even among the wealthy nations. Beyond wealth statistics, these latter patterns have been linked to individualism and masculinity. Consumer electronics (including cameras, computers, and cell phones) are used very similarly (if not identically), worldwide (Alden et al., 1999), given that they respond to universal consumer needs, such as the demand for superior technology (Levitt, 1983; Alden et al., 1999). According to Yip (1995) the commonality of consumer needs worldwide is highest for high-tech durables, and lowest for food products, with household and personal care items falling somewhere in the middle. Certain high-tech products, particularly communication devices (e.g., cellular phones), symbolizing aspects of modernism and cosmopolitanism, serve to in some capacity to indicate membership in the global consumer segment (Alden et al., 1999). While De Mooij (2004) states that "many consumer electronics serve the individualistic need for variety and stimulation" (p. 244), it is important to note that certain high-tech



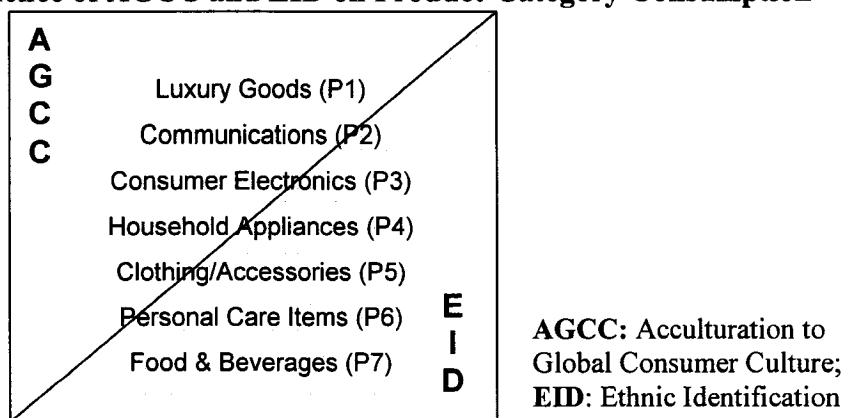
communication products have achieved very high penetration rates among collectivist countries.

In a comprehensive study of European consumers, Dubois and Duquesque (1993) found strong evidence that culture is at least as important as income when it comes to the acquisition of luxury goods. Furthermore, they reported a strong positive association between attitudes towards cultural change and the consumption of luxury goods. Roth's (1995) study obtained evidence that linked greater variety-seeking behaviors and higher emphasis on hedonistic experiences to individualistic cultures, when compared to collectivistic cultures. Consistent with theories of hedonic consumption, Dubois and Duquesque (1993) concluded that people purchase luxury goods for what they symbolize (i.e., for status and recognition purposes), partly as a consequence of the powerful media influences that promote immediate self-indulgence and gratification. Similarly, De Mooij (2004) asserts that "branded luxury products like Vuitton purses fulfill the need to conform...teenage girls want Vuitton because 'everyone has it'" (p. 163); notably this statement contradicts her declaration that there is no global consumer culture. As suggested by Alden, Steenkamp, and Batra (1999), "over time, certain brand symbols are likely to become dissociated with the United States per se, becoming associated with something that is larger than any single country—the global consumption set" (p. 78). Luxury brands would be prime candidates for membership in this global consumption set, followed by high-tech consumer durables (i.e., consumer electronics and communication devices).

In a study of brand-positioning advertising strategies in three major markets (Asia, North America, and Europe) Alden et al. (1999) found that the frequency of global

consumer positioning strategies (i.e., those “...appealing to globally shared, consumption-related symbols that signal membership in global consumer segments”: p. 79) was highest for high-tech consumer durables, followed by (in descending order) low tech consumer durables, personal durables, household nondurables, food nondurables, and lastly, consumer services. Taking in the findings of researchers such as Alden et al. (1999) and the above discussion on the relationships between culture and product-categories, generally speaking, the relative impact of the two cultural constructs (EID and AGCC) on each product category is expected to follow the pattern illustrated in Figure 5.

**Figure 5: Relative Influence of AGCC and EID on Product-Category Consumption**



### **Materialism and Consumer Ethnocentrism**

#### *Materialism (MAT)*

Richins and Dawson define materialism as “...the importance ascribed to the ownership and acquisition of material goods in achieving major life goals or desired states” (c.f. Richins, 2004, p. 210), with material values conceptualized as spanning three domains: (1) the centrality of possessions in a person’s life, (2) the belief that the acquisition of possessions yields happiness and satisfaction with life, and (3) the use of possessions to infer the success of oneself and others. Belk (1985) similarly defined

materialism as “the importance a consumer attaches to worldly possessions...at the highest levels of materialism, such possessions assume a central place in a person’s life and are believed to provide the greatest sources of satisfaction and dissatisfaction” (c.f. Ger & Belk, 1990., p. 186). Ger and Belk (1990) likewise envisioned materialism as being composed of three facets: possessiveness, envy, and non-generosity, which correspond to “...the inclination and tendency to retain control or ownership of one’s possessions”; “...the displeasure and ill will at the superiority of [another person] in happiness, success, reputation or the possession of anything desirable”; and “an unwillingness to give possessions to or share possessions with others”; respectively (p. 186).

Especially in Western countries, to live and be human is increasingly tantamount to consuming and being a consumer (Featherstone, 1990; Firat, 1995). This consumption-based orientation has largely been viewed as a trait of economic affluence and Western post-industrial life; however while having perhaps existed in isolated pockets since ancient times, only recently “...has it become available and embraced by entire populations” (Belk, 1988, c.f. Ger & Belk, 1990, p. 186). According to Belk (1988), materialism, something which arose in the developed western world, is now being increasingly emulated in the Third World: “by virtue of mass media, tourism, and multinational marketing,”—in other words, the agents of AGCC—“...consumer culture is beginning to create yearning for consumer goods even before households of the Third World have adequate nutrition” (Ger & Belk, 1990, p. 188). Throughout history, major religions have sought to curb materialistic desires, rendering material passion a vice, a sin, or an unacceptable transgression (Belk, Ger & Askegaard, 2003). Today, the

mimicking of consumer desire by consumers around the world is seen as “...an affirmation of belonging in a globalizing consumer culture” (Belk, Ger & Askegaard, 2003, p. 347). This latter notion is operationalized in this research as openness to and desire to emulate global consumer culture.

It is therefore not surprising that materialism is a topic of great interest to researchers, public-policy makers, and social commentators alike, as evidenced by the more than 100 empirical academic studies published since 1992 (Richins, 2004). A number of these studies have specifically investigated materialistic tendencies in cross-cultural contexts and/or in emerging economies. Ger and Belk (1990) found empirical evidence of a rise of materialism among consumers in a developing country, Turkey. On the basis of their findings in a later study, Ger and Belk (1996b) found support for the idea that “culture change and unsettled social conditions are associated with greater levels of materialism” (p. 72). In this study involving subjects across twelve countries, Ger and Belk (1996b) demonstrated that materialism is neither unique to Western cultures, nor related to affluence. A more recent study by Belk, Ger and Askegaard (2003), involving informants from the US, Denmark, and Turkey, obtained still more evidence of a globally-spreading materialistic consumer culture. Although a number of researchers have studied materialism across cultures (e.g., Ger & Belk, 1990, Belk et al., 2003; Mehta & Belk, 1991; Wallendorf & Arnould, 1988), only a few studies have specifically explored the relationship between materialism and culture change (Conway Dato-On, 2000; Ger & Belk, 1996b; Dawson & Bamossy, 1991).

As is the case for people and places, individuals construct meanings for material goods. These meanings tend to be both specific yet dynamic: while some objects assume

relatively static meanings (e.g., heirlooms, which symbolize continuity), others (such as branded products) assume different meanings to both the same and different people, over time and place (Kleine & Baker, 2004). Materialistic values may therefore vary not only across individuals, but also differentially manifest themselves across consumption episodes. In the case of the current research, this implies that for the same individual, materialistic tendencies may influence certain consumption behaviors, but not others.

#### *Consumer Ethnocentrism (CET)*

Despite some evidence of the spread worldwide of cultural values like materialism, the notion that globalization has also increasingly wrought resistance behaviors has also been corroborated. For international marketers, it is important to understand how reactions to globalization (for example, the reemergence of geographic nationalism and in certain areas, the growing appeal of fundamentalist religious movements) are manifested in the marketplace. De Mooij (2004) contends that many consumption behaviors are based on long-time habits, and that globalization will not harmonize people's values or national feelings.

According to Shimp and Sharma (1987), ethnocentrism "...represents the universal proclivity for people to view their own group as the center of the universe, to interpret other social units from the perspective of their own group, and to reject persons who are culturally dissimilar while blindly accepting those who are culturally like themselves" (p. 280). One's own ethnic (or national) symbols are objects of attachment and pride, whereas those of others may be held with contempt (LeVine & Campbell, 1972). A society's relative openness to foreign cultures is thought to be amenable to supporting the acceptance of foreign goods and services (Sharma, Shimp and Shin,

1995), whereas aspects such as patriotism, conservatism, or ethnocentrism are likely to impede the acceptance of foreign products.

Nationalistic emotions affect consumers' attitudes about products (Kaynak & Kara, 2002), and this bias towards locally-produced products is known as consumer ethnocentrism (Shimp and Sharma, 1987). In the minds of ethnocentric consumers, foreign or global brands represent not only an economic, but also a cultural, threat. According to Baughn and Yaprak (1996), highly ethnocentric consumers will even make economic sacrifices (for example, in terms of the higher quality or lower prices offered by foreign or global brands) in order to "...enjoy the psychological benefit of avoiding contact with the outgroup (i.e., the global culture) by purchasing local brands" (Steenkamp, Batra & Alden, 2003, pp. 56-57).

A strong relationship between age and ethnocentrism has been repeatedly reported in the literature (see Keillor et al., 2001). Generally speaking, younger individuals, particularly those with more education, are more accepting of foreign products than are older (and often, less-educated) individuals. Cross-cultural variations have also been reported on this variable. For example, the importance that individuals attribute to their own country and national identity has also been shown to vary from country to country (see de Mooij, 2004 for a review), although a number of similarities have also been reported in the literature. Keillor et al. (2001) found some degree of convergence of certain consumer attitudes, specifically with respect to ethnocentrism and national identity tendencies, in a study conducted across three nations (USA, France, and Malaysia). In their study comparing American and Korean consumers, Suh and Kwon (2002) hypothesized and found partial support for a model in which consumers 'global

openness' and purchasing behavior was mediated by their ethnocentric tendencies. Kaynak and Kara (2002) found that the degree of consumer ethnocentrism varied across individuals (e.g., religious vs. nonreligious, urban vs. rural) and regions in a country (Turkey), and that individuals scoring highly on this construct were less willing to buy foreign products. They also showed that consumer ethnocentrism is correlated to various lifestyle dimensions, and that it differentially impacted foreign/local dispositions, depending on the nature of the product category, and the particular country-of-origin of the product. Similar to materialism, consumers' ethnocentric tendencies may in fact be more context-specific, rather than constituting an absolute trait.

#### *Global and Local Cultures, and MAT, CET*

The vast majority of the relevant research in and beyond marketing explicitly assumes that culture is an antecedent to human thought and behavior (see Berry 1997; Triandis, 1994; Liu et al., 2001). Culture, even global culture, is not to be confused with the consumption of material goods; "the heart of culture, involves language, religion, values, traditions, and customs" (Huntington, 1996, p. 28). Values underlie a large part of human cognition, and "...they transcend specific objects, in contrast to attitudes and benefits" (Hofstede, Steenkamp, & Wedel, 1999, p. 3). As the core determinant of consumer attitudes, culture (flowing either from EID, AGCC or some combination of both), is therefore hypothesized to be antecedent to consumer ethnocentrism and materialism. My model assumes that—following the relevant literature on ethnocentrism and materialism—as a consequence of acquiring the traits and values characteristic of the global consumer culture, consumers' ethnocentric and materialistic tendencies will be less and more acute, respectively. Conversely, for those individuals who strongly hold to

their culture of origin, the degrees of ethnocentrism and materialism are expected to be higher and lower, respectively.

**H6a:** Consumer ethnocentrism (CET) is a negative function of acculturation to global consumer culture (AGCC).

**H6b:** CET is a positive function of ethnic identification (EID).

**H7a:** Materialism (MAT) is a positive function of AGCC.

**H7b:** MAT is a negative function of EID.

### **Socio-Demographic Variables**

When investigating the role of ethnicity and/or acculturation on behavioral patterns, it is also prudent to consider the effects of various socio-demographic factors (Laroche et al., 1998, Burnam et al., 1987; Garcia & Lega, 1979). Acculturation has been shown to be a function of various demographic (e.g., age, education, income), personal (e.g., personality attributes), and situational (e.g., whether or not media in the culture of origin is available) factors (see Peñaloza, 1994). For this study, selective *a priori* hypotheses with respect to the relationships of these various socio-demographic variables to AGCC, EID, materialism, and ethnocentrism, are offered for age, income, and education.

Compared to younger individuals, it is well known that older individuals are less apt to change behaviors. Generally speaking, therefore, it is expected that, relative to their younger counterparts, older individuals will be less apt to acquire global consumer culture, yet show a greater inclination to retain their culture of origin. Empirical studies (e.g., Keillor, D'Amico & Horton, 2001) have demonstrated a positive link between national identity and age, with younger individuals holding relatively weaker sense of



identity than their older counterparts. Keillor et al. (2001), Shimp and Sharma (1987) and Watson & Wright (2000) also reported strong positive relationships of age to consumer ethnocentrism (CET). Younger individuals, particularly those with a higher level of educational attainment, are generally less committed to definite ways of life and more open to new perspectives and things (including foreign products), than are older (and often, less-educated) individuals (de Mooij, 2004) who tend to be suspicious of new perspectives and less therefore likely to modify established values and behaviors. As stated by Keillor et al. (2001), educated individuals "...are less likely to succumb to [local] cultural pressure, making them more global as consumers" (p. 14). Negative relationships between wealth and CET have also been reported in the literature (Shimp and Sharma, 1987; Watson & Wright, 2000; Keillor et al., 2001). Keeping with the predictions for AGCC/EID and age, it is further expected that younger consumers will be more materialistic than will their older counterparts. Although higher incomes are associated with the ability to purchase status-enhancing items (given that higher disposable incomes results in consumption activities moving beyond subsistence products towards those associated with material consumption: Keillor et al., 2001), several authors (e.g., Ger & Belk, 1996b; Richins and Dawson, 1992) found no significant relationship between materialism and affluence. This may in part be attributable to the fact that in general, income tends to rise as a person grows older (Keillor et al., 2001), and older individuals tend to be less materialistic than their younger counterparts<sup>2</sup>. This of course is true up until a certain point, as—at least in Western countries—individuals tend to reach their peak earning years towards the middle and end of their fifth decade of life. Richins

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<sup>2</sup> Note that in the future, as today's more globally-oriented consumers age, the relationships between affluence and materialism may become positive and significant (Keillor, D'Amico & Horton, 2001).

and Dawson (1992) also did not find any relationship between educational attainment and materialism, and no *a priori* link between these two variables is offered here. Despite the generally positive relationship noted in the literature regarding age and affluence, income is expected to be inversely related to consumer ethnocentrism, given that wealthier individuals "...may be susceptible to trends in product consumption associated with increased status within their social groups" (Keillor et al., 2001, p. 13), and therefore have a greater propensity to purchase foreign, status-enhancing products.

Based on the above review, *a priori*, the following relationships are expected for age (H8a-d), income (H9a-c), and education (H10a-c):

**H8a:** Age is inversely related to AGCC.

**H8b:** Age is positively related to EID.

**H8c:** Age is positively related to CET.

**H8d:** Age is inversely related to MAT.

**H9a:** Income is positively related to AGCC.

**H9b:** Income is inversely related to EID.

**H9c:** Income is inversely related to CET.

**H10a:** Educational attainment is positively related to AGCC.

**H10b:** Educational attainment is inversely related to EID.

**H10c:** Educational attainment is inversely related to CET.

### **Conceptual Model**

The proposed model that will be tested with empirical data is illustrated in Figure 6 below. The primary set of relationships to be examined in this research concerns the dynamic influence of *acculturation to global consumer culture* (AGCC) and *ethnic*

*identification* (EID) on the consumption patterns (i.e., frequencies) of various product categories. Following the extant literature on acculturation, both AGCC and EID are posited to have multiple dimensions. For the former, the postulated emerging dimensions included (1) 'cosmopolitanism' (Hannerz, 1990; Ger & Belk, 1996a; Rawwas et al., 1996); (2) exposure to, and/or use of the English language; (3) social interactions (e.g., travel, migration, contacts with foreigners); (4) global mass media exposure; (5) exposure to the marketing/advertising activities of multinational firms; and (6) openness to and desire to emulate global consumer culture. Borrowing and adapting from existing research, the dimensions of EID include (1) local language use; (2) local media usage; (3) local interpersonal relationships; (4) self-identification and pride; (5) desire to maintain own culture; (6) attachment to local customs, habits, and values; and (7) family structure and sex roles. The relationship between the two higher-order cultural constructs is posited to be negative or nonsignificant.

Secondary sets of relationships to be assessed include the role of Hofstede's cultural dimensions, materialism, consumer ethnocentrism, as well as various socio-demographic variables. More specifically, the following links will be examined:

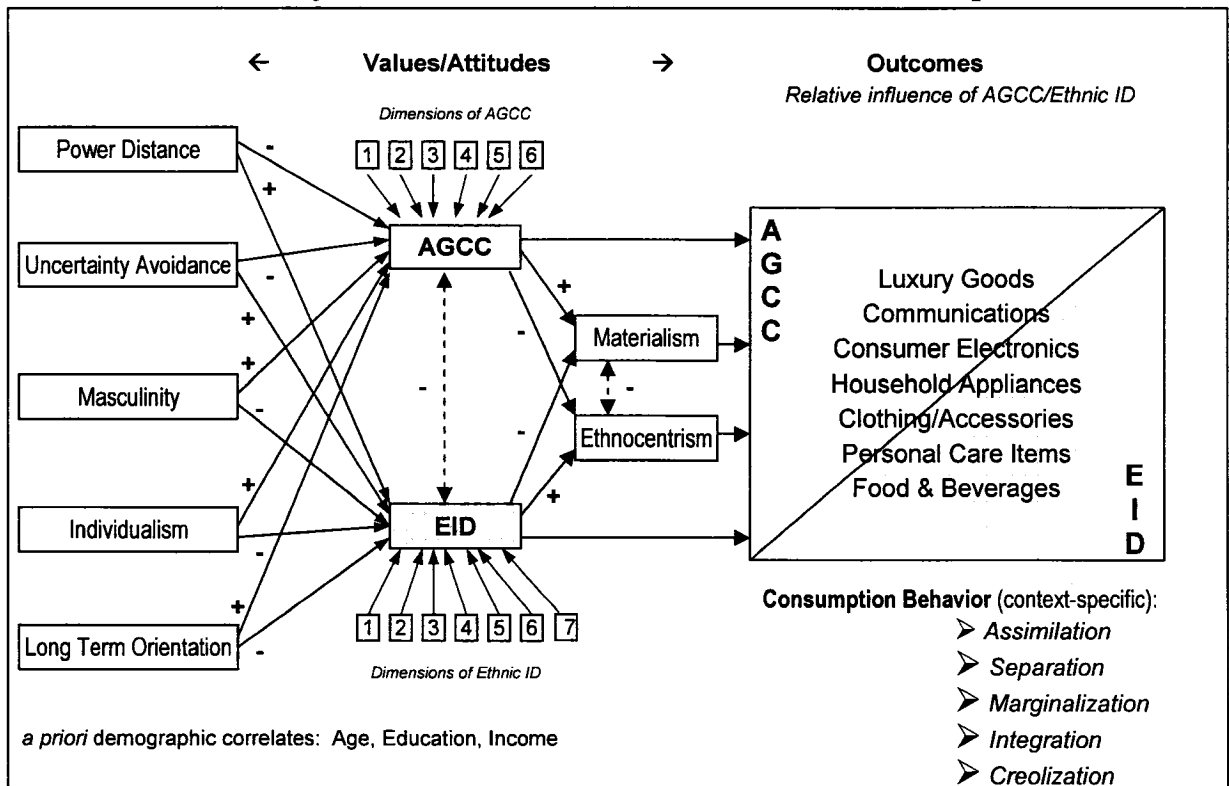
- (1) What are the relationships between each of Hofstede's (Hofstede, 1980; Hofstede & Bond, 1988) five dimensions of national culture (*power distance, uncertainty avoidance, masculinity, individualism, and long-term orientation*) to AGCC and EID?
- (2) What are the relationships between the two second-order cultural constructs (AGCC and EID), and *materialism* (MAT: Belk, 1985; Richins and Dawson,

1992) and *consumer ethnocentrism* (CET: Shimp & Sharma, 1987)? How are MAT and CET related to consumer behavior (across various contexts)?

- (3) To what extent are all the above constructs affected by various key socio-demographic variables, such as *age, education, income, and gender*?

The main constructs under investigation will be examined at three levels, namely within, between, and across national samples. Depending on the particular set of relationships under scrutiny, some relationships will be assessed at the aggregate level (that is, pooled data across the different country-samples), while others will be evaluated at all three levels. Based the empirical results garnered from this research, the degree to which each five disputed alternative outcomes of globalization (e.g., Ger & Belk, 1996a; Berry, 1997; Smith, 1990; Levitt, 1983; Maxwell, 2001) operates (and for which product-category consumption contexts) will be inferred: (1) *assimilation* (i.e., a universal culture of consumption), (2) *separation* (i.e., rejection of the global, in favor of the local), (3) *marginalization* (i.e., withdrawal from culturally-induced consumption), (4) *integration* (i.e., combinations and bicultural identities), and (5) *creolization* (i.e., transmutation of the local and the global).

**Figure 6: General Theoretical Model:  
The Dynamic Influence of AGCC and EID on Consumption**



Prior to describing the series of methodologies that will be employed in this dissertation, it is necessary to reiterate a number of key points. First, what is meant by ‘culture’ is meaningful only in a comparative sense; it must be described in reference to something else (i.e., another culture). Borrowing from the seminal works of Berry (1980; 1997) and Mendoza (1989), it is critical to conceptualize culture change occurring along two continua: (1) maintenance to one’s culture of origin (hereafter, labeled *ethnic identification*, or EID), and (2) contact and participation with the alternative culture (in the current research, and labeled hereafter, *acculturation to global consumer culture*, or AGCC). Given its inherent complexity and intangible nature, culture cannot be measured *per se*; one can only measure culture by proxy signifiers (that is, by its indicators), which

are taken to indicate the extent to which beliefs and values are being maintained (EID) or moving across national boundaries (AGCC). Individuals can exhibit high degrees of culture adherence/maintenance or change on one or more aspects of EID and AGCC, respectively, while revealing little or no change on others. As such, it is not sufficient to measure either cultural construct with any single variable, or even a cluster of highly correlated variables (Mendoza, 1989). Only collectively can the dimensions reflect the complex phenomena that correspond to the maintenance and acquisition of local and global consumer cultures, respectively. Both AGCC and EID are therefore conceptualized as a higher-order factor, manifested by measurable indicator variables (that is, the multiple items corresponding to each dimension of the cultural constructs).

Global consumer culture is not necessarily American, or even Western, but at the present time, given the overwhelming projective power (economic, and through media and the activities of multinational corporations, cultural), its characteristics (although not necessarily the process) largely resemble that of a Western-based culture of consumption. Consumption behaviors represent a starting point for examining the role of global consumer culture on consumption behavior, and to lend predictive evidence to the AGCC construct. Hofstede's dimensions of national culture are not conceptualized as 'causal', but included in the present research in order to provide a more descriptive account of the essence of global consumer culture, and to provide more information on the profiles of prototypical 'local' and 'global' consumers. Finally, both ethnocentrism and materialism are more akin to beliefs and attitudes, and therefore they are not antecedent, but rather consequent, to culture (which reflect values and attitudes, as well as behaviors that are more enduring and perhaps less situationally-specific) and culture change.

The next chapter begins with an overview of methodologies and the scope of analyses employed in this dissertation, followed by a review of the various measures used to capture the variables contained in Figure 6.

## **CHAPTER 5: METHODOLOGY**

To reiterate, there currently exists a paucity of empirical studies that have explicitly considered the ‘local’ in addition to the global, in assessing the influence of culture on consumer behavior, and almost none have examined this crucial relationship from a multi-country/culture perspective. Most studies investigating this phenomenon have followed an emic approach, generally employing qualitative research methods. Given the necessity to develop and validate (cross-culturally) a scale for the measurement of acculturation to global consumer culture, the relatively large number of variables considered in the present research, and the need for data that lends itself to cross-cultural comparisons, this study will largely follow an etic approach. Although this approach risks overlooking aspects that are unique to specific cultures, the primary benefit of etic studies is that they employ a common metric. For this reason, etic approaches are the most practical and common methods used in cross-cultural research (Luna & Gupta, 2001). This study entails two broad methodological phases: the first corresponding to the development of a multidimensional scale for the measurement of AGCC, and the second corresponding to the international study examining the variables and relationships presented in Figure 6 (see Chapter 4).

### **Scale Development Paradigm**

No scale currently exists for the measurement of acculturation to global consumer culture. Therefore, a novel comprehensive scale for the measurement of this multidimensional construct was developed in accordance with the rigorous guidelines articulated by Nunnally (1967), Gerbing & Anderson (1988), and in particular,



Churchill's (1979) widely accepted stepwise procedure for developing measures of marketing constructs; the steps of which are summarized in Figure 7. In the first step, specifying the domain of the construct, the researcher must first delineate what is to be included (and what is excluded) in the definition of the construct.

The exhaustive literature review conducted for step 1 also served as a starting point for step 2, namely, the generation of items designed to capture the domain of the AGCC construct, which was then further augmented via a series of qualitative studies (semi-structured depth interviews and focus group sessions). In light of the limitations associated with the reliability of single-item measures (including uniqueness/specificity, measurement error, etc.), a large number of items were sought for each of the six emerging dimensions of AGCC, as described in Chapter 3. In generating this large sample of items, an effort was made to incorporate statements with "...slightly different shades of meaning" (Churchill, 1979, p. 68), given that "...experienced researchers can attest that seemingly identical statements can produce widely different answers" (p. 68). At this point, the focus then shifted to item editing, which included the following: (1) reviewing the statements to ensure that the wording for each is precise as possible, (2) eliminating any double-barreled statements by splitting them into single idea statements, (3) recasting statements into either positive or negative forms (in order to reduce 'yea-' or 'nay-' saying tendencies), and, if necessary, (4) refining those items which contain an obvious 'socially acceptable' response (Churchill, 1979).

Following Churchill's (1979) paradigm, steps 3 and 4 consist of collecting data on the initial pool of items, with the objective of further refining the large pool of items that was generated in step 2, accomplished via factor and reliability analyses (Study 1).

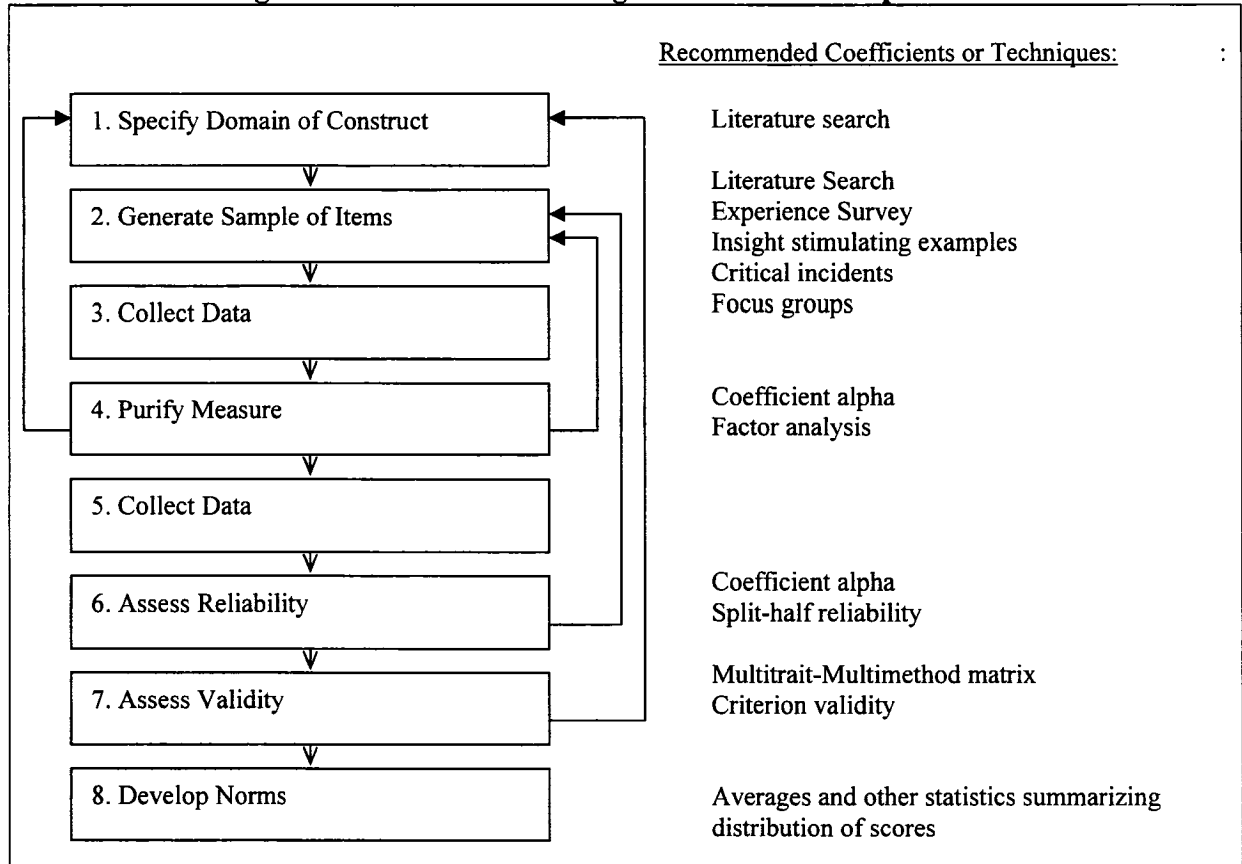
Steps 5 and 6 consist of assessing the reliability of the refined list with new data, and if necessary, further purification of the list of items (Study 2), while step 7 is concerned with assessing the validity of the construct, which in the current research, takes the form of an international survey of consumers in eight countries (Study 3). These steps are further elaborated upon later in this dissertation.

Simply stated, reliability "...is the extent to which a measurement is free of variable errors. This is reflected when repeated measures of the same stable characteristic in the same objects show limited variation" (Hawkins & Tull, 1994, p. 240). According to Nunnally (1967) reliability is directly related to the number of items on a test (i.e., the number of items employed to measure a given construct). Furthermore, one needs to ensure that the items constituting the measure of the construct faithfully measure the various aspects of the construct—referred to as the aforementioned 'domain sampling model' (Nunnally, 1967; Churchill, 1991; Grapentine, 2001). For multi-item measures of a construct, the best way to estimate reliability is via the coefficient alpha, more commonly referred to as Cronbach's alpha ( $\alpha$ ). Following the lead of many researchers, Nunnally's (1967) recommended cutoff value of  $\alpha = 0.70$  will be employed used as one guide for the retention of items in the current research. Churchill (1991) notes that "...it is often said that (1) if a measure is valid, it is reliable; (2) if it is not reliable, it cannot be valid" (p. 495). Note that high reliability does not necessarily mean high validity—even in the complete absence of measurement error, there is no guarantee that a measure holds high validity (Nunnally, 1967).

Validity refers to the "...ability of any measurement item or process to measure the concept it is meant to measure" (Nelson, 1982, p. 655). Validation always requires

empirical tests, however the nature of the evidence depends on the type of validity (Nunnally, 1967)—validity is best thought of as a matter of degree, rather than “...an all or none property” (p. 75); and validation is an unending process. A measure is said to have construct validity to the degree that it (1) “...assesses the magnitude and direction of a representative sample of the characteristics of the construct, and (2) to the degree that the measure is not contaminated with elements from the domain of other constructs or error” (Peter, 1981, p. 134-135). Anderson and Gerbing (1982) have advocated the use of exploratory factor analysis (EFA), in order to purify the measures prior to the testing of the full latent measurement model via confirmatory factor analysis (CFA). Gerbing and Anderson (1988) later proposed a paradigm for the development of unidimensional scales, following a CFA approach, which permits the proper assessment of the internal and external consistency criteria of unidimensionality. Furthermore, there are cases where the items are “...unidimensional with respect to a single common construct, but that construct is itself not of general interest because the resulting content domain from which the items were sampled is too restrictive.... an alternative is to embed the unidimensional scales, as indicators themselves, within a higher-order factor structure” (Gerbing & Anderson, 1988, p. 191). This procedure will be followed with respect to the AGCC construct, which is conceptualized as forming a second-order latent (i.e., unobservable, but inferred from measurable characteristics) factor, reflecting the six first-order factors (i.e., dimensions) articulated earlier in this paper.

**Figure 7: Churchill's Paradigm for Scale Development**



**Source:** Churchill, Gilbert A. (1979), "A Paradigm for Developing Better Measures of Marketing Constructs," *Journal of Marketing Research*, Vol. 14 (February), p. 66.

### **Specifying the Domain of the AGCC Construct, and Generating an Initial Sample of Items**

Three techniques—a comprehensive review of the literature, qualitative studies involving interviews and focus groups, and expert opinion surveys—were conducted in sequence to develop the initial pool of items used for the two empirical scale development studies.

#### *Literature Review*

The first step of Churchill's (1979) procedure—specifying the domain of the construct (which yielded the six a priori dimensions of AGCC described in Chapter 3)—was accomplished via an exhaustive review of the literature in several relevant fields,

including marketing, economics, strategy, organizational behavior, international business, history, psychology, sociology, and anthropology (see Chapters 2 and 3). This literature review also served as the starting point for step 2, namely, the generation of an initial list of items designed to capture the domain of AGCC (i.e., items possessing both content and face validity with respect to the various facets of the construct). The resulting list was enlarged by a literature review of existing insightful qualitative studies (e.g., Oswald, 1999; Wilk, 1995a, 1995b, 1998; Arnett, 2002; Hirschman, 1988; Ger & Belk, 1996a; Belk, 1996; Thompson & Tambyah, 1999) on the topics of globalization and culture, media and culture-shaping, acculturation, cosmopolitanism, and the like.

From the perspective of researching the behaviors of immigrants of ethnic minorities, the most widely used indicators of acculturation have been language-based items (e.g., Kim, 1977; Olmedo, 1979; Phinney, 1990), reflecting the role played by language in the learning of a second culture by immigrants (Laroche et al., 1997). In the current research, this facet is captured with measures for English language use and exposure. Acculturation may occur not only through individuals' direct, but also indirect contact with acculturation agents (Lee & Tse, 1994). In the context of immigration, important direct contacts might include family, peer groups, and the workplace, whereas powerful indirect contacts include various mass media (O'Guinn, Lee & Faber, 1986; Lee & Tse, 1994).

As far back as 1972, McLeod and Chaffee (1972) testified that "our complex communication systems enable us to overcome the time and space limitations and leave us with a greater dependency on mass media in shaping our ideas about how things are in the world" (p. 50). Lee and Tse (1994) go even further, in arguing "although it may be

difficult to prove, most of our perception and understanding of the world around us may come indirectly from the mass media” (p. 61-62). As such, one means of capturing the globalization of culture is by measuring the consumption of imported/global mass communication products, including films and videos, television programs, books and other print media, recorded music, and the Internet.

Several of the items that are proposed to measure cosmopolitanism were adapted from: (a) a group of items used in a study by Baughn and Yaprak (1996); (b) a separate, but related construct articulated by Rawwas, Rajendran & Wueher (1996), which they labeled ‘world-mindedness’; and (c) another separate, but related construct articulated by Suh and Kwon (2002), taken to measure an individual’s degree of ‘global openness’. Rawwas et al. (1996) described ‘world-minded’ consumers as those “...favor a ‘worldview’ of the problems of humanity and whose primary reference group is humankind” (p. 21), rather than to a cultural group specific to any one nation. Suh and Kwon’s (2002) measures of ‘global openness’ (i.e., the degree to which an individual is interested in, aware of, sensitive to, and open to other cultures and the different viewpoints of people from other cultures/countries) were originally validated with a cross-cultural sample of American and Korean undergraduate students, with alphas of 0.79 and 0.73, respectively.

### *Qualitative Studies*

The large pool of items generated (for the six emerging dimensions) from the literature review was further augmented by analyses of the verbal protocols resulting from (1) a series of one-on-one semi-structured depth (phenomenological) interviews with four informants, and (2) two focus group sessions, each with four individuals.

Following a loose set of questions to initiate and encourage discussion on various facets of globalization in general and the impact on culture in particular, the qualitative studies tended to follow an emergent design, in that subjects set the course of the interviews and direction of the focus groups. At times, to encourage elaboration or to clarify explanations, brief probing questions were posed by the researcher. Following each interview and focus group session, demographic information was collected from each informant. All interviews and focus groups were conducted in the period from July-September 2004. Table 10 contains a list of the core questions posed during the qualitative studies, and Table 11 briefly profiles the informants. Given the exploratory nature of this portion of the research, informants were selected from a convenience sample, drawn from a pool of potential respondents identified by the researcher.

Lasting approximately 45 to 60 minutes each, the interviews took place in the residences or workplaces of the informants. For the focus-groups (the duration of each was approximately 90 minutes), one session took place at a residence (around the kitchen table) shared by two group members, while the other took place in a small office space on the university campus (around a round-table). All interviews and focus group sessions were audio-taped, and transcribed verbatim into text by the researcher; all were conducted in English. An inductive method, following two analytical steps, was conducted: (1) idiographic (within-case) analyses, followed by (2) across-case analyses. The idiographic analyses consisted of impressionistic readings and interpretations of the verbal transcripts and the identification of recurrent tendencies/themes. The objective of the across-case analysis was to uncover patterns across episodes and individuals.

**Table 10: Interview and Focus Group Sessions—Sample Questions**

*Thank you for your participation in my study. Please give your honest opinions about each question or statement...there are no right or wrong answers, and I am interested in what everyday people think. Please be as descriptive as possible in your answers...I would love to hear of stories and anecdotal examples that you feel relate to the topic.*

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• What do you think about globalization? What are your feelings? <ul style="list-style-type: none"> <li>○ Is it a good/bad thing, etc.?</li> </ul> </li> <li>• Do you believe that there is such a thing as a global consumer culture?</li> <li>• What does the phrase “global consumer culture” mean to you?</li> <li>• How would you describe members of this global consumer culture?</li> <li>• What in your view are the causes of a global consumer culture? <ul style="list-style-type: none"> <li>○ Who or what is responsible for this spreading global consumer culture?</li> </ul> </li> <li>• Do you think that, as time goes on, that people in different countries of the world will become more alike, more similar to each other? Why?</li> <li>• How is global consumer culture different from local culture? <ul style="list-style-type: none"> <li>○ From Canadian culture?</li> <li>○ From American culture?</li> <li>○ From European culture?</li> </ul> </li> <li>• How has globalization affected the life of you or your family members? In what ways?</li> <li>• Do you think that globalization affects people equally around the world? How exactly?</li> <li>• What role do the media (for example, Television and Hollywood movies) play in shaping people’s desires?</li> <li>• English is increasingly being spoken around the world, not just as a first language by some, but as a second or third language by many others. Does this widespread adoption of English promote the spread of Western or American culture?</li> <li>• In your view, does the rise of the Internet aid in the spread of Western culture?</li> <li>• Are multinational corporations largely responsible for the spreading of a Western culture of Consumption?</li> <li>• How would you describe a Cosmopolitan? <ul style="list-style-type: none"> <li>○ What does the word ‘Cosmopolitan’ mean to you?</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• More than ever before, people are traveling and moving about in the world. Does this help to spread global culture? How and why?</li> <li>• Do you believe that there are people who want to be seen by others as global consumers, or members of this global consumer culture?</li> <li>• It has been said that, around the world, teenagers and young adults are very similar. Do you agree? <ul style="list-style-type: none"> <li>○ In what ways are they similar?</li> </ul> </li> <li>• I am going to read a couple of statements, and ask for your comments. <ul style="list-style-type: none"> <li>○ <i>“Increasingly, consumers in almost every corner of the globe are able to eat the same foods, listen to the same music, wear the same fashions, watch the same television programs and films, drive the same cars, dine in the same restaurants, and stay in the same hotels”</i> (c.f. Ger &amp; Belk, 1996a, p. 276)</li> <li>○ <i>“Wherever in the world one is, it seems that one can have a bottle of Coca-Cola and eat a McDonald’s hamburger, rent a Toyota, listen to Madonna and Sting tunes, enjoy a croissant for breakfast, and follow one’s favorite soap opera on television brands (Panasonic, RCA, Sony, etc.) that are in the remotest corners of the world.”</i> (c.f. Firat, 1995, p. 114).</li> <li>○ <i>“We can easily now conceive of a time when there will be only one culture and one civilization on the entire surface of the earth.”</i> (c.f. Claude Lévi-Strauss, 1978, p. 20).</li> </ul> </li> <li>• If you were to research whether people were members of this global consumer culture, what types of questions would you ask?</li> <li>• Do you have any other comments that you would like to share?</li> </ul> <p><b>Ask/record: Ethnicity/Nationality, Age (approx), gender.</b></p> <p><i>Thank you very much for your kind participation!!</i></p> |
|--|--|



**Table 11: Informant Profiles**

| <b>Profiles of Informants (One-on-one semi-structured depth interviews):</b>   |   |
|--|---|
| <p><b>(1) Jane</b></p> <p>Canadian-born, of Korean descent (both parents born/raised in Korea). 29 years, female. Speaks English (mother tongue), understands and speaks some Korean, some French; University educated (2 undergraduate-level degree and 1 graduate-level degree). Traveled extensively abroad (throughout Canada, USA, Mexico, Korea, Thailand, Japan, India, Egypt, Greece, and Holland).</p>  | <p><b>(2) Camilla</b></p> <p>Born in England, raised primarily in Canada, Caucasian (Father born in Belgium, Mother born in England). 57 years, female. Speaks English (mother tongue), understands and speaks some French; some college education (incomplete). Has traveled abroad (throughout Canada, USA, Mexico, United Kingdom, France, Germany, Switzerland, Austria, Holland, Belgium, and Italy).</p>  |
| <p><b>(3) Jacques</b></p> <p>Canadian-born, Caucasian (both parents born/raised in Quebec, Canada). 52 years, male. Speaks French (mother tongue), English (fluently bilingual), a smattering of Japanese; University educated (Undergraduate degree and some Graduate-level studies). Has lived, worked, and traveled around the world (throughout Canada, USA, England, France, Switzerland, Japan, Hong Kong, China, South Korea, Singapore, Malaysia, Thailand, Taiwan, and Australia).</p>  | <p><b>(4) Ana</b></p> <p>Brazil-born (raised in Brazil and USA), Hispanic-Caucasian (both parents born/raised in Brazil). 34 years, female. Speaks Portuguese (mother tongue), English, French, Spanish (fluently quadrilingual), some German and Italian; University-educated (Undergraduate degree). Has lived and traveled in several countries (Brazil, USA, Mexico, Canada, Argentina, Uruguay, Chile, Cuba, Portugal, Spain, Italy, Greece, France, Germany, Austria, United Kingdom, and Australia).</p>   |
| <b>Focus Group Session 1 Informant Profiles</b>  | <b>Focus Group Session 2 Informant Profiles</b>   |
| <p><b>(1) Jeff</b></p> <ul style="list-style-type: none"> <li>Canadian-born, Caucasian (Father born in Canada, Mother born in England). 32 years, male. Speaks English (mother tongue), understands and speaks some French; University educated (Undergraduate degree). Has traveled throughout Canada, parts of the USA, and Cuba.</li> </ul> <p><b>(2) Mike</b></p> <ul style="list-style-type: none"> <li>Canadian-born, Caucasian (Father born in Ireland, Mother born in England). 34 years, male. Speaks English (mother tongue), understands and speaks some French; University educated (Undergraduate degree in progress). Has traveled in Canada, USA, Ireland, and England.</li> </ul> <p><b>(3) Julia</b></p> <ul style="list-style-type: none"> <li>Canadian-born, Caucasian/Jewish (Father born in Hungary, Mother born in England). 23 years, female. Speaks English (mother tongue), understands and speaks some French; college diploma. Has traveled abroad (Canada, USA, Cuba, and Jamaica).</li> </ul> <p><b>(4) Derek</b></p> <ul style="list-style-type: none"> <li>Canadian-born, Caucasian (both parents born/raised in Quebec, Canada). 32 years, male. Speaks English (mother tongue), understands and speaks some French; High-school educated, some vocational studies. Has traveled throughout Canada, parts of the USA.</li> </ul> | <p><b>(1) Isabelle</b></p> <ul style="list-style-type: none"> <li>Canadian-born, Caucasian (both parents born/raised in Quebec, Canada). 34 years, female. Speaks French (mother tongue), English (fluently bilingual); University educated (Undergraduate and Graduate degrees). Has traveled abroad (throughout Canada, USA, England, and Mexico).</li> </ul> <p><b>(2) Maria</b></p> <ul style="list-style-type: none"> <li>Canadian-born, Caucasian (Father born in Italy, Mother born in Canada). 27 years, female. Speaks French (mother tongue), English, and Italian (fluently trilingual). University educated (Undergraduate and Graduate degrees). Has traveled abroad (throughout Canada, USA, England, France, Italy, Switzerland, Greece, Cuba, and Mexico).</li> </ul> <p><b>(3) Sylvia</b></p> <ul style="list-style-type: none"> <li>Canadian-born, Caucasian (Father born in Ukraine, Mother born in Poland). 35 years, female. Speaks English (mother tongue), French (fluently bilingual) and some German, Ukrainian, and Polish. University educated (Undergraduate and Graduate degrees). Has traveled extensively abroad (throughout Canada, USA, Mexico, Cuba, Eastern and Western Europe, Turkey, Thailand, Hong Kong, China, Japan, Singapore).</li> </ul> <p><b>(4) Paul</b></p> <ul style="list-style-type: none"> <li>Born in France, has lived in Canada for 20 years (Both parents born/raised in France). 38 years, male. Speaks French (mother tongue), English (fluently bilingual) as well as some German and Italian. University educated (two Undergraduate degrees). Has traveled extensively abroad (throughout Canada, USA, France, Germany, Italy, Switzerland, Austria, Spain, Portugal, United Kingdom, Iceland, Czech Republic, Russia, Greece, Croatia, Turkey, and Australia).</li> </ul> |

### *Expert Opinion Surveys*

The final stage of item generation involved the administration of 30 paper-based expert opinion surveys to marketing faculty members and marketing Ph.D. students, of which a total of 25 were returned completed. An expert opinion survey (also known as the 'key informant technique') is a form of exploratory research that involves discussing a research problem with someone (or a group of people) with experience on a particular subject. The 'expert' respondents were exposed first to a summary overview of the phenomenon under investigation ('global consumer culture'), and then to conceptual definitions (along with three or four example items) for each of the six emerging AGCC dimensions and the intended rating scheme (i.e., 7-point Likert-type). Respondents were then asked to suggest possible additional scale statements for the purpose of comprehensively measuring each dimension ("With this opinion survey, my goal is to further enhance the scale by asking experts to add further items that they feel would help more aspects of these dimensions"). Respondents were also encouraged to add any comments that they may have regarding the definitions of each construct in a specific sense and/or nature of the research in a general sense. Appendix 10 contains an abbreviated copy of the expert opinion survey.

### *Initial Battery of Items*

Together, these three techniques (that is, the literature review, phenomenological interviews and focus groups, and expert opinion surveys) yielded a grand total of 326 unique items, broken down as follows: COS (13 items from literature review, 6 from qualitative sessions, and 40 from expert opinion surveys), OPE (23+6+31), GMM (16+5+23), SIN (12+2+31), EXM (15+6+40), and ELU (16+2+39). This list was then

carefully reviewed, incorporating the opinions of other faculty members to eliminate redundancies, ambiguous, and otherwise problematic items (e.g., those using complex vocabulary, double-barreled statements, those that might provoke ‘socially desirable responses’ etc.). The complete battery of items, listed according to the method in which they were derived, appears over the next few pages (Table 12).

**Table 12: Emerging Dimensions of AGCC & Corresponding Items,  
Generated from Lit. Review, Qualitative Studies, and Expert Opinion Surveys\***

| <b>Cosmopolitanism (COS)<sup>abc</sup></b>   |   |
|--|---|
| <p><b><i>Developed/Inspired from Literature Review:</i></b></p> <ul style="list-style-type: none"> <li>• I would enjoy working in a job that involves extensive contact with people who are from other countries.<sup>a</sup></li> <li>• I am interested in learning more about people who live in other countries.<sup>a</sup></li> <li>• I like it when my friends discuss events and trends in other countries.<sup>a</sup></li> <li>• I enjoy talking with my friends about events and trends in other countries.<sup>a</sup></li> <li>• It is important for me to learn more about the cultures in other countries.<sup>a</sup></li> <li>• It is important for our young people to study the languages spoken in other countries.<sup>a</sup></li> <li>• Some of my good friends are from other countries.<sup>a</sup></li> <li>• It would be better to be a citizen of the world than of any particular country.<sup>b</sup></li> <li>• It is necessary to make an effort to understand other cultures' perspectives and integrate them into my own way of thinking.<sup>c</sup></li> <li>• I think that living and working in a foreign country would be an influential developmental experience in my own life.<sup>c</sup></li> <li>• I have a real interest in other cultures or nations.<sup>c</sup></li> <li>• I enjoy being with people from other countries to learn about their unique views and approaches.<sup>c</sup></li> <li>• I could one day see myself working for an international or foreign corporation.</li> </ul> <p><b><i>Derived from Qualitative Studies:</i></b></p> <ul style="list-style-type: none"> <li>• For me, learning another language means learning a different way of thinking.</li> <li>• I prefer 'big city' living to 'small-town' or country living.</li> <li>• The best thing about big cities is that they contain so many diverse cultures.</li> <li>• Travelling abroad has helped me understand my <u>own</u> (home) culture better.</li> <li>• Travelling to another country is always an enriching experience.</li> <li>• Coming into contact with people of other cultures has greatly benefited me.</li> </ul> <p><b><i>Proposed from Expert Opinion Surveys:</i></b></p> <ul style="list-style-type: none"> <li>• I like to learn about other ways of life.</li> <li>• My own lifestyle is a collage (mixture) of different ways of life that I have come in contact with.</li> <li>• I think of myself as a 'person of the world'.</li> <li>• I think regional differences and national identity must be preserved at all cost.</li> <li>• I like to watch documentaries about other countries, their people, and way of life.</li> </ul> | <ul style="list-style-type: none"> <li>• I regularly read about events taking place in other countries.</li> <li>• I read foreign literature (that is, literature from other countries).</li> <li>• I listen to music from other countries.</li> <li>• I have some foreign friends who share their cultural values with me.</li> <li>• I know at least one foreign language.</li> <li>• I am living in a neighborhood in which there are many foreigners from different countries.</li> <li>• I enjoy traveling abroad.</li> <li>• I have many friends from cultures different than that of my own.</li> <li>• I enjoy speaking foreign languages.</li> <li>• I subscribe to magazines that cover the world, such as <i>National Geographic</i>.</li> <li>• I regularly eat food from foreign countries.</li> <li>• I speak at least two foreign languages.</li> <li>• I like to observe people of other cultures, to see what I can learn from them.</li> <li>• Other points of view enrich my personal life.</li> <li>• Other ways of looking at a given situation provides means to improve my way of working.</li> <li>• Other ways of looking at a given situation improves my creativity.</li> <li>• I feel at home in other countries.</li> <li>• I know a lot about other cultures.</li> <li>• I read books about other countries.</li> <li>• I am able to converse in many languages.</li> <li>• I like to be knowledgeable about other cultures.</li> <li>• I find people from other cultures stimulating.</li> <li>• I feel comfortable with some foreign cultures.</li> <li>• I enjoy travelling a lot in countries with different cultures.</li> <li>• When I travel in other countries, I always feel 'like home'.</li> <li>• I've spent a significant part of my life in another country (or countries).</li> <li>• When I visit a new country, it is important for me to be in touch with 'the real life' (that is, the way that average people in that country live).</li> <li>• I monitor carefully what happens in other countries.</li> <li>• I can easily make friends with people from other cultures.</li> <li>• I embrace foreign cultures.</li> <li>• I have a lot to learn from people living in other countries.</li> <li>• I enjoy exchanging ideas with people from other cultures or countries.</li> <li>• I would enjoy living in another country.</li> <li>• People in other countries have little to contribute to my understanding of the world.</li> <li>• I feel comfortable dealing with people from other countries.</li> </ul> |

**Table 12 (Continued)**

**Global and Foreign Mass Media (GMM)**

***Developed/Inspired from Literature Review:***

- I enjoy (*often watch*) watching American television programs.
- I enjoy watching Hollywood (American) films/movies at the theatre.
- Some of my favourite actors/actresses are from Hollywood (America).
- I often rent/buy blockbuster Hollywood (American) movies to watch at home.
- I often rent or buy movies that are popular around the world.
- I often watch American television programs.
- I like to read books written in languages other than (*home country language*).
- I like to read magazines that contain information about popular Western celebrities.
- I enjoy listening to foreign (American) music.
- The Internet is something that I use very often.
- Quite often, I find myself visiting Internet web-sites that are based outside of my home country.
- I enjoy media entertainment that I think is popular in many countries around the world.
- I enjoy watching global sporting events, such as the Olympics and/or the World Cup.
- Sometimes, I like to get my news from international sources (such as the BBC, CNN, MSNBC, C-SPAN, etc.)
- I often connect to the Internet to obtain up-to-date news.
- Often, I find myself following International events on television.

***Derived from Qualitative Studies:***

- When I am in another country, I still try to access Western television channels.
- The clothing fashions worn by Western movie and/or television stars have an influence on me.
- My purchasing choices are heavily influenced by global media.

- I enjoy listening to music that is popular in many countries of the world.
- The music artists and groups that I listen to are popular in many countries.

***Proposed from Expert Opinion Surveys:***

- I like to read newspapers from other countries.
- I sometimes read newspapers or magazines from other countries.
- I like to visit foreign Internet sites.
- I like to read foreign news on the Web.
- I have access to some foreign channels directly through my television.
- I am eager to watch foreign movies.
- I hate American Television.
- American culture destroys local and national customs.
- I sometimes watch news broadcasts that are made from outside my own country.
- I read newspapers from other countries.
- I watch CNN.
- The shows I watch often have sub-titles.
- I like to watch popular sports that are not widely diffused in my home country.
- I have easy access to foreign movies.
- I can easily get foreign (American) television programs in my country.
- I enjoy reading foreign newspapers.
- I enjoy reading American magazines.
- When surfing online, I often browse websites from foreign news agencies.
- I subscribe to foreign newspapers.
- I often listen to radio stations broadcasting from one or more other countries.
- I prefer to watch foreign films.
- I enjoy listening to music that is popular in the United States.
- In general, I do not like American Television. (*rev*)

**Table 12 (Continued)**

**Social Interactions: Travel, Migration, and Contacts with Foreigners (SIN)**

***Developed/Inspired from Literature Review:***

- I believe that it is possible to live in a foreign culture, without losing aspects of my culture of origin.
- I could one day see myself living in a country/culture that is different from my own.
- I love to experience new places and new cultures.
- While vacationing, I would prefer to stay in my home country, rather than visit another country.
- I like to associate with people from diverse backgrounds.
- I enjoy interacting with people from different cultures.
- I feel that I would be comfortable traveling to many countries in the world.
- I often think about going to different countries and doing some traveling.
- I am much more comfortable in familiar surroundings than in unfamiliar surroundings. *(rev)*
- In general, I prefer to avoid dealing with people from other cultures and countries. *(rev)*
- In general, I prefer vacationing in my home country, rather than journeying abroad. *(rev)*
- It is highly unlikely that I would ever consider marriage to someone from a foreign culture. *(rev)*

***Derived from Qualitative Studies:***

- I often bring back objects (souvenirs) from my travels.
- I have family members currently living in several different countries.

***Proposed from Expert Opinion Surveys:***

- When traveling, I like to immerse myself in the culture of the people I am visiting.
- I like to travel to countries where I have never been before.
- I would prefer to visit a foreign country for a whole month rather than visiting 10 countries in 2 weeks.
- Many of my friends are from abroad.

- I have spent some time abroad for studies.
- I have spent some time working abroad.
- I have worked in more than one country.
- I prefer spending my vacations outside of the country that I live in.
- I have visited many foreign countries.
- I would enjoy working abroad.
- I enjoy watching foreign movies.
- Travelling opens up my horizons.
- I have worked outside my country of citizenship.
- I enjoy visiting other countries as part of my work.
- When possible, I visit other countries.
- I love to develop strong and lasting friendships with people from other cultures.
- Many of my best friends are from different cultures.
- Often, I visit friends who live in foreign countries.
- I am sometimes a host for friends visiting from different countries.
- I have had prolonged stays with friends or family members in another country.
- I often have the opportunity to interact with people from different cultures.
- I have thus far visited two or more other countries.
- I own souvenirs from one or more other countries.
- One or more of my family members live in another country.
- In the future, I would like to visit another country.
- When foreigners ask me for directions, I try to help them out.
- One or more of my close relatives lives in another country.
- Visiting foreign countries is one of my favorite things.
- Living in a foreign country is a worthwhile experience.
- When you are in a foreign country, you should not stay 'closed' within a circle formed from people coming from your own country.
- Travelling alone in foreign countries will give you more opportunities to meet new people.

**Table 12 (Continued)**

| <b>Exposure to Marketing Activities of Multinational or Global Corporations (EXM)</b>   |   |
|---|---|
| <b><i>Developed/Inspired from Literature Review:</i></b>  | <ul style="list-style-type: none"> <li>• I am aware that many of the brands that I see in grocery stores are marketed by multinational companies.</li> <li>• I see ads placed by multinational companies in the newspapers.</li> <li>• Many of the TV commercials I see are placed by multinational companies.</li> <li>• When I am watching Television, it seems that the number of advertisements for foreign brands is quite high, when compared to the number of advertisements for local brands.</li> <li>• I have easy access to the Internet to browse the advertisements for foreign products.</li> <li>• I have many products that are made outside of my own country.</li> <li>• I could easily name 20 non-North-American companies.</li> <li>• I can read two or more foreign languages.</li> <li>• I often read non-Canadian newspapers.</li> <li>• Someday, I'd like to work for a multinational.</li> <li>• Advertising pollutes my visual environment.</li> <li>• I do not think that advertising is a good way of creating customer loyalty.</li> <li>• I consider myself to be knowledgeable about global brands.</li> <li>• I know the origin of the products that I buy.</li> <li>• I read magazines from outside my country.</li> <li>• I often watch TV programming with advertisements from outside my country.</li> <li>• I often read international fashion magazines.</li> <li>• I enjoy watching advertising from other countries.</li> <li>• I buy brands that are made by multinational firms.</li> <li>• I go/enjoy shopping in big/multinational banners.</li> <li>• Most of my friends buy global/multinational products/brands.</li> <li>• I like comparing ads from different countries.</li> <li>• Generally, I know which products are made where.</li> <li>• I know which brands or products are sold worldwide.</li> <li>• When I visit other countries, I like to see which "American brands" are sold there.</li> <li>• I can recognize a multinational brand.</li> <li>• Many of the brands found in the stores that I shop at are foreign brands.</li> <li>• Advertisements from companies such as Coca-Cola and McDonald's are everywhere.</li> <li>• Ads for foreign or global products are everywhere.</li> <li>• Like me, people living in my city are exposed to ads for foreign or global products.</li> <li>• It is quite common to see ads for foreign or global products in local media.</li> <li>• I pay more attention to ads for foreign or global products than local ones.</li> <li>• When shopping, I am often exposed to foreign or global brands.</li> <li>• Multinationals often advertise their brands on television.</li> <li>• Television commercials are full of ads for foreign or global products.</li> </ul> |
| <ul style="list-style-type: none"> <li>• In general, I want the best brand in (category), regardless whether it is of local (country) or foreign/global origin.</li> <li>• I would describe myself as quite familiar with the brands of many multinational companies.</li> <li>• Very often, I encounter advertisements for foreign/global products.</li> <li>• I find foreign/global advertisements interesting.</li> <li>• I enjoy receiving information about foreign and global products.</li> <li>• I consider myself knowledgeable about many foreign and global products.</li> <li>• When I am watching TV, I often see advertising for products that are from outside of my country.</li> <li>• I don't pay much attention to advertising. (<i>rev</i>)</li> <li>• Sometimes, I feel bombarded by advertising.</li> <li>• I go out of my way to avoid advertising. (<i>rev</i>)</li> <li>• In my city, there are many billboards, signs, and/or advertisements for foreign or global products.</li> <li>• When I read a newspaper, I come across many advertisements for foreign or global products.</li> <li>• The magazines that I read are full of ads for foreign or global products.</li> <li>• When using the Internet, I often visit websites that offer information about foreign or global products.</li> <li>• I could easily name 20 multinational companies.</li> </ul> |   |
| <p><b><i>Derived from Qualitative Studies:</i></b></p> <ul style="list-style-type: none"> <li>• Exposure to multinational advertising activities has influenced my product choices.</li> <li>• When travelling abroad, I appreciate being able to find Western products and restaurants.</li> <li>• I often seek out Western brands when I am visiting a foreign country.</li> <li>• Advertising by foreign or global brands has a strong influence on my clothing choices.</li> <li>• The way that I dress is influenced by the advertising activities of foreign or global companies.</li> <li>• I am more likely to try a new product if I know that it is being advertised around the world.</li> </ul>   |   |
| <p><b><i>Proposed from Expert Opinion Surveys:</i></b></p> <ul style="list-style-type: none"> <li>• I am instinctively attracted to products from other countries.</li> <li>• I make a conscious effort to keep myself up-to-date on what is going on in other countries.</li> <li>• I like reading magazines about the fashion, décor, and trends in other countries.</li> <li>• I like to go shopping in different ethnic neighborhoods.</li> <li>• I make an effort to get out of my 'comfort zone' when it comes to shopping for clothes, food, etc.</li> </ul>   |   |

**Table 12 (Continued)**

| <b>Exposure to and Use of the English Language (ELU)</b>   |   |
|--|---|
| <b><i>Developed/Inspired from Literature Review:</i></b>   | <ul style="list-style-type: none"> <li>• Learning English is very important.</li> <li>• I feel very comfortable speaking in English.</li> <li>• Many of my friends are English-speaking.</li> <li>• I feel more comfortable speaking English than any other language.</li> <li>• I read in English because I want to familiarize myself with other cultures.</li> <li>• English is my first language.</li> <li>• I often watch English-language Television.</li> <li>• Most of the music that I listen to has English lyrics (sung in English).</li> <li>• Many of my favorite shows on TV are in English.</li> <li>• I enjoy speaking English.</li> <li>• I use English at work (at home; with friends, etc.) frequently.</li> <li>• I studied hard to have a good level of spoken/written English.</li> <li>• Most of my friends speak English.</li> <li>• I wish I could improve my skills in spoken/written English.</li> <li>• I frequently watch English-language TV.</li> <li>• When I buy things, I often have to speak in English with salesclerks.</li> <li>• I often watch television programs or movies in English.</li> <li>• I often listen to English music.</li> <li>• English is the internationally-accepted language of business.</li> <li>• I often talk to my friends in English.</li> <li>• When writing email messages, I rarely use English.</li> <li>• I am more comfortable when using my own language as opposed to English.</li> <li>• Given a choice, I would prefer to use English.</li> <li>• I usually use English for communication purposes.</li> <li>• My parents and I never communicate in English.</li> <li>• I never visit English-only websites.</li> <li>• Many of the textbooks and articles that I read are in English.</li> <li>• I enjoy reading in a foreign language, because many nuances are lost through translation.</li> <li>• I don't enjoy watching movies where the original languages spoken by the actors has been changed (i.e., translated into some other language).</li> <li>• When watching a foreign language-film, I would prefer to read subtitles.</li> <li>• I use English when I write to friends and acquaintances from around the world.</li> </ul> |
| <ul style="list-style-type: none"> <li>• I often read books or newspapers that are in a language other than that of my country,</li> <li>• I often watch television programs that are in a language other than that of my country.</li> <li>• It is rare for me to read anything in a language that is different than that of my country. (<i>rev</i>)</li> <li>• I don't like to watch television programs that are in another language. (<i>rev</i>)</li> <li>• I speak English regularly.</li> <li>• Often, I watch television programs that are in English.</li> <li>• I often visit Internet websites that are in English, or in some foreign language.</li> <li>• I enjoy watching Hollywood movies that are in English.</li> <li>• Given the choice, I prefer to watch movies that are in my home language. (<i>rev</i>)</li> <li>• I am very comfortable speaking more than one language.</li> <li>• I can speak English well.</li> <li>• I often speak English at work or school.</li> <li>• I often speak English with family or friends.</li> <li>• Learning a second or third language is a very good thing.</li> <li>• I can carry out conversations in a language(s) different than my original language.</li> <li>• Whenever possible, I only speak my native language. (<i>rev</i>)</li> </ul> |   |
| <b><i>Derived from Qualitative Studies:</i></b>  |   |
| <ul style="list-style-type: none"> <li>• In today's world, learning English is essential.</li> <li>• The ability to speak English improves one's economic prospects.</li> </ul>  |   |
| <b><i>Proposed from Expert Opinion Surveys:</i></b>  |   |
| <ul style="list-style-type: none"> <li>• The songs I listen to are almost all in English.</li> <li>• I prefer to watch English television than any other language I may speak (only for those that speak another language)</li> <li>• I always watch a movie in its original language, even if that means having to read subtitles.</li> <li>• I watch TV programs in English.</li> <li>• I enjoy watching Hollywood movies in their original (English) version.</li> <li>• I communicate in English at work (school, university).</li> <li>• I chose an English language education / studied at an English-language-based University.</li> </ul>  |   |



**Table 12 (Continued)**

**Openness to and Desire to Emulate Global Consumer Culture (OPE)**

***Developed/Inspired from Literature Review:***

- I enjoy learning about people who live in other countries.
- I prefer to keep to myself. (rev)
- I feel somewhat uncomfortable when I am surrounded by people that are different from me. (rev)
- I am curious about the habits and lifestyles of individuals living in different countries.
- It is exciting to learn about different countries.
- It is very interesting to try out new things.
- I like to learn new things.
- I like to try unfamiliar things.
- I enjoy trying foreign food.
- I like to try restaurants that offer food that is different from that in my own culture.
- I like to wear clothes that are similar to those worn by Americans.
- I prefer to wear clothing that I think is popular in many countries around the world rather than clothing traditionally worn in my own country.
- Differences among individuals in different countries should be celebrated.
- I like to experience things from a different perspective.
- In general, I prefer eating foods that are commonly eaten in my own country, rather than those commonly eaten in other countries. (rev)
- When it comes to trying new things, I am very open.
- First and foremost, I see myself as a citizen of the world.
- I enjoy participating in holidays that are popular in many countries, such as Christmas.
- I feel close to the lifestyle of people in other countries, such as the United States.
- I admire, and would like to emulate, the lifestyle of people in other countries, such as the United States.
- I am interested in the lifestyle of people in other countries.
- I prefer to have a lifestyle that I think is similar to the lifestyle of individuals in many countries (USA) around the world rather than one that is unique or traditional to (country).
- I aspire to a lifestyle that I think is similar to that of individuals living in the United States.

***Derived from Qualitative Studies:***

- Around the world, as individuals grow up, they tend to go through similar stages of development.
- My life is influenced by events happening in other countries.
- My life is influenced by the actions of others living in foreign countries.
- I pay attention to the fashions worn by people in my age-group that live in other countries.
- I think that my lifestyle is almost the same as that of people of my age-group in other countries.
- Regardless of where people live, they tend to share more similarities than differences (from each other).

- Globalization is generally a good thing.
- Society is changing too fast for me. (rev)
- I think that people around the world are becoming more and more similar to each other.

***Proposed from Expert Opinion Surveys:***

- I really think there is such a thing as a 'global consumer'.
- I try to pattern my lifestyle, way of dressing, etc. to be a global consumer.
- I like the fact that GAP, McDonald's, and other companies offer their products all around the world.
- I think people my age are basically the same around the world. For example, a 20-something in Russia is basically the same as a 20-something in the U.S., Sweden, or anywhere else.
- If I were to travel to a foreign country, I am sure I would fit right in and go unnoticed.
- It is great that a consumer anywhere in the world can have access to many products from anywhere in the world.
- I often will buy products that are said to be 'cool' in other countries.
- I like to try foreign-food recipes.
- I like to try out food products that are from other countries.
- I like the way that Americans dress.
- I would some day like to live in the United States.
- I consider myself a citizen of the world.
- I don't watch sporting events if my country is not participating in.
- I would love to work for the U.N. (United Nations).
- I like to identify myself other than by looking like an American.
- American culture is now the world culture.
- I would easily 'fit in' in America.
- I like foreign products.
- I identify with famous international brands.
- I think my lifestyle is almost the same as that of people of my social class in other countries.
- I actively seek to buy products that are not only thought of as 'local'.
- I wish that I could look like actors/actresses in American movies.
- When I visit other countries, I bring back local goods and use those goods at home.
- I derive some aspects of my lifestyle from my experience or knowledge of the lifestyles in other countries.
- I like listening to music that is different from that in my native country.
- If I had a choice, I would prefer to live like an American.
- I would never want to act like an American.
- I would rather live like people do in the United States.
- I would rather listen to Western music than to traditional folk (local) music.
- A Western lifestyle is appealing to me.
- I prefer Western customs over those of my country.

\*To be measured via seven-point Likert-type scales; 1=strongly disagree, 7=strongly agree. (Rev)=reversed.

<sup>a</sup>Item for capturing COS adapted from Braughn & Yaprak (1996).

<sup>b</sup>Item for capturing COS adapted from Rawwas, Rajendran & Wueher (1996).

<sup>c</sup>Item for capturing COS adapted from Suh & Kwon (2002).

## **Additional Measures**

### *Ethnic Identification*

Recall that for cultural groups and their individual members, there are two key issues with respect to how to acculturate: cultural maintenance (with respect to the culture of origin or identity), and contact and participation (with respect to the ‘other’ cultural group or entity). In the current research, the first issue is represented by *ethnic identification*, relating to how an ethnic group relates to its own group as a subgroup of a larger society (Webster, 1994; Berry, 1997); more specifically, ethnic identification is conceptualized as the retention or loss of aspects of a person’s culture of origin (i.e., the ‘local’ or ‘home’ culture). Aspects associated with the second culture change issue reflect interactions with alternative cultural traits of the larger society (in this case, to the global consumer culture). Although acculturation is a two-way process (Laroche, Kim & Hui, 1997), following the lead of most researchers, this dissertation examines cultural changes of specific local (i.e., ethnic) groups within a larger host group (i.e., the global consumer culture).

To study ethnic identity, one must examine how group members themselves understand and interpret their own ethnicity (Phinney, 1996). Researchers, starting with Hirschman (1981), and others (e.g., Saegert et al., 1985; Deshpandé et al., 1986; Webster, 1994; Hui, Laroche & Kim, 1998) have strongly argued in favor of measuring the degree of identification to which an individual may feel with a particular ethnic group. Since it is widely accepted that individuals within a given culture exhibit varying degrees of

identification with that culture, identity is best thought of as being a continuous variable. Numerous studies have provided evidence that ethnic identity is also a multidimensional construct (e.g., Driedger, 1978; Reilly & Wallendorf, 1984; Keefe and Padilla, 1987; Mendoza, 1989; Phinney, 1990; Laroche et al., 1993, 1996; Kim et al., 2001), and that the acquisition of new cultural traits and the maintenance or loss of traditional ones, vary from trait to trait. Some individuals may identify with certain cultural facets and not others; and some may acquire certain aspects of an alternative culture while eschewing others. Keefe and Padilla (1987) articulated the concept of 'selective acculturation', to account for the common tendency of immigrants and minorities to adopt certain 'strategic traits' (for example, such as learning English to improve their employment prospects), while resisting other alternative culture traits.

Given the emerging consensus that ethnic identity is a continuous variable that has several facets (Keefe & Padilla, 1987; Laroche et al., 1996; Kim et al., 2001), valid measures of ethnic identity would include multiple factors, such as the extent and adherence to cultural norms and values, intra-ethnic communication (including language-based measures and media-usage indicators), interpersonal relationships, as well as self-perceptions. Phinney (1990) argued that the four following facets of ethnic identity were most pertinent in maintaining one's culture of origin: (1) self-identification as a group member, (2) a sense of belonging to the group, (3) attitudes towards membership in the group, and (4) ethnic involvement (which includes social participation and cultural practices). Based on a thorough content analysis, Anderson and Frideres (1981) proposed that the following four aspects of ethnic identity: ethnic origin, mother-tongue language, ethnic-oriented religion, and folkways (i.e., practices/customs unique to the group).

Language has consistently emerged as a paramount dimension of ethnic identity. Contemporary marketers also acknowledge the prominent role of interpersonal relationships in the shaping of consumers' behavioral patterns; this facet of ethnic identification has often been referred to as social interactions, and has been extensively documented in the relevant literature. Media consumption is another facet of ethnic identification that has been documented at length in the literature. Media consumption is considered to be a matter of personal choice, given that an individual is relatively free to choose among which available media alternatives to satisfy his/her needs (Lee & Tse, 1994). Local customs, habits, and values are composed of local or folk culture (which is said to include traditional clothing and crafts); as well as folk music, dance, tales, and architecture (Coussens, 1984). This facet can also include participation in clubs and organizations, and traditional celebrations (Driedger, 1978; Phinney, 1990; Rosenthal & Feldman, 1992). Family structure and adherence to traditional sex-role specialization has also been argued to be a valid indicator of ethnic identity (e.g., Webster, 1994; Cleveland et al., 2005, *working paper*; Laroche et al., 1998).

In sum, the most widely accepted dimensions of ethnic identity include:

1. *Language* (e.g., De Vos, 1975; Aboud & Christian, 1979; Bergier, 1986; Caetano, 1987; Olmedo, 1979; Laroche et al., 1990), including language use within the family context (e.g., Lee & Tse, 1994; Peñaloza, 1994; Connor, 1977; Garcia & Lega, 1979; Keefe & Padilla, 1987; Valencia, 1985; Hui et al., 1998);
2. *Media consumption* (e.g., Lee and Tse, 1994; Garcia & Lega, 1979; Keefe & Padilla, 1987; Kim, 1978; Laroche et al., 1996, 1997a, 1997b, 1997c, 1998; Kim et al., 2001; Caetano, 1987; Hui et al., 1988);

3. *Interpersonal relationships* (e.g., (e.g., Mendoza, 1989; Bergier, 1986; Connor, 1977; Dashefsky & Shapiro, 1974; Garcia & Lega, 1979; Keefe & Padilla, 1987; Valencia, 1985; Lee and Tse, 1994; Garcia & Lega, 1979; Keefe & Padilla, 1987; Kim, 1978; Laroche et al., 1997a, 1997b, 1997c, 1998);
4. *Self-identification and pride* (e.g., Hirschman, 1981; Friederes & Goldenberg, 1982; Driedger, 1978; Ting-Toomey, 1981; Laroche et al., 1996, 1997a, 1997b, 1997c);
5. *Desire to maintain one's own culture* (e.g., Ting-Toomey, 1981; Laroche et al., 1996, 1997a, 1997b, 1997c);
6. *Local customs, habits and values* (e.g., White & Burke, 1987; Garcia and Lega, 1979; Laroche et al., 1997a, 1997b, 1997c, 1998; Driedger, 1978; Phinney, 1990; Rosenthal and Feldman, 1992); and
7. *Family structure and sex roles* (e.g., Webster, 1994, Laroche et al., 1998; Cleveland et al., 2005 *working paper*).

Religious affiliation has also been a prominent aspect of ethnic identification in some studies (e.g., Dashefsky & Shapiro, 1974; Laroche et al., 1998), but it will not constitute one of the main dimensions in the current study due to the international scope of the research, and the difficulty in measuring different degrees of religious affiliation to different religions. In sum, the measures for capturing the different facets of ethnic identification (Table 13) were borrowed and/or adapted from earlier research efforts (Cleveland et al., 2005 *working paper*; Laroche et al., 1990; 1996, 1997a, 1997b, 1997c, 1998; Kim et al., 2001; Hui, Laroche & Kim, 1998; Bergier, 1986).

**Table 13: Items for Measuring the Dimensions of EID**

| <b>Dimension and Corresponding Measures<sup>a</sup></b>   |
|---|
| <i>Local (Home) Culture Language Use:</i> <ul style="list-style-type: none"><li>• I speak (local culture language) regularly.</li><li>• I always speak (local culture language) with other family members</li><li>• The songs I listen to are almost all in (local culture language).</li><li>• Many of my favorite television shows are in (local culture language).</li><li>• I feel very comfortable speaking in (local culture language).</li><li>• I always speak/spoke (local culture language) with my parents.</li><li>• I mostly carry on conversations in (local culture language) everyday.</li><li>• I prefer to watch (local culture language) television over any other language I may speak.</li><li>• I mostly speak in (local culture language) at family gatherings.</li><li>• I always use the (local culture language) with my friends.</li><li>• Many of the books that I read are in (local culture language).</li><li>• In general, I speak in (local culture language).</li></ul> |
| <i>Local Media-Usage/Exposure:</i> <ul style="list-style-type: none"><li>• The movies/videos that I watch are always in (local culture language).</li><li>• The newspapers that I read are always in (local culture language).</li><li>• The television programs that I watch are always in (local culture language).</li><li>• The magazines/books that I read are always in (local culture language).</li><li>• The radio programs that I listen to are always in (local culture language).</li><li>• The Internet sites that I visit are always in (local culture language).</li></ul>   |
| <i>Local Interpersonal Relationships:</i> <ul style="list-style-type: none"><li>• I have many (members of my local culture group) with whom I am very close.</li><li>• Most of my friends are (members of my local culture group).</li><li>• I get together with (members of my local culture group) very often.</li><li>• Most of the people at the places I go to have fun and relax are (members of my local culture group).</li><li>• Most of the people that I go to parties or social events with are (members of my local culture group).</li><li>• I like to go to places where I can find myself with (members of my local culture group).</li></ul>   |
| <i>Self-Identification and Pride:</i> <ul style="list-style-type: none"><li>• I am very attached to all aspects of the (local culture).</li><li>• I feel very proud to identify with the (local culture).</li><li>• The (local culture) has the most positive impact on my life.</li><li>• I feel most comfortable in the (local culture).</li><li>• I consider the (local culture) rich and precious.</li><li>• I feel very much a part of the (local culture).</li><li>• I consider myself to be a (member of local culture).</li></ul>   |
| <i>Desire to Maintain Own Culture:</i> <ul style="list-style-type: none"><li>• I consider it very important to maintain (my own culture).</li><li>• I believe that it is very important for children to learn the values of (my own culture).</li><li>• It is very important for me to remain close to (my own culture).</li><li>• Children (of my own culture) should learn about (home culture) history from their parents</li><li>• Although I believe that I might acquire some elements of another culture(s), it is important for me to hold on to (my own culture).</li><li>• If I was to live elsewhere, I would still want to retain (my own culture).</li></ul>   |

**Table 13 (Continued): Items for Measuring the Dimensions of EID**

---

*Local Customs, Habits, and Values:*

- I always celebrate (local culture) holidays.
  - I like to celebrate birthdays and weddings in the (local culture) tradition.
  - I like to cook (local culture) dishes/meals.
  - I like to eat (local culture) foods.
  - I like to listen to (local culture) music.
  - Participating in (local culture) holidays and events is very important to me.
- 

*Family Structure and Sex-Roles:*

- The acquisition of (local culture) family values is desirable.
  - Children should strive to achieve independence from their parents. (rev)
  - Sons and daughters should be granted the same privileges. (rev)
  - It is highly preferable to marry someone from one's own culture.
  - The authority of parents over children is to be limited (rev)
  - Both men and women have an equal right to work if they so desire (rev)
- 

\*To be measured via seven-point Likert-type scales; 1=strongly disagree, 7=strongly agree. (rev)=reversed.

*Hofstede's Cultural Dimensions*

Because the items used to measure Hofstede's cultural dimensions, as originally operationalized, were used to measure work-related items, they are not particularly suited to the measurement of cultural values from consumer samples. Hofstede later proposed a shorter, modified list of 20 items, "...to describe the key differences between the two poles of each dimension in terms of general norms" (Hofstede, 1991, as cited in Furrer et al., 2000, p. 362). This list of items is presented in Table 14. Furrer and his colleagues successfully used these items (measured with 7-point Likert-type scales) in a recent series of cross-cultural studies on service quality perceptions (Furrer et al., 2000), and behavioral intentions towards services (Liu et al., 2001). Because the items are used to measure particular cultural dimensions, and due to the fact that Hofstede's cultural dimensions are not orthogonal, following the lead of Furrer et al. (2000), for each dimension an index will be computed, from the non-weighted average scores on the items corresponding to each dimension.

**Table 14: Measures for Hofstede's Cultural Dimensions<sup>a</sup>**

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*Power Distance (PDI)*: The extent to which the less powerful members of institutions and organizations within a society expect and accept that power is distributed unequally.

1. Inequalities among people are both expected and desired.
  2. Less powerful people should be dependent on the more powerful.
  3. Inequalities among people should be minimized. (-)
  4. There should be, and there is to some extent, interdependencies between less and more powerful people.
- 

*Individualism (IDV)*: Pertains to societies in which the ties between individuals are loose: Everyone is expected to look after himself/herself and his/her immediate family. The opposite is collectivism, which pertains to societies in which people from birth onward are integrated into strong, cohesive in-groups, which throughout people's lifetimes continue to protect them in exchange for unquestioning loyalty.

5. Everyone grows up to look after him/herself and his/her immediate family only.
  6. People are identified independently of the groups they belong to.
  7. An extended family member should be protected by other members in exchange for loyalty. (-)
  8. People are identified by their position in the social networks to which they belong. (-)
- 

*Masculinity (MAS)*: Pertains to societies in which social gender roles are clearly distinct: Men are supposed to be assertive, tough, and focused on material success, whereas women are supposed to be more modest, tender, and concerned with the quality of life. The opposite is femininity, which pertains to societies in which gender roles overlap: Both men and women are supposed to be modest, tender, and concerned with the quality of life.

9. Money and material things are important.
  10. Men are supposed to be assertive, ambitious, and tough.
  11. Dominant values in society are the caring for others and preservation. (-)
  12. Both men and women are allowed to be tender and to be concerned with relationships. (-)
- 

*Uncertainty avoidance (UAV)*: The extent to which the members of a culture feel threatened by uncertain or unknown situations. The feeling is, among other things, expressed through nervous stress and in a need for predictability: a need for written and unwritten rules.

13. High stress and subjective feeling of anxiety are frequent among people.
  14. Fear of ambiguous situations and of unfamiliar risks is normal.
  15. Uncertainty is a normal feature of life and each day is accepted as it comes. (-)
  16. Emotions should not be shown. (-)
- 

*Long-term orientation (LTO)*: The extent to which a society exhibits a pragmatic future-oriented perspective (fostering virtues like perseverance and thrift) rather than a conventional historic or short-term point of view.

17. Willingness to subordinate oneself for a purpose is normal.
  18. People should be perseverant toward long-term results.
  19. Traditions should be respected. (-)
  20. Social obligations should be respected regardless of cost. (-)
- 

<sup>a</sup>All items are measured on 7-point Likert-type Scale (1=strongly disagree, 7=strongly agree); (-) indicates reverse-coding on these items.

**Source:** Furrer, Olivier; Liu, Ben Shaw-Ching & Sudharshan, D. (2000), "The Relationships Between Culture and Service Quality Perceptions: Basis for Cross-Cultural Market Segmentation and Resource Allocation," *Journal of Service Research*, Vol. 2, No. 4, pp. 369-370, which was adapted from Hofstede (1991).

### *Materialism and Consumer Ethnocentrism*

The original 18-item material value scale, developed by Richins & Dawson (1992) to measure materialism in consumers, has demonstrated sound psychometric properties. A



shorter scale consisting of 9 items, was developed and validated by Richins (2004), who reported a high reliability coefficient ( $\alpha=0.840$ ). Although Belk's (1985) materialism scale has been widely used, because of the inconsistent and often low reports of scale reliability (see Richins & Dawson, 1992), I have elected to use Richins' (2004) 9-item, single-dimension scale (Table 15). The sound psychometric properties of the latter scale were confirmed, in terms of multiple tests of internal consistency, dimensionality, response bias, and nomological validity. Given the length of the international study, and the need to avoid response fatigue among subjects, Richins' (2004) scale was also appealing due to the much shorter length.

In developing the consumer ethnocentrism (CETSCALE) construct, Shimp and Sharma (1987) conducted a series of nomological validity tests, which indicated that the construct was "...moderately predictive of consumers' beliefs, attitudes, purchase intentions, and ultimate purchases" (c. f. Kaynak & Kara, 2002, p. 933). Netemeyer et al. (1991) obtained strong support for the psychometric properties (i.e., unidimensionality and internal consistency) and nomological validity for CETSCALE in four different countries (the United States, France, Japan, and Germany). A later study by Kaynak & Kara (2002) demonstrated the robustness (an  $\alpha=0.930$  was obtained for the seventeen-item scale) of the CETSCALE across different cultures, by administering the measures to a sample of Turkish consumers. Following the research of others (e.g., Klein et al., 1998; Klein, 2002; Batra et al., 2000; Steenkamp et al., 1999), and to keep the international survey to a manageable length, a subset of four of the original CETSCALE (Shimp and Sharma, 1987) items (those with the highest loadings) will be used in the current research (please refer to Table 15). A recent study by Klein (2002) confirmed the unidimensionality and high internal consistency of the reduced CETSCALE ( $\alpha=0.810$ ).

**Table 15: Measures for Materialism and Consumer Ethnocentrism:**

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**Materialism:**

- I like a lot of luxury in my life.
- Buying things gives me lots of pleasure.
- I'd be happier if I could afford more things.
- I admire people who own expensive homes, cars, and clothes.
- My life would be better if I owned certain things I don't have.
- It sometimes bothers me quite a bit that I can't afford to buy all the things that I like.
- I like to own things that impress people.
- The things I own say a lot about how well I am doing in life.
- I try to keep things simple, as far as possessions are concerned (*reversed*)

---

**Consumer Ethnocentrism:**

- <Countrymen> should not buy foreign products, because this hurts <home country's> businesses and causes unemployment.
  - It is not right to purchase foreign products, because it puts <countrymen> out of jobs.
  - A real <country person> should always buy <home-country>-made products.
  - We should purchase products manufactured in <home country> instead of letting other countries get rich off of us.
- 

*Product-Category Consumer Behaviors*

Product categories were used in this study in order to reduce potential confounding effects associated judgments arising from particular brands. It was believed that the use of actual brands would have further confounded the results due to differences in the connotation and/or availability of the particular brands across the eight countries where data will be collected. Furthermore, several studies have shown that consumers often distort their evaluations by relying heavily on general product-category attribute beliefs, and tend to neglect product-specific attribute differences (Elliot & Roach, 1991, 1993). A total of 70 different consumer behaviors will be measured (Table 16), and consistent with prior studies (e.g., Laroche et al., 1996, 1997a, 1997b, 1997c, 1998; Cleveland et al, 2005, *working paper*) and the response format used for the other scale items in the international study, the items were scaled from 1 to 7. Note that the endpoint anchors vary, depending on the nature of the particular set of consumer behaviors (e.g. 1=never, not at all essential; 7=daily, very essential, several times per week/year, at least

once per month). Further elaboration on the measurement of the various consumer behaviors can be found in the chapter corresponding to the international study methodology (Chapter 7).

**Table 16: Measures for Consumer Behaviors<sup>a</sup>**

|   |
|---|
| <p><i>On a scale of 1 (never) to 7 (daily), how often do you <b>consume</b> the following food and drink items?</i></p> <p>pizza, sushi, tacos, kimchi, souvlaki, tea, beer, traditional 'country' (e.g., "Swedish") food items, curry dishes, dim-sum, hamburgers, croissants, coffee, wine, soft drinks, traditional 'country' (e.g., "Greek") beverage items</p>   |
| <p><i>On a scale of 1 (never) to 7 (daily), how often do you <b>use</b> the following items?</i></p> <p>Hair shampoo, deodorants, mouthwash, hand/body soap, toothpaste</p>   |
| <p><i>On a scale of 1 (never) to 7 (daily), how often do you <b>wear</b> the following items?</i></p> <p>blue (denim) jeans, athletic/running shoes, business suits/attire, wristwatches, neckties (men) or Scarves (women)</p>   |
| <p><i>On a scale of 1 (not at all essential) to 7 (very essential), for you, how <b>essential (important)</b> are the following items?</i></p> <p>personal stereo player (e.g., Walkman, iPod), VCR (video-cassette recorder), washing machine, clothes dryer, dishwasher machine, electric hairdryer, vacuum cleaner, CD (compact disc) player, bicycle, videogame consol (e.g., Playstation, Xbox, Nintendo), DVD (digital video disc) player, refrigerator, microwave oven, television (TV) set, digital camera, personal (and/or laptop) computer, electric food processor, automobile</p>  |
| <p><i>On a scale of 1 (never) to 7 (daily), how often do you...</i></p> <p>watch television, use a cell-phone (mobile phone), use a personal (and/or laptop) computer, use (surf) the Internet (world-wide-web), send email (electronic mail), use an automatic banking machine (ATM), eat traditional 'country' (e.g., "Korean") meals, eat traditional 'country' (e.g., "Mexican") snacks</p>   |
| <p><i>On a scale of 1 (never) to 7 (several times per week), how often do you...</i></p> <p>visit traditional 'country' (e.g., "Hungarian") restaurants, visit restaurants that offer Asian foods/meals (e.g., Chinese, Japanese, Thai, etc.), visit restaurants that offer European foods/meals (e.g., French, Italian, German, etc.), visit restaurants that offer Latin-American foods/meals (e.g., Brazilian, Argentinean, etc.), visit restaurants that offer American-style 'fast-food' meals, wear American fashions (clothing and/or accessories), wear Latin-American fashions (clothing and/or accessories), wear Asian fashions (clothing and/or accessories), wear European fashions (clothing and/or accessories), wear traditional 'country' (e.g., "Indian") fashions (clothing and/or accessories)]</p> |
| <p><i>On a scale of 1 (never) to 7 (at least once per month), how often do you <b>purchase</b> these items?</i></p> <p>boxed chocolates, expensive cosmetics, movie or music DVD's (digital video discs), fragrances (e.g., perfumes/colognes)</p>  |
| <p><i>On a scale of 1 (never) to (several times per year), how often do you <b>purchase</b> these items?</i></p> <p>jewelry, antique furniture, fur/leather coats, expensive wine/champagne</p>   |

<sup>a</sup>Several statements were adapted where necessary, with respect to the sampled country (e.g., traditional *Swedish* food items, traditional *Korean* food items, etc.). A complete list of these modifications is contained in Appendices 29, 30, 31.

## **Methodological Overview**

### *Overview of the Methodology for the AGCC Scale Development (Studies 1 and 2)*

More than one study is required for scale development, and Churchill (1979) advocates that at least two studies be conducted before employing a scale for any substantive research. With an eye on ensuring sound scale development process for the AGCC construct, subsequent to the qualitative stages of item generation, two data sets were collected prior to the international empirical study, first (Study 1) to ‘purify the measures’ (Churchill, 1979, p.66), and the second to reassess the reliability and validity of the measures (Churchill, 1979) with a new dataset (Study 2). A series of exploratory and confirmatory factor analyses, using the SPSS and AMOS (Arbuckle & Wothke, 1999) statistical programs respectively, were conducted to finalize the measures for the AGCC construct. Student subjects (primarily undergraduate), at Concordia and McGill Universities (both in Montreal), were the source of the two empirical data sets that were used to purify, and validate the AGCC measures. While I fully acknowledge the limitations associated with this etic scale development approach (notably, representativeness of the participant samples used to generate the items), it should be emphasized that the student bodies at these two universities are very diverse, with representation from many if not most of the world’s countries and cultures.

### *Overview of the Methodology for the International Study (Study 3)*

The full questionnaire for the international study included the measures for the AGCC construct (as derived from Study 2, with some minor adjustments: see Chapter 7), along with the currently existing independent measures for ethnic identification, as derived from the literature. The international survey also contained measures for

Hofstede's cultural dimensions, materialism, consumer ethnocentrism, and various socio-demographic variables, as well as the dependent measures for capturing and array of consumer across various product categories.

University students were initially deemed appropriate for the international study because they are more likely to be homogeneous on certain demographic characteristics, thereby permitting more precise predictions and provide a stronger test of theory (Calder, Phillips & Tybout 1981). Additionally, students represent the upwardly mobile middle and upper classes, which are the target markets chosen by most corporations seeking to do business in foreign countries. Furrer, Liu and Sudharshan (2000) echoed this perspective in defending their use of student subjects for their cross-cultural study on service quality perceptions: "we used student subjects because they constitute a homogeneous group from an occupational stage of lifecycle viewpoint" (p. 362). However, upon further reflection, it was decided that in order to achieve broader sample variance on several of the constructs under investigation (for example, age, income, occupation, education, and family size), the original demographic cohort would have to be broadened, to include family members (e.g., parents) and other colleagues and associates (e.g., coworkers, friends) of the students.

Given the number of items on the final survey and the nature of the relationships to be assessed, the desired final sample size was set at about 250 respondents per country or cultural group. Through contacts developed through my dissertation committee, data was gathered in the following countries: Canada, Mexico, Chile, Sweden, Hungary, Greece, India, and South Korea. Beyond having access to researchers in each of these countries who were willing to collect data, the choice of these countries was motivated by

two additional considerations: (1) substantial between-country variability on Hofstede's dimensions of national culture, and (2) the fact that together, these countries provide a degree of representation from the world's four most important economic blocks (i.e., North America, Latin America, Asia, and Europe).

With respect to data analyses for the international study, both exploratory (principle components method, and to allow for correlated factors, oblique rotation; using SPSS) and confirmatory factor analyses (maximum likelihood method, using AMOS: Arbuckle & Wothke, 1999) were conducted following the methods outlined in phase 1 (for the AGCC construct), to assess the dimensionality, and reliability and validity of the latent constructs measured by the scale items in the international study questionnaire. Descriptive statistics, cross-tabulations and bivariate correlations were also computed for all variables and factors in the study. Various multivariate techniques, including multiple regression, ANOVA, and structural equations modeling (SEM) with the AMOS program (Arbuckle & Wothke, 1999) were employed to assess the relationships between the different variables considered in the international study, and to allow for comparisons between the different country-samples. For the across country-sample level of analyses (i.e., pooling the country-samples), the K-means clustering procedure (SPSS, 1988) was used. K-means clustering techniques are often used by researchers and practitioners to group customers into market segments, and the clusters obtained with this procedure are generally more homogeneous than are the clusters obtained with other methods, such as the hierarchical method (Furrer et al., 2000). Three *a priori* clusters were defined, reflecting high, moderate, and low AGCC consumer groups.

## **CHAPTER 6: DEVELOPMENT OF A MULTIDIMENSIONAL SCALE FOR MEASURING AGCC**

### **Study 1: Initial Pool of Items for Measuring AGCC**

#### *Survey Description*

The eight-page questionnaire was divided into five parts (Appendix 27). The first part contained a battery of 86 measures designed to capture various values, attitudes, opinions, and interests, serving as a subset of the measures for acculturation to global consumer culture (AGCC). The multiple items intended to measure the specific aspects of AGCC were randomly sequenced in this section. This was then followed by 33 measures relating to respondents' exposure to various media, and media preferences. The second part comprised of 19 measures corresponding to various experiences and opinions regarding travelling. This section was applicable only to those respondents who had visited another country (that is, had traveled at least once outside of Canada). The third section contained 21 measures corresponding to various usages of and exposure to the English language. Similar to the second part of the survey, this section was only applicable to those respondents who spoke at least one additional language (i.e., other than English). The fourth section enclosed 23 randomized measures relating various attitudes and opinions associated with globalization in general, and global/American media and consumption activities in particular. All answers to the questions posed in parts one through four—all of which were designed capture aspects of AGCC (a total of 182 items, refined from the list presented in Table 12)—were expressed on seven-point Likert scales (anchored by 1=strongly disagree, 7=strongly agree).

The fifth and final part of the survey captured various demographic and cultural affiliation variables, including linguistic heritage, languages spoken, place of birth, parents' places of birth, sex, age, family size, employment status, several questions regarding student situation (if applicable), and educational attainment (if applicable). Preceding the survey, a cover letter, signed by the author, briefly described the nature of the study (i.e., "As part of my Ph.D. dissertation which concerns the phenomenon of globalization, I am undertaking a study of the role of cultural influences on various consumer behaviors, and would like to invite you to share your opinions": see Appendix 26), and included instructions for completing the questionnaire. The cover letter also informed potential respondents that their responses would be treated anonymously, and that the accumulated data would be aggregated prior to analysis.

Prior to commencing actual data collection for Study 1, the measuring instrument was pre-tested on 5 subjects that were not part of the potential respondent pool. The objectives of this pretest were to assess ease of use and comprehension of the instrument and individual measuring items. Subsequent to the feedback derived from pre-testing, a few superficial changes were made to the questionnaire, in terms of the vocabulary (wording) of a small number of measures, in order to enhance comprehension.

#### *The Sample and Data Coding*

Data for this study (n=162) was collected from respondents in the city of Montréal, Canada. The time frame for collecting the data for the first scale development survey was October through December 2004. Surveys were distributed in classroom settings, as well as in the vicinities of the two universities (McGill and Concordia).



Questionnaires were coded and the data was manually keyed in by the author. Fifteen surveys were discarded due to incompleteness, leaving a total of 147 surveys for further analyses. All scale items were entered as they were responded to on the questionnaire. Most of the variables measured on nominal scales were converted into dummy variables or into interval variables, as indicated in Table 17. The remaining items were entered as nominal (i.e., text) variables. Overall, about 56% of the respondents were female. In reflection that most of the sample was composed of students (87.1%), the overwhelming majority of participants were between 20 and 29 years of age (74.8%). More often than not, respondents lived at home with their parents (54.7%), and most were employed to some degree, either part-time or full-time (43.5 and 24.5 percent of total respondents, respectively). A complete list of the demographic characteristics for the first AGCC study is contained in Appendix 11.

The main objective of the first study was the development of a scale to measure acculturation to global consumer culture; one that could be applied in different cultural settings. Linguistically and culturally, the sample was, as hoped for, rather diverse. In addition to English, most respondents also spoke French (87.8%); most also reported speaking at least one language other than English or French (71.4%, with 25.9% reporting speaking at least two other languages, and 4.8% speaking three other languages). Out of 147 respondents, 43.5% described themselves as Anglophone (i.e., primarily English-speaking), 22.4% as Francophone (i.e., primarily French-speaking), with the remaining 34% describing themselves as Allophone (i.e., identifying with another linguistic group). Approximately 70% of respondents were born in Canada, with the remaining 30% reporting being born in one of 19 countries. The majority of subjects

had parents born outside of Canada, with more than 63% reporting that their mother was born outside of Canada (distributed unevenly among 35 countries), and close to 64% reporting that their father was born outside Canada (again, unevenly distributed among 38 countries).

**Table 17: Coding Scheme for Nominal Scale Variables (Studies 1 and 2)**

| Variable   | Dummy/Interval Coding  |
|--|--|
| Linguistic Heritage                                | 1=Anglophone (English-speaking), 2=Francophone (French-speaking), 3=Allophone (other than E or F); * <i>Language heritage other than E or F (if applicable)</i>  |
| Languages Spoken (aside from English)              | French: 0=no, 1=yes<br>Other: 0=no, 1=yes * <i>Language(s) spoken other than E or F (if applicable)</i>  |
| Place of Birth                                     | 1=Quebec, 2=Elsewhere in Canada, 3=USA, 4=Mexico, 5=Europe, 6=South/Central America, 7=Asia, 8=Africa, 9=Australia/Oceania<br>* <i>Specific country of birth outside North America (if applicable)</i> |
| Mother's Place of Birth<br>Father's Place of Birth | * <i>Specific country of birth of each parent</i>  |
| Sex  | 0=Female, 1=Male   |
| Age (years)  | 1=0-19, 2=20-29, 3=30-39, 4=40-49, 5=50-59, 6=60+  |
| Family size (# members)                            | 1=1, 2=2, 3=3, 4=4, 5=5, 6=6 or more   |
| Employment Status                                  | 1=work FT, 2=work PT, 3=retired/pensioned, 4=FT student, 5=student also working, 6=unemployed, 7=homemaker, 8=homemaker/work PT  |
| Current Students (if applicable):                  |  |
| • Lives With Parent(s)                             | 0=yes, 1=no  |
| • Program of Study                                 | * <i>Program of study</i>  |
| • Year of Study                                    | 1=1 <sup>st</sup> , 2=2 <sup>nd</sup> , 3=3 <sup>rd</sup> , 4=4 <sup>th</sup> or higher  |
| Educational Status (if applicable)                 | 1=some high school (not completed), 2=high school (completed), 3=community/technical college/diploma, 4=undergraduate university degree, 5=graduate university degree                                  |

\*Nominal data (keyed in as text)

## Study 1 Results

Prior to data analyses, since a small group of items were reverse-coded (in reflection of the specific wording [i.e., valence] of these items), the appropriate calculations were made. Appendix 12 lists the means, standard deviations, skewness, and kurtosis statistics for all of the scale variables measured in the first AGCC study. Both the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of

sphericity, were employed to determine whether the data was amenable to being factor analyzed (Appendix 13). With the KMO measure at 0.765 and Bartlett's test of Sphericity being significant (approximate  $\chi^2_{(2016)}=5371.11$ ,  $p=0.000$ ), the appropriateness of the ensuing factor model was ensured (Malhotra, 2004).

#### *Exploratory Factor and Reliability Analyses*

Using the SPSS program, the 182 Likert-scale items were subjected to a series of exploratory factor analyses (EFA) to reduce the data into a smaller, more meaningful set of components. Exploratory factor analyses is an appropriate technique in situations where the links between the observable (i.e., measured) variables and the unobservable variables (i.e., the latent variables, whereby the observed indicators are posited to reflect the underlying constructs of interest) are uncertain or unknown (Byrne, 2001, p. 5). All factor analyses employed the Principal Component method of extraction, and Direct Oblimin rotation. The latter refers to a method of oblique rotation that allows the resulting factors to be correlated with one another. The initial screeplot demarcated a break in the slope (i.e., an 'elbow' followed by a gradual trailing off) at between 7 and 8 components. The initial EFA solution is presented in Appendix 13.

Items with poor psychometric properties (e.g., items with poor loadings on the respective factors and/or those with cross loadings above 0.40 on multiple factors) were removed, and the remaining items loading under each factor were then subjected to a series of reliability analyses. The above process was repeated 20 times, after which the final factor solution emerged. Out of the original 182 items designed to assess the multiple dimensions of acculturation to global consumer culture, 64 items were retained in a seven-factor structure (all with eigen-values in excess of 1.0), accounting for 53.5%

of the total variance (Table 18). As shown in Table 19, these factors exhibited high coefficient alpha estimates, ranging from 0.755 to 0.923. Most item-factor loadings were in excess of 0.60, with only two retained items falling below 0.50. For the final EFA solution, item-factor cross loadings were minimal, with only seven such cross-loadings exceeding 0.300, and none exceeding 0.370.

In reflection of their respective component items, each of the seven factors was then given a descriptive label: (1) COS (*cosmopolitanism*, composed of 13 items,  $\alpha=0.923$ ), (2) GMM (*global mass media exposure*, 8 items,  $\alpha=0.829$ ), (3) ELU (*English language usage and exposure*, 8 items,  $\alpha=0.780$ ), (4) EXM (*exposure to marketing activities of multinational firms*, 12 items,  $\alpha=0.905$ ), (5) OPE (*openness to and desire to emulate global consumer culture*, 7 items,  $\alpha=0.755$ ), (6) IDT (*self-identification with global consumer culture*, 10 items,  $\alpha=0.884$ ), and (7) TRAV (*social interactions, primarily travel*, 6 items,  $\alpha=0.799$ ). The sixth dimension (IDT) was not a priori defined; containing several items originally assigned to (i.e., assumed to reflect) OPE, EXM, and GMM, it appears to connote self-ascribed membership in, or outright identification with, some form of global consumer culture. The seventh dimension was renamed from SIN (social interactions) to TRAV in order to better reflect the composite items that were retained in this factor (i.e., mostly corresponding to international traveling frequencies and experiences).

The factor correlation matrix was also computed (Table 20), and it provides evidence that the factors are both distinct, yet related to one another. In terms of magnitude, the strongest positive correlations were between COS-IDT, COS-SIN, and

GMM-ELU; the strongest negative correlations were between EXM-IDT, and COS-EXM.

**Table 18: AGCC Construct Study One Final EFA Solution Total Variance Explained<sup>a</sup>**

| Component | Extraction Sums of Squared Loadings (Initial Eigenvalues) |               |              | Rotation Total |
|-----------|---|---------------|--------------|----------------|
|           | Total   | % of Variance | Cumulative % |                |
| 1         | 12.44   | 19.43         | 19.43        | 8.67           |
| 2         | 6.35  | 9.93          | 29.36        | 4.77           |
| 3         | 5.08  | 7.94          | 37.30        | 4.38           |
| 4         | 3.23  | 5.04          | 42.33        | 7.87           |
| 5         | 2.84  | 4.44          | 46.78        | 3.70           |
| 6         | 2.32  | 3.49          | 50.26        | 7.83           |
| 7         | 2.07  | 3.24          | <b>53.50</b> | 4.20           |

<sup>a</sup>Extraction Method: Principal Components Analysis; Rotation Method: Oblimin with Kaiser Normalization. Rotation converged in 14 iterations.

**Table 19: AGCC Study One Pattern Matrix (Factor Loadings and Reliability Coefficients)<sup>a</sup>**

|           | Component |       |       |       |       |       |        |
|-----------|-----------|-------|-------|-------|-------|-------|--------|
|           | 1-COS     | 2-GMM | 3-ELU | 4-EXM | 5-OPE | 6-IDT | 7-TRAV |
| A14       | .743      |       |       |       |       |       |        |
| A5        | .736      |       |       |       |       |       |        |
| A43       | .726      |       |       |       |       |       |        |
| A1        | .718      |       |       |       |       |       |        |
| A41       | .692      |       |       |       |       |       |        |
| A24       | .675      |       |       |       |       |       |        |
| A48       | .673      |       |       |       |       |       |        |
| A44       | .657      |       |       |       |       |       |        |
| E5        | .654      |       |       |       |       |       |        |
| A35       | .640      |       |       |       |       |       |        |
| C18       | .613      |       |       |       |       |       |        |
| A61       | .590      |       |       |       |       |       |        |
| A36       | .577      |       |       |       |       |       |        |
| B27       |           | .720  |       |       |       |       |        |
| E9        |           | .695  | .320  |       |       |       |        |
| E12       |           | .694  |       |       |       |       |        |
| E8        |           | .588  | .349  |       |       |       |        |
| B20       |           | .573  |       |       |       |       |        |
| B5        |           | .565  |       |       |       |       |        |
| D4        |           | .541  |       |       |       |       | .326   |
| E11 (Rev) |           | .528  |       |       |       |       |        |
| D13       |           |       | .722  |       |       |       |        |
| D21       |           |       | .708  |       |       |       |        |
| D8        |           |       | .650  |       |       |       |        |
| D17 (Rev) |           |       | .634  |       |       |       |        |
| D1        |           |       | .621  |       |       |       |        |
| D14       |           |       | .613  |       |       |       |        |
| B25       |           |       | .582  |       |       |       |        |
| D19       |           |       | .514  |       |       |       |        |
| B26       |           |       |       | -.804 |       |       |        |
| E18       |           |       |       | -.758 |       |       |        |
| B29       |           |       |       | -.744 |       |       |        |
| A69       |           |       |       | -.706 |       |       |        |
| B8        |           |       |       | -.674 |       |       |        |

|                        |              |              |              |              |              |              |               |
|------------------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|
| B31                    |              |              |              | -.664        |              |              |               |
| B7                     |              |              |              | -.621        |              |              |               |
| B2                     |              |              |              | -.589        |              |              |               |
| B32                    |              |              |              | -.570        |              |              |               |
| A84                    |              |              |              | -.558        |              |              | .347          |
| A82                    |              |              |              | -.523        |              |              |               |
| A75                    |              |              |              | -.501        |              |              | .323          |
| A73                    |              |              |              |              | .718         |              |               |
| A7                     |              |              |              |              | .660         |              |               |
| A15                    |              |              |              |              | .623         |              |               |
| A53                    |              |              |              |              | .619         |              |               |
| E17                    |              |              |              |              | .505         |              |               |
| C9                     |              |              |              |              | .443         |              |               |
| E13                    |              |              |              |              | .421         |              |               |
| A60                    |              |              |              |              |              | .761         |               |
| A86                    |              |              |              |              |              | .753         |               |
| A45                    |              |              |              |              |              | .734         |               |
| A58                    |              |              |              |              |              | .683         |               |
| A78                    |              |              |              |              |              | .660         |               |
| E3                     |              |              |              |              |              | .657         |               |
| A32                    |              |              |              |              |              | .655         |               |
| A49                    |              |              |              |              |              | .615         |               |
| A27                    |              |              |              |              |              | .521         |               |
| A83                    |              |              |              |              |              | .516         |               |
| C2                     |              |              |              |              |              |              | .625          |
| C12                    |              |              |              |              |              |              | .617          |
| C13                    | .340         |              |              |              |              |              | .564          |
| A56 (Rev)              |              |              |              |              |              |              | .536          |
| A77                    |              |              |              |              |              |              | .533          |
| C14                    | .368         |              |              |              |              |              | .524          |
| <b>Cronbach Alphas</b> | <b>.9230</b> | <b>.8291</b> | <b>.7795</b> | <b>.9049</b> | <b>.7547</b> | <b>.8842</b> | <b>.7989</b>  |
|                        | <b>1-COS</b> | <b>2-GMM</b> | <b>3-ELU</b> | <b>4-EXM</b> | <b>5-OPE</b> | <b>6-IDT</b> | <b>7-TRAV</b> |

<sup>a</sup>Extraction Method: Principal Components Analysis; Rotation Method: Oblimin with Kaiser Normalization. Rotation converged in 13 iterations, N=147.

**Table 20: AGCC Construct Study One Factor Correlation Matrix<sup>a</sup>**

| <i>Component</i> | <b>1-COS</b> | <b>2-GMM</b> | <b>3-ELU</b> | <b>4-EXM</b> | <b>5-OPE</b> | <b>6-IDT</b> | <b>7-TRAV</b> |
|------------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|
| <b>1-COS</b>     | 1.000        |              |              |              |              |              |               |
| <b>2-GMM</b>     | -.077        | 1.000        |              |              |              |              |               |
| <b>3-ELU</b>     | .038         | .180         | 1.000        |              |              |              |               |
| <b>4-EXM</b>     | -.183        | -.069        | -.026        | 1.000        |              |              |               |
| <b>5-OPE</b>     | -.047        | .148         | .087         | -.091        | 1.000        |              |               |
| <b>6-IDT</b>     | .242         | .083         | -.067        | -.341        | .100         | 1.000        |               |
| <b>7-TRAV</b>    | .215         | .054         | .069         | -.097        | -.045        | .125         | 1.000         |

<sup>a</sup>Extraction Method: Principal Components Analysis; Rotation Method: Oblimin with Kaiser Normalization.

To reiterate, following Churchill's (1979) scale development paradigm, the objectives of the first study were to collect data on the original pool of items, and to purify that list with factor and reliability analyses. The results from Study 1 largely corroborate the *a priori* defined structure of the facets of acculturation to global

consumer culture, as determined by the exhaustive literature review. The objectives of the second study were to assess the factor-structure and reliability of the refined battery of items with new data, and to further purify that list. The ensuing sections describe the data collection, analytical procedures, and results of Study 2.

## **Study 2: Assessing the Reliability of the AGCC Construct Scale with New Data**

### *Survey Description*

The four-page questionnaire was divided into three parts (Appendix 28). The first part contained the 64 items that were retained from study one, capturing the seven emerging dimensions of AGCC: (1) cosmopolitanism (11 items), (2) foreign/global mass media exposure (9 items), (3) exposure to marketing activities of multinational corporations (10 items), (4) self-identification with global consumer culture (8 items), (5) openness to/admiration of global consumer culture (5 items), (6) social interactions and travel (6 items), and (7) English language usage and exposure (8 items). The above items were presented in random order in the survey. The second section comprised of 20 items, encapsulating Hofstede's five dimensions of national culture: (1) power distance, (2) individualism, (3) masculinity, (4) uncertainty avoidance, and (5) long-term orientation. Four items were used to capture each dimension (two of each being reverse-coded), and these measures were borrowed from a recent study by Furrer, Liu and Sudharshan (2000). Hofstede (1991) originally proposed these items to describe the key differences between the two poles of each dimension in terms of general norms, instead of work-related norms, which was the basis of his original (1980) work. The measures for Hofstede's cultural dimensions were haphazardly staggered within this particular section of the survey. The purpose of including these latter measures was to evaluate the

comprehension of these items by respondents, and to identify possible items that should be rephrased or (if necessary) excluded for the later international study.

All answers to the questions posed in parts one and two (a total of 85 items) were expressed on seven-point Likert scales (anchored by 1=strongly disagree, 7=strongly agree). The third and final part of the survey considered various demographic and cultural affiliation variables, identical to those contained in the first AGCC study. A cover letter, identical to that used in the first study, preceded the questionnaire (Appendix 26). Also as in the manner described for the first study, prior to actual data collection, the questionnaire was pre-tested (on 5 subjects excluded from the final pool of respondents); the results of which indicated that the measuring instrument was ready for use.

#### *The Sample and Data Coding*

Data for this study (n=400) was collected from respondents (primarily undergraduate and graduate students, within classroom environments at Concordia and McGill universities) in the city of Montréal, Canada. The time frame for collecting the data for the second scale development survey was throughout the month of January, 2005. As in Study one, all data were coded and manually keyed by the author. Eight surveys were discarded due to incompleteness, leaving a total of 392 for further analyses. Data coding followed the procedure described in Study 1; the coding scheme for the demographic queries was presented earlier in Study 1 (Table 17). Overall, about 54% of the respondents were female. Reflecting the fact that most of the sample was composed of students (86.5%), the overwhelming majority of participants were between 20 and 29 years of age (79.3%). More often than not, respondents lived at home with their parents (60.6%), and most were employed to some degree, either part-time or full-time (49.7 and



12 percent of total respondents, respectively). A complete breakdown of the demographic characteristics for the second AGCC study is contained in Appendix 14.

As was the case for the first study, and as hoped for, the sample for the second study was linguistically and culturally diverse. Approximately 45% of respondents described themselves as Anglophones, while about 20% and 35% of respondents described themselves as Francophones and Allophones, respectively. The vast majority of the sample was bilingual or multilingual, with almost 83% reporting French-speaking abilities, and close to three-quarters reporting speaking at least one language other than to English and French (with 27.3% and 5.4% reporting speaking at two or three other languages, respectively). Within the sample, 112 reported Spanish-speaking abilities, 54 respondents reported speaking at least one Chinese language (Cantonese, Mandarin, etc.), 50 reported Italian-speaking abilities, 40 reported speaking Arabic or a close dialect (e.g., Lebanese, Egyptian), with 26 and 18 respondents speaking German and Greek, respectively. Slightly less than 64% of respondents were born in Canada, with the remaining individuals reporting being born in one of 45 countries. Of the latter group, 11.5 and 18.4 percent were born in Europe and Asia, respectively; frequently reported places of birth included China (36), and France (21). Once again, the majority of subjects had parents born outside of Canada, with close to 67% reporting that their mother was born outside of Canada (distributed unevenly among 56 countries), and close to 68% reporting that their father was born outside Canada (unevenly distributed among 64 countries). Among mothers, the four most common international birthplaces included China (36), Italy (22), France (20) and Lebanon (14); among fathers, the four most common included China (39), Lebanon (16), France (12), and Vietnam (11).

## Study 2 Results

### *Exploratory Factor and Reliability Analyses*

Following the method employed in the first AGCC study, the 65 items that were retained to capture the seven emerging dimensions of AGCC were subjected to an exploratory factor analyses (principal components and oblique rotation). The Kaiser-Meyer-Olkin measure of sampling adequacy (0.877) and Bartlett's test of sphericity ( $\chi^2_{(2016)}=12681.40$ ,  $p=.000$ ) provide strong evidence of the appropriateness of the data for factor analysis (Malhotra, 2004). Three items were reverse-coded. Appendix 15 lists the means, standard deviations, and skewness/kurtosis statistics for all of the scale variables measured in this second AGCC study, while the initial EFA for Study 2 is presented in Appendix 16. A stepwise procedure was followed for the deletion of items with poor psychometric properties (i.e., low factor loading coefficients, or high cross-loadings on multiple factors); with each deletion, the factor analysis was rerun and factor reliabilities were recalculated. This process was repeated 8 times, after which the final seven-factor EFA solution (all with eigenvalues  $>1.0$ ) emerged, accounting for 52.4% of the total variance (Table 21), and containing a total of 57 items. As depicted in Table 22 (listed in order from largest to smallest percentage of variance explained), and corroborating the factor structure obtained in Study 1, the seven factors were (1) COS (*cosmopolitanism*, composed of 11 items,  $\alpha=0.906$ ), (2) GMM (*global mass media exposure*, 9 items,  $\alpha=0.843$ ), (3) EXM (*exposure to marketing activities of multinational firms*, 10 items,  $\alpha=0.885$ ), (4) IDT (*self-identification with global consumer culture*, 8 items,  $\alpha=0.832$ ), (5) OPE (*openness to and desire to emulate global consumer culture*, 5 items,  $\alpha=0.686$ ), (6) TRAV (*international traveling frequencies and experiences*, 6 items,  $\alpha=0.743$ ), and

(7) ELU (*English language usage and exposure*, 8 items,  $\alpha=0.848$ ). The final EFA solution for Study 2 yielded very few substantial item-factor cross-loadings, with only four exceeding the 0.300 threshold, and none exceeds 0.350. The factor correlation matrix illustrated in Table 23, shows that the factors are distinct, yet related, to one another.

**Table 21: AGCC Construct Study Two Final EFA Solution Total Variance Explained<sup>a</sup>**

| Component | Extraction Sums of Squared Loadings (Initial Eigenvalues) |               |              | Rotation Total |
|-----------|---|---------------|--------------|----------------|
|           | Total   | % of Variance | Cumulative % |                |
| 1         | 9.45  | 16.58         | 16.58        | 7.37           |
| 2         | 7.07  | 12.41         | 28.99        | 5.70           |
| 3         | 4.97  | 8.73          | 37.71        | 6.29           |
| 4         | 2.73  | 4.79          | 42.51        | 5.53           |
| 5         | 2.23  | 3.92          | 46.42        | 2.98           |
| 6         | 1.75  | 3.07          | 49.49        | 4.06           |
| 7         | 1.66  | 2.91          | <b>52.40</b> | 5.43           |

<sup>a</sup>Extraction Method: Principal Components Analysis; Rotation Method: Oblimin with Kaiser Normalization. Rotation converged in 13 iterations. Determinant = 1.538E-13

**Table 22: AGCC Study Two Pattern Matrix (Factor Loadings and Reliability Coefficients)<sup>a</sup>**

|            | Component |       |       |       |       |        |       |
|------------|-----------|-------|-------|-------|-------|--------|-------|
|            | 1-COS     | 2-GMM | 3-EXM | 4-IDT | 5-OPE | 6-TRAV | 7-ELU |
| A10        | .806      |       |       |       |       |        |       |
| A33        | .754      |       |       |       |       |        |       |
| A1         | .753      |       |       |       |       |        |       |
| A29        | .724      |       |       |       |       |        |       |
| A28        | .715      |       |       |       |       |        |       |
| A16        | .713      |       |       |       |       |        |       |
| A20        | .683      |       |       |       |       |        |       |
| A9         | .663      |       |       |       |       |        |       |
| A35        | .615      |       |       |       |       |        |       |
| A47        | .592      |       |       |       |       |        |       |
| A39        | .507      |       |       |       |       |        |       |
| A22        |           | .700  |       |       |       |        |       |
| A60        |           | .699  |       |       |       |        |       |
| A6         |           | .683  |       |       |       |        |       |
| A43        |           | .642  |       |       |       |        |       |
| A50 (rev.) |           | .627  |       |       |       |        |       |
| A18        |           | .622  |       |       |       |        |       |
| A30        |           | .594  |       |       |       |        |       |
| A8         |           | .510  |       |       |       |        |       |
| A58        |           | .446  |       |       |       |        |       |
| A12        |           |       | -.763 |       |       |        |       |
| A25        |           |       | -.762 |       |       |        |       |
| A41        |           |       | -.750 |       |       |        |       |
| A2         |           |       | -.697 |       |       |        |       |
| A17        |           |       | -.683 |       |       |        |       |
| A52        |           |       | -.652 |       |       |        |       |

-.334

|                        |              |              |              |              |              |               |              |
|------------------------|--------------|--------------|--------------|--------------|--------------|---------------|--------------|
| A63                    |              |              | -.639        |              |              |               |              |
| A32                    |              |              | -.622        |              |              |               |              |
| A34                    |              |              | -.588        |              |              |               |              |
| A61                    |              |              | -.585        |              |              |               |              |
| A55                    |              |              |              | .733         |              |               |              |
| A38                    |              |              |              | .717         |              |               |              |
| A3                     |              |              |              | .674         |              |               |              |
| A44                    |              |              |              | .653         |              |               |              |
| A14                    |              |              |              | .646         |              |               |              |
| A21                    |              |              |              | .634         |              |               |              |
| A62                    |              |              |              | .613         |              |               |              |
| A4                     |              |              |              | .599         |              |               |              |
| A36                    |              |              |              |              | .825         |               |              |
| A11                    |              |              |              |              | .748         |               |              |
| A53                    |              |              |              |              | .732         |               |              |
| A64                    |              |              |              |              | .411         |               |              |
| A45                    |              |              |              |              | .386         |               |              |
| A42 (rev.)             |              |              |              |              |              | .805          |              |
| A37                    |              |              |              |              |              | .764          |              |
| A13                    | .344         |              |              |              |              | .593          |              |
| A56                    |              |              |              |              |              | .571          |              |
| A27                    |              |              |              |              |              | .451          |              |
| A51                    |              |              |              |              |              | .370          |              |
| A31                    |              |              |              |              |              |               | -.871        |
| A19                    |              |              |              |              |              |               | -.813        |
| A7                     |              |              |              |              |              |               | -.759        |
| A24                    |              |              |              |              |              |               | -.659        |
| A40 (rev.)             |              |              |              |              |              |               | -.654        |
| A54                    |              |              |              |              |              |               | -.619        |
| A57                    |              | .321         |              |              |              |               | -.530        |
| A23                    |              | .325         |              |              |              |               | -.482        |
| <b>Cronbach Alphas</b> | <b>.9058</b> | <b>.8425</b> | <b>.8847</b> | <b>.8316</b> | <b>.6856</b> | <b>.7434</b>  | <b>.8480</b> |
|                        | <b>1-COS</b> | <b>2-GMM</b> | <b>3-EXM</b> | <b>4-IDT</b> | <b>5-OPE</b> | <b>6-TRAV</b> | <b>7-ELU</b> |

<sup>a</sup>Extraction Method: Principal Components Analysis; Rotation Method: Oblimin with Kaiser Normalization. Rotation converged in 14 iterations; N=392.

**Table 23: AGCC Construct Study Two Factor Correlation Matrix<sup>a</sup>**

| Component     | 1-COS | 2-GMM | 3-EXM | 4-IDT | 5-OPE | 6-TRAV | 7-ELU |
|---------------|-------|-------|-------|-------|-------|--------|-------|
| <b>1-COS</b>  | 1.000 |       |       |       |       |        |       |
| <b>2-GMM</b>  | -.160 | 1.000 |       |       |       |        |       |
| <b>3-EXM</b>  | -.199 | -.121 | 1.000 |       |       |        |       |
| <b>4-IDT</b>  | .217  | .161  | -.323 | 1.000 |       |        |       |
| <b>5-OPE</b>  | .055  | .142  | -.124 | .159  | 1.000 |        |       |
| <b>6-TRAV</b> | .342  | -.049 | -.120 | .168  | .011  | 1.000  |       |
| <b>7-ELU</b>  | -.044 | -.318 | -.079 | .063  | -.112 | -.088  | 1.000 |

<sup>a</sup>Extraction Method: Principal Components Analysis; Rotation Method: Oblimin with Kaiser Normalization.

The phrasing and sequencing of the items retained to measure the seven dimensions of AGCC will be presented shortly, within the section corresponding to the confirmatory factor analyses (CFA's).

### *Preliminary Examination of Hofstede's Cultural Indices*

Bivariate correlation coefficients were calculated for between the items used to measure each national cultural dimension (4 items x 5 dimensions = 20 items). By examination of the calculated bivariate correlations, along with consideration of the feedback received from Study 2 participants, there was some indication that certain items were not clearly understood and/or poorly reflected the underlying construct of interest. For each national cultural dimension, there appeared to be one particularly problematic item. With an eye on keeping the final survey length to a manageable level and reducing interpretation problems, it was therefore decided that, for each dimension, the item with the poorest (i.e., lowest) degree of association with the other items would be dropped. Therefore, 15 items (3 for each dimension) were retained for the international study. The correlation matrix for the 5 dimensions appears below in Table 24. Significant positive correlations were obtained for IND/LTO and for MAS/PD, while significant negative correlations were determined for IND/PD and IND/MAS.

**Table 24: AGCC Construct Study Two Correlation Matrix for Hofstede Dimensions**

|                                    | LTO               | UA    | PD                 | IND                | MAS   |
|------------------------------------|-------------------|-------|--------------------|--------------------|-------|
| <b>Long-Term Orientation (LTO)</b> | 1.000             |       |                    |                    |       |
| <b>Uncertainty Avoidance (UA)</b>  | .080              | 1.000 |                    |                    |       |
| <b>Power Distance (PD)</b>         | .049              | .063  | 1.000              |                    |       |
| <b>Individualism (IND)</b>         | .226 <sup>a</sup> | -.051 | -.198 <sup>a</sup> | 1.000              |       |
| <b>Masculinity (MAS)</b>           | -.053             | .112  | .208 <sup>a</sup>  | -.275 <sup>a</sup> | 1.000 |

\*Bivariate correlations, subsequent to dropping one item from each dimension. Because the items have been selected to measure a particular cultural dimension, and because Hofstede's cultural dimensions are not orthogonal, an index was computed in which each item has the same weight; computed as the average of the standardized scores for the items that operationalize each dimension (i.e., the mean for each item was set to zero, and its standard deviation set to one). n=392, 15 items for Hofstede's dimensions of National Culture (source: Adapted from *Furrer, Liu & Sudharshan*, 2000)

<sup>a</sup>correlation is significant at the 0.01 level (2-tailed); <sup>b</sup>correlation is significant at the 0.05 level (2-tailed)

### *Confirmatory Factor Analyses*

The psychometric properties of the items in Study 2 were also reassessed with the more rigorous confirmatory factor analytic (CFA) procedure, using the maximum likelihood fitting process in the AMOS software program (Arbuckle & Wothke, 1999; Byrne, 2001). In contrast to exploratory factor analyses (EFA), CFA "...is appropriately used when the researcher has some knowledge of the underlying latent variable structure" (Byrne, 2001, p. 6). The seven facets of AGCC are posited to be theoretical constructs that cannot be observed nor measured directly (that is, latent variables), but rather, manifested through observable indicator variables (i.e., the observable and measurable items corresponding to each dimension, believed to collectively represent the unobservable latent construct). Separate first-order measurement models were constructed for each latent variable, following the procedures outlined by Byrne (2001). For purposes of model identification and latent variable scaling, for each set of congeneric items said to reflect a particular factor, the variance of one item (arbitrarily chosen) was set to a value of 1.0, while the other parameters were freely estimated.

Over several iterations, nine of the original 57 EFA items were dropped due to poor fit properties, and the models were then respecified. The summary statistics for these models are presented in the far right-hand side of Table 25. I relied on several statistics to evaluate the goodness of fit of each factor model, including the comparative fit index (CFI), and the root mean squared error of approximation (RMSEA). According to the criteria specified in Hu & Bentler (1999) the model fit for each latent construct was deemed satisfactory, with CFI's ranging from a low of 0.92 (ELU) to a high of 0.99 (OPE), and RMSEA values ranging from a high of 0.16 (ELU) to a low of 0.05 (OPE).

Out of the 48 standardized path coefficients ( $\lambda_i$ 's), all but three items (A27, A51, and A45) had factor loadings in excess of 0.5, and all loadings were statistically significant ( $p < .05$ ). The results of the CFA hint that some of the items in Study 2 may be candidates for exclusion from the international study. At this stage of the research however, with an eye on achieving a balance between construct validity (which tends to be greater with shorter scales) and content validity (which leans towards richer and longer scales that have more 'face validity': Flynn & Percy, 2001), it was decided that these items be retained since they could later be easily removed from subsequent analyses, if necessary.

The wording of the actual items that were retained to measure the seven dimensions of AGCC appears in Table 25, along with the corresponding indicator code for each item. For each dimension, the composite item-ordering sequence corresponds to that of the AGCC exploratory factor analysis results, as presented earlier in Table 22. Following this, Chapter 7 describes the research context and methodology for the main international study.

**Table 25: AGCC Items Retained from Study Two<sup>abc</sup>**

| Factor ( $\alpha$ ) <sup>c</sup> , item   | Loading (EFA) <sup>a</sup> | Path ( $\lambda_i$ ) <sup>b</sup> | $\chi^2_{(d.f.)}$ , p, CFI, RMSEA                           |
|---|----------------------------|-----------------------------------|---|
| <b>(COS) Cosmopolitanism (0.906)</b>  |                            |                                   |   |
| • (A10) I am interested in learning more about people who live in other countries.                      | .806                       | 0.78                              | $\chi^2_{(27)}=74.74$ ,<br>p=0.00<br>CFI=0.97<br>RMSEA=0.07 |
| • (A33) I like to learn about other ways of life.   | .754                       | 0.80                              |   |
| • (A1) I enjoy being with people from other countries to learn about their unique views and approaches. | .753                       | 0.68                              |   |
| • (A29) I like to try restaurants that offer food that is different from that in my own culture.        | .724                       | 0.55                              |   |
| • (A28) I enjoy exchanging ideas with people from other cultures or countries.                          | .715                       | 0.81                              |   |
| • (A16) I like to observe people of other cultures, to see what I can learn from them.                  | .713                       | 0.78                              |   |
| • (A20) I find people from other cultures stimulating.  | .683                       | 0.72                              |   |
| • (A9) I enjoy trying foreign food.*  | .663                       | Ø                                 |   |
| • (A35) When travelling, I like to immerse myself in the culture of the people I am visiting.           | .615                       | 0.67                              |   |
| • (A47) Coming into contact with people of other cultures has greatly benefited me.                     | .592                       | 0.67                              |   |
| • (A39) When it comes to trying new things, I am very open.*  | .507                       | Ø                                 |   |

**Table 25 (Continued): AGCC Items Retained from Study Two<sup>abc</sup>**

|   |       |      |   |
|---|-------|------|---|
| <b>(GMM) Global Mass Media Exposure (0.843)</b>   |       |      |   |
| • (A22) I enjoy watching Hollywood films at the theatre.*   | .700  | Ø    | $\chi^2_{(5)}=36.16$ ,<br>p=0.00<br>CFI=0.95<br>RMSEA=0.13  |
| • (A60) I enjoy watching Hollywood movies that are in English.*   | .699  | 0.59 |   |
| • (A6) Some of my favourite actors/actresses are from Hollywood.  | .683  | Ø    |   |
| • (A43) I enjoy listening to music that is popular in the United States.  | .642  | 0.73 |   |
| • (A50) In general, I do not like American Television. ( <i>reversed</i> )  | .627  | 0.66 |   |
| • (A18) I like to read magazines that contain information about popular Western celebrities.*   | .622  | Ø    |   |
| • (A30) I enjoy reading American magazines.   | .594  | 0.65 |   |
| • (A8) I often watch American television programs.  | .510  | 0.73 |   |
| • (A58) I like the way that Americans dress.*   | .446  | Ø    |   |
| <b>(EXM) Exposure to Marketing Activities of MNC's (0.885)</b>  |       |      |   |
| • (A12) When I am watching TV, I often see advertising for products that are from outside of my country.  | -.763 | 0.69 | $\chi^2_{(35)}=95.17$ ,<br>p=0.00<br>CFI=0.96<br>RMSEA=0.07 |
| • (A25) Ads for foreign or global products are everywhere.  | -.762 | 0.68 |   |
| • (A41) In my city, there are many billboards, and advertising signs for foreign and global products.   | -.750 | 0.76 |   |
| • (A2) It is quite common to see ads for foreign or global products in local media.   | -.697 | 0.61 |   |
| • (A17) When I read a newspaper, I come across many advertisements for foreign or global products.  | -.683 | 0.70 |   |
| • (A52) The magazines that I read are full of ads for foreign or global products.   | -.652 | 0.73 |   |
| • (A63) When I am watching Television, it seems that the number of advertisements for foreign brands is quite high, when compared to the number of advertisements for local brands. | -.639 | 0.54 |   |
| • (A32) I often watch TV programming with advertisements from outside my country.   | -.622 | 0.63 |   |
| • (A34) When shopping, I am often exposed to foreign or global brands.  | -.588 | 0.65 |   |
| • (A61) Many of the TV commercials I see are placed by multinational companies.   | -.585 | 0.59 |   |
| <b>(IDT) Self-Identification with Global Consumer Culture (0.832)</b>   |       |      |   |
| • (A55) The way that I dress is influenced by the advertising activities of foreign or global companies.  | .733  | 0.78 | $\chi^2_{(20)}=87.28$ ,<br>p=0.00<br>CFI=0.93<br>RMSEA=0.09 |
| • (A38) Advertising by foreign or global brands has a strong influence on my clothing choices.  | .717  | 0.75 |   |
| • (A3) I pay attention to the fashions worn by people in my age-group that live in other countries.   | .674  | 0.59 |   |
| • (A44) I try to pattern my lifestyle, way of dressing, etc. to be a global consumer.   | .653  | 0.63 |   |
| • (A14) I like reading magazines about the fashion, décor, and trends in other countries.   | .646  | 0.57 |   |
| • (A21) I prefer to wear clothing that I think is popular in many countries around the world rather than clothing traditionally worn in my own country.                             | .634  | 0.56 |   |
| • (A62) I actively seek to buy products that are not only thought of as 'local'.  | .613  | 0.50 |   |
| • (A4) I identify with famous international brands.   | .599  | 0.57 |   |
| <b>(TRAV) International Traveling Frequencies and Experiences (0.743)</b>   |       |      |   |
| • (A42) While vacationing, I would prefer to stay in my home country, rather than visit another country. ( <i>reversed</i> )  | .805  | 0.53 | $\chi^2_{(9)}=49.67$ ,<br>p=0.00<br>CFI=0.93<br>RMSEA=0.11  |
| • (A37) I prefer spending my vacations outside of the country that I live in.   | .764  | 0.66 |   |
| • (A13) Visiting foreign countries is one of my favorite things.  | .593  | 0.79 |   |
| • (A56) I often think about going to different countries and doing some traveling.  | .571  | 0.68 |   |
| • (A27) I have thus far visited two or more other countries.  | .451  | 0.47 |   |
| • (A51) I feel at home in other countries.  | .370  | 0.44 |   |



**Table 25 (Continued): AGCC Items Retained from Study Two<sup>abc</sup>**

|   |       |      |  |
|---|-------|------|--|
| <b>(OPE) Openness To and Desire to Emulate GCC (0.686)</b>  |       |      |  |
| • (A36) I think people my age are basically the same around the world. For example, a 20-something in Russia is basically the same as a 20-something in the U.S., Sweden, or anywhere else. | .825  | 0.67 | $\chi^2_{(2)}=4.08$ ,<br>p=0.13<br>CFI=0.99<br>RMSEA=0.05  |
| • (A11) I think that my lifestyle is almost the same as that of people of my age-group in other countries.  | .748  | 0.72 |  |
| • (A53) I think my lifestyle is almost the same as that of people of my social class in other countries.  | .732  | 0.76 |  |
| • (A64) I would rather live like people do in the United States.*   | .411  | Ø    |  |
| • (A45) When travelling abroad, I appreciate being able to find Western products and restaurants.   | .386  | 0.28 |  |
| <b>(ELU) English Language Usage/Exposure (0.848)</b>  |       |      |  |
| • (A31) I feel very comfortable speaking in English.  | -.871 | 0.85 | $\chi^2_{(9)}=94.75$ ,<br>p=0.00<br>CFI=0.92<br>RMSEA=0.16 |
| • (A19) I often speak English with family or friends.   | -.813 | 0.77 |  |
| • (A7) I speak English regularly.   | -.759 | 0.76 |  |
| • (A24) Many of my favorite shows on TV are in English.   | -.659 | 0.67 |  |
| • (A40) My parents and I never communicate in English. ( <i>reversed</i> )*   | -.654 | Ø    |  |
| • (A54) Many of the textbooks and articles that I read are in English.  | -.619 | 0.65 |  |
| • (A57) I prefer to watch English language television than any other language I may speak.  | -.530 | 0.55 |  |
| • (A23) The songs I listen to are almost all in English.*   | -.482 | Ø    |  |

<sup>a</sup>EFA Solution (SPSS), note that factor loadings are identical to those listed in Table 22.

<sup>b</sup>CFA Standardized Solution (EQS), all path coefficients significant at p<.05. Ø and \* denotes that item was dropped from CFA.

<sup>c</sup>Reliability coefficients (SPSS): Cronbach alphas.

## **CHAPTER 7: INTERNATIONAL STUDY CONTEXT & METHODOLOGY**

### **Research Context: Countries and Specific Cities Selected for Data Collection**

A total of eight countries were selected for data gathering: two in Asia (India, South Korea), three in Europe (Sweden, Hungary, and Greece), and three in the Americas (Chile, Mexico, and Canada). This chapter begins with a brief historical, cultural, and socio-demographic overview of each of the eight countries, drawing from several sources<sup>3</sup>. Following this review is a series of paragraphs comparing the countries along the bases of Hofstede's five cultural dimensions.

#### *India*

With a population exceeding one billion, the Republic of India is the second most populous country in the world, exceeded only by that of neighboring China. Geographically the largest country in Southeast Asia and constituting most of the Indian subcontinent, India in recent years has grown dramatically in strategic and economic importance. In terms of gross domestic product, the country ranks twelfth worldwide, however in terms of purchasing power parity, the Indian economy is the fourth largest in the world. Some of the world's earliest civilizations arose in India, around 9,000 years ago. Over the years, the country has bequeathed four major world religions: Buddhism, Hinduism, Jainism, and Sikhism. During the second millennium, India was invaded by Islamic groups, and much of the area fell under the rule of the Delhi Sultanate, and later, the Mughal dynasty. Towards the middle and end of the second millennium, several

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<sup>3</sup> Information on country/city characteristics was synthesized from the following sources: *The Economist, Pocket World in Figures*, 2004 Edition. London, UK: Profile Books Ltd; Encyclopaedia Britannica (<http://www.britannica.com/>); Wikipedia (<http://en.wikipedia.org/wiki/>).

European nations, initially seeking trade opportunities, took advantage of internal weaknesses and colonized the country. Eventually, the country became an integral part of the British Empire, until fracturing (into India, Pakistan, and Bangladesh) and gaining independence after the Second World War. Modern India is multi-ethnic and multi-religious, as well as multi-lingual. Although 80% of the population is Hindu, the sheer size of the population also makes India the world's second largest Muslim country, with 13.5% of the population following that faith. Other smaller religious minorities include Christians, Sikhs, Buddhists, and Jains. While the Indian constitution recognizes 22 languages, Hindi (and to a lesser extent, English) are used officially by government. While a quarter of Indians live below the poverty line, a large middle class has emerged. The country has recently established itself as one of the leading providers of information technology services; other important industries are agriculture, mining, manufacturing, textiles, tourism, and films. The country has a rich and unique cultural heritage; the country has sought to preserve traditions while respecting and tolerating foreign practices. Annually, the Indian film industry ("Bollywood") produces the world's highest number of films.

### *South Korea*

Officially the Republic of Korea (and commonly called *Hanguk* or *Namhan* by Koreans), this East-Asian nation covers the southern half of the Korean peninsula, bordering North Korea, with which it formed a single nation until 1948. Labeled as one of the four 'Asian Tigers', South Korea has sustained an impressive record of growth and integration into the world economy, since rising out of the ashes of Japanese occupation during World War Two and the Korean War that followed. Today's South Korea is

industrial powerhouse with globe-spanning high technology companies, and it is currently the world's eleventh largest economy. In the space of 40 years, Korea has transformed from a largely agrarian economy to an overwhelmingly urban one, with more than 85% of the country's 47 million people living in cities. There is archaeological evidence that humans have lived in the Korea area for at least 40,000 years, and for much of the past millennium, the peninsula was ruled as a single, culturally-homogeneous state. Historically, Korean culture had also been strongly influenced by neighboring China (and later by Japan, which subjugated Korea for many years); today, the roles are reversed, with Korean music, fashions, and television increasingly popular in China. South Korea's population is among the most linguistically and ethnically homogeneous in the world, yet two religions, Christianity and Buddhism, compete for souls of South Koreans. The traditional culture of Korea has also been influenced by Taoism and Confucianism.

### *Sweden*

With the largest landmass in Scandinavia and a population under 9 million, Sweden has a relatively low population density, and is characterized by its large forests and mountain wilderness. At the same time, the country is an industrial exporting dynamo, with a modern distribution system, a top-rate communications infrastructure, and a highly skilled labor force. Sweden's history stretches back to the end of the last ice-age. In the twelfth century, Christianity spread among the people, leading to the establishment of the Swedish state. In the seventeenth century, subsequent to participation in several wars, Sweden rose to become one of the great military powers of Europe. A union of Sweden and Norway—having lasted more than 90 years—was peacefully dissolved in 1905, and the country has remained peaceful (and staunchly

neutral) ever since. Today, under a mixture of high-technology capitalism and extensive social benefits, Sweden has achieved an enviable standard of living, with Swedes enjoying one of the world's highest life expectancies and a high GDP per capita. Since World-War Two, Sweden has transformed itself from a nation of emigrants to one of immigrants: currently about 20 percent of Sweden's population is either immigrants or the children of immigrants. Along with ethnic Swedes and recent immigrant arrivals, the country contains a substantial population of ethnic (and indigenous) Finns, and a smaller group of indigenous Samis (i.e., Laplanders). A Germanic language, Swedish is similar to, but different from, Danish and Norwegian. The language and culture of Sweden is vibrant and active, with Sweden ranking third in the number of Nobel laureates in literature. Over the years, many Swedish actors and musical groups have also achieved worldwide fame.

#### *Hungary.*

This landlocked, densely populated country in central Europe, locally known as the *Country of the Magyars* (or *Magyarország*), has just under 10 million inhabitants. Hungary was first established as a kingdom by King Stephen I in the year 1000. During the mid 1200's, the nation was devastated by the invading Mongol armies of the Golden Horde. Years later, the kingdom rose once again to greater strengths, however independence was lost beginning with the Ottoman conquest of the 16<sup>th</sup> century, with other parts of the nation becoming annexed to Austria. In 1867, Hungary became an autonomous part of the Austro-Hungarian Empire, which endured until the end of World War One. Hungary's subsequent independence was substantially curtailed after the Second World War, when it fell under the Soviet area of influence, becoming a

communist member of the Warsaw Pact. Years later, Hungary was a leading member of the movement to dissolve the Warsaw Pact, and the country shifted towards democracy and a market-oriented economy—actions which intensified following the demise of the Soviet Union. Today, as a newly ascendant (2004) member of the European Union, Hungary continues to demonstrate strong economic growth, with more than 80% of GDP firmly in the hands the private sector, and a strong record of foreign direct investment. The vast majority (95%) of the population speaks Hungarian, which is a Finno-Ugric language unrelated to any neighboring languages. Several ethnic and/or linguistic minorities exist in the country, including Roma (2%), Germans (1.2%), and Romanians (0.8%). Most Hungarians are religious only in a nominal sense, with the majority being Catholic, with smaller minorities of Calvinists and Lutherans.

### *Greece*

This European country on the southern tip of the Balkan Peninsula, formally referred to as the Hellenic Republic, is considered by many as the cradle of Western civilization. Indeed, beyond Europe, the rich cultural history of Greece has long been influential in both Asia and Africa, and today, the country continues to make major contributions to philosophy, science and the arts. The first identifiable European civilizations—the Minoan and Mycenaean—began on the lands adjacent to the Aegean Sea. Much later, the Greek city-states arose, and established colonies throughout the Mediterranean. Although the Romans eventually conquered the land, the Greek culture would prove to have profound influence on the Roman Empire. Long after the fall of Rome, Greece was conquered by the Ottomans, and it was not until the early 19<sup>th</sup> century that Greece reemerged as an independent state. In the period following World War One,

the aftermath of a series of clashes between Greece and the newly emergent Turkish state was marked by large-scale population exchanges between the two countries, specifically involving ethnic Turks and Greeks that had lived in Greece and Turkey, respectively. After liberation from the Nazis, Greece experienced a bitter civil war, and a series of military dictatorships. Since the restoration of democracy and in particular, since ascension to the European Union (1981), Greece has enjoyed economic prosperity. The economy of Greece is a mixed, with the public sector and private capitalism each accounting for about half of GDP. The increasing prosperity of Greece culminated in the adoption of the Euro, and the widespread infrastructure investments stemming from the hosting of the 2004 Summer Olympics in Athens. The language of Greece is Greek, an ancient and unique tongue in the Indo-European language family. Out of a population of 10.6 million, there are about 1 million Greeks who are immigrants; a large proportion (65%) of which that have come from Albania, with smaller numbers from Bulgaria, Serbia, Romania, and many other countries. Overwhelmingly, most Greeks are at least nominally members of the Eastern Orthodox Church. About 1.3% of the people (concentrated in Thrace) are Greek Muslims, and still smaller numbers of Roman Catholics, Protestants and Jews also live in the country.

### *Chile*

The Republic of Chile is an extremely long (stretching more than 4000 kilometers) and narrow (never exceeding 430 kilometers in width) country in South America, sandwiched between the Andes mountains and the Pacific Ocean. The area corresponding to modern-day Chile has been settled for at least 10,000 years, first by ancient Amerindian tribes, later (in the northern portion) by the Incas, and lastly,

beginning in the mid 16<sup>th</sup> century, by the Europeans. The first of the latter group were Spanish conquistadors, who were seeking gold. Very quickly, they subjugated the many native cultures living in the area, and Chile became a colony of Spain. The country declared independence from Spain in 1818. Shortly thereafter, Chile became embroiled in a war with neighboring Peru and Bolivia, and as a result, the country's area expanded by one third. For many years, Chilean society remained essentially unchanged under the tutelage of the Catholic Church. Beginning in the 1920's, economic prosperity and the growing power of the emerging middle-class led to a series of governmental changes; and this period was marked by increasing state intervention in the economy. In 1970, a socialist government under Allende was elected to power, however a military coup headed by General Pinochet overthrew that government in 1973. Over the next 17 years, Pinochet's authoritarian regime firmly moved the country towards a free-market system. Following the restoration of free elections, and largely based on exports of raw materials (especially copper), the economy boomed, until 1997 when the Asian financial crisis sharply curtailed growth. Today, rapid growth has returned to the Chilean economy, aided by the country's modern and telecommunications and educational infrastructure, and the nation's continued strengths in exporting—the latter representing more than 65% of total GDP. Indeed, Chile—perhaps the wealthiest South American nation per capita—has signed Free Trade Agreements with many countries and trade blocks, such as the EU and the United States. Culturally, about 95% of Chileans descend from the early Spanish colonists—an even larger proportion are Spanish speaking—yet the vast majority also possesses varying degrees of Native American Ancestry. Thus most Chileans are *Mestizos*. Pure Native Americans number approximately 700,000 out of a total



population of 15.4 million; other historically significant immigrant groups include people of German, English, Irish, Italian, Croatian, French, and Middle-Eastern Backgrounds.

### *Mexico*

Officially the United States of Mexico (i.e., *Estados Unidos Mexicanos*), this large country shares a long northern border with the United States, and shares shorter southern borders with the Central-American countries of Guatemala and Belize. Mexico is the westernmost and northernmost country in Latin America, and with a population in excess of 100 million, it is the most populous Spanish-speaking nation in the world. In the course of the past 3 millennia, Mexico was the site of several advanced Mesoamerican civilizations, including the Olmec, the Maya, and the Aztecs. Three-hundred odd years of Spanish colonialism began in the early 16<sup>th</sup> century with the defeat of the Aztecs. Independence from Spain was declared in 1810, but it was only after another decade of war that Mexico emerged as a separate empire. During the mid-19<sup>th</sup> century, the country lost massive amounts of territory to the United States. Mexico was later occupied by France, but following the defeat of the French-imposed emperor, the country entered a prolonged era of relative peace and prosperity, until a new cycle of economic and social deterioration led to the Mexican revolution in 1910. The creation of virtual one party rule under the PRI put an end to Mexico's internal power struggles. In 2000, for the first time in 70 years, the PRI lost the national election. Along with Chile, Mexico's per capita income—while extremely unevenly distributed—is the highest in Latin America. Following a severe economic crisis in the mid 1990's, the country has made a remarkable recovery. Currently one of the most economically-open markets in the world, trade with the United States and Canada has more than tripled since the advent of

NAFTA in 1994. Along with merchandise trade, Mexican culture has also been successfully exported around the world, particularly into the United States, a country with millions of Mexican émigrés. Mexico is culturally and ethnically diverse. The country is predominately Roman Catholic (89%), and while most Mexicans speak Spanish, approximately 7% of the population speaks an Amerindian language, such as Nahuatl and Maya. Along the border with the United States and in the big cities and resorts, English is widely spoken. About 60% of Mexicans are *Mestizo* (mixed Amerindian and European), another 30% and 8% are Amerindian and European (including Spanish, Russian, French, Polish, German, etc.), respectively. Mexico is also the country with the largest number of American citizens living outside of the United States.

### *Canada*

The globe's second largest country in area, covering almost half of the North American landmass, but with only 32 million inhabitants, Canada is among the world's least densely populated countries. The country's clout belies its relatively small population. As a member of the G8, Canada is a technologically advanced and industrial nation, and with Mexico and the US, is a founding member of NAFTA. The history of Canada stretches back at least 10,000 years, and includes innumerable settlements by myriad Amerindian cultures. European history in Canada began in the 16<sup>th</sup> centuries, with the arrival of French colonialists and settlers. As part of a larger European-based war, France surrendered almost all of this 'New France' (corresponding to much of modern eastern Canada) to Britain as part of the Treaty of Paris of 1763. Canada then became a British colony, and, despite acquiring independence in the form of the British North American Act of 1867, the nascent country remained both economically and culturally

close to Britain for many more years. Through voluntary ascension, over the next century, Canada continued to grow in geographic size, and via intensive (and mostly) European immigration, population-wise. In 1969, following many years of debate, French was made an official language to stand alongside English. This event was the beginning of a process that led to Canada formally redefining itself as a bilingual and multicultural nation. Indeed, modern Canada (particularly in the biggest urban areas) is said to be among the most multicultural nations on earth. Today, English and French are the mother tongues of about 57% and 22% of Canadians, respectively, with the remaining 21% comprised of unequal numbers of all the world's major languages. Canadian culture has been heavily influenced by the original two colonial nations of France and Britain; however the country has also been heavily influenced by the United States, a country with more than nine times more people. Canada's land territory borders exclusively on the United States, and given the northern climate conditions, 80% of Canadians live within 200 kilometers of this international border. Many Canadians hold complex feelings and concerns about the close relationship existing between Canada and the US. Internally, the country has struggled to contain the nationalist aspirations of many Québécois (i.e., those living in the French-speaking Province of Québec). A highly secular nation, most Canadians are at least nominally religious, with Christians (Roman Catholics and many Protestant sects) forming the largest groups, followed by smaller but growing numbers of Muslims, Jews, Sikhs, and almost every other major and minor religious group.

#### *Socio-Demographic Characteristics of the Eight Countries*

Table 26 provides a comprehensive summary of selected socio-demographic and

other characteristics for each of the eight countries selected for data analyses.

**Table 26: Selected Sociodemographic Characteristics<sup>ab</sup>**

| <i>Characteristic</i>              | <b>Sweden</b>   | <b>Hungary</b>   | <b>Greece</b>   | <b>Mexico</b>  | <b>Chile</b>  | <b>S. Korea</b>          | <b>India</b>  | <b>Canada</b>  |
|------------------------------------|---|--|---|--|---|--------------------------|---|--|
| Population                         | 8.8m  | 9.9m   | 10.6m   | 100.4m   | 15.4m   | 47.1m                    | 1,025.1m  | 31.0m  |
| Population:                        |   |  |   |  |   |                          |   |  |
| < 15 years                         | 18.3%   | 17.0%  | 15.1%   | 33.8%  | 28.4%   | 20.9%                    | 34.1%   | 19.0%  |
| > 60 years                         | 22.3%   | 19.7%  | 23.4%   | 6.9%   | 10.3%   | 11.0%                    | 7.5%  | 16.7%  |
| Population annual % increase       | 0.09%   | -0.46%   | 0.14%   | 1.45%  | 1.23%   | 0.57%                    | 1.51%   | 0.77%  |
| Urban pop.                         | 83.3%   | 64.8%  | 60.3%   | 74.6%  | 86.1%   | 82.5%                    | 27.9%   | 78.9%  |
| GDP per capita*                    | \$23,750  | \$5,240  | \$11,030  | \$6,150  | \$4,310   | \$8,970                  | \$470   | \$22,390   |
| GDP p.c. PPP**                     | \$28,044  | \$13,486   | \$17,697  | \$9,207  | \$10,373  | \$20,670                 | \$2,834   | \$30,766   |
| GDP avg. annual growth rate***     | 1.7%  | 1.0%   | 2.5%  | 3.1%   | 6.2%  | 5.9%                     | 5.4%  | 2.7%   |
| Unemployed                         | 4.0%  | 5.7%   | 11.0%   | 1.6%   | 7.9%  | 3.7%                     | 11.6%   | 7.2%   |
| Structure of Employment            |   |  |   |  |   |                          |   |  |
| Agriculture                        | 2%  | 6%   | 16%   | 18%  | 13%   | 10%                      | 67%   | 2.3%   |
| Industry                           | 29%   | 35%  | 23%   | 27%  | 24%   | 28%                      | 12%   | 29.4%  |
| Services                           | 69%   | 59%  | 61%   | 55%  | 63%   | 62%                      | 21%   | 68.1%  |
| Adult literacy                     | 99.0%   | 99.3%  | 97.3%   | 91.7%  | 95.9%   | 97.2%                    | 58.0%   | 99.0%  |
| Color TV's per 100 households      | 97.3  | 90.5   | 91.2  | 89.4   | 60.0  | 93.0                     | 31.1  | 98.7   |
| Computers per 100 population       | 56.1  | 10.0   | 8.1   | 6.7  | 8.4   | 25.1                     | 0.6   | 39.0   |
| Internet hosts per 1000 population | 137.4   | 25.6   | 19.1  | 11.0   | 8.7   | 8.6                      | 0.7   | 96.5   |
| Linguistic Heritage <sup>b</sup>   | Swedish 95%<br>Finnish 2%<br>Meänkieli 1%<br>Sami 0.04% | Hungarian 95%<br>Roma 2%<br>German 1.2%<br>Romanian 0.8% | Greek 98%<br>Turkish 0.4%<br>Slavic 0.2%<br>Macedonian 0.2% | Spanish 95%<br>Nahuatl 1.4%<br>Maya 1.4%<br>English 0.5% | Spanish 97%<br>Araucanian 1%<br>German 1%<br>Other Native-American 1% | Korean 99%<br>Chinese 1% | Hindi 40.2%<br>Bengali 8.3%<br>Telugu 7.9%<br>Marathi 7.5%<br>Tamil 6.3%<br>Urdu 5.2% | English 57%<br>French 22%<br>Chinese 3%<br>Italian 1.5%<br>German 1.4% |
| Surveyed City, Population (metro)  | Gothenburg 816,931                                      | Budapest 1,811,000                                       | Thessaloniki 1,000,000                                      | Puebla 2,200,000   | Talca 187,745   | Daejeon 1,438,778        | Mumbai 12,790,000   | Montreal 3,610,000   |
| Currency Unit                      | Swedish Kroner  | Hungarian Forint   | Euro  | Mexican Peso   | Chilean Peso  | Korean Won               | Indian Rupee  | Canadian Dollar  |

<sup>a</sup>*The Economist, Pocket World in Figures*, 2004 Edition. London, UK: Profile Books Ltd.

<sup>b</sup>Top languages per country, in terms of primary spoken language/linguistic group

\*in \$US, market exchange rate; \*\*PPP=purchasing power parity, in \$US; \*\*\*Average Annual Growth in Real GDP (1991-2001).

### *Hofstede's National Cultural Dimensions and the Eight Countries*

Of the seven countries under investigation for which Hofstede cultural data has been compiled (Hungary not being a part of Hofstede and Bond's [1988] study, nor included in Hofstede's [1980] study), Canada ranks as the most individualistic national

culture (ranked 4<sup>th</sup> overall out of the 53 countries surveyed), followed by Sweden (10<sup>th</sup>). South Korea (43<sup>rd</sup>) and Chile (38<sup>th</sup>) rank as the most collectivistic cultures, while India (21<sup>st</sup>), Greece (30<sup>th</sup>) and Mexico (32<sup>nd</sup>) fall towards the midpoint of the individualism-collectivism continuum. In terms of power distance, Sweden (ranking 47<sup>th</sup>) is the most egalitarian, followed by Canada (39<sup>th</sup>), while Mexico (5<sup>th</sup>) and India (10<sup>th</sup>) are characterized as hierarchical. South Korea and Greece (tied at the 27<sup>th</sup> rank), with Chile (24<sup>th</sup>), are neither overly egalitarian nor hierarchical. With respect to uncertainty avoidance, Greece (ranking 1<sup>st</sup> overall) is the least tolerant of ambiguity, followed by Chile (10<sup>th</sup>), South Korea (16<sup>th</sup>) and Mexico (18<sup>th</sup>); whereas Canada (41<sup>st</sup>), India (45<sup>th</sup>) and above all, Sweden (49<sup>th</sup>) are all relatively tolerant of uncertainty. In terms of the masculinity/femininity continuum, the two Latin-American countries sharply diverge: Mexico exhibits a highly masculine score (6<sup>th</sup>) while Chile exhibits a highly feminine score (46<sup>th</sup>); the latter country falling only slightly behind Sweden (52<sup>nd</sup>). South Korea's score is also towards the feminine side of the continuum (41<sup>st</sup>), with Canada (24<sup>th</sup>), India (20<sup>th</sup>) and Greece (18<sup>th</sup>) progressively falling on the masculine side. With respect to Hofstede's fifth and final dimension, long-term orientation (or Confucian-dynamism), scores have only been calculated for four out of the eight countries under investigation. South Korea (ranked 4<sup>th</sup> overall on this dimension out of the 20 countries reported in Hofstede and Bond's [1988] study) is characterized as long-term (future) oriented, as is—to a lesser extent—India (6<sup>th</sup>), whereas Canada (17<sup>th</sup>) is characterized as relatively short-term (present and past) oriented, with Sweden (10<sup>th</sup>) falling on the midpoint of this dimension.

When taken together, the graphs presented in Appendices 3 through 9 provide

strong evidence of the degree of cultural variation across the different countries chosen for data collection. Appendix 1 lists the actual scores obtained for each country on each dimension according to Hofstede and Bond (1988), while Appendix 2 provides a lexicon of the abbreviations used for each country in the graphs.

### *Specific Cities Selected for Data Collection*

For the purposes of simplicity, one urban area within each country was selected for surveying (Table 26), on the basis of being the cities of residence of the participating researchers. The eight cities chosen include Daejeon (South Korea), Mumbai (India), Puebla (Mexico), Talca (Chile), Montréal (Canada), Budapest (Hungary), Gothenburg (Sweden), and Thessaloniki (Greece). A brief sketch of each city appears in the ensuing paragraphs.

Data collection in South Korea was conducted in Daejeon Metropolitan City, which is the capital of South Chungcheong Province, in Central South Korea. Daejeon is the centre of transportation in South Korea, and is the fifth largest city in the country with a population of a little over 1.4 million. Within India, data was gathered in the city of Mumbai (formerly Bombay), which is the centre of an urban agglomeration numbering 13 million people, on the west coast of India. Mumbai serves as the commercial, financial, and cultural capitals of the nation, and it is also the capital of the Indian State of Maharashtra. Although the city attracts migrants from all over multilingual India, the most common language spoken in the streets is a colloquial form of Hindi. English is also widely spoken, particularly by the city's white-collar workforce.

In Mexico, data was collected from respondents living in the City of Puebla (also known as "Puebla de los Ángeles"), which is the capital and largest city of the Mexican

state of the same name. With the surrounding metropolitan area, there are approximately 2.2 million Pueblans, making it the fourth largest city in Mexico. It is a vibrant city, where modern industry meets 400 year old Spanish-colonial architecture. In Chile, data was gathered from individuals living in the city of Talca. This city, which is the capital of Talca province, is an important agricultural, manufacturing, and educational centre, and it holds approximately 190,000 inhabitants. The city is also very important historically: the independence of Chile was proclaimed (1818) in Talca. Data collection within Canada was carried out by the author in metropolitan Montréal, a city of approximately 3.6 million inhabitants. Holding a little more than half the population of the province of Québec, Montreal is the world's second largest French-speaking city. Similar to most large North American cities, Montréal is home to many different ethnic groups; however the two predominant languages spoken are French and English.

Data collection in Hungary was carried out in Budapest, the capital city, and the country's principal commercial, industrial, and transportation centre. The city proper has more than 1.8 million inhabitants, and it is considered the sixth largest city in the European Union. In Sweden, data was gathered from respondents living in Gothenburg (Göteborg), a metropolitan region of approximately 820,000 on the west coast of the country. It is the second largest city in Sweden, and, with the largest and most important harbor in Scandinavia, ranks as an important industrial and shipping centre. Finally, for Greece, data was collected in Thessaloníki (also known as Salonika), the capital of the Greek region of Macedonia, and, with a population of about 1 million, the second largest city in the country.

## **Methodology: International Study**

### *Survey Description*

Given that the questionnaire for the third and final empirical study (Appendix 29) contained nine pages (not including the cover page containing instructions) and a grand total of 258 measures, it was divided into six parts for organization and to ease the task of responding. Part one contained a battery of 54 items designed to measure various attitudes, opinions, and interests, corresponding to: (1) the seven dimensions (derived from studies one and two) of Acculturation to Global Consumer Culture (AGCC), (2) the seven dimensions of Ethnic Identification (EID) derived from the extant literature (see below), (3) Materialism (MAT), and (4) Consumer Ethnocentrism (CET). Part two began with the reduced list of 15 items, encapsulating Hofstede's five dimensions of national culture (i.e., three items per dimension), as derived in Study 2: (1) power distance (PD), (2) individualism (IND), (3) masculinity (MAS), (4) uncertainty avoidance (UA), and (5) long-term orientation (LTO). The remainder of Part two consisted of 18 measures, relating to behavioral aspects of AGCC, EID, and CET. Part three included 34 measures relating to respondents' exposure to various media types, and media preferences. The remainder of Part three comprised of nine measures corresponding to various experiences and opinions regarding traveling. This latter section was applicable only to those respondents who had visited another country (that is, had traveled at least once outside of their country of birth or naturalized citizenship). All answers to the questions posed in parts one through three (a total of 130 items) were expressed on seven-point Likert scales (anchored by 1=strongly disagree, 7=strongly agree).

Part four consisted of the dependent measures, which included 70 statements



describing various personal product experiences. All response options were along seven-point scales, but depending on the particular context (i.e., question wording, relative likelihood of consumption of a product category, etc.), endpoints were expressed in terms of 1=never, 7=daily; 1=not at all essential, 7=very essential; 1=never, 7=several times per week; 1=never, 7=at least once per month; or, 1=never, 7=several times per year, as is shown in an earlier Chapter (Table 16). Respondents were directed to indicate the number that best corresponded to their personal experiences or feelings regarding the specific consumer behavior. The fifth Part contained the language-based measures, relating to both English- (12 items) and 'country'- language usage (a set of 12 similar items) in everyday life experiences. This was followed by an optional (i.e., if applicable) set of 24 measures designed to capture up to two other languages (that is, other than English and 'country'-language) that the respondent might use for communication purposes. The sixth and final Part of the survey captured various demographic variables, including place of birth, years living in the particular country (if applicable), sex, age, family size, employment status, total family income, marital status, highest educational level attained, and (if applicable) several questions regarding the respondent's student situation. Preceding the survey, a cover letter (Appendix 29), signed by myself, my Ph.D. supervisor, and another collaborator, briefly described the nature of the study and included instructions for completing the questionnaire. The cover letter also informed potential respondents that their responses would be treated anonymously, and that the accumulated data would be aggregated prior to analysis.

#### *Source of Measurement Items*

The items to measure the seven dimensions of *acculturation to global consumer*

*culture* were derived from Study 2, with some minor adaptations made to reflect the international character of the data collection, based in part upon the recommendations of the international collaborators. First, the measures for capturing *English-language use* (ELU) were paired with those to capture *local culture language use* (LCL); in other words, each set of measures were asked in a parallel fashion. In addition, these measures were also accommodated to capture (if applicable) two languages spoken *other* than English and the specified home-country language. Second, each item that was derived to capture *global mass media exposure* (GMM) was expanded to capture not only American-based mass media sources, but also European- and Asian-based sources. For example, the item “I often watch American television programs” became three separate measures: “...watch American...”, “...watch European...”, and “...watch Asian...”. Third, several of the items derived to measure *openness to and desire to emulate global consumer culture* (OPE) were similarly expanded upon, to capture European, Asian, as well as the original American shades of meaning. Note that all surveys contained these expanded items. Please refer to Appendix 29 for a sample copy of the actual survey, and Appendices 30 and 31 for a complete listing of the additional measures and adaptations made with respect to the AGCC measures.

For *ethnic identification*, there was a battery of items to measure the seven distinct facets. Borrowing from and/or adapting from existing studies (e.g., Hirschman, 1981; Berry, 1980, 1997; Peñaloza, 1994, Mendoza, 1989; Cleveland et al., 2005 *working paper*.; Laroche et al., 1990; 1996, 1997a, 1997b, 1997c, 1998; Kim et al., 2001; Hui, Laroche & Kim, 1998; Bergier, 1986), a grand total of 49 items were included, distributed along the seven dimensions as follows: (1) local language use—12 items, (2)

local media-usage and exposure—6 items, (3) local interpersonal relationships—6 items, (4) self-identification and pride—7 items, (5) desire to maintain own culture—6 items, (6) local customs, habits, and values—6 items, and (7) family structure and sex-roles—6 items. The measures for *Hofstede's five dimensions of National Culture* were derived (and further refined in Study 2) from Furrer, Liu and Sudharshan's (2000) short list of items, which in turn were derived from Hofstede's (Hofstede 1980, 1991; Hofstede and Bond, 1988) earlier studies. The nine items employed to measure *materialism* were adopted from a recent study by Richins (2004), while *consumer ethnocentrism* was measured using the four-item short scale developed by Klein (2002).

Some of the items in the questionnaire were adapted to reflect country-specific national and cultural descriptors, as well demographic differences across the eight countries sampled. For example, as appearing for Canadian respondents, the item "I consider it very important to maintain my Canadian culture" was changed to "I consider it very important to maintain my Mexican culture" for Mexican respondents, and so forth. Thus, terms corresponding to country names (e.g., Mexico, India), country/culture languages (e.g., Spanish, Hindi), cultural adjectives (e.g., Mexican, Indian), and specific inhabitants of a country (e.g., Mexicans, Indians), were adapted for each country sample (see Appendix 30, *Notes: Third Study Survey* for details). Currency and income brackets were similarly adapted across the different country samples, in order to reflect both nominal exchange rates as well as relative income levels in the particular currencies (Appendix 30).

#### *Data Collection and Coding Procedures*

A detailed protocol form was sent to each senior collaborating researcher, which

contained detailed instructions for administering data collection. A roll-out sampling method was employed, and each senior collaborator began by explaining the procedures verbally to the initial pool of respondents, which consisted of both undergraduate- and graduate- level business students (i.e., student collaborators). Each student collaborator was then given a written copy of the guidelines to follow for subsequent sampling and data collection. The purpose of the guidelines was to ensure that each student would have a handy reference to the 'rules' after leaving the classroom.

For each country, the sample consisted of 'nationals', that is, native-born respondents (e.g., Mexicans in Mexico, Swedes in Sweden, etc.). Thus, foreign-born respondents were deemed ineligible for participation. Each eligible student was asked to complete a survey, and then asked to distribute additional surveys to (1) eligible coworkers and business associates, (2) friends, and (3) family members. 'Eligible' potential respondents had to be at least 18 years of age, and—since the questionnaire was written in English—respondents had to have known the language. Balancing the desire to obtain reasonably representative and comparable samples across the countries, with cost and time constraints, the proportion of surveys distributed to each category of respondents varied somewhat from country to country. For example, for each hypothetical student that was assigned 10 copies of the questionnaire, s/he would complete one themselves, and have the remainder completed by 3-4 work associates, 3-4 friends, and 2 family members. Similarly, in the case of students being assigned 5 copies, each would complete one themselves, and have 2 completed by work associates, 2 completed by friends, and 1-2 completed by family members. Students were directed to strive to meet these indicated proportions, however if they were unable to find enough

from any one category of 'ideal respondents', students were directed to substitute them with people in the other categories. The student collaborators were given a strict time frame in which to collect data, and they were also admonished not to say anything to potential participants that might bias responses. The protocol form also clearly defined each category of respondents, and explained to students what they were to say to prospective respondents, in terms of 'cover story' and instructions to complete the survey (see also Appendix 32, for the complete survey protocol form):

*"Family" may include parents, your spouse or partner, grandparents, brothers/sisters, adult sons/daughters, uncles/aunts, cousins, etc. "Work associates" includes all those contacts that you know through employment. "Friends" includes all other people with whom you associate with. Since some of your contacts may fall in more than one category (for example, an uncle or friend may also work at a company), what is important for you is to decide which category you classify each person in, so that you know what other kinds of respondents you will need to reach...*

*As you approach your targeted respondents, please tell them that you are collaborating in an important international study on cultural influences, and that you would greatly appreciate their help by participating in the survey....*

Each and every potential respondent was advised that all answers would remain completely confidential, and analyzed only in an aggregate, statistical sense. In order to save time and printing costs, and to ensure that formatting was consistent across the eight countries, all surveys were printed by the author in Canada, and then shipped en masse via express courier to each senior collaborating researcher. Given a target of 250-300 usable surveys per country, 400 copies of the survey were printed for each country, along with 120 copies (per country) of guidelines for the student collaborators (Appendix 32). Each senior collaborator collated the completed questionnaires, and then sent them back to the author via express courier, for coding and data entry.

**Table 27: Coding Scheme for Nominal Scale Variables (Study 3)**

| Variable  | Dummy/Interval Coding  |
|---|--|
| Languages Spoken (aside from English, and Home-Country/Region Language)                                 | <i>Language(s) spoken other than English and home-country/region language (if applicable)<sup>a</sup></i>  |
| Place of Birth  | 0=Home Country, 1=Other<br><i>Specific country of birth outside Home country (if applicable)<sup>a</sup></i>   |
| Sex   | 0=Female, 1=Male   |
| Age (years)   | 1=0-19, 2=20-24, 3=25-29, 4=30-34, 5=35-39, 6=40-44, 7=45-49, 8=50-59, 9=60+   |
| Family size (# members)   | 1=1, 2=2, 3=3, 4=4, 5=5, 6=6 or more   |
| Employment Status   | 1=work FT, 2=work PT, 3=retired/pensioned, 4=FT student, 5=student also working, 6=unemployed, 7=homemaker, 8=homemaker/work PT  |
| Total Household Income (adjusted for currencies)  | 1=<\$10,000, 2=\$10,000-\$19,999, 3=\$20,000-\$29,999, 4=\$30,000-\$39,999, 5=\$40,000-\$49,999, 6=\$50,000-\$59,999, 7=\$60,000-\$69,999, 8=\$70,000-\$79,999, 9=\$80,000-\$89,999, 10=\$90,000-\$99,999, 11=\$100,000-\$149,999, 12=\$150,000+ |
| Marital Status  | 1=single, 2=married or living together, 3=separated or divorced, 4=widowed   |
| Current Students (if applicable):<br>•1 Lives With Parent(s)<br>•2 Program of Study<br>•3 Year of Study | 0=yes, 1=no<br><i>Program of study<sup>a</sup></i><br>1=1 <sup>st</sup> , 2=2 <sup>nd</sup> , 3=3 <sup>rd</sup> , 4=4 <sup>th</sup> or higher  |
| Educational Status (if applicable)  | 1=some high school (not completed), 2=high school (completed), 3=community/technical college/diploma, 4=undergraduate university degree, 5=graduate university degree  |

<sup>a</sup>Nominal data (keyed in as text)

### *Sample Characteristics*

Across the eight countries, out of approximately 2500 surveys that were distributed, a total of 1951 surveys were returned. Of the latter number, a total of 199 surveys were discarded (180 of which due to incompleteness, and a further 19 that were later discarded due to extreme multivariate outlier values), leaving a grand total of 1752 complete surveys for further analyses. Henceforth, all numbers (as presented in Table 27) are drawn from the usable surveys, which included 245 from Sweden (55% female), 332 from Hungary (59% female), 276 from Greece (55% female), 231 from Mexico (53% female), 113 from Chile (58% female), 137 from South Korea (33% female), 177 from India (46% female), and 241 from Canada (50% female). Overall, the sample was slightly more than half female (52%) and single (69%); about two-thirds of the respondents were

between 20 and 29 years of age, and came from families composed of 4-5 individuals (63%). Levels of educational attainment were more varied (with 48% reporting attaining an undergraduate or higher university degree—these numbers do not include degrees-in-progress), as was employment status (although the majority reported being employed, either full-time [30%] or variously, part-time [33%]). Average household income also varied considerably—both among respondents and across country-samples—yet the bulk of the sample tended to be composed of middle-class income groups. Overall, approximately 63% of the respondents were either full- or part-time students. Statistically significant sample differences across the eight countries were noted for age, family size, household income, and educational attainment (Appendix 20).

The next chapter focuses on the analyses and results obtained for the international study.

**Table 28: International Study Sample Characteristics<sup>a</sup>**

| <i>Characteristic</i>                     | <b>Sweden</b> | <b>Hungary</b> | <b>Greece</b> | <b>Mexico</b> | <b>Chile</b> | <b>S. Korea</b> | <b>India</b> | <b>Canada</b> | <b>Total</b> |
|---|---------------|----------------|---------------|---------------|--------------|-----------------|--------------|---------------|--------------|
| <i>Sample Size (n)</i>                    | 245           | 332            | 276           | 231           | 113          | 137             | 177          | 241           | 1752         |
| Female (%)                                | 134 (55)      | 196 (59)       | 153 (55)      | 122 (53)      | 66 (58)      | 45 (33)         | 81 (46)      | 120 (50)      | 917 (52)     |
| Male (%)                                  | 111 (45)      | 136 (41)       | 123 (45)      | 109 (47)      | 47 (42)      | 92 (67)         | 96 (54)      | 121 (50)      | 835 (48)     |
| <i>Age (years)</i>                        |               |                |               |               |              |                 |              |               |              |
| 0-19                                      | 4 (2)         | 12 (4)         | 10 (4)        | 12 (5)        | 4 (4)        | 62 (23)         | 24 (14)      | 25 (10)       | 123 (7)      |
| 20-29                                     | 138 (56)      | 214 (64)       | 178 (64)      | 166 (72)      | 73 (64)      | 90 (66)         | 127 (72)     | 171 (71)      | 1157 (66)    |
| 30-39                                     | 53 (22)       | 51 (15)        | 64 (23)       | 29 (13)       | 19 (17)      | 4 (3)           | 9 (5)        | 15 (6)        | 244 (14)     |
| 40-49                                     | 27 (11)       | 34 (10)        | 18 (7)        | 13 (6)        | 7 (6)        | 8 (6)           | 12 (7)       | 12 (5)        | 131 (8)      |
| 50 +                                      | 23 (9)        | 21 (6)         | 6 (2)         | 11 (5)        | 10 (9)       | 3 (2)           | 5 (3)        | 18 (8)        | 97 (6)       |
| <i>Family size</i>                        |               |                |               |               |              |                 |              |               |              |
| 1   | 39 (16)       | 22 (7)         | 10 (4)        | 1 (0)         | 4 (4)        | 1 (1)           | 0 (0)        | 5 (2)         | 82 (5)       |
| 2-3                                       | 75 (31)       | 99 (30)        | 68 (24)       | 38 (16)       | 32 (28)      | 24 (17)         | 21 (12)      | 42 (17)       | 399 (23)     |
| 4-5                                       | 111 (45)      | 199 (59)       | 188 (68)      | 163 (71)      | 56 (50)      | 105 (77)        | 134 (76)     | 162 (57)      | 1118 (63)    |
| 6 +                                       | 20 (8)        | 12 (4)         | 10 (4)        | 29 (13)       | 21 (18)      | 7 (5)           | 22 (12)      | 32 (13)       | 153 (9)      |
| <i>Employment status</i>                  |               |                |               |               |              |                 |              |               |              |
| Work (F.T.)                               | 69 (28.2)     | 121 (36)       | 138 (50)      | 48 (21)       | 33 (29)      | 9 (7)           | 66 (37)      | 48 (20)       | 532 (30)     |
| Work (P.T.)                               | 12 (5)        | 7 (2)          | 14 (5)        | 8 (4)         | 4 (4)        | 5 (4)           | 6 (3)        | 18 (7)        | 74 (4)       |
| Retired/pensioned                         | 7 (3)         | 2 (1)          | 1 (0)         | 0 (0)         | 0 (0)        | 0 (0)           | 0 (0)        | 3 (1)         | 13 (1)       |
| F.T. student                              | 64 (26)       | 119 (36)       | 62 (23)       | 74 (32)       | 47 (41)      | 61 (45)         | 75 (42)      | 63 (1)        | 565 (32)     |
| Working student                           | 86 (35)       | 71 (21)        | 49 (18)       | 82 (35)       | 26 (23)      | 53 (38)         | 15 (9)       | 105 (44)      | 487 (28)     |
| Unemployed                                | 6 (2)         | 0 (0)          | 7 (3)         | 5 (2)         | 3 (3)        | 4 (3)           | 6 (3)        | 2 (1)         | 33 (2)       |
| Homemaker                                 | 31 (2)        | 8 (2)          | 3 (1)         | 7 (3)         | 0 (0)        | 5 (4)           | 6 (3)        | 2 (1)         | 31 (2)       |
| Homemaker, work                           | 1 (0)         | 4 (1)          | 2 (1)         | 7 (3)         | 0 (0)        | 0 (0)           | 3 (2)        | 0 (0)         | 17 (1)       |
| <i>Household Income<sup>b</sup></i>       |               |                |               |               |              |                 |              |               |              |
| <10,000                                   | 25 (10)       | 41 (12)        | 9 (3)         | 10 (4)        | 28 (25)      | 25 (18)         | 11 (6)       | 9 (4)         | 158 (9)      |
| 10,000-29,999                             | 40 (16)       | 72 (22)        | 67 (24)       | 28 (12)       | 14 (12)      | 18 (13)         | 56 (32)      | 24 (10)       | 319 (18)     |
| 30,000-59,999                             | 48 (20)       | 109 (33)       | 96 (35)       | 47 (20)       | 33 (29)      | 27 (20)         | 38 (21)      | 45 (19)       | 443 (25)     |
| 60,000-99,999                             | 66 (27)       | 92 (28)        | 86 (31)       | 80 (35)       | 16 (14)      | 46 (34)         | 16 (9)       | 76 (31)       | 478 (27)     |
| 100,000 +                                 | 66 (27)       | 18 (5)         | 18 (7)        | 66 (29)       | 22 (20)      | 21 (15)         | 56 (32)      | 87 (36)       | 354 (20)     |
| <i>Marital Status</i>                     |               |                |               |               |              |                 |              |               |              |
| Single                                    | 114 (46)      | 216 (65)       | 191 (69)      | 170 (73)      | 81 (72)      | 118 (86)        | 137 (77)     | 191 (79)      | 1218 (69)    |
| Married/Live tog.                         | 117 (48)      | 105 (31)       | 82 (30)       | 57 (25)       | 26 (23)      | 18 (13)         | 40 (23)      | 45 (19)       | 490 (28)     |
| Sep./Divorced                             | 10 (4)        | 9 (3)          | 3 (1)         | 3 (1)         | 6 (5)        | 0 (0)           | 0 (0)        | 4 (2)         | 35 (2)       |
| Widowed                                   | 4 (2)         | 2 (1)          | 0 (0)         | 1 (0)         | 0 (0)        | 1 (1)           | 0 (0)        | 1 (0)         | 9 (1)        |
| <i>Educational Attainment<sup>c</sup></i> |               |                |               |               |              |                 |              |               |              |
| High School (inc.)                        | 7 (3)         | 9 (3)          | 2 (1)         | 7 (3)         | 3 (3)        | 5 (4)           | 1 (1)        | 1 (0)         | 35 (2)       |
| High School diploma                       | 47 (19)       | 143 (43)       | 35 (13)       | 34 (15)       | 19 (17)      | 34 (24.8)       | 17 (10)      | 32 (13)       | 361 (21)     |
| College/tech./diploma                     | 58 (24)       | 62 (19)        | 80 (29)       | 70 (30)       | 40 (35)      | 54 (39)         | 11 (6)       | 140 (58)      | 515 (29)     |
| Undergrad. degree                         | 72 (29)       | 48 (15)        | 92 (33)       | 78 (34)       | 27 (24)      | 41 (30)         | 84 (47)      | 45 (19)       | 487 (28)     |
| Graduate degree                           | 61 (25)       | 70 (21)        | 67 (24)       | 42 (18)       | 24 (21)      | 3 (2)           | 64 (36)      | 23 (10)       | 354 (20)     |
| <b>If currently student:</b>              |               |                |               |               |              |                 |              |               |              |
| <i>Live with parents</i>                  |               |                |               |               |              |                 |              |               |              |
| Yes                                       | 27 (18)       | 78 (40)        | 67 (55)       | 66 (42)       | 30 (40)      | 31 (27)         | 20 (23)      | 143 (70)      | 462 (42)     |
| No  | 128 (82)      | 119 (60)       | 54 (45)       | 92 (58)       | 45 (60)      | 85 (73)         | 67 (77)      | 60 (30)       | 650 (58)     |
| <i>Level of study</i>                     |               |                |               |               |              |                 |              |               |              |
| Undergraduate                             | 98 (63)       | 174 (88)       | 65 (54)       | 118 (75)      | 66 (86)      | 110 (94)        | 24 (27)      | 196 (97)      | 851 (76)     |
| Master's                                  | 38 (25)       | 18 (9)         | 49 (40)       | 39 (25)       | 5 (7)        | 6 (5)           | 63 (72)      | 0 (0)         | 218 (20)     |
| Ph.D.                                     | 16 (10)       | 4 (2)          | 5 (4)         | 0 (0)         | 4 (5)        | 1 (1)           | 0 (0)        | 4 (2)         | 34 (3)       |
| Other                                     | 3 (2)         | 1 (1)          | 2 (2)         | 0 (0)         | 1 (1)        | 0 (0)           | 0 (0)        | 2 (1)         | 9 (1)        |

<sup>a</sup>Column totals may not add up exactly to 100% due to rounding; <sup>b</sup>Canadian currency equivalent; <sup>c</sup>Highest completed level (not in progress).



## **CHAPTER 8: INTERNATIONAL STUDY ANALYSES AND RESULTS**

Given the exhaustive scope of the analyses and results obtained for the international study, this chapter has been subdivided into two main parts: (1) analyses and results (I), corresponding to the series of multivariate analyses conducted with the SPSS software package; and (2) analyses and results (II), corresponding to structural equations modeling analyses conducted with the AMOS software package.

### **Analyses and Results (I): Multivariate Analyses With SPSS**

#### *Exploratory Factor and Reliability Analyses: AGCC and EID*

Appendix 22 comprehensively lists the descriptive statistics for all nominal, categorical and scale items measured in the international study. All scale items were entered as recorded on the questionnaires (note that a few items were reverse-coded). The adequacy of the ensuing factor models was ensured, with the KMO measure of sampling adequacy at 0.92 and Bartlett's test of sphericity highly significant ( $\chi^2_{(1176)}=50916$ ,  $p=.000$ ; see Appendix 17 for details). Using the principal components method of extraction and direct oblimin rotation, two series of exploratory factor analyses (EFA's) were conducted, one on the items used to measure the various dimensions of AGCC, the other on the items used to measure the different facets of EID. An iterative process was followed for both sets of EFA's; items with poor psychometric properties (i.e., poor- and/or cross-loadings) were removed, the remaining items loading under each factor were subjected to reliability analyses; the process was subsequently repeated. For the AGCC and EID analyses, this procedure was repeated 22 and 14 times respectively, after which the final factor solutions emerged.

For the AGCC items, the final EFA solution consisted of 9 factors (eigenvalues > 1.0), accounting for 62.37% of the total variance (Tables 29 and 30). The 52 items retained exhibited high factor loadings (all above 0.54, with most above 0.70); each of the nine factors had high reliability coefficients (all above 0.78). Separate reliability coefficients were also calculated for each country-sample (Table 31). The factors were as follows: (1) COS (*cosmopolitanism*, composed of 6 items, aggregate sample reliability of 0.86), (2) ELU (*English-language use*, 7 items,  $\alpha=0.92$ ), (3) GMM<sub>Asia</sub> (*global/Asian mass-media exposure*, 6 items,  $\alpha=0.92$ ), (4) GMM<sub>USA</sub> (*global/American mass-media exposure*, 5 items,  $\alpha=0.83$ ), (5) OPE (*openness to and desire to emulate global consumer culture*, 4 items,  $\alpha=0.82$ ), (6) GMM<sub>Europe</sub> (*global/European mass-media exposure*, 5 items,  $\alpha=0.88$ ), (7) EXM (*exposure to marketing activities of multinational firms*, 7 items,  $\alpha=0.83$ ), (8) TRAV (*international traveling frequencies and experiences*, 6 items,  $\alpha=0.84$ ), and (9) IDT (*self-identification with global consumer culture*, 6 items,  $\alpha=0.79$ ). The factor correlation matrix (Table 32) demonstrates that the AGCC dimensions are distinct yet related to one another.

**Table 29: International Study, AGCC Construct Dimensions  
Final EFA Solution--Total Variance Explained<sup>a</sup>**

|   | Extraction Sums of Squared Loadings (Initial Eigenvalues) |               |              | Rotation<br>Total |
|---|---|---------------|--------------|-------------------|
|   | Total   | % of Variance | Cumulative % |                   |
| 1 | 8.52  | 16.38         | 16.38        | 5.01              |
| 2 | 5.67  | 10.90         | 27.28        | 5.56              |
| 3 | 4.59  | 8.83          | 36.11        | 4.71              |
| 4 | 3.30  | 6.40          | 42.51        | 4.38              |
| 5 | 2.64  | 5.08          | 47.59        | 3.05              |
| 6 | 2.27  | 4.36          | 51.95        | 4.75              |
| 7 | 2.14  | 4.12          | 56.07        | 4.54              |
| 8 | 1.66  | 3.18          | 59.25        | 4.94              |
| 9 | 1.62  | 3.12          | 62.37        | 4.03              |

<sup>a</sup>Extraction Method: Principal Components Analysis; Rotation Method: Oblimin with Kaiser Normalization. Rotation converged in 11 iterations. Determinant = 1.10E-012

**Table 30: International Study, AGCC Construct Dimensions  
Pattern Matrix of Factor Loadings\***

| Item   | Component (Factor Loadings) |       |                 |                |       |                   |       |        |       |
|--------|-----------------------------|-------|-----------------|----------------|-------|-------------------|-------|--------|-------|
|        | 1-COS                       | 2-ELU | 3-GMM<br>(Asia) | 4-GMM<br>(USA) | 5-OPE | 6-GMM<br>(Europe) | 7-EXM | 8-TRAV | 9-IDT |
| CA24   | .811                        |       |                 |                |       |                   |       |        |       |
| CA48   | .774                        |       |                 |                |       |                   |       |        |       |
| CA1    | .762                        |       |                 |                |       |                   |       |        |       |
| CA13   | .741                        |       |                 |                |       |                   |       |        |       |
| CB11   | .714                        |       |                 |                |       |                   |       |        |       |
| CA18   | .607                        |       |                 |                |       |                   |       |        |       |
| ENG7   |                             | .884  |                 |                |       |                   |       |        |       |
| ENG12  |                             | .883  |                 |                |       |                   |       |        |       |
| ENG1   |                             | .862  |                 |                |       |                   |       |        |       |
| ENG10  |                             | .807  |                 |                |       |                   |       |        |       |
| ENG5   |                             | .791  |                 |                |       |                   |       |        |       |
| ENG11  |                             | .740  |                 |                |       |                   |       |        |       |
| ENG8   |                             | .651  |                 |                |       |                   |       |        |       |
| CM18   |                             |       | .876            |                |       |                   |       |        |       |
| CM17   |                             |       | .868            |                |       |                   |       |        |       |
| CM16   |                             |       | .858            |                |       |                   |       |        |       |
| CM19   |                             |       | .810            |                |       |                   |       |        |       |
| CM15   |                             |       | .807            |                |       |                   |       |        |       |
| CM20   |                             |       | .801            |                |       |                   |       |        |       |
| CM6    |                             |       |                 | .850           |       |                   |       |        |       |
| CM4    |                             |       |                 | .790           |       |                   |       |        |       |
| CM5    |                             |       |                 | .747           |       |                   |       |        |       |
| CM8    |                             |       |                 | .723           |       |                   |       |        |       |
| CM9    |                             |       |                 | .566           |       |                   |       |        |       |
| CA34   |                             |       |                 |                | -.885 |                   |       |        |       |
| CA5    |                             |       |                 |                | -.865 |                   |       |        |       |
| CA11   |                             |       |                 |                | -.720 |                   |       |        |       |
| CA45   |                             |       |                 |                | -.717 |                   |       |        |       |
| CM27   |                             |       |                 |                |       | .839              |       |        |       |
| CM28   |                             |       |                 |                |       | .825              |       |        |       |
| CM26   |                             |       |                 |                |       | .812              |       |        |       |
| CM29   |                             |       |                 |                |       | .806              |       |        |       |
| CM24   |                             |       |                 |                |       | .704              |       |        |       |
| CM31   |                             |       |                 |                |       |                   | .773  |        |       |
| CM23   |                             |       |                 |                |       |                   | .739  |        |       |
| CM14   |                             |       |                 |                |       |                   | .719  |        |       |
| CM22   |                             |       |                 |                |       |                   | .661  |        |       |
| CM30   |                             |       |                 |                |       |                   | .651  |        |       |
| CA41   |                             |       |                 |                |       |                   | .636  |        |       |
| CA38   |                             |       |                 |                |       |                   | .568  |        |       |
| CV1    |                             |       |                 |                |       |                   |       | .830   |       |
| CV9(R) |                             |       |                 |                |       |                   |       | .778   |       |
| CV4    |                             |       |                 |                |       |                   |       | .748   |       |
| CV2    |                             |       |                 |                |       |                   |       | .705   |       |
| CV8    |                             |       |                 |                |       |                   |       | .651   |       |
| CV3    |                             |       |                 |                |       |                   |       | .543   |       |
| CM13   |                             |       |                 |                |       |                   |       |        | -.781 |
| CA3    |                             |       |                 |                |       |                   |       |        | -.711 |
| CM21   |                             |       |                 |                |       |                   |       |        | -.665 |
| CA40   |                             |       |                 |                |       |                   |       |        | -.622 |
| CA2    |                             |       |                 |                |       |                   |       |        | -.617 |
| CM11   |                             |       |                 |                |       |                   |       |        | -.512 |

\*Extraction Method: Principal Components Analysis; Rotation Method: Oblimin with Kaiser Normalization. Rotation converged in 14 iterations, loadings are for the entire sample (N=1752).

**Table 31: International Study, AGCC Dimensions Reliability Coefficients\***

|                | Reliability Coefficients (Cronbach Alphas) |       |                 |                |       |                   |       |        |       |
|----------------|--|-------|-----------------|----------------|-------|-------------------|-------|--------|-------|
|                | 1-COS                                      | 2-ELU | 3-GMM<br>(Asia) | 4-GMM<br>(USA) | 5-OPE | 6-GMM<br>(Europe) | 7-EXM | 8-TRAV | 9-IDT |
| ALL $\alpha^a$ | .859                                       | .915  | .916            | .834           | .818  | .876              | .832  | .835   | .785  |
| Can. $\alpha$  | .909                                       | .879  | .906            | .861           | .820  | .892              | .843  | .794   | .809  |
| Mex. $\alpha$  | .780                                       | .855  | .904            | .759           | .804  | .876              | .750  | .750   | .746  |
| Grec. $\alpha$ | .874                                       | .829  | .825            | .825           | .805  | .799              | .842  | .800   | .772  |
| SK $\alpha$    | .648                                       | .873  | .867            | .786           | .651  | .877              | .686  | .802   | .721  |
| Hung. $\alpha$ | .864                                       | .861  | .768            | .770           | .822  | .759              | .834  | .829   | .788  |
| Ind. $\alpha$  | .771                                       | .844  | .909            | .881           | .815  | .909              | .823  | .796   | .687  |
| Chil. $\alpha$ | .804                                       | .878  | .898            | .855           | .859  | .895              | .634  | .877   | .803  |
| Swe. $\alpha$  | .922                                       | .843  | .834            | .792           | .853  | .794              | .867  | .894   | .815  |

\*Cronbach Alphas (ALL=1752)

**Table 32: International Study AGCC Construct Dimensions  
Factor Correlation Matrix\***

| Factor         | 1-COS             | 2-ELU              | 3-GMM<br>(Asia)    | 4-GMM<br>(USA)    | 5-OPE             | 6-GMM<br>(Europe) | 7-EXM             | 8-TRAV            | 9-IDT |
|----------------|-------------------|--------------------|--------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------|
| 1-COS          | 1.000             |                    |                    |                   |                   |                   |                   |                   |       |
| 2-ELU          | .212 <sup>a</sup> | 1.000              |                    |                   |                   |                   |                   |                   |       |
| 3-GMM (Asia)   | .003              | .134 <sup>a</sup>  | 1.000              |                   |                   |                   |                   |                   |       |
| 4-GMM (USA)    | .161 <sup>a</sup> | .368 <sup>a</sup>  | -.066 <sup>a</sup> | 1.000             |                   |                   |                   |                   |       |
| 5-OPE          | .127 <sup>a</sup> | -.030              | .171 <sup>a</sup>  | .058 <sup>b</sup> | 1.000             |                   |                   |                   |       |
| 6-GMM (Europe) | .277 <sup>a</sup> | -.054 <sup>b</sup> | -.057 <sup>b</sup> | .181 <sup>a</sup> | .100 <sup>a</sup> | 1.000             |                   |                   |       |
| 7-EXM          | .264 <sup>a</sup> | -.036              | -.025              | .186 <sup>a</sup> | .073 <sup>a</sup> | .381 <sup>a</sup> | 1.000             |                   |       |
| 8-TRAV         | .473 <sup>a</sup> | .197 <sup>a</sup>  | -.102 <sup>a</sup> | .287 <sup>a</sup> | .016              | .330 <sup>a</sup> | .269 <sup>a</sup> | 1.000             |       |
| 9-IDT          | .206 <sup>a</sup> | .199 <sup>a</sup>  | .161 <sup>a</sup>  | .398 <sup>a</sup> | .237 <sup>a</sup> | .180 <sup>a</sup> | .263 <sup>a</sup> | .263 <sup>a</sup> | 1.000 |

\*Extraction Method: Principal Components Analysis; Rotation Method: Oblimin with Kaiser Normalization (N=1752)

<sup>a</sup>p>0.01, <sup>b</sup>p>0.05 (2-tailed), \*Pearson bivariate correlations.

For the EID items, the final EFA solution consisted of 4 factors (eigenvalues > 1.0), containing 31 items and accounting for 63.01% of the total variance (Tables 33 and 34). These items exhibited high loadings, and the factors had high reliability coefficients, ranging from a low of 0.81 to a high of 0.95. Separate reliability coefficients were also calculated for each country-sample (Table 34). Each factor was given a descriptive label, as follows: (1) LCL (*local culture language use*, composed of 10 items,  $\alpha = 0.95$ ), (2) IDMC (*identification with and desire to maintain local culture*, 11 items,  $\alpha = 0.92$ ), (3) LMU (*local culture media usage*, 5 items,  $\alpha = 0.83$ ), and (4) LIR (*local interpersonal relationships*, 5 items,  $\alpha = 0.81$ ). Correlations between the four facets of EID are listed in Table 35; relatively high coefficients were obtained for LIR-LCL and LIR-IDMC.

**Table 33: International Study, EID Dimensions—Total Variance Explained\***

|   | Extraction Sums of Squared Loadings (Initial Eigenvalues) |               |              | Rotation |
|---|---|---------------|--------------|----------|
|   | Total   | % of Variance | Cumulative % | Total    |
| 1 | 9.08  | 29.32         | 29.32        | 7.95     |
| 2 | 5.94  | 19.15         | 48.47        | 6.95     |
| 3 | 2.77  | 8.94          | 57.41        | 3.23     |
| 4 | 1.74  | 5.60          | 63.01        | 5.03     |

\*Extraction Method: Principal Components Analysis; Rotation Method: Oblimin with Kaiser Normalization. Rotation converged in 5 iterations. Determinant = 7.62E-010

**Table 34: International Study, EID Construct Dimensions  
Pattern Matrix (Factor Loadings and Reliability Coefficients)<sup>ab</sup>**

| Item  | Component (Factor Loadings) |               |              |              |
|---|-----------------------------|---------------|--------------|--------------|
|   | 1-LCL                       | 2-IDMC        | 3-LMU        | 4-LIR        |
| COLAN12   | .918                        |               |              |              |
| COLAN7  | .882                        |               |              |              |
| COLAN10   | .878                        |               |              |              |
| COLAN2  | .874                        |               |              |              |
| COLAN9  | .853                        |               |              |              |
| COLAN6  | .846                        |               |              |              |
| COLAN1  | .837                        |               |              |              |
| COLAN11   | .834                        |               |              |              |
| COLAN5  | .828                        |               |              |              |
| COLAN8  | .677                        |               |              |              |
| CA8   |                             | .819          |              |              |
| CA6   |                             | .815          |              |              |
| CA43  |                             | .766          |              |              |
| CB4   |                             | .741          |              |              |
| CA26  |                             | .716          |              |              |
| CA7   |                             | .709          |              |              |
| CA50  |                             | .707          |              |              |
| CB14  |                             | .707          |              |              |
| CA53  |                             | .694          |              |              |
| CB16  |                             | .680          |              |              |
| CB15  |                             | .679          |              |              |
| CM32  |                             |               | .872         |              |
| CB2   |                             |               | .795         |              |
| CA34  |                             |               | .738         |              |
| CB33  |                             |               | .719         |              |
| CA12  |                             |               | .672         |              |
| CB12  |                             |               |              | .820         |
| CB1   |                             |               |              | .776         |
| CA54  |                             |               |              | .728         |
| CB7   |                             |               |              | .650         |
| CA36  |                             |               |              | .642         |
| <b>Reliability Coefficients (Cronbach Alphas)</b> |                             |               |              |              |
| ALL $\alpha^b$                                    | .953                        | .919          | .826         | .808         |
| Can. $\alpha$                                     | .942                        | .932          | .916         | .865         |
| Mex. $\alpha$                                     | .828                        | .849          | .728         | .755         |
| Grec. $\alpha$                                    | .820                        | .921          | .778         | .744         |
| SK $\alpha$                                       | .923                        | .824          | .768         | .743         |
| Hung. $\alpha$                                    | .702                        | .922          | .825         | .691         |
| Ind. $\alpha$                                     | .902                        | .878          | .760         | .659         |
| Chil. $\alpha$                                    | .723                        | .925          | .809         | .805         |
| Swe. $\alpha$                                     | .689                        | .929          | .688         | .828         |
|   | <b>1-LCL</b>                | <b>2-IDMC</b> | <b>3-LMU</b> | <b>4-LIR</b> |

<sup>a</sup>Extraction Method: Principal Components Analysis; Rotation Method: Oblimin with Kaiser Normalization. Rotation converged in 14 iterations, loadings are for the entire sample (N=1752); <sup>b</sup>Cronbach Alphas (ALL=1752)

**Table 35: International Study EID Dimensions Factor Correlation Matrix\***

| <i>Factor</i> | <b>1-LCL</b>       | <b>2-IDMC</b>     | <b>3-LMU</b> | <b>4-LIR</b> |
|---------------|--------------------|-------------------|--------------|--------------|
| <b>1-LCL</b>  | 1.000              |                   |              |              |
| <b>2-IDMC</b> | .172 <sup>a</sup>  | 1.000             |              |              |
| <b>3-LMU</b>  | -.194 <sup>a</sup> | .072 <sup>a</sup> | 1.000        |              |
| <b>4-LIR</b>  | .341 <sup>a</sup>  | .503 <sup>a</sup> | -.012        | 1.000        |

\*Extraction Method: Principal Components Analysis; Rotation Method: Oblimin with Kaiser Normalization (N=1752)

<sup>a</sup>p>0.01, <sup>b</sup>p>0.05 (2-tailed), \*Pearson bivariate correlations.

#### *Between-Country Analyses: AGCC and EID Composite Scores*

In carrying out the first series of analyses (i.e., multivariate with SPSS) on the relationships between the two main cultural constructs and various outcome variables, for parsimony, aggregate scores for AGCC and EID were calculated. This was carried out by combining (i.e., taking the mean of) the individual scores on the nine and four unweighted composite dimensions of the two higher-order constructs, respectively. Considering the sample in its entirety, the two constructs were inversely correlated with one another ( $r = -0.214$ ,  $p = .000$ ). With respect to the composite dimensions of EID, AGCC was non-significantly correlated with one EID dimension (IDMC [ $r = 0.009$ ,  $p = .697$ ]) and negatively correlated to the remaining three dimensions (LCL [ $r = -0.230$ ,  $p = .000$ ], LMU [ $r = -0.162$ ,  $p = .000$ ], and LIR [ $r = -0.064$ ,  $p = .007$ ]). With respect to the composite dimensions of AGCC, EID was non-significantly correlated with two AGCC dimensions (IDT [ $r = -0.030$ ,  $p = .211$ ], and COS [ $r = -0.006$ ,  $p = .810$ ]), negatively correlated with five dimensions (TRAV [ $r = -0.158$ ,  $p = .000$ ], GMM<sub>EUROPE</sub> [ $r = -0.048$ ,  $p = .044$ ], GMM<sub>USA</sub> [ $r = -0.163$ ,  $p = .000$ ], GMM<sub>ASIA</sub> [ $r = -.174$ ,  $p = .000$ ], and ELU [ $r = -0.408$ ,  $p = .000$ ]), and positively correlated with two dimensions (EXM [ $r = 0.086$ ,  $p = .000$ ], and OPE [ $r = 0.097$ ,  $p = .000$ ]). Correlations between all the scale constructs considered in the international study are reported in Appendix 18.

Two ANOVAs (Table 36) revealed significant differences across the eight country-samples for mean EID scores ( $F=49.98$ ,  $p=.000$ ) and mean AGCC scores ( $F=17.77$ ,  $p=.000$ ). Appendix 24 contains the post-hoc (Scheffé) multiple comparisons, contrasting pairwise country-sample mean scores on these two constructs. A graphical examination of the mean EID scores across the country-samples (Figure 8, and Appendix 19) shows that the strongest levels of professed attachment to the home country culture were expressed by Greeks, followed by Mexicans, Hungarians, Chileans, and Koreans, and that the weakest professed levels of attachment to home country culture were cited by Canadians, followed by Indians and Swedes. Compared to EID, mean AGCC scores were less variable across the country-samples (Figure 8 and Appendix 19), with the highest expressed by Canadians and Indians, and the lowest expressed by Koreans.

**Table 36: International Study, Mean Scores for AGCC & EID**

| Construct                              | ALL  | Canada | Mexico | Greece | Korea | Hungary | India | Chile | Sweden | F-test <sup>a</sup> |
|--|------|--------|--------|--------|-------|---------|-------|-------|--------|---------------------|
| AGCC Mean                              | 4.31 | 4.61   | 4.28   | 4.26   | 4.04  | 4.20    | 4.53  | 4.25  | 4.28   | 17.77               |
| Std. dev.                              | 0.63 | 0.55   | 0.57   | 0.60   | 0.57  | 0.61    | 0.67  | 0.61  | 0.65   | .000                |
| EID Mean                               | 5.29 | 4.72   | 5.59   | 5.57   | 5.33  | 5.50    | 4.96  | 5.34  | 5.13   | 49.98               |
| Std. dev.                              | 0.74 | 0.85   | 0.56   | 0.66   | 0.66  | 0.63    | 0.68  | 0.75  | 0.66   | .000                |
| <i>Mean Scores for AGCC Dimensions</i> |      |        |        |        |       |         |       |       |        |                     |
| COS Mean                               | 5.61 | 5.67   | 5.74   | 5.62   | 4.84  | 5.64    | 5.61  | 5.97  | 5.63   | 16.72               |
| Std. dev.                              | 0.96 | 1.05   | 0.80   | 0.97   | 0.75  | 0.95    | 0.81  | 0.79  | 1.05   | .000                |
| ELU Mean                               | 4.21 | 6.59   | 3.77   | 3.91   | 3.14  | 3.19    | 5.44  | 4.47  | 3.56   | 241.53              |
| Std. dev.                              | 1.64 | 0.73   | 1.24   | 1.28   | 1.15  | 1.23    | 1.07  | 1.33  | 1.24   | .000                |
| GMM <sub>(Asia)</sub> Mean             | 2.39 | 2.15   | 2.04   | 1.95   | 4.03  | 1.91    | 4.64  | 1.90  | 1.94   | 161.20              |
| Std. dev.                              | 1.42 | 1.35   | 1.21   | 1.00   | 1.82  | 0.86    | 1.28  | 1.06  | 0.99   | .000                |
| GMM <sub>(USA)</sub> Mean              | 4.69 | 5.73   | 4.99   | 4.52   | 4.11  | 4.09    | 4.27  | 4.78  | 4.93   | 47.15               |
| Std. dev.                              | 1.34 | 1.34   | 1.08   | 1.35   | 1.08  | 1.25    | 1.46  | 1.35  | 1.15   | .000                |
| GMM <sub>(Euro)</sub> Mean             | 4.33 | 3.85   | 3.96   | 4.64   | 3.40  | 5.06    | 3.47  | 4.51  | 4.91   | 53.85               |
| Std. dev.                              | 1.42 | 1.55   | 1.39   | 1.17   | 1.30  | 1.06    | 1.45  | 1.38  | 1.12   | .000                |
| OPE Mean                               | 3.64 | 3.31   | 3.94   | 3.52   | 4.03  | 3.65    | 3.85  | 3.73  | 3.40   | 8.37                |
| Std. dev.                              | 1.29 | 1.30   | 1.26   | 1.24   | 0.96  | 1.29    | 1.35  | 1.41  | 1.28   | .000                |
| EXM Mean                               | 4.79 | 4.41   | 4.86   | 5.14   | 4.23  | 5.17    | 4.57  | 4.28  | 4.93   | 29.99               |
| Std. dev.                              | 1.04 | 1.13   | 0.86   | 0.98   | 0.80  | 1.00    | 1.06  | 0.77  | 1.08   | .000                |
| TRAV Mean                              | 5.11 | 5.57   | 4.87   | 4.97   | 4.47  | 5.37    | 4.37  | 4.79  | 5.47   | 25.69               |
| Std. dev.                              | 1.13 | 1.10   | 0.97   | 1.08   | 0.95  | 1.02    | 1.13  | 1.19  | 1.21   | .000                |
| IDT Mean                               | 4.03 | 4.25   | 4.35   | 4.08   | 4.02  | 3.68    | 4.46  | 3.77  | 3.75   | 15.84               |
| Std. dev.                              | 1.14 | 1.22   | 1.02   | 1.09   | 0.95  | 1.13    | 0.98  | 1.18  | 1.21   | .000                |

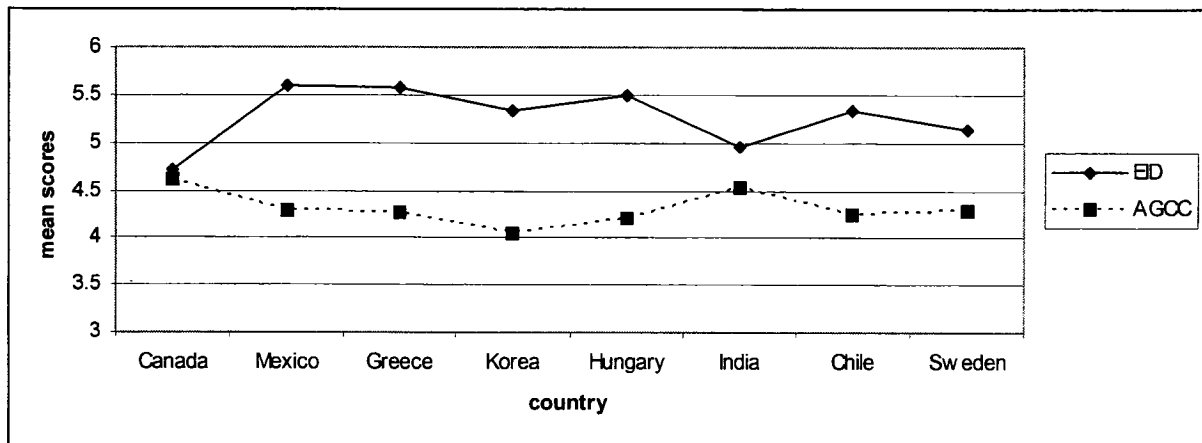
**Table 36 (Continued)**

| <i>Mean Scores for EID Dimensions</i> |           |      |      |      |      |      |      |      |      |      |        |
|---------------------------------------|-----------|------|------|------|------|------|------|------|------|------|--------|
| <b>LCL</b>                            | Mean      | 5.97 | 3.35 | 6.50 | 6.62 | 6.42 | 6.70 | 5.11 | 6.53 | 6.48 | 410.67 |
|                                       | Std. dev. | 1.44 | 1.68 | 0.59 | 0.57 | 0.79 | 0.38 | 1.30 | 0.53 | 0.54 | .000   |
| <b>IDMC</b>                           | Mean      | 5.10 | 4.62 | 5.56 | 5.34 | 4.86 | 5.08 | 5.66 | 5.21 | 4.59 | 33.61  |
|                                       | Std. dev. | 1.09 | 1.16 | 0.81 | 1.01 | 0.77 | 1.11 | 0.89 | 1.15 | 1.14 | .000   |
| <b>LMU</b>                            | Mean      | 4.36 | 6.12 | 4.28 | 4.19 | 4.66 | 4.42 | 3.06 | 3.84 | 3.81 | 104.49 |
|                                       | Std. dev. | 1.51 | 1.26 | 1.19 | 1.33 | 1.08 | 1.40 | 1.20 | 1.39 | 1.16 | .000   |
| <b>LIR</b>                            | Mean      | 5.70 | 4.78 | 6.00 | 6.14 | 5.37 | 5.79 | 6.02 | 5.79 | 5.65 | 47.12  |
|                                       | Std. dev. | 1.06 | 1.38 | 0.81 | 0.78 | 0.98 | 0.84 | 0.78 | 1.03 | 1.09 | .000   |

\*Mean of individual items corresponding to each dimension (scale of 1-7), ALL=Total Sample (N=1752)

<sup>a</sup>F-test statistic, followed by significance (p-value)

Comparing the standard deviations for the sample as a whole against the standard deviations for each country-sample, across the various constructs, reveals that in a substantial number of instances (for example,  $\sigma^2 EID_{\text{Canada}}$  versus  $\sigma^2 EID_{\text{All}}$ ;  $\sigma^2 COS_{\text{Sweden}}$  versus  $\sigma^2 COS_{\text{All}}$ ), within-country variation was as great or greater than between-country variation. These findings provide some support for the notion that as globalization has increased, consumers *within* countries are becoming increasingly dissimilar while consumers *across* countries are becoming increasingly alike (Roth, 1995; ter Hofstede et al., 2002; Firat, 1995; Furrer et al., 2000; Hannerz, 1990). Furthermore, within-country EID scores were considerably more variable than within-country AGCC scores (see Appendix 19).

**Figure 8: International Study, Country Scores for AGCC & EID**



Across the eight countries, mean scores for the individual dimensions of AGCC and EID also varied (Figures 9 through 11). As shown in Table 36, a series of ANOVAs revealed significant between country-sample mean differences on all 9 AGCC dimensions, and on all 4 EID dimensions. Appendix 24 lists the post-hoc pairwise country-sample contrasts for each of the AGCC and EID dimensions, and Appendix 18 contains the correlation matrix for all these dimensions. The ensuing paragraphs provide a brief summary of the similarities and differences across the country-samples for the different facets of acculturation to global consumer culture.

*Dimensions of AGCC: Overview of between-country comparisons*

Mean cosmopolitanism (COS) scores were relatively stable across the eight country samples. The highest mean scores on this dimension were in the two Latin-American countries (indicating that on average, Chilean and Mexican respondents felt the most competent with and comfortable in, foreign cultures), while the lowest mean score was expressed by Koreans (reflecting a relatively more inward-looking orientation).

As expected, English language usage (ELU) varied substantially across the 8 countries, with the highest scores in the former British colonies of Canada (where English is an official language and spoken by most Canadians) and India (where English is widely spoken as a second or third language, particularly among the elite, and in business contexts). The penetration of English language usage was lowest among Koreans and Hungarians, followed by Swedes and Mexicans.

Global mass media exposure (GMM) had three dimensions, corresponding to such media emanating from Asian-, American, and European- based conglomerates. As expected, the highest scores on the particular dimension were found for those country-

samples that were geographically proximate:  $GMM_{ASIA}$  was highest in India and South Korea;  $GMM_{EUROPE}$  was highest in Hungary, Sweden, and Greece; and  $GMM_{USA}$  was highest in Canada and Mexico. Note however that the overall mean score was highest for the latter dimension ( $GMM_{USA}$ ). In reflection of the current dominance of American-based media (e.g., MTV, Hollywood), scores on this dimension were consistently elevated above the median point (i.e., higher than 4 out of 7) for all eight countries. There was also some evidence of global penetration by European-based media, whereas the penetration of Asian-based media appears to (as of yet) not extend much to the general populations outside of Asia.

Regarding the next dimension, openness to and desire to emulate global culture (OPE), an interesting and somewhat unexpected pattern emerged. Mean scores on this dimension were generally highest in developing economies (South Korea, Mexico, India, and Chile) and lowest in developed economies (Canada, Sweden, and Greece). In particular, South Koreans had the highest OPE score, yet they also reported the lowest mean score on cosmopolitanism. Overall, mean OPE scores were considerably lower than mean COS scores, providing an indication of the conceptual distinctiveness between the two constructs.

Mean scores for the next dimension, exposure to the marketing activities of multinational firms (EXM), also exhibited variation across the eight country-samples, with the highest such scores reported by European respondents (Hungarians, Greeks, and Swedes) and the lowest reported by South Koreans and Chileans. In certain instances, EXM scores tended to be related to particular GMM scores (e.g., the strong positive correlation observed between  $GMM_{Europe}$  and EXM) but in other instances, this was not

the case (e.g., the absence of a significant correlation between  $GMM_{ASIA}$  and EXM), further proof of the conceptual distinctiveness between EXM and the three GMM dimensions.

The TRAV dimension relates to international traveling frequencies and experiences. The highest mean scores on this dimension tended to be reported by Europeans and Canadians (the former likely attributable to high incomes and the relative lack of restrictions on travel within EU nations, the latter to both high income and geographic proximity to the USA). As expected, mean TRAV scores were lowest in the developing countries.

Mean scores on the last dimension, self-identification with global consumer culture (IDT), were somewhat variable across the eight country samples, with Hungarians, Swedes, and Chileans the least likely to strongly identify with global consumer culture, and with Indians, Mexicans, and Canadians the most likely to self-identify with this transnational culture. Overall, mean scores on this dimension were generally higher than those for OPE, and generally lower than those for COS.

One important conclusion that should be drawn from the above is that the AGCC dimensions—while related—are conceptually distinct. This is partially demonstrated by given country-sample scores across the different dimensions. For example, sample mean scores could be high on one or more dimensions of AGCC, relative to other country-samples' mean scores (e.g., ELU for Canadians, EXM for Hungarians) while mean scores from the same sample could also be low on one or more dimensions, relative to other country-samples' mean scores (e.g., OPE for Canadians, IDT for Hungarians). The ensuing paragraphs provide a brief summary of the between-country similarities and

differences with respect to the different facets of ethnic identification.

*Dimensions of EID: Overview of between-country comparisons*

Canada and India stood apart from the other six countries on the first dimension of EID, local culture language use (LCL). Canadians had the lowest mean score on this variable, which for this sample was operationalized as French-language use (given that the data collection took place in the predominately French-speaking province of Québec). Although most respondents in this sample reported French-speaking abilities, a substantial proportion communicated more often in English (or in other languages, such as Italian, Chinese, and Greek). Regarding the Indian sample, many respondents reported using languages other than Hindi (e.g., Marathi, Tamil). LCL scores were higher in the other 6 countries, which—compared to Canada and India—are all much more linguistically homogeneous.

The second facet of EID was the least variable of the four retained EID dimensions, across the eight countries. This identification with and desire to maintain local culture (IDMC) was highest among Indian and Mexican respondents, and lowest among Canadian and Swedish respondents. With the exception of Canadians and Indians, mean country-sample scores on this dimension were lower than those obtained for LCL.

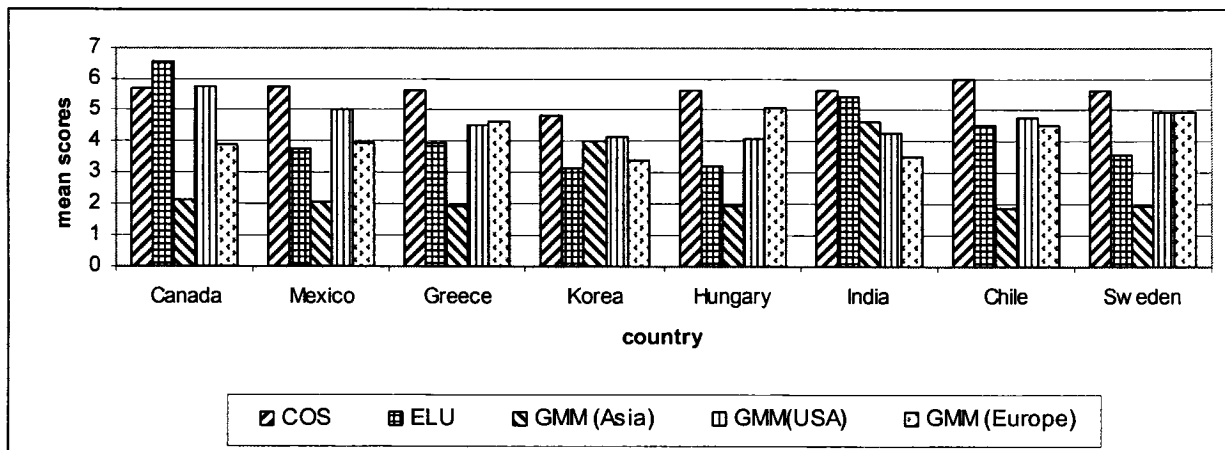
Mean scores on local media usage and exposure (LMU) varied considerably across the eight samples, with Canadians—by a wide margin—reporting the highest scores on this dimension, and Indians reporting the lowest scores, followed by Swedes and Chileans. Excepting Canadians, mean scores on this facet tended to be the lowest among the EID dimensions, across the country samples.

Greeks, Mexicans, and Indians reported the highest mean scores on local

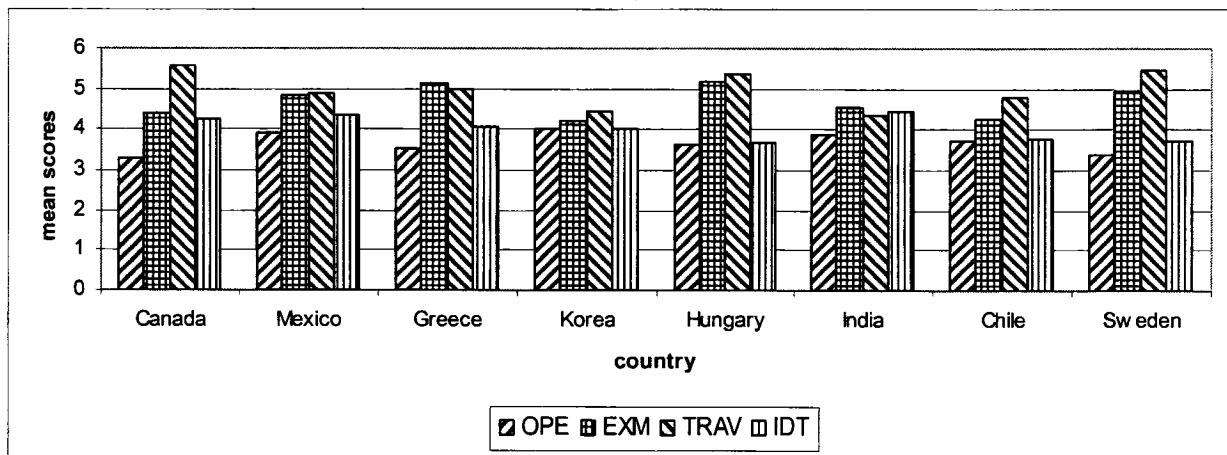
interpersonal relationships (LIR), with Canadians reporting—by a substantial margin—the lowest scores on this facet of EID. Once again excepting Canadians, mean scores on this dimension were generally the second highest, after LCL, across the country samples.

Similar to the conclusions reached for the AGCC dimensions, these findings show that the EID dimensions are interrelated yet conceptually distinct from each other. Overall, LCL was generally positively related to both IDMC and LIR, but tended to be inversely related to LMU. Of the four dimensions, the two most closely associated were IDMC and LIR. From a country perspective, the most anomalous (i.e., distinctive) patterns on the EID dimensions were reported by Canadians, which is likely attributable to the longstanding multicultural makeup of urban Canadian cities, particularly Montréal with its dual French-English character.

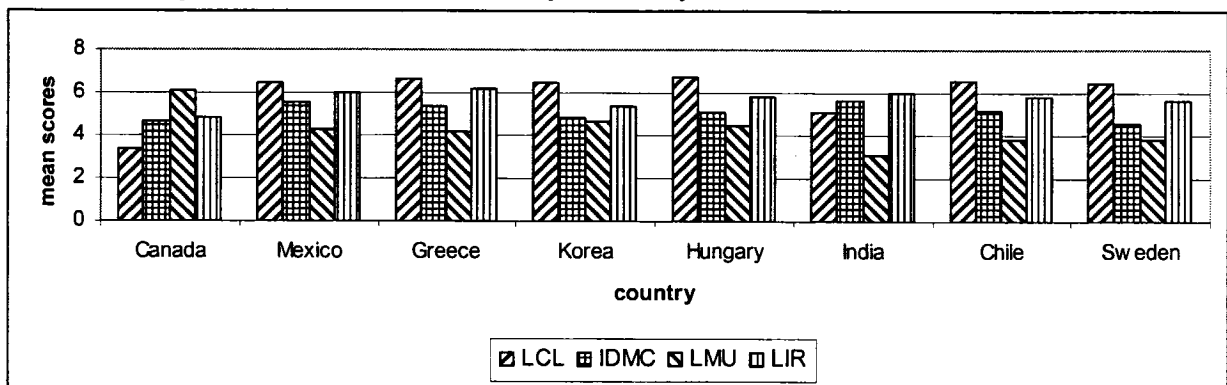
**Figure 9: International Study, Country Scores for AGCC Dimensions (I)**



**Figure 10: International Study, Country Scores for AGCC Dimensions (II)**



**Figure 11: International Study, Country Scores for EID Dimensions**



#### *Reliability Analyses: MAT and CET*

Reliability coefficients were then calculated for the two constructs that were borrowed from the literature, namely materialism (MAT) and consumer ethnocentrism (CET). High aggregate reliabilities were obtained for both MAT (9 items,  $\alpha=0.81$ ) and CET (4 items,  $\alpha=0.85$ ). The reliability coefficients for each country-sample on these constructs tended to be lower, but still respectable (Table 37). The two constructs were not significantly correlated with each other ( $r=0.046$ ). However, MAT was strongly positively correlated with AGCC ( $r=0.286$ ,  $p=.000$ ) and not significantly correlated with EID ( $r=0.038$ ,  $p=.115$ ); while CET was strongly positively correlated with EID ( $r=0.398$ ,

$p=.000$ ), and strongly negatively correlated with AGCC ( $r=-0.155$ ,  $p=.000$ ). These findings corroborate the relationships posited in H7a (MAT-AGCC), H6b (CET-EID) and H6a (CET-AGCC). Looking at the specific facets of the cultural constructs, materialism was significantly and positively correlated (Appendix 18) with seven (excepting COS and GMM<sub>EUROPE</sub>) out of the nine dimensions of ACCC; MAT was especially strongly related to IDT and GMM<sub>USA</sub>. Materialism was also positively associated (albeit, more weakly) with three EID dimensions (with the exception of LCL, where there was a significant inverse relationship). Consumer ethnocentrism was significantly and inversely correlated with five AGCC dimensions, yet was also unexpectedly positively correlated with one AGCC dimension (OPE). As expected, CET was strongly positively correlated with all four dimensions of EID.

**Table 37: Reliability Coefficients\*, Consumer Ethnocentrism and Materialism**

| Construct                      | ALL  | Canada | Mexico | Greece | Korea | Hungary | India | Chile | Sweden | F-test <sup>a</sup> |
|--------------------------------|------|--------|--------|--------|-------|---------|-------|-------|--------|---------------------|
| <b>CET <math>\alpha</math></b> | .847 | .750   | .766   | .864   | .798  | .837    | .811  | .819  | .878   |                     |
| Mean                           | 3.58 | 2.93   | 4.38   | 3.96   | 3.81  | 3.81    | 3.44  | 3.67  | 2.65   | 46.33               |
| Std. dev.                      | 1.39 | 1.12   | 1.20   | 1.39   | 1.18  | 1.34    | 1.36  | 1.31  | 1.27   | .000                |
| <b>MAT <math>\alpha</math></b> | .812 | .853   | .779   | .834   | .629  | .763    | .758  | .777  | .879   |                     |
| Mean                           | 4.35 | 4.54   | 4.22   | 4.44   | 4.52  | 4.33    | 4.69  | 3.93  | 4.06   | 11.58               |
| Std. dev.                      | 1.44 | 1.68   | 0.59   | 0.57   | 0.79  | 0.38    | 1.30  | 0.53  | 0.54   | .000                |

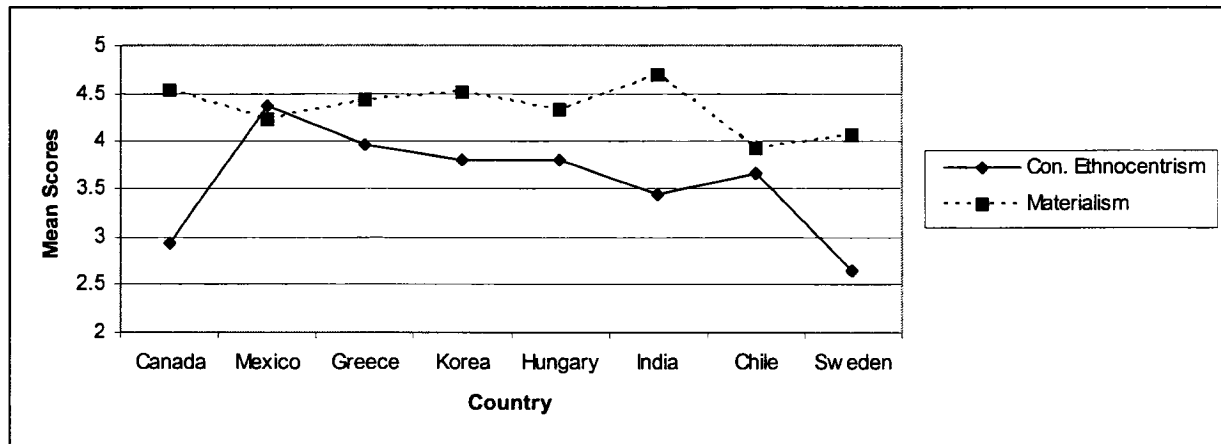
\*Cronbach Alphas. (All, N=1752), CET=Consumer Ethnocentrism (4 items), MAT=Materialism (9 items); Mean of individual items corresponding to each dimension (scale of 1-7)

<sup>a</sup>F-test statistic, followed by significance (p-value)

Two ANOVAs (Table 37) revealed significant differences across the eight country-samples for mean MAT scores ( $F=11.58$ ,  $p=.000$ ) and mean CET scores ( $F=46.33$ ,  $p=.000$ ); refer to Appendix 24 for specific pairwise tests of between-country differences on these two constructs. As shown in Figure 12, inter-country variation was greater for consumer ethnocentrism, with Mexicans scoring the highest, and Canadians and Swedes the least likely to indicate such tendencies. Mean materialism scores were

less dispersed across the country samples, with Indians and Chileans scoring the highest and lowest, respectively.

**Figure 12: International Study, Country Scores for CET, MAT**



### *Calculating and Comparing Hofstede's Cultural Indices*

Recall that a total of 15 items were used to capture Hofstede's five dimensions of national culture (3 per dimension). Following Furrer et al. (2000), an index was constructed in which each item had the same weight, computed from the average of the standardized scores for the items that operationalized each dimension (i.e., the mean of each item was set to zero, and its standard deviation was set to one: Table 38). Overall, strong positive correlations (Table 39) were observed between MAS/PD, and IND/LTO, and weaker positive associations were found between LTO/PD and LTO/UA. Strong negative correlations were found between IND/MAS and IND/UA, with weaker negative associations observed between UA/PD.

Correlation coefficients were also calculated for Hofstede's dimensions and the two cultural constructs (AGCC and EID) as well as for MAT and CET. AGCC was positively associated with UA ( $r=0.056$ ,  $p=.020$ ) and MAS ( $r=0.085$ ,  $p=.000$ ), and negatively associated with individualism ( $r=-0.097$ ,  $p=.000$ ) and long-term orientation



(marginally correlated at  $r=-.039$ ,  $p=.099$ ). EID was positively associated with UA ( $r=0.062$ ,  $p=.010$ ), and negatively associated with long-term orientation ( $r=-0.146$ ,  $p=.000$ ), masculinity ( $r=-0.62$ ,  $p=.009$ ), and individualism ( $r=-0.080$ ,  $p=.001$ ). PD was not significantly correlated with either cultural construct, nor was LTO significantly associated with AGCC. Power distance was associated with greater materialism ( $r=0.125$ ,  $p=.000$ ) and greater consumer ethnocentrism ( $r=0.124$ ,  $p=.000$ ), uncertainty avoidance was inversely associated with CET ( $r=0.063$ ,  $p=.009$ ), while masculinity was positively associated with materialism ( $r=0.293$ ,  $p=.000$ ). Long-term orientation was inversely associated with CET ( $r=-0.090$ ,  $p=.000$ ), while individualism was negatively associated with both materialism ( $r=-0.115$ ,  $p=.000$ ) and consumer ethnocentrism ( $r=-0.047$ ,  $p=.047$ ), although the relationship was much stronger for the former. The remaining correlations between Hofstede's dimensions, and MAT and CET failed to achieve statistical significance. With respect to the hypotheses proposed in Chapter 4, the correlational findings lend support for H2b (EID-UA), H3b (EID-IND), H4a (AGCC-MAS), H4b (EID-MAS), and H5b (EID-LTO).

For each of Hofstede's five cultural dimensions, ANOVAs revealed significant differences in the mean scores across the eight countries (Appendix 24 lists specific country-sample pairwise tests on each of these dimensions). The results, broken down by country-sample, are listed in Table 38 and illustrated in Figures 13, 14, and 15. Country-samples were characterized as scoring high or low on a particular cultural facet, depending on whether the scores were above or below the composite standardized mean (i.e., zero). Regarding individualism, South Koreans were anomalously individualistic. This unexpected result is most probably attributable to the nature of that particular

sample, which was overwhelmingly composed of younger individuals who were currently students (proportionately more than other country-samples), and much more male (67%) than the other country-samples. In addition, perhaps more so than any of the other countries under investigation, South Korean society has undergone seismic shifts in the past quarter century, moving from an agrarian, authoritarian and highly collectivistic culture, to an overwhelmingly urban, highly technical and democratic open society. More in line with Hofstede and Bond's (1988) results, Canada and Sweden were relatively individualistic, and the remaining five countries were relatively collectivistic (Chile, Mexico, Hungary, Greece and India, in descending order from most to least collectivistic).

Mean scores for the remaining four dimensions varied considerably from country-sample to country-sample. High power distance scores were obtained for the Korean, Hungarian, and Mexican samples, while relatively low PD scores were yielded for India, Canada, Greece, and Chile. Regarding masculinity, the Hungarian, Indian, Korean, and Greek samples exhibited relatively high MAS scores, while the Swedish and Chilean samples were relatively more feminine. Country-samples scoring high on uncertainty avoidance included Hungary, Greece, and Sweden, whereas the samples from Korea, India, and Mexico tended to be more tolerant of ambiguity. Lastly, the Korean, Hungarian, and Swedish samples tended to be more future-oriented (LTO), whereas the other five samples, particularly India and Chile, tended to be oriented towards the past and present.

In terms of statistically significant differences (i.e., post-hoc pairwise comparisons), variations between the country samples were greatest on uncertainty

avoidance, power distance, and masculinity (Appendix 24). Fewer significant differences were obtained for long-term orientation and individualism.

**Table 38: International Study, Standardized Scores for Hofstede's Dimensions\***

| Construct <sup>a</sup>     | ALL*                | Canada               | Mexico               | Greece               | Korea                | Hungary              | India                | Chile                | Sweden               | F-test <sup>b</sup> |
|----------------------------|---------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|---------------------|
| Power distance             | .000<br><i>0.66</i> | -.144<br><i>0.69</i> | .083<br><i>0.66</i>  | -.120<br><i>0.65</i> | .453<br><i>0.47</i>  | .156<br><i>0.58</i>  | -.272<br><i>0.66</i> | -.130<br><i>0.67</i> | -.010<br><i>0.65</i> | 21.77<br>.000       |
| Uncertainty avoidance      | .000<br><i>0.54</i> | -.022<br><i>0.52</i> | -.157<br><i>0.55</i> | .111<br><i>0.49</i>  | -.324<br><i>0.51</i> | .150<br><i>0.51</i>  | -.204<br><i>0.49</i> | .058<br><i>0.48</i>  | .143<br><i>0.57</i>  | 23.19<br>.000       |
| Masculinity-femininity     | .000<br><i>0.64</i> | -.057<br><i>0.70</i> | -.053<br><i>0.63</i> | .046<br><i>0.65</i>  | .093<br><i>0.54</i>  | .181<br><i>0.58</i>  | .100<br><i>0.62</i>  | -.200<br><i>0.68</i> | -.224<br><i>0.60</i> | 11.89<br>.000       |
| Long-term orientation      | .000<br><i>0.55</i> | -.026<br><i>0.54</i> | -.065<br><i>0.49</i> | -.057<br><i>0.51</i> | .110<br><i>0.55</i>  | .098<br><i>0.55</i>  | -.147<br><i>0.57</i> | -.077<br><i>0.55</i> | .098<br><i>0.60</i>  | 6.57<br>.000        |
| Individualism-collectivism | .000<br><i>0.53</i> | .045<br><i>0.54</i>  | -.077<br><i>0.50</i> | -.043<br><i>0.54</i> | .116<br><i>0.52</i>  | -.042<br><i>0.51</i> | -.037<br><i>0.55</i> | -.191<br><i>0.53</i> | .184<br><i>0.52</i>  | 9.03<br>.000        |

\*Because the items have been selected to measure a particular cultural dimension, and because Hofstede's cultural dimensions are not orthogonal, an index was computed in which each item has the same weight; computed as the average of the standardized scores for the items that operationalize each dimension (i.e., the mean for each item was set to zero, and its standard deviation set to one). 15 items for Hofstede's dimensions of National Culture (Measures adapted from Furrer, Liu & Sudharshan, 2000)

<sup>a</sup>The top number refers to the mean value; the bottom number (in italics) refers to the standard deviation.

<sup>b</sup>F-test statistic, followed by significance (p-value). All: N=1752.

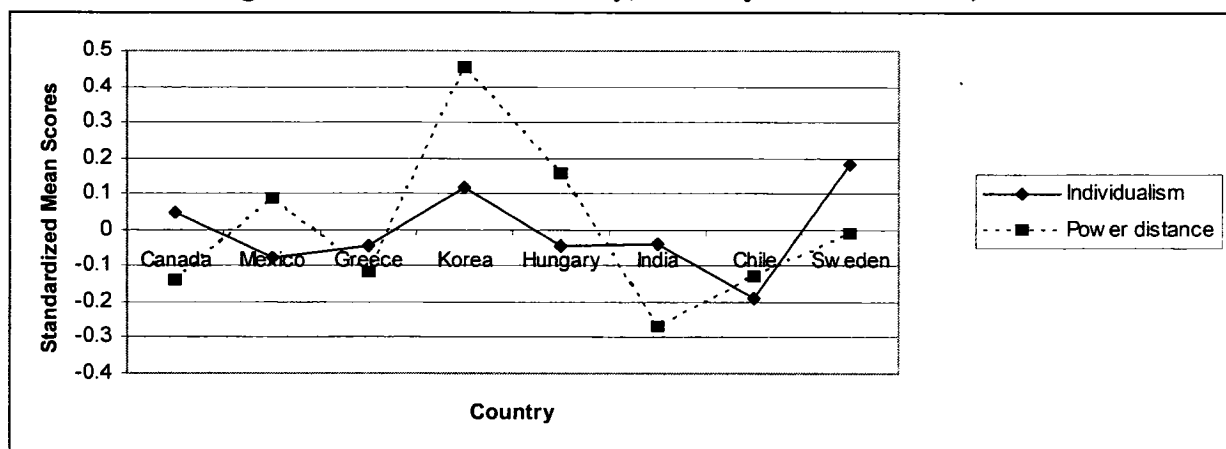
**Table 39: International Study, Correlation Matrix\* for Hofstede's Dimensions**

|                             | PD                 | UA                 | MAS                | LTO               | IND   |
|-----------------------------|--------------------|--------------------|--------------------|-------------------|-------|
| Power Distance (PD)         | 1.000              |                    |                    |                   |       |
| Uncertainty Avoidance (UA)  | -.049 <sup>b</sup> | 1.000              |                    |                   |       |
| Masculinity (MAS)           | .170 <sup>a</sup>  | .046               | 1.000              |                   |       |
| Long-Term Orientation (LTO) | .051 <sup>b</sup>  | .050 <sup>b</sup>  | .010               | 1.000             |       |
| Individualism (IND)         | -.029              | -.087 <sup>a</sup> | -.171 <sup>a</sup> | .161 <sup>a</sup> | 1.000 |

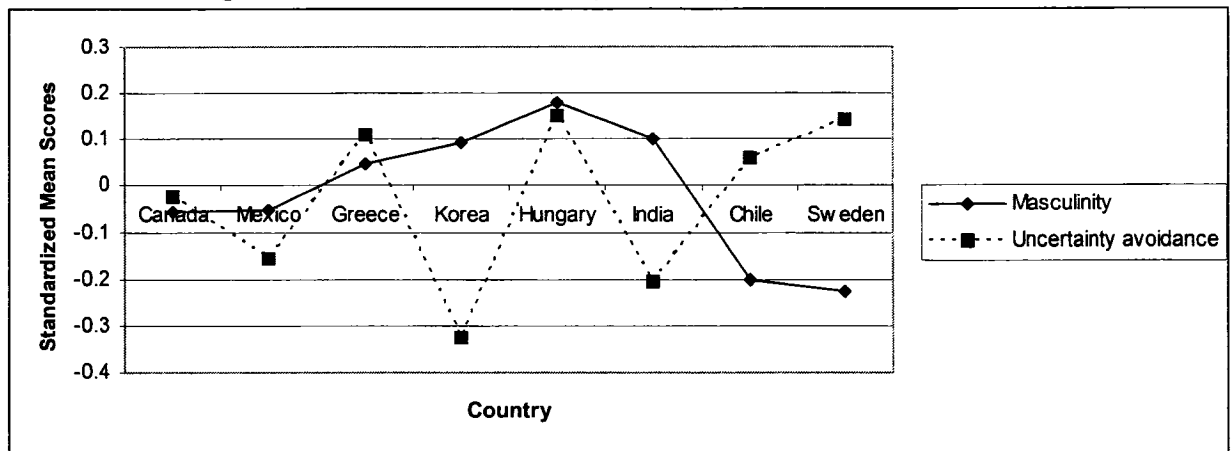
\*Pearson bivariate correlations. N=1752.

<sup>a</sup>correlation is significant at the 0.01 level (2-tailed); <sup>b</sup>correlation is significant at the 0.05 level (2-tailed)

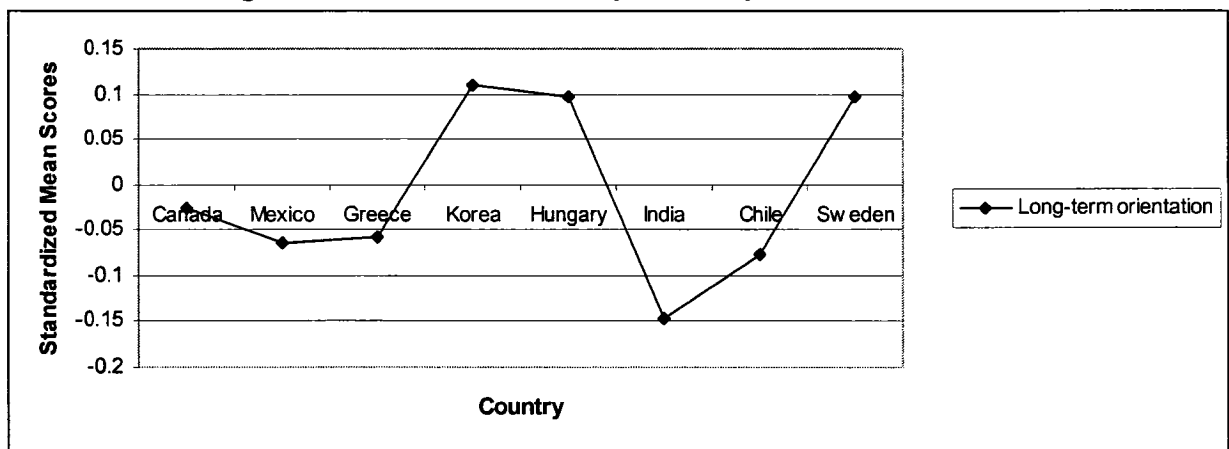
**Figure 13: International Study, Country Scores for IND, PD**



**Figure 14: International Study, Country Scores for MAS, UA**



**Figure 15: International Study, Country Scores for LTO**



### *Wording of Individual Scale Items*

The actual wording of all scale items (for the measurement of all AGCC and EID dimensions, Hofstede's five cultural dimensions, materialism, and consumer ethnocentrism) retained from the exploratory factor analyses appears below in Table 40. For each dimension, the composite item ordering sequence corresponds to that of the Factor Analyses (presented earlier in Tables 30 and 34).

**Table 40: Main Constructs, Items Retained from International Study\*\***

| <b>AGCC Dimensions, Items*</b>   |
|--|
| <b>COS</b> ( <i>cosmopolitanism</i> ) <ul style="list-style-type: none"> <li>• (CA24) I enjoy exchanging ideas with people from other cultures or countries.**</li> <li>• (CA48) I am interested in learning more about people who live in other countries.**</li> <li>• (CA1) I enjoy being with people from other countries to learn about their unique views and approaches.**</li> <li>• (CA13) I like to observe people of other cultures, to see what I can learn from them.**</li> <li>• (CB11) I like to learn about other ways of life.**</li> <li>• (CA18) I find people from other cultures stimulating.**</li> </ul>   |
| <b>ELU</b> ( <i>English language usage and exposure</i> ) <ul style="list-style-type: none"> <li>• (ENG 7) I mostly carry on conversations in the English language everyday.</li> <li>• (ENG12) In general, I speak the English language.</li> <li>• (ENG1) I speak English regularly.</li> <li>• (ENG10) I always use the English Language with my friends.</li> <li>• (ENG5) I feel very comfortable speaking in English.</li> <li>• (ENG11) Many of the books that I read are in English.</li> <li>• (ENG8) I prefer to watch English-language TV over any other language that I may speak.</li> </ul>  |
| <b>GMM(Asia)</b> ( <i>global mass media exposure: Asia</i> ) <ul style="list-style-type: none"> <li>• (CM18) I enjoy listening to music that is popular in Asian countries.</li> <li>• (CM17) I enjoy reading magazines from Asian countries.</li> <li>• (CM16) I often watch Asian television programs.</li> <li>• (CM19) I enjoy watching Asian films.</li> <li>• (CM15) Some of my favorite actors/actresses are from Asia.</li> <li>• (CM20) I like to read magazines that contain information about popular Asian celebrities.</li> </ul>   |
| <b>GMM(USA)</b> ( <i>global mass media exposure: USA</i> ) <ul style="list-style-type: none"> <li>• (CM6) I enjoy watching American films.**</li> <li>• (CM4) Some of my favourite actors/actresses are from the United States.**</li> <li>• (CM5) I often watch American television programs.**</li> <li>• (CM8) I enjoy listening to music that is popular in the United States.**</li> <li>• (CM9) I enjoy reading American magazines.**</li> </ul>   |
| <b>OPE</b> ( <i>openness to and desire to emulate global consumer culture</i> ) <ul style="list-style-type: none"> <li>• (CA34) I think people my age are basically the same around the world. For example, a 20-something in Japan is basically the same as a 20-something in the U.S., Norway, or anywhere else.***</li> <li>• (CA5) I think people my age are basically the same around the world. For example, a 20-something in Mexico is basically the same as a 20-something in Russia, Korea, or anywhere else.***</li> <li>• (CA11) I think that my lifestyle is almost the same as that of people of my age-group in other countries.</li> <li>• (CA45) I think my lifestyle is almost the same as that of people of my social class in other countries.</li> </ul>  |
| <b>GMM(Europe)</b> ( <i>global mass media exposure: USA</i> ) <ul style="list-style-type: none"> <li>• (CM27) Some of my favorite actors/actresses are European.</li> <li>• (CM28) I enjoy reading magazines from European countries.</li> <li>• (CM26) I enjoy watching European films.</li> <li>• (CM29) I often watch European television programs.</li> <li>• (CM24) I enjoy listening to music that is popular in European countries.</li> </ul>  |
| <b>EXM</b> ( <i>exposure to marketing activities of multinational firms</i> ) <ul style="list-style-type: none"> <li>• (CM31) When I am watching TV, I often see advertising for products that are from outside of my country.**</li> <li>• (CM23) When I am watching TV, it seems that the number of advertisements for foreign brands is quite high, when compared to the number of advertisements for local brands.**</li> <li>• (CM14) Ads for foreign or global products are everywhere.**</li> <li>• (CM22) The magazines that I read are full of ads for foreign or global products.**</li> <li>• (CM30) When I read a newspaper, I come across many advertisements for foreign or global products.**</li> <li>• (CA41) Many of the TV commercials I see are placed by international or foreign companies.</li> <li>• (CA38) In my city, there are many billboards, and advertising signs for foreign and global products.</li> </ul> |

**Table 40 (Continued)**

|  |
|--|
| <b>TRAV</b> ( <i>international traveling frequencies and experiences</i> )   |
| <ul style="list-style-type: none"> <li>• (CV1) I prefer spending my vacations outside of the country that I live in.**</li> <li>• (CV9) While vacationing, I would prefer to stay in my home country, rather than visit another country. (<i>reversed</i>)**</li> <li>• (CV4) Visiting foreign countries is one of my favorite things.**</li> <li>• (CV2) I have traveled extensively outside of my home country.</li> <li>• (CV8) I often think about going to different countries and doing some travelling.**</li> <li>• (CV3) When travelling, I like to immerse myself in the culture of the people that I am visting.</li> </ul>   |
| <b>IDT</b> ( <i>self-identification with global consumer culture</i> )   |
| <ul style="list-style-type: none"> <li>• (CM13) Advertising by foreign or global brands has a strong influence on my clothing choices.</li> <li>• (CA3) I identify with famous international brands.</li> <li>• (CM21) The way that I dress is influenced by the advertising activities of foreign or global companies.</li> <li>• (CA40) I try to pattern my lifestyle, way of dressing, etc. to be a global consumer.</li> <li>• (CA2) I pay attention to the fashions worn by people in my age-group that live in other countries.</li> <li>• (CM11) I like reading magazines about the fashion, décor, and trends in other countries.</li> </ul>   |
| <b>EID Dimensions, Items*</b>  |
| <b>LCL</b> ( <i>Local culture language use</i> )   |
| <ul style="list-style-type: none"> <li>• (COLAN 12) In general, I speak in the (<i>country language</i>).**</li> <li>• (COLAN7) I mostly carry on conversations in (<i>country language</i>) everyday.**</li> <li>• (COLAN10) I always use the (<i>country language</i>) with my friends.**</li> <li>• (COLAN2) I always speak (<i>country language</i>) with other family members.**</li> <li>• (COLAN9) I mostly speak in (<i>country language</i>) at family gatherings.**</li> <li>• (COLAN6) I always speak/spoke (<i>country language</i>) with my parents.**</li> <li>• (COLAN1) I speak (<i>country language</i>) regularly.**</li> <li>• (COLAN11) Many of the books that I read are in (<i>country language</i>).**</li> <li>• (COLAN5) I feel very comfortable speaking in (<i>country language</i>).**</li> <li>• (COLAN8) I prefer to watch (<i>country language</i>)-TV over any other language I may speak.</li> </ul>  |
| <b>IDMC</b> ( <i>Identification and desire to maintain ethnic culture</i> )  |
| <ul style="list-style-type: none"> <li>• (CA8) I am very attached to all aspects of the (<i>country</i>) culture.**</li> <li>• (CA6) I consider it very important to maintain my (<i>country</i>) culture.**</li> <li>• (CA43) I feel very proud to identify with the (<i>country</i>) culture.**</li> <li>• (CB4) It is very important for me to remain close to the (<i>country</i>) culture.**</li> <li>• (CA26) Although I believe that I might acquire some elements of another culture(s), it is important for me to hold on to my (<i>country</i>) culture.**</li> <li>• (CA7) The acquisition of (<i>country-culture</i>) family values is desirable.</li> <li>• (CA50) I believe that it is very important for children to learn the values of (<i>country</i>) culture.**</li> <li>• (CB14) I feel very much a part of the (<i>country</i>) culture.**</li> <li>• (CA53) The (<i>country</i>) culture has the most positive impact on my life.**</li> <li>• (CB16) If I was to live elsewhere, I would still want to retain my (<i>country</i>) culture.**</li> <li>• (CB15) Participating in (<i>country-culture</i>) holidays and events is very important to me.**</li> </ul> |
| <b>LMU</b> ( <i>Local media usage/exposure</i> )   |
| <ul style="list-style-type: none"> <li>• (CM32) The magazines/books that I read are always in (<i>country-culture-language</i>).</li> <li>• (CM2) The newspapers that I read are always in (<i>country-culture-language</i>).</li> <li>• (CM34) The Internet sites that I visit are always in the (<i>country-culture</i>) language.</li> <li>• (CM33) The radio programs that I listen to are always in (<i>country-culture-language</i>).</li> <li>• (CM12) The television programs that I watch are always in (<i>country-culture-language</i>).</li> </ul>   |
| <b>LIR</b> ( <i>Local interpersonal relationships</i> )  |
| <ul style="list-style-type: none"> <li>• (CB12) Most of the people that I go to parties or social events with are also (<i>members of country-culture</i>).**</li> <li>• (CB1) I get together with other (<i>members of country-culture</i>) very often.**</li> <li>• (CA54) Most of my friends are (<i>members of country-culture</i>).**</li> <li>• (CB7) Most of the people at the places I go to have fun and relax are also (<i>members of country-culture</i>).**</li> <li>• (CA36) I have many (<i>members of country-culture</i>) friends with whom I am very close.</li> </ul>  |

**Table 40 (Continued)**

| <b>MAT (Materialism) Items</b>  |  |
|---|--|
| • (CA4) I'd be happier if I could afford to buy more things.**  |  |
| • (CA10) I like to own things that impress people.**  |  |
| • (CA17) The things I own say a lot about how well I am doing in life.  |  |
| • (CA20) I try to keep my life simple, as far as possessions are concerned. ( <i>reversed</i> )   |  |
| • (CA27) Buying things gives me lots of pleasure.**   |  |
| • (CA33) I admire people who own expensive homes, cars, and clothes.**  |  |
| • (CA39) My life would be better if I owned certain things that I don't have.**   |  |
| • (CA46) I like a lot of luxury in my life.**   |  |
| • (CA52) It sometimes bothers me quite a bit that I can't afford to buy all the things that I like.**   |  |
| <b>CET (Consumer Ethnocentrism) Items</b>   |  |
| • (CA42) We should purchase products manufactured in ( <i>home country</i> ) instead of letting other countries get rich off of us.**                               |  |
| • (CA51) It is not right to purchase foreign products, because it puts ( <i>members of country-culture</i> ) out of jobs.**   |  |
| • (CB3) A real ( <i>member of country-culture</i> ) should always buy ( <i>country-culture</i> )-made products.**   |  |
| • (CB13) ( <i>Members of country-culture</i> ) should not buy foreign products, because this hurts ( <i>country-culture</i> ) businesses and causes unemployment.** |  |
| <b>Hofstede's Five Cultural Dimensions, Items</b>   |  |
| <b>IND (<i>Individualism-collectivism continuum</i>)</b>  |  |
| In the culture of my (home) country...  |  |
| • (HOF7) Everyone grows up to look after him/herself and his/her immediate family only.   |  |
| • (HOF10) People are identified by their position in the social groups to which they belong. ( <i>reversed</i> )  |  |
| • (HOF15) An extended family member (e.g., cousins, nieces/nephews, grandparents) should be protected by other members in exchange for loyalty. ( <i>reversed</i> ) |  |
| <b>MAS (<i>Masculinity-femininity continuum</i>)</b>  |  |
| In the culture of my (home) country...  |  |
| • (HOF3) Both men and women are allowed to be tender and to be concerned with relationships. ( <i>reversed</i> )  |  |
| • (HOF5) Money and material things are important.   |  |
| • (HOF9) Men are supposed to be assertive, ambitious, and tough.  |  |
| <b>PD (<i>Power distance</i>)</b>   |  |
| In the culture of my (home) country...  |  |
| • (HOF2) Inequalities among people are both expected and desired.   |  |
| • (HOF12) Inequalities among people should be minimized ( <i>reversed</i> )   |  |
| • (HOF13) Less powerful people should be dependent on the more powerful.  |  |
| <b>UA (<i>Uncertainty avoidance</i>)</b>  |  |
| In the culture of my (home) country...  |  |
| • (HOF4) Fear of ambiguous (that is, uncertain) situations and of unfamiliar risks is normal.   |  |
| • (HOF8) Uncertainty is a normal feature of life and each day is accepted as it comes. ( <i>reversed</i> )  |  |
| • (HOF11) High stress and personal feelings of anxiety are frequent among people.   |  |
| <b>LTO (<i>Long-term orientation</i>)</b>   |  |
| In the culture of my (home) country...  |  |
| • (HOF1) We believe that social obligations should be respected, regardless of cost. ( <i>reversed</i> )  |  |
| • (HOF6) Willingness to subordinate oneself (that is, make sacrifices) for a purpose is normal.   |  |
| • (HOF14) We believe that traditions should be respected. ( <i>reversed</i> )   |  |
| * For each dimension of AGCC and EID, the item ordering corresponds to that of the Exploratory Factor Analyses (EFA's, Tables 30 and 34, respectively).             |  |
| **Indicates item was later retained from the later series of Confirmatory Factor Analyses (CFA's).  |  |
| ***The actual wording of these two OPE items varied from sample to sample (see Appendix 31).  |  |

### *Demographic Correlates*

Preliminary analyses of the relationship between the constructs and various demographic variables consisted of calculating the bivariate (Pearson) correlations (Table

41). With regards to sex, higher scores on both EID and AGCC were more apt to be expressed by females; sex was not significantly associated with MAT or CET. Age was significantly correlated with three out of the four constructs (all except EID), and all three relationships were as expected: (1) the negative association between MAT and age provides some indication that older individuals are less materialistic than their younger counterparts (corroborating H8d); (2) the positive association between CET and age suggests that, relative to younger individuals, older people tend to be more consumer ethnocentric (in support of H8c); and (3) the negative correlation between age and AGCC denotes that younger individuals are more globally acculturated than their older counterparts (confirming H8a). Family size was also significantly correlated with three out of the four constructs: those respondents from larger families tended to be more materialistic, more consumer ethnocentric, and more globally acculturated, than those from smaller families. Next, household income was correlated with three out of the four constructs. Supporting the findings of several authors (e.g., Ger & Belk, 1996b, Richins & Dawson, 1992), materialism was *not* significantly related to affluence. As expected, compared to their higher household-income counterparts, the direction of the correlations suggest that lower household-income respondents are (a) more consumer ethnocentric (H9c), (b) more apt to strongly identify with their local culture (H9b), and (c) more likely to resist acculturation to global consumer culture (H9a). Finally, educational attainment was negatively correlated with three constructs, MAT, CET, EID, signifying that respondents with higher levels of education were less materialistic, less apt to hold consumer ethnocentric attitudes (H10c), and hold a lower affiliation to their culture of origin (H10b), when compared to less-educated respondents.



**Table 41: Demographic Correlates**

| Variable/<br>construct | Sex                | Age                | Family<br>size     | HH<br>income       | Educ.<br>Attain.   | MAT               | CET                | EID                | AGCC |
|------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|-------------------|--------------------|--------------------|------|
| Sex                    | 1                  |                    |                    |                    |                    |                   |                    |                    |      |
| Age                    | .027               | 1                  |                    |                    |                    |                   |                    |                    |      |
| Fam. sz                | .018               | -.213 <sup>a</sup> | 1                  |                    |                    |                   |                    |                    |      |
| HH inco.               | .047 <sup>b</sup>  | .077 <sup>a</sup>  | .140 <sup>a</sup>  | 1                  |                    |                   |                    |                    |      |
| Educ.                  | .075 <sup>a</sup>  | .413 <sup>a</sup>  | -.087 <sup>a</sup> | .102 <sup>a</sup>  | 1                  |                   |                    |                    |      |
| MAT                    | .026               | -.180 <sup>a</sup> | .062 <sup>a</sup>  | .014               | -.086 <sup>a</sup> | 1                 |                    |                    |      |
| CET                    | -.039              | .093 <sup>a</sup>  | .066 <sup>a</sup>  | -.055 <sup>b</sup> | -.054 <sup>b</sup> | .046              | 1                  |                    |      |
| EID                    | -.061 <sup>a</sup> | .027               | .001               | -.090 <sup>a</sup> | -.076 <sup>a</sup> | .038              | .398 <sup>a</sup>  | 1                  |      |
| AGCC                   | -.097 <sup>a</sup> | -.124 <sup>a</sup> | .052 <sup>b</sup>  | .103 <sup>b</sup>  | .045               | .286 <sup>a</sup> | -.155 <sup>a</sup> | -.214 <sup>a</sup> | 1    |

Significance level (2-tailed): <sup>a</sup>p<.01, <sup>b</sup>p<.05

### AGCC, EID and Consumer Behavior

As articulated in propositions one through seven in Chapter 4, it was expected that the antecedent role of the two (aggregated) cultural constructs would vary from behavior to behavior. In order to assess the antecedent roles of ethnic identification and acculturation to global consumer culture on consumer behavior, a series of multiple regression analyses were conducted, using the stepwise multiple linear regression procedure in SPSS.<sup>4</sup> A separate regression equation was calculated for each of the consumer behaviors under consideration; the endogenous variable being the particular behavior and the exogenous variables being EID and AGCC. The results are listed in Table 42, including the standardized beta coefficients for EID and AGCC and accompanying t-statistics, the significance of the regression equation (F-test), and the adjusted R-squared ( $R^2$ ).

<sup>4</sup>At each step, the independent variable not in the equation which has the smallest probability of F is entered, if that probability is sufficiently small. Variables already in the regression equation are removed if their probability of F becomes sufficiently large. The method terminates when no more variables are eligible for inclusion or removal (SPSS 13.0 for Windows, 2004).

### *Multiple Regression Results*

Significant regression functions were found for 68 out of the 70 consumer behaviors investigated in the study (the consumption of Kimchi—a Korean staple food item—and the importance of owning a bicycle were not statistically related to either AGCC or EID constructs). Ethnic identification was a significant predictor in 39 instances, of which 33 were significant at the  $p < .01$  level of sensitivity, and 6 were significant at the  $p < .05$  level of sensitivity. Compared to EID, AGCC was a more powerful predictor of behavior, achieving statistical significance in a total of 66 instances, with 64 at the  $p < .01$  level, and one each at the  $p < .05$  and  $p < .10$  levels, respectively. AGCC and EID were jointly significant predictors for 37 behaviors. AGCC was uniquely (that is, solely) a predictor in 29 instances, while EID was uniquely a predictor in two instances: the consumption of traditional country-culture meals and traditional food items. In terms of the directional influence of the two cultural constructs on behavior, in 28 instances, EID was a positive significant predictor; while in 11 instances, EID was a negative significant predictor. AGCC was a positive predictor in each instance where the relationship was statistically significant. For interpretation purposes, a positive significant coefficient for AGCC implies that the higher an individual scores on acculturation to global consumer culture, the more likely (or, at a greater frequency) s/he will engage in the given consumer behavior. Similarly, a positive (negative) significant coefficient for EID implies that the higher an individual scores on ethnic identification, the more (less) likely (or, at a greater [lesser] frequency) s/he will tend to engage in the given consumer behavior.

**Table 42: Consumption as a Function of EID and AGCC<sup>a</sup>**

| Consumption item                        | EID (t)                     | AGCC (t)        | F (sig.)   | Adj. R <sup>2</sup> |
|---|-----------------------------|-----------------|------------|---------------------|
| Pizza                                   | .015 (0.61)                 | .127 (5.35)***  | 28.63 ***  | .016                |
| Sushi                                   | -.052 (-2.19)**             | .198 (8.28)***  | 45.57 ***  | .045                |
| Tacos                                   | .022 (0.89)                 | .126 (5.30)***  | 28.10 ***  | .015                |
| Kimchi                                  | No significant coefficients |                 |            |                     |
| Souvlaki                                | -.026 (-1.05)               | .108 (4.56)***  | 20.76 ***  | .011                |
| Tea                                     | -.038 (-1.56)               | .069 (2.88)*    | 8.34 ***   | .004                |
| Beer                                    | .100 (4.12)***              | .078 (3.22)***  | 11.34 ***  | .012                |
| Traditional (country) food items        | .428 (19.82)***             | .010 (0.44)     | 392.95 *** | .183                |
| Curry                                   | -.132 (-5.54)***            | .166 (6.98)***  | 50.23 ***  | .053                |
| Dim Sum                                 | -.195 (-8.28)***            | .152 (6.44)***  | 69.58 ***  | .073                |
| Hamburgers                              | .002 (0.07)                 | .116 (4.88)***  | 23.83 ***  | .013                |
| Croissants                              | .063 (2.62)***              | .161 (6.66)***  | 22.92 ***  | .024                |
| Coffee                                  | .039 (1.60)                 | .090 (3.76)***  | 14.13 ***  | .007                |
| Wine                                    | .105 (4.36)***              | .174 (7.21)***  | 30.16 ***  | .032                |
| Soft Drinks                             | .102 (4.21)***              | .124 (5.12)***  | 18.19 ***  | .019                |
| Traditional (country) beverage items    | .256 (10.79)***             | .066 (2.79)***  | 58.35 ***  | .061                |
| Shampoo                                 | .057 (2.34)**               | .075 (3.08)***  | 6.23 ***   | .006                |
| Deodorants                              | .052 (2.15)**               | .132 (5.42)***  | 15.20 ***  | .016                |
| Mouthwash                               | .084 (3.43)***              | .082 (3.37)***  | 9.530 ***  | .010                |
| Soap                                    | .081 (3.31)***              | .091 (3.76)***  | 10.36 ***  | .011                |
| Toothpaste                              | .105 (4.33)***              | .079 (3.27)***  | 12.24 ***  | .013                |
| Blue jeans                              | .041 (1.71)                 | .178 (7.56)***  | 57.118 *** | .031                |
| Athletic shoes                          | .019 (0.81)                 | .191 (8.14)***  | 66.29 ***  | .036                |
| Business attire                         | .030 (1.24)                 | .151 (6.40)***  | 40.92 ***  | .022                |
| Wristwatches                            | -.006 (-0.25)               | .122 (5.16)***  | 26.65 ***  | .014                |
| Neckties / scarves                      | .073 (3.00)***              | .141 (5.83)***  | 18.58***   | .020                |
| Walkman                                 | -.023 (-0.99)               | .264 (11.47)*** | 131.62 *** | .069                |
| VCR                                     | .052 (2.16)**               | .169 (7.00)***  | 24.75 ***  | .026                |
| Washing machine                         | .036 (1.46)                 | .078 (3.27)***  | 10.72 ***  | .006                |
| Clothes dryer                           | -.093 (-3.87)***            | .166 (6.94)***  | 39.09 ***  | .042                |
| Dishwasher                              | -.035 (-1.43)               | .177 (4.91)***  | 24.13 ***  | .013                |
| Hairdryer                               | .117 (4.82)***              | .114 (4.73)***  | 18.77 ***  | .020                |
| Vacuum cleaner                          | .028 (1.13)                 | .107 (4.52)***  | 20.40 ***  | .011                |
| CD player                               | .065 (2.69)***              | .196 (8.15)***  | 33.67 ***  | .036                |
| Bicycle                                 | No significant coefficients |                 |            |                     |
| Videogame console                       | -.031 (-1.28)               | .105 (4.40)***  | 19.36 ***  | .010                |
| DVD player                              | -.010 (-0.43)               | .242 (10.43)*** | 108.79 *** | .059                |
| Refrigerator                            | .076 (3.13)***              | .053 (2.19)**   | 6.11 ***   | .006                |
| Microwave oven                          | .039 (1.62)                 | .129 (5.46)***  | 29.76 ***  | .016                |
| TV set                                  | .127 (5.25)***              | .127 (5.25)***  | 22.70 ***  | .024                |
| Digital camera                          | -.012 (-0.51)               | .225 (9.65)***  | 93.14 ***  | .050                |
| PC / laptop computer                    | -.027 (-1.11)               | .143 (6.04)***  | 36.52 ***  | .020                |
| Food processor                          | .066 (2.73)***              | .124 (5.12)***  | 14.50 ***  | .015                |
| Automobile                              | .076 (3.11)***              | .071 (2.90)***  | 7.45 ***   | .007                |
| Watch television                        | .130 (5.34)***              | .078 (3.23)***  | 16.55 ***  | .017                |
| Use cellphone                           | .103 (4.23)***              | .112 (4.60)***  | 16.12 ***  | .017                |
| Use PC / laptop                         | -.068 (-2.80)***            | .131 (5.41)***  | 22.87 ***  | .024                |
| Surf internet                           | -.088 (-3.77)***            | .175 (7.32)***  | 41.23 ***  | .044                |
| Send email                              | -.122 (-5.17)***            | .220 (9.35)***  | 70.62 ***  | .074                |
| Use ATM (bank-machine)                  | -.031 (-1.32)               | .209 (8.95)***  | 80.09 ***  | .043                |
| Eat traditional (country) meals         | .418 (19.23)***             | -.015 (-0.69)   | 369.92 *** | .174                |
| Eat traditional (country) snacks        | .258 (10.90)***             | .075 (3.15)***  | 59.71 ***  | .063                |
| Visit traditional (country) restaurants | .203 (8.47)***              | .061 (2.56)***  | 36.79 ***  | .039                |
| Visit Asian-style restaurants           | -.183 (-7.96)***            | .260 (11.31)*** | 120.37 *** | .120                |
| Visit European-style restaurants        | -.142 (-6.22)***            | .305 (13.38)*** | 132.76 *** | .131                |

**Table 42(Continued): Consumption as a Function of EID and AGCC<sup>a</sup>**

| <b>Consumption item</b>                      | <b>EID (t)</b>   | <b>AGCC (t)</b> | <b>F (sig.)</b> | <b>Adj. R<sup>2</sup></b> |
|--|------------------|-----------------|-----------------|---------------------------|
| Visit Latin-American-style restaurants       | -.128 (-5.48)*** | .244 (10.45)*** | 85.79 ***       | .088                      |
| Visit American-style (fast food) restaurants | .006 (0.26)      | .171 (7.26)***  | 52.65 ***       | .029                      |
| Wear American-style fashions                 | -.010 (-0.43)    | .333 (14.77)*** | 218.17 ***      | .110                      |
| Wear Latin-American-style fashions           | .027 (1.14)      | .224 (9.61)***  | 92.29 ***       | .050                      |
| Wear Asian-style fashions                    | -.066 (-2.80)*** | .209 (8.80)***  | 50.13 ***       | .053                      |
| Wear European-style fashions                 | .049 (2.09)**    | .308 (13.20)*** | 87.38 ***       | .090                      |
| Wear traditional (country) fashions          | .124 (5.10)***   | .089 (3.68)***  | 16.54 ***       | .017                      |
| Boxed chocolates                             | .081 (3.33)***   | .118 (4.85)***  | 14.53 ***       | .015                      |
| Expensive cosmetics                          | .053 (2.24)**    | .260 (10.99)*** | 60.41 ***       | .064                      |
| Music / movie DVD's                          | -.022 (-0.92)    | .172 (7.32)***  | 53.55 ***       | .029                      |
| Fragrances / perfumes                        | .042 (1.74)      | .195 (8.33)***  | 69.33 ***       | .038                      |
| Jewelry                                      | -.007 (-0.31)    | .208 (8.91)***  | 79.35 ***       | .043                      |
| Antique furniture                            | -.021 (-0.85)    | .155 (6.57)***  | 43.21 ***       | .024                      |
| Fur / leather coats                          | .005 (0.19)      | .122 (5.16)***  | 26.60 ***       | .014                      |
| Expensive wine / champagne                   | -.025 (-1.04)    | .201 (8.59)***  | 73.85 ***       | .040                      |

<sup>a</sup>Multiple Linear Regression (Stepwise method), standardized beta coefficients, \*\*\*( $p < .01$ ), \*\*( $p < .05$ ), \*( $p < .10$ ).  
N=1752

### *Mapping consumer behaviors according to global and local cultural influences*

To identify common patterns among the many relationships analyzed, the standardized beta coefficients for EID and AGCC were arrayed in a series of scatterplots. Figures 16 through 19 map out the various consumer behaviors according to the directional influence and magnitude of EID and AGCC (with each construct forming an axis). The greater the distance the particular behavior is plotted from the intercept(s) (i.e., where the value of the construct(s) is zero), the greater the magnitude (either positive or negative) of the impact of the cultural variable(s)—that is, AGCC and/or EID—on the particular consumer behavior.

Figure 16 arrays the various food consumption behaviors according to the relative magnitude and directional influence of AGCC and EID. Clearly, the influence of EID tended to be strongest for traditional-country food consumption behaviors, particularly for traditional food items and meals (where it was the sole significant predictor), but also for traditional beverage items, snacks and restaurants. The significant negative EID coefficients indicate that individuals with high EID scores are unlikely to visit Asian-,

European-, or Latin-American- style restaurants. These high EID individuals also avoided consuming cosmopolitan fare such as dim sum, curry, and sushi. As expected, the influence of AGCC tended to be strongest for those food types/items that have achieved popularity worldwide, such as for American-style fast-food restaurants, pizza, tacos, souvlaki, hamburgers, coffee, and tea. AGCC was the sole significant predictor for these latter food items, and the influence was always positive. Finally, for beer, croissants, wine, and soft drinks, as well as for traditional-country beverage items, the effect of these two cultural constructs tended to be balanced; in other words, jointly (and positively) predicted by EID and AGCC. Of the two hedonic or luxury food items, while the consumption of boxed chocolates was jointly predicted by EID and AGCC, expensive wine/champagne was strongly and solely predicted by AGCC.

**Figure 16: Food Consumption as a Function of AGCC & EID**  
(standardized beta coefficients)

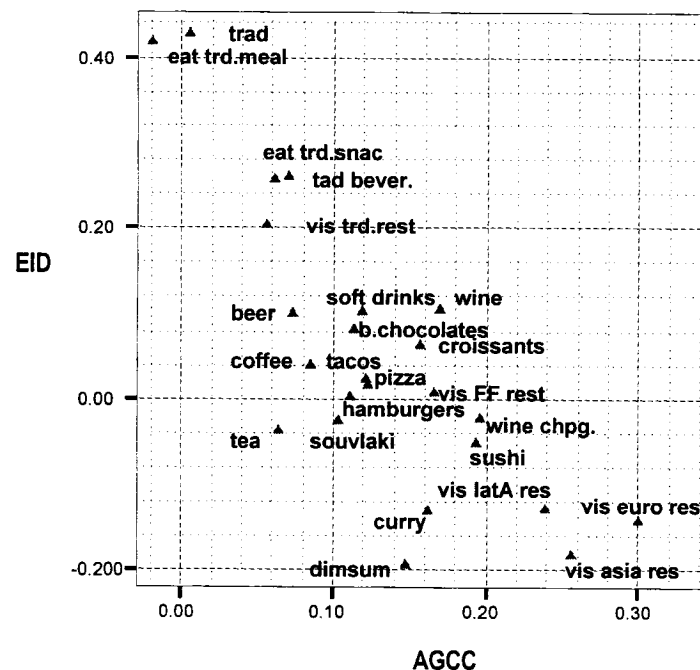
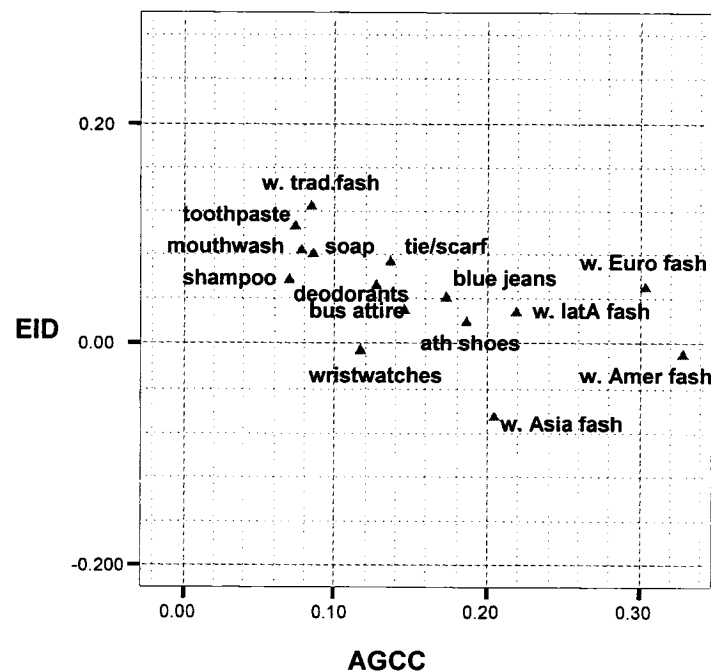


Figure 17 maps out the consumption of various personal hygiene goods and clothing/accessories according to the relative influence of AGCC and EID. All five

personal goods (shampoo, deodorants, mouthwash, soap, and toothpaste) were relatively balanced, in terms of consumption being jointly predicted by EID and AGCC. With respect to the frequency of wearing various clothing and accessories, out of the five items, all but one were solely predicted by AGCC: as expected, respondents with high scores on this cultural construct were more apt to wear blue jeans, athletic shoes, (western-style) business attire, and wristwatches; while both EID and AGCC were jointly predictive of respondents wearing neckties (men) or scarves (women). With respect to the five broad types of fashions considered in this study, both American- and Latin-American- style fashions were influenced only by AGCC. EID and AGCC were negatively and positively predictive of wearing Asian-style fashions, respectively; while European and traditional-country fashions were a joint (and both positive) function of AGCC and EID, albeit to differing degrees.

**Figure 17: Personal Goods and Clothing Consumption as a Function of AGCC & EID**  
(standardized beta coefficients)



**Figure 18: Importance of Owning as a Function of AGCC & EID**  
*(standardized beta coefficients)*

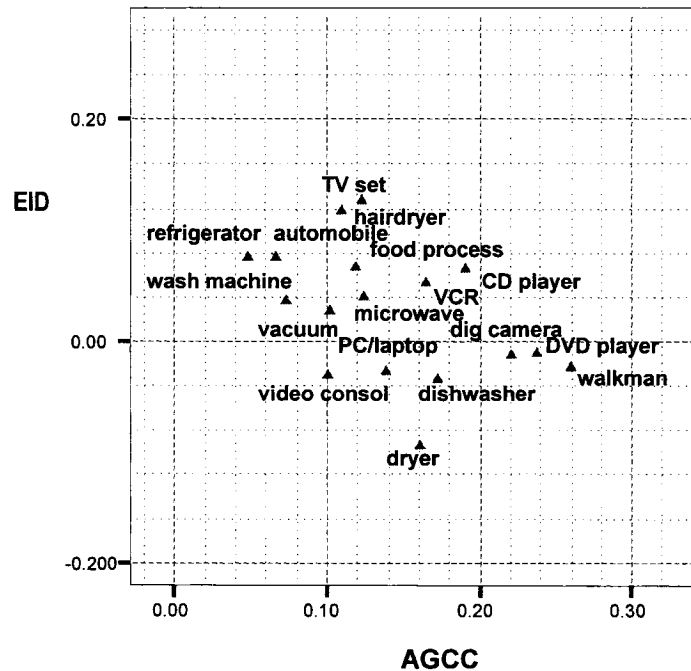
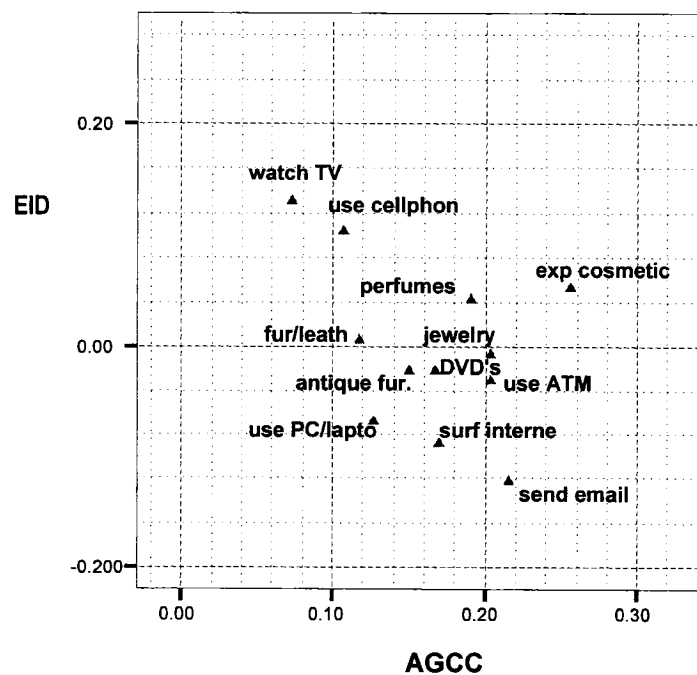


Figure 18 arrays respondents' indicated importance of owning various durable and electronic consumer products, based on the relative influence of each cultural construct. For all 17 of such products, AGCC was a significant and positive predictor, although the relative magnitude of this relationship varied across the various categories. By a wide margin, EID was a weaker predictor, holding a statistically significant influence for 8 out of 17 instances (with the magnitude of the influence generally substantially lower than that of AGCC); seven of which were positive. Looking at instances where AGCC was the sole predictor, as expected, high AGCC consumers were likely to ascribe a high importance to owning consumer electronics (such as walkmans, VCRs, videogame consoles, DVD players, digital cameras, and personal desktop/laptop computers), as well as various appliances (including washing machines, dishwashers, vacuum cleaners, and microwave ovens). AGCC and EID were both jointly and

positively predictive of the importance of owning several more established consumer electronics (such as CD players and television sets) as well as certain appliances and durables (including electric hairdryers, refrigerators, food processors, as well as automobiles). Finally, the importance of owning an electric clothes-dryer was positively associated with AGCC while being inversely related to EID, indicating that those consumers holding strong affiliations to their home culture would generally be less likely to perceive a need to own such an appliance.

**Figure 19: Consumer Behavior as a Function of AGCC & EID**  
(standardized beta coefficients)



The fourth graph (Figure 19) maps out various consumer behaviors—including media consumption, communications, and usage, and the purchase of various hedonic (luxury) products—according to the directional influence and intensity of association with, AGCC and EID. Looking first at media consumption and usage, two patterns emerge. First, the frequency of watching television and using of cell (mobile) phones—



both being relatively established media or communication devices in the countries under investigation—was a balanced function of EID and AGCC, whereas newer, digital forms of media usage and communication (frequencies of using desktop/laptop computers, internet surfing, and email sending) were strongly positively predicted by AGCC and inversely related to EID. In other words, as expected, the greater the intensities of affiliation/identification to the home and global culture, the lesser and grater the propensity to engage in such ‘postmodern’ media and communication activities, respectively. Finally, ATM (automated bank teller machines) usage was solely and positively predicted by AGCC. Second, looking at the at the consumption frequencies of six luxury and/or entertainment products, it is clear that AGCC holds a much stronger influence than does EID. Only the consumption of expensive cosmetics was jointly a function of EID and AGCC; the other five categories (movie/music DVDs, fragrances/perfumes, jewelry, antique furniture, and fur/leather coats) were positively predicted by AGCC alone.

Overall, most of the consumer behaviors illustrated in Figures 16 through 19 corresponded to two distinct global acculturation patterns. In about half of the cases, consumer behavior was jointly and positively influenced by global (i.e., AGCC) and local (i.e., EID) cultural influences (as evidenced by positive and significant beta regression coefficients), reflecting an acculturation pattern corresponding to ‘integration’ in Berry’s (1980, 1997) framework, or alternatively, ‘cultural incorporation’ in Mendoza and Martinez’s (1981) typology of acculturation strategies. Of these, at times the magnitudinal impact on behavior was relatively balanced between AGCC and EID (e.g., soft drinks, hairdryer), while in other instances, one cultural construct tended to dominate

the other, such as when the local dominated the global (e.g., the consumption of traditional-country snacks and beverage items), or—more frequently—when the global dominated the local (e.g., consumption of croissants, the importance of owning VCR and CD players).

In approximately one-third of the cases, consumer behavior was a positive function of global (i.e., AGCC) cultural influences, while being a negative (or non-significant) function of local (i.e., EID) cultural influences, echoing Berry's 'assimilation' pattern, or alternatively, Mendoza and Martinez's 'culture shift' acculturation strategy. In other words, for these consumer behaviors (for example, consumption of hamburgers and sushi, wearing athletic shoes, internet surfing and email sending), there is some evidence that local cultural traits are being replaced (i.e., substituted) by global cultural traits.

### *Interaction Effects*

A subsequent series of multiple linear regression analyses were conducted on the aggregate sample, in order to include the antecedent role of the interaction of AGCC and EID in addition to the individual effects of these constructs, across the 70 different consumer behaviors. Using the stepwise procedure in SPSS, for each of the 70 behaviors (dependent variables), AGCC, EID and the AGCC\*EID interaction were entered as the predictor (independent) variables. The standardized beta coefficients and corresponding t-tests and model fit statistics are listed in Appendix 23. As was the case for the earlier series of analyses (as shown in Table 42), the results demonstrate that the impact of culture on consumer behavior varies from episode to episode. Overall, AGCC remained the most powerful influence on behavior, being wholly predictive of behavior in 28 cases

[particularly for hedonic/luxury products, and clothing/food product categories associated with 'global' lifestyles] and jointly (along with EID) predictive of behavior in 17 cases, for a grand total of 45 significant episodes. The interaction term was significant in a total of 30 instances, most notably for all 5 personal hygiene products (note that the inclusion of the interaction term tended to decrease the predictive power of AGCC and EID for these latter products). The AGCC\*EID interaction was the sole cultural predictor in 17 instances, while the interaction term had a joint influence on behavior with AGCC in 6 cases, and with EID in 5 cases. In only two cases (both hedonic in nature) were all three cultural predictors significantly influential of behavior: wine and expensive cosmetics.

The inclusion of the interaction term tended to decrease the predictive power of EID much more than it did to AGCC. With the addition of the interaction term, ethnic identification had a significant influence on behavior in only 18 cases; for only two of these (traditional-country food items and snacks) was EID the sole significant predictor, while in 9 instances, EID and AGCC (but not the interaction term) jointly affected behavior.

### **Across-Country Cluster Analyses**

For international market segmentation purposes, increasingly consumer researchers are trying to identify common groups of consumers across countries (Keillor et al., 2001; Furrer et al., 2000; Roth, 1995; Alden et al., 1999; Dawar & Parker, 1994; Hassan & Katsanis, 1994). To detect common groups among the participants in this study, the data from the eight country-samples was pooled and clustered on the basis of the aggregate average AGCC scores, using the *K-means* clustering procedure (SPSS, 1988). K-means clustering techniques are often used by researchers and practitioners to

group customers into market segments (Krieger & Green, 1996; c.f. Furrer et al., 2000), and the "...clusters obtained with K-means procedures are generally more homogeneous in terms of size than clusters obtained with a hierarchical method" (Furrer et al., 2000). Three *a priori* clusters were specified, with the intention of reflecting high, moderate, and low AGCC consumer groups. As shown in Table 43, a series of chi-square tests yielded statistically significant differences across the three clusters with respect to: (a) specific country-sample composition ( $p=.000$ ), (b) sex ( $p=.004$ ), (c) age ( $p=.008$ ), (d) employment status ( $p=.000$ ), (e) marital status ( $p=.010$ ), and (f) household income ( $p=.005$ ). Please refer to Appendix 21 for additional descriptive statistics on the demographic items, across the three clusters.

**Table 43: Cluster Analysis Cross Tabs\***

| Characteristic                | Cluster 1<br>Low AGCC    | Cluster 2<br>Moderate AGCC | Cluster 3<br>High AGCC   | Test Statistic<br>(if applicable) |
|-------------------------------|--------------------------|----------------------------|--------------------------|-----------------------------------|
| <b>Country sample</b>         | <i>n</i> (% of c.s.)     | <i>n</i> (% of c.s.)       | <i>n</i> (% of c.s.)     |                                   |
| Canada                        | 23 (9.5)                 | 98 (40.7)                  | 120 (49.8)               |                                   |
| Mexico                        | 60 (26.0)                | 113 (48.9)                 | 58 (25.1)                |                                   |
| Greece                        | 74 (26.8)                | 127 (46.0)                 | 75 (27.2)                |                                   |
| Korea                         | 46 (33.6)                | 74 (54.0)                  | 17 (12.4)                |                                   |
| Hungary                       | 89 (26.8)                | 178 (53.6)                 | 65 (19.6)                |                                   |
| India                         | 27 (15.3)                | 73 (41.2)                  | 77 (43.5)                |                                   |
| Chile                         | 29 (25.7)                | 57 (50.4)                  | 27 (23.9)                |                                   |
| Sweden                        | 61 (24.9)                | 111 (45.3)                 | 73 (29.8)                | $\chi^2_{(14)}=117.38$            |
| Total                         | 409 (23.3)               | 831 (47.4)                 | 512 (29.2)               | $p=.000$                          |
| <b>Sex</b>                    | <i>n</i> (% within sex)  | <i>n</i> (% within sex)    | <i>n</i> (% within sex)  |                                   |
| Female                        | 193 (21.0)               | 427 (46.6)                 | 297 (32.4)               | $\chi^2_{(2)}=11.25$              |
| Male                          | 216 (25.9)               | 404 (48.4)                 | 215 (25.7)               | $p=.004$                          |
| <b>Age</b>                    | <i>n</i> (% within age)  | <i>n</i> (% within age)    | <i>n</i> (% within age)  |                                   |
| 19 and under                  | 30 (24.4)                | 59 (48.0)                  | 34 (27.6)                |                                   |
| 20-29                         | 244 (21.1)               | 550 (47.5)                 | 363 (31.4)               |                                   |
| 30-39                         | 60 (24.6)                | 120 (49.2)                 | 64 (28.2)                | $\chi^2_{(8)}=20.62$              |
| 40-49                         | 41 (31.3)                | 64 (48.9)                  | 26 (19.8)                | $p=.008$                          |
| 50 and over                   | 34 (35.1)                | 38 (39.2)                  | 25 (25.8)                |                                   |
| <b>Family size</b>            | <i>n</i> (% within size) | <i>n</i> (% within size)   | <i>n</i> (% within size) |                                   |
| 1                             | 25 (30.5)                | 32 (39.0)                  | 25 (30.5)                |                                   |
| 2-3                           | 97 (24.3)                | 200 (50.1)                 | 102 (25.6)               | $\chi^2_{(6)}=7.22$               |
| 4-5                           | 255 (22.8)               | 522 (46.7)                 | 341 (30.5)               | $p=.301$                          |
| 6 and over                    | 32 (20.9)                | 77 (50.3)                  | 44 (28.8)                |                                   |
| <b>Employment Status</b>      | <i>n</i> (% w. status)   | <i>n</i> (% w. status)     | <i>n</i> (% w. status)   |                                   |
| Work full time                | 127 (23.9)               | 265 (49.8)                 | 140 (26.3)               |                                   |
| Work part time                | 19 (25.7)                | 28 (37.8)                  | 27 (36.5)                |                                   |
| Retired/pensioned             | 10 (76.9)                | 3 (23.1)                   | 0 (0)                    |                                   |
| Full time student             | 129 (22.8)               | 268 (47.4)                 | 168 (29.7)               |                                   |
| Student, also working         | 101 (20.7)               | 226 (46.4)                 | 160 (32.9)               |                                   |
| Unemployed                    | 4 (12.1)                 | 21 (63.6)                  | 8 (24.2)                 |                                   |
| Homemaker                     | 16 (51.6)                | 11 (35.5)                  | 4 (12.9)                 | $\chi^2_{(14)}=49.03$             |
| Homemaker, work part-time     | 3 (17.6)                 | 9 (52.9)                   | 5 (29.4)                 | $p=.000$                          |
| <b>Marital status</b>         | <i>n</i> (% w. status)   | <i>n</i> (% w. status)     | <i>n</i> (% w. status)   |                                   |
| Single                        | 259 (21.3)               | 574 (47.1)                 | 385 (31.6)               |                                   |
| Married/living together       | 136 (27.8)               | 236 (48.2)                 | 118 (24.1)               | $\chi^2_{(6)}=16.87$              |
| Separated/divorced            | 10 (28.6)                | 17 (48.6)                  | 8 (22.9)                 | $p=.010$                          |
| widowed                       | 4 (44.4)                 | 4 (44.4)                   | 1 (11.1)                 |                                   |
| <b>Educational attainment</b> | <i>n</i> (% w. interval) | <i>n</i> (% w. interval)   | <i>n</i> (% w. interval) |                                   |
| Some high school (incomplete) | 10 (28.6)                | 17 (48.6)                  | 8 (22.9)                 |                                   |
| High school (completed)       | 89 (24.7)                | 173 (47.9)                 | 99 (27.4)                |                                   |
| College/technical/diploma     | 115 (22.3)               | 253 (49.1)                 | 147 (28.5)               | $\chi^2_{(8)}=7.35$               |
| Undergraduate degree          | 119 (24.4)               | 210 (43.1)                 | 158 (32.4)               | $p=.500$                          |
| Graduate degree               | 76 (21.5)                | 178 (50.3)                 | 100 (19.5)               |                                   |
| <b>Income</b>                 | <i>n</i> (% w. interval) | <i>n</i> (% w. interval)   | <i>n</i> (% w. interval) |                                   |
| \$10,000 and under            | 41 (25.9)                | 75 (47.5)                  | 42 (26.6)                |                                   |
| \$10,000-29,999               | 73 (22.9)                | 160 (50.2)                 | 86 (27.0)                |                                   |
| \$30,000-59,999               | 128 (28.9)               | 205 (46.3)                 | 110 (24.8)               | $\chi^2_{(8)}=21.81$              |
| \$60,000-99,999               | 105 (22.0)               | 225 (47.1)                 | 148 (31.0)               | $p=.005$                          |
| \$100,000 and over            | 62 (17.5)                | 166 (46.9)                 | 126 (35.6)               |                                   |

\*K-means cluster analysis method, using SPSS. (c.s.=country sample). Income converted into Canadian dollar equivalencies.

**Table 44: Cluster Analysis Descriptive Statistics for Independent Variables\***

| <b>Characteristic</b> | <b>Cluster 1<sup>b</sup><br/>Low AGCC</b> | <b>Cluster 2<sup>b</sup><br/>Moderate AGCC</b> | <b>Cluster 3<sup>b</sup><br/>High AGCC</b> | <b>F-Test<br/>Statistic</b> | <b>Scheffé<br/>comparisons<sup>a</sup></b> |
|-----------------------|---|--|--|-----------------------------|--|
| COS                   | 4.88<br><i>1.04</i>                       | 5.61<br><i>0.80</i>                            | 6.19<br><i>0.68</i>                        | 282.51***                   | 1:2:3                                      |
| ELU                   | 3.14<br><i>1.52</i>                       | 4.12<br><i>1.47</i>                            | 5.19<br><i>1.39</i>                        | 228.30***                   | 1:2:3                                      |
| GMM <sub>ASIA</sub>   | 1.84<br><i>1.07</i>                       | 2.36<br><i>1.31</i>                            | 2.89<br><i>1.64</i>                        | 67.60***                    | 1:2:3                                      |
| GMM <sub>USA</sub>    | 3.66<br><i>1.30</i>                       | 4.63<br><i>1.15</i>                            | 5.60<br><i>0.99</i>                        | 327.59***                   | 1:2:3                                      |
| GMM <sub>EUROPE</sub> | 3.35<br><i>1.30</i>                       | 4.30<br><i>1.27</i>                            | 5.17<br><i>1.21</i>                        | 237.66***                   | 1:2:3                                      |
| OPE                   | 3.00<br><i>1.11</i>                       | 3.57<br><i>1.17</i>                            | 4.27<br><i>1.32</i>                        | 129.93***                   | 1:2:3                                      |
| EXM                   | 4.14<br><i>1.02</i>                       | 4.78<br><i>0.93</i>                            | 5.35<br><i>0.90</i>                        | 186.82***                   | 1:2:3                                      |
| TRAV                  | 4.24<br><i>1.23</i>                       | 5.13<br><i>0.94</i>                            | 5.79<br><i>0.81</i>                        | 285.31***                   | 1:2:3                                      |
| IDT                   | 3.08<br><i>0.93</i>                       | 3.98<br><i>0.93</i>                            | 4.88<br><i>0.96</i>                        | 415.30***                   | 1:2:3                                      |
| <b>AGCC</b>           | <b>3.48</b><br><b><i>0.34</i></b>         | <b>4.28</b><br><b><i>0.22</i></b>              | <b>5.04</b><br><b><i>0.30</i></b>          | <b>3649.35***</b>           | <b>1:2:3</b>                               |
| LCL                   | 6.39<br><i>1.07</i>                       | 6.04<br><i>1.35</i>                            | 5.53<br><i>1.71</i>                        | 44.26***                    | 1:2:3                                      |
| IDMC                  | 5.09<br><i>1.14</i>                       | 5.09<br><i>1.03</i>                            | 5.14<br><i>1.15</i>                        | 0.390 (ns)                  | ns   |
| LMU                   | 4.70<br><i>1.38</i>                       | 4.36<br><i>1.38</i>                            | 4.08<br><i>1.73</i>                        | 20.03***                    | 1:2:3                                      |
| LIR                   | 5.80<br><i>1.00</i>                       | 5.72<br><i>1.02</i>                            | 5.61<br><i>1.16</i>                        | 3.75**                      | 1:3  |
| <b>EID</b>            | <b>5.50</b><br><b><i>0.75</i></b>         | <b>5.30</b><br><b><i>0.70</i></b>              | <b>5.08</b><br><b><i>0.75</i></b>          | <b>36.12***</b>             | <b>1:2:3</b>                               |
| MAT                   | 3.98<br><i>1.05</i>                       | 4.32<br><i>0.95</i>                            | 4.70<br><i>0.96</i>                        | 63.02***                    | 1:2:3                                      |
| CET                   | 3.80<br><i>1.47</i>                       | 3.63<br><i>1.31</i>                            | 3.30<br><i>1.42</i>                        | 16.36***                    | 1:3  |
| PD                    | 0.0172<br><i>0.69</i>                     | 0.0054<br><i>0.64</i>                          | -0.0225<br><i>0.68</i>                     | 0.46 (ns)                   | ns   |
| UA                    | -0.0214<br><i>0.53</i>                    | -0.0149<br><i>0.52</i>                         | 0.0413<br><i>0.58</i>                      | 2.12 (ns)                   | ns   |
| MAS                   | -0.0522<br><i>0.65</i>                    | -0.0101<br><i>0.62</i>                         | 0.0580<br><i>0.66</i>                      | 3.59**                      | 1:3  |
| LTO                   | 0.0129<br><i>0.56</i>                     | 0.0328<br><i>0.53</i>                          | -0.0636<br><i>0.57</i>                     | 5.02***                     | 2:3  |
| IND                   | 0.0596<br><i>0.54</i>                     | 0.0177<br><i>0.51</i>                          | -0.0762<br><i>0.56</i>                     | 8.29***                     | 1:3  |

<sup>a</sup>Scheffé comparisons (Post-hoc contrasts): 1:2:3 indicates all 3 groups had significantly different means from each other; ns indicates no significant differences between any of the 3 groups; 1:2 denotes significant differences between groups 1 and 2; 1:3 denotes significant differences between groups 1 and 3; and 2:3 denotes significant differences between groups 2 and 3.

<sup>b</sup>Top number denotes mean score, bottom number (in italics) denotes standard deviation.

\*\*\*( $p < .01$ ), \*\*( $p < .05$ ), \*( $p < .10$ ). N=1752, n1=409, n2=831, n3=512.

### *Low, Moderate, and High AGCC Consumer Clusters*

Cluster 1 (Table 44) denotes low AGCC consumers (with a mean score of 3.48

out of 7), and encapsulates 23.3% of the overall sample. Among the three clusters, this group also had the highest mean EID score (5.50), as illustrated in Figure 20. This group was proportionately more male than female, and took in proportionately fewer young respondents. Most retired/pensioned respondents fell into this group, as did most homemakers. The proportion of respondents from each country-sample falling into this cluster varied considerably. In particular, there were relatively few Canadians and Indians but a higher proportion of Koreans.

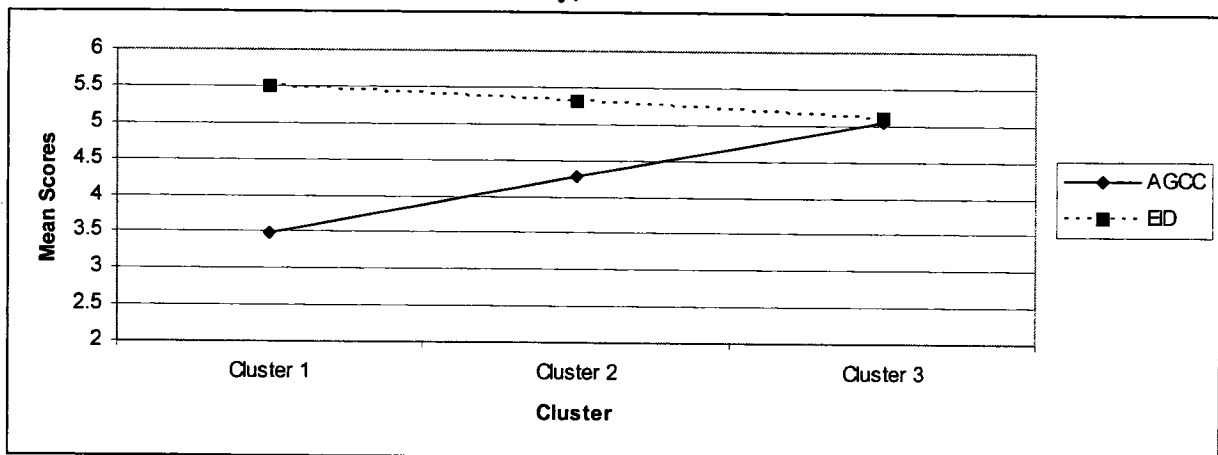
Cluster 2 (Table 44) denotes consumers with moderate levels of AGCC (mean score of 4.28), taking in the largest percentage (47.4%) of the overall sample. The mean EID score (5.30) was slightly lower than that of the first cluster, and the ratio (and overall proportion) of males to females in this group was approximately equal. With the exception of the oldest (50 and over) age cohort, the proportion of subjects in each age cohort falling into this cluster was strikingly similar (taking in less than half of the overall totals for each cohort). To a lesser extent, this was also true with respect to the levels of educational attainment. Proportionately speaking, a smaller share of Canadians and Indians, and a greater share of Koreans, Hungarians, and Chileans, fell into this cluster.

Cluster 3 (Table 44) had the highest mean AGCC score (5.04) and the lowest mean EID score (5.09), although it is important to note that the EID score was only slightly (albeit, significantly) lower than that of clusters 1 and 2. Relative to overall country-sample sizes, the largest proportions in this group were Canadians and Indians, and the smallest were Koreans and Hungarians. With respect to sex, this cluster took in a proportionately higher share of females (32.4% of female respondents) than males (25.7%). Regarding age, few respondents in this cluster were from the older cohorts.

Overall, this cluster took in approximately 29% of the aggregate sample.

Overall, across the three clusters, it is apparent that while acculturation scores increased markedly, EID scores were relatively consistent, as illustrated in Figure 20. This further bolsters the argument that the acquisition of another culture (in this case, AGCC) need not entail the concomitant shedding of one's culture of origin. The results also provide indication that acculturation to global consumer culture is indeed a world-wide phenomenon, as evidenced earlier by the relative consistency of mean AGCC scores across the eight country samples, and by the substantial (albeit variable) proportion of respondents falling into the third cluster, from the eight countries investigated.

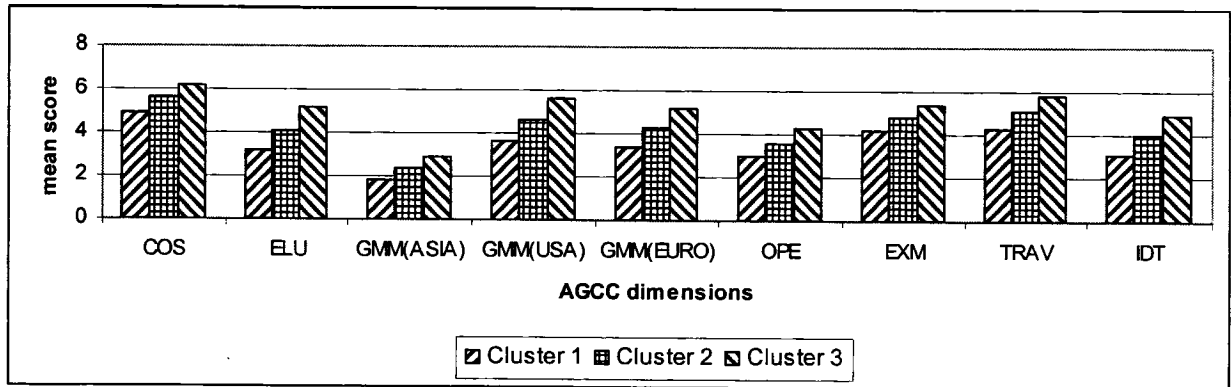
**Figure 20: International Study, Cluster Scores for AGCC and EID**



As shown in Figure 21, for all nine facets of AGCC, mean scores increased from the first to the second and to the third cluster. This finding is bolstered by the fact that significant pairwise differences (Table 44) were found for all these dimensions across all three clusters.

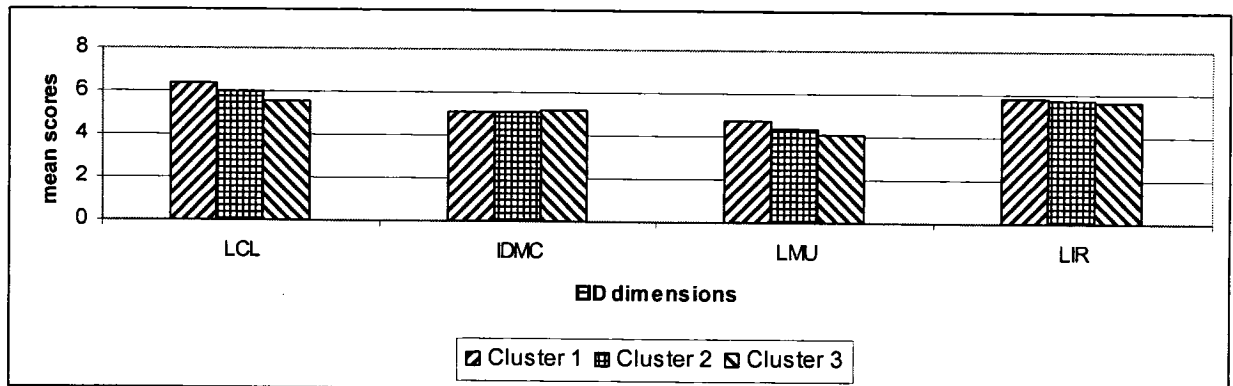


**Figure 21: Cluster Scores for AGCC Dimensions**



As illustrated in Figure 22, there was considerably less variation across the three clusters with respect to the mean scores for each of the facets of EID. There were statistically significant differences in both LCL and LMU, from the first to the second and to the third cluster, with average scores monotonically declining. IDMC scores were essentially identical across these clusters, while LIR mean scores were only marginally different from cluster 1 to cluster 3.

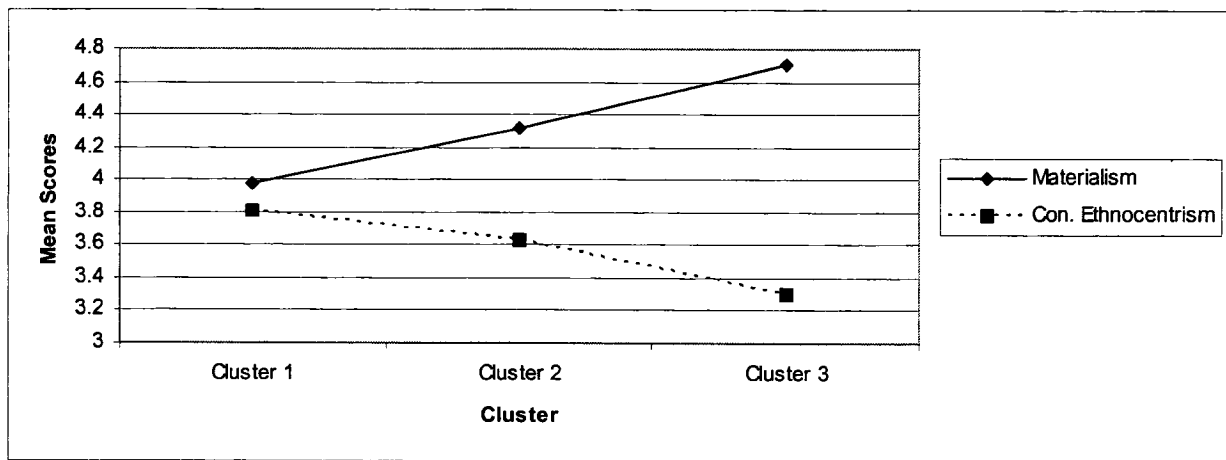
**Figure 22: Cluster Scores for EID Dimensions**



Turning to materialism and consumer ethnocentrism (Figure 23), two patterns are immediately apparent. First, mean materialism scores monotonically increased from the first to the second and to the third cluster. As expected, consumers in the third cluster (high AGCC) had the highest mean materialism scores (4.7); those in the first cluster

(low AGCC) had the lowest mean scores (3.98); with the moderate AGCC cluster in the middle (4.32). Second, mean consumer ethnocentrism scores monotonically decreased from the first (3.81) to the second (3.63) and to the third (3.30) cluster. As predicted, low AGCC consumers were most apt to convey CET tendencies, and high AGCC consumers were the least apt to express such attitudes. Statistically-speaking, significant pairwise differences were found for all three clusters on MAT, but only between the first and third clusters on CET.

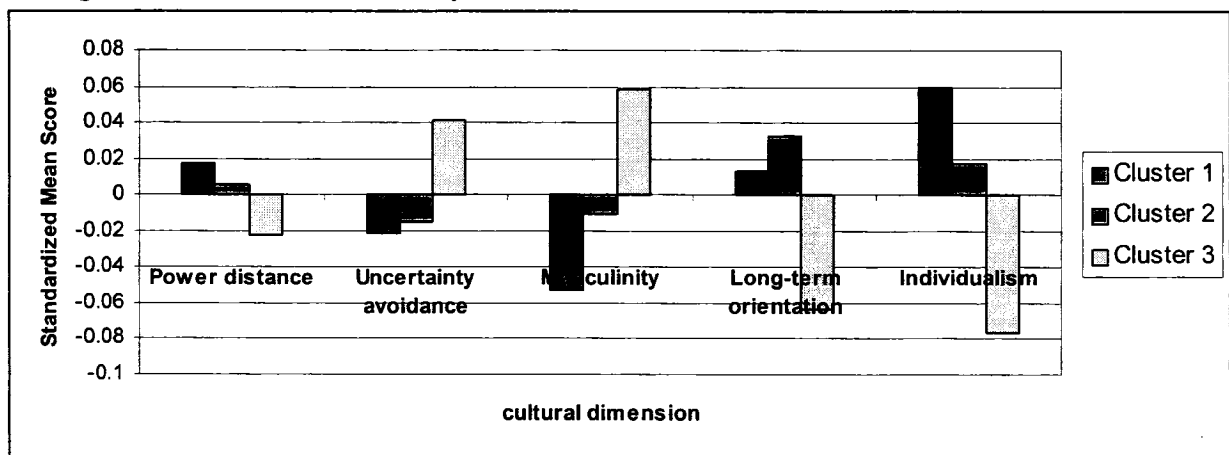
**Figure 23: International Study, Cluster Scores for MAT and CET**



Regarding Hofstede's indices of national culture, the three clusters exhibited substantial variations, in particular, between the first two clusters and the third cluster (Figure 24). Both low and moderate AGCC consumers tended to express: (a) levels of power distance in keeping with moderate PD cultures, (b) relatively low levels of uncertainty avoidance, (c) values associated with feminine cultural attributes, (d) long-term perspectives, and (e) individualistic orientations. With the exception of LTO, the magnitude tended to be greater for the first (low AGCC) cluster than for the second (moderate AGCC) cluster. The pattern for the third cluster was strikingly different, with high AGCC consumers expressing: (a) relatively low levels of PD, (b) relatively high

levels of UA, (c) values associated with masculine cultural attributes, (d) short-term perspectives, and (e) collectivistic orientations. However, when the mean scores for each dimension were statistically tested across the three clusters, fewer differences were obtained (Table 44). Mean scores for PD and UA were found not to be significantly different across the three clusters. Mean MAS and IND scores were significantly different only between the first and third clusters, while mean LTO scores were significantly different only between the second and third clusters.

**Figure 24: International Study, Cluster Scores for Hofstede's Cultural Dimensions**



#### *Consumer Behaviors: Comparing the Three Clusters*

A final series of ANOVAs were conducted to assess statistically significant differences across the three clusters with respect to the mean scores on the various consumer behaviors. Recall that the basis for differentiating the clusters was on AGCC scores (and not on EID scores); as such, the consumption/consumer behaviors where this cultural construct was shown to be most predictive (as discussed earlier and shown in Table 42 and Figures 16 through 19) also tended to be the same behaviors that substantially different mean scores were reported, across the three clusters.

Out of a total of the 70 behaviors considered in the current research, significant

cross-cluster differences were obtained for 61 instances. The 9 instances where consumer behaviors were relatively similar across the clusters included four food consumption frequencies (Kimchi, traditional-country beverage items and snacks, and the patronage of traditional-country restaurants), three personal hygiene product categories (shampoo, mouthwash, and soap), one appliance (the importance of owning a refrigerator) and one media consumption activity (watching television). Out of the 61 instances where significant mean differences were obtained, post-hoc pairwise (Scheffé method: Table 45) comparisons revealed significant mean differences between all three clusters in 39 cases, two-cluster pairwise differences were obtained in 16 cases, and one pairwise difference was obtained in 6 cases.

**Table 45: Cluster Analysis Descriptive Statistics for Dependent Variables\***

| <b>Consumer Behavior</b> | <b>Cluster 1<br/>Low AGCC</b> | <b>Cluster 2<br/>Moderate AGCC</b> | <b>Cluster 3<br/>High AGCC</b> | <b>F-Test<br/>Statistic</b> | <b>Scheffé<br/>comparisons<sup>a</sup></b> |
|--------------------------|-------------------------------|------------------------------------|--------------------------------|-----------------------------|--|
| Pizza                    | 3.418                         | 3.619                              | 3.824                          | 11.44***                    | 1:2:3                                      |
| Sushi                    | 1.848                         | 2.099                              | 2.645                          | 35.57***                    | 1:2:3                                      |
| Tacos                    | 2.333                         | 2.616                              | 2.857                          | 11.49***                    | 1:2:3                                      |
| Kimchi                   | 1.733                         | 1.657                              | 1.586                          | 1.00 (ns)                   | ns   |
| Souvlaki                 | 2.169                         | 2.310                              | 2.674                          | 11.82***                    | 1:3, 2:3                                   |
| Tea                      | 4.672                         | 4.786                              | 5.035                          | 4.12**                      | 1:3, 2:3                                   |
| Beer                     | 3.623                         | 3.864                              | 3.936                          | 3.24**                      | 1:3  |
| Trad. food items         | 5.589                         | 5.467                              | 5.289                          | 4.83***                     | 1:3  |
| Curry                    | 2.489                         | 2.841                              | 3.271                          | 25.50***                    | 1:2:3                                      |
| Dim Sum                  | 1.298                         | 1.495                              | 1.855                          | 33.05***                    | 1:2:3                                      |
| Hamburgers               | 3.362                         | 3.569                              | 3.768                          | 7.61***                     | 1:2:3                                      |
| Croissants               | 2.892                         | 3.111                              | 3.480                          | 15.75***                    | 1:2:3                                      |
| Coffee                   | 4.924                         | 4.966                              | 5.338                          | 5.77***                     | 1:3, 2:3                                   |
| Wine                     | 3.487                         | 3.839                              | 4.238                          | 19.54***                    | 1:2:3                                      |
| Soft drinks              | 4.218                         | 4.526                              | 4.678                          | 7.29***                     | 1:2, 1:3                                   |
| Trad. bev. items         | 4.416                         | 4.420                              | 4.473                          | 0.171 (ns)                  | ns   |
| Eat trad. meals          | 5.557                         | 5.304                              | 5.143                          | 8.52***                     | 1:2, 1:3                                   |
| Eat trad. snacks         | 4.589                         | 4.680                              | 4.734                          | 0.856 (ns)                  | ns   |
| v.trad.rest.             | 3.672                         | 3.675                              | 3.699                          | 0.049 (ns)                  | ns   |
| v.Asia.rest.             | 2.572                         | 3.087                              | 3.830                          | 78.17***                    | 1:2:3                                      |
| v.Euro.rest.             | 2.675                         | 3.237                              | 3.998                          | 93.87***                    | 1:2:3                                      |
| v.LatA.rest.             | 1.824                         | 2.266                              | 2.834                          | 66.37***                    | 1:2:3                                      |
| v.Amer.rest.             | 3.218                         | 3.487                              | 3.820                          | 15.57***                    | 1:2:3                                      |
| box chocolates           | 3.631                         | 3.929                              | 4.063                          | 5.18***                     | 1:2, 1:3                                   |
| exp.wine/champ.          | 2.164                         | 2.744                              | 3.113                          | 31.41***                    | 1:2:3                                      |
| shampoo                  | 5.963                         | 5.989                              | 6.070                          | 1.03 (ns)                   | ns   |
| deodorants               | 6.108                         | 6.282                              | 3.824                          | 9.98***                     | 1:3, 2:3                                   |

**Table 45 (Continued)\***

| <b>Consumer Behavior</b> | <b>Cluster 1<br/>Low AGCC</b> | <b>Cluster 2<br/>Moderate AGCC</b> | <b>Cluster 3<br/>High AGCC</b> | <b>F-Test<br/>Statistic</b> | <b>Scheffé<br/>comparisons<sup>a</sup></b> |
|--------------------------|-------------------------------|------------------------------------|--------------------------------|-----------------------------|--|
| mouthwash                | 5.046                         | 5.156                              | 5.357                          | 2.32*                       | ns   |
| hand/body soap           | 6.736                         | 6.761                              | 6.828                          | 1.96 (ns)                   | ns   |
| toothpaste               | 6.861                         | 6.863                              | 6.938                          | 3.41**                      | 2:3  |
| blue jeans               | 4.985                         | 5.357                              | 5.646                          | 19.98***                    | 1:2:3                                      |
| athletic shoes           | 4.291                         | 4.694                              | 5.080                          | 25.19***                    | 1:2:3                                      |
| business attire          | 3.068                         | 3.580                              | 3.719                          | 16.84***                    | 1:2, 1:3                                   |
| wristwatches             | 4.499                         | 4.882                              | 5.303                          | 14.02***                    | 1:2:3                                      |
| necktie/scarf            | 3.068                         | 3.427                              | 3.658                          | 11.12***                    | 1:2:3                                      |
| w.Amer.fash.             | 3.200                         | 3.916                              | 4.592                          | 86.61***                    | 1:2:3                                      |
| w.LatA.fash.             | 2.039                         | 2.455                              | 2.979                          | 44.09***                    | 1:2:3                                      |
| w.Asia.fash.             | 1.822                         | 2.212                              | 2.727                          | 40.12***                    | 1:2:3                                      |
| w.Euro.fash              | 3.584                         | 4.241                              | 4.920                          | 69.95***                    | 1:2:3                                      |
| w.trad.fash.             | 3.577                         | 3.702                              | 3.951                          | 4.90***                     | 1:3, 2:3                                   |
| walkman                  | 3.655                         | 4.314                              | 4.957                          | 49.44***                    | 1:2:3                                      |
| VCR                      | 3.506                         | 3.953                              | 4.258                          | 18.61***                    | 1:2:3                                      |
| wash.machine             | 5.736                         | 5.759                              | 5.994                          | 3.98**                      | 1:3, 2:3                                   |
| clothes.dryer            | 3.809                         | 4.106                              | 4.801                          | 29.52***                    | 1:2:3                                      |
| dishwasher               | 3.685                         | 3.947                              | 4.262                          | 8.38***                     | 1:3, 2:3                                   |
| hairdryer                | 4.279                         | 4.499                              | 4.818                          | 6.63***                     | 1:3, 2:3                                   |
| vacuum cleaner           | 4.941                         | 5.205                              | 5.539                          | 11.64***                    | 1:2:3                                      |
| CD player                | 4.751                         | 5.090                              | 5.568                          | 23.57***                    | 1:2:3                                      |
| Bicycle                  | 3.748                         | 4.023                              | 3.947                          | 2.60*                       | 1:2  |
| Videog.console           | 2.166                         | 2.324                              | 2.672                          | 10.07***                    | 1:3, 2:3                                   |
| DVD player               | 4.320                         | 4.789                              | 5.354                          | 38.55***                    | 1:2:3                                      |
| refrigerator             | 6.545                         | 6.531                              | 6.641                          | 1.94 (ns)                   | ns   |
| microwave oven           | 5.186                         | 5.537                              | 5.684                          | 8.75***                     | 1:2, 2:3                                   |
| television set           | 6.054                         | 6.113                              | 6.389                          | 8.85***                     | 1:3, 2:3                                   |
| digital camera           | 3.976                         | 4.546                              | 4.912                          | 31.95***                    | 1:2:3                                      |
| PC/laptop comp.          | 5.726                         | 5.934                              | 6.225                          | 12.35***                    | 1:2:3                                      |
| food processor           | 3.421                         | 3.673                              | 3.855                          | 5.47***                     | 1:3  |
| automobile               | 5.545                         | 5.798                              | 5.762                          | 3.06**                      | 1:2  |
| watch TV                 | 5.672                         | 5.751                              | 5.904                          | 2.48*                       | ns   |
| use cellphone            | 6.188                         | 6.369                              | 6.465                          | 4.69***                     | 1:2, 1:3                                   |
| use PC/laptop            | 5.709                         | 6.026                              | 6.275                          | 13.91***                    | 1:2:3                                      |
| Surf internet            | 5.655                         | 6.116                              | 6.355                          | 29.05***                    | 1:2:3                                      |
| send email               | 5.183                         | 5.788                              | 6.164                          | 43.36***                    | 1:2:3                                      |
| use ATM                  | 4.244                         | 4.751                              | 5.066                          | 28.40***                    | 1:2:3                                      |
| exp.cosmetics            | 2.531                         | 3.183                              | 3.748                          | 46.61***                    | 1:2:3                                      |
| Mus./mov.DVDs            | 3.337                         | 3.656                              | 4.152                          | 20.76***                    | 1:2:3                                      |
| fragr./perfume           | 3.210                         | 3.634                              | 4.025                          | 24.30***                    | 1:2:3                                      |
| Jewelry                  | 2.416                         | 2.724                              | 3.342                          | 354.45***                   | 1:2:3                                      |
| antique furniture        | 1.435                         | 1.638                              | 1.893                          | 18.08***                    | 1:2:3                                      |
| fur/leather coats        | 1.885                         | 2.146                              | 2.363                          | 12.88***                    | 1:2:3                                      |

<sup>a</sup>Scheffé comparisons (Post-hoc contrasts): 1:2:3 indicates all 3 groups had significantly different means from each other; ns indicates no significant differences between any of the 3 groups; 1:2 denotes significant differences between groups 1 and 2; 1:3 denotes significant differences between groups 1 and 3; and 2:3 denotes significant differences between groups 2 and 3.

\*\*\*( $p < .01$ ), \*\*( $p < .05$ ), \*( $p < .10$ ). N=1752, n1=409, n2=831, n3=512.

**Figure 25: Food Consumption Mean Scores across the Three Clusters**

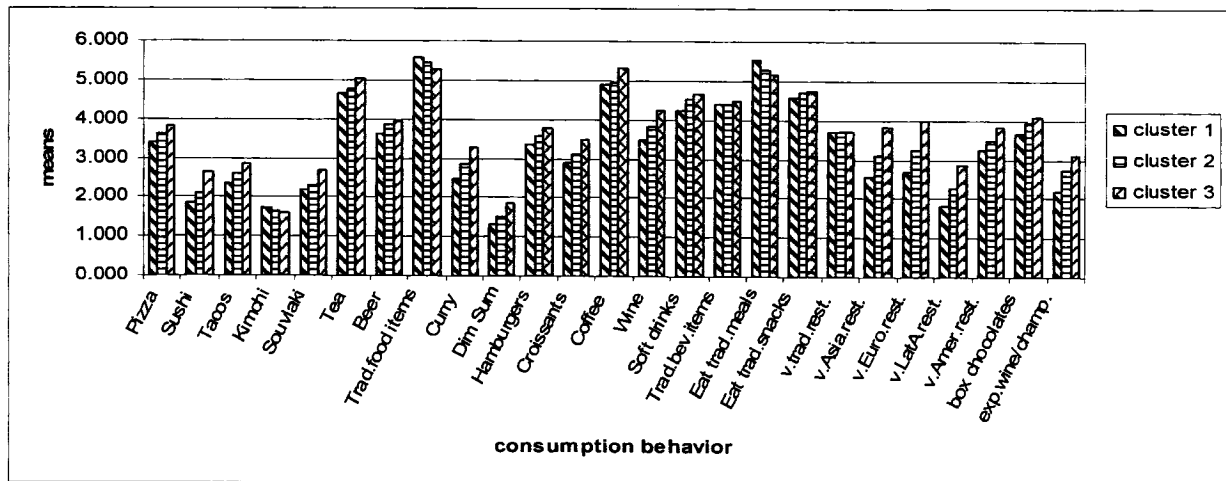


Figure 25 maps out the mean scores for the three clusters, with respect to food consumption frequencies. Out of a total of 25 food consumption behaviors considered, significant mean score differences between the clusters were revealed in 22 occurrences. Among these, for all but two instances (traditional-country food items and meals, where frequencies dropped from the first to the second to the third cluster), the pattern was that mean consumption frequencies steadily rose from the first to the second and to the third cluster. In other words, high AGCC consumers tended to report consuming more of these food categories than did consumers in the other clusters. As expected, the most pronounced increases were generally observed for the hedonic/luxury food items (e.g., expensive wine and champagne, and sushi) and the degree that ‘foreign- or global- food’ restaurants were visited (e.g., Asian, European, Latin-American, and American-style fast food restaurants).

**Figure 26: Personal Goods/Clothing Consumption Mean Scores across the Three Clusters**

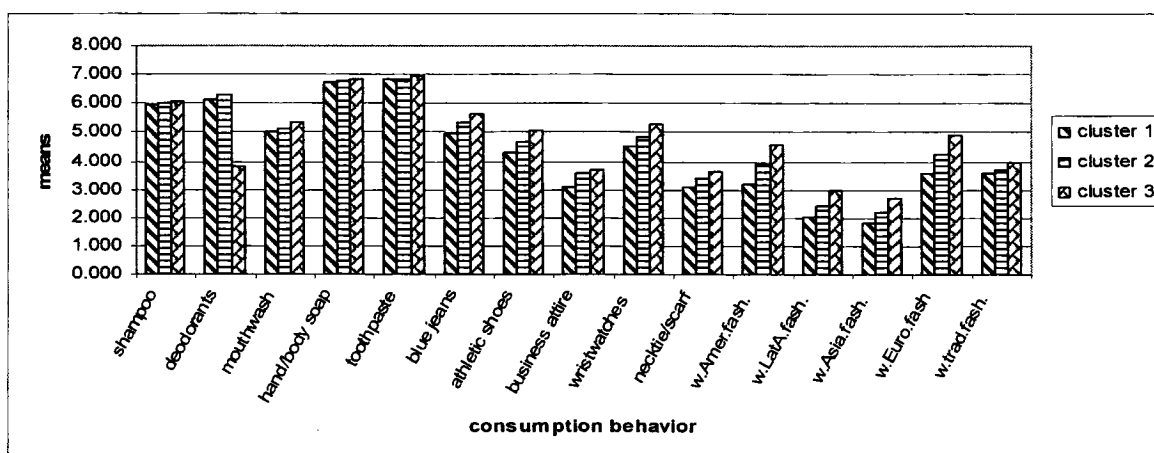


Figure 26 illustrates the mean cluster scores for the consumption of various personal hygiene and clothing items. Relatively few significant pairwise cluster differences were obtained for the five personal hygiene product categories: cluster scores were essentially the same for shampoos, mouthwash, and soap; the consumption of deodorants was substantially lower for the third cluster, while toothpaste consumption was marginally higher for that last cluster. Across the 10 clothing/accessory product categories, significant differences emerged. In each instance, the highest and lowest mean scores were reported by high- and low- AGCC cluster consumers, respectively.

**Figure 27: Importance of Owning Mean Scores across the Three Clusters**

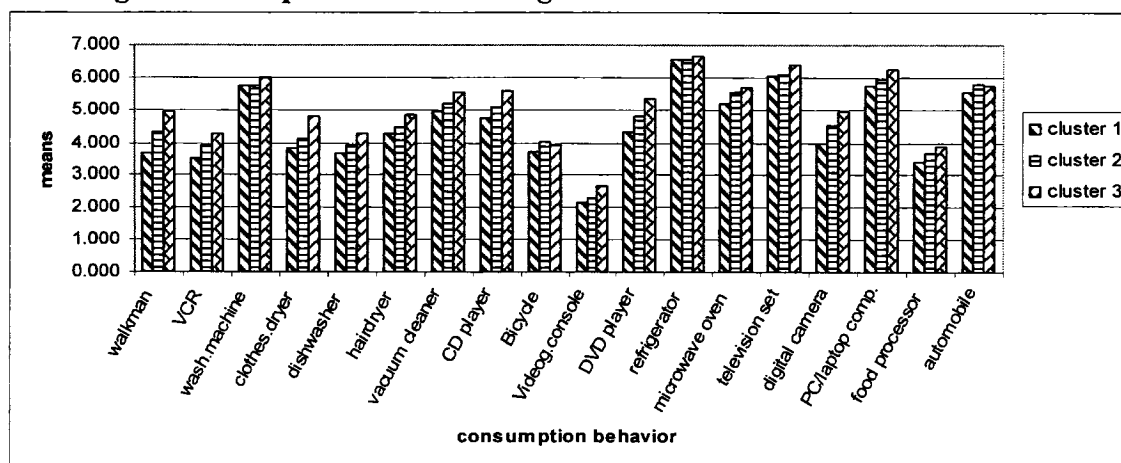
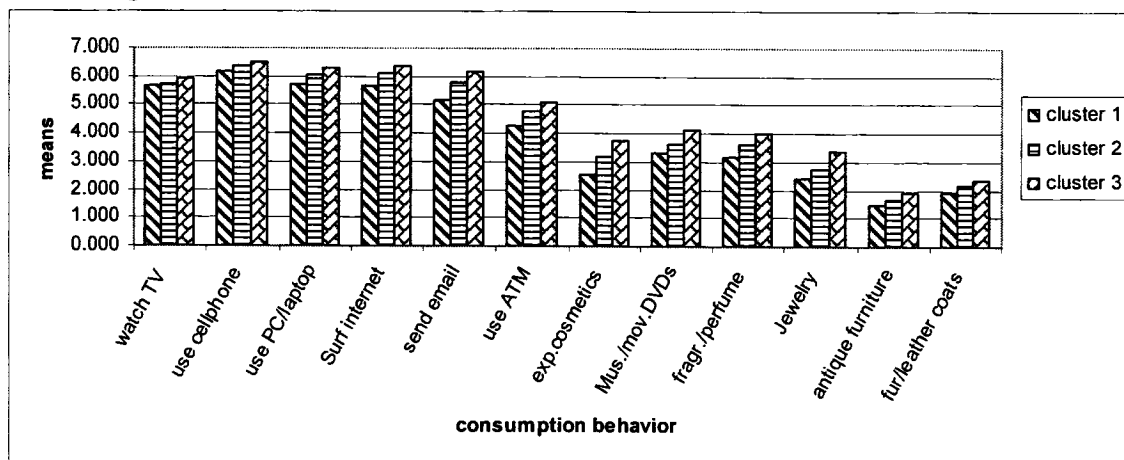


Figure 27 graphically portrays mean cluster scores for respondents' indicated importance of owning various durable and electronic consumer products. For all but one category (refrigerators), significant differences were obtained. Once again, the pattern was generally as follows: ownership of such goods was rated as most (least) important by the high (low) AGCC consumers, with the moderate cluster somewhere in-between. The most marked differences were for various consumer electronics, especially for walkmans, CD and DVD players, and digital cameras. Between-category mean scores were somewhat less variable for certain durables, including washing machines, bicycles, and automobiles.

**Figure 28: Consumer Behavior Mean Scores across the Three Clusters**



The final graph (Figure 28) illustrates mean cluster scores for media consumption, communication, and usage, and the purchasing frequency of various hedonic/luxury products. With the exception of television-watching frequency, significant differences were obtained for all (that is, for 11 out of 12) behaviors. Here again, in every instance, the highest mean scores were for the high AGCC cluster, and the lowest were for the low AGCC cluster. Of the four general groups of product categories portrayed in the four Figures (25 through 28), the magnitude of the differences between the clusters tended to



be the greatest for this grouping of behaviors. In particular, the purchasing frequencies of expensive cosmetics and jewelry were both markedly greatest for the high AGCC cluster.

### **Analyses and Results (II): Structural Equations Modeling With AMOS**

The psychometric properties of the scale items retained from the exploratory factor analyses (EFA) were subjected to more rigorous confirmatory factor-analytic (CFA) procedure (Gerbing and Anderson, 1988). The relationships between the different variables that were examined earlier with various multivariate statistical procedures were then reexamined using structural equations modeling (SEM) techniques. Both sets of analyses employed the maximum likelihood (ML) fitting process in the AMOS software program (Arbuckle & Wothke, 1999; Byrne, 2001), and took in the dataset in its entirety (N=1752). Compared to the exploratory approach to data analyses employed by traditional multivariate procedures: (1) SEM "...is a statistical methodology that takes a confirmatory (i.e., hypothesis-testing) approach to the analysis of structural theory bearing on some phenomenon" (Byrne, 2001, p. 3); (2) it provides explicit estimations of measurement error, something that traditional multivariate approaches are incapable of doing; and (3) it allows for the study of both observed (measured) variables *and* unobserved (latent) variables, while traditional multivariate procedures can only assess the former.

#### *Confirmatory factor analyses: AGCC and EID*

Using the entire dataset, Figures 29 and 30 illustrate the first-order measurement model final solutions for the dimensions of EID and AGCC, respectively. The purpose of a measurement model is to define relations between the observable variables (i.e.,

indicator items) and the unobservable variables (i.e., latent constructs), and the first-order CFA model approach outlined by Byrne (2001) was followed. For purposes of model identification and latent variable scaling, for each latent construct, one parameter (i.e., item loading on the specific factor) was set to a value of 1.0, with the remaining item→factor parameters ( $\lambda_i$ 's) freely estimated, as were the covariance parameters (where applicable) between the different factors. Since the chi-square test is very sensitive to sample size (such that large samples often return statistically significant chi-square values), and has generally been discredited as being an inappropriate means of assessing model fit (Byrne, 2001; Hu & Bentler, 1999), several other statistics were used to evaluate the goodness of fit of the two models, including the adjusted chi-square ( $\chi^2/\text{degrees of freedom}$ ) test, and in particular, the root mean squared error of approximation (RMSEA), and the comparative fit index (CFI), using Hu and Bentler's (1999) cutoff criteria for guidance<sup>5</sup>. The summary statistics for these two models (both of which were over-identified) are included under the Figures<sup>6</sup>.

Following several iterations in which poor items were dropped (i.e., identifying any areas of misfit in the model, by examination of the standardized residual covariance matrix, and the modification indexes: Byrne, 2001) and the model respecified and rerun, the final first-order CFA solution for the EID emerged. Eight out of the original 31 EFA items were dropped, and the remaining 23 items yielded a three-factor solution: (1) *identification with and desire to maintain one's culture of origin* (IDMC, composed of 10

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<sup>5</sup> For the CFI, values in excess of 0.90 are considered representative of a well-fitting model (with values >0.95 demonstrating excellent fit). The RMSEA takes into account the error of approximation in the population; values less than 0.06 are taken to indicate excellent fit, values as high as 0.08 represent reasonable errors of approximation in the population, and values of 0.08 and 0.10 indicating mediocre fit. See Byrne (2001) and Hu and Bentler (1999) for additional discussion on fit indices.

<sup>6</sup> The nine-factor solution obtained for AGCC in the exploratory factor analysis (using SPSS) failed to yield satisfactory model fit properties when subjected to confirmatory factor analysis (using AMOS). Similarly, the four-

items), (2) *local culture interpersonal relationships* (LIR, 4 items), and (3) *local culture language usage* (LCL, 9 items). The original fourth dimension of ethnic identification, *local media usage/exposure* (LMU), did not demonstrate strong psychometric properties, and was therefore withdrawn from father analyses. Ranging from a low of 0.64 to a high of 0.93, all the standardized path coefficients ( $\lambda_i$ 's) were highly significant<sup>7</sup>, as shown in Figure 29 (and listed in Appendix 25). Correlations among the three EID dimensions are listed in Appendix 25; all of which were positive and statistically significant.

For the dimensions of AGCC, a large number of iterative steps were required—in which items and dimensions with poor psychometric properties were dropped, the model respecified and rerun—in order to arrive at the final first-order CFA solution. Only 4 out of the original 9 AGCC dimensions were retained, incorporating 20 out of the original 52 EFA items: (1) *cosmopolitanism* (COS, composed of 6 items), (2) *exposure to marketing activities of multinational corporations* (EXM, 5 items), (3) *international travel experiences* (TRAV, 4 items), and (4) *global mass-media exposure* (GMM, 5 items). Note that this latter dimension corresponded most closely with the GMM<sub>USA</sub> dimension identified earlier in the EFA solution. The standardized path coefficients ( $\lambda_i$ 's) were all highly significant (Figure 30, Appendix 25), ranging from a low of 0.57 and a high of 0.82. Statistically significant positive correlations existed among the four AGCC dimensions, as listed in Appendix 25. Because the CFA psychometric properties of other five dimensions of AGCC uncovered in the earlier EFA analyses (i.e., ELU, GMM<sub>Asia</sub>, GMM<sub>Europe</sub>, IDT and OPE) displayed mediocre psychometric properties and caused a

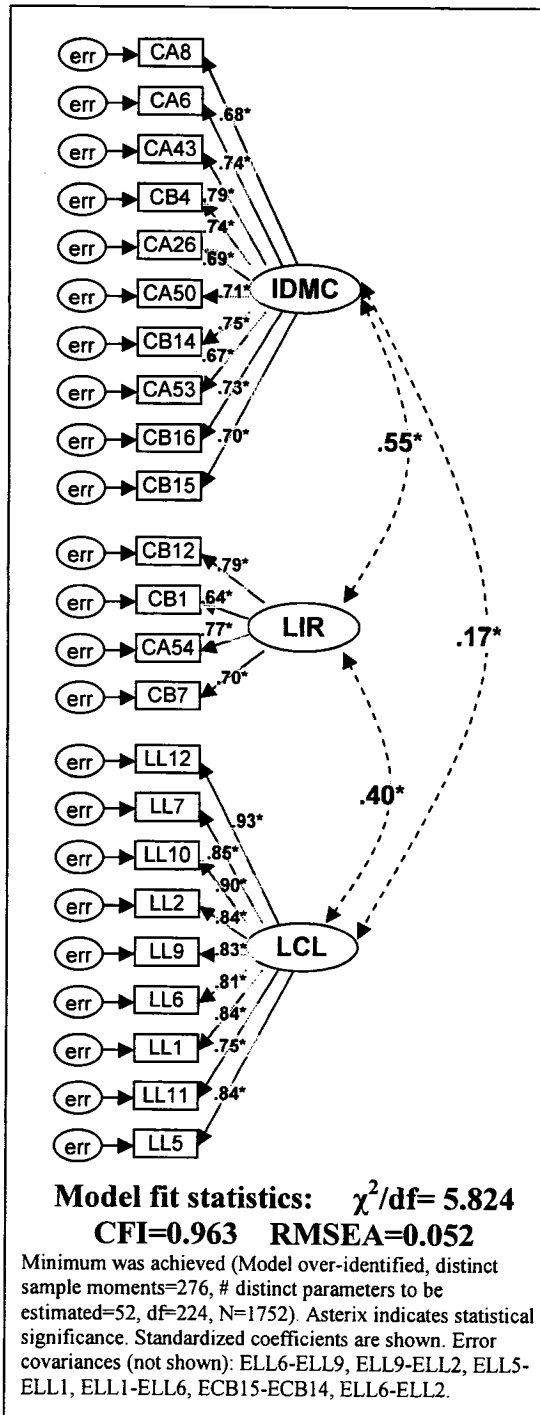
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factor exploratory factor solution obtained for EID yielded a less than satisfactory model fit indices for the confirmatory factor analysis.

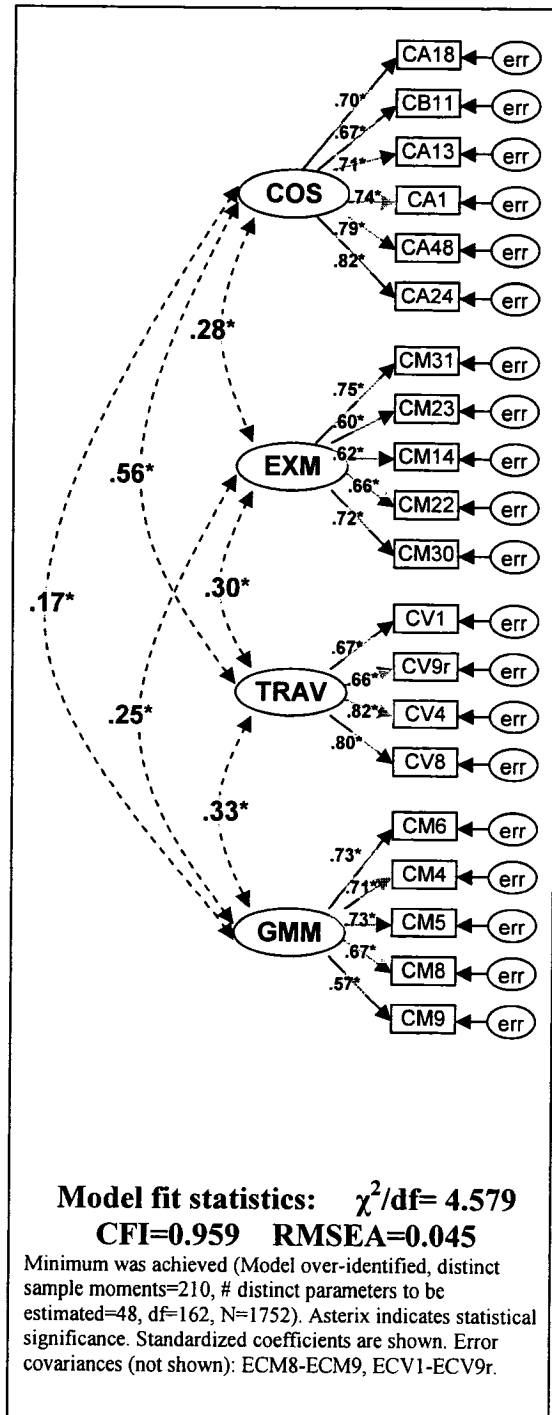
<sup>7</sup> The test statistic for assessing the significance of the parameter estimates is the critical ration (c.r.), "...which represents the parameter estimate divided by its standard error; as such, it operates as a z-statistic in testing that the estimate is statistically different from zero. Based on a level of .05, the test statistic needs to be  $> \pm 1.96$  before the

deterioration in overall model fit, they were therefore withdrawn from all further analyses.

**Figure 29: Final CFA Measurement Model for EID Dimensions**



**Figure 30: Final CFA Measurement Model for AGCC Dimensions**



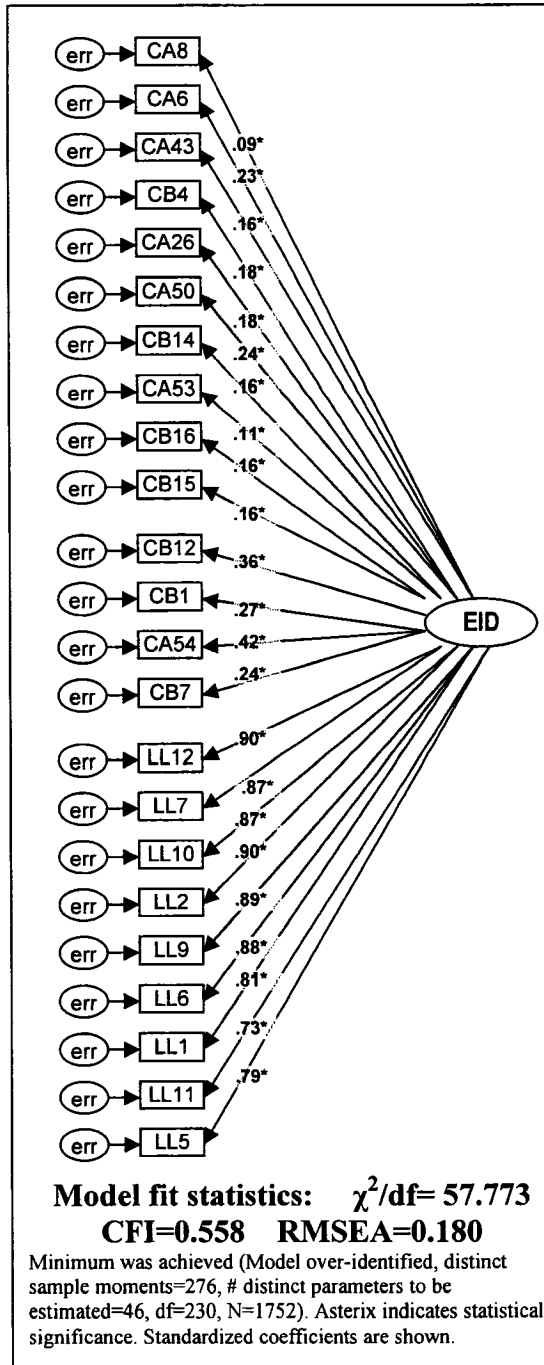
hypotheses (that the estimate equals 0.0) can be rejected" (Byrne, 2001, 9.76).

With CFI values of 0.963 and 0.959, RMSEA values of 0.052 and 0.045, and adjusted chi-square test values of 5.824 and 4.579, according to Hu and Bentler's (1999) cutoff criteria, the EID and AGCC measurement models, respectively, demonstrated excellent fit.<sup>8</sup> Single-factor measurement models were also tested for both EID (Figure 31) and AGCC (Figure 32), using the items retained from the CFA solution described earlier. Model fit statistics greatly deteriorated: with extremely poor CFI values of 0.558 and 0.454, RMSEA values of 0.180 and 0.160, and adjusted chi-square ( $\chi^2/\text{d.f.}$ ) values of 57.77 and 45.95, for EID and AGCC, respectively, it is clear that these one factor models represent a misspecification of the factorial structure for these constructs (Byrne, 2001). The chi-square difference ( $\Delta\chi^2$ ) tests provide further evidence of the superiority of the multiple-factor solutions for EID and AGCC. Comparison of the three-factor EID model ( $\chi^2_{(224)}=1304.52$ ) to the one-factor EID model ( $\chi^2_{(230)}=13287.83$ ) yields a highly significant difference in  $\chi^2$  value of 11983.31 ( $\Delta\chi^2_{(6)}=11983.31$ ,  $p=.000$ ). Comparison of the four-factor AGCC model ( $\chi^2_{(162)}=741.75$ ) to the one-factor AGCC model ( $\chi^2_{(170)}=7811.49$ ) yields a highly significant difference in  $\chi^2$  value of 7069.65 ( $\Delta\chi^2_{(8)}=7069.65$ ,  $p=.000$ ). The multidimensional structure of the models portrayed in Figures 29 and 30 was therefore retained for further analyses.

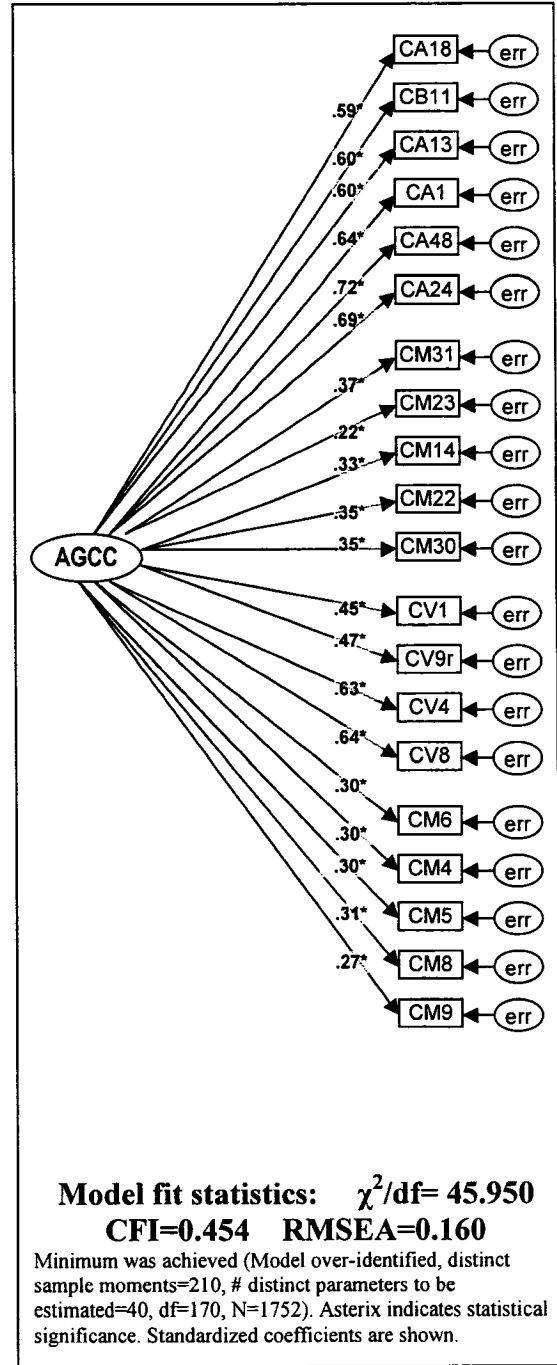
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<sup>8</sup> Separate baseline measurement and structural models, using the datasets corresponding to each country-sample, were also constructed. In certain instances, fit statistics deteriorated below the acceptable cutoff criteria. For the sake of parsimony and clarity, only aggregate sample models are discussed in this section.

**Figure 31: Single-Factor CFA  
Measurement Model for EID Dimensions**



**Figure 32: Single-Factor CFA  
Measurement Model for AGCC Dimensions**

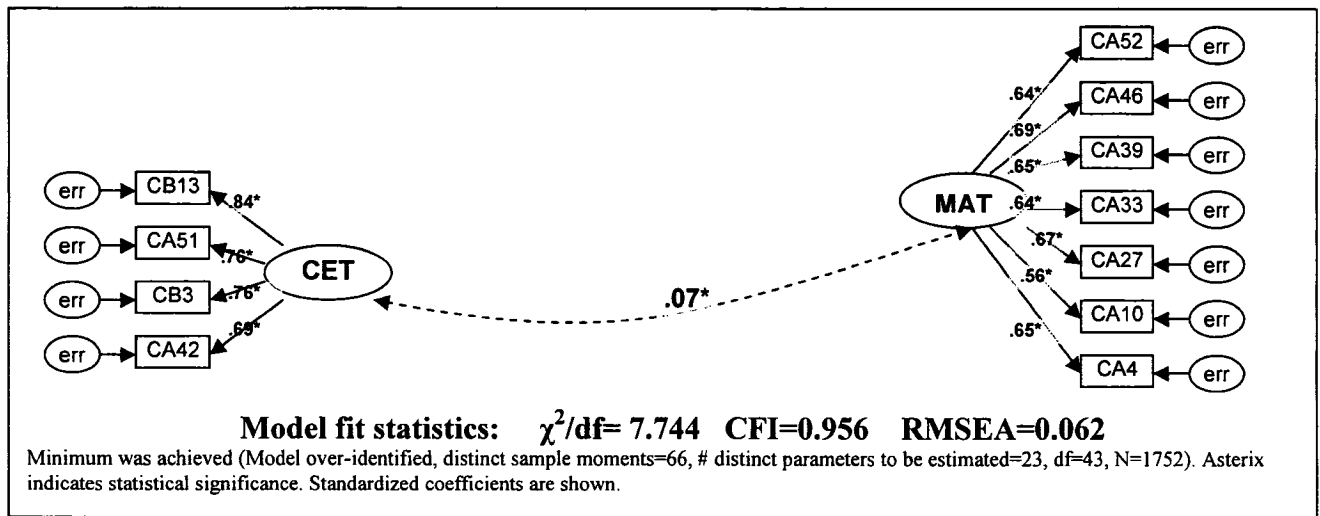


### *Confirmatory Factor Analyses: MAT and CET*

The items used to measure materialism and consumer ethnocentrism were also

subjected to confirmatory factor analyses (Figure 33), using the AMOS software and following the procedures outlined by Byrne (2001). Seven out of the original 9 items were retained for MAT, and all 4 items were retained for CET. With a CFI of 0.956, a RMSEA of 0.062, an adjusted chi-square value of 7.744, and standardized path coefficients all in excess of 0.56, the MAT-CET measurement model demonstrated excellent fit.

**Figure 33: CFA Measurement Model for Materialism and Consumer Ethnocentrism**



#### *Second-Order Factor Analyses: AGCC and EID*

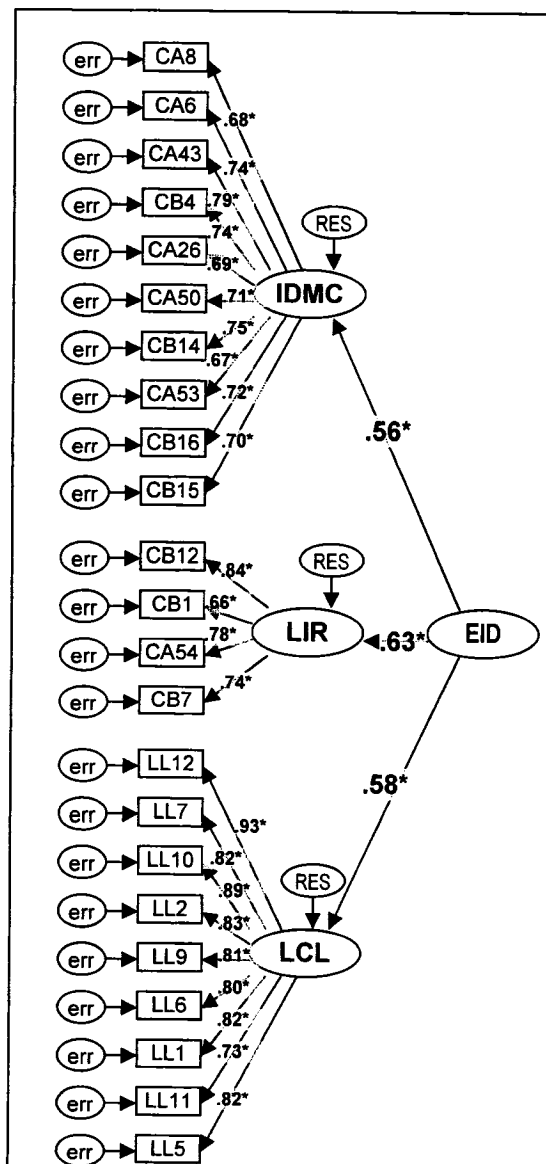
Both AGCC and EID are hypothesized to be multidimensional cultural constructs, therefore it is expected that the first order factors identified in the previous step can be explained by some higher-order factor structure, namely, the second-order factors of AGCC and EID. Following the procedures recommended by Byrne (2001), second-order CFAs were conducted for both AGCC and EID. Retaining the individual item-factor parameters ( $\lambda_i$ 's) from the first-order CFA's conducted earlier, additional regression paths were added to link the latent-second order constructs to the first-order constructs. These

paths represent second-order factor loadings; all of which are freely estimated. For model identification reasons however, when constructing a second-order factor model, "...the variance of the higher order factor is typically constrained to equal 1.0, thereby leaving the second-order factor loadings to be freely estimated" (Byrne, 2001, p. 38). In addition, since "...the prediction of each of the first-order factors from the second-order factor is presumed not to be without error" (p. 38), a residual error term must be added to each of the lower level factors.

Figures 34 and 35 illustrate the second-order measurement models for EID and AGCC, respectively, while Appendix 25 comprehensively lists the second-order CFA measurement model output, as provided by AMOS. Both models were over-identified, and all (first- and second- order) standardized path coefficients ( $\lambda_i$ 's) were highly significant, and in excess of 0.50. With CFI values of 0.956 and 0.939, RMSEA values of 0.057 and 0.054, and adjusted chi-square test values of 6.772 and 6.076, according to Hu and Bentler's (1999) cutoff criteria, the EID and AGCC measurement models, respectively, represented a good fit to the data. The next step was to estimate a larger, more complex measurement model, one that included the second-order cultural constructs together (Figure 36). With a CFI of 0.927, a RMSEA value of 0.047, and an adjusted chi-square value of 4.801, this model also represented a good fit to the data.



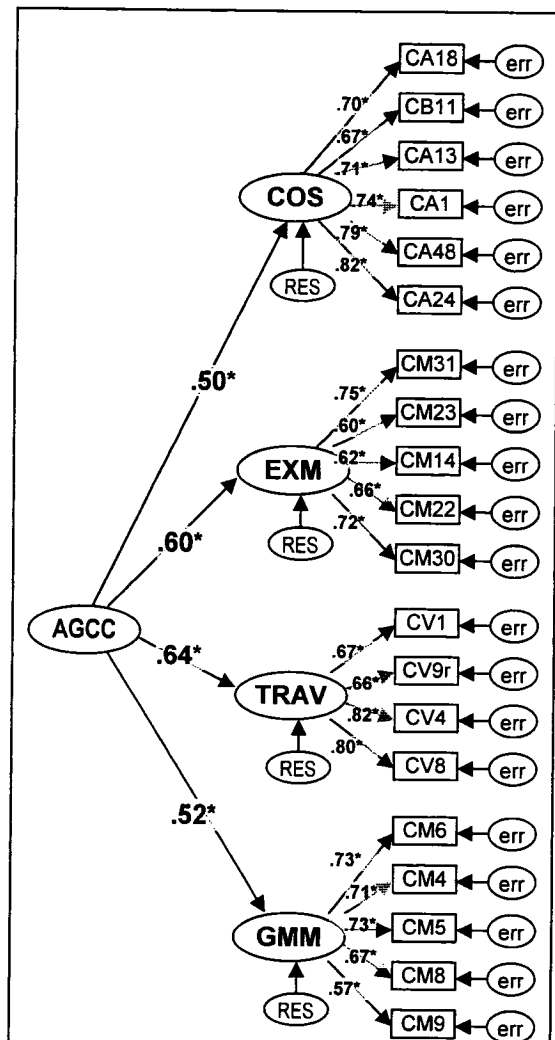
**Figure 34: 2<sup>nd</sup>-Order CFA Measurement Model for EID Dimensions**



**Model fit statistics:  $\chi^2/df=6.772$   
CFI=0.956 RMSEA=0.057**

Minimum was achieved (Model over-identified, distinct sample moments=276, # distinct parameters to be estimated=50, df=226, N=1752). Asterix indicates statistical significance. Standardized coefficients are shown. Error covariances (not shown): ELL6-ELL9, ELL9-ELL2, ELL5-ELL1, ELL1-ELL6, ECB15-ECB14, ELL6-ELL2.

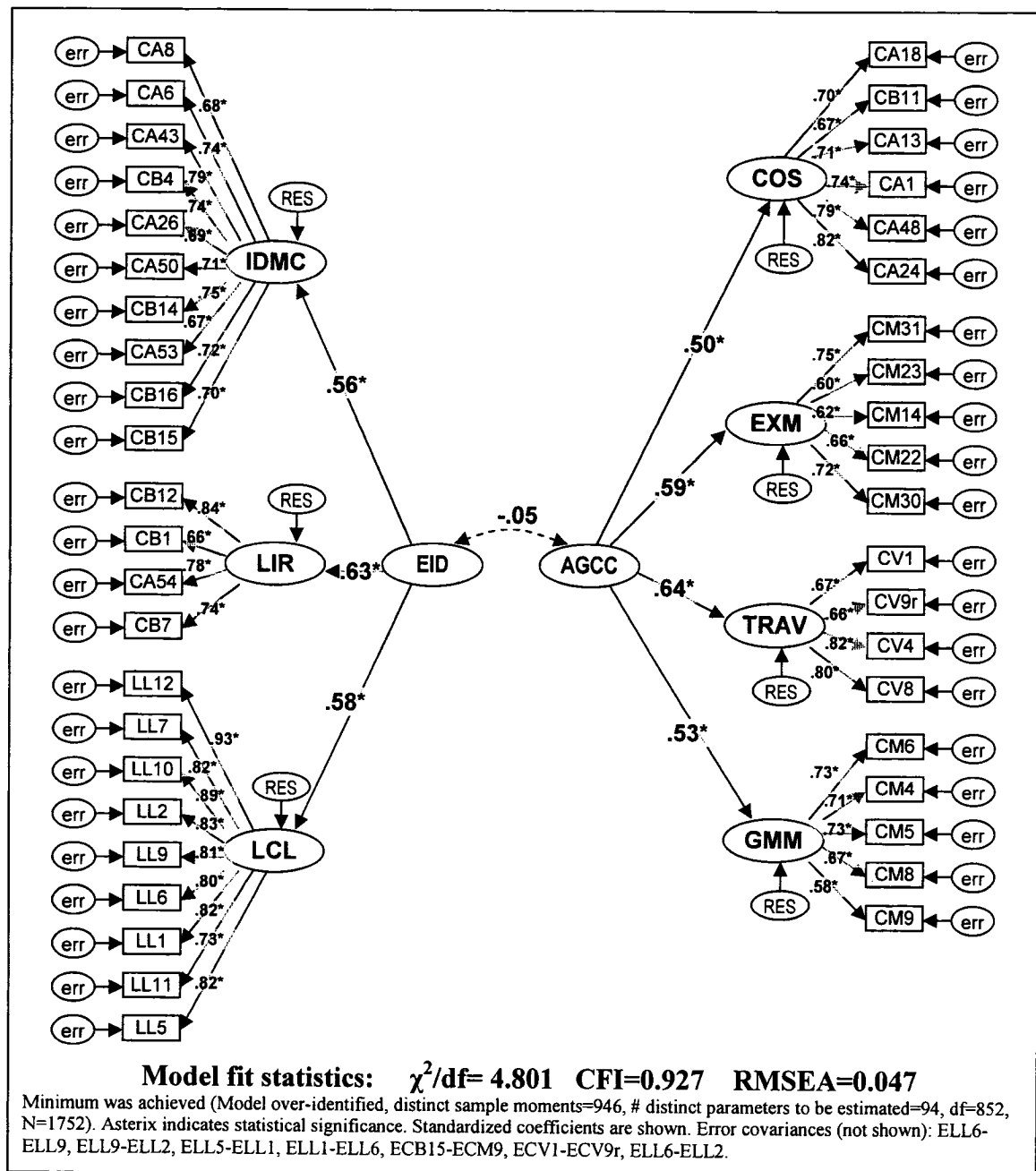
**Figure 35: 2<sup>nd</sup>-Order CFA Measurement Model for AGCC Dimensions**



**Model fit statistics:  $\chi^2/df=6.076$   
CFI=0.939 RMSEA=0.054**

Minimum was achieved (Model over-identified, distinct sample moments=210, # distinct parameters to be estimated=43, df=167, N=1752). Asterix indicates statistical significance. Standardized coefficients are shown. Error covariances (not shown): ECM8-ECM9, ECV1-ECV9r.

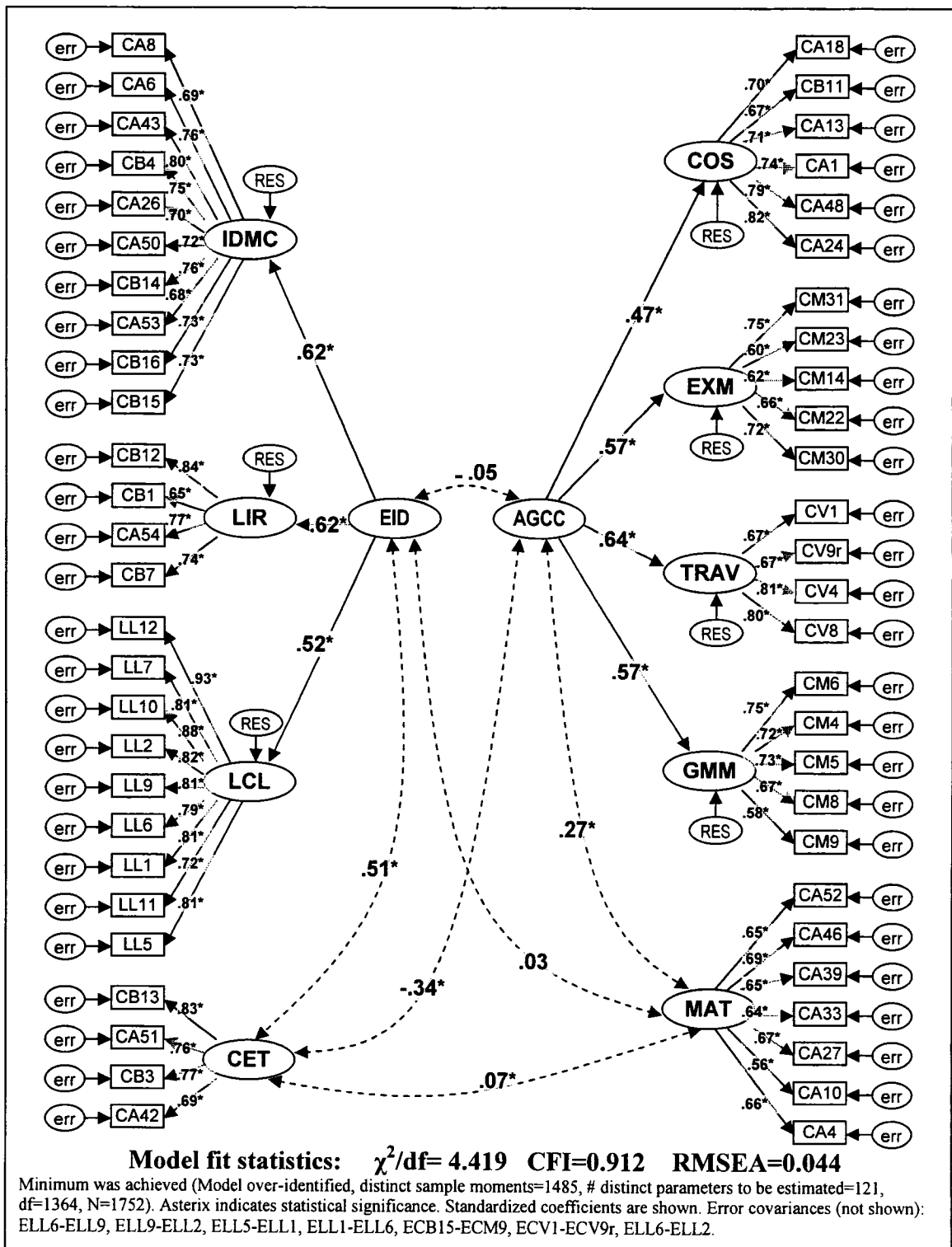
**Figure 36: Measurement Model for Latent Cultural Constructs**



A final measurement model was constructed, which included the second-order cultural constructs with the two remaining latent variables of consumer ethnocentrism and materialism (Figure 37). With a CFI value of 0.912, a RMSEA value of 0.044 and an adjusted chi-square ( $\chi^2/d.f.$ ) value of 4.419, according to Hu and Bentler's (1999) cutoff

criteria, this last measurement model represented a satisfactory fit to the data.

**Figure 37: Final Measurement Model for all First- and Second- Order Constructs**



Both the covariation (-.050) and correlation (-.050) between the second-order cultural constructs were non-significant, providing potent statistical evidence in support of the conceptual independence of the two culture change dimensions (Berry, 1980, 1997; Phinney, 1990; Lambert & Taylor, 1990; Mendoza, 1989). This result very clearly demonstrates that when assessing acculturation, it is imperative to simultaneously consider the individual's relationship with the traditional (ethnic) culture *and* the new (dominant) culture, as the evidence indicates that these two relationships are independent.

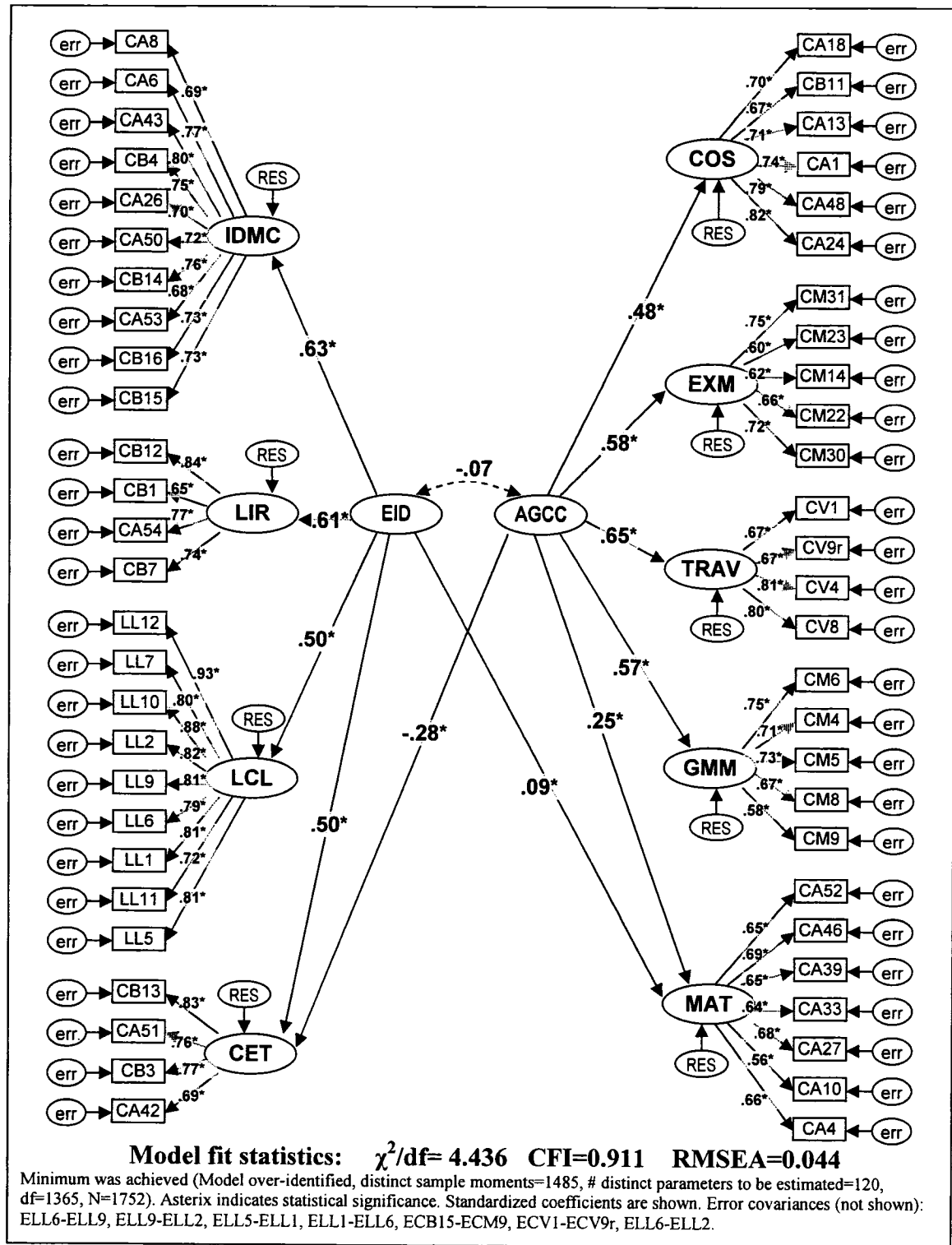
Given the number and complexity of the relationships considered in this study, the analysis of the postulated structural (i.e., 'causal') relationships was broken up into several sets, as will be described in the ensuing sections.

#### *Structural Equations Modeling: MAT, CET and Culture*

Figure 38 illustrates the structural ('causal') model linking materialism and consumer ethnocentrism to the second-order cultural constructs, considering the total dataset across the eight countries. With a CFI value of 0.911, a RMSEA value of 0.044 and an adjusted chi-square ( $\chi^2/\text{d.f.}$ ) value of 4.436, according to Hu and Bentler's (1999) cutoff criteria, the model demonstrated satisfactory fit. All the standardized path coefficients presented in Figure 38 achieved statistical significance and were, for the most part, in the hypothesized directions. Examination of the path coefficients revealed that ethnic identification was strongly and positively predictive of CET (supporting H6b). EID was also positively predictive of MAT (refuting H7b), but at a lesser magnitude. Acculturation to global consumer culture was a strong predictor of both: positively associated with MAT (confirming H7a) and inversely associated with CET (validating H6a). Generally speaking, high materialism is characteristic of high AGCC consumers,

while high consumer ethnocentrism is a trait of high EID consumers. As calculated by the AMOS program, the correlations among the latent constructs were as follows: AGCC and EID (-0.066,  $p=.105$ ), AGCC and CET (-0.355,  $p=.000$ ), AGCC and MAT (0.272,  $p=.000$ ), EID and CET (0.505,  $p=.000$ ), EID and MAT (0.027,  $p=.437$ ), MAT and CET (0.085,  $p=.016$ ). With respect to the first-order latent factor associations, with the exception of cosmopolitanism, all dimensions of ACCC were significantly and positively correlated with materialism ( $r_{GMM-MAT} = 0.296$ ,  $r_{TRAV-MAT} = 0.157$ ,  $r_{EXM-MAT} = 0.138$ ,  $r_{COS-MAT} = -0.119$ ; all with  $p$ -values  $< .001$ ). Materialism was positively associated with two of the three EID dimensions ( $r_{IDMC-MAT} = 0.110$ ,  $r_{LIR-MAT} = 0.124$ ,  $r_{LCL-MAT} = -0.159$ ; all with  $p$ -values  $< .001$ ). Two out of the three EID dimensions were positively associated with consumer ethnocentrism ( $r_{IDMC-CET} = 0.595$ ,  $r_{LCL-CET} = 0.120$ ; all with  $p$ -values  $< .001$ ), with the remaining being non-significantly associated ( $r_{LIR-CET} = -0.048$ ,  $p = .122$ ). Finally and as expected, all AGCC dimensions were negatively correlated with consumer ethnocentrism ( $r_{GMM-CET} = -0.134$ ,  $r_{TRAV-CET} = -0.194$ ,  $r_{COS-CET} = -0.129$ ; all with  $p$ -values  $< .001$ ), although one relationship did not achieve statistical significance ( $r_{EXM-CET} = -0.014$ ,  $p = .689$ ).

Figure 38: Structural Model Linking EID and AGCC to MAT and CET



### *Structural Equations Modeling: Hofstede's Cultural Dimensions*

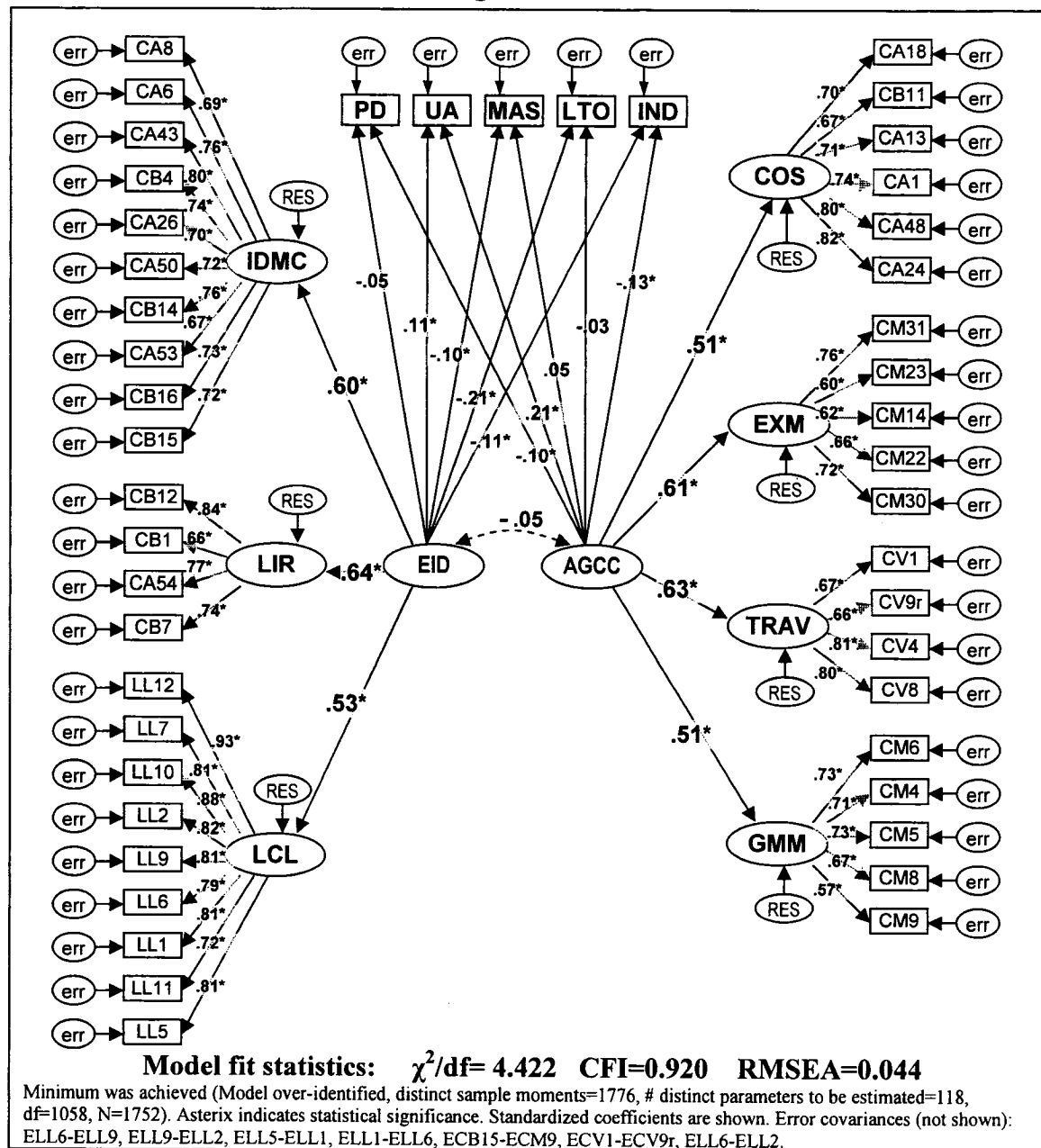
The structural model linking Hofstede's five dimensions of national culture with the two second-order cultural constructs is portrayed in Figure 39. Once again using the maximum likelihood fitting process in the AMOS program, the model represented a satisfactory fit to the data (with a CFI of 0.920, a RMSEA of 0.044, and an adjusted chi-square [ $\chi^2/\text{d.f.}$ ] value of 4.422). Significant path coefficients were obtained for 7 out of the 10 specified paths linking Hofstede's variables to EID and AGCC. Acculturation to global consumer culture was positively predictive of uncertainty avoidance (UA) and negatively predictive of both power distance (PD) and individualism (IND); thereby contradicting H2a and H3a, but supporting H1a. In other words, among sample respondents, the higher the level of AGCC, the more individuals tended to be more anxious of uncertain events and situations, value more egalitarian power structures, and hold more collectivistic orientations. Like AGCC, ethnic identification was also positively predictive of UA (supporting H2b) and negatively predictive of IND (supporting H3b), thus among respondents, those with high levels of identification/affiliation with their home culture tended to be more collectivistic and less tolerant of ambiguous situations. EID was also associated with lower masculinity (i.e., valuing more feminine cultural attributes) and present/past time orientation (i.e., lower LTO), in support of H4b and H5b. The structural paths for remaining relationships stipulated were not statistically significant.

Comparing the structural findings with those obtained through the earlier series of correlational analyses (see also Appendix 18), the following similarities and differences are noted. In terms of consistency, in both sets of analyses, AGCC was positively

associated with UA and negatively associated with IND, while EID was positively associated with UA and negatively associated with both LTO and IND. Several discrepancies were found between the two sets of analyses, including: (1) AGCC was associated with lower PD in the structural analyses, while no significant relationship between these two variables was found in the earlier correlational analyses; (2) AGCC was found to be positively linked to MAS in the correlational analyses, while not being significantly associated in the structural analyses; and (3) EID was linked to lower MAS in the structural relationship, while the earlier correlation between the two was found to be nonsignificant.



**Figure 39: Structural Model Linking EID and AGCC to Hofstede's Dimensions**



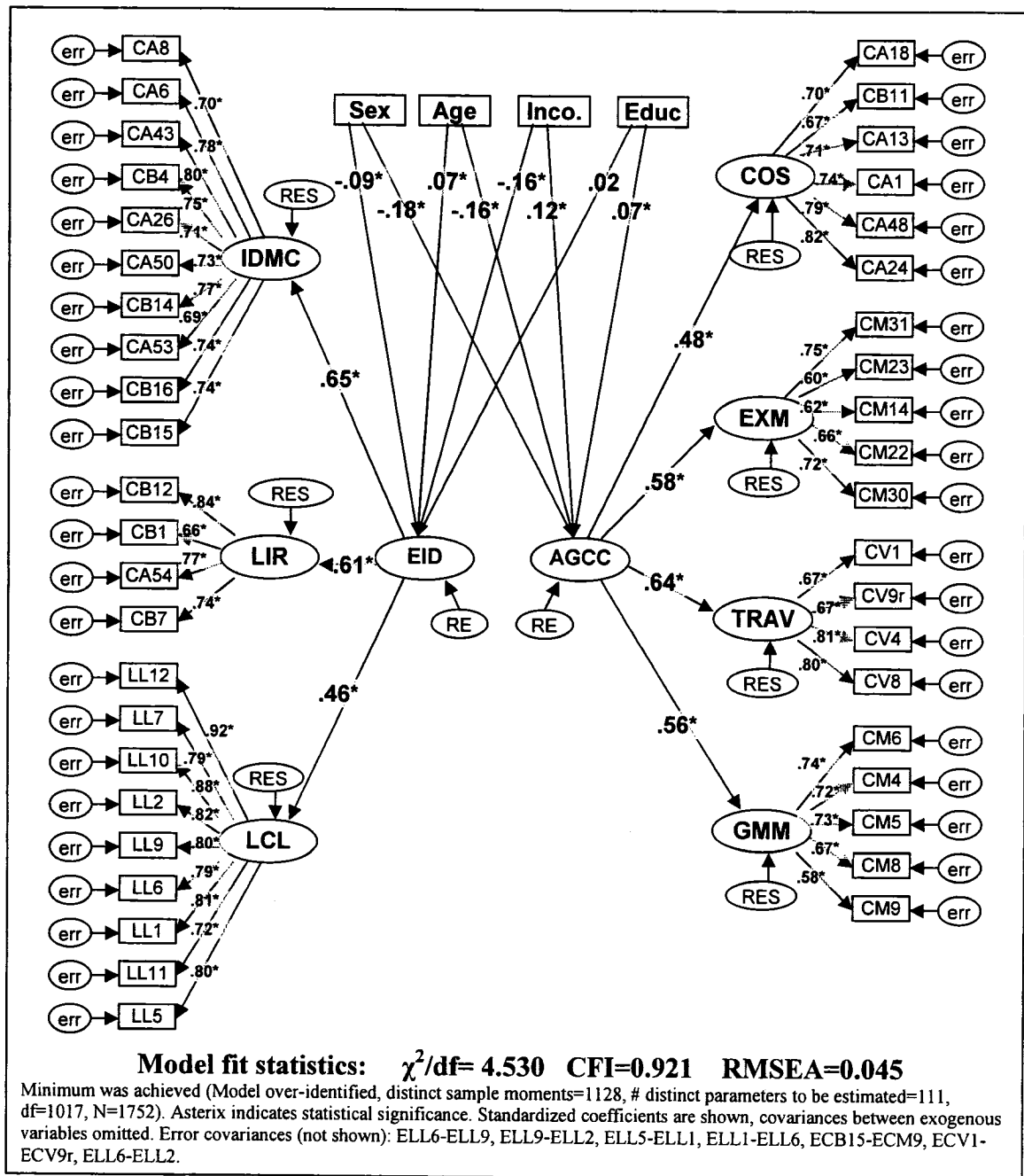
### *Structural Equations Modeling: Demographic Relationships*

Figure 40 illustrates the structural ('causal') model linking four demographic variables (sex, age, household income, and level of educational attainment) to the two second-order cultural constructs, once again considering the dataset in its entirety.

Employing the maximum likelihood fitting process in the AMOS software program, several statistics were used to evaluate the goodness of fit. With a CFI value of 0.921, a RMSEA value of 0.045, and an adjusted chi-square ( $\chi^2/\text{d.f.}$ ) value of 4.530, the model fit was satisfactory. The demographic standardized path coefficients were significant for seven out of eight specified relationships, although the magnitude of these relationships varied considerably.

Compared to males, females tended to have higher EID and AGCC scores, although the strength of the relationship was greater for sex→AGCC (as was also the case for the earlier correlational analyses). As expected, older individuals tended to have greater EID scores (lending support to H8b), while younger individuals were substantially more likely to have higher AGCC scores (thereby sustaining H8a, and corroborating the earlier correlational results). Also as expected, and in line with the correlation results, individuals from higher-income households scored higher on AGCC, while those from lower-income households scored higher on EID; thereby supporting the relationships posited by H9a and H9b, respectively. Finally, educational attainment was positively related to higher levels of AGCC (corroborating H10a), while being non-significantly related to EID (thus failing to support H10b). The latter findings differed somewhat from the earlier correlational results (where EID was significantly negatively correlated with education, and the correlation between AGCC and education was not significant).

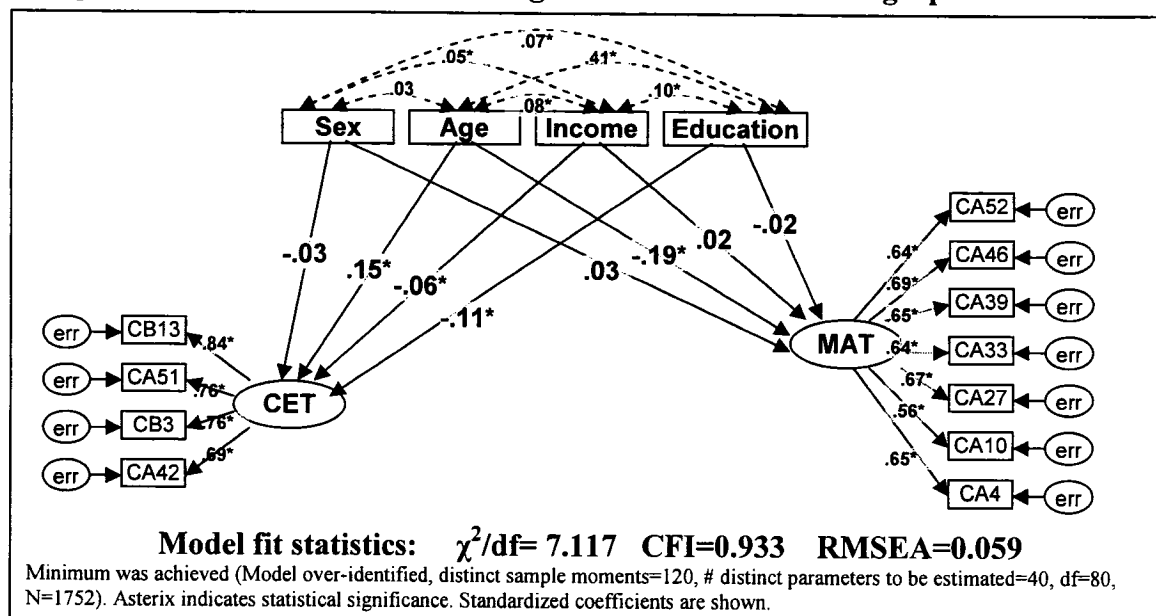
**Figure 40: Structural Model Linking EID and AGCC to Demographic Variables**



A second structural model was constructed, linking the four demographic variables to the latent constructs of materialism (MAT) and consumer ethnocentrism (CET). The resulting model fit indices were deemed satisfactory, including a CFI of 0.933, a RMSEA value of 0.059, and an adjusted chi-square ( $\chi^2/d.f.$ ) value of 7.117. As

shown in Figure 41, significant path coefficients were obtained for 4 out of the 8 specified paths linking the demographic variables to MAT and CET. The strongest structural paths were obtained for age. As expected, and echoing the correlations calculated earlier, compared to older respondents, younger consumers were more apt to hold materialistic values (supporting H8d), whereas older individuals were more likely to express consumer ethnocentric tendencies (confirming H8c) than were their younger counterparts. As was the case with the correlational analyses, the paths linking sex to MAT and CET were non significant; the link between materialism and affluence (household income) also failed to achieve significance. As postulated in H10c and H9c (and corroborating the earlier correlational results), education and income were both inversely related to CET, respectively; in that the more education and/or household income a respondent had, the less likely s/he would exhibit consumer ethnocentric tendencies. Unlike the significant negative correlation obtained earlier, the path between education and materialism failed to achieve significance.

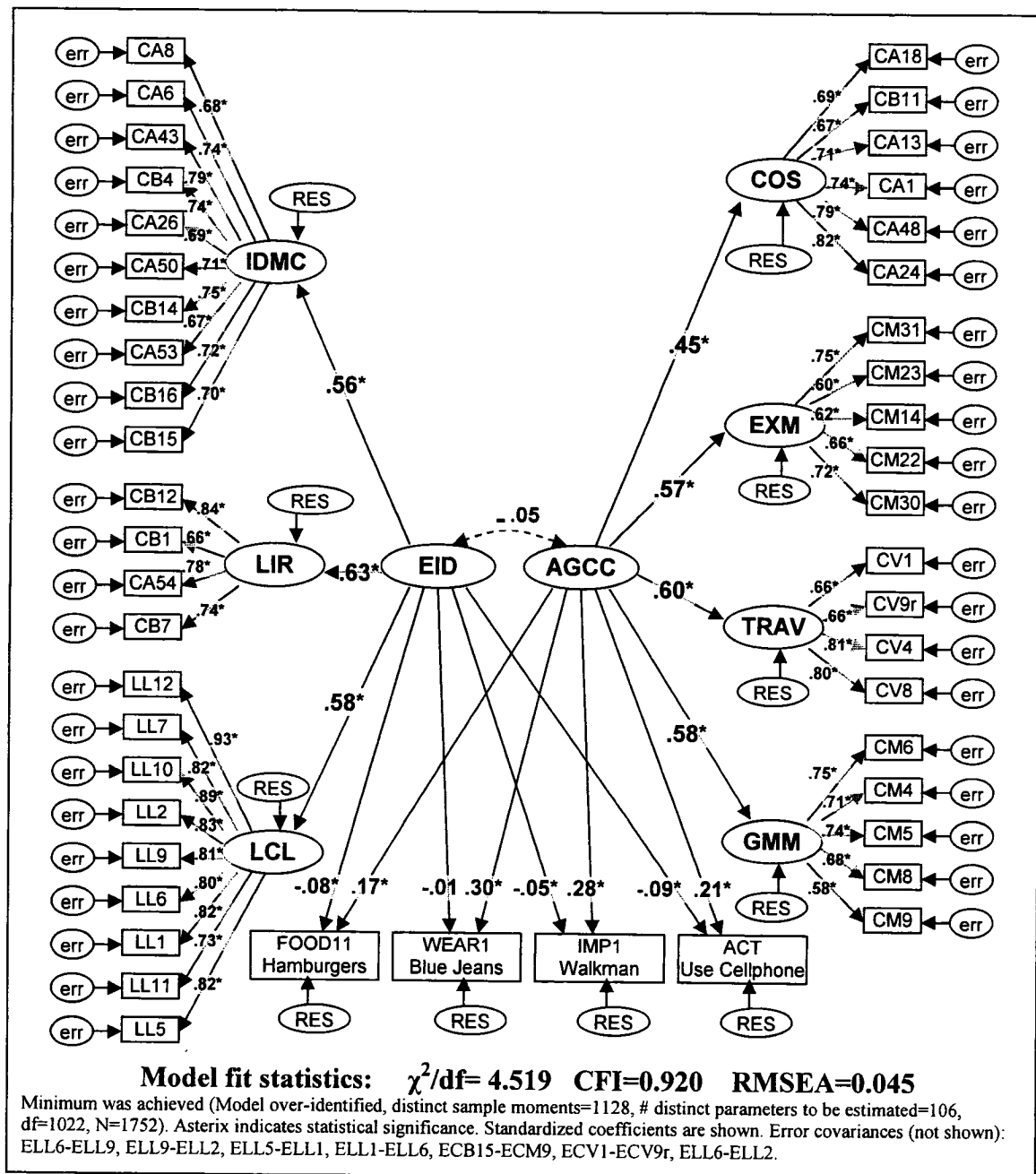
**Figure 41: Structural Model Linking MAT and CET to Demographic Variables**



### **Structural Equations Modeling: Consumer Behavior**

Given the wide range of consumer behaviors considered in the current study (and the subsequent number of parameters that needed to be estimated), the first step taken to link global and local cultural influences to behavior involved validating a model incorporating a subset of the 70 episodes. As depicted in Figure 42, this model included 8 structural paths between the two second-order cultural constructs (AGCC and EID) and four representative behaviors, one of each arbitrarily drawn from food consumption (hamburgers), the wearing of clothing (blue jeans), the importance of owning a particular product (walkmans), and a specific consumer activity (use of cellphones). With a CFI of 0.920, a RMSEA value of 0.045, and an adjusted chi-square ( $\chi^2/\text{d.f.}$ ) statistic of 4.519, the fit of the model was deemed satisfactory. Seven out of eight culture→behavior structural paths were significant (excepting EID→blue jeans), with the direction of the association (positive or negative) corroborating expectations. These four ‘global’ consumer behaviors were all positive functions of AGCC, while at the same time, being negative (or non-significant) functions of EID. In other words, the higher (lower) the AGCC (EID) score, the more (less) likely the behavior is manifested.

**Figure 42: Structural Model Linking AGCC and EID and Consumer Behaviors**



Drawing from the results obtained for the earlier series of regression analyses, the antecedent roles of AGCC and EID on consumer behavior were expected to differ substantially across the 70 episodes considered. Through respecification of the structural model depicted in Figure 42 for each of the behaviors under consideration, these

differential effects are evidenced, according to the directional influence and magnitude of the two second-order cultural dimensions. The results, displayed in Table 46 take in the aggregate sample (i.e., respondents from all eight countries). Satisfactory fit indices were obtained for all the estimated structural models, with CFI values ranging from 0.922 to 0.927, adjusted chi-square test values ranging from 4.918 to 4.629, and RMSEA values ranging from 0.046 to 0.047. The standardized path coefficients linking the second-order cultural constructs to the consumption behaviors are also listed in Table 46.

**Table 46: Consumer Behavior as a Function of EID and AGCC<sup>a</sup>**

| Consumption item                     | EID     | AGCC    | CFI  | RMSEA | $\chi^2/\text{d.f.}$ |
|--------------------------------------|---------|---------|------|-------|----------------------|
| Pizza                                | -.05    | .07**   | .925 | .046  | 4.741                |
| Sushi                                | -.18*** | .15***  | .925 | .046  | 4.767                |
| Tacos                                | .04     | .18***  | .923 | .047  | 4.884                |
| Kimchi                               | -.13*** | -.28*** | .925 | .046  | 4.773                |
| Souvlaki                             | -.19*** | .12***  | .925 | .046  | 4.745                |
| Tea                                  | .00     | .05     | .925 | .046  | 4.764                |
| Beer                                 | .12***  | .08**   | .927 | .046  | 4.677                |
| Traditional (country) food items     | .69***  | -.07**  | .927 | .046  | 4.715                |
| Curry                                | -.07**  | .02     | .924 | .047  | 4.812                |
| Dim Sum                              | -.37*** | -.01    | .926 | .046  | 4.697                |
| Hamburgers                           | -.08**  | .10***  | .924 | .047  | 4.787                |
| Croissants                           | -.03    | .17***  | .926 | .046  | 4.706                |
| Coffee                               | .08**   | .09**   | .927 | .046  | 4.647                |
| Wine                                 | .11***  | .30***  | .926 | .046  | 4.721                |
| Soft Drinks                          | .13***  | .11***  | .927 | .046  | 4.670                |
| Traditional (country) beverage items | .36***  | -.07**  | .926 | .046  | 4.730                |
| Shampoo                              | -.01    | .11***  | .925 | .046  | 4.747                |
| Deodorants                           | .08**   | .27***  | .926 | .046  | 4.718                |
| Mouthwash                            | .08**   | -.01    | .927 | .046  | 4.762                |
| Soap                                 | .11***  | .22***  | .927 | .046  | 4.665                |
| Toothpaste                           | .15***  | .19***  | .926 | .046  | 4.709                |
| Blue jeans                           | .00     | .23***  | .927 | .046  | 4.676                |
| Athletic shoes                       | -.08**  | .19***  | .927 | .046  | 4.676                |
| Business attire                      | .05     | .10***  | .926 | .046  | 4.683                |
| Wristwatches                         | .03     | .07**   | .926 | .046  | 4.720                |
| Neckties / scarves                   | .11***  | .02     | .926 | .046  | 4.683                |
| Walkman                              | -.05    | .22***  | .926 | .046  | 4.699                |
| VCR                                  | .04     | .18***  | .926 | .046  | 4.680                |
| Washing machine                      | .04     | .20***  | .927 | .046  | 4.661                |
| Clothes dryer                        | -.26*** | -.08**  | .924 | .047  | 4.843                |
| Dishwasher                           | -.13**  | .11**   | .926 | .046  | 4.681                |
| Hairdryer                            | .09**   | .10**   | .926 | .046  | 4.731                |
| Vacuum cleaner                       | .00     | .19***  | .927 | .046  | 4.679                |
| CD player                            | .12***  | .20***  | .927 | .046  | 4.629                |
| Bicycle                              | .11***  | .02     | .926 | .046  | 4.693                |
| Videogame console                    | -.13*** | -.08**  | .925 | .046  | 4.770                |
| DVD player                           | -.04    | .28***  | .927 | .046  | 4.662                |
| Refrigerator                         | .13***  | .19***  | .926 | .046  | 4.695                |

**Table 46 (Continued): Consumer Behavior as a Function of EID and AGCC<sup>a</sup>**

| Consumption item                             | EID     | AGCC    | CFI  | RMSEA | $\chi^2/\text{d.f.}$ |
|--|---------|---------|------|-------|----------------------|
| Microwave oven                               | -.01    | .17***  | .926 | .046  | 4.694                |
| TV set                                       | .17***  | .14***  | .926 | .046  | 4.711                |
| Digital camera                               | -.03    | .14***  | .926 | .046  | 4.702                |
| PC / laptop computer                         | -.01    | .15***  | .927 | .046  | 4.665                |
| Food processor                               | .08**   | .02     | .927 | .046  | 4.667                |
| Automobile                                   | .07**   | .03     | .926 | .046  | 4.703                |
| Watch television                             | .18***  | .14***  | .926 | .046  | 4.728                |
| Use cellphone                                | .20***  | .18***  | .926 | .046  | 4.724                |
| Use PC / laptop                              | -.09**  | .18***  | .927 | .046  | 4.664                |
| Surf internet                                | -.12*** | .22***  | .926 | .046  | 4.698                |
| Send email                                   | -.18*** | .25***  | .927 | .046  | 4.684                |
| Use ATM (bank-machine)                       | -.12*** | .16***  | .926 | .046  | 4.681                |
| Eat traditional (country) meals              | .64***  | -.17*** | .926 | .046  | 4.766                |
| Eat traditional (country) snacks             | .37***  | -.11*** | .923 | .047  | 4.854                |
| Visit traditional (country) restaurants      | .26***  | -.15*** | .925 | .046  | 4.786                |
| Visit Asian-style restaurants                | -.31*** | .17***  | .927 | .046  | 4.670                |
| Visit European-style restaurants             | -.33*** | .32***  | .926 | .046  | 4.707                |
| Visit Latin-American-style restaurants       | -.28*** | .14***  | .926 | .046  | 4.716                |
| Visit American-style (fast food) restaurants | -.08**  | .13***  | .924 | .047  | 4.800                |
| Wear American-style fashions                 | -.15*** | .40***  | .922 | .047  | 4.918                |
| Wear Latin-American-style fashions           | -.02    | .10**   | .923 | .047  | 4.867                |
| Wear Asian-style fashions                    | -.13*** | -.05*   | .925 | .046  | 4.759                |
| Wear European-style fashions                 | .01     | .40***  | .923 | .047  | 4.863                |
| Wear traditional (country) fashions          | .15***  | -.08**  | .923 | .047  | 4.861                |
| Boxed chocolates                             | .11***  | .09**   | .927 | .046  | 4.631                |
| Expensive cosmetics                          | .04     | .21***  | .926 | .046  | 4.685                |
| Music / movie DVD's                          | -.08**  | .12***  | .927 | .046  | 4.666                |
| Fragrances / perfumes                        | .08**   | .09**   | .926 | .046  | 4.722                |
| Jewelry                                      | -.05    | .16***  | .926 | .046  | 4.714                |
| Antique furniture                            | -.05    | -.06*   | .925 | .046  | 4.735                |
| Fur / leather coats                          | -.02    | .01     | .926 | .046  | 4.712                |
| Expensive wine / champagne                   | -.09**  | .19***  | .926 | .046  | 4.694                |

<sup>a</sup>Structural equations modeling, standardized coefficients, \*\*\*( $p < .01$ ), \*\*( $p < .05$ ), \*( $p < .10$ ). N=1752

Despite the large reduction in terms of the relative number of measurement items and dimensions, the relationships of the two cultural constructs (AGCC and EID) to the various consumer behaviors considered in the current study were fairly consistent between the earlier series (i.e., regression) of analyses, and the later series (i.e., SEM) of analyses. The biggest difference concerns the greater number of negative standardized path coefficients linking the cultural constructs to consumption behavior, in that substantially more inverse culture→behavior relationships (as evidenced by negative coefficients) were noted with the SEM series of analyses, in contrast to the regression

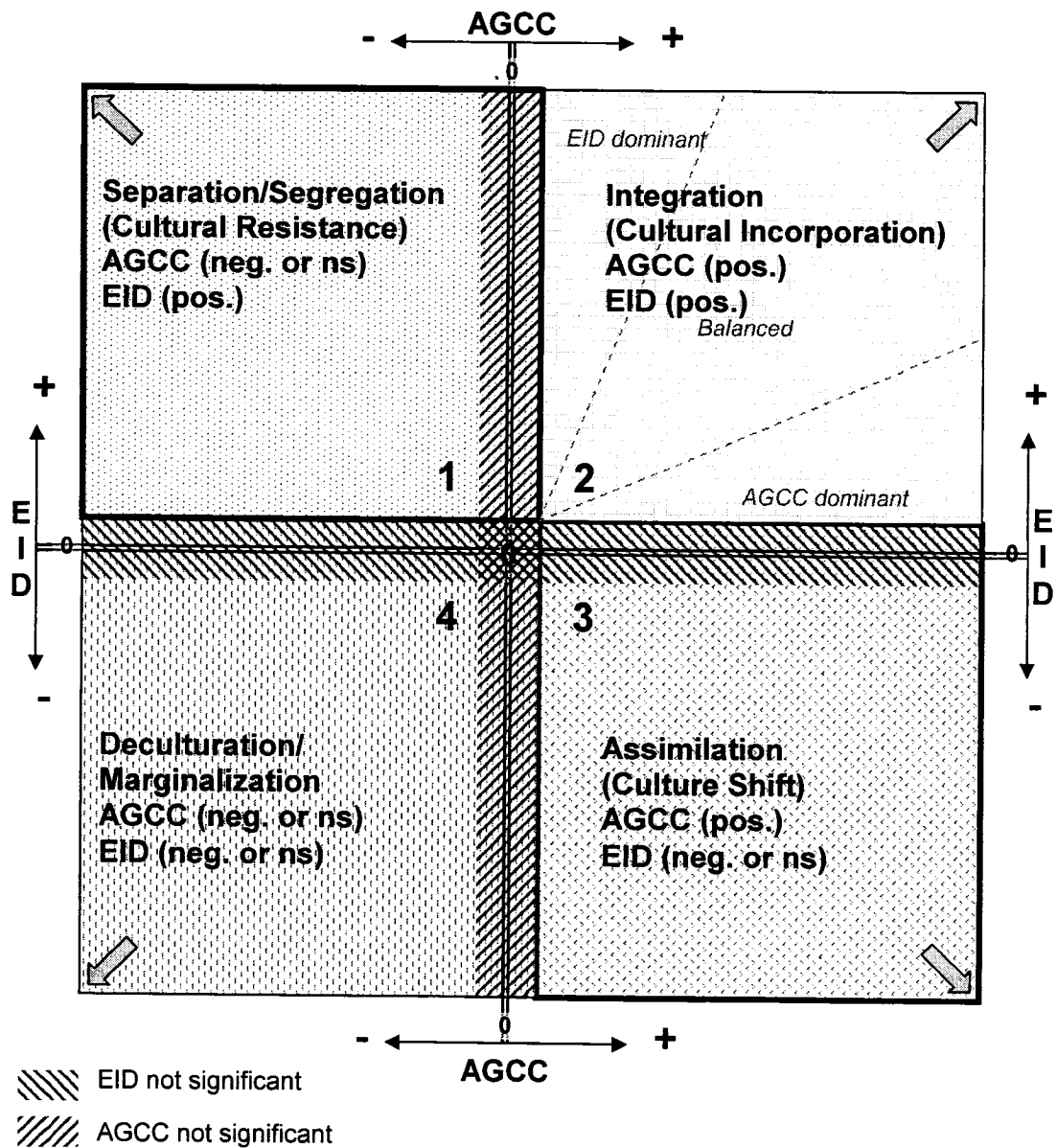


series of analyses, where behaviors were most often (albeit to varying degrees) a positive (or non-significant) function of AGCC and/or EID. Considering the SEM findings, out of 70 consumer behaviors, AGCC was the more powerful predictor, being significant in 61 instances (50 positive path coefficients and 11 negative path coefficients), when compared to EID, which achieved significance in 48 instances (26 positive and 22 negative). This can be compared to the regression findings, which included 66 significant effects of AGCC on behavior (all of which were positive), and 39 significant effects of EID (28 positive and 11 negative).

#### *Acculturation Patterns and Consumer Behavior*

Adapting Berry's (1980, 1997) acculturation framework and Mendoza and Martinez's (1981) proposed typology of acculturation strategies to the environment of this dissertation, several general global acculturation patterns can be discerned, which are illustrated by the various consumer behaviors considered in this research. Figure 43 models four broad acculturation patterns according to the directional influence of the local (EID) and global (AGCC) cultural influences, as they are manifested across the various behaviors.

**Figure 43: Acculturation Strategies**  
**According to Global and Local Cultural Influences on Behavior**



When behavior is inversely (or, non-significantly) related to AGCC and positively related to EID (the first quadrant), this is said to exhibit an acculturation strategy in keeping with 'separation/segregation' in Berry's framework, or alternatively, 'cultural resistance' in Mendoza and Martinez's typology. When behavior is positively predicted by both AGCC and EID (the second quadrant), this reflects an 'integration' acculturation

strategy (Berry, 1980, 1997) or ‘cultural incorporation’ (Mendoza & Martinez, 1981), and possibly over time—should the transmutation of local and global influences yield to entirely new behaviors—‘creolization’. The second quadrant can be further divided into three parts, the first signifying behaviors where the impact of EID dominates that of AGCC, the second indicating behaviors that are a balanced function of AGCC and EID, and the third representing behaviors where the impact of AGCC dominates that of EID. When behavior is a positive function of AGCC but a negative (or non-significant) function of EID (quadrant 3), this is reflective of ‘assimilation’ in Berry’s terms, and the ‘cultural shift’ pattern in Mendoza and Martinez’s typology. Finally, when behavior is an inverse function of both AGCC and EID (or when these two constructs play a non-significant role), this is said to exhibit ‘marginalization/deculturation’ (Berry, 1980, 1997). The diagonal lines that appear in the diagram portrayed in Figure 43 represent zones in which the effects of the cultural variables (AGCC and/or EID) on behavior are trivial (i.e., where, in a statistical sense, significance is not achieved).

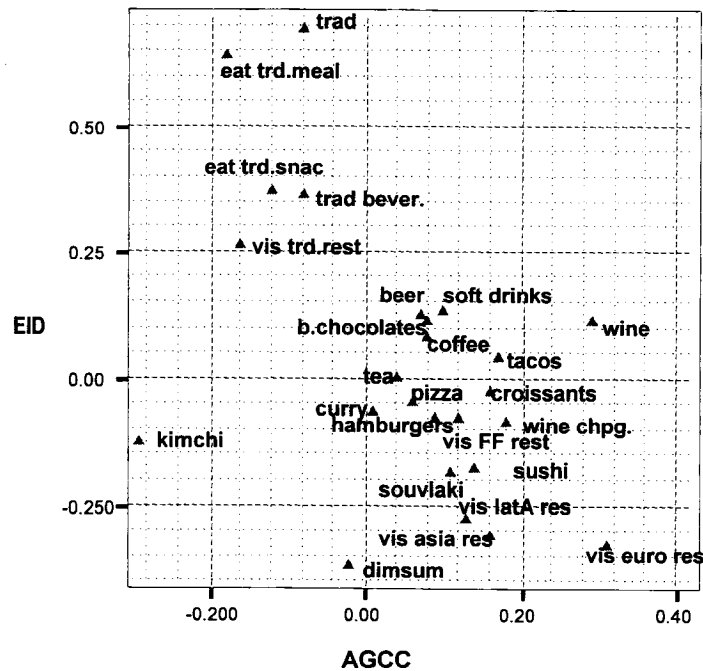
#### *Mapping consumer behaviors according to global and local cultural influences*

Following the convention adopted for the earlier regression analyses, the standardized path coefficients (derived this time from the SEM analyses) linking EID and AGCC to the 70 consumer behaviors, were mapped out in a series of scatterplots. Once again, the greater the distance the behavior appears from the EID and/or AGCC zero intercept(s), the greater is the magnitude (either positive or negative) of the cultural construct(s) on the given behavior.

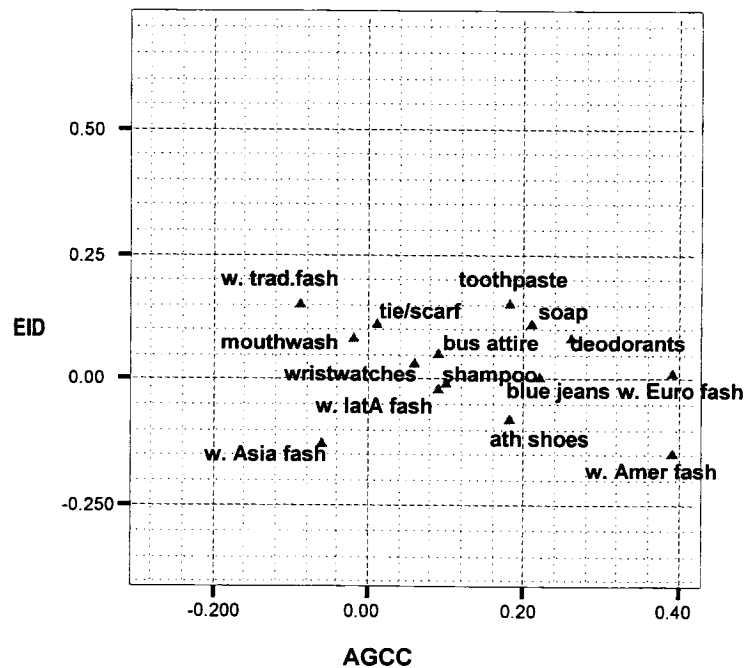
Figure 44 maps out food consumption behaviors according to the relative influence of EID and AGCC. As expected, all five traditional-country food consumption

behaviors (food items, meals, snacks, beverages, and restaurants) appear in the upper left-hand quadrant, where EID and AGCC were both significant predictors, the former being positive and the latter being negative. The pattern of consumption for these five traditional food products echoes Berry's 'separation/segregation' acculturation strategy (alternatively referred to as 'cultural resistance' in Mendoza & Martinez's typology). The 'integration' (Berry, 1980, 1997) or 'cultural incorporation' (Mendoza & Martinez, 1981) acculturation pattern—whereby both AGCC and EID are significantly and positively predictive of behavior—is illustrated by the consumption of wine, soft drinks, beer, coffee, and boxed chocolates. Many of the food consumption behaviors exhibited global acculturation patterns consistent with 'assimilation' in Berry's model or 'culture shift' in that of Mendoza and Martinez, whereby 'home' (i.e., ethnic culture of origin) traits are replaced with 'host' (i.e., global consumer culture) traits. This includes the consumption of globally-popular food items such as tacos, pizza, hamburgers, croissants, souvlaki, sushi, and expensive wine/champagne. The assimilation culture pattern is also reflected in 'foreign/global' restaurant patronage, including European-, American (fast food)-, Latin-American-, and Asian-styled restaurants. In reflection of the 'deculturation/marginalization' acculturation strategy are the consumption of tea (unrelated to either EID or AGCC), kimchi (a traditional Korean side-dish, whereby consumption was inversely related to both EID and AGCC), curry, and dim sum (the latter two food items being inversely related to EID and non-significantly related to AGCC).

**Figure 44: Food Consumption as a Function of AGCC & EID**  
(standardized path coefficients)



**Figure 45: Personal Goods and Clothing Consumption as a Function of AGCC & EID**  
(standardized path coefficients)



The consumption of various personal hygiene goods and clothing is arrayed in Figure 45, based on the relative influence of global and local culture. Looking first at the

hygiene product categories, an acculturation pattern consistent with cultural resistance (i.e., separation/segregation) is indicated only by mouthwash; the consumption of toothpaste, soap, and deodorants reflects cultural incorporation (i.e., integration); while shampoo is indicative of culture shift (i.e., assimilation). With respect to clothing, accessories, and fashion, as expected, the wearing of traditional-country fashions corresponded to cultural resistance (i.e., separation/segregation). The wearing of neckties/scarves also appeared to fit into this acculturation pattern. The wearing of modern business attire is consistent with cultural incorporation (i.e., integration), whereas the wearing of Asian-styled fashions reflects deculturation/marginalization. The remainder of the types of clothing/fashion consumption behaviors corresponds to culture shift (assimilation), including the globally-ubiquitous blue jeans, athletic shoes, and wristwatches, as well as three cultural styles of fashion (European, American, and Latin-American).

**Figure 46: Importance of Owning as a Function of AGCC & EID**  
*(standardized path coefficients)*

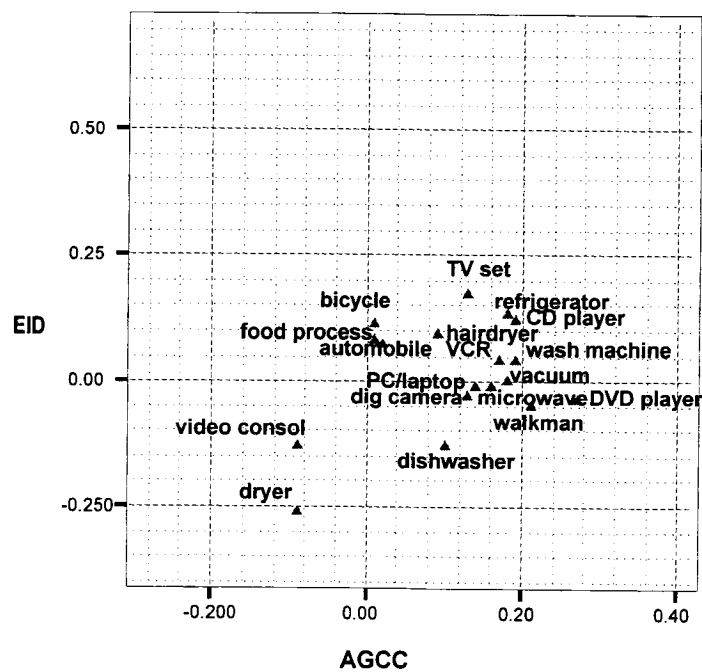
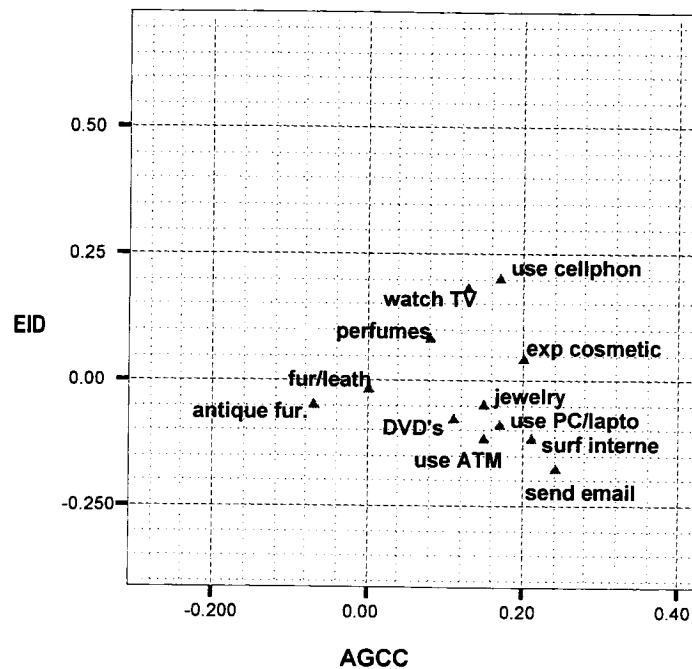


Figure 46 arrays respondents' indicated importance of owning various consumer electronics, durables, and appliances. The bulk of these product categories fall into either the integration or assimilation acculturation patterns, although the importance of owning three disparate products (bicycles, food processors, and automobiles) appears to approximate the separation/segregation acculturation pattern (given the positive coefficients of EID and the non-significant coefficients of AGCC); and the importance of owning videogame consoles and electronic clothes dryers illustrates deculturation/marginalization (given the negative coefficients of both EID and AGCC). Integration was evidenced by the importance of owning TV sets, hairdryers, CD players, and refrigerators; whereas assimilation was reflected by the importance of owning VCR's, washing machines, dishwashers, vacuum cleaners, DVD players, microwave ovens, PC/laptop computers, and walkmans.

**Figure 47: Consumer Behavior as a Function of AGCC & EID**  
(standardized path coefficients)



The fourth graph (Figure 47) maps out media (usage and consumption) and communication patterns, as well as the purchase of various luxury products. None of the consumer behaviors considered in this graph corresponded to the separation/segregation acculturation pattern. The integration pattern was reflected in several media habits, including watching TV and using cellphones, as well as by the consumption of perfumes. Many of the behaviors illustrated on this graph corresponded to assimilation, including the purchasing of DVD's, expensive cosmetics and jewelry, and various digital forms of services/communication (use of PCs/laptop computers, Internet surfing, Email use, and ATM use). Finally, evidence for the deculturation/marginalization pattern was provided by the purchasing behavior for fur/leather coats and antique furniture.

#### *Cataloguing consumer behaviors and acculturation strategies*

Drawing from the SEM analyses, Table 47 summarizes the various consumer behaviors with respect to their correspondence to the four acculturation strategies depicted earlier in Figure 43. Out of a total of 70 consumer behaviors, approximately half exhibited a global acculturation pattern corresponding to assimilation (i.e., culture shift), indicating that the incidence of these behaviors becomes more pronounced when individuals acculturate to global consumer culture while shedding aspects of their original culture. Integration (i.e., cultural incorporation) was the next most common acculturation pattern identified, with 15 episodes. Separation/segregation (i.e., cultural resistance) was evidenced in 11 cases, whereas deculturation/marginalization was reflected in 9 instances.

With the quantitative methodologies for capturing the dependent variables (i.e., consumer behaviors) employed in the international study, it is difficult to establish hard



evidence for the fifth global acculturation strategy articulated in Chapter 3—creolization. Following McCracken (1986, 1990), Belk (1988) and Howes (1996), much of the ‘meaning’ in goods is in their use, which may be idiosyncratic to individuals and cultures. Phenomenological interviewing and/or other qualitative techniques, perhaps combined with a longitudinal research design, would be required to illustrate the recontextualization of global /local cultural values and consumer behaviors into entirely new behaviors (i.e., hybridization, transmutation). However, based on the patterns yielded from the data, one could speculate that some of what passes for assimilation or integration (i.e., ‘culture swapping’, in the sense of bi-cultural consumers moving back-and-forth between global and local identities depending on the situation: Oswald, 1999) may actually be creolization. For example, the consumption of pizza and hamburgers—truly global food concoctions with roots in Italian and American cultures, respectively—may be spreading worldwide (assimilation), although the ingredients and/or preparation of these food items may be very different both within and across nations and cultures, which would imply that a form of transmutation of global and local cultural influences is taking place. Similarly, coffee-drinking has been appropriated by many if not most cultures worldwide (integration), yet—as any coffee connoisseur can attest—there is a world of difference between grabbing a coffee on the go (e.g., such as ordering a “double-double” at a Tim-Horton’s drive through in Canada), and spending an afternoon sipping thick Turkish coffee at an outdoor Turkish café. If truth be told, the Starbucks experience—the quintessential so-called ‘Seattle-style’ American coffee house—is essentially a transmutation of traditional Italian-style cafés with a mélange of American and cosmopolitan attributes, which has been reexported to 36 countries outside of the USA.<sup>9</sup>

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<sup>9</sup> <http://www.starbucks.com/aboutus/international.asp>

**Table 47: Cataloguing Consumer Behaviors and Acculturation Strategies\***

| <b>Separation/Segregation (Cultural Resistance)<br/>AGCC (neg. or ns) &amp; EID (pos.)</b>   | <b>Integration (Cultural Incorporation)<br/>AGCC (pos.) &amp; EID (pos.)</b>  |
|--|---|
| <ul style="list-style-type: none"> <li>▪ traditional-country food items, traditional-country meals, traditional-country snacks, traditional-country beverages, traditional-country restaurants</li> <li>▪ wear traditional-country fashions, mouthwash, neckties/scarves</li> <li>▪ bicycle, food processor, automobile</li> </ul> | <ul style="list-style-type: none"> <li>▪ beer, coffee, wine, soft-drinks, boxed chocolates</li> <li>▪ deodorants, soap, toothpaste</li> <li>▪ hairdryer, CD player, refrigerator, TV set</li> <li>▪ watch TV, use cellphone, perfumes</li> </ul>  |
| <i>Total: 11 behaviors</i>   | <i>Total: 15 behaviors</i>  |
| <b>Deculturation/Marginalization<br/>AGCC (neg. or ns) &amp; EID (neg. or ns)</b>  | <b>Assimilation (Culture Shift)<br/>AGCC (pos.) &amp; EID (neg. or ns)</b>  |
| <ul style="list-style-type: none"> <li>▪ tea, curry, kimchi, dim sum</li> <li>▪ Asian fashions</li> <li>▪ clothes dryer</li> <li>▪ antique furniture, fur/leather coats</li> </ul>   | <ul style="list-style-type: none"> <li>▪ pizza, sushi, tacos, souvlaki, hamburgers, croissants, expensive wine/champagne, Asian-style restaurants, European-style restaurants, Latin-American-style restaurants, American (fast food)-style restaurants</li> <li>▪ American fashions, Latin-American fashions, European fashions, shampoo, blue jeans, athletic shoes, business attire, wristwatches</li> <li>▪ walkman, VCR, washing machine, dishwasher, vacuum cleaner, DVD player, microwave oven, digital camera, PC/laptop computer</li> <li>▪ use PC/laptop computer, surf Internet, send Email, use ATM, expensive cosmetics, DVD's, jewelry</li> </ul> |
| <i>Total: 9 behaviors</i>  | <i>Total: 35 behaviors</i>  |

\*pos.=significant positive relationship, neg.=significant negative (inverse) relationship, ns=non-significant relationship.

### *SEM: Materialism, Consumer Ethnocentrism & Consumer Behavior*

Finally, the relationships between materialism, consumer ethnocentrism and the various consumer behaviors were explored, using structural equation modeling (SEM) techniques. It was expected that the antecedent roles of MAT and CET would fluctuate across the different consumer behavior episodes. Following the method described in the previous section (i.e., linking AGCC, EID and consumer behavior), a structural model linking MAT and CET to behavior was developed, and, taking in the aggregate sample, respecified for each of the 70 behaviors under consideration. The results are listed in

Table 48, and presented graphically in Figure 48. With CFI values ranging from 0.937 to 0.957, and RMSEA values ranging from a high of 0.068 to a low of 0.014, fit indices ranged from satisfactory to outstanding for the estimated structural models. Out of the 70 episodes, MAT was a significant predictor in 56 instances (with 53 and 3 of the path coefficients being positive and negative, respectively), while CET significantly influenced behavior in 44 instances (evenly split between positive and negative path coefficients). In only three cases was neither MAT nor CET significantly linked to behavior (the consumption of coffee and wine, and the wearing of wristwatches). Close to half of the consumer behaviors (33 out of 70) were jointly predicted by MAT and CET.

**Table 48: Consumer Behaviors as a Function of MAT and CET<sup>a</sup>**

| Consumption item                     | MAT    | CET     | CFI  | RMSEA | $\chi^2/\text{d.f.}$ |
|--------------------------------------|--------|---------|------|-------|----------------------|
| Pizza                                | .14*** | .05**   | .955 | .057  | 6.733                |
| Sushi                                | .07*** | .00     | .954 | .058  | 6.933                |
| Tacos                                | -.06** | .04     | .955 | .014  | 6.795                |
| Kimchi                               | .07*** | .06**   | .937 | .068  | 9.193                |
| Souvlaki                             | .10*** | -.02    | .950 | .061  | 7.423                |
| Tea                                  | -.06** | -.01    | .954 | .058  | 6.899                |
| Beer                                 | .02    | .06**   | .955 | .057  | 6.731                |
| Traditional (country) food items     | -.02   | .27***  | .956 | .057  | 6.734                |
| Curry                                | .00    | -.09*** | .955 | .057  | 6.746                |
| Dim Sum                              | .04*   | .01     | .951 | .060  | 7.300                |
| Hamburgers                           | .19*** | .04     | .955 | .058  | 6.801                |
| Croissants                           | .06**  | .11***  | .956 | .057  | 6.607                |
| Coffee                               | .02    | -.03    | .957 | .057  | 6.547                |
| Wine                                 | .01    | .01     | .955 | .058  | 6.806                |
| Soft Drinks                          | .15*** | .02     | .956 | .057  | 6.666                |
| Traditional (country) beverage items | .03    | .19***  | .954 | .059  | 7.003                |
| Shampoo                              | .07*** | -.04    | .954 | .058  | 6.843                |
| Deodorants                           | -.01   | -.10*** | .950 | .061  | 7.520                |
| Mouthwash                            | .09*** | .16***  | .956 | .057  | 6.646                |
| Soap                                 | .03    | -.10*** | .951 | .060  | 7.279                |
| Toothpaste                           | .00    | -.08*** | .954 | .058  | 6.896                |
| Blue jeans                           | .14*** | -.08*** | .952 | .059  | 7.194                |
| Athletic shoes                       | .11*** | -.05**  | .955 | .057  | 6.725                |
| Business attire                      | .09*** | .04     | .954 | .058  | 6.896                |
| Wristwatches                         | .03    | -.02    | .955 | .057  | 6.749                |
| Neckties / scarves                   | .09*** | .10***  | .955 | .058  | 6.861                |
| Walkman                              | .27*** | -.06**  | .955 | .058  | 6.917                |
| VCR                                  | .14*** | .04     | .956 | .057  | 6.637                |
| Washing machine                      | .00    | -.06**  | .953 | .059  | 7.073                |
| Clothes dryer                        | .17*** | -.08*** | .954 | .058  | 6.902                |
| Dishwasher                           | .12*** | .00     | .950 | .061  | 7.501                |

**Table 48 (Continued): Consumer Behaviors as a Function of MAT and CET<sup>a</sup>**

| Consumption item                             | MAT     | CET     | CFI  | RMSEA | $\chi^2$ /d.f. |
|--|---------|---------|------|-------|----------------|
| Hairdryer                                    | .13***  | .12***  | .948 | .062  | 7.707          |
| Vacuum cleaner                               | .01     | -.07*** | .955 | .058  | 6.804          |
| CD player                                    | .14***  | .00     | .956 | .057  | 6.654          |
| Bicycle                                      | -.13*** | .04     | .954 | .058  | 6.960          |
| Videogame console                            | .20***  | .08***  | .952 | .060  | 7.277          |
| DVD player                                   | .21***  | -.07*** | .954 | .058  | 6.907          |
| Refrigerator                                 | -.02    | -.09*** | .949 | .061  | 7.586          |
| Microwave oven                               | .13***  | -.04    | .956 | .057  | 6.679          |
| TV set                                       | .20***  | -.02    | .953 | .059  | 7.037          |
| Digital camera                               | .22***  | .04     | .952 | .060  | 7.288          |
| PC / laptop computer                         | .12***  | -.11*** | .956 | .057  | 6.709          |
| Food processor                               | .16***  | .13***  | .955 | .058  | 6.812          |
| Automobile                                   | .20***  | .11***  | .953 | .059  | 7.066          |
| Watch television                             | .12***  | .00     | .955 | .057  | 6.763          |
| Use cellphone                                | .16***  | -.08*** | .954 | .058  | 6.954          |
| Use PC / laptop                              | .08***  | -.20*** | .955 | .058  | 6.840          |
| Surf internet                                | .11***  | -.23*** | .951 | .060  | 7.351          |
| Send email                                   | .04*    | -.21*** | .951 | .060  | 7.352          |
| Use ATM (bank-machine)                       | .15***  | -.07*** | .953 | .059  | 7.047          |
| Eat traditional (country) meals              | .04     | .29***  | .957 | .057  | 6.666          |
| Eat traditional (country) snacks             | .15***  | .25***  | .955 | .058  | 6.883          |
| Visit traditional (country) restaurants      | .13***  | .22***  | .954 | .058  | 6.985          |
| Visit Asian-style restaurants                | .12***  | -.17*** | .956 | .057  | 6.662          |
| Visit European-style restaurants             | .14***  | -.15*** | .955 | .058  | 6.800          |
| Visit Latin-American-style restaurants       | .09***  | -.03    | .954 | .058  | 6.882          |
| Visit American-style (fast food) restaurants | .27***  | .01     | .954 | .058  | 6.952          |
| Wear American-style fashions                 | .28***  | -.11*** | .954 | .058  | 6.992          |
| Wear Latin-American-style fashions           | .12***  | .15***  | .955 | .058  | 6.832          |
| Wear Asian-style fashions                    | .15***  | .02     | .952 | .060  | 7.268          |
| Wear European-style fashions                 | .15***  | -.10*** | .951 | .060  | 7.289          |
| Wear traditional (country) fashions          | .07***  | .10***  | .954 | .058  | 6.856          |
| Boxed chocolates                             | .08***  | .06**   | .957 | .056  | 6.565          |
| Expensive cosmetics                          | .25***  | .03     | .949 | .062  | 7.716          |
| Music / movie DVD's                          | .14***  | .02     | .954 | .058  | 6.896          |
| Fragrances / perfumes                        | .21***  | .09***  | .952 | .060  | 7.200          |
| Jewelry                                      | .19***  | .04*    | .950 | .061  | 7.434          |
| Antique furniture                            | .08***  | .13***  | .953 | .059  | 7.099          |
| Fur / leather coats                          | .17***  | .14***  | .955 | .058  | 6.836          |
| Expensive wine / champagne                   | .11***  | .00     | .952 | .059  | 7.194          |

<sup>a</sup>Structural equations modeling, standardized coefficients, \*\*\*( $p < .01$ ), \*\*( $p < .05$ ), \*( $p < .10$ ). N=1752

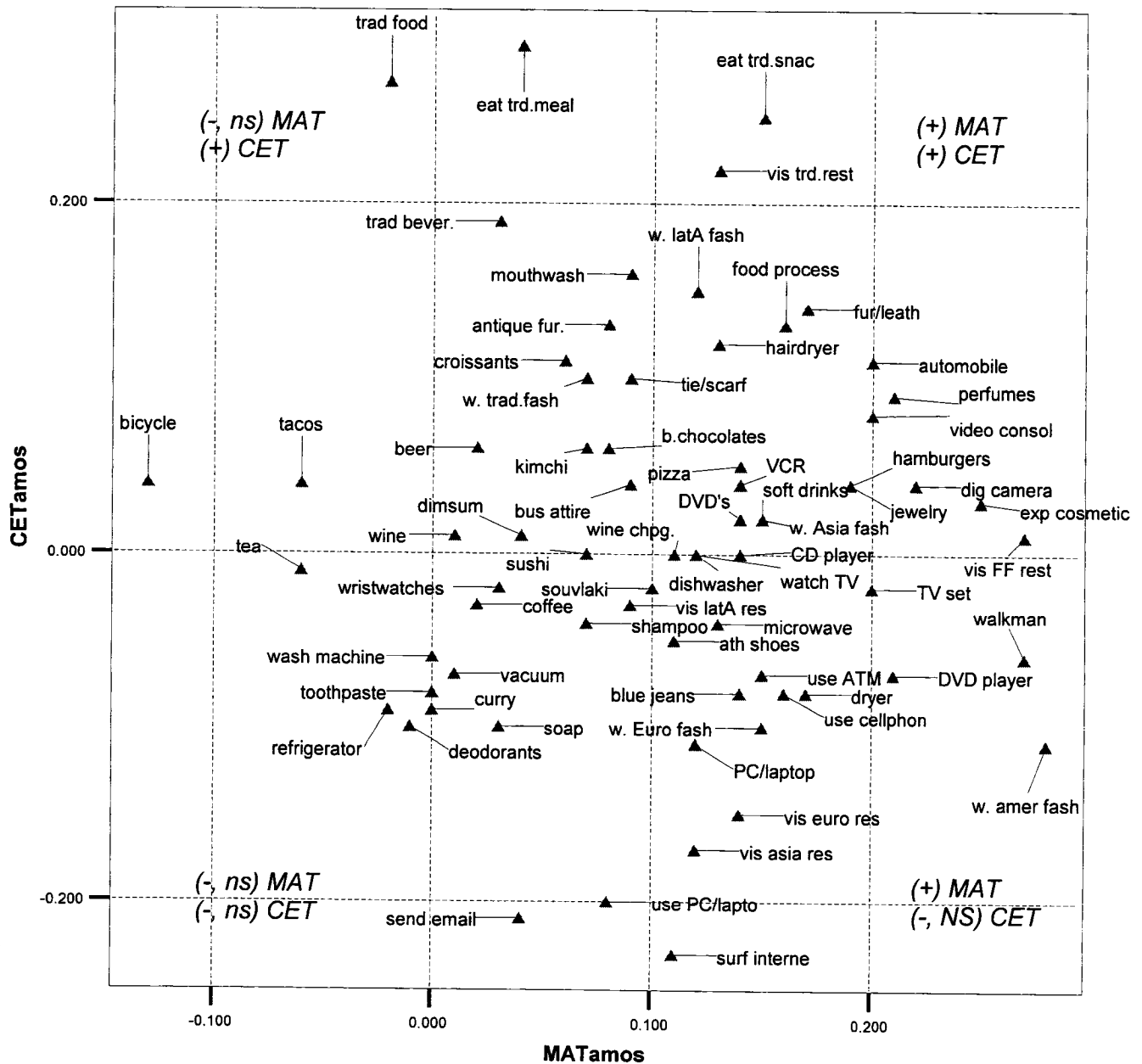
A visual inspection of the graph presented in Figure 48 reveals that the influence (both direction and magnitude) of MAT and CET varied greatly across the different consumer behaviors. Focusing first on the positive relationships, as expected, the influence of CET tended to be strongest for traditional-country food consumption behaviors (e.g., food items, beverages, meals, snacks, and restaurants); whereas MAT had

a strong influence on a number of hedonic consumption behaviors (e.g., expensive cosmetics, fragrances/perfumes, jewelry, fur/leather coats), and the importance of owning consumer appliances and electronic products (e.g., movie/music DVDs, personal stereo player [walkman], VCR, clothes dryer, dishwasher, hairdryer, CD player, videogame console, DVD player, microwave oven, TV set, digital camera, personal/laptop computer, food processor), as well as the importance of automobile ownership. MAT was also a relatively strong positive predictor of visitation frequencies for all ethnic restaurant and fashion categories (including traditional), a number of globally-popular food items (e.g., hamburgers, pizza, soft drinks) and usage frequencies of various media and communication devices (e.g., TV, cellphone, Internet, etc.). Interestingly, CET was positively and relatively strongly associated with several hedonistic consumption patterns, including the purchasing of antique furniture and fur/leather coats.

Out of the 25 instances in which negative antecedent relationships were observed, CET accounted for 22, providing some indication that products associated with these consumption behaviors would be poor candidates for global branding strategies (and conversely, perhaps good candidates for locally-branded positioning strategies) and/or for penetration into (sub) markets where strong sentiments of consumer ethnocentrism are held. Those holding strong CET sentiments tended to eschew the following, for example: the use of cellphones, personal/laptop computers, and ATMs (bank machines); surfing the Internet and sending email; wearing blue jeans, and American/European fashions; visiting European/Asian-styled restaurants; and ownership of walkmans, washing machines and clothes dryers, vacuums, refrigerators, DVD players, and personal/laptop computers. Finally, those individuals holding high materialistic values shunned bicycles,

and avoided eating tacos or drinking tea.

**Figure 48: Mapping Consumer Behaviors According to MAT and CET**  
(Standardized path coefficients)



In a manner similar to that proposed earlier for EID and AGCC, the various consumer behaviors can be classified into four broad categories, depending on the relative combined influence of MAT and CET (Table 49), which I have elected to label

as follows: (1) *traditional* consumption, (2) *necessity* consumption, (3) *hedonistic and local* consumption, and (4) *hedonistic and global* consumption.

**Table 49: A Typology of Consumer Behaviors  
According to the Influence of MAT and CET**

|   |  |
|---|--|
| <b>(1) Traditional Consumption</b><br>MAT (neg. or ns) & CET (pos.)<br><u>Examples:</u> traditional-country food and beverage items | <b>(3) Hedonistic &amp; Local Consumption</b><br>MAT (pos.) & CET (pos.)<br><u>Examples:</u> traditional-country snacks and restaurants      |
| <b>(2) Necessity Consumption</b><br>MAT (neg. or ns) & CET (neg. or ns)<br><u>Examples:</u> tea, soap, refrigerator                 | <b>(4) Hedonistic &amp; Global Consumption</b><br>MAT (pos.) & CET (neg. or ns)<br><u>Examples:</u> blue jeans, DVD player, Internet surfing |

These results demonstrate that high levels of CET needn't be incommensurable with high levels of MAT, nor are lower levels of the former always predictive of higher levels of the latter (and vice-versa). Rather, consumer's ethnocentric and materialistic tendencies appear to be more context-specific—that is, manifested differentially across different consumer behavior contexts—rather than signifying an absolute trait. Recall earlier that EID was a strong positive predictor of CET, while being a weaker (but still significant) predictor of MAT; AGCC was positively and negatively prognostic of MAT and CET, respectively. Thus, it was not unexpected that the consumer behavior patterns obtained earlier for AGCC/EID corroborated with those revealed for MAT/CET. On the whole, although the general patterns between the antecedents (AGCC/EID, MAT/CET) and the outcomes (consumer behaviors) were largely consistent, the strength of the relationships tended to be stronger for AGCC/EID and behavior, than for MAT/CET and behavior, as indicated partially by the greater number of significant path coefficients for the former, as well as by the magnitude (i.e., absolute value) of these standardized path coefficients. In other words, the influence of local and global culture on behavior was greater, than the influence of materialistic and consumer ethnocentric traits on behavior.

## Summary of Main Findings

Table 50 provides a summary of the main findings reported in Chapters 6 through 8. A general discussion of some of the major findings and corresponding implications for researchers and practitioners is contained in final chapter (Chapter 9), along with the limitations of the study, directions for future research, and concluding remarks.

**Table 50: Summary of Main Findings**

| <b>Construct/<br/>hypothesis/<br/>proposition</b> | <b>Analyses I<br/>(multivariate with SPSS)</b>  | <b>Analyses II<br/>(SEM with AMOS)</b>   |
|---|---|--|
| <i><b>Latent constructs</b></i>                   |   |  |
| <b>AGCC</b>                                       | AGCC is a multidimensional construct, composed of 9 distinct and reliable factors.                                | AGCC is a multidimensional 2 <sup>nd</sup> -order latent construct, composed of 4 distinct latent first-order factors. |
| <b>EID</b>  | EID is a multidimensional construct, composed of 4 distinct and reliable factors.                                 | EID is a multidimensional 2 <sup>nd</sup> -order latent construct, composed of 3 distinct latent first-order factors.  |
| <b>MAT</b>  | Taking in the original 9 items, materialism was demonstrated to be a reliable factor across the country-samples.  | Using 7 out of the original 9 items, MAT is a robust first-order latent factor.  |
| <b>CET</b>  | Taking in the original 4 items, consumer ethnocentrism established high reliabilities across the country-samples. | Using all 4 indicators, CET is a robust first-order latent factor.   |
| <i><b>Hofstede's cultural dimensions</b></i>      |   |  |
| <b>H1a (AGCC→PD)</b>                              | <i>Not supported</i> (non-significant correlation).   | <i>Supported</i> : higher levels of AGCC associated with lower PD scores.  |
| <b>H1b (EID→PD)</b>                               | <i>Not supported</i> (non-significant correlation).   | <i>Not supported</i> (non-significant relationship).   |
| <b>H2a (AGCC→UA)</b>                              | <i>Not supported</i> : higher scores on AGCC was associated with higher UA scores.                                | <i>Not supported</i> : higher AGCC scores associated with higher levels of UA.   |
| <b>H2b (EID→UA)</b>                               | <i>Supported</i> : higher EID was marginally associated with higher UA.   | <i>Supported</i> : higher EID scores associated with higher levels of UA.  |
| <b>H3a (AGCC→IND)</b>                             | <i>Not supported</i> : higher scores on AGCC were associated with collectivism.                                   | <i>Not supported</i> . Higher levels of AGCC linked to collectivism.   |
| <b>H3b (EID→IND)</b>                              | <i>Supported</i> : higher scores on EID were associated with collectivism.  | <i>Supported</i> : higher EID scores associated with collectivism.   |
| <b>H4a (AGCC→MAS)</b>                             | <i>Supported</i> : higher scores on AGCC associated with masculine cultural traits.                               | <i>Not supported</i> (non-significant relationship).   |



**Table 50 (Continued): Summary of Main Findings**

| <b>Construct/<br/>hypothesis/<br/>proposition</b>  | <b>Analyses I<br/>(multivariate with SPSS)</b>   | <b>Analyses II<br/>(SEM with AMOS)</b>  |
|--|--|---|
| <b>H4b (EID→MAS)</b>   | <i>Supported:</i> higher scores on EID associated with feminine cultural traits.                             | <i>Supported:</i> higher levels of EID associated with feminine cultural traits.                                  |
| <b>H5a (AGCC→LTO)</b>  | <i>Not supported</i> (non-significant correlation).  | <i>Not supported</i> (non-significant relationship).  |
| <b>H5b (EID→LTO)</b>   | <i>Supported:</i> higher levels of EID associated with past/present orientation.                             | <i>Supported:</i> higher levels of LTO associated more with past/present orientation.                             |
| <b><i>Structural relations between the latent constructs</i></b>                           |  |   |
| <b>H6a (AGCC→CET)</b>  | <i>Supported:</i> CET was strongly negatively correlated with AGCC.  | <i>Supported:</i> CET is a negative function of AGCC.   |
| <b>H6b (EID→CET)</b>   | <i>Supported:</i> CET was strongly positively correlated with EID.   | <i>Supported:</i> CET is a positive function of EID.  |
| <b>H7a (AGCC→MAT)</b>  | <i>Supported:</i> MAT was strongly positively correlated with AGCC.  | <i>Supported:</i> MAT is a strong positive function of AGCC.  |
| <b>H7b (EID→MAT)</b>   | <i>Not supported</i> (non-significant correlation)   | <i>Not supported:</i> MAT is marginally a positive function of EID.   |
| <b><i>Structural relations between the latent constructs and demographic variables</i></b> |  |   |
| <b>H8a (age→AGCC)</b>  | <i>Supported:</i> younger individuals were likely to have higher levels of AGCC than were older individuals. | <i>Supported:</i> higher AGCC levels are associated with younger individuals, when compared to older individuals. |
| <b>H8b (age→EID)</b>   | <i>Not supported</i> (non-significant correlation)   | <i>Supported:</i> older individuals had higher levels of EID than did younger individuals.                        |
| <b>H8c (age→CET)</b>   | <i>Supported:</i> older individuals were more consumer-ethnocentric.   | <i>Supported:</i> CET is a positive function of age.  |
| <b>H8d (age→MAT)</b>   | <i>Supported:</i> younger individuals were more materialistic.   | <i>Supported:</i> MAT is a negative function of age.  |
| <b>H9a (income→AGCC)</b>   | <i>Supported:</i> higher income respondents tended to have higher levels of AGCC.                            | <i>Supported:</i> higher AGCC scores are associated with higher income levels.                                    |
| <b>H9b (income→EID)</b>  | <i>Supported:</i> lower income respondents more apt to strongly identify with local culture.                 | <i>Supported:</i> higher EID scores are associated with lower income levels.                                      |
| <b>H9c (income→CET)</b>  | <i>Supported:</i> the correlation between income and CET is negative.  | <i>Supported:</i> lower-income respondents tended to hold greater CET tendencies.                                 |
| <b>H10a (education→AGCC)</b>   | <i>Not supported</i> (non-significant correlation)   | <i>Supported:</i> higher AGCC scores are associated with greater levels of education.                             |
| <b>H10b (education→EID)</b>  | <i>Supported:</i> the correlation between educational attainment and EID is negative.                        | <i>Not supported</i> (non-significant relationship).  |
| <b>H10c (education→CET)</b>  | <i>Supported:</i> the correlation between educational attainment and CET is negative.                        | <i>Supported:</i> higher CET scores are associated with lower levels of education.                                |

**Table 50 (Continued): Summary of Main Findings**

| <b>Construct/<br/>hypothesis/<br/>proposition</b> | <b>Analyses I<br/>(multivariate with SPSS)</b>  | <b>Analyses II<br/>(SEM with AMOS)</b>   |
|---|---|--|
| <b><i>Propositions (Consumer Behaviors)</i></b>   |   |  |
| <b>P1 (luxury goods)</b>                          | The consumption frequencies of most luxury and/or entertainment products tended to be strongly and solely predicted by AGCC.  | Depending on the particular class, the consumption patterns of luxury products corresponded to three patterns (ordered from most to least): 'assimilation' (AGCC positive, with EID negative or non-significant), 'marginalization', (AGCC/EID negative or non-significant) and 'integration' (i.e., balanced between AGCC/EID). |
| <b>P2 (communications)</b>                        | Newer, digital forms of media usage and communications were mostly strongly and positively predicted to AGCC, while being inversely related to EID. For some more established media, behavior was a balanced function of both AGCC and EID. | 'Assimilation' (AGCC positive, with EID negative or non-significant) was the most common acculturation pattern evidenced for communications and media usage, followed by 'integration' (i.e., balanced between AGCC/EID).  |
| <b>P3 (consumer electronics)</b>                  | In most instances, the importance of owning various consumer electronics was solely a function of AGCC, although AGCC and EID were jointly predictive for a number of more established consumer electronics.                                | For consumer electronics, the most common acculturation pattern evidenced was that of 'assimilation' (AGCC positive, EID negative or non-significant), followed by 'integration' (balanced function of EID/AGCC).  |
| <b>P4 (household appliances)</b>                  | The influence of AGCC tended to dominate that of EID for these products, although there were instances when both variables were predictive of behavior.   | Household appliance ownership tended to reflect either 'assimilation' acculturation pattern (AGCC positive, EID negative or non-significant), or—to a lesser extent—one corresponding to 'integration' pattern (i.e., relatively balanced between EID/AGCC).   |
| <b>P5 (clothing/accessories)</b>                  | Western-style clothing items were predominantly a function of AGCC, while more traditional and regional fashions tended to be jointly related to AGCC and EID.  | All four acculturation strategies were evidenced for clothing, accessories, and fashion; however the wearing of globally-popular apparel items corresponded to 'assimilation' (AGCC positive, EID negative or non-significant).  |
| <b>P6 (personal care items)</b>                   | The consumption of various personal care/hygiene goods was more or less a balanced function of both EID and AGCC.   | Most consumption behavior here was consistent with the 'integration' (i.e., balanced between EID and AGCC) acculturation strategy.   |
| <b>P7 (food &amp; beverages)</b>                  | The influence of EID tended to be strongest for traditional-country food consumption behaviors, while the influence of AGCC tended to be strongest for those that have achieved popularity worldwide.                                       | All four acculturation strategies were in evidence for food consumption. Traditional-country food consumption reflected 'separation' while globally-popular food items reflected 'assimilation'; still other consumption patterns reflected 'integration' and 'marginalization'.   |

## **CHAPTER 9: DISCUSSION AND CONCLUSIONS**

### **General Discussion and Research Implications**

#### *The Multifaceted Nature of Acculturation and Ethnic Identification*

The emerging consensus among researchers is that ethnic identification and acculturation are both multidimensional (i.e., representing higher-order concepts: see Kim et al., 2001; Laroche et al., 1993, 1997; Phinney, 1990, 1996), selective and/or strategic (e.g., Horenczyk, 1997; Keefe & Padilla, 1987), and contextual (e.g., Oswald, 1999; Mendoza, 1989; Stayman & Deshpandé, 1989), in that the acquisition of new cultural characteristics and the maintenance or loss of traditional ones varies from trait to trait and from situation to situation. In light of this, researchers have largely abandoned single-trait and objective measures of ethnic identity and acculturation in favor of multifaceted and subjective cultural indicators (Venkatesh, 1995). The growing literature on acculturation documents measures for capturing the various facets of ethnic identity and acculturation, however these studies have generally focused on culture change occurring within the narrow context of immigrants adapting to the alternative host cultures, and not from the broader perspective of how deterritorialized and global cultural flows impact cultures and consumers around the world. In my research, I have offered up measures that enable researchers to capture acculturation to this global consumer culture, within which the various drivers of this complex phenomenon are embedded. My AGCC scale has components that reflect personal traits and qualities that are associated with an outward, 'worldly' orientation (COS), individuals' degree of outright identification with the global consumer culture (IDT), internal dispositions that are amenable to global

culture influences (OPE), acquired skills such as language (ELU) and experiences (TRAV) that foster the exchange of information from the global arena, as well as external agents that include both the ‘media’ (GMM) and the ‘message’ (EXM).

With the notable exception of IDT, all of the dimensions uncovered in Study 1—and reconfirmed in Study 2—were a priori operationalized to be facets of AGCC, and demonstrated high composite factor loadings and reliability coefficients. For the international study, the GMM dimension was expanded to include European- and Asian-based media sources, complimenting the original American-based media sources. As postulated, exploratory factor analysis (EFA) on the international data (Study 3) yielded factors closely corroborating the patterns obtained in Studies 1 and 2, namely the original seven dimensions plus the two additional GMM dimensions.

Despite the high factor loadings and reliability coefficients obtained in the EFA of the international data, only four dimensions (COS, EXM, TRAV, and GMM) yielded sufficiently strong psychometric properties when subjected to the more rigorous first- and second- order confirmatory factor analyses (CFA). Recall that unlike EFA approaches, the CFA approach incorporates explicit estimations of measurement error. Such error is likely to be more pronounced given (among other things) greater variability in sampling composition and the associated heterogeneity of response patterns. More specific to the current research, it is probable that the relationship of (that is, importance or relevance of) certain first-order latent AGCC constructs (and also perhaps their respective composite items) to the higher-order AGCC construct varied considerably from country-sample to country-sample. For example, while English was (necessarily) spoken by all respondents—regardless of the country-of-residence—the degree and/or ways in which

the language was used on a daily basis varied greatly among respondents, and across the different country-samples (refer to Table 36). Subsequently, it can be argued that the strength of the relationship between certain first-order AGCC dimensions (such as ELU) and the higher-order latent construct of interest (AGCC) is unstable across episodes (that is, respondents and aggregate country-samples). Indeed, between-country variability tended to be substantially greater on the dimensions discarded in the CFA's (ELU, GMM<sub>ASIA</sub>, GMM<sub>EUROPE</sub>, OPE, IDT) than it was on the retained dimensions (COS, GMM, EXM, and TRAV: see Table 36). This was also the case for the sole discarded dimension of ethnic identity (EID), LMU (*local culture media usage*, with scores being highly variable both within and across country-samples). The discrepancies between the EFA and CFA findings reported in the third study serve emphasize the multidimensional and complex character of acculturation and ethnic identification, both within and across cultures, countries, and contexts.

It is said that the final condition for construct validity is nomological validity. A scale is said to have nomological validity if it "...behaves as expected with respect to some other construct to which it is theoretically related" (Churchill, 1995, p. 538). In the international study, the relationships exhibited between AGCC and the other constructs (such as ethnic identification, materialism, and consumer ethnocentrism) were consistent with the predications of the theory articulated in this dissertation, and with past research and conjecture on the topics under consideration. In particular, the conceptual independence between the two culture change dimensions (AGCC and EID) was confirmed statistically. Furthermore, as demonstrated by the results of the international study, the predictive (explanatory) power of the two cultural constructs (AGCC and EID)

on behavior was superior to that obtained for the constructs of materialism and consumer ethnocentrism—two constructs that are well-established and researched in the marketing literature.

### *The Makeup of AGCC*

Borrowing Bourdieu's term, media, marketing and tourism function as 'cultural intermediaries' (1984, p. 359). Dimensions corresponding to these three intermediaries were obtained in both the exploratory and confirmatory factor analyses, namely GMM, EXM, and TRAV. The TRAV dimension captured individuals' travelling experiences and frequencies, and by extension, those persons' first-hand direct contacts with other cultures and locales. The hitherto unprecedented mass migration facilitates the diffusion of global consumer culture (Appadurai, 1996; Ger and Belk, 1996a), not only in a direct experiential sense, but also indirectly, such as when travelers return home, displaying goods acquired abroad and speaking of their experiences to others. GMM can be thought of as the *means* of disseminating global consumer culture, whereas EXM can be construed as a form of experiencing the *message*: the beliefs, attitudes, values, and characteristics of global consumer culture, coded into the form of words, images, sounds, and associations. Many have argued that global mass media and the marketing activities of multinational firms are the most powerful global forces affecting cultures (e.g., Ger & Belk, 1996a; Peñaloza & Gilly, 1999; Wilk, 1998; Alden et al., 1999; Levitt, 1983; Moses, 2000; Walker, 1996; Hannerz, 1992; Hirschman, 1988; Appadurai, 1990; Castells, 2000; Cross & Smits, 2005). As agents of culture, transnational corporations are viewed by some as holding an edge over the resistance offered by local cultures, given that they "...wield considerable economic, political, and cultural clout" (Thompson &

Arsel, 2004, p. 633). As frightening as this may seem, the power of global firms to monolithically shape culture is in all probability overstated, as remarked by the Nobel prize-winning economist Amartya Sen:

*...the culturally fearful often take a very fragile view of each culture and tend to underestimate our ability to learn from elsewhere without being overwhelmed by that experience* (1999, p. 243).

At the level of the individual, ‘transnational cosmopolitanism’ (Ger & Belk, 1996a; Ger, 1999; Hannerz, 1990, 1992; Turner, 1990; Belk, 2000; Skrbis et al., 2004) has been put forward as one of the key driving forces behind the proliferation of global consumer culture. The term is taken to connote structures of meaning that are disseminated by social networks not based in any single territory (Hannerz, 1992); the members of which being those persons who provide points of entry into other territorial cultures. Cosmopolitans—captured in this research by the COS dimension of AGCC—have been depicted by sociologists as holding heterogeneous tastes, gravitating towards exotic foods, art, music, and fashion (Thompson & Tambyah, 1999). By virtue of their relative indifference to tribal meanings behind locally-produced goods and their “...ability to traverse, consume, appreciate and empathize with cultural symbols and practices that originate outside their home country” (Skrbis et al., 2004, p. 129), cosmopolitans have ‘omnivorous’ consumption patterns, and this “...cosmopolitan omnivorousness becomes a symbol of social status and of one’s moral worthiness” (p. 131). As demonstrated by the relationship between AGCC and materialism, global culture is hedonistic, and global culture consumers search for variety in their consumption behaviors, seeking out the best that the world has to offer. In an acculturation framework, Askegaard et al. (2005) coined the term ‘best-of-both-worlder’ to describe these omnivorous consumers.

Not all latent global consumers are cosmopolitans, or have truly acquired the traits associated with the term. Three other dimensions of AGCC uncovered in the exploratory factor analyses (although insufficiently from confirmatory factor analytic perspective) included ELU, OPE, and IDT. First and foremost, English is currently the lingua franca of the emerging global consumer culture; and since language is considered the ‘mirror of culture’ (Czinkota & Rokainen, 1995), the attainment of English-speaking abilities (corresponding to the ELU dimension) is amenable to the acquisition of the traits and values associated with the global consumer culture (Tenbruck, 1990; Alden et al., 1999; Castells, 2000; Huntington, 1996; Graddol, 2000). Individuals vary with respect to their predispositions (i.e., openness to and/or admiration of: OPE) towards the global forum or ‘market’ of lifestyles and ideas assembled and proffered by globalization. This notion is epitomized by the so-called ‘global teen segment’ (Hassan & Katsanis, 1991; Samli, 1995; Wee, 1999) of individuals that—rather irrespectively of where they live—share many similarities in attitudes, tastes, and the products they buy. The remaining acculturation dimension uncovered, IDT, captured the degree to which individuals identified outright with global consumer culture. Drawing from the extant acculturation literature (e.g., Phinney, 1990; Glazer, 1964; Berry, 1980, 1997; Mendoza & Martinez, 1981; Lambert & Taylor, 1990; Stayman & Deshpandé, 1989; Triandis et al., 1986), this facet can be interpreted as representing either assimilation (i.e., monotonically shedding traditional cultural traits as global cultural traits are acquired and substituted) or the development of a hybridized, ‘bicultural’ identity (that is, identifying with global consumer culture, while at the same time retaining affiliation to one’s traditional culture).



Smith (1990) envisions global culture as eclectic, borrowing from and recontextualizing fragments from pre-existing national and local indigenous cultures. More than any other cultural clusters today, European and American cultures are ubiquitously co-present, in the sense of having penetrated to varying degrees most ethnic cultures worldwide (Tenbruck, 1990). It is argued here in this dissertation that the flavor of AGCC in the contemporary era is unmistakably Western (i.e., primarily derived from American and European cultures), however given the amorphous quality of culture in general and of 'global' culture in particular, over time it may take on different seasonings. As a consequence of immigration, primarily from the developing world, Western societies are changing from within, becoming truly multicultural entities (Legrain, 2002). Furthermore, as the global economic centre shifts from Europe and America to Asia, it is reasonable to expect that the Asian-based cultural phenomena will increasingly be exported worldwide, and integrated into the global culture, even as Asian cultures themselves are changing as a consequence of globalization. Some preliminary anecdotal evidence of this phenomenon can be seen with the growing worldwide popularity of Asian food and penetration of Asian films. However, the results of the confirmatory factor analyses suggest that at the present time, the global inroads made by American-based media outstrip that of Asian or European sources.

#### *Identity and Resistance in the Era of Globalization*

Betancourt and Lopez (1993) remind researchers that in cross-cultural research settings, there are generally more within-group differences than between-group differences (i.e., that substantial variations exist not only between, but moreover within groups). This impression was confirmed by the variability of scores on the various

dimensions of ACCC and EID presented in the results section of Chapter 8. Individuals within, between, *and* across countries vary greatly in the extent to which they identify with and adhere to the values and norms of both their home culture and to the broader emergent global consumer culture. To paraphrase Arnett (2002), globalization is influencing every part of the world—including most if not all of the world’s people—but people and cultures vary greatly in both the degree and manner that they have been affected by it. More than ever before, individuals in the global era are freer to choose and construct their own identities, sampling from an increasingly accessible and varied repertoire of global, local, and other cultural sources of values and traits. Beyond simply being a matter of strategic choice, for many consumers, identity positions are fluid and in motion, as a consequence of individuals’ reconciling the various acculturation factors that they are faced with in given contexts (Askegaard et al., 2005).

According to Legrain (2002), “In a mass-media world, people and events across the globe *feel* closer” (p. 115, italics as in original). In some countries however, the degree of accessibility to ‘outside’ media and messages is monitored and/or controlled (e.g., North Korea, China, Myanmar, and Iran). Recalling the Great Depression of the 1930’s—which put a stop to an earlier period of globalization and was largely the result of nations turning towards protectionism and autarky—Legrain (2002) reminds us that governments could halt or even reverse globalization, if they chose to do so. There is strong evidence to suggest that this would be detrimental, both economically and socially. During the 1990’s, for example, while per capita income rose by an average of about 5 percent per annum in globalizing countries, in non-globalizing countries, it rose by a paltry 1.4 percent annual rate (Legrain, 2002). Thriving cultures are “...forever changing

from within and without” (Legrain, 2002, p. 312), and sociologists have long noted that when cultures close themselves off from outside influences, they stagnate and eventually wither away.

There are, however, other forms of resistance beyond those imposed by the nation-state. Growing movements to counter global consumer culture in evidence, for example, those individuals (e.g., Naomi Klein in her bestseller book, “No Logo”) and groups (e.g., “Adbusters”, “The Media Foundation”) that inveigh against the ‘unnecessary consumption’ that is stereotypical of and propagated by mainstream consumer culture (Kozinets & Handelman, 2004). The archetypical adversaries of these social movements are the multinational corporations and their global brands (Thompson & Arsel, 2004), which are seen as colonizing (and/or debasing) local cultures. However, counterculture movements themselves (e.g., the formerly counterculture inner-city themes of punk and later, hip-hop) often get appropriated by the mainstream consumer culture (Sklair, 1995), and when they are not, their ‘fundamentalist’ or hysterical opposition to all aspects of consumption culture leads to their marginalization by mainstream society (Kozinets & Handelman, 2004). In fact, according to some authors (see Kozinets & Handelman, 2004), one of the most powerful impediments to a spreading global consumer culture—at least, perhaps, in certain areas of the world—is the rising religious fundamentalism that has been evidenced around the world. Yet, as was cogently argued by Kozinets and Handelman (2004), “The centrality of consumption to identity and to social life, combined with the diversity of consumers and types of consumption, present a difficult challenge to consumer activists seeking culture change” (p. 698). Because of globalization, consumers today have more choice than ever before and they

increasingly have the ability to access and enjoy the finest that the world has to offer (Legrain, 2002). Indeed, the biggest threat to globalization may be a prolonged period of regional or global recession (Legrain, 2002). In such a case, governments and others might be tempted to blame multinationals and foreigners for economic woes and repel integration.

### **Practical Implications**

#### *International Market Segmentation: The Global, the Local, and the Creole*

For international marketers today, knowledge of the cultural characteristics of potential target consumers is indispensable, since culture exerts the deepest influence on consumer behavior (McCracken, 1990; Kotler, 2003; Peñaloza & Gilly, 1999; Usunier, 2000; Ger, 1999; de Mooij, 2004). As articulated in the introductory Chapter, when taking their brands and products abroad, the three most critical considerations faced by marketing managers of consumer products include: (1) the choice of country or countries in which to expand, (2) how to enter the chosen market(s), and subsequently, (3) how to design and implement the marketing mix. In evaluating the various alternatives available for each issue, a clear understanding of the characteristics of consumers in these markets is essential. In this dissertation, I investigated cultural constructs that distinguish the characteristics and conditions would be amenable to or impede the establishment of global (versus local) marketing strategies. On the basis of the many results presented in this dissertation, the profiles of archetypal ‘global-’ and ‘local-’ culture consumers can be outlined.

The archetypal *global consumer* holds cosmopolitan traits. Having traveled extensively in foreign countries, she is both competent and comfortable navigating

between different cultural landscapes. She is bicultural or multicultural: on the one hand, deeming herself as a citizen of the world, yet on the other hand, still retaining a degree of affiliation to her culture of origin. The habits of the global consumer are in part shaped by her intensive exposure to the marketing activities of multinational firms, via foreign and global mass media (for example, television, films, and magazines). She is relatively young, gainfully employed, earns a comfortable income, and often has proficient English-speaking abilities. Although she may live in practically any country around the world, she is more likely to live in a place where English is spoken (at least among the elite), and/or where perhaps Western 'consumption values' have made the deepest inroads. Possessions and luxury play are important to the global consumer, and she is relatively unconcerned about whether these material goods are produced locally or in foreign lands. With respect to consumption characteristics and other consumer behaviors, the global consumer is very comfortable with the technologies and products of the digital age, and she is likely to deem essential the ownership of many consumer electronics. In terms of clothing and fashion, the global consumer has eclectic tastes: in addition to wearing the conventional globally-popular items (e.g., blue jeans, athletic shoes, and business attire), she enjoys sampling the fashions of many world regions. Finally, in terms of food consumption, the palate of the global consumer is likewise eclectic; she is likely to enjoy sampling foodstuffs from around the world.

The typical *local consumer* holds a strong attachment to and desire to preserve his/her own culture of origin. Like the global consumer, the local consumer can be a resident of practically any country—developed or developing economies alike—although s/he is may be somewhat more predominant in places where governments have only

recently embraced the free market, and/or in places that are most ‘distant’—in terms of geographic proximity and/or cultural values—from the portals and agents of global consumer culture. Compared to the archetypical global consumer, s/he is older, has less formal education, earns less income, and has substantially fewer experiences travelling in foreign countries. The local consumer also desires consumer goods, but compared to the global consumer, material possessions play a much less important role. In terms of the source of these material goods, the prototypical local consumer has a tendency to view foreign brands as an economic and cultural threat, and therefore his/her purchasing behavior is strongly biased towards locally-produced products. S/he remains an avid consumer of local food and beverage options, and tends to eschew globally-popular foods such as pizza and hamburgers, and those offered in restaurants that feature foreign food. In terms of dress, the local consumer favors local fashions over those from other world regions. Finally, the local consumer is much more selective in his/her use of the products and technologies of the digital age. While s/he has embraced television and mobile (cell) phones, technologies such as the Internet, email, ATMs, and personal computers tend to be seldomly used.

The prototypical global consumer might be more *creole* than global: s/he may be acculturated to global consumer culture but—as evidenced by the results obtained in this research—this need not imply corresponding lower levels of affiliation to his/her culture(s) of origin or identification. Far from being a ‘distinctive whole’, ethnic identity is more a malleable concept, describing an evolving and contextual process (Usunier, 2000) rather than a timeless concrete totality. For many (if not most) consumers in free market economies, it would appear that the reality is somewhere in-between global and

local cultural identities ('Glocalization'). Furthermore, the findings imply that, beyond being a matter of degree, identity is 'heterogenic' (McGuire et al., 1978), being to some extent situationally-dependent. Following this, the archetypal global consumer may be better described of as a *chameleon*<sup>10</sup> rather than creole: 'swapping' (Oswald, 1999) or 'oscillating' (Askegaard et al., 2005) between global and local (and perhaps, still other) identities, taking on one or the other when appropriate or beneficial. It is entirely possible for the same consumer to be exhibiting values and behaviors that are wholly 'global' in one context (e.g., when consuming globally-popular foods like pizza and hamburgers, or when using products of the digital age), displaying 'local' morals and conduct in a second (e.g., reasserting local identification by consuming traditional home-culture foods and wearing traditional fashions), 'bicultural'—swapping between local and global cultural traits and actions—in a third, and perhaps 'creole' in a fourth: exhibiting cultural characteristics and behaviors that are neither local, global, nor a mixture thereof, but rather that of a hybridized 'third' culture, reconstituted from an amalgam of local and global cultural influences. Along these lines, to Askegaard et al. (2005) contend that, "...ethnic identity is not dispositional, but, rather, is contextually constructed" (p. 167).

In sum, the complexity of the findings both within and across the various country-samples lend credence to the arguments of Jain (1989) and others (e.g., ter Hofstede et al., 1999) that the effectiveness of marketing strategies would be greatly enhanced if marketers used consumers, rather than countries, as the basis for international market segmentation decisions.

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<sup>10</sup> According to the Merriam-Webster Online Dictionary, a *chameleon* is **1** : any of a family (Chamaeleontidae) of chiefly arboreal Old World lizards with prehensile tail, independently movable eyeballs, and unusual ability to change the color of the skin; **2 a** : a person given to often expedient or facile change in ideas or character **b** : one that is subject to quick or frequent change especially in appearance (<http://www.m-w.com/>).

### *Global Branding Decisions*

According to Steenkamp et al. (2003), consumer perceptions that a brand is global can be formed in one of two ways: (1) as a result of learning that the given brand is available in other countries, either from personal sources (e.g., friends and family who may have traveled abroad and seen the brand) or through media exposure; and (2) through brand associations, linking the branded-product to global themes via symbols, endorsers, slogans, packaging, images, and other elements that reflect a modern cosmopolitan lifestyle.

The benefits of global brands are clear. Firms benefit through production economies of scale and promotional efficiencies, once a consistent identity has been established worldwide (Hsieh, 2004). Global brands also yield benefits to consumers, given that these brands offer credibility (Alden et al., 1999), and value and power (Hsieh, 2004). Such brands often appeal to human universals (Dawar and Parker, 1994), and, for some individuals, the association of belonging to the global elite (Friedman, 1990). Anthropologists and marketers alike have long noted the link between brands and social status. Consistent with some of the research on country-of-origin effects (e.g., Heslop & Papadopoulos, 1993), Alden et al. (1999) have argued that global branding strategies may be more successful in countries with lower levels of economic development, suggesting that consumers in these markets would prefer global goods out of admiration of ...the 'economic center' (p. 84). The possession of Western brands serves to enhance the owner's status in many developing countries (Ger and Belk, 1996a, 1996b) and promote their self-image as being cosmopolitan, modern, and sophisticated (Friedman, 1990).



Notwithstanding a few exceptions, however, global brands are typically more scarce and often more costly than local alternatives (Batra et al., 2000).

### *Contextual Segmentation*

The findings derived from the cluster analyses provides some indication that under certain conditions, international marketing managers can safely disregard the political frontiers of nations and instead, start broadly by considering the globe as the market and then narrowing the scope of the market by searching for groups of consumers that share communalities and that transcend national boundaries. The results clearly show that while global consumer culture does not drive all consumer behaviors, "...the trend towards global cultures for some products is already upon us" (Domzal & Kernan, 1993, p. 8). At the same time, it would be erroneously simplistic for managers to assume that Western-style consumption behaviors will eventually be adopted wholesale by consumers around the world. Sharing the perspective of Maxwell (2001), "...rather than universal homogeneity...a world of pluralistic consumption is coming to pass" (p. 339), or as Ger and Belk (1996a) contend, consumers around the world are becoming both similar and different to one another. In a very general sense, this research has attempted to reconcile the paired notions of both increasing homogeneity and heterogeneity among consumers, into a model linking culture to product-category consumption patterns. As I argued in Chapter 3, by conceptualizing consumer behavior as a combined function of both local and global cultural influences, one can uncover underlying patterns and reasonably predict outcomes (as shown in Figure 43 and Table 47, and discussed in depth in Chapter 8).

The results presented provide substantial support to the conception that ethnic identification is differentially salient (e.g., McGuire et al., 1978; Friederes & Goldenberg, 1982; Breton, 1978; Mendoza, 1989; Yancey et al., 1976; Oswald, 1999; Mendoza, 1989; Stayman & Deshpandé, 1989; Laroche et al., 1998; Askegaard, 2005) according to the specific consumption context. To avoid the pitfalls of misplaced positioning, international marketers need to remember that many individuals apparently move or—to use Oswald’s terminology, ‘swap’—between various loci of identity. It is therefore vital to recognize the circumstances under which strong feelings of traditional-culture affiliation are apt to be operational and conversely, the conditions under which those traits and values in keeping with a global consumer culture are likely to be manifested. For example, international marketers of products that are traditionally culture-bounded (such as many foodstuffs, clothing, or those objects that may be purchased and consumed in conjunction with important cultural rituals) would almost certainly need to adapt the marketing mix accordingly, whereas for marketers of products associated with notions of modernism, cosmopolitanism, and perhaps status or luxury, standardization of some or all marketing mix elements may be advocated, so as to attain a consistently ‘global’ positioning in the minds of target consumers.

I believe that this research yields insights into which product categories are better candidates for global-, or local-brand positioning strategies, or for more complex combinatory positioning strategies (see Table 47 in Chapter 8). Using a generic product-market perspective as an illustration, the results provide evidence that global consumer culture influences on behavior are greatest for status goods and technological wares, such as those falling into the ‘assimilation’ (or ‘culture shift’) category of Table 47.

Conversely, global branding strategies are likely to be thwarted within product-categories where a 'separation/segregation' (or 'cultural resistance') acculturation pattern is apt to be operational.

### *Consumer Ethnocentrism and Materialism*

A typology of consumer behaviors according to the relative influence of materialism and consumer ethnocentrism was outlined near the end of Chapter 8 (see Table 49). Recall that high levels of AGCC were strongly and positively associated with high levels of materialism, while being firmly and inversely associated with consumer ethnocentrism. As expected, high levels of EID were strongly commensurable with high levels of consumer ethnocentrism, while being (unexpectedly) positively linked also with materialism (albeit to a far lesser degree). The latter finding implies that traditional 'ethnic' consumers do not necessarily eschew the pursuit of material objects; however they are likely to seek out local alternatives in order to satisfy their materialistic cravings. Beyond their bias for locally-produced products, research has shown that country-of-origin stereotypes tend to be more entrenched among ethnocentric consumers (e.g., Kaynak & Kara, 2002), and based on the results of presented in this dissertation, so probably will be these attitudes be found among individuals holding a strong affiliation to their culture of origin (i.e., high EID consumers). Watson and Wright's (2000) results suggest that for highly ethnocentric consumers, perceived cultural similarity substantially affects evaluations of foreign products, implying that the more the good-producing foreign culture is perceived as similar to the culture of the potential good-purchaser, the more positive will be the attitudes and evaluations of the said product, and consequently—all other things being equal—the greater purchase intentions will be.

Thus, for example, in choosing between a particular branded-product, a German consumer with high levels of German ethnic identification would probably be more receptive to an alternative produced by an Austrian- or English- based multinational than to one produced by say, a Mexican-based multinational.

With respect to materialism, Roberts and Cesar (1999) warn that the spread of global consumer culture and associated materialistic values will accelerate the deterioration of the planet's ecology. For some, like Naomi Klein ('No Logo': 2001) it is fashionable to blame the branding efforts of companies as being the primary culprit behind the globally-spreading materialistic consumption culture. However, far from forcibly coercing consumers to buy unwanted or unneeded products, companies "...tend to produce things because we want them, or because we find we want them after they have tempted us" (Legrain, 2002, p. 125). Media such as television—conveying the marketing messages of multinational companies and Western-based consumption values and behaviors—may indeed foster an identity of consumption, however in all probability, it likely taps into a latent and apparently universal human desire for material (and perhaps, status) enrichment.

### **Limitations**

In light of their complexity, international studies such as mine are fraught with a number of limitations, including the comparability of the country-samples, the possibility of different interpretations of questionnaire items, potential response-style biases (and other possible artifacts associated with the specific samples chosen), as well as the difficulty of generalizing the results to larger and more diverse populations and situations (e.g., specific consumption contexts). The characteristics of the aggregate sample (young,

educated, affluent, urban) probably serve to exaggerate the proportion of individuals who are predominantly global in cultural orientation. In a similar vein, because of these sample qualities, the proportion of individuals who are predominantly local in their cultural orientation is likely to be underestimated. I also acknowledge the limitations associated with an 'etic' approach to scale development, particularly with respect to the risks of overlooking important aspects that may be unique to other cultures, including and beyond those cultures considered in the current research.

The data that was gathered is cross-sectional, and therefore correlational as opposed to causal (need for longitudinal, true experiments to gauge causality). Cultural studies are considered quasi experiments, as they describe research in which previously existing, intact groups are compared (Cook and Campbell, 1979). Despite the use of structural equation modeling, the survey-based methodological approach "...leaves open some ambiguity about the causal direction" (Klein, 2002). Also relating to the notion of causality, another limitation of this study concerns possible discrepancies in the attitude-behavior (a-b) relationship. Consumer behavior theory states that, under most conditions, attitudes are fairly predictive of behavior. However, the strength of the a-b relationship has been shown to vary from culture to culture (see de Mooij, 2004). The discrepancy between attitudes and behaviors is thought to be greater in collectivist (compared to individualist) cultures, given that in collectivist cultures, there is a greater sensitivity to situational demands. Individualists have fewer situational constraints on behavior, hence the greater predictive power of attitudes on behaviors.

Regarding the dependent measures, the modest yet significant regression and path coefficients yielded from the empirical analyses indicate that while cultural aspects

cannot be overlooked, there are undoubtedly many other variables (including demographic, personality, and situational factors) that influence consumer behaviors. In addition, the consumer behaviors reported are not intended to be generalizable to any specific cultures, as they take in the aggregate sample (that is, all eight country datasets). For reasons of parsimony, the specific behavioral findings for each country-sample were not reported. Finally, the lack of ‘realistic consequences’ to respondents—inherent to any survey-based study—places limits on the external validity of the findings.

A strong effort was made to construct AGCC and EID scales that would be roughly equally reliable cross-culturally. The scale items used to measure the multiple dimensions of AGCC were developed by a Canadian researcher (albeit with inspiration from the rich extant international literature on the topics considered, and with input from many other researchers and individuals, representing multiple cultural backgrounds), and initially validated with Canadian samples (studies 1 and 2). Although the various dimensions of each construct exhibited high internal consistencies across the range of cultural samples (with very few exceptions, all reliabilities met or exceeded 0.70 value recommended by Nunnally, 1967), there were minor degrees of variation exhibited across the various culture-samples. It must be reiterated, however, that in order to employ a standardized instrument and to achieve high overall reliability and validity, “...the researchers may have to sacrifice high local reliability and validity” (Ger & Belk, 1990, p. 188), because if the latter are emphasized, “...comparability across cultures may well be lost” (p. 189). It should also be noted that the measures of internal consistency for the various facets of AGCC—an entirely new construct—generally met or exceeded those

obtained for materialism and consumer ethnocentrism: two constructs for which there have been many studies for refinement and cross-cultural validation.

There were several discrepancies vis-à-vis the *a priori* specified relationships and the actual findings obtained for Hofstede's dimensions of national culture and the two main cultural constructs (EID and AGCC). Three reasons are offered to account for these discrepancies. First, the theorizing regarding the association of these cultural traits to the processes of culture maintenance and change may need to be revisited. Second, it is possible that the measures borrowed for use in the current research were less than adequate in terms of face and content validity. Indeed, the items used to measure each dimension of national culture exhibited very poor internal validity. Lastly, it has been argued that Hofstede's dimensional constructs do not necessarily constitute opposite poles on single continua, but rather, that they can and do coexist in individuals or groups at the same time, or manifest themselves differentially according to the specific situation (Kagitcibasi, 1997). In other words, for example, rather than holding an absolute value on the individualism-collectivism continuum, one can hold varying degrees of both individualism and collectivism, depending on the context. From this perspective then, each of Hofstede's dimensions of national culture may be conceptualized as forming two separate continua, and therefore should be measured accordingly.

Numbers and statistics are inherently quantitative, but making sense of them is a qualitative undertaking, as epitomized by Peter Schwartz: "we know the numbers, we just don't know their meaning" (Schwartz, 1996, p. 118). Establishing the links between those things that can be measured and the socio-cultural phenomena that we seek to understand, "...is therefore a matter of qualitative work, theory building, and testing" (Graddol, 2000,

p. 17). Inherently, cultural constructs are highly abstract, and according to Nunnally (1967), the more abstract a variable, the more difficult it is to validate. Construct validation is a ceaseless process. Validation of the AGCC construct would ideally require "...a pattern of consistent findings involving different researchers using different theoretical structures across a number of different studies" (Carmines & Zeller, 1979, p. 24, c.f. Flynn & Percy, 2001). Capturing and explaining cultural differences and culture change is 'thorny', because neither 'pure enculturation' nor 'pure acculturation' exists (Costa & Bamossy, 1995). Beyond validation purposes, there are many important topics for future research into the impact of globalization on culture, some of which are articulated in the following paragraphs.

### **Directions for Future Research**

From a social-psychological standpoint, Arnett (2002) offers up an array of intriguing future research directions that intrinsically reflect the nature of the topics considered in this dissertation, and therefore warrant referencing and incorporation alongside other relevant psychological research avenues. First, is it the case that, as a consequence of globalization, that many people in the world now develop bicultural identities (in which a fraction of their identity is rooted in the local culture, while another fraction is derived from their relationship to the global consumer culture) or hybridized or creole identities (i.e., the transmutation of local and global cultural elements), and does this lead to identity confusion (Erikson, 1968) and other forms of 'acculturative stress' (Berry, 1997), and/or the formation of self-selected cultures (i.e., "...with like-minded persons who wish to have an identity that is untainted by the global culture and its values": Arnett, 2002, p. 777)? Extending these issues further, what circumstances lead to



the development of creole or hybrid identities rather than bicultural identities, and what role do socio-demographic variables such as age and social status, or personality variables (for example, the 'big-five' taxonomy of neuroticism, extroversion, agreeableness, conscientiousness, and openness to experience: Cattell, 1943; Norman, 1963) play to predispose individuals to develop either bicultural or creole identities, or to resist global cultural influences outright? Would acculturative stress and/or identity confusion be more likely to occur or be more severe when there exists a greater cultural distance (that is, real or perceived dissimilarity between cultures in terms of their beliefs and practices: Berry, 1997) between the local/traditional culture and the global consumer culture?

From sociological, anthropological, and geo-political standpoints, further investigations are requisite into the situational-specific nature of culture change as a consequence of globalization. More specifically, which conditions are amenable to the fostering of an identity in keeping with global consumer culture, and which circumstances lead to a resurgence in local and/or national identities? Future studies might also examine the moderating roles of various contextual factors (e.g., personality, situational, and demographic) on global acculturation processes. For example, from a global perspective, more research is needed to clarify when and why some traits and behaviors change rapidly (e.g., the diffusion worldwide of advanced telecommunication devices) while others remain unchanged for long periods of time, even for generations (e.g., life values, religious beliefs, and rites of passage). Further investigations might examine how acculturation to global consumer culture differs across social and educational strata, and for urban versus rural consumers. Echoing the call of Ganesh

(1997) and others, additional research is needed on global acculturation effects beyond that corresponding to the specific individual, for example, the consequential impact of global acculturation on the traits, values, attitudes, and behaviors of ‘close’ others (e.g., spouse, children, associates, and friends).

Following the Hofstede cultural indices that were considered in this dissertation, more research is needed to reveal whether or not the values and traits of some traditional local cultures and/or ‘national cultures’ are inherently better equipped than others to respond to the challenges of globalization, and whether these values and traits are amenable or likely to impede acculturation to global consumer culture. For example, is the “...relentlessly secular” (Arnett, 2002, p. 779) character of the global consumer culture utterly incommensurable to highly religious cultures and contexts and is the rise of fundamentalist religious movements partially a response to the rise and seemingly inexorable penetration of the global consumer culture ?

Some authors (e.g., Jun, Ball & Gentry, 1993; Wallendorf & Reilly, 1983; Ger, Belk & Lascu, 1993) have theorized that acculturation is best described as a U-shaped process, beginning with a ‘honeymoon phase’ (e.g., eager embrace of novel Western or global consumption), followed by a ‘rejection phase’ (e.g., retreat to local consumption), and ultimately, a more stable relationship (e.g., selective adoption of local and global consumption, or creolization, etc.). This important conjecture is left for future research. It must be stressed that the specific processes of acculturation (the how and the why) are difficult to richly capture and describe with quantitative, cross-sectional data techniques. Longitudinal research designs, using qualitative, and ‘emic’ methods are necessary to provide a “thick description” (Geertz, 1973) of the processes underlying the dynamic

interplay of global and local cultural influences on consumers. For an exemplary study that employed such approaches, the reader is directed to Askegaard, Arnould and Kjeldgaard's (2005) recent qualitative examination of Greenlandic immigrants to Denmark, which considered the interplay of traditional ethnic identification with *two* acculturative agents: that of the mainstream Danish culture and that of the wider transnational global consumer culture.

Three important aspects commonly used by international researchers—but not considered within the present research—to group countries are geography, religion, and technological development. As stated earlier in this paper, some (e.g., Triandis, 1994) have argued that a common language and geographical space are necessary conditions for the sharing of cultural norms among group members; most often in the past, a particular culture has generally spread first to those geographical areas nearest to its birthplace (Ronen & Shenkar, 1985). Religious beliefs are often associated with certain values and norms (Ronen and Shenkar, 1985) that may or may not correspond to the dominant values and norms of the original (i.e., home) and/or alternate (e.g., global) cultures. Finally, the level of technological development within a nation may influence the degree to which the nation is either outwardly- or inwardly focused; it may also aid or hinder the diffusion of cultural exchanges. In sum, these facets may be relevant for inclusion in future consumer studies involving global and local culture and/or culture change, either to serve as supplementary exogenous (independent) variables, or to serve as control variables.

Under the rubric of global consumer culture, there is a plethora of marketing topics that warrant further investigation. One area concerns the existence of trans-border

groups of consumers that share idiosyncratic similarities. Globalization may be facilitating the diffusion of subcultures of consumption (i.e., self-selected, distinctive units in a larger society grouped together on the basis of a shared allegiance to a given product category, or a particular brand, consumption activity, rituals, and other modes of symbolic expression), that may transcend "...boundaries of nationality, ethnicity, gender, and generation" (Schouten & McAlexander, 1995, p. 60). Opportunities abound for research into the underlying nature of such global subcultures, the contexts under which they are likely to arise, and the relationships of the beliefs values and attitudes of such subcultures to the broader notions of cultural maintenance and change embodied by EID and AGCC, respectively.

From a branding perspective, many opportunities exist for future research under the themes of global consumer culture, ethnic identity, and culture change in the contemporary global era, some of which include brand personality, brand positioning and repositioning, brand extensions, global-brand spokespersons and global brand advertising campaigns, brand loyalty and other consumer-brand relationships. Examples of specific research topics include determining the ingredients of successful global branding and positioning, examination of the 'movement of meaning' (McCracken, 1986) of globally-branded products in different geographic locales, developing strategies for the protection of successful global brands from counterculture movements (Thompson & Arsel, 2004), and clarifying the contextual conditions (i.e., product category, usage circumstances, distribution considerations, advertising themes, images and associations, etc.) favoring local- versus global- versus some combinatory-, branding or positioning strategy for products that are sold across international markets.

The marketing contexts examined in this dissertation were mostly related to the consumption patterns associated with tangible consumer goods. Yet within most post-industrial nation-states, services play a dominant role in the economy; representing in the aggregate between 70 and 80 percent of the total value of economies like the United States. While the globalization of services has traditionally lagged behind that of industrial and consumer goods, recent years have seen an explosion in the international trade in services, now growing at a faster rate than the aforementioned areas (Stauss & Mang, 1999). Technological advances and the liberalization of trade in services "...have made going international a highly viable and cost-effective option for various types of service providers" (Knight, 1999, p. 347). Thus, ample opportunities for future research exist within the realm of service-dominated exchanges, especially given the interpersonal component inherent in most service transactions. For example, examining differences within and between 'global' and 'local' consumers and contexts, within the following topical areas: (1) the characteristics of the customer and service-provider interaction across service episodes; (2) how service quality expectations, loyalty, switching behaviors, and word-of-mouth communication are affected by global and local cultural influences, (3) the role of global and local cultural influences in complaining and/or the service-recovery process; (4) similarities and/or differences with respect to such concepts as attribution and justice; (5) responses/tendencies towards service delays, waiting, and queuing; and (6) examination of aspects of the 'servicescape', including atmospherics (e.g., color schemes, décor, ambient music), and the presence of other culturally (dis)similar customers, etc.

Spanning the boundaries of the disciplines of anthropology, sociology, psychology, as well as marketing, one key area for future research into the interplay of local and global cultural influences on behaviors concerns the subject of gift-giving. In the aggregate, gift purchases are widely believed to represent the second-largest proportion of all consumer retail spending—conservatively estimated at \$100 billion yearly in the United States alone (Ruth, Otnes & Brunel, 1999)—trailing only regular purchases for self and family. Beyond its obvious economic importance, gift-giving is highly significant from psychological, social, and anthropological standpoints, serving as a symbolic form of communication (e.g., gifts carry meanings, which shape the relationship between the giver and the recipient) that may contribute to and shape a person's identity formation. Gift-giving rituals exist—in one form or another—and are very important customs in practically all cultures. In the realm of gift-giving, some examples of topics for future research include the following: how have gift-shopping and gift-giving behaviors been molded by the combination of global and local cultural influences, and how have these patterns of behavior and the meanings motivating such exchanges shifted over time across the globe? More specifically, given the power of the media in disseminating the images of global consumer culture and the messages of corporations (both local and foreign/global), have gift-giving meanings, rituals, and behaviors increasingly converged across countries and cultures, and if so, in what forms?

Much of the research that has been conducted in cross-cultural contexts has examined consumer behavior contexts or business-to-consumer (B2C) environments, while business-to-business (B2B) contexts and behaviors have not attracted as much research attention. Given the much larger aggregate size of international B2B

transactions, investigations into whether or not global consumer culture impacts aspects such as (among other things) strategizing for industrial markets, decision-making, negotiating behavior, and risk aversion, are well warranted.

Other fruitful marketing topics for investigations into the role of global and local cultural influences on consumers include shopping behaviors (including both on-line and retail environments), information search behaviors, tipping behaviors, pro-environmental attitudes and behaviors, advertising and persuasion, attitudes towards advertising and marketing, price-sensitivity, peer-group influences and opinion-seekers, consumer involvement, the ethics of global and/or local targeting and positioning, and undoubtedly a great many other topical areas not listed here.

### **Conclusions**

This dissertation makes many important and novel contributions, most notably, the development and validation of a multi-dimensional scale for the measurement of acculturation to global consumer culture, and the articulation of a research paradigm for simultaneously assessing global and local cultural influences on consumption behaviors. The wide and growing body of research on acculturation has mostly considered the topic from the perspective of minority-culture ethnic groups (usually, immigrants) coexisting within dominant host cultures. The research undertaken in this dissertation substantially expands upon this extant acculturation literature, by examination of such processes in the context of the wider global consumer culture. Taking a historical perspective of consumer culture (Strasser, 2003) it is abundantly clear that ‘things change’: the artifacts, institutions, and indeed, values of consumer culture are transitory phenomena. Globalization is not a ‘one-way street’ (Beyer, 1990), and while the dominant traffic flow

has long been from the West to the 'Rest', in the future, it is envisioned that the rise of new economic and political giants (e.g., China, India, Brazil) will increasingly alter this dynamic, and along with it, the character of global consumer culture.

In my view, good research generates as many new questions as it answers. The theory, analyses, results and discussion presented herein are merely the 'tip of the iceberg' in expanding our understanding of how globalization is shaping cultures. It is hoped that this dissertation will serve as a catalyst for ongoing investigation into this fascinating and critical marketing and social phenomenon.

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## **APPENDICES**

### Appendix 1: Country and Region Scores for Hofstede's Cultural Dimensions

| COUNTRY                    | Power Distance<br>Index; Rank | Individualism<br>Index; Rank | Masculinity<br>Index; Rank | Uncertainty<br>Avoidance<br>Index; Rank | Confucian<br>Dynamism*<br>Index; Rank | GDP per<br>Capita, 2001<br>(US\$)* |
|----------------------------|-------------------------------|------------------------------|----------------------------|---|---------------------------------------|------------------------------------|
| Argentina                  | 49, 35-36                     | 46, 22-23                    | 56, 20-21                  | 86, 10-15                               |                                       | 6960                               |
| Australia                  | 36, 41                        | 90, 2                        | 61, 16                     | 51, 37                                  | 31, 11-12                             | 19770                              |
| Austria                    | 11, 53                        | 55, 18                       | 79, 2                      | 70, 24-25                               |                                       | 23940                              |
| Belgium                    | 65, 20                        | 75, 8                        | 54, 22                     | 94, 5-6                                 |                                       | 23340                              |
| Brazil                     | 69, 14                        | 38, 26-27                    | 49, 27                     | 76, 21-22                               | 65, 5                                 | 3060                               |
| Canada                     | 39, 39                        | 80, 4-5                      | 52, 24                     | 48, 41-42                               | 23, 17                                | 21340                              |
| Chile                      | 63, 24-25                     | 23, 38                       | 28, 46                     | 86, 10-15                               |                                       | 4350                               |
| Columbia                   | 67, 17                        | 13, 49                       | 64, 11-12                  | 80, 20                                  |                                       | 1910                               |
| Costa Rica                 | 35, 42-44                     | 15, 46                       | 21, 48-49                  | 86, 10-15                               |                                       | 3950                               |
| Denmark                    | 18, 51                        | 74, 9                        | 16, 50                     | 23-51                                   |                                       | 31090                              |
| Ecuador                    | 78, 8-9                       | 8, 52                        | 63, 13-14                  | 67, 28                                  |                                       | 1240                               |
| Finland                    | 33, 46                        | 63, 17                       | 26, 47                     | 59, 31-32                               |                                       | 23940                              |
| France                     | 68, 15-16                     | 71, 10-11                    | 43, 35-36                  | 86, 10-15                               |                                       | 22690                              |
| Germany (F.R.)             | 35, 42-44                     | 67, 15                       | 66, 9-10                   | 65, 29                                  | 31, 11-12                             | 23700                              |
| Great Britain              | 35, 42-44                     | 89, 3                        | 66, 9-10                   | 35, 47-48                               | 25, 15-16                             | 24230                              |
| Greece                     | 60, 27-28                     | 35, 30                       | 57, 18-19                  | 112, 1                                  |                                       | 11780                              |
| Guatemala                  | 95, 2-3                       | 6, 53                        | 37, 43                     | 101, 3                                  |                                       | 1670                               |
| Hong-Kong                  | 68, 15-16                     | 25, 37                       | 57, 18-19                  | 29, 49-50                               | 96, 1                                 | 25920                              |
| Indonesia                  | 78, 8-9                       | 14, 47-48                    | 46, 30-31                  | 48, 41-42                               |                                       | 680                                |
| India                      | 77, 10-11                     | 48, 21                       | 56, 20-21                  | 40, 45                                  | 61, 6                                 | 460                                |
| Iran                       | 58, 19-20                     | 41, 24                       | 43, 35-36                  | 59, 31-32                               |                                       | 1750                               |
| Ireland                    | 28, 49                        | 70, 12                       | 68, 7-8                    | 35, 47-48                               |                                       | 23060                              |
| Israel                     | 13, 52                        | 54, 19                       | 47, 29                     | 81, 19                                  |                                       | 16710                              |
| Italy                      | 50, 34                        | 76, 7                        | 70, 4-5                    | 75, 23                                  |                                       | 19470                              |
| Jamaica                    | 45, 37                        | 39, 25                       | 68, 7-8                    | 13, 52                                  |                                       | 2720                               |
| Japan                      | 54, 33                        | 46, 22-23                    | 95, 1                      | 92, 7                                   | 80, 3                                 | 35990                              |
| Korea (south)              | 60, 27-28                     | 18, 43                       | 39, 41                     | 85, 16-17                               | 75, 4                                 | 9400                               |
| Malaysia                   | 104, 1                        | 26, 36                       | 50, 25-26                  | 36, 46                                  |                                       | 3640                               |
| Mexico                     | 81, 5-6                       | 30, 32                       | 69, 6                      | 82, 18                                  |                                       | 5540                               |
| Netherlands                | 38, 40                        | 80, 4-5                      | 14, 51                     | 53, 35                                  | 44, 9                                 | 24040                              |
| Norway                     | 31, 47-48                     | 69, 13                       | 8, 52                      | 50, 38                                  |                                       | 35350                              |
| New Zealand                | 22, 50                        | 79, 6                        | 58, 17                     | 49, 39-40                               | 30, 13                                | 12380                              |
| Pakistan                   | 55, 32                        | 14, 47-48                    | 50, 25-26                  | 70, 24-25                               | 0, 20                                 | 420                                |
| Panama                     | 95, 2-3                       | 11, 51                       | 44, 34                     | 86, 10-15                               |                                       | 3290                               |
| Peru                       | 64, 21-23                     | 16, 45                       | 42, 37-38                  | 87, 9                                   |                                       | 2000                               |
| Philippines                | 94, 4                         | 32, 31                       | 64, 11-12                  | 44, 44                                  | 19, 18                                | 1050                               |
| Portugal                   | 63, 24-25                     | 27, 33-35                    | 31, 45                     | 104, 2                                  |                                       | 10670                              |
| South Africa               | 49, 36-37                     | 65, 16                       | 63, 13-14                  | 49, 39-40                               |                                       | 2900                               |
| Salvador                   | 66, 18-19                     | 19, 42                       | 40, 40                     | 94, 5-6                                 |                                       | 2050                               |
| Singapore                  | 74, 13                        | 20, 39-41                    | 48, 28                     | 8, 53                                   | 48, 8                                 | 24740                              |
| Spain                      | 57, 31                        | 51, 20                       | 42, 37-38                  | 86, 10-15                               |                                       | 14860                              |
| Sweden                     | 31, 47-48                     | 71, 10-11                    | 5, 52                      | 29, 49-50                               | 33, 10                                | 25400                              |
| Switzerland                | 34, 45                        | 68, 14                       | 70, 4-5                    | 58, 33                                  |                                       | 36970                              |
| Taiwan                     | 58, 29-30                     | 17, 44                       | 45, 32-33                  | 69, 26                                  | 87, 2                                 | NA                                 |
| Thailand                   | 64, 21-23                     | 20, 39-41                    | 34, 44                     | 64, 30                                  | 56, 7                                 | 1970                               |
| Turkey                     | 66, 18-19                     | 37, 28                       | 45, 31-33                  | 85, 16-17                               |                                       | 2540                               |
| Uruguay                    | 61, 26                        | 36, 29                       | 38, 42                     | 100, 4                                  |                                       | 5670                               |
| United States              | 40, 38                        | 91, 1                        | 62, 15                     | 46, 43                                  | 29, 14                                | 34870                              |
| Venezuela                  | 81, 5-6                       | 12, 50                       | 73, 3                      | 76, 21-22                               |                                       | 4760                               |
| Yugoslavia                 | 76, 12                        | 27, 33-35                    | 21, 48-49                  | 88, 8                                   |                                       | NA                                 |
| East Africa (Region)       | 64, 21-23                     | 27, 33-35                    | 41, 39                     | 52, 36                                  | 25, 15-16                             | NA                                 |
| West Africa (Region)       | 77, 10-11                     | 20, 39-41                    | 46, 30-31                  | 54, 34                                  | 16, 19                                | NA                                 |
| Arab Countries<br>(Region) | 80, 7                         | 38, 26-27                    | 53, 23                     | 68, 27                                  |                                       | NA                                 |

**Rank numbers:** 1=highest, 53=Lowest (For CD: 20=lowest); range indicates tie among several nations.

**Source:** Hofstede, Geert & Bond, Michael Harris (1988), "The Confucius Connection: From Cultural Roots to Economic Growth," *Organizational Dynamics*, Vol. 16, No. 4, 4-21.

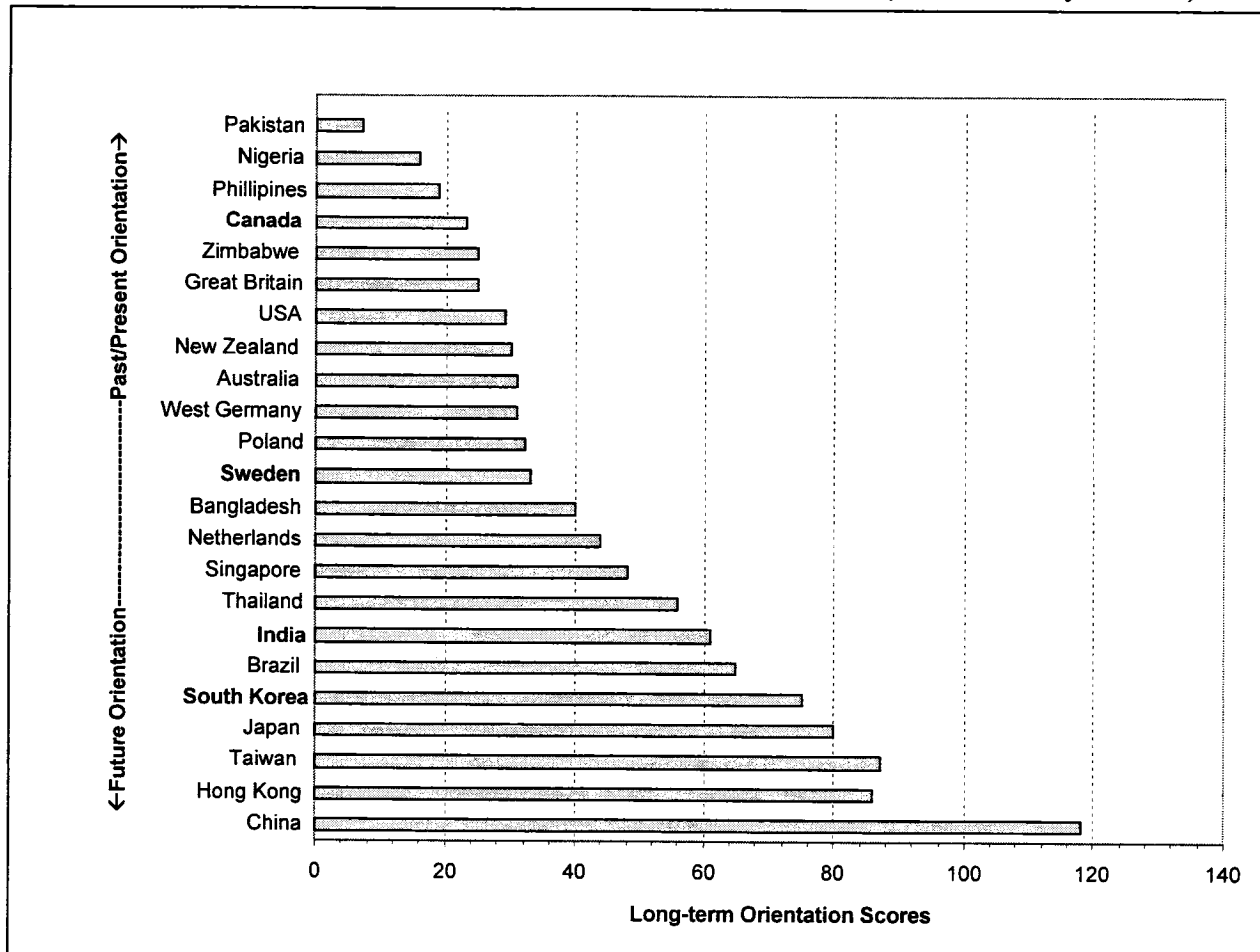
## Appendix 2: Lexicon of The 53 Countries for Hofstede & Bond's (1988) Study

(Abbreviations used in Appendices 4 through 9)

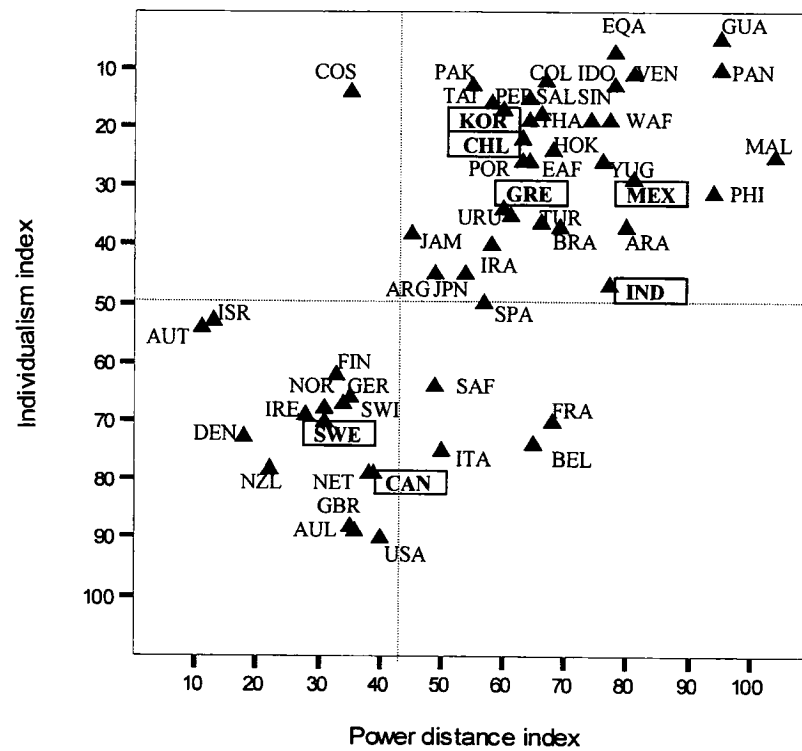
|     |            |     |               |     |              |     |                 |
|-----|------------|-----|---------------|-----|--------------|-----|-----------------|
| ARG | Argentina  | GBR | Great Britain | MEX | Mexico       | SWI | Switzerland     |
| AUL | Australia  | GRE | Greece        | NET | Netherlands  | TAI | Taiwan          |
| AUT | Austria    | GUA | Guatemala     | NOR | Norway       | THA | Thailand        |
| BEL | Belgium    | HOK | Hong-Kong     | NZL | New Zealand  | TUR | Turkey          |
| BRA | Brazil     | IDO | Indonesia     | PAK | Pakistan     | URU | Uruguay         |
| CAN | Canada     | IND | India         | PAN | Panama       | USA | United States   |
| CHL | Chile      | IRA | Iran          | PER | Peru         | VEN | Venezuela       |
| COL | Columbia   | IRE | Ireland       | PHI | Philippines  | YUG | Yugoslavia      |
| COS | Costa Rica | ISR | Israel        | POR | Portugal     | EAF | East Africa*    |
| DEN | Denmark    | ITA | Italy         | SAF | South Africa | WAF | West Africa*    |
| EQA | Ecuador    | JAM | Jamaica       | SAL | Salvador     | ARA | Arab Countries* |
| FIN | Finland    | JAP | Japan         | SIN | Singapore    |     |                 |
| FRA | France     | KOR | S. Korea      | SPA | Spain        |     |                 |
| GER | W. Germany | MAL | Malaysia      | SWE | Sweden       |     |                 |

\*Region

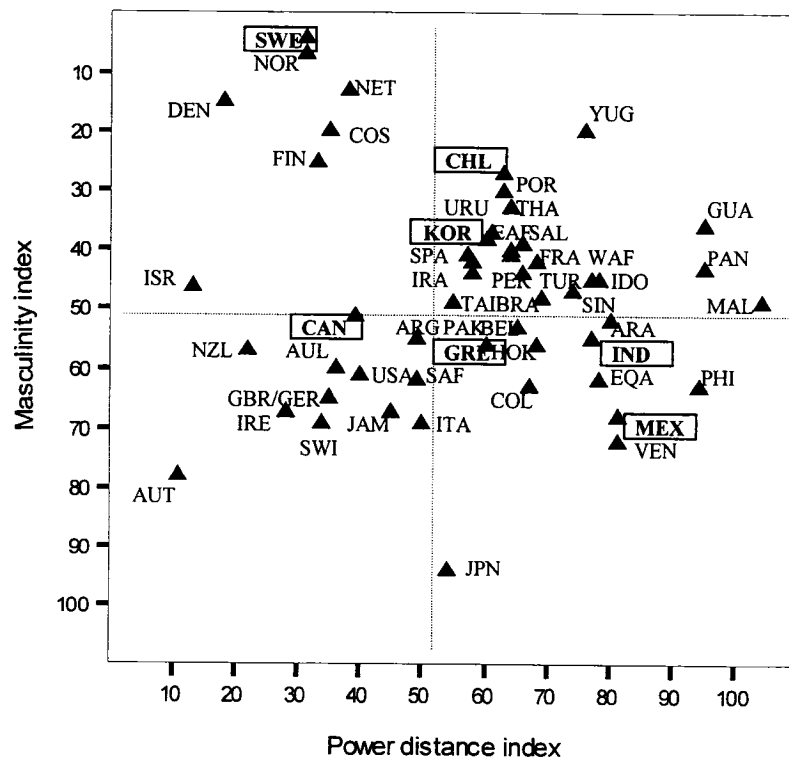
## Appendix 3: Country Scores on Long-Term Orientation (Confucian Dynamism)



#### Appendix 4: Country Positions on Hofstede's Power Distance and Individualism Scales

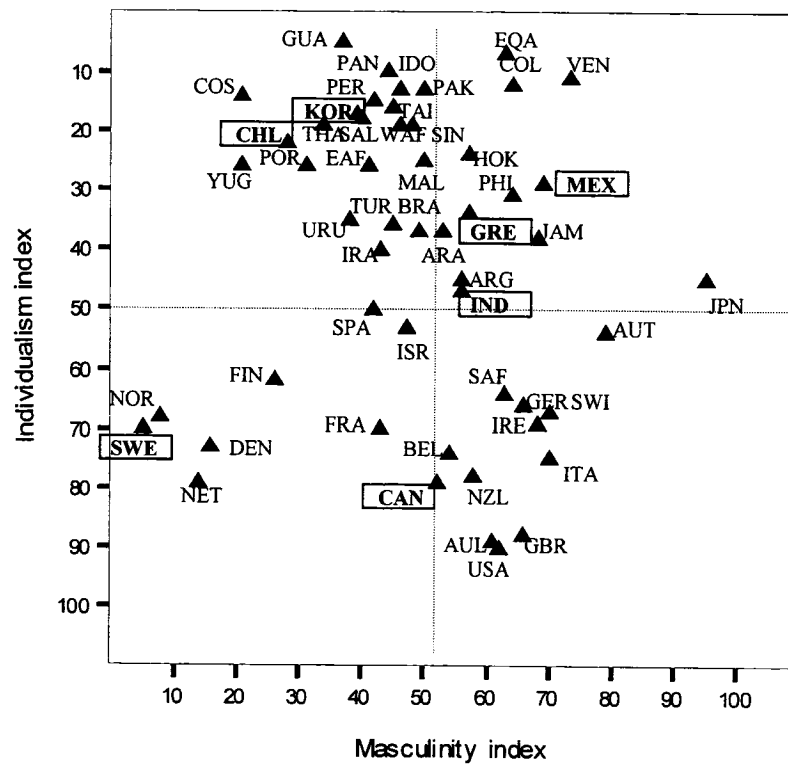


#### Appendix 5: Country Positions on Hofstede's Power Distance and Masculinity Scales

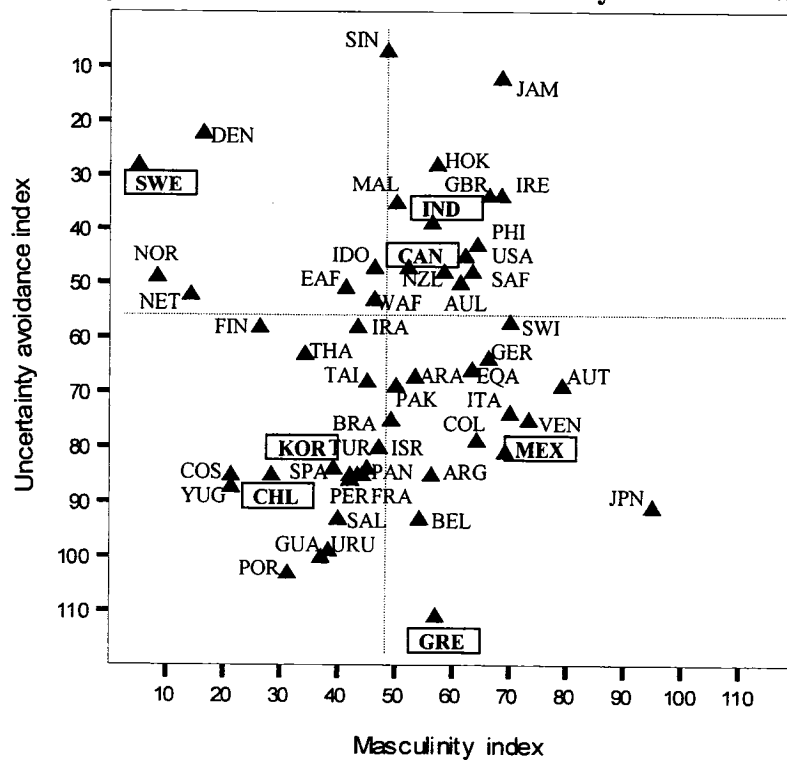




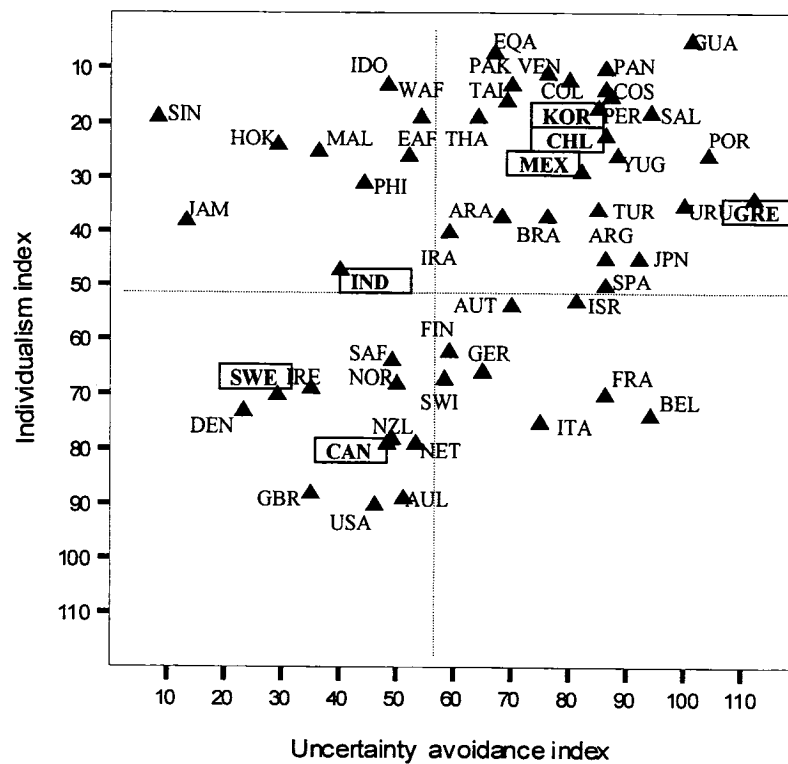
## Appendix 6: Country Positions on Hofstede's Masculinity and Individualism Scales



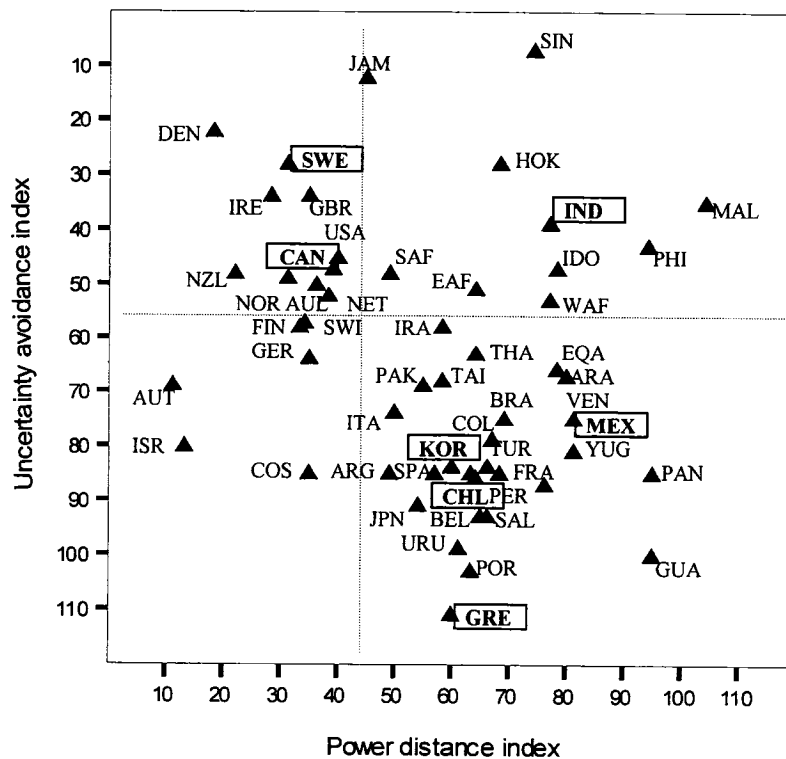
## Appendix 7: Country Positions on Hofstede's Masculinity and Uncertainty Avoidance Scales



## Appendix 8: Country Positions on Hofstede's Uncertainty Avoidance and Individualism Scales



## Appendix 9: Country Positions on Hofstede's Power Distance and Uncertainty Avoidance Scales



## **Appendix 10: Scale Development: Expert Opinion Survey**

Dear (ADDRESSED TO POTENTIAL PARTICIPANT):

My name is Mark Cleveland, and I am a Ph.D. Candidate in Administration (Marketing). I am currently working on my dissertation, which investigates globalization, specifically (1) whether or not something corresponding to a 'global consumer culture' (i.e., a cultural entity transcending national borders) is emerging, and if so, (2) what are the characteristics of these 'global' culture consumers.

As part of this research, I am trying to determine how individuals become a part of and acquire (i.e., acculturation) this global consumer culture. Drawing on the relevant socio-anthropological theories of acculturation, my main objective is therefore to design a multidimensional scale which measures specific components of acculturation to global consumer culture. At this point, I have conducted a first exploratory study which has yielded a list of items (i.e., questions from the survey) which captures some components of these dimensions. With this opinion survey, my goal is to further enhance the scale by asking experts to add further items that they feel would help capture more aspects of these dimensions.

For each dimension that I am striving to measure, I will first provide a definition and/or description, and then provide a few items to serve as examples. I will then ask you to add as many items as you can imagine, which could, in your opinion, capture the said dimension. I intend using 7- or 9-point Likert-type scales to measure each item (1=strongly disagree [with statement], 7=strongly agree [with statement], with some reverse-coded [negative-valence] items as well). Please be imaginative, and do not restrict yourself. Furthermore, if you think that any of the definitions/descriptions or sample items should be rephrased or reworded, please feel free to add your suggestions. The sample that I intend on surveying for the main study will consist of undergraduate students, and average (adult) consumers.

You have been chosen to participate in this expert opinion survey for your knowledge, familiarity, and experience with the field of Marketing and/or the study of human cultures. Your feedback is very important for the success of my research. I would greatly appreciate it if you could complete this opinion survey and return it as soon as possible to me, either by e-mail attachment (m\_clevel@jmsb.concordia.ca), or through internal mail (Mark Cleveland, Marketing Department). Please do not hesitate to contact me should you have any questions or comments.

Thanks very much in advance,

Sincerely,

<Signed>

**Mark Cleveland**

Ph.D. Candidate,

John Molson School of Business, Concordia University

### **GLOBAL CONSUMER CULTURE**

Global consumer culture has been defined as a "cultural entity not associated with a single country, but rather a larger group generally recognized as international and transcending individual national cultures" (Alden, Steenkamp, and Batra, 1999, p. 80). Global consumer segments (Dawar & Parker, 1994; Hassan & Katsanis, 1994) have been defined as those segments that "...associate similar meanings with certain places, people and things" (Alden, Steenkamp & Batra, 1999, p. 75), those "...individuals around the world whose cultural, social, and other differences are becoming less important as influences on their consumer behavior" (Keillor, D'Amico and Horton (2001, p. 2), and those "...segments of people who regard a product category in essentially the same way, regardless of their country of residence" (Domzal & Kernan, 1993, p. 17).

Simply stated, acculturation to global consumer culture is thus a subset of acculturation, which focuses on how individuals acquire the knowledge, skills and behaviors that are characteristic of global consumer culture. Several agents (that is, dimensions) of acculturation to global consumer culture have been identified, which are now presented in turn.

Dimension:           **COSMOPOLITANISM**

**Definition/Description:** The term 'cosmopolitan' can be used very loosely to describe just about any person that moves about in the world, but beyond that and more specifically, it can be used to refer to a specific set of qualities held by certain individuals, including a willingness to engage with the 'Other' (i.e., different cultures), and a level of competence towards alien culture(s). Cosmopolitans have been described as those people who "...provide points of entry into other territorial cultures" (Hannerz, 1992, p. 251). The term also describes "...those intellectuals who are at home in the cultures of other peoples as well as their own" (Konrad, 1984, p. 209).

**Examples:**

*I am interested in learning more about people who live in other countries.*

*It is important for me to learn more about the cultures in other countries.*

*I enjoy being with people from other countries to learn about their unique views and approaches.*

**Please propose some items to measure this dimension:**

**Dimension: EXPOSURE TO MARKETING/ADVERTISING ACTIVITIES OF MULTINATIONAL OR GLOBAL CORPORATIONS**

**Definition/Description:** This dimension encapsulates the degree to which an individual is exposed to the marketing and advertising activities of multinational or global corporations. The efforts of marketers, more than ever before, cross national borders. Peñaloza and Gilly (1999) argue that marketers "...have a culture, with values including initiative, consummating exchanges, competing, making money, financial accountability, and a willingness to serve that are evident in their words and deeds," and as culture change agents, they "...pass their cultural values onto consumers through market transactions..." (p. 101).

**Examples:**

*I would describe myself as quite familiar with the brands of many multinational companies.*

*In my city, there are many billboards, signs, and/or advertisements for foreign or global products.*

*The magazines that I read are full of ads for foreign or global products.*

**Please propose some items to measure this dimension:**

**Dimension: EXPOSURE TO AND USE OF ENGLISH LANGUAGE**

**Definition/Description:** This dimension reflects the extent to which a person is exposed to and uses the English language for various communications. Above and beyond its dominance with respect to the Internet, popular culture (e.g., Hollywood movies, MTV, syndicated television), and other forms of media, English has made major inroads around the globe. Rooted in Anglo-American cultures, English has come to represent something more: "as the primary language of international business, the mass media, and now, the Internet...English has come to signal modernism and internationalism to many consumers" (Alden et al., 1999, p. 77).

**Examples:**

*I often read books or newspapers that are in English.*

*It is rare for me to read anything in a language that is different than that of my country (reversed).*

*I often visit Internet websites that are in English.*

*Learning a second or third language is a very good thing.*

**Please propose some items to measure this dimension:**

**Dimension: SOCIAL INTERACTIONS (I.E., TRAVEL, MIGRATION, AND CONTACTS WITH FOREIGNERS)**

**Definition/Description:** According to Appadurai (1996), mass migration facilitates the diffusion of global culture. As a consequence of relaxing barriers, and increasing access to low-cost and speedy transport, mass migration is a hallmark of today's world, resulting in increasing numbers of direct and indirect contacts with peoples of different cultures. This occurs not only through business and pleasure travel, but also among immigrant workers moving in and out of their cultures, relatives visiting family members in other countries, international students, government officials,

as well as (the largely undocumented flow) of remittances and personal goods of such individuals, which diffuse technologies, tastes, and customs to even the most far-flung areas of the planet (Lyer, 1989; Wilk, 1998).

**Examples:**

*While vacationing, I would prefer to stay in my home country, rather than visit another country.*

*I enjoy interacting with people from different cultures.*

*I often think about going to different countries and doing some traveling.*

*In general, I prefer to avoid dealing with people from other cultures and countries. (reversed)*

**Please propose some items to measure this dimension:**

**Dimension: FOREIGN MASS MEDIA EXPOSURE**

**Definition/Description:** According to Hirschman (1988) television is "...a particularly fertile source of texts pertinent to the ideology of consumption" (p. 345). Worldwide access to television and other forms of mass media has, in the eyes of some, created a global culture of consumption (e.g., Walker, 1996; Appadurai, 1990; Alden et al., 1999). According to Ger and Belk, (1996), "...a broader array of countries have reason to be propelled toward a consumer culture by the globalization of mass media and the export of other forms of popular culture".

**Examples:**

*I enjoy watching American television programs.*

*Some of my favorite actors/actresses are from Hollywood.*

*I enjoy media entertainment that I think is popular in many countries around the world.*

*I like to watch global sporting events (for example, the Olympics and/or the World Cup).*

**Please propose some items to measure this dimension:**

**Dimension: OPENNESS TO, ADMIRATION OF, AND DESIRE TO EMULATE  
GLOBAL CONSUMER CULTURE**

**Definition/Description:** One need not be a cosmopolitan, or even hold the traits of cosmopolitans to be interested in global consumer culture (e.g., members of the 'global teen' segment: Samli, 1995; Hassan & Katsanis, 1991). Globalization may not imply the creation of a common culture where everyone holds the same beliefs and values; however, it does create a single forum wherein all individuals pursue their goals in a manner involving some degree of comparison with others. Robertson (1995) has suggested that individuals selectively appropriate ideas from this global forum. Several researchers have posited that individuals who admire the lifestyles of other countries are likely to desire ownership of consumption symbols (i.e., goods) from other countries. In his analysis of the global teenage lifestyle in Asian societies, Wee (1999) concludes that "each generation now has its own global culture shaped by the familiar Western themes and values brought through the mass media and sold alongside the lifestyles urged upon the young consumers as part of the process of selling goods and services" (p. 369).

**Examples:**

*I like to wear clothes that are similar to those worn by Americans of my age group.*

*I like to try restaurants that offer food that is different from that in my own culture.*

*I feel close to the lifestyle of people in other countries, such as the United States.*

*Society is changing too fast for me. (reversed)*

**Please propose some items to measure this dimension:**

**THANK YOU VERY MUCH FOR YOUR KIND PARTICIPATION!**

### Appendix 11: AGCC Construct Study One Sample Characteristics

| Sex (n, %)                                       | Female<br>82 (55.8%)   |                           |   | Male<br>65 (44.2%)         |  | Total<br>147 (100%)     |  |
|--|--|---------------------------|---|----------------------------|--|-------------------------|--|
| Age (n, %)                                       | 0-19 yrs.<br>9 (6.1%)  | 20-29 yrs.<br>110 (74.8%) | 30-39 yrs.<br>18 (12.2%)  | 40-49 yrs.<br>8 (5.4%)     | 50-59 yrs.<br>2 (1.4%)   | Total<br>147 (100%)     |  |
| Family Size<br>(n, %)                            | One<br>13 (8.8%)   | Two<br>19 (12.9%)         | Three<br>40 (27.2%)   | Four<br>43 (29.3%)         | Five<br>25 (17.0%)   | Six or more<br>7 (4.8%) | Total<br>147 (100%)  |
| Employment Status (n, %)                         | Work FT 36 (24.5%)<br>Work PT 10 (6.8%)  |                           | FT Student 45 (30.6%)<br>Student, WPT 54 (36.7%)  |                            | Unemployed 1 (0.7%)<br>Homemaker 1 (0.7%)  |                         |  |
| Student Status                                   | Currently University Students (n, %)<br>Yes: 128 (87.1%)<br>No: 19 (12.9%)<br>Total: 147 (100%)                    |                           | Living with parents (n, %) <sup>a</sup><br>Yes: 70 (54.7%)<br>No: 58 (45.3%)<br>Total: 128 (100%) |                            | Sample Composition (n, %)<br>Undergrad: 141<br>Grad: 6<br>Total: 147 (100%)                    |                         | Year of study (n, %)<br>1 <sup>st</sup> yr: 39 (30.2%)<br>2 <sup>nd</sup> yr: 30 (23.3%)<br>3 <sup>rd</sup> yr: 37 (28.7%)<br>4 <sup>th</sup> yr: 23 (17.9%) |
| <sup>a</sup> Does not include any missing values |  |                           |   |                            |  |                         |  |
| Linguistic Heritage<br>(n, %)                    | Anglophone<br>64 (43.5%)   |                           | Francophone<br>33 (22.4%)   |                            | Allophone*<br>50 (34.0%)   |                         | Total<br>147 (100%)  |
| *Allophone<br>Composition (n)                    | Arabic 7<br>Creole 1<br>Greek 2<br>Polish 3<br>Turkish 1   |                           | Armenian 4<br>Dutch 1<br>Hebrew 2<br>Portuguese 2<br>Urdu 1                                       |                            | Bulgarian 1<br>Egyptian 1<br>Italian 6<br>Punjabi 1  |                         | Chinese 11<br>Filipino 1<br>Lebanese 1<br>Spanish 3  |
| French-language speaking? (n, %)                 | Yes 129 (87.8%)  |                           |   | No 18 (12.2%)              |  |                         |  |
| Other language-speaking? (n, %) <sup>a</sup>     | Yes 105 (71.4%)  |                           |   | No 42 (28.6%)              |  |                         |  |
| 2 other languages spoken                         |  |                           |   | 38 (25.9%)                 |  |                         |  |
| 3 other languages spoken                         |  |                           |   | 7 (4.8%)                   |  |                         |  |
| *Other languages<br>spoken (n)                   | Arabic 12<br>Armenian 5<br>Bulgarian 1<br>Cantonese 1<br>Chinese dialect 2<br>Creole 1<br>Ukrainian 1<br>Yiddish 2 |                           | Dutch 1<br>Egyptian 1<br>Filipino 1<br>German 8<br>Greek 5<br>Hebrew 4<br>Urdu 2<br>Czech 1       |                            | Italian 19<br>Jamaic. patois 1<br>Korean 1<br>Lebanese 1<br>Mandarin 2<br>Persian 1<br>Hindi 1 |                         | Polish 5<br>Portuguese 3<br>Punjabi 2<br>Spanish 50<br>Tibetan 1<br>Turkish 1<br>Romanian 1  |
| Place of Birth<br>(n, %)                         | North America  |                           |   | Rest of World <sup>a</sup> |  |                         |  |
|  | Canada   |                           |   | Europe                     | 11 (7.5%)  |                         |  |
|  | Quebec   | 86 (58.5%)                |   | South/Central America      | 2 (1.4%)   |                         |  |
|  | Elsewhere  | 18 (12.2%)                |   | Asia                       | 21 (14.3%)   |                         |  |
|  | USA  | 4 (2.7%)                  |   | Africa                     | 4 (2.7%)   |                         |  |
|  | Mexico   | 1 (0.7%)                  |   |                            |  |                         |  |
| *Country of Birth<br>(n)                         | Bulgaria 1<br>China 10<br>Egypt 1<br>France 5<br>Hong Kong 1   |                           | India 1<br>Iran 1<br>Israel 1<br>Italy 2<br>Ivory Coast 1   |                            | Lebanon 4<br>Morocco 1<br>Pakistan 1<br>Peru 1<br>Poland 1                                     |                         | Taiwan 1<br>Tunisia 1<br>UK 2<br>Venezuela 1   |
| Birthplace of<br>Parents (n)                     | Mothers' Birthplace  |                           |   | Fathers' Birthplace        |  |                         |  |
|  | Barbados 2   | India 2                   | Peru 1  | Bulgaria 3                 | Israel 1   | Portugal 3              |  |
|  | Bulgaria 1   | Iran 1                    | Phillipines 1   | Canada 53                  | Italy 7  | Russia 1                |  |
|  | Canada 54  | Israel 1                  | Poland 3  | China 13                   | Ivory Coast 1  | Spain 1                 |  |
|  | China 11   | Italy 9                   | Portugal 3  | Egypt 7                    | Jamaica 1  | Sweden 1                |  |
|  | Egypt 3  | Jamaica 1                 | Romania 1   | England/UK 3               | Korea 1  | Syria 2                 |  |
|  | England/UK 4   | Korea 1                   | Spain 1   | France 4                   | Lebanon 7  | Taiwan 1                |  |
|  | France 7   | Lebanon 7                 | Syria 2   | Greece 4                   | Mauritius 1  | Tibet 1                 |  |
|  | Germany 2  | Mali 1                    | Taiwan 1  | Haiti 1                    | Monserrat 1  | Tunisia 3               |  |
|  | Greece 4   | Mauritius 1               | Tunisia 1   | Holland 1                  | Morocco 3  | Turkey 1                |  |
|  | Haiti 1  | Mexico 2                  | Turkey 2  | Hungary 1                  | Pakistan 2   | Ukraine 1               |  |
|  | Holland 1  | Morocco 3                 | USA 4   | India 2                    | Peru 1   | USA 3                   |  |
|  | Hong Kong 1  | Pakistan 2                | Venezuela 1   | Iran 1                     | Phillipines 1  | Venezuela 1             |  |
|  |  |                           |   | Ireland 2                  | Poland 3   | Vietnam 1               |  |
| Total 147  |  |                           | Total 147   |                            |  |                         |  |

### Appendix 12: AGCC Construct Study One Scale Item Descriptive Statistics

| Var. | N   | Min.<br>Stat. | Max.<br>Stat. | Mean<br>Stat. | Std.<br>Dev. | Var.<br>Stat. | Skewness |          | Kurtosis |          |
|------|-----|---------------|---------------|---------------|--------------|---------------|----------|----------|----------|----------|
|      |     |               |               |               |              |               | Stat.    | Std. Err | Stat.    | Std. Err |
| A1   | 147 | 1             | 7             | 6.06          | 1.160        | 1.346         | -1.429   | .200     | 2.406    | .397     |
| A2   | 147 | 2             | 7             | 5.12          | 1.497        | 2.240         | -.387    | .200     | -.751    | .397     |
| A3   | 147 | 1             | 7             | 5.70          | 1.279        | 1.636         | -1.014   | .200     | .769     | .397     |
| A4   | 147 | 1             | 7             | 4.08          | 1.856        | 3.445         | .016     | .200     | -1.065   | .397     |
| A5   | 147 | 1             | 7             | 6.04          | 1.281        | 1.642         | -1.701   | .200     | 3.124    | .397     |
| A6   | 147 | 3             | 7             | 6.25          | .978         | .957          | -1.371   | .200     | 1.470    | .397     |
| A7   | 147 | 1             | 7             | 3.55          | 1.549        | 2.400         | -.114    | .200     | -.940    | .397     |
| A8   | 147 | 1             | 7             | 3.27          | 2.144        | 4.597         | .384     | .200     | -1.367   | .397     |
| A9   | 147 | 1             | 7             | 5.19          | 1.640        | 2.689         | -.868    | .200     | .158     | .397     |
| A10  | 147 | 2             | 7             | 5.93          | 1.129        | 1.275         | -.864    | .200     | .181     | .397     |
| A11  | 147 | 1             | 7             | 5.05          | 1.881        | 3.539         | -.789    | .200     | -.508    | .397     |
| A12  | 147 | 1             | 7             | 3.59          | 1.520        | 2.312         | -.041    | .200     | -.773    | .397     |
| A13  | 147 | 1             | 7             | 4.69          | 1.423        | 2.025         | -.487    | .200     | .096     | .397     |
| A14  | 147 | 3             | 7             | 5.86          | 1.194        | 1.425         | -.847    | .200     | -.211    | .397     |
| A15  | 147 | 1             | 7             | 3.94          | 1.495        | 2.236         | -.355    | .200     | -.491    | .397     |
| A16  | 147 | 2             | 7             | 5.63          | 1.234        | 1.522         | -.732    | .200     | -.225    | .397     |
| A17  | 147 | 1             | 7             | 4.55          | 1.567        | 2.455         | -.134    | .200     | -.609    | .397     |
| A18  | 147 | 1             | 7             | 5.95          | 1.305        | 1.703         | -1.410   | .200     | 1.699    | .397     |
| A19  | 147 | 1             | 7             | 4.95          | 1.561        | 2.435         | -.457    | .200     | -.657    | .397     |
| A20  | 147 | 1             | 7             | 3.61          | 1.753        | 3.075         | .023     | .200     | -1.074   | .397     |
| A21  | 147 | 1             | 7             | 5.07          | 1.857        | 3.447         | -.699    | .200     | -.588    | .397     |
| A22  | 147 | 1             | 7             | 5.73          | 1.906        | 3.635         | -1.435   | .200     | .741     | .397     |
| A23  | 147 | 1             | 7             | 4.71          | 1.540        | 2.373         | -.603    | .200     | -.156    | .397     |
| A24  | 147 | 1             | 7             | 5.52          | 1.321        | 1.744         | -.748    | .200     | .261     | .397     |
| A25  | 147 | 1             | 7             | 4.54          | 2.156        | 4.648         | -.366    | .200     | -1.213   | .397     |
| A26  | 147 | 2             | 7             | 5.73          | 1.296        | 1.679         | -.878    | .200     | .166     | .397     |
| A27  | 147 | 1             | 7             | 4.41          | 1.625        | 2.640         | -.246    | .200     | -.613    | .397     |
| A28  | 147 | 1             | 7             | 5.14          | 1.575        | 2.479         | -.506    | .200     | -.705    | .397     |
| A29  | 147 | 1             | 7             | 5.05          | 1.509        | 2.279         | -.506    | .200     | -.484    | .397     |
| A30  | 147 | 1             | 7             | 5.56          | 1.558        | 2.426         | -.952    | .200     | .085     | .397     |
| A31  | 147 | 2             | 7             | 5.73          | 1.262        | 1.594         | -.749    | .200     | -.236    | .397     |
| A32  | 147 | 1             | 7             | 4.14          | 1.900        | 3.611         | -.149    | .200     | -1.067   | .397     |
| A33  | 147 | 1             | 7             | 5.18          | 1.427        | 2.037         | -.675    | .200     | -.005    | .397     |
| A34  | 147 | 1             | 7             | 5.26          | 1.676        | 2.809         | -.797    | .200     | -.211    | .397     |
| A35  | 147 | 1             | 7             | 5.87          | 1.284        | 1.648         | -1.666   | .200     | 3.795    | .397     |
| A36  | 147 | 1             | 7             | 5.67          | 1.536        | 2.361         | -1.250   | .200     | 1.044    | .397     |
| A37  | 147 | 1             | 7             | 4.00          | 1.588        | 2.521         | -.167    | .200     | -.681    | .397     |
| A38  | 147 | 1             | 7             | 5.35          | 1.507        | 2.271         | -.780    | .200     | .101     | .397     |
| A39  | 147 | 2             | 7             | 5.65          | 1.328        | 1.764         | -.942    | .200     | .298     | .397     |
| A40  | 147 | 1             | 7             | 5.24          | 2.377        | 5.648         | -.939    | .200     | -.834    | .397     |
| A41  | 147 | 2             | 7             | 5.50          | 1.316        | 1.731         | -.468    | .200     | -.731    | .397     |
| A42  | 147 | 1             | 7             | 5.65          | 1.339        | 1.792         | -.909    | .200     | .479     | .397     |
| A43  | 147 | 2             | 7             | 6.07          | 1.237        | 1.530         | -1.320   | .200     | 1.048    | .397     |
| A44  | 147 | 2             | 7             | 5.76          | 1.224        | 1.498         | -.670    | .200     | -.442    | .397     |
| A45  | 147 | 1             | 7             | 4.48          | 1.705        | 2.909         | -.303    | .200     | -.717    | .397     |
| A46  | 147 | 1             | 7             | 4.85          | 1.924        | 3.703         | -.574    | .200     | -.822    | .397     |
| A48  | 147 | 1             | 7             | 5.81          | 1.161        | 1.347         | -.980    | .200     | 1.385    | .397     |
| A49  | 147 | 1             | 7             | 4.17          | 1.459        | 2.128         | -.287    | .200     | -.605    | .397     |
| A50  | 147 | 1             | 7             | 4.85          | 1.541        | 2.375         | -.406    | .200     | -.381    | .397     |
| A51  | 147 | 1             | 7             | 4.12          | 1.785        | 3.185         | -.184    | .200     | -.880    | .397     |
| A52  | 147 | 1             | 7             | 2.70          | 1.698        | 2.882         | .811     | .200     | -.287    | .397     |
| A53  | 147 | 1             | 7             | 4.58          | 1.489        | 2.218         | -.444    | .200     | .023     | .397     |
| A54  | 147 | 1             | 7             | 4.46          | 1.713        | 2.935         | -.358    | .200     | -.708    | .397     |
| A55  | 147 | 1             | 7             | 2.18          | 1.513        | 2.288         | 1.224    | .200     | .426     | .397     |
| A56  | 147 | 1             | 7             | 1.79          | 1.262        | 1.592         | 1.858    | .200     | 3.305    | .397     |
| A57  | 147 | 1             | 7             | 4.65          | 1.820        | 3.312         | -.353    | .200     | -.922    | .397     |
| A58  | 147 | 1             | 7             | 3.61          | 1.496        | 2.239         | -.033    | .200     | -.566    | .397     |
| A59  | 147 | 1             | 7             | 5.19          | 1.892        | 3.580         | -.826    | .200     | -.439    | .397     |
| A60  | 147 | 1             | 7             | 3.96          | 1.578        | 2.491         | -.144    | .200     | -.594    | .397     |
| A61  | 147 | 2             | 7             | 5.76          | 1.207        | 1.457         | -.715    | .200     | -.238    | .397     |
| A62  | 147 | 1             | 7             | 5.59          | 1.334        | 1.779         | -.870    | .200     | .265     | .397     |
| A63  | 147 | 1             | 7             | 5.60          | 1.317        | 1.735         | -.955    | .200     | .558     | .397     |
| A64  | 147 | 1             | 7             | 5.01          | 1.448        | 2.096         | -.642    | .200     | -.104    | .397     |
| A65  | 147 | 1             | 7             | 4.43          | 1.736        | 3.014         | -.308    | .200     | -.910    | .397     |
| A66  | 147 | 1             | 7             | 3.56          | 1.760        | 3.098         | .216     | .200     | -.872    | .397     |
| A67  | 147 | 1             | 7             | 4.16          | 1.560        | 2.434         | -.023    | .200     | -.805    | .397     |

| Var. | N   | Min.<br>Stat. | Max.<br>Stat. | Mean<br>Stat. | Std.<br>Dev. | Var.<br>Stat. | Skewness |          | Kurtosis |          |
|------|-----|---------------|---------------|---------------|--------------|---------------|----------|----------|----------|----------|
|      |     |               |               |               |              |               | Stat.    | Std. Err | Stat.    | Std. Err |
| A68  | 147 | 1             | 7             | 4.95          | 1.565        | 2.449         | -.430    | .200     | -.535    | .397     |
| A69  | 147 | 1             | 7             | 4.52          | 1.689        | 2.854         | -.189    | .200     | -.888    | .397     |
| A70  | 147 | 1             | 7             | 5.50          | 1.382        | 1.909         | -1.152   | .200     | 1.300    | .397     |
| A71  | 147 | 1             | 7             | 3.95          | 1.509        | 2.279         | -.173    | .200     | -.770    | .397     |
| A72  | 147 | 2             | 7             | 5.68          | 1.159        | 1.342         | -.662    | .200     | -.085    | .397     |
| A73  | 147 | 1             | 7             | 3.55          | 1.648        | 2.715         | .048     | .200     | -.986    | .397     |
| A74  | 147 | 1             | 7             | 4.43          | 1.467        | 2.151         | -.485    | .200     | -.237    | .397     |
| A75  | 147 | 1             | 7             | 4.63          | 1.477        | 2.181         | -.586    | .200     | -.131    | .397     |
| A76  | 147 | 1             | 7             | 5.33          | 1.366        | 1.865         | -.774    | .200     | .389     | .397     |
| A77  | 147 | 2             | 7             | 6.30          | 1.119        | 1.252         | -1.893   | .200     | 3.336    | .397     |
| A78  | 147 | 1             | 7             | 4.27          | 1.827        | 3.336         | -.295    | .200     | -.863    | .397     |
| A79  | 147 | 1             | 7             | 4.75          | 1.996        | 3.984         | -.474    | .200     | -1.071   | .397     |
| A80  | 147 | 2             | 7             | 6.27          | 1.042        | 1.087         | -1.545   | .200     | 2.139    | .397     |
| A81  | 147 | 1             | 7             | 4.65          | 1.642        | 2.696         | -.442    | .200     | -.573    | .397     |
| A82  | 147 | 1             | 7             | 4.66          | 1.524        | 2.322         | -.373    | .200     | -.484    | .397     |
| A83  | 147 | 1             | 7             | 5.39          | 1.347        | 1.814         | -.908    | .200     | .867     | .397     |
| A84  | 147 | 1             | 7             | 5.16          | 1.419        | 2.014         | -.701    | .200     | .201     | .397     |
| A85  | 147 | 1             | 7             | 4.67          | 1.481        | 2.194         | -.357    | .200     | -.366    | .397     |
| A86  | 147 | 1             | 7             | 3.93          | 1.688        | 2.851         | -.097    | .200     | -.798    | .397     |
| B1   | 147 | 1             | 7             | 6.52          | .946         | .895          | -2.632   | .200     | 8.921    | .397     |
| B2   | 147 | 1             | 7             | 4.90          | 1.461        | 2.133         | -.355    | .200     | -.597    | .397     |
| B3   | 147 | 1             | 7             | 4.37          | 1.476        | 2.179         | -.371    | .200     | -.294    | .397     |
| B4   | 147 | 1             | 7             | 5.37          | 1.618        | 2.618         | -.899    | .200     | -.042    | .397     |
| B5   | 147 | 1             | 7             | 5.18          | 1.637        | 2.681         | -.811    | .200     | -.059    | .397     |
| B6   | 147 | 1             | 7             | 4.90          | 2.093        | 4.380         | -.699    | .200     | -.872    | .397     |
| B7   | 147 | 1             | 7             | 4.70          | 1.800        | 3.239         | -.407    | .200     | -.742    | .397     |
| B8   | 147 | 2             | 7             | 5.18          | 1.355        | 1.836         | -.406    | .200     | -.646    | .397     |
| B9   | 147 | 1             | 7             | 4.84          | 1.493        | 2.229         | -.467    | .200     | -.291    | .397     |
| B10  | 147 | 1             | 7             | 4.82          | 1.804        | 3.256         | -.590    | .200     | -.622    | .397     |
| B11  | 147 | 1             | 7             | 5.18          | 1.601        | 2.562         | -.610    | .200     | -.436    | .397     |
| B12  | 147 | 1             | 7             | 5.15          | 1.953        | 3.813         | -.812    | .200     | -.631    | .397     |
| B13  | 147 | 1             | 7             | 5.12          | 2.022        | 4.089         | -.795    | .200     | -.715    | .397     |
| B14  | 147 | 1             | 7             | 4.01          | 2.126        | 4.520         | -.035    | .200     | -1.448   | .397     |
| B15  | 147 | 1             | 7             | 5.44          | 1.862        | 3.467         | -1.165   | .200     | .246     | .397     |
| B16  | 147 | 1             | 7             | 5.05          | 1.454        | 2.114         | -.640    | .200     | -.057    | .397     |
| B17  | 147 | 1             | 7             | 5.24          | 1.550        | 2.402         | -.618    | .200     | -.431    | .397     |
| B19  | 147 | 1             | 7             | 3.88          | 1.896        | 3.596         | .065     | .200     | -1.024   | .397     |
| B20  | 147 | 1             | 7             | 5.48          | 1.387        | 1.923         | -1.011   | .200     | .954     | .397     |
| B21  | 147 | 1             | 7             | 4.88          | 1.957        | 3.829         | -.681    | .200     | -.699    | .397     |
| B22  | 147 | 1             | 7             | 5.05          | 1.681        | 2.826         | -.637    | .200     | -.481    | .397     |
| B23  | 147 | 1             | 7             | 3.42          | 1.790        | 3.204         | .391     | .200     | -.913    | .397     |
| B24  | 147 | 1             | 7             | 4.10          | 1.933        | 3.736         | -.158    | .200     | -1.097   | .397     |
| B25  | 147 | 1             | 7             | 5.01          | 1.955        | 3.822         | -.638    | .200     | -.855    | .397     |
| B26  | 147 | 1             | 7             | 4.65          | 1.662        | 2.762         | -.250    | .200     | -1.025   | .397     |
| B27  | 147 | 1             | 7             | 4.07          | 1.727        | 2.982         | -.244    | .200     | -.785    | .397     |
| B28  | 147 | 1             | 7             | 4.96          | 1.578        | 2.491         | -.398    | .200     | -.704    | .397     |
| B29  | 147 | 1             | 7             | 4.30          | 1.496        | 2.239         | -.065    | .200     | -.538    | .397     |
| B30  | 147 | 1             | 7             | 4.56          | 1.639        | 2.687         | -.246    | .200     | -.841    | .397     |
| B31  | 147 | 1             | 7             | 4.37          | 1.756        | 3.083         | -.153    | .200     | -.989    | .397     |
| B32  | 147 | 1             | 7             | 4.13          | 1.737        | 3.017         | -.225    | .200     | -.791    | .397     |
| B33  | 147 | 1             | 7             | 3.41          | 1.890        | 3.572         | .314     | .200     | -1.108   | .397     |
| C1   | 143 | 1             | 7             | 5.62          | 1.519        | 2.307         | -1.074   | .203     | .630     | .403     |
| C2   | 143 | 1             | 7             | 6.19          | 1.748        | 3.056         | -2.179   | .203     | 3.378    | .403     |
| C3   | 141 | 1             | 7             | 5.52          | 1.654        | 2.737         | -.963    | .204     | -.047    | .406     |
| C4   | 143 | 1             | 7             | 3.51          | 2.304        | 5.308         | .339     | .203     | -1.455   | .403     |
| C5   | 143 | 1             | 7             | 5.46          | 1.591        | 2.532         | -.929    | .203     | .033     | .403     |
| C6   | 142 | 1             | 7             | 4.35          | 1.872        | 3.504         | -.336    | .203     | -.915    | .404     |
| C7   | 142 | 1             | 7             | 5.28          | 2.105        | 4.431         | -1.017   | .203     | -.360    | .404     |
| C8   | 142 | 1             | 7             | 5.82          | 1.450        | 2.104         | -1.286   | .203     | .978     | .404     |
| C9   | 143 | 1             | 7             | 4.44          | 1.763        | 3.107         | -.303    | .203     | -.801    | .403     |
| C10  | 143 | 4             | 7             | 6.47          | .821         | .673          | -1.449   | .203     | 1.218    | .403     |
| C11  | 143 | 1             | 7             | 3.06          | 2.433        | 5.919         | .652     | .203     | -1.296   | .403     |
| C12  | 143 | 1             | 7             | 5.95          | 1.401        | 1.962         | -1.517   | .203     | 1.797    | .403     |
| C13  | 143 | 1             | 7             | 6.04          | 1.310        | 1.717         | -1.546   | .203     | 2.079    | .403     |
| C14  | 143 | 1             | 7             | 4.81          | 1.468        | 2.154         | -.508    | .203     | -.171    | .403     |
| C15  | 143 | 1             | 7             | 3.90          | 1.821        | 3.314         | -.016    | .203     | -.997    | .403     |



| Var. | N   | Min.<br>Stat. | Max.<br>Stat. | Mean<br>Stat. | Std. Dev. | Var.<br>Stat. | Skewness |          | Kurtosis |          |
|------|-----|---------------|---------------|---------------|-----------|---------------|----------|----------|----------|----------|
|      |     |               |               |               |           |               | Stat.    | Std. Err | Stat.    | Std. Err |
| C16  | 143 | 2             | 7             | 6.36          | 1.010     | 1.020         | -1.889   | .203     | 3.680    | .403     |
| C17  | 143 | 1             | 7             | 4.45          | 1.810     | 3.277         | -.503    | .203     | -.664    | .403     |
| C18  | 143 | 1             | 7             | 5.57          | 1.335     | 1.783         | -.856    | .203     | .374     | .403     |
| C19  | 143 | 1             | 7             | 6.03          | 1.386     | 1.921         | -1.624   | .203     | 2.157    | .403     |
| QD1  | 142 | 1             | 7             | 5.18          | 1.870     | 3.498         | -.758    | .203     | -.704    | .404     |
| QD2  | 142 | 2             | 7             | 6.08          | 1.206     | 1.454         | -1.592   | .203     | 2.371    | .404     |
| QD3  | 142 | 1             | 7             | 4.84          | 1.773     | 3.144         | -.479    | .203     | -.698    | .404     |
| QD4  | 142 | 1             | 7             | 6.02          | 1.223     | 1.496         | -1.480   | .203     | 2.379    | .404     |
| QD5  | 142 | 1             | 7             | 5.35          | 1.850     | 3.421         | -1.055   | .203     | .072     | .404     |
| QD6  | 142 | 1             | 7             | 5.89          | 1.443     | 2.081         | -1.596   | .203     | 2.093    | .404     |
| QD7  | 142 | 1             | 7             | 5.61          | 1.742     | 3.035         | -1.220   | .203     | .580     | .404     |
| QD8  | 142 | 2             | 7             | 6.40          | 1.066     | 1.136         | -1.932   | .203     | 3.376    | .404     |
| QD9  | 142 | 4             | 7             | 6.68          | .614      | .377          | -1.917   | .203     | 3.261    | .404     |
| QD10 | 142 | 1             | 7             | 6.50          | 1.016     | 1.032         | -2.697   | .203     | 8.749    | .404     |
| QD11 | 142 | 1             | 7             | 5.03          | 1.931     | 3.730         | -.718    | .203     | -.541    | .404     |
| QD12 | 142 | 1             | 7             | 5.11          | 1.799     | 3.235         | -.787    | .203     | -.247    | .404     |
| QD13 | 142 | 1             | 7             | 5.52          | 1.700     | 2.890         | -1.056   | .203     | .245     | .404     |
| QD14 | 142 | 1             | 7             | 5.99          | 1.551     | 2.404         | -1.794   | .203     | 2.621    | .404     |
| QD15 | 142 | 1             | 7             | 5.50          | 1.666     | 2.777         | -.886    | .203     | -.152    | .404     |
| QD16 | 141 | 1             | 7             | 4.33          | 1.877     | 3.524         | -.343    | .204     | -.856    | .406     |
| QD17 | 142 | 1             | 7             | 3.38          | 2.603     | 6.776         | .404     | .203     | -1.631   | .404     |
| QD18 | 142 | 1             | 7             | 5.30          | 1.722     | 2.964         | -.962    | .203     | .134     | .404     |
| QD19 | 142 | 1             | 7             | 6.23          | 1.140     | 1.300         | -1.982   | .203     | 4.425    | .404     |
| QD20 | 142 | 4             | 7             | 6.52          | .741      | .549          | -1.505   | .203     | 1.667    | .404     |
| QD21 | 142 | 3             | 7             | 6.50          | .966      | .933          | -2.109   | .203     | 3.953    | .404     |
| QE1  | 147 | 1             | 7             | 5.64          | 1.476     | 2.177         | -1.159   | .200     | .980     | .397     |
| QE2  | 147 | 1             | 7             | 5.10          | 1.654     | 2.736         | -.828    | .200     | .274     | .397     |
| QE3  | 147 | 1             | 7             | 4.07          | 1.535     | 2.357         | -.369    | .200     | -.542    | .397     |
| QE4  | 147 | 1             | 7             | 5.93          | 1.129     | 1.275         | -1.153   | .200     | 1.682    | .397     |
| QE5  | 147 | 1             | 7             | 6.01          | 1.252     | 1.568         | -1.476   | .200     | 2.404    | .397     |
| QE6  | 147 | 1             | 7             | 5.08          | 1.285     | 1.651         | -.685    | .200     | .396     | .397     |
| QE7  | 147 | 1             | 7             | 5.01          | 1.585     | 2.514         | -.409    | .200     | -.798    | .397     |
| QE8  | 147 | 1             | 7             | 5.55          | 1.571     | 2.468         | -1.245   | .200     | 1.177    | .397     |
| QE9  | 147 | 1             | 7             | 5.44          | 1.443     | 2.083         | -.853    | .200     | .411     | .397     |
| QE10 | 147 | 1             | 7             | 3.96          | 1.786     | 3.190         | -.230    | .200     | -.943    | .397     |
| QE11 | 147 | 1             | 7             | 3.16          | 1.735     | 3.010         | .538     | .200     | -.543    | .397     |
| QE12 | 147 | 1             | 7             | 4.79          | 1.689     | 2.852         | -.727    | .200     | -.078    | .397     |
| QE13 | 147 | 1             | 7             | 3.89          | 1.605     | 2.577         | -.203    | .200     | -.550    | .397     |
| QE14 | 147 | 1             | 7             | 5.06          | 1.623     | 2.633         | -.500    | .200     | -.609    | .397     |
| QE15 | 147 | 1             | 7             | 3.18          | 1.592     | 2.535         | .303     | .200     | -.754    | .397     |
| QE16 | 147 | 1             | 7             | 5.04          | 1.704     | 2.902         | -.789    | .200     | -.128    | .397     |
| QE17 | 147 | 1             | 7             | 3.06          | 1.713     | 2.935         | .393     | .200     | -.913    | .397     |
| QE18 | 147 | 1             | 7             | 5.16          | 1.414     | 2.001         | -.500    | .200     | -.412    | .397     |
| QE19 | 147 | 2             | 7             | 6.14          | 1.077     | 1.159         | -1.243   | .200     | 1.263    | .397     |
| QE20 | 147 | 1             | 7             | 5.01          | 1.466     | 2.150         | -.565    | .200     | -.242    | .397     |
| QE21 | 147 | 1             | 7             | 4.66          | 1.219     | 1.486         | -.678    | .200     | .416     | .397     |
| QE22 | 147 | 1             | 7             | 4.60          | 1.470     | 2.160         | -.262    | .200     | -.538    | .397     |
| QE23 | 147 | 1             | 7             | 4.85          | 1.284     | 1.649         | -.129    | .200     | -.395    | .397     |

## Appendix 13: AGCC Construct Study One Initial Factor Solution

### AGCC Construct Study One KMO and Bartlett's Test

### Kaiser-Meyer-Olkin Measure of Sampling Adequacy

**.765<sup>a</sup>**

### Bartlett's Test of Sphericity:

Approximate  $\chi^2$ , (degrees of freedom), significance

5371.11 (2016) p=.000<sup>b</sup>

The KMO value refers to the degree of common variance among the variables included in the factor analysis. It must be above 0.50 for the data to be factor-analyzable; the closer the value to 1.0, the better the sampling adequacy. A KMO value of 0.765 is considered "middling" but approaching "meritorious".

<sup>b</sup>The null hypothesis is that the intercorrelation matrix comes from a population in which the variables are noncollinear (i.e. an identity matrix). In this case, the null hypothesis is rejected.

### AGCC Construct Study One Initial Factor Solution Total Variance Explained

| Component | Extraction Sums of Squared Loadings (Initial Eigenvalues) |               |              | Rotation<br>Total |
|-----------|---|---------------|--------------|-------------------|
|           | Total   | % of Variance | Cumulative % |                   |
| 1         | 31.90   | 17.71         | 17.72        | 20.82             |
| 2         | 12.33   | 6.85          | 24.57        | 8.59              |
| 3         | 9.48  | 5.27          | 29.84        | 8.55              |
| 4         | 6.33  | 3.52          | 33.35        | 8.39              |
| 5         | 5.33  | 2.96          | 36.31        | 19.02             |
| 6         | 4.27  | 2.37          | 38.68        | 14.01             |
| 7         | 3.79  | 2.11          | 40.79        | 11.01             |
| 8         | 3.70  | 2.06          | 42.85        | 6.09              |
| 9         | 3.68  | 2.04          | 44.89        | 7.63              |
| 10        | 3.17  | 1.76          | 46.65        | 7.04              |

**Extraction Method:** Principal Component Analysis.

### AGCC Construct Study One: Initial Pattern Matrix<sup>a</sup>

[illegible]

|      | Component |       |       |       |       |      |   |       |       |       |
|------|-----------|-------|-------|-------|-------|------|---|-------|-------|-------|
|      | 1         | 2     | 3     | 4     | 5     | 6    | 7 | 8     | 9     | 10    |
| C8   | .368      |       |       |       |       |      |   |       |       |       |
| A72  | .365      |       | .353  |       |       |      |   |       | -.312 |       |
| A38  | .349      |       |       |       |       |      |   |       |       |       |
| C3   | .337      |       |       |       |       |      |   |       |       |       |
| A9   | .331      |       |       |       |       |      |   |       |       |       |
| A25  | .325      |       |       |       |       |      |   |       |       |       |
| A2   | .322      |       |       |       |       |      |   |       |       |       |
| QE12 |           | .672  |       |       |       |      |   |       |       |       |
| B27  |           | .640  |       |       |       |      |   |       |       |       |
| QE9  |           | .631  | .313  |       |       |      |   |       |       |       |
| QE8  |           | .567  |       |       |       |      |   |       |       |       |
| A51  |           | .524  |       |       |       | .419 |   |       |       |       |
| QE11 |           | -.503 |       |       |       |      |   |       |       |       |
| QE10 |           | .459  |       |       |       |      |   |       |       |       |
| QD4  |           | .442  |       | -.392 |       |      |   |       |       | -.300 |
| C17  |           | .429  | .323  |       |       |      |   |       |       |       |
| B20  |           | .424  |       |       |       |      |   |       |       |       |
| QE13 |           | .422  |       |       |       |      |   | -.349 |       |       |
| B33  |           | -.407 |       |       |       |      |   |       |       |       |
| B5   |           | .394  |       |       |       |      |   |       |       |       |
| A59  |           |       |       |       |       |      |   |       |       |       |
| QD21 |           |       | .685  |       |       |      |   |       |       |       |
| QD8  |           |       | .644  |       |       |      |   |       |       |       |
| QD15 |           |       | .633  |       |       |      |   |       |       |       |
| QD13 |           |       | .599  |       |       |      |   |       |       |       |
| QD14 |           | .311  | .541  |       |       |      |   |       |       |       |
| QD19 |           |       | .509  |       |       |      |   |       |       |       |
| A42  |           |       | .483  |       |       |      |   |       |       |       |
| QD1  |           |       | .477  |       |       |      |   | .448  |       |       |
| QE16 |           | .399  | .463  |       |       |      |   |       |       |       |
| B25  |           |       | .455  |       |       |      |   | .431  |       |       |
| QD17 |           |       | -.446 |       |       |      |   |       |       |       |
| QD10 |           |       | .432  |       |       |      |   |       |       |       |
| QD7  |           |       | .395  | -.382 |       |      |   |       |       |       |
| A30  |           |       | .380  |       |       |      |   | -.343 |       |       |
| QD9  |           |       | .375  |       |       |      |   |       |       |       |
| B13  |           |       | .350  |       |       |      |   |       |       |       |
| QD2  |           |       | .319  |       |       |      |   |       |       |       |
| C6   |           |       |       |       |       |      |   |       |       |       |
| QD20 |           |       |       | -.727 |       |      |   |       |       |       |
| A80  |           |       |       | -.680 |       |      |   |       |       |       |
| A18  |           |       |       | -.567 |       |      |   |       |       |       |
| QE19 |           |       |       | -.534 |       |      |   |       |       |       |
| B1   |           |       |       | -.429 |       |      |   |       |       |       |
| QE4  |           |       |       | -.372 |       |      |   |       |       |       |
| QE2  |           |       |       | -.356 |       |      |   |       |       |       |
| QE1  |           |       |       | -.349 |       |      |   |       |       |       |
| A70  |           |       |       |       |       |      |   |       |       |       |
| B26  |           |       |       |       | -.789 |      |   |       |       |       |
| B31  |           |       |       |       | -.782 |      |   |       |       |       |
| B29  |           |       |       |       | -.741 |      |   |       |       |       |
| QE18 |           |       |       |       | -.664 |      |   |       |       |       |
| A69  |           |       |       |       | -.660 |      |   |       |       |       |
| B7   |           |       |       |       | -.650 |      |   |       |       |       |
| B8   |           |       |       |       | -.592 |      |   |       |       |       |
| B16  |           |       |       |       | -.559 |      |   |       |       |       |
| B32  |           |       |       |       | -.557 |      |   |       |       |       |
| QE6  |           |       |       |       | -.533 |      |   |       |       |       |
| B30  |           |       |       |       | -.517 |      |   |       |       |       |
| B17  |           |       |       |       | -.503 |      |   |       |       |       |
| B24  |           |       |       |       | -.484 |      |   | -.380 |       |       |
| A82  |           |       |       |       | -.478 |      |   |       |       |       |
| A79  |           |       |       |       | -.467 |      |   | .362  |       |       |
| A84  |           |       |       |       | -.465 |      |   |       |       |       |

|      | Component |       |   |       |       |      |       |       |       |       |
|------|-----------|-------|---|-------|-------|------|-------|-------|-------|-------|
|      | 1         | 2     | 3 | 4     | 5     | 6    | 7     | 8     | 9     | 10    |
| A75  |           |       |   |       | -.448 |      |       |       |       |       |
| B10  |           |       |   |       | -.441 |      |       |       |       |       |
| A85  |           |       |   |       | -.431 |      | -.315 |       |       |       |
| QE22 |           |       |   | .313  | -.429 |      |       |       |       |       |
| B4   |           |       |   |       | -.412 |      |       |       |       |       |
| B2   |           |       |   |       | -.401 |      |       |       |       |       |
| B6   |           |       |   |       | -.394 |      |       |       |       |       |
| QE20 |           |       |   |       | -.366 |      |       | -.327 |       |       |
| B11  |           |       |   |       | -.362 |      |       |       |       |       |
| B9   |           |       |   |       | -.358 |      |       |       |       |       |
| A29  |           |       |   |       | -.343 |      |       |       |       |       |
| A76  |           |       |   |       | -.323 |      |       |       |       |       |
| B21  |           |       |   |       | -.322 |      |       |       |       |       |
| QE21 |           |       |   |       | -.322 |      |       |       |       |       |
| B22  |           |       |   |       | -.322 |      |       |       |       |       |
| A68  |           |       |   |       | -.318 |      |       |       |       |       |
| A28  |           |       |   |       |       |      |       |       |       |       |
| A60  |           |       |   |       |       | .704 |       |       |       |       |
| A49  |           |       |   |       |       | .647 |       |       |       |       |
| A86  |           |       |   |       |       | .645 |       |       |       |       |
| A45  |           |       |   |       |       | .626 |       |       |       |       |
| A58  |           |       |   |       |       | .581 |       |       |       |       |
| A78  |           |       |   |       |       | .551 |       |       |       |       |
| A37  |           |       |   |       |       | .550 |       |       |       |       |
| A32  |           |       |   |       |       | .550 |       | .319  |       |       |
| QE3  |           | .359  |   |       |       | .523 |       |       |       |       |
| A66  |           | .320  |   |       |       | .494 |       |       |       |       |
| A71  |           | .431  |   |       |       | .443 |       |       |       |       |
| A20  |           |       |   |       |       | .441 |       |       |       |       |
| A12  |           |       |   |       |       | .420 |       |       |       |       |
| A54  |           |       |   |       |       | .414 |       |       |       |       |
| QE15 |           | -.337 |   |       |       | .403 |       |       |       |       |
| QE14 |           |       |   |       |       | .402 |       |       |       |       |
| A27  |           |       |   |       |       | .399 |       |       |       |       |
| A74  |           |       |   |       |       | .395 |       |       |       |       |
| A83  |           |       |   | -.341 |       | .391 |       |       |       |       |
| A19  |           |       |   |       | -.361 | .387 |       |       |       |       |
| B3   |           |       |   |       |       | .385 |       |       |       |       |
| A67  |           |       |   |       |       | .358 | -.310 |       |       |       |
| A17  |           |       |   |       |       | .334 |       | .326  |       |       |
| A65  |           |       |   |       |       | .303 |       |       |       |       |
| B14  |           |       |   |       |       |      | .706  |       |       |       |
| B19  |           |       |   |       |       |      | -.652 |       |       |       |
| A22  |           |       |   |       |       |      | -.634 |       |       |       |
| QD6  |           |       |   |       |       |      | -.461 |       |       |       |
| QD3  |           | .343  |   |       |       |      | .399  |       |       |       |
| QD11 |           |       |   |       |       |      | .392  |       |       |       |
| C4   |           |       |   |       |       |      | -.383 | .313  |       |       |
| A8   |           |       |   |       |       |      | -.363 |       |       |       |
| B23  |           |       |   |       |       |      | .361  |       |       |       |
| A11  |           |       |   |       |       |      |       |       |       |       |
| C19  | .378      |       |   |       |       |      |       | -.413 |       |       |
| QE17 |           |       |   |       |       |      |       | .394  |       |       |
| A53  |           |       |   |       |       |      |       | .377  |       | -.328 |
| A57  |           |       |   |       |       |      | -.330 | .376  |       |       |
| A23  |           |       |   |       |       |      |       | .374  |       |       |
| C11  |           |       |   |       |       |      |       | .350  |       |       |
| QD12 |           |       |   |       |       | .331 |       | -.338 |       |       |
| A13  |           |       |   |       |       |      |       |       |       |       |
| B15  |           |       |   |       |       |      |       |       |       |       |
| C7   |           |       |   |       |       |      |       |       | -.569 |       |
| A56  |           |       |   |       |       |      |       |       | .496  |       |
| C12  |           |       |   | -.323 |       |      |       |       | -.458 |       |
| B28  |           |       |   |       | -.409 |      |       |       | -.433 |       |

|      | Component |      |   |   |   |   |   |   |       |       |
|------|-----------|------|---|---|---|---|---|---|-------|-------|
|      | 1         | 2    | 3 | 4 | 5 | 6 | 7 | 8 | 9     | 10    |
| A77  |           |      |   |   |   |   |   |   | -.430 |       |
| A40  |           |      |   |   |   |   |   |   | -.416 |       |
| C14  | .346      |      |   |   |   |   |   |   | -.415 |       |
| C13  | .317      |      |   |   |   |   |   |   | -.408 |       |
| C2   |           |      |   |   |   |   |   |   | -.352 |       |
| A52  |           |      |   |   |   |   |   |   | .319  |       |
| A4   |           |      |   |   |   |   |   |   | -.306 |       |
| A64  |           |      |   |   |   |   |   |   |       |       |
| QE7  |           |      |   |   |   |   |   |   |       |       |
| A73  |           |      |   |   |   |   |   |   |       | -.546 |
| A15  |           |      |   |   |   |   |   |   |       | -.532 |
| A7   |           |      |   |   |   |   |   |   |       | -.519 |
| C9   | -.382     | .304 |   |   |   |   |   |   |       | -.431 |
| QE23 |           |      |   |   |   |   |   |   |       | -.430 |
| A46  |           |      |   |   |   |   |   |   |       | -.420 |
| QD18 |           |      |   |   |   |   |   |   |       | -.387 |
| QD16 |           |      |   |   |   |   |   |   |       | -.355 |
| C15  | -.306     |      |   |   |   |   |   |   |       | -.352 |
| QD5  |           |      |   |   |   |   |   |   |       | -.321 |
| B12  |           |      |   |   |   |   |   |   |       |       |

Extraction Method: Principal Component Analysis. Rotation Method: Oblimin with Kaiser Normalization.

\*Rotation converged in 46 iterations.

#### AGCC Construct Study One: Initial Component Correlation Matrix

| Component | 1     | 2     | 3     | 4     | 5     | 6     | 7     | 8     | 9     | 10    |
|-----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1         | 1.000 |       |       |       |       |       |       |       |       |       |
| 2         | -.073 | 1.000 |       |       |       |       |       |       |       |       |
| 3         | .116  | .087  | 1.000 |       |       |       |       |       |       |       |
| 4         | -.102 | -.140 | -.110 | 1.000 |       |       |       |       |       |       |
| 5         | -.275 | -.089 | -.086 | .164  | 1.000 |       |       |       |       |       |
| 6         | .156  | .069  | -.007 | -.081 | -.295 | 1.000 |       |       |       |       |
| 7         | -.227 | .055  | .055  | .098  | .217  | -.151 | 1.000 |       |       |       |
| 8         | .122  | -.045 | -.013 | .055  | -.131 | .061  | -.033 | 1.000 |       |       |
| 9         | -.213 | -.024 | -.083 | .092  | .094  | -.056 | .099  | .009  | 1.000 |       |
| 10        | -.001 | -.140 | -.097 | .044  | .136  | -.165 | -.017 | -.079 | .039  | 1.000 |

Extraction Method: Principal Component Analysis. Rotation Method: Oblimin with Kaiser Normalization.

# Appendix 14: AGCC Construct Study Two Sample Characteristics

| Sex (n, %)                       |  | Female<br>211 (53.8%)   |   | Male<br>181 (46.2%)   |  | Total<br>392 (100%)  |  |
|----------------------------------|--|---|---|---|--|--|--|
| Age (n, %)                       |  | 0-19 yrs.<br>32 (8.2%)  | 20-29 yrs.<br>310 (79.3%)   | 30-39 yrs.<br>35 (9.0%)   | 40-49 yrs.<br>9 (2.3%)   | 50-59 yrs.<br>5 (1.3%)   | Total<br>391 (100%)  |
| Family Size (n, %)               |  | One<br>27 (6.9%)  | Two<br>39 (10.0%)   | Three<br>91 (23.3%)   | Four<br>118 (30.3%)  | Five<br>74 (19.0%)   | Six or more<br>41 (10.5%)<br>Total<br>390 (100%)               |
| Employment Status (n, %)         |  | Work FT 47 (12.0%)<br>Work PT 20 (5.1%)   |   | FT Student 139 (35.5%)<br>Student, WPT 175 (44.8%)  |  | Unemployed 8 (2.0%)<br>Homemaker 2 (0.5%)  |  |
| Student Status*                  |  | Currently University Students (n, %)<br>Yes: 363 (86.5%)<br>No: 29 (13.5%)<br>Total: 392 (100%)                               |   | Living with parents (n, %) <sup>a</sup><br>Yes: 220 (60.6%)<br>No: 143 (39.4%)<br>Total: 363 (100%)             |  | Sample Composition (n, %)<br>Undergrad: 327<br>Grad: 36<br>Total: 147 (100%)   |  |
|                                  |  |   |   |   |  | Year of study (n, %)<br>1 <sup>st</sup> yr: 116 (23.2%)<br>2 <sup>nd</sup> yr: 100 (20.0%)<br>3 <sup>rd</sup> yr: 91 (18.2%)<br>4 <sup>th</sup> yr: 56 (11.2%) |  |
| Linguistic Heritage (n, %)       |  | Anglophone<br>178 (45.4%)   |   | Francophone<br>78 (19.9%)   |  | Allophone*<br>136 (34.7%)  |  |
| *Allophone Composition (n)       |  | Albanian 1<br>Arabic 15<br>Armenian 8<br>Bulgarian 2<br>Chinese 34  | Creole 3<br>Dutch 1<br>Egyptian 1<br>Farsi 1<br>Filipino 1  | German 1<br>Greek 9<br>Gujarati 2<br>Haoussa 1<br>Hebrew 3  | Italian 12<br>Japanese 1<br>Lebanese 3<br>Malagasy 1<br>Persian 1  | Polish 5<br>Portuguese 4<br>Punjabi 1<br>Romanian 1<br>Russian 7   | Sicilian 1<br>Spanish 6<br>Turkish 2<br>Urdu 2<br>Vietnamese 4 |
| French-language speaking? (n, %) |  |   |   | Yes 324 (82.7%)   |  | No 68 (17.3%)  |  |
| Other language-speaking? (n, %)  |  |   |   | Yes 293 (74.7%)   |  | No 99 (25.3%)  |  |
| 2 other languages spoken         |  |   |   | 107 (27.3%)   |  |  |  |
| 3 other languages spoken         |  |   |   | 21 (5.4%)   |  |  |  |
| *Other languages spoken (n)      |  | Albanian 1<br>Arabic 36<br>Armenian 9<br>Bangladeshi 1<br>Bulgarian 2<br>Cantonese 7<br>Other Chinese dialects 35<br>Creole 4 | Ukrainian 3<br>Yiddish 4<br>Tamil 2<br>Sicilian 1<br>Nyanja 1<br>Dutch 3<br>Egyptian 1<br>Farsi 1<br>Filipino 1 | German 26<br>Greek 18<br>Haoussa 1<br>Hebrew 14<br>Urdu 7<br>Czech 1<br>Vietnamese 9<br>Tagalog 1<br>Gujarati 2 | Italian 50<br>Jamaic. patois 1<br>Korean 2<br>Lebanese 3<br>Mandarin 12<br>Persian 3<br>Hindi 6<br>Hungarian 1<br>Japanese 2 | Bemba 1<br>Taiwanese 1<br>Polish 10<br>Portuguese 8<br>Punjabi 3<br>Spanish 112<br>Tibetan 1<br>Turkish 2<br>Romanian 2  | Malagasy 1<br>Russian 9<br>Swedish 1<br>Cambodian 1<br>Thai 1  |
| Place of Birth (n, %)            |  | North America<br>Canada<br>Quebec<br>Elsewhere<br>USA<br>Mexico   |   | Europe<br>South/Central America<br>Asia<br>Africa   |  | Rest of World*<br>45 (11.5%)<br>6 (1.5%)<br>72 (18.4%)<br>8 (3.1%)   |  |
| *Country of Birth (n)            |  | Afghanistan 1<br>Albania 1<br>Bangladesh 1<br>Brazil 1<br>Bulgaria 2<br>China 33<br>Columbia 2<br>Egypt 3                     | Ethiopia 1<br>France 21<br>Germany 1<br>Greece 1<br>Guyana 1<br>Hong Kong 3<br>India 1<br>Iran 1                | Israel 2<br>Italy 3<br>Ivory Coast 1<br>Japan 1<br>Kazakhstan 1<br>Kuwait 1<br>Lebanon 6<br>Madagascar 1        | Mauritius 1<br>Middle East 1<br>Morocco 2<br>Niger 1<br>Pakistan 3<br>Peru 1<br>Poland 1<br>Romania 1                        | Russia 5<br>Saudi Arabia 4<br>Singapore 1<br>Sri Lanka 1<br>Taiwan 3<br>Thailand 2<br>Tunisia 2<br>Turkey 1  | U.A.E. 1<br>UK 6<br>Ukraine 1<br>Venezuela 1<br>Zambia 1       |

Continued...

| Birthplace of<br>Parents (n) | Mothers' Birthplace |                 | Fathers' Birthplace |               |                 |  |
|------------------------------|---------------------|-----------------|---------------------|---------------|-----------------|--|
| Albania 1                    | India 7             | Poland 7        | 'Africa' 1          | India 6       | Phillipines 3   |  |
| Algeria 2                    | Iran 3              | Portugal 6      | Albania 1           | Iran 3        | Poland 9        |  |
| Argentina 1                  | Israel 2            | Romania 2       | Algeria 2           | Iraq 1        | Portugal 7      |  |
| Bangladesh 1                 | Italy 22            | Russia 5        | Australia 1         | Ireland 2     | Romania 1       |  |
| Barbados 1                   | Jamaica 2           | Rwanda 1        | Bangladesh 1        | Israel 1      | Russia 8        |  |
| Bulgaria 2                   | Japan 1             | Saudi Arabia 2  | Belgium 1           | Italy 10      | Saudi Arabia 1  |  |
| Cambodia 1                   | Kazakhstan 1        | Spain 2         | Brazil 1            | Ivory Coast 1 | Spain 1         |  |
| Canada 131                   | Korea 2             | Sri Lanka 2     | Bulgaria 2          | Jamaica 3     | Sri Lanka 2     |  |
| China 36                     | Lebanon 14          | Switzerland 1   | Canada 127          | Japan 1       | Sweden 1        |  |
| Columbia 3                   | Madagascar 1        | Syria 4         | China 39            | Korea 2       | Syria 3         |  |
| Congo 1                      | Mali 1              | Taiwan 5        | Columbia 2          | Lebanon 16    | Taiwan 3        |  |
| Egypt 9                      | Mauritius 1         | Trinidad/Tobago | Congo 1             | Lithuania 1   | Tibet 1         |  |
| England/UK                   | Mexico 2            | 1               | Ecuador 1           | Madagascar 1  | Trini. & /Toba. |  |
| 11                           | Morocco 6           | Tunisia 2       | Egypt 11            | Malaysia 1    | 1               |  |
| France 20                    | Niger 1             | Turkey 3        | England/UK 6        | Mauritius 1   | Tunisia 5       |  |
| Germany 3                    | Pakistan 5          | USA 8           | France 12           | Monserat 1    | Turkey 2        |  |
| Greece 11                    | Palestine 2         | Venezuela 1     | Germany 2           | Morocco 6     | Uganda 1        |  |
| Haiti 4                      | Peru 1              | Vietnam 9       | Greece 10           | Niger 1       | Ukraine 2       |  |
| Holland 1                    | Phillipines 3       | Zambia 1        | Haiti 4             | Norway 1      | USA 4           |  |
| Hong Kong 4                  |                     |                 | Holland 1           | Pakistan 5    | Venezuela 1     |  |
| Hungary 1                    |                     |                 | Hong Kong 4         | Palestine 4   | Vietnam 11      |  |
|                              |                     |                 | Hungary 2           | Peru 1        | Zambia 1        |  |
|                              | Total 392           |                 |                     | Total 392     |                 |  |

## Appendix 15: AGCC Construct Study Two Scale Item Descriptive Statistics

| Var. | N   | Min.  |       | Max.  |       | Mean  | Std. | Var.   | Skewness |          | Kurtosis |          |
|------|-----|-------|-------|-------|-------|-------|------|--------|----------|----------|----------|----------|
|      |     | Stat. | Stat. | Stat. | Stat. |       |      |        | Stat.    | Std. Err | Stat.    | Std. Err |
| A1   | 392 | 2     | 7     | 6.01  | 1.104 | 1.220 |      | -998   | .123     |          | .306     | .246     |
| A2   | 392 | 1     | 7     | 4.77  | 1.499 | 2.247 |      | -.281  | .123     |          | -.628    | .246     |
| A3   | 392 | 1     | 7     | 4.38  | 1.791 | 3.209 |      | -.265  | .123     |          | -.879    | .246     |
| A4   | 392 | 1     | 7     | 4.77  | 1.639 | 2.685 |      | -.492  | .123     |          | -.483    | .246     |
| A5   | 392 | 1     | 7     | 5.64  | 1.459 | 2.130 |      | -1.100 | .123     |          | .775     | .246     |
| A6   | 392 | 1     | 7     | 5.21  | 1.633 | 2.666 |      | -.864  | .123     |          | .054     | .246     |
| A7   | 392 | 1     | 7     | 6.28  | 1.265 | 1.600 |      | -2.062 | .123     |          | 4.010    | .246     |
| A8   | 392 | 1     | 7     | 5.70  | 1.605 | 2.575 |      | -1.356 | .123     |          | 1.158    | .246     |
| A9   | 392 | 1     | 7     | 6.01  | 1.308 | 1.711 |      | -1.492 | .123     |          | 1.877    | .246     |
| A10  | 392 | 1     | 7     | 5.94  | 1.165 | 1.357 |      | -1.265 | .123     |          | 1.813    | .246     |
| A11  | 392 | 1     | 7     | 3.55  | 1.487 | 2.212 |      | -.006  | .123     |          | -.749    | .246     |
| A12  | 392 | 1     | 7     | 4.52  | 1.562 | 2.439 |      | -.180  | .123     |          | -.897    | .246     |
| A13  | 392 | 1     | 7     | 5.90  | 1.328 | 1.762 |      | -1.280 | .123     |          | 1.368    | .246     |
| A14  | 392 | 1     | 7     | 4.20  | 1.812 | 3.284 |      | -.196  | .123     |          | -.921    | .246     |
| A15  | 392 | 1     | 7     | 4.78  | 1.459 | 2.129 |      | -.373  | .123     |          | -.407    | .246     |
| A16  | 392 | 1     | 7     | 5.45  | 1.278 | 1.634 |      | -.563  | .123     |          | -.130    | .246     |
| A17  | 392 | 1     | 7     | 4.13  | 1.458 | 2.125 |      | .075   | .123     |          | -.480    | .246     |
| A18  | 392 | 1     | 7     | 4.08  | 1.760 | 3.099 |      | -.208  | .123     |          | -.905    | .246     |
| A19  | 392 | 1     | 7     | 5.59  | 1.778 | 3.163 |      | -1.116 | .123     |          | .153     | .246     |
| A20  | 392 | 1     | 7     | 5.47  | 1.277 | 1.631 |      | -.629  | .123     |          | .101     | .246     |
| A21  | 392 | 1     | 7     | 3.90  | 1.688 | 2.850 |      | -.043  | .123     |          | -.850    | .246     |
| A22  | 392 | 1     | 7     | 5.58  | 1.467 | 2.153 |      | -1.165 | .123     |          | .914     | .246     |
| A23  | 392 | 1     | 7     | 5.35  | 1.827 | 3.339 |      | -.941  | .123     |          | -.247    | .246     |
| A24  | 392 | 1     | 7     | 5.87  | 1.593 | 2.536 |      | -1.501 | .123     |          | 1.361    | .246     |
| A25  | 392 | 1     | 7     | 4.82  | 1.531 | 2.343 |      | -.342  | .123     |          | -.624    | .246     |
| A26  | 392 | 1     | 7     | 4.04  | 1.383 | 1.914 |      | -.160  | .123     |          | -.521    | .246     |
| A27  | 392 | 1     | 7     | 6.06  | 1.852 | 3.431 |      | -1.970 | .123     |          | 2.415    | .246     |
| A28  | 392 | 1     | 7     | 5.72  | 1.217 | 1.480 |      | -.834  | .123     |          | .321     | .246     |
| A29  | 392 | 1     | 7     | 6.02  | 1.301 | 1.693 |      | -1.534 | .123     |          | 2.031    | .246     |
| A30  | 392 | 1     | 7     | 4.94  | 1.703 | 2.902 |      | -.703  | .123     |          | -.251    | .246     |
| A31  | 392 | 1     | 7     | 6.31  | 1.190 | 1.417 |      | -1.901 | .123     |          | 3.272    | .246     |
| A32  | 392 | 1     | 7     | 4.49  | 1.636 | 2.675 |      | -.242  | .123     |          | -.812    | .246     |
| A33  | 392 | 1     | 7     | 5.79  | 1.123 | 1.260 |      | -.845  | .123     |          | .610     | .246     |
| A34  | 392 | 1     | 7     | 5.26  | 1.430 | 2.045 |      | -.750  | .123     |          | .135     | .246     |
| A35  | 392 | 1     | 7     | 5.53  | 1.297 | 1.682 |      | -.788  | .123     |          | .412     | .246     |
| A36  | 392 | 1     | 7     | 3.35  | 1.621 | 2.628 |      | .102   | .123     |          | -1.008   | .246     |
| A37  | 392 | 1     | 7     | 5.88  | 1.384 | 1.915 |      | -1.410 | .123     |          | 1.730    | .246     |
| A38  | 392 | 1     | 7     | 4.08  | 1.522 | 2.318 |      | -.322  | .123     |          | -.459    | .246     |
| A39  | 392 | 1     | 7     | 5.76  | 1.267 | 1.605 |      | -1.301 | .123     |          | 2.081    | .246     |
| A40  | 392 | 1     | 7     | 3.43  | 2.587 | 6.691 |      | .384   | .123     |          | -1.621   | .246     |
| A41  | 392 | 1     | 7     | 4.42  | 1.700 | 2.889 |      | -.127  | .123     |          | -.895    | .246     |
| A42  | 392 | 1     | 7     | 2.07  | 1.429 | 2.042 |      | 1.480  | .123     |          | 1.656    | .246     |
| A43  | 392 | 1     | 7     | 5.19  | 1.599 | 2.556 |      | -.828  | .123     |          | .052     | .246     |
| A44  | 392 | 1     | 7     | 3.78  | 1.528 | 2.335 |      | -.097  | .123     |          | -.585    | .246     |
| A45  | 392 | 1     | 7     | 4.30  | 1.697 | 2.880 |      | -.260  | .123     |          | -.763    | .246     |
| A46  | 392 | 1     | 7     | 5.22  | 1.334 | 1.779 |      | -.614  | .123     |          | .199     | .246     |
| A47  | 392 | 2     | 7     | 5.74  | 1.180 | 1.393 |      | -.677  | .123     |          | -.149    | .246     |
| A48  | 392 | 1     | 7     | 4.68  | 1.475 | 2.176 |      | -.447  | .123     |          | -.328    | .246     |
| A49  | 392 | 1     | 7     | 5.67  | 1.495 | 2.236 |      | -1.247 | .123     |          | 1.059    | .246     |
| A50  | 392 | 1     | 7     | 2.83  | 1.749 | 3.059 |      | .760   | .123     |          | -.362    | .246     |
| A51  | 392 | 1     | 7     | 4.32  | 1.547 | 2.393 |      | -.211  | .123     |          | -.506    | .246     |
| A52  | 392 | 1     | 7     | 4.33  | 1.689 | 2.851 |      | -.140  | .123     |          | -.778    | .246     |
| A53  | 392 | 1     | 7     | 3.72  | 1.491 | 2.224 |      | -.060  | .123     |          | -.656    | .246     |
| A54  | 392 | 1     | 7     | 6.18  | 1.208 | 1.460 |      | -1.881 | .123     |          | 3.753    | .246     |
| A55  | 392 | 1     | 7     | 3.92  | 1.588 | 2.521 |      | -.151  | .123     |          | -.682    | .246     |
| A56  | 392 | 1     | 7     | 6.21  | 1.158 | 1.340 |      | -1.777 | .123     |          | 3.322    | .246     |
| A57  | 392 | 1     | 7     | 5.17  | 1.954 | 3.818 |      | -.726  | .123     |          | -.769    | .246     |
| A58  | 392 | 1     | 7     | 3.87  | 1.610 | 2.592 |      | -.054  | .123     |          | -.612    | .246     |
| A59  | 392 | 1     | 7     | 4.65  | 1.468 | 2.156 |      | -.456  | .123     |          | -.062    | .246     |
| A60  | 392 | 1     | 7     | 5.92  | 1.345 | 1.809 |      | -1.422 | .123     |          | 1.758    | .246     |
| A61  | 392 | 2     | 7     | 5.11  | 1.358 | 1.844 |      | -.396  | .123     |          | -.591    | .246     |
| A62  | 392 | 1     | 7     | 4.43  | 1.490 | 2.221 |      | -.337  | .123     |          | -.234    | .246     |
| A63  | 392 | 1     | 7     | 4.21  | 1.487 | 2.212 |      | -.222  | .123     |          | -.371    | .246     |
| A64  | 392 | 1     | 7     | 3.12  | 1.628 | 2.650 |      | .295   | .123     |          | -.845    | .246     |
| A65  | 392 | 1     | 7     | 4.85  | 1.348 | 1.818 |      | -.248  | .123     |          | -.179    | .246     |
| B1   | 253 | 1     | 7     | 3.63  | 1.794 | 3.218 |      | .148   | .153     |          | -1.060   | .305     |



| Var. | N   | Min.  |  | Max.  |  | Mean Stat. | Std. Dev. | Var. Stat. | Skewness |          | Kurtosis |          |
|------|-----|-------|--|-------|--|------------|-----------|------------|----------|----------|----------|----------|
|      |     | Stat. |  | Stat. |  |            |           |            | Stat.    | Std. Err | Stat.    | Std. Err |
| B2   | 253 | 1     |  | 7     |  | 5.37       | 1.516     | 2.298      | -.958    | .153     | .188     | .305     |
| B3   | 253 | 1     |  | 7     |  | 4.25       | 1.639     | 2.686      | -.203    | .153     | -.754    | .305     |
| B4   | 253 | 1     |  | 7     |  | 4.81       | 1.328     | 1.763      | -.352    | .153     | -.066    | .305     |
| B5   | 253 | 2     |  | 7     |  | 5.57       | 1.169     | 1.366      | -.873    | .153     | .595     | .305     |
| B6   | 253 | 1     |  | 7     |  | 4.87       | 1.407     | 1.979      | -.396    | .153     | -.487    | .305     |
| B7   | 253 | 1     |  | 7     |  | 4.24       | 1.666     | 2.777      | -.231    | .153     | -.874    | .305     |
| B8   | 253 | 1     |  | 7     |  | 4.86       | 1.398     | 1.953      | -.393    | .153     | -.487    | .305     |
| B9   | 253 | 1     |  | 7     |  | 4.19       | 1.587     | 2.519      | -.255    | .153     | -.652    | .305     |
| B10  | 253 | 1     |  | 7     |  | 4.71       | 1.418     | 2.009      | -.255    | .153     | -.312    | .305     |
| B11  | 253 | 1     |  | 7     |  | 5.22       | 1.359     | 1.848      | -.646    | .153     | -.017    | .305     |
| B12  | 253 | 1     |  | 7     |  | 5.17       | 1.301     | 1.692      | -.512    | .153     | -.190    | .305     |
| B13  | 253 | 1     |  | 7     |  | 5.22       | 1.223     | 1.496      | -.580    | .153     | .203     | .305     |
| B14  | 253 | 1     |  | 7     |  | 4.81       | 1.390     | 1.932      | -.487    | .153     | .189     | .305     |
| B15  | 253 | 1     |  | 7     |  | 3.79       | 1.736     | 3.013      | -.052    | .153     | -1.003   | .305     |
| B16  | 253 | 2     |  | 7     |  | 5.38       | 1.386     | 1.920      | -.568    | .153     | -.606    | .305     |
| B17  | 253 | 1     |  | 7     |  | 3.32       | 1.705     | 2.908      | .427     | .153     | -.702    | .305     |
| B18  | 253 | 1     |  | 7     |  | 5.16       | 1.306     | 1.705      | -.609    | .153     | .248     | .305     |
| B19  | 253 | 1     |  | 7     |  | 5.15       | 1.647     | 2.713      | -.768    | .153     | -.127    | .305     |
| B20  | 253 | 1     |  | 7     |  | 4.70       | 1.416     | 2.005      | -.504    | .153     | .498     | .305     |

## Appendix 16: AGCC Construct Study Two Initial Factor Solution

### AGCC Construct Study Two KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy

.877<sup>a</sup>

Bartlett's Test of Sphericity:

Approximate  $\chi^2$ , (Degrees of Freedom),  
Significance

12681.40, (2016), p=.000<sup>b</sup>

<sup>a</sup>The KMO value refers to the degree of common variance among the variables included in the factor analysis. It must be above 0.50 for the data to be factor-analyzable; the closer the value to 1.0, the better the sampling adequacy. A KMO value of 0.877 is considered "meritorious" and approaching "marvelous".

<sup>b</sup>The null hypothesis is that the intercorrelation matrix comes from a population in which the variables are noncollinear (i.e. an identity matrix). In this case, the null hypothesis is rejected.

### AGCC Construct Study Two Initial Factor Solution Total Variance Explained

| Component | Extraction Sums of Squared Loadings (Initial Eigenvalues) |               |              | Rotation Total |
|-----------|---|---------------|--------------|----------------|
|           | Total   | % of Variance | Cumulative % |                |
| 1         | 10.94   | 17.09         | 17.09        | 8.23           |
| 2         | 7.40  | 11.57         | 28.66        | 5.97           |
| 3         | 5.42  | 8.46          | 37.13        | 5.51           |
| 4         | 2.78  | 4.35          | 41.47        | 6.47           |
| 5         | 2.41  | 3.77          | 45.24        | 3.23           |
| 6         | 1.84  | 2.87          | 48.11        | 7.72           |
| 7         | 1.72  | 2.70          | 50.80        | 4.56           |

Extraction Method: Principal Component Analysis.

### AGCC Construct Study Two: Initial Pattern Matrix(a)

|     | Component |       |       |      |   |   |   |
|-----|-----------|-------|-------|------|---|---|---|
|     | 1         | 2     | 3     | 4    | 5 | 6 | 7 |
| A29 | .816      |       |       |      |   |   |   |
| A10 | .764      |       |       |      |   |   |   |
| A9  | .761      |       |       |      |   |   |   |
| A49 | .734      |       |       |      |   |   |   |
| A33 | .705      |       |       |      |   |   |   |
| A1  | .680      |       |       |      |   |   |   |
| A16 | .655      |       |       |      |   |   |   |
| A28 | .653      |       |       |      |   |   |   |
| A20 | .638      |       |       |      |   |   |   |
| A35 | .583      |       |       |      |   |   |   |
| A39 | .556      |       |       |      |   |   |   |
| A47 | .544      |       |       |      |   |   |   |
| A5  | .397      |       |       |      |   |   |   |
| A22 |           | .662  |       |      |   |   |   |
| A6  |           | .657  |       |      |   |   |   |
| A60 |           | .651  |       |      |   |   |   |
| A43 |           | .643  |       |      |   |   |   |
| A18 |           | .618  |       |      |   |   |   |
| A30 |           | .613  |       |      |   |   |   |
| A50 |           | -.605 |       |      |   |   |   |
| A8  |           | .521  | .330  |      |   |   |   |
| A58 |           | .472  |       |      |   |   |   |
| A59 |           | .400  |       |      |   |   |   |
| A31 |           |       | .862  |      |   |   |   |
| A19 |           |       | .803  |      |   |   |   |
| A7  |           |       | .767  |      |   |   |   |
| A24 |           |       | .666  |      |   |   |   |
| A40 |           |       | -.663 |      |   |   |   |
| A54 |           |       | .611  |      |   |   |   |
| A57 |           | .311  | .538  |      |   |   |   |
| A23 |           |       | .500  |      |   |   |   |
| A55 |           |       |       | .722 |   |   |   |

|     |      |       |  |      |      |  |  |
|-----|------|-------|--|------|------|--|--|
| A38 |      |       |  | .697 |      |  |  |
| A3  |      |       |  | .674 |      |  |  |
| A44 |      |       |  | .660 |      |  |  |
| A21 |      |       |  | .640 |      |  |  |
| A14 |      |       |  | .633 |      |  |  |
| A62 |      |       |  | .604 |      |  |  |
| A4  |      |       |  | .595 |      |  |  |
| A26 |      | -.310 |  | .393 | .382 |  |  |
| A46 |      |       |  |      |      |  |  |
| A36 |      |       |  |      | .798 |  |  |
| A11 |      |       |  |      | .755 |  |  |
| A53 |      |       |  |      | .704 |  |  |
| A64 |      |       |  |      | .414 |  |  |
| A45 |      | .346  |  |      | .389 |  |  |
| A12 |      |       |  |      |      |  |  |
| A41 |      |       |  |      |      |  |  |
| A25 |      |       |  |      |      |  |  |
| A2  |      |       |  |      |      |  |  |
| A17 |      |       |  |      |      |  |  |
| A52 |      |       |  |      |      |  |  |
| A63 |      |       |  |      |      |  |  |
| A34 |      |       |  |      |      |  |  |
| A32 |      |       |  |      |      |  |  |
| A61 |      |       |  |      |      |  |  |
| A15 |      |       |  | .320 |      |  |  |
| A48 |      |       |  | .313 |      |  |  |
| A42 |      |       |  |      |      |  |  |
| A37 |      |       |  |      |      |  |  |
| A13 | .315 |       |  |      |      |  |  |
| A56 |      |       |  |      |      |  |  |
| A27 |      |       |  |      |      |  |  |
| A51 |      |       |  |      |      |  |  |

Extraction Method: Principal Component Analysis. Rotation Method: Oblimin with Kaiser Normalization.  
a Rotation converged in 13 iterations.

#### AGCC Construct Study Two: Initial Component Correlation Matrix

| Component | 1     | 2     | 3     | 4     | 5     | 6     | 7     |
|-----------|-------|-------|-------|-------|-------|-------|-------|
| 1         | 1.000 |       |       |       |       |       |       |
| 2         | -.147 | 1.000 |       |       |       |       |       |
| 3         | .050  | .314  | 1.000 |       |       |       |       |
| 4         | .231  | .128  | -.064 | 1.000 |       |       |       |
| 5         | .070  | .116  | .102  | .159  | 1.000 |       |       |
| 6         | -.198 | -.105 | .070  | -.358 | -.136 | 1.000 |       |
| 7         | -.347 | .065  | -.073 | -.181 | .009  | .137  | 1.000 |

Extraction Method: Principal Component Analysis. Rotation Method: Oblimin with Kaiser Normalization.

## Appendix 17: International Study, KMO and Bartlett's Test<sup>§</sup>

### AGCC Construct Factor Analysis

Kaiser-Meyer-Olkin Measure of Sampling Adequacy

.920<sup>a</sup>

Bartlett's Test of Sphericity:

Approximate  $\chi^2$ , degrees of freedom, significance

65853.21, 2926, .000<sup>b</sup>

### EID Construct Factor Analysis

Kaiser-Meyer-Olkin Measure of Sampling Adequacy

.951<sup>a</sup>

Bartlett's Test of Sphericity:

Approximate  $\chi^2$ , degrees of freedom, significance

50916.61, 1176, .000<sup>b</sup>

<sup>§</sup>SPSS analyses.

<sup>a</sup>The KMO value refers to the degree of common variance among the variables included in the factor analysis. It must be above 0.50 for the data to be factor-analyzable; the closer the value to 1.0, the better the sampling adequacy. KMO values of 0.920 and .951 are considered "marvelous".

<sup>b</sup>The null hypothesis is that the intercorrelation matrix comes from a population in which the variables are noncollinear (i.e. an identity matrix). In this case, the null hypothesis is rejected.

## Appendix 18: International Study, Correlation Matrix\* for All Independent Constructs<sup>§</sup>

|      | COS                | ELU                | GMM<br>ASIA        | GMM<br>USA         | OPE                | GMM<br>EURO        | EXM                | TRAV               | IDT                | LCL                | IDMC               | LMU               | LIR                | MAT                | CET                | PD                 | UA                 | MAS                | LTO               | IND  |
|------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|-------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|-------------------|------|
| COS  | 1.00               |                    |                    |                    |                    |                    |                    |                    |                    |                    |                    |                   |                    |                    |                    |                    |                    |                    |                   |      |
| ELU  | .212 <sup>a</sup>  | 1.00               |                    |                    |                    |                    |                    |                    |                    |                    |                    |                   |                    |                    |                    |                    |                    |                    |                   |      |
| GMMa | .003               | .134 <sup>a</sup>  | 1.00               |                    |                    |                    |                    |                    |                    |                    |                    |                   |                    |                    |                    |                    |                    |                    |                   |      |
| GMMu | .161 <sup>a</sup>  | .368 <sup>a</sup>  | -.066 <sup>a</sup> | 1.00               |                    |                    |                    |                    |                    |                    |                    |                   |                    |                    |                    |                    |                    |                    |                   |      |
| OPE  | .127 <sup>a</sup>  | -.030              | .171 <sup>a</sup>  | .058 <sup>b</sup>  | 1.00               |                    |                    |                    |                    |                    |                    |                   |                    |                    |                    |                    |                    |                    |                   |      |
| GMMe | .277 <sup>a</sup>  | -.054 <sup>b</sup> | -.057 <sup>b</sup> | .181 <sup>a</sup>  | .100 <sup>a</sup>  | 1.00               |                    |                    |                    |                    |                    |                   |                    |                    |                    |                    |                    |                    |                   |      |
| EXM  | .264 <sup>a</sup>  | -.036              | -.025              | .186 <sup>a</sup>  | .073 <sup>a</sup>  | .381 <sup>a</sup>  | 1.00               |                    |                    |                    |                    |                   |                    |                    |                    |                    |                    |                    |                   |      |
| TRAV | .473 <sup>a</sup>  | .197 <sup>a</sup>  | -.102 <sup>a</sup> | .287 <sup>a</sup>  | .016               | .330 <sup>a</sup>  | .269 <sup>a</sup>  | 1.00               |                    |                    |                    |                   |                    |                    |                    |                    |                    |                    |                   |      |
| IDT  | .206 <sup>a</sup>  | .199 <sup>a</sup>  | .161 <sup>a</sup>  | .398 <sup>a</sup>  | .237 <sup>a</sup>  | .180 <sup>a</sup>  | .263 <sup>a</sup>  | .263 <sup>a</sup>  | 1.00               |                    |                    |                   |                    |                    |                    |                    |                    |                    |                   |      |
| LCL  | .015               | -.605 <sup>a</sup> | -.137 <sup>a</sup> | -.289 <sup>a</sup> | .061 <sup>b</sup>  | .185 <sup>a</sup>  | .155 <sup>a</sup>  | -.088 <sup>a</sup> | -.125 <sup>a</sup> | 1.00               |                    |                   |                    |                    |                    |                    |                    |                    |                   |      |
| IDMC | .131 <sup>a</sup>  | -.062 <sup>a</sup> | .012               | -.054 <sup>b</sup> | .144 <sup>a</sup>  | -.070 <sup>a</sup> | .061 <sup>b</sup>  | -.143 <sup>a</sup> | .078 <sup>a</sup>  | .172 <sup>a</sup>  | 1.00               |                   |                    |                    |                    |                    |                    |                    |                   |      |
| LMU  | -.153 <sup>a</sup> | -.032              | -.147 <sup>a</sup> | .013               | -.027              | -.191 <sup>a</sup> | -.131 <sup>a</sup> | -.064 <sup>b</sup> | -.010              | -.194 <sup>a</sup> | .072 <sup>a</sup>  | 1.00              |                    |                    |                    |                    |                    |                    |                   |      |
| LIR  | .045               | -.207 <sup>a</sup> | -.102 <sup>a</sup> | -.024              | .080 <sup>a</sup>  | -.043              | .152 <sup>a</sup>  | -.100 <sup>a</sup> | .019               | .341 <sup>a</sup>  | .503 <sup>a</sup>  | -.012             | 1.00               |                    |                    |                    |                    |                    |                   |      |
| MAT  | -.022              | .085 <sup>a</sup>  | .077 <sup>a</sup>  | .263 <sup>a</sup>  | .132 <sup>a</sup>  | .019               | .124 <sup>a</sup>  | .096 <sup>a</sup>  | .528 <sup>a</sup>  | -.117 <sup>a</sup> | .067 <sup>a</sup>  | .070 <sup>a</sup> | .096 <sup>a</sup>  | 1.00               |                    |                    |                    |                    |                   |      |
| CET  | -.125 <sup>a</sup> | -.192 <sup>a</sup> | -.011              | -.177 <sup>a</sup> | .146 <sup>a</sup>  | -.060 <sup>b</sup> | -.038              | -.223 <sup>a</sup> | -.005              | .192 <sup>a</sup>  | .418 <sup>a</sup>  | .154 <sup>a</sup> | .200 <sup>a</sup>  | .046               | 1.00               |                    |                    |                    |                   |      |
| PD   | -.146 <sup>a</sup> | -.142 <sup>a</sup> | .054 <sup>b</sup>  | -.012              | .046               | .049 <sup>b</sup>  | -.015              | -.003              | .093 <sup>a</sup>  | .058 <sup>b</sup>  | -.095 <sup>a</sup> | .043              | -.089 <sup>a</sup> | .125 <sup>a</sup>  | .124 <sup>a</sup>  | 1.00               |                    |                    |                   |      |
| UA   | .145 <sup>a</sup>  | -.013              | -.153 <sup>a</sup> | .040               | -.075 <sup>a</sup> | .134 <sup>a</sup>  | .167 <sup>a</sup>  | .129 <sup>a</sup>  | -.044              | .069 <sup>a</sup>  | .007               | -.011             | .088 <sup>a</sup>  | .042               | -.063 <sup>a</sup> | -.049 <sup>b</sup> | 1.00               |                    |                   |      |
| MAS  | -.016              | -.020              | .096 <sup>a</sup>  | .029               | -.026              | .065 <sup>a</sup>  | .088 <sup>a</sup>  | .046               | .136 <sup>a</sup>  | -.033              | -.056 <sup>b</sup> | -.014             | -.052 <sup>b</sup> | .293 <sup>a</sup>  | .008               | .170 <sup>a</sup>  | .046               | 1.00               |                   |      |
| LTO  | -.082 <sup>a</sup> | -.063 <sup>a</sup> | -.003              | -.022              | -.002              | .057 <sup>b</sup>  | -.013              | .015               | -.076 <sup>a</sup> | .029               | -.291 <sup>a</sup> | -.016             | -.123 <sup>a</sup> | -.006              | -.090 <sup>a</sup> | .051 <sup>b</sup>  | .050 <sup>b</sup>  | .010               | 1.00              |      |
| IND  | -.081 <sup>a</sup> | -.007              | .029               | -.099 <sup>a</sup> | -.027              | -.030              | -.097 <sup>a</sup> | -.062 <sup>b</sup> | -.108 <sup>a</sup> | -.005              | -.146 <sup>a</sup> | .024              | -.099 <sup>a</sup> | -.115 <sup>a</sup> | -.047 <sup>b</sup> | -.029              | -.087 <sup>a</sup> | -.171 <sup>a</sup> | .161 <sup>a</sup> | 1.00 |

<sup>§</sup>SPSS analyses.

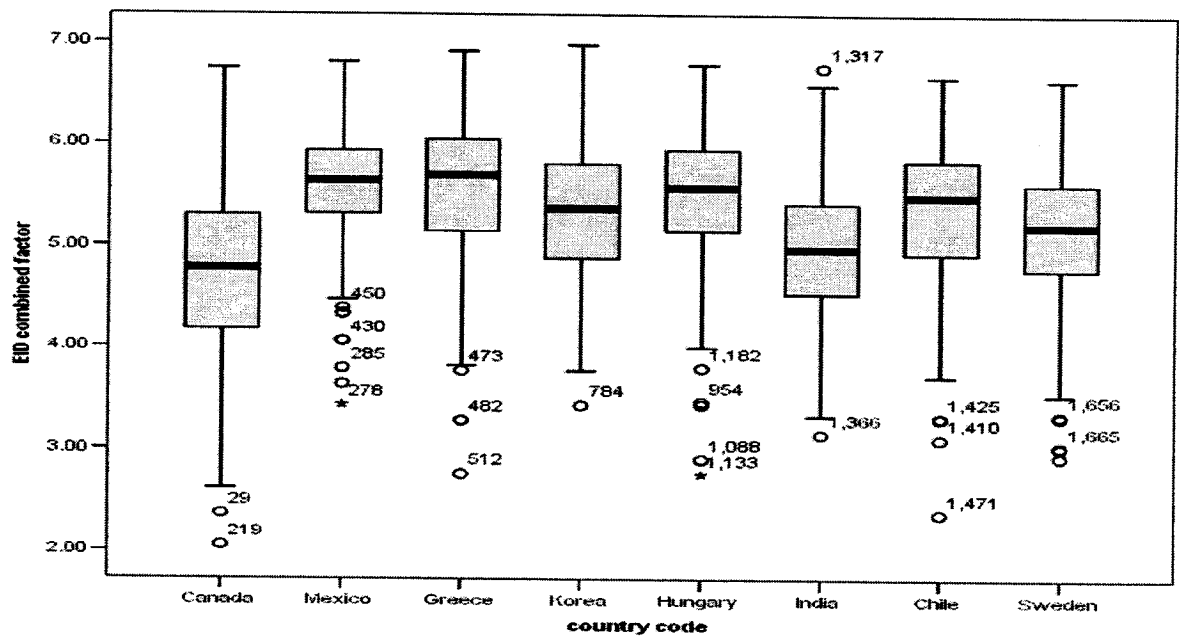
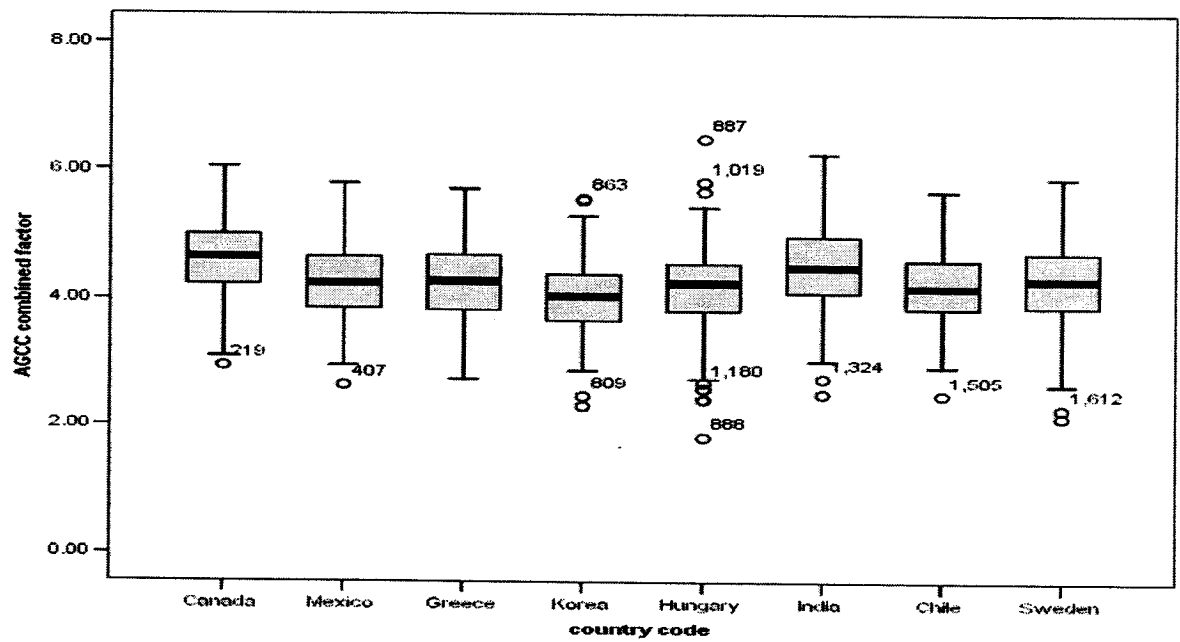
Significance level: <sup>a</sup>p<.01, <sup>b</sup>p<.05, <sup>c</sup>p<.10

|      | AGCC               | EID                | MAT               | CET                | PD    | UA                | MAS                | LTO                | IND                |
|------|--------------------|--------------------|-------------------|--------------------|-------|-------------------|--------------------|--------------------|--------------------|
| AGCC | 1.00               | -.214 <sup>a</sup> | .286 <sup>a</sup> | -.155 <sup>a</sup> | -.017 | .056 <sup>b</sup> | .085 <sup>a</sup>  | -.039 <sup>c</sup> | -.097 <sup>a</sup> |
| EID  | -.214 <sup>a</sup> | 1.00               | .038              | .398 <sup>a</sup>  | -.017 | .062 <sup>a</sup> | -.062 <sup>a</sup> | -.146 <sup>a</sup> | -.080 <sup>a</sup> |

<sup>§</sup>SPSS analyses.

Significance level: <sup>a</sup>p<.01, <sup>b</sup>p<.05, <sup>c</sup>p<.10

## Appendix 19: Boxplots Comparing Country-Sample Scores for AGCC and EID



### Appendix 20: International Study, Descriptive Statistics (I)\*

| Variable*                     | ALL  | Canada | Mexico | Greece | Korea | Hungary | India | Chile | Sweden | F-test <sup>a</sup> |
|-------------------------------|------|--------|--------|--------|-------|---------|-------|-------|--------|---------------------|
| <i>Age</i>                    |      |        |        |        |       |         |       |       |        |                     |
| Mean                          | 3.13 | 2.85   | 3.01   | 3.24   | 2.28  | 3.32    | 2.65  | 3.36  | 3.84   | 13.17               |
| Std. dev.                     | 1.87 | 1.94   | 1.74   | 1.53   | 1.57  | 1.96    | 1.62  | 2.04  | 2.08   | .000                |
| <i>Family size</i>            |      |        |        |        |       |         |       |       |        |                     |
| Mean                          | 3.93 | 4.23   | 4.38   | 3.78   | 4.03  | 3.61    | 4.37  | 4.12  | 3.34   | 25.19               |
| Std. dev.                     | 1.20 | 1.15   | 1.07   | 1.00   | 0.81  | 1.16    | 0.92  | 1.34  | 1.52   | .000                |
| <i>Household income</i>       |      |        |        |        |       |         |       |       |        |                     |
| Mean                          | 5.19 | 6.29   | 5.97   | 4.80   | 4.87  | 4.36    | 5.16  | 4.55  | 5.44   | 20.36               |
| Std. dev.                     | 2.43 | 2.26   | 2.20   | 1.84   | 2.60  | 2.07    | 2.88  | 2.82  | 2.59   | .000                |
| <i>Educational attainment</i> |      |        |        |        |       |         |       |       |        |                     |
| Mean                          | 3.44 | 3.24   | 3.49   | 3.68   | 3.02  | 3.08    | 4.09  | 3.44  | 3.54   | 22.34               |
| Std. dev.                     | 1.09 | 0.82   | 1.05   | 1.00   | 0.89  | 1.24    | 0.93  | 1.09  | 1.14   | .000                |

\*Interval 'mean'/'standard deviation; see Table 27 for coding (All: N=1752).

<sup>a</sup>F-test statistic, followed by significance (p-value)

### Appendix 21: International Study, Descriptive Statistics (II)

| Variable*                     | ALL  | Cluster 1 | Cluster 2 | Cluster 3 | F-test <sup>a</sup> |
|-------------------------------|------|-----------|-----------|-----------|---------------------|
| <i>Age</i>                    |      |           |           |           |                     |
| Mean                          | 3.13 | 3.43      | 3.09      | 2.95      | 7.94                |
| Std. dev.                     | 1.87 | 2.12      | 1.81      | 1.73      | .000                |
| <i>Family size</i>            |      |           |           |           |                     |
| Mean                          | 3.93 | 3.85      | 3.94      | 3.96      | 1.08                |
| Std. dev.                     | 1.20 | 1.24      | 1.19      | 1.19      | .339                |
| <i>Household income</i>       |      |           |           |           |                     |
| Mean                          | 5.19 | 4.92      | 5.14      | 5.49      | 6.52                |
| Std. dev.                     | 2.43 | 2.34      | 2.43      | 2.50      | .002                |
| <i>Educational attainment</i> |      |           |           |           |                     |
| Mean                          | 3.44 | 3.40      | 3.43      | 3.47      | 0.60                |
| Std. dev.                     | 1.09 | 1.09      | 1.10      | 1.06      | .547                |

\*Interval 'mean'/'standard deviation; see Table 27 for coding (All: N=1752).

<sup>a</sup>F-test statistic, followed by significance (p-value); Cluster 1=Low AGCC consumers, Cluster 2=Moderate AGCC consumers, and Cluster 3=High AGCC consumers

### Appendix 22: International Study, Descriptive Statistics (III)

| Variable     | N         | Min.      | Max.      | Mean      | Std.      | Skewness  |            | Kurtosis  |            |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|------------|
|              | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Std. Error |
| country code | 1752      | 1         | 8         | 4.31      | 2.289     | .155      | .058       | -1.145    | .117       |
| CA1          | 1752      | 1         | 7         | 5.87      | 1.263     | -1.153    | .058       | 1.037     | .117       |
| CA2          | 1752      | 1         | 7         | 4.33      | 1.665     | -.159     | .058       | -.810     | .117       |
| CA3          | 1752      | 1         | 7         | 4.32      | 1.678     | -.266     | .058       | -.728     | .117       |
| CA4          | 1752      | 1         | 7         | 5.14      | 1.602     | -.653     | .058       | -.344     | .117       |
| CA5          | 1752      | 1         | 7         | 3.50      | 1.713     | .204      | .058       | -.940     | .117       |
| CA6          | 1752      | 1         | 7         | 5.46      | 1.485     | -.901     | .058       | .249      | .117       |
| CA7          | 1752      | 1         | 7         | 5.12      | 1.405     | -.586     | .058       | .032      | .117       |
| CA8          | 1752      | 1         | 7         | 4.69      | 1.435     | -.419     | .058       | -.225     | .117       |
| CA9          | 1752      | 1         | 7         | 5.63      | 1.462     | -1.054    | .058       | .466      | .117       |
| CA10         | 1752      | 1         | 7         | 4.30      | 1.695     | -.279     | .058       | -.762     | .117       |
| CA11         | 1752      | 1         | 7         | 3.69      | 1.559     | .084      | .058       | -.741     | .117       |
| CA12         | 1752      | 1         | 7         | 3.00      | 1.668     | .512      | .058       | -.660     | .117       |
| CA13         | 1752      | 1         | 7         | 5.53      | 1.285     | -.912     | .058       | .699      | .117       |
| CA14         | 1752      | 1         | 7         | 3.22      | 1.552     | .297      | .058       | -.637     | .117       |
| CA15         | 1752      | 1         | 7         | 4.71      | 1.458     | -.378     | .058       | -.226     | .117       |
| CA16         | 1752      | 1         | 7         | 6.02      | 1.346     | -1.453    | .058       | 1.562     | .117       |
| CA17         | 1752      | 1         | 7         | 4.54      | 1.536     | -.436     | .058       | -.383     | .117       |
| CA18         | 1752      | 1         | 7         | 5.13      | 1.280     | -.395     | .058       | -.221     | .117       |
| CA19         | 1752      | 1         | 7         | 3.99      | 1.642     | -.099     | .058       | -.773     | .117       |
| CA20         | 1752      | 1         | 7         | 4.53      | 1.461     | -.297     | .058       | -.396     | .117       |
| CA21         | 1752      | 1         | 7         | 4.33      | 1.835     | -.306     | .058       | -.923     | .117       |
| CA22         | 1752      | 1         | 7         | 5.12      | 1.649     | -.689     | .058       | -.430     | .117       |
| CA23         | 1752      | 1         | 7         | 2.57      | 1.472     | .828      | .058       | .025      | .117       |
| CA24         | 1752      | 1         | 7         | 5.67      | 1.274     | -.937     | .058       | .507      | .117       |
| CA25         | 1752      | 1         | 7         | 5.57      | 1.422     | -.990     | .058       | .444      | .117       |
| CA26         | 1752      | 1         | 7         | 5.26      | 1.458     | -.755     | .058       | .201      | .117       |
| CA27         | 1752      | 1         | 7         | 4.93      | 1.503     | -.492     | .058       | -.357     | .117       |
| CA28         | 1752      | 1         | 7         | 4.66      | 1.573     | -.485     | .058       | -.408     | .117       |
| CA29         | 1752      | 1         | 7         | 5.16      | 1.450     | -.695     | .058       | .042      | .117       |
| CA30         | 1752      | 1         | 7         | 5.15      | 1.579     | -.700     | .058       | -.216     | .117       |
| CA31         | 1752      | 1         | 7         | 5.06      | 1.634     | -.612     | .058       | -.443     | .117       |
| CA32         | 1752      | 1         | 7         | 4.59      | 1.433     | -.381     | .058       | -.278     | .117       |
| CA33         | 1752      | 1         | 7         | 3.62      | 1.731     | .087      | .058       | -.968     | .117       |
| CA34         | 1752      | 1         | 7         | 3.42      | 1.631     | .251      | .058       | -.738     | .117       |
| CA35         | 1752      | 1         | 7         | 3.30      | 1.528     | .232      | .058       | -.670     | .117       |
| CA36         | 1752      | 1         | 7         | 5.63      | 1.455     | -.986     | .058       | .271      | .117       |
| CA37         | 1752      | 1         | 7         | 5.45      | 1.259     | -.721     | .058       | .199      | .117       |
| CA38         | 1752      | 1         | 7         | 5.20      | 1.465     | -.680     | .058       | -.139     | .117       |
| CA39         | 1752      | 1         | 7         | 4.40      | 1.612     | -.323     | .058       | -.667     | .117       |
| CA40         | 1752      | 1         | 7         | 3.84      | 1.481     | -.108     | .058       | -.492     | .117       |
| CA41         | 1752      | 1         | 7         | 5.03      | 1.370     | -.477     | .058       | -.267     | .117       |
| CA42         | 1752      | 1         | 7         | 4.32      | 1.705     | -.228     | .058       | -.771     | .117       |
| CA43         | 1752      | 1         | 7         | 5.41      | 1.437     | -.801     | .058       | .163      | .117       |
| CA44         | 1752      | 1         | 7         | 4.08      | 1.549     | -.146     | .058       | -.709     | .117       |
| CA45         | 1752      | 1         | 7         | 3.97      | 1.493     | -.116     | .058       | -.651     | .117       |
| CA46         | 1752      | 1         | 7         | 4.30      | 1.625     | -.228     | .058       | -.699     | .117       |
| CA47         | 1752      | 1         | 7         | 4.66      | 1.518     | -.358     | .058       | -.375     | .117       |
| CA48         | 1752      | 1         | 7         | 5.58      | 1.269     | -.901     | .058       | .536      | .117       |
| CA49         | 1752      | 1         | 7         | 4.18      | 1.462     | -.221     | .058       | -.328     | .117       |
| CA50         | 1752      | 1         | 7         | 5.66      | 1.323     | -.990     | .058       | .635      | .117       |
| CA51         | 1752      | 1         | 7         | 3.59      | 1.663     | .134      | .058       | -.838     | .117       |
| CA52         | 1752      | 1         | 7         | 4.47      | 1.636     | -.385     | .058       | -.660     | .117       |
| CA53         | 1752      | 1         | 7         | 4.61      | 1.544     | -.361     | .058       | -.392     | .117       |
| CA54         | 1752      | 1         | 7         | 5.88      | 1.504     | -1.545    | .058       | 1.758     | .117       |

| Variable | N         | Min.      | Max.      | Mean      | Std.      | Skewness  |            | Kurtosis  |            |
|----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|------------|
|          | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Std. Error |
| HOF1     | 1752      | 1         | 7         | 4.67      | 1.408     | -.310     | .058       | -.305     | .117       |
| HOF2     | 1752      | 1         | 7         | 3.70      | 1.659     | -.004     | .058       | -.836     | .117       |
| HOF3     | 1752      | 1         | 7         | 5.41      | 1.359     | -.819     | .058       | .374      | .117       |
| HOF4     | 1752      | 1         | 7         | 4.66      | 1.416     | -.459     | .058       | -.130     | .117       |
| HOF5     | 1752      | 1         | 7         | 5.00      | 1.403     | -.707     | .058       | .264      | .117       |
| HOF6     | 1752      | 1         | 7         | 4.68      | 1.390     | -.455     | .058       | -.161     | .117       |
| HOF7     | 1752      | 1         | 7         | 4.29      | 1.512     | -.201     | .058       | -.670     | .117       |
| HOF8     | 1752      | 1         | 7         | 4.51      | 1.516     | -.318     | .058       | -.514     | .117       |
| HOF9     | 1752      | 1         | 7         | 4.78      | 1.478     | -.577     | .058       | -.112     | .117       |
| HOF10    | 1752      | 1         | 7         | 5.12      | 1.374     | -.725     | .058       | .146      | .117       |
| HOF11    | 1752      | 1         | 7         | 5.32      | 1.250     | -.729     | .058       | .366      | .117       |
| HOF12    | 1752      | 1         | 7         | 5.22      | 1.590     | -.721     | .058       | -.265     | .117       |
| HOF13    | 1752      | 1         | 7         | 3.47      | 1.709     | .168      | .058       | -.915     | .117       |
| HOF14    | 1752      | 1         | 7         | 5.50      | 1.304     | -.795     | .058       | .213      | .117       |
| HOF15    | 1752      | 1         | 7         | 4.50      | 1.590     | -.358     | .058       | -.551     | .117       |
| CB1      | 1752      | 1         | 7         | 5.89      | 1.332     | -1.450    | .058       | 1.995     | .117       |
| CB2      | 1752      | 1         | 7         | 5.36      | 1.445     | -.873     | .058       | .354      | .117       |
| CB3      | 1752      | 1         | 7         | 3.14      | 1.693     | .425      | .058       | -.763     | .117       |
| CB4      | 1752      | 1         | 7         | 4.75      | 1.549     | -.462     | .058       | -.353     | .117       |
| CB5      | 1752      | 1         | 7         | 5.60      | 1.440     | -1.053    | .058       | .618      | .117       |
| CB6      | 1752      | 1         | 7         | 6.00      | 1.409     | -1.529    | .058       | 1.731     | .117       |
| CB7      | 1752      | 1         | 7         | 5.43      | 1.381     | -.837     | .058       | .178      | .117       |
| CB8      | 1752      | 1         | 7         | 5.55      | 1.383     | -.863     | .058       | .289      | .117       |
| CB9      | 1752      | 1         | 7         | 5.25      | 1.483     | -.738     | .058       | -.044     | .117       |
| CB10     | 1752      | 1         | 7         | 5.00      | 1.634     | -.572     | .058       | -.466     | .117       |
| CB11     | 1752      | 1         | 7         | 5.87      | 1.120     | -1.035    | .058       | 1.104     | .117       |
| CB12     | 1752      | 1         | 7         | 5.69      | 1.379     | -1.284    | .058       | 1.469     | .117       |
| CB13     | 1752      | 1         | 7         | 3.27      | 1.659     | .318      | .058       | -.814     | .117       |
| CB14     | 1752      | 1         | 7         | 5.07      | 1.451     | -.595     | .058       | -.130     | .117       |
| CB15     | 1752      | 1         | 7         | 4.84      | 1.543     | -.465     | .058       | -.450     | .117       |
| CB16     | 1752      | 1         | 7         | 5.26      | 1.517     | -.751     | .058       | -.089     | .117       |
| CB17     | 1752      | 1         | 7         | 4.74      | 1.556     | -.416     | .058       | -.474     | .117       |
| CB18     | 1752      | 1         | 7         | 6.03      | 1.359     | -1.628    | .058       | 2.391     | .117       |
| CM1      | 1752      | 1         | 7         | 3.43      | 1.998     | .379      | .058       | -1.125    | .117       |
| CM2      | 1752      | 1         | 7         | 4.90      | 1.984     | -.676     | .058       | -.795     | .117       |
| CM3      | 1752      | 1         | 7         | 4.83      | 1.621     | -.599     | .058       | -.393     | .117       |
| CM4      | 1752      | 1         | 7         | 5.13      | 1.643     | -.843     | .058       | -.031     | .117       |
| CM5      | 1752      | 1         | 7         | 4.56      | 1.922     | -.412     | .058       | -1.023    | .117       |
| CM6      | 1752      | 1         | 7         | 5.37      | 1.455     | -.869     | .058       | .277      | .117       |
| CM7      | 1752      | 1         | 7         | 3.70      | 1.920     | .139      | .058       | -1.126    | .117       |
| CM8      | 1752      | 1         | 7         | 4.56      | 1.764     | -.390     | .058       | -.802     | .117       |
| CM9      | 1752      | 1         | 7         | 3.80      | 1.829     | .092      | .058       | -1.025    | .117       |
| CM10     | 1752      | 1         | 7         | 4.99      | 1.444     | -.532     | .058       | -.198     | .117       |
| CM11     | 1752      | 1         | 7         | 4.21      | 1.903     | -.198     | .058       | -1.111    | .117       |
| CM12     | 1752      | 1         | 7         | 3.95      | 1.980     | .011      | .058       | -1.246    | .117       |
| CM13     | 1752      | 1         | 7         | 3.87      | 1.603     | -.038     | .058       | -.769     | .117       |
| CM14     | 1752      | 1         | 7         | 5.15      | 1.436     | -.622     | .058       | -.205     | .117       |
| CM15     | 1752      | 1         | 7         | 2.56      | 1.797     | .982      | .058       | -.203     | .117       |
| CM16     | 1752      | 1         | 7         | 2.09      | 1.595     | 1.411     | .058       | .924      | .117       |
| CM17     | 1752      | 1         | 7         | 2.14      | 1.575     | 1.303     | .058       | .705      | .117       |
| CM18     | 1752      | 1         | 7         | 2.48      | 1.720     | .965      | .058       | -.185     | .117       |
| CM19     | 1752      | 1         | 7         | 2.94      | 1.902     | .550      | .058       | -1.005    | .117       |
| CM20     | 1752      | 1         | 7         | 2.14      | 1.503     | 1.304     | .058       | .860      | .117       |
| CM21     | 1752      | 1         | 7         | 3.63      | 1.500     | -.006     | .058       | -.665     | .117       |
| CM22     | 1752      | 1         | 7         | 4.38      | 1.591     | -.225     | .058       | -.694     | .117       |
| CM23     | 1752      | 1         | 7         | 4.45      | 1.463     | -.221     | .058       | -.390     | .117       |



| Variable          | N         | Min.      | Max.      | Mean      | Std.      | Skewness  |            | Kurtosis  |           |
|-------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|-----------|
|                   | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Statistic |
| CM24              | 1752      | 1         | 7         | 4.60      | 1.647     | -.444     | .058       | -.588     | .117      |
| CM25              | 1752      | 1         | 7         | 3.70      | 1.808     | .053      | .058       | -1.066    | .117      |
| CM26              | 1752      | 1         | 7         | 4.67      | 1.666     | -.499     | .058       | -.575     | .117      |
| CM27              | 1752      | 1         | 7         | 4.31      | 1.757     | -.293     | .058       | -.846     | .117      |
| CM28              | 1752      | 1         | 7         | 4.13      | 1.807     | -.161     | .058       | -.982     | .117      |
| CM29              | 1752      | 1         | 7         | 3.97      | 1.795     | -.075     | .058       | -1.024    | .117      |
| CM30              | 1752      | 1         | 7         | 4.49      | 1.515     | -.280     | .058       | -.496     | .117      |
| CM31              | 1752      | 1         | 7         | 4.87      | 1.504     | -.527     | .058       | -.316     | .117      |
| CM32              | 1752      | 1         | 7         | 4.31      | 1.944     | -.208     | .058       | -1.178    | .117      |
| CM33              | 1752      | 1         | 7         | 5.24      | 1.857     | -.891     | .058       | -.361     | .117      |
| CM34              | 1752      | 1         | 7         | 3.40      | 2.038     | .425      | .058       | -1.120    | .117      |
| CV1               | 1596      | 1         | 7         | 4.96      | 1.670     | -.557     | .061       | -.483     | .122      |
| CV2               | 1596      | 1         | 7         | 4.59      | 1.844     | -.441     | .061       | -.866     | .122      |
| CV3               | 1596      | 1         | 7         | 5.22      | 1.443     | -.759     | .061       | .181      | .122      |
| CV4               | 1596      | 1         | 7         | 5.39      | 1.539     | -.929     | .061       | .271      | .122      |
| CV5               | 1596      | 1         | 7         | 4.82      | 1.585     | -.549     | .061       | -.367     | .122      |
| CV6               | 1596      | 1         | 7         | 5.45      | 1.355     | -.887     | .061       | .549      | .122      |
| CV7               | 1596      | 1         | 7         | 4.27      | 1.600     | -.209     | .061       | -.640     | .122      |
| CV8               | 1596      | 1         | 7         | 5.47      | 1.480     | -.947     | .061       | .347      | .122      |
| CV9               | 1596      | 1         | 7         | 2.96      | 1.604     | .613      | .061       | -.312     | .122      |
| Pizza             | 1752      | 1         | 7         | 3.63      | 1.293     | .207      | .058       | -.449     | .117      |
| Sushi             | 1752      | 1         | 7         | 2.20      | 1.530     | 1.200     | .058       | .459      | .117      |
| Tacos             | 1752      | 1         | 7         | 2.62      | 1.661     | .849      | .058       | -.288     | .117      |
| Kimchi            | 1752      | 1         | 7         | 1.65      | 1.573     | 2.547     | .058       | 5.265     | .117      |
| Souvlaki          | 1752      | 1         | 7         | 2.38      | 1.687     | 1.006     | .058       | -.176     | .117      |
| Tea               | 1752      | 1         | 7         | 4.83      | 2.015     | -.532     | .058       | -1.010    | .117      |
| Beer              | 1752      | 1         | 7         | 3.83      | 1.932     | -.082     | .058       | -1.185    | .117      |
| Trad. food items  | 1752      | 1         | 7         | 5.44      | 1.489     | -.931     | .058       | .271      | .117      |
| Curry             | 1752      | 1         | 7         | 2.88      | 1.693     | .670      | .058       | -.451     | .117      |
| Dim Sum           | 1752      | 1         | 7         | 1.55      | 1.093     | 2.282     | .058       | 5.090     | .117      |
| Hamburgers        | 1752      | 1         | 7         | 3.58      | 1.577     | .076      | .058       | -.849     | .117      |
| Croissants        | 1752      | 1         | 7         | 3.17      | 1.645     | .378      | .058       | -.816     | .117      |
| Coffee            | 1752      | 1         | 7         | 5.07      | 2.176     | -.786     | .058       | -.858     | .117      |
| Wine              | 1752      | 1         | 7         | 3.87      | 1.846     | -.091     | .058       | -1.073    | .117      |
| Soft drinks       | 1752      | 1         | 7         | 4.50      | 1.847     | -.337     | .058       | -.982     | .117      |
| Trad. bev. items  | 1752      | 1         | 7         | 4.43      | 1.764     | -.283     | .058       | -.861     | .117      |
| shampoo           | 1752      | 1         | 7         | 6.01      | 1.229     | -1.416    | .058       | 1.947     | .117      |
| deodorants        | 1752      | 1         | 7         | 6.32      | 1.504     | -2.362    | .058       | 4.606     | .117      |
| mouthwash         | 1752      | 1         | 7         | 5.19      | 2.263     | -.820     | .058       | -.923     | .117      |
| hand/body soap    | 1752      | 1         | 7         | 6.77      | .757      | -4.483    | .058       | 23.256    | .117      |
| toothpaste        | 1752      | 1         | 7         | 6.88      | .551      | -6.105    | .058       | 42.429    | .117      |
| blue jeans        | 1752      | 1         | 7         | 5.36      | 1.594     | -.979     | .058       | .237      | .117      |
| athletic shoes    | 1752      | 1         | 7         | 4.71      | 1.703     | -.417     | .058       | -.772     | .117      |
| business attire   | 1752      | 1         | 7         | 3.50      | 1.790     | .336      | .058       | -.976     | .117      |
| wristwatches      | 1752      | 1         | 7         | 4.92      | 2.320     | -.578     | .058       | -1.265    | .117      |
| neckties/scarves  | 1752      | 1         | 7         | 3.41      | 1.902     | .368      | .058       | -1.033    | .117      |
| walkman           | 1752      | 1         | 7         | 4.35      | 2.033     | -.255     | .058       | -1.220    | .117      |
| VCR               | 1752      | 1         | 7         | 3.94      | 1.879     | .015      | .058       | -1.112    | .117      |
| washing machine   | 1752      | 1         | 7         | 5.82      | 1.645     | -1.452    | .058       | 1.219     | .117      |
| clothes dryer     | 1752      | 1         | 7         | 4.24      | 2.102     | -.157     | .058       | -1.314    | .117      |
| dishwasher        | 1752      | 1         | 7         | 3.98      | 2.155     | -.009     | .058       | -1.387    | .117      |
| hairdryer         | 1752      | 1         | 7         | 4.54      | 2.287     | -.387     | .058       | -1.391    | .117      |
| vacuum cleaner    | 1752      | 1         | 7         | 5.24      | 1.903     | -.867     | .058       | -.409     | .117      |
| CD player         | 1752      | 1         | 7         | 5.15      | 1.853     | -.830     | .058       | -.377     | .117      |
| Bicycle           | 1752      | 1         | 7         | 3.94      | 2.002     | .024      | .058       | -1.225    | .117      |
| Videogame console | 1752      | 1         | 7         | 2.39      | 1.803     | 1.200     | .058       | .291      | .117      |

| Variable                  | N         | Min.      | Max.      | Mean      | Std.      | Skewness  |            | Kurtosis  |           |
|---------------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|-----------|
|                           | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Statistic |
| DVD player                | 1752      | 1         | 7         | 4.84      | 1.830     | -.568     | .058       | -.695     | .117      |
| refrigerator              | 1752      | 1         | 7         | 6.57      | 1.024     | -3.084    | .058       | 10.487    | .117      |
| microwave oven            | 1752      | 1         | 7         | 5.50      | 1.840     | -1.161    | .058       | .269      | .117      |
| television set            | 1752      | 1         | 7         | 6.18      | 1.362     | -1.907    | .058       | 3.247     | .117      |
| digital camera            | 1752      | 1         | 7         | 4.52      | 1.803     | -.370     | .058       | -.813     | .117      |
| PC/laptop computer        | 1752      | 1         | 7         | 5.97      | 1.550     | -1.666    | .058       | 2.064     | .117      |
| food processor            | 1752      | 1         | 7         | 3.67      | 1.989     | .169      | .058       | -1.144    | .117      |
| automobile                | 1752      | 1         | 7         | 5.73      | 1.731     | -1.370    | .058       | .902      | .117      |
| watch TV?                 | 1752      | 1         | 7         | 5.78      | 1.642     | -1.209    | .058       | .297      | .117      |
| use cellphone?            | 1752      | 1         | 7         | 6.36      | 1.378     | -2.409    | .058       | 5.127     | .117      |
| use PC/laptop?            | 1752      | 1         | 7         | 6.03      | 1.631     | -1.772    | .058       | 2.181     | .117      |
| Surf internet?            | 1752      | 1         | 7         | 6.08      | 1.421     | -1.754    | .058       | 2.569     | .117      |
| send email?               | 1752      | 1         | 7         | 5.76      | 1.632     | -1.359    | .058       | 1.015     | .117      |
| use ATM?                  | 1752      | 1         | 7         | 4.72      | 1.678     | -.590     | .058       | -.314     | .117      |
| eat trad. meals?          | 1752      | 1         | 7         | 5.32      | 1.527     | -.737     | .058       | -.164     | .117      |
| eat trad. snacks?         | 1752      | 1         | 7         | 4.67      | 1.680     | -.329     | .058       | -.790     | .117      |
| visit trad. restaurants?  | 1752      | 1         | 7         | 3.68      | 1.525     | .161      | .058       | -.737     | .117      |
| visit Asian restaurants?  | 1752      | 1         | 7         | 3.18      | 1.615     | .436      | .058       | -.698     | .117      |
| visit European rest?      | 1752      | 1         | 7         | 3.33      | 1.557     | .232      | .058       | -.801     | .117      |
| visit Latin-Amer. rest?   | 1752      | 1         | 7         | 2.33      | 1.389     | 1.106     | .058       | .719      | .117      |
| visit American (FF) rest? | 1752      | 1         | 7         | 3.52      | 1.661     | .181      | .058       | -.925     | .117      |
| wear Amerian fashions?    | 1752      | 1         | 7         | 3.95      | 1.673     | -.040     | .058       | -.931     | .117      |
| wear Latin-Amer. fash?    | 1752      | 1         | 7         | 2.51      | 1.564     | .890      | .058       | -.091     | .117      |
| wear asian fashions?      | 1752      | 1         | 7         | 2.27      | 1.580     | 1.200     | .058       | .481      | .117      |
| wear european fashions?   | 1752      | 1         | 7         | 4.29      | 1.775     | -.290     | .058       | -.946     | .117      |
| wear trad. country fash?  | 1752      | 1         | 7         | 3.75      | 1.890     | .084      | .058       | -1.160    | .117      |
| boxed chocolates          | 1752      | 1         | 7         | 3.90      | 2.063     | .181      | .058       | -1.288    | .117      |
| expensive cosmetics       | 1752      | 1         | 7         | 3.20      | 1.951     | .475      | .058       | -.992     | .117      |
| Music/movie DVD's         | 1752      | 1         | 7         | 3.73      | 1.978     | .195      | .058       | -1.180    | .117      |
| fragrances/purfumes       | 1752      | 1         | 7         | 3.65      | 1.788     | .328      | .058       | -.885     | .117      |
| Jewelry                   | 1752      | 1         | 7         | 2.83      | 1.769     | .930      | .058       | -.087     | .117      |
| antique furniture         | 1752      | 1         | 7         | 1.66      | 1.172     | 2.043     | .058       | 3.971     | .117      |
| fur/leather coats         | 1752      | 1         | 7         | 2.15      | 1.431     | 1.352     | .058       | 1.275     | .117      |
| expensive wine/champ.     | 1752      | 1         | 7         | 2.72      | 1.843     | .891      | .058       | -.322     | .117      |
| ENG1                      | 1752      | 1         | 7         | 4.86      | 1.854     | -.433     | .058       | -.951     | .117      |
| ENG2                      | 1752      | 1         | 7         | 2.60      | 2.051     | 1.078     | .058       | -.258     | .117      |
| ENG3                      | 1752      | 1         | 7         | 5.18      | 1.613     | -.716     | .058       | -.195     | .117      |
| ENG4                      | 1752      | 1         | 7         | 4.50      | 2.067     | -.277     | .058       | -1.264    | .117      |
| ENG5                      | 1752      | 1         | 7         | 5.01      | 1.838     | -.615     | .058       | -.724     | .117      |
| ENG6                      | 1752      | 1         | 7         | 2.22      | 2.000     | 1.471     | .058       | .660      | .117      |
| ENG7                      | 1752      | 1         | 7         | 3.79      | 2.116     | .213      | .058       | -1.333    | .117      |
| ENG8                      | 1752      | 1         | 7         | 4.51      | 1.934     | -.259     | .058       | -1.093    | .117      |
| ENG9                      | 1752      | 1         | 7         | 2.40      | 1.996     | 1.265     | .058       | .200      | .117      |
| ENG10                     | 1752      | 1         | 7         | 3.30      | 2.102     | .547      | .058       | -1.078    | .117      |
| ENG11                     | 1752      | 1         | 7         | 4.35      | 2.070     | -.124     | .058       | -1.335    | .117      |
| ENG12                     | 1752      | 1         | 7         | 3.61      | 2.138     | .312      | .058       | -1.284    | .117      |
| COLAN1                    | 1752      | 1         | 7         | 6.43      | 1.268     | -2.573    | .058       | 6.310     | .117      |
| COLAN2                    | 1752      | 1         | 7         | 6.10      | 1.820     | -1.963    | .058       | 2.405     | .117      |
| COLAN3                    | 1752      | 1         | 7         | 4.36      | 1.920     | -.181     | .058       | -1.112    | .117      |
| COLAN4                    | 1752      | 1         | 7         | 4.77      | 1.994     | -.576     | .058       | -.893     | .117      |
| COLAN5                    | 1752      | 1         | 7         | 6.41      | 1.276     | -2.553    | .058       | 6.263     | .117      |
| COLAN6                    | 1752      | 1         | 7         | 6.03      | 1.952     | -1.851    | .058       | 1.809     | .117      |
| COLAN7                    | 1752      | 1         | 7         | 6.18      | 1.572     | -2.057    | .058       | 3.245     | .117      |
| COLAN8                    | 1752      | 1         | 7         | 5.11      | 1.966     | -.812     | .058       | -.519     | .117      |
| COLAN9                    | 1752      | 1         | 7         | 6.02      | 1.863     | -1.850    | .058       | 1.974     | .117      |
| COLAN10                   | 1752      | 1         | 7         | 5.99      | 1.691     | -1.771    | .058       | 2.078     | .117      |

| Variable                 | N         | Min.      | Max.      | Mean      | Std.      | Skewness  |            | Kurtosis  |           |
|--------------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------|-----------|-----------|
|                          | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Statistic |
| COLAN11                  | 1752      | 1         | 7         | 5.30      | 2.021     | -1.005    | .058       | -.332     | .117      |
| COLAN12                  | 1752      | 1         | 7         | 6.16      | 1.602     | -2.062    | .058       | 3.257     | .117      |
| ALANG1                   | 694       | 1         | 7         | 3.81      | 1.946     | .302      | .093       | -1.140    | .185      |
| ALANG2                   | 694       | 1         | 7         | 2.82      | 2.283     | .818      | .093       | -.964     | .185      |
| ALANG3                   | 694       | 1         | 7         | 2.60      | 1.609     | .919      | .093       | .028      | .185      |
| ALANG4                   | 694       | 1         | 7         | 2.28      | 1.630     | 1.240     | .093       | .609      | .185      |
| ALANG5                   | 694       | 1         | 7         | 4.31      | 1.881     | -.051     | .093       | -1.136    | .185      |
| ALANG6                   | 694       | 1         | 7         | 2.70      | 2.331     | .947      | .093       | -.794     | .185      |
| ALANG7                   | 694       | 1         | 7         | 2.66      | 1.941     | .973      | .093       | -.301     | .185      |
| ALANG8                   | 694       | 1         | 7         | 2.70      | 1.785     | .897      | .093       | -.191     | .185      |
| ALANG9                   | 694       | 1         | 7         | 2.64      | 2.243     | .970      | .093       | -.689     | .185      |
| ALANG10                  | 694       | 1         | 7         | 2.30      | 1.660     | 1.264     | .093       | .606      | .185      |
| ALANG11                  | 694       | 1         | 7         | 2.29      | 1.647     | 1.343     | .093       | .944      | .185      |
| ALANG12                  | 694       | 1         | 7         | 2.83      | 1.917     | .819      | .093       | -.539     | .185      |
| BLANG1                   | 218       | 1         | 7         | 2.97      | 1.792     | .897      | .165       | -.160     | .328      |
| BLANG2                   | 218       | 1         | 7         | 1.90      | 1.614     | 1.898     | .165       | 2.541     | .328      |
| BLANG3                   | 218       | 1         | 7         | 2.35      | 1.538     | 1.139     | .165       | .642      | .328      |
| BLANG4                   | 218       | 1         | 7         | 1.97      | 1.478     | 1.665     | .165       | 2.120     | .328      |
| BLANG5                   | 218       | 1         | 7         | 3.44      | 1.861     | .517      | .165       | -.875     | .328      |
| BLANG6                   | 218       | 1         | 7         | 1.75      | 1.588     | 2.261     | .165       | 4.067     | .328      |
| BLANG7                   | 218       | 1         | 7         | 2.09      | 1.557     | 1.723     | .165       | 2.441     | .328      |
| BLANG8                   | 218       | 1         | 7         | 2.24      | 1.631     | 1.358     | .165       | 1.033     | .328      |
| BLANG9                   | 218       | 1         | 7         | 1.74      | 1.563     | 2.203     | .165       | 3.797     | .328      |
| BLANG10                  | 218       | 1         | 7         | 2.16      | 1.537     | 1.487     | .165       | 1.526     | .328      |
| BLANG11                  | 218       | 1         | 7         | 1.92      | 1.423     | 1.909     | .165       | 3.400     | .328      |
| BLANG12                  | 218       | 1         | 7         | 2.17      | 1.616     | 1.480     | .165       | 1.339     | .328      |
| birth country            | 1752      | 0         | 1         | .07       | .251      | 3.455     | .058       | 9.951     | .117      |
| no years in country      | 115       | 1         | 8         | 6.48      | 1.734     | -1.211    | .226       | .858      | .447      |
| SEX                      | 1752      | 0         | 1         | .48       | .500      | .094      | .058       | -1.993    | .117      |
| AGE                      | 1752      | 1         | 9         | 3.13      | 1.872     | 1.483     | .058       | 1.415     | .117      |
| family size              | 1752      | 1         | 6         | 3.93      | 1.204     | -.494     | .058       | .140      | .117      |
| employment status        | 1752      | 1         | 8         | 3.40      | 1.796     | -.182     | .058       | -1.045    | .117      |
| household income         | 1752      | 1         | 9         | 5.19      | 2.434     | -.115     | .058       | -1.016    | .117      |
| marital status           | 1752      | 1         | 4         | 1.34      | .542      | 1.545     | .058       | 2.535     | .117      |
| educational attainment   | 1752      | 1         | 5         | 3.44      | 1.088     | -.078     | .058       | -.976     | .117      |
| live with parents?       | 1112      | 0         | 1         | .58       | .493      | -.344     | .073       | -1.885    | .147      |
| level of study?          | 1112      | 1         | 4         | 1.28      | .559      | 2.146     | .073       | 4.896     | .147      |
| years in undergrad prog. | 846       | 1         | 5         | 2.62      | 1.273     | .239      | .084       | -.956     | .168      |

**Appendix 23:**  
**Consumption as a Function of EID, AGCC, and the Interaction of EID\*AGCC<sup>§a</sup>**

| Consumption item                        | EID      | AGCC    | EID*AGCC | F         | Adj. R <sup>2</sup> |
|---|----------|---------|----------|-----------|---------------------|
| Pizza                                   | .015     | .127*** | .022     | 26.63***  | .016                |
| Sushi                                   | -.052**  | .198*** | .124     | 42.54***  | .045                |
| Tacos                                   | .022     | .126*** | .041     | 28.10***  | .015                |
| Kimchi                                  | .001     | -.007   | -.061**  | 6.43**    | .003                |
| Souvlaki                                | -.026    | .108*** | -.037    | 20.76***  | .011                |
| Tea                                     | -.038    | .069*** | -.051    | 8.34***   | .004                |
| Beer                                    | .028     | -.023   | .109***  | 21.13***  | .011                |
| Traditional (country) food items        | .428***  | .010    | .019     | 392.95*** | .183                |
| Curry                                   | -.132*** | .166*** | .240     | 50.23***  | .053                |
| Dim Sum                                 | .127     | .358*** | -.256*** | 71.74***  | .075                |
| Hamburgers                              | .002     | .116*** | .012     | 23.83***  | .013                |
| Croissants                              | .063***  | .161*** | -.011    | 22.92***  | .024                |
| Coffee                                  | .039     | .090    | .046     | 14.13***  | .007                |
| Wine                                    | .387***  | .468*** | -.364*** | 21.29***  | .034                |
| Soft Drinks                             | -.013    | .021    | .139***  | 34.67***  | .019                |
| Traditional (country) beverage items    | .191***  | -.077   | .084***  | 58.67***  | .062                |
| Shampoo                                 | -.015    | .015    | .084***  | 12.39***  | .006                |
| Deodorants                              | -.076    | .076**  | .070**   | 15.44***  | .016                |
| Mouthwash                               | .009     | .000    | .100***  | 17.74***  | .009                |
| Soap                                    | -.004    | .011    | .105***  | 19.57***  | .010                |
| Toothpaste                              | .033     | -.026   | .112***  | 22.28***  | .012                |
| Blue jeans                              | .041     | .178*** | .045     | 57.12***  | .031                |
| Athletic shoes                          | .019     | .191*** | .029     | 66.29***  | .036                |
| Business attire                         | .030     | .151*** | .041     | 40.92***  | .022                |
| Wristwatches                            | -.006    | .122*** | -.009    | 26.65***  | .014                |
| Neckties / scarves                      | .212     | .070**  | .087***  | 18.05***  | .019                |
| Walkman                                 | -.023    | .264*** | -.027    | 131.62*** | .069                |
| VCR                                     | -.113*** | -.205   | .215***  | 26.78***  | .029                |
| Washing machine                         | .036     | .078*** | .039     | 10.72***  | .006                |
| Clothes dryer                           | -.093*** | .166*** | -.039    | 39.09***  | .042                |
| Dishwasher                              | -.035    | .177*** | -.049    | 24.13***  | .013                |
| Hairdryer                               | .012     | -.002   | .141***  | 35.41***  | .019                |
| Vacuum cleaner                          | .028     | .107*** | .024     | 20.40***  | .011                |
| CD player                               | -.035    | .128*** | .084***  | 33.87***  | .036                |
| Bicycle                                 | -.007    | -.004   | .069***  | 8.47***   | .004                |
| Videogame console                       | -.031    | .105*** | -.039    | 19.36***  | .010                |
| DVD player                              | -.010    | .242*** | -.017    | 108.79*** | .058                |
| Refrigerator                            | .031     | -.019   | .075***  | 9.92***   | .005                |
| Microwave oven                          | .039     | .129*** | .049     | 29.76***  | .016                |
| TV set                                  | .012     | .002    | .153***  | 41.99***  | .023                |
| Digital camera                          | -.012    | .255*** | -.024    | 93.14***  | .050                |
| PC / laptop computer                    | -.027    | .143*** | -.043    | 36.52***  | .020                |
| Food processor                          | -.050    | .058    | .118***  | 24.86***  | .013                |
| Automobile                              | .010     | -.005   | .090***  | 14.30***  | .008                |
| Watch television                        | .056     | -.054   | .128***  | 29.04***  | .016                |
| Use cellphone                           | .001     | .011    | .130***  | 29.98***  | .016                |
| Use PC / laptop                         | -.068*** | .131*** | .049     | 22.88***  | .024                |
| Surf internet                           | -.088*** | .175*** | .279     | 41.23***  | .044                |
| Send email                              | -.334*** | -.096   | .275***  | 72.69***  | .076                |
| Use ATM (bank-machine)                  | -.031    | .209*** | -.042    | 80.09***  | .043                |
| Eat traditional (country) meals         | .418***  | -.015   | -.011    | 369.92*** | .174                |
| Eat traditional (country) snacks        | .184***  | -.126   | .096***  | 60.26***  | .063                |
| Visit traditional (country) restaurants | .143***  | -.049   | .077***  | 36.39***  | .039                |
| Visit Asian-style restaurants           | .224     | .455*** | -.243*** | 123.55*** | .123                |

| <b>Consumption item</b>                      | <b>EID</b> | <b>AGCC</b> | <b>EID*AGCC</b> | <b>F</b>  | <b>Adj. R<sup>2</sup></b> |
|--|------------|-------------|-----------------|-----------|---------------------------|
| Visit European-style restaurants             | -.015      | .453***     | -.183***        | 133.20*** | .131                      |
| Visit Latin-American-style restaurants       | -.128***   | .244***     | -.062           | 85.79***  | .088                      |
| Visit American-style (fast food) restaurants | .006       | .171***     | .012            | 52.65***  | .029                      |
| Wear American-style fashions                 | -.010      | .333***     | -.008           | 218.17*** | .110                      |
| Wear Latin-American-style fashions           | .027       | .224***     | .051            | 92.29***  | .050                      |
| Wear Asian-style fashions                    | -.066***   | .209***     | .011            | 50.13***  | .053                      |
| Wear European-style fashions                 | .049***    | .308***     | -.259           | 87.38***  | .090                      |
| Wear traditional (country) fashions          | .036       | -.042       | .136***         | 33.12***  | .018                      |
| Boxed chocolates                             | -.025      | .041        | .119***         | 25.12***  | .014                      |
| Expensive cosmetics                          | .408***    | .631***     | -.459***        | 42.29***  | .066                      |
| Music / movie DVD's                          | -.022      | .172***     | -.036           | 53.55***  | .029                      |
| Fragrances / perfumes                        | .042       | .195***     | .046            | 69.33***  | .038                      |
| Jewelry                                      | -.007      | .208***     | -.013           | 79.35***  | .043                      |
| Antique furniture                            | -.021      | .155***     | -.021           | 43.21***  | .024                      |
| Fur / leather coats                          | .005       | .122***     | .000            | 26.60***  | .014                      |
| Expensive wine / champagne                   | -.025      | .201***     | -.039           | 73.85***  | .040                      |

<sup>§</sup>SPSS analyses.

<sup>a</sup>Multiple Linear Regression (Stepwise method), standardized beta coefficients, \*\*\*( $p < .01$ ), \*\*( $p < .05$ ), \*( $p < .10$ ).  
N=1752

## Appendix 24: Post-Hoc Multiple Comparisons Across the Eight Countries\*

| Dimension             | Significant Pairwise Differences (Scheffé Method)   |
|-----------------------|---|
| COS                   | <b>Can:</b> sk; <b>Mex:</b> sk; <b>Gre:</b> sk; <b>Sk:</b> <i>all 7 country-samples</i> ; <b>Hun:</b> sk; <b>Ind:</b> sk; <b>Chi:</b> sk; <b>Swe:</b> sk  |
| ELU                   | <b>Can:</b> <i>all 7 country-samples</i> ; <b>Mex:</b> can, sk, hun, ind, chi; <b>Gre:</b> can, sk, hun, ind, chi; <b>Sk:</b> can, mex, gre, hun, ind, chi; <b>Hun:</b> can, mex, gre, ind, chi, swe; <b>Ind:</b> <i>all 7 country-samples</i> ; <b>Chi:</b> <i>all 7 country-samples</i> ; <b>Swe:</b> can, hun, ind, chi. |
| GMM <sub>ASIA</sub>   | <b>Can:</b> sk, ind; <b>Mex:</b> sk, ind; <b>Gre:</b> sk, ind; <b>Sk:</b> can, mex, gre, hun, chi, swe; <b>Hun:</b> sk, ind; <b>Ind:</b> can, mex, gre, hun, chi, swe; <b>Chi:</b> sk, ind; <b>Swe:</b> sk, ind   |
| GMM <sub>USA</sub>    | <b>Can:</b> <i>all 7 country-samples</i> ; <b>Mex:</b> can, gre, sk, hun, ind; <b>Gre:</b> can, mex, hun, swe; <b>Sk:</b> can, mex, chi, swe; <b>Hun:</b> can, mex, gre, chi, swe; <b>Ind:</b> can, mex, swe; <b>Chi:</b> Can, sk, hun; <b>Swe:</b> can, gre, sk, hun, ind  |
| GMM <sub>EUROPE</sub> | <b>Can:</b> gre, hun, chi, swe; <b>Mex:</b> gre, sk, hun, ind, chi, swe; <b>Gre:</b> can, mex, sk, hun, ind; <b>Sk:</b> mex, gre, hun, chi, swe; <b>Hun:</b> can, mex, gre, sk, ind, chi; <b>Ind:</b> mex, gre, hun, chi, swe; <b>Chi:</b> can, mex, sk, hun, ind; <b>Swe:</b> can, mex, sk, ind                            |
| OPE                   | <b>Can:</b> mex, sk, ind; <b>Mex:</b> can, gre, swe; <b>Gre:</b> mex, sk; <b>Sk:</b> can, gre, swe; <b>Hun:</b> <i>none</i> ; <b>Ind:</b> can, swe; <b>Chi:</b> <i>none</i> ; <b>Swe:</b> mex, sk, ind  |
| EXM                   | <b>Can:</b> mex, gre, hun, swe; <b>Mex:</b> can, sk, hun, chi; <b>Gre:</b> can, sk, ind, chi; <b>Sk:</b> mex, gre, hun, swe; <b>Hun:</b> sk, ind, chi; <b>Ind:</b> gre, hun, swe; <b>Chi:</b> mex, gre, swe; <b>Swe:</b> can, sk, ind, chi  |
| TRAV                  | <b>Can:</b> mex, gre, sk, ind, chi; <b>Mex:</b> can, hun, swe; <b>Gre:</b> can, sk, hun, ind, swe; <b>Sk:</b> can, gre, hun, swe; <b>Hun:</b> mex, gre, sk, ind, chi; <b>Ind:</b> can, gre, hun, swe; <b>Chi:</b> can, hun, swe; <b>Swe:</b> mex, gre, sk, ind, chi   |
| IDT                   | <b>Can:</b> hun, chi, swe; <b>Mex:</b> hun, chi, swe; <b>Gre:</b> hun, ind; <b>Sk:</b> <i>none</i> ; <b>Hun:</b> can, mex, gre, ind; <b>Ind:</b> hun, chi, swe; <b>Chi:</b> can, ind; <b>Swe:</b> can, mex, ind   |
| AGCC                  | <b>Can:</b> mex, gre, sk, hun, chi, swe; <b>Mex:</b> can, sk, ind; <b>Gre:</b> can, sk, ind; <b>Sk:</b> can, mex, gre, ind, swe; <b>Hun:</b> can, ind; <b>Ind:</b> mex, gre, sk, hun, chi, swe; <b>Chi:</b> can, ind; <b>Swe:</b> can, sk, ind  |
| LCL                   | <b>Can:</b> <i>all 7 country-samples</i> ; <b>Mex:</b> can, ind; <b>Gre:</b> can, ind; <b>Sk:</b> can, ind; <b>Hun:</b> can, ind; <b>Ind:</b> <i>all 7 country-samples</i> ; <b>Chi:</b> can, ind; <b>Swe:</b> can, ind   |
| IDMC                  | <b>Can:</b> mex, gre, hun, ind, chi; <b>Mex:</b> can, sk, hun, swe; <b>Gre:</b> can, sk, swe; <b>Sk:</b> mex, gre, ind; <b>Hun:</b> can, mex, ind, swe; <b>Ind:</b> can, sk, hun, chi, swe; <b>Chi:</b> can, ind, swe; <b>Swe:</b> mex, gre, hun, ind, chi  |
| LMU                   | <b>Can:</b> <i>all 7 country-samples</i> ; <b>Mex:</b> can, ind, swe; <b>Gre:</b> can, sk, ind; <b>Sk:</b> can, gre, ind, chi, swe; <b>Hun:</b> can, ind, chi, swe; <b>Ind:</b> <i>all 7 country-samples</i> ; <b>Chi:</b> can, sk, hun, ind; <b>Swe:</b> can, mex, sk, hun, ind  |
| LIR                   | <b>Can:</b> <i>all 7 country-samples</i> ; <b>Mex:</b> can, sk, swe; <b>Gre:</b> can, sk, hun, swe; <b>Sk:</b> can, mex, gre, hun, ind; <b>Hun:</b> can, gre, sk; <b>Ind:</b> can, sk, swe; <b>Chi:</b> can; <b>Swe:</b> can, mex, gre, ind   |
| EID                   | <b>Can:</b> <i>all 7 country-samples</i> ; <b>Mex:</b> can, sk, ind, swe; <b>Gre:</b> can, sk, ind, swe; <b>Sk:</b> can, mex, gre, ind; <b>Hun:</b> can, ind, swe; <b>Ind:</b> can, mex, gre, sk, hun, chi; <b>Chi:</b> can, ind; <b>Swe:</b> can, mex, gre, hun  |
| MAT                   | <b>Can:</b> mex, chi, swe; <b>Mex:</b> can, ind; <b>Gre:</b> chi, swe; <b>Sk:</b> chi, swe; <b>Hun:</b> ind, chi; <b>Ind:</b> mex, hun, chi, swe; <b>Chi:</b> can, gre, sk, hun, ind, swe; <b>Swe:</b> can, gre, hun, ind, chi  |
| CET                   | <b>Can:</b> mex, gre, sk, hun, ind, chi; <b>Mex:</b> <i>all 7 country-samples</i> ; <b>Gre:</b> can, mex, ind, swe; <b>Sk:</b> can, mex, swe; <b>Hun:</b> can, mex, swe; <b>Ind:</b> can, mex, gre, swe; <b>Chi:</b> can, mex, swe; <b>Swe:</b> mex, gre, sk, hun, ind, chi   |
| PD                    | <b>Can:</b> mex, sk, hun; <b>Mex:</b> can, gre, sk, ind; <b>Gre:</b> mex, sk, hun; <b>Sk:</b> <i>all 7 country-samples</i> ; <b>Hun:</b> can, gre, sk, ind, chl; <b>Ind:</b> mex, sk, hun, swe; <b>Chi:</b> sk, hun; <b>Swe:</b> sk, ind  |
| UA                    | <b>Can:</b> Sk, hun, ind, swe; <b>Mex:</b> gre, hun, chi, swe; <b>Gre:</b> mex, sk, ind; <b>Sk:</b> can, gre, hun, chi, swe; <b>Hun:</b> can, mex, sk, ind; <b>Ind:</b> can, gre, hun, chi, swe; <b>Chi:</b> mex, sk, ind; <b>Swe:</b> can, mex, sk, ind  |
| MAS                   | <b>Can:</b> hun; <b>Mex:</b> hun; <b>Gre:</b> chi, swe; <b>Sk:</b> chi, swe; <b>Hun:</b> can, mex, chi, swe; <b>Ind:</b> chi, swe; <b>Chi:</b> gre, sk, hun, ind; <b>Swe:</b> gre, sk, hun, ind   |
| LTO                   | <b>Can:</b> <i>none</i> ; <b>Mex:</b> hun; <b>Gre:</b> <i>none</i> ; <b>Sk:</b> ind; <b>Hun:</b> mex, ind; <b>Ind:</b> sk, hun, swe; <b>Chi:</b> <i>none</i> ; <b>Swe:</b> ind  |
| IND                   | <b>Can:</b> chi; <b>Mex:</b> swe; <b>Gre:</b> swe; <b>Sk:</b> chi; <b>Hun:</b> swe; <b>Ind:</b> swe; <b>Chi:</b> can, sk, swe; <b>Swe:</b> mex, gre, hun, ind, chi  |

\*Scheffé pairwise comparisons, only statistically significant differences ( $p < .10$ ) are listed. can=Canada, mex=Mexico, gre=Greece, sk=South Korea, hun=Hungary, ind=India, chi=Chile, swe=Sweden.

## Appendix 25: Final CFA Measurement Model Results (1<sup>st</sup> and 2<sup>nd</sup>-Order Latent Factors)

As calculated with the AMOS software program

(Est. =Estimate, S.E. =Standard Error, C.R. =Critical Ratio, P=P-Value, Std. R.W. =Standardized Regression Weight).

*CFA Measurement Model, First-Order Latent Variable Correlations*

| EID Dimensions | Correlation R (R <sup>2</sup> ) | AGCC Dimensions | Correlation R (R <sup>2</sup> ) |
|----------------|---------------------------------|-----------------|---------------------------------|
| IDMC—LIR       | .549 (.301)                     | COS—EXM         | .278 (.077)                     |
| IDMC—LCL       | .165 (.027)                     | COS—TRAV        | .559 (.312)                     |
| LIR—LCL        | .398 (.158)                     | COS—GMM         | .174 (.030)                     |
|                |                                 | EXM—TRAV        | .302 (.091)                     |
|                |                                 | EXM—GMM         | .254 (.065)                     |
|                |                                 | TRAV—GMM        | .332 (.110)                     |

*Maximum Likelihood Estimates, Regression Weights:*

| Structural path         | Est.  | S.E. | C.R.   | P   | Std. R.W. | Structural path     | Est.  | S.E. | C.R.   | P   | Std. R.W. |
|-------------------------|-------|------|--------|-----|-----------|---------------------|-------|------|--------|-----|-----------|
| GMMamer <--- AGCC       | .598  | .036 | 16.538 | *** | .571      | CA50 <--- IDesire   | .829  | .023 | 35.370 | *** | .721      |
| EXMnc <--- AGCC         | .601  | .036 | 16.511 | *** | .573      | CA26 <--- IDesire   | .889  | .026 | 33.991 | *** | .702      |
| Travel <--- AGCC        | .720  | .042 | 17.275 | *** | .642      | CB4 <--- IDesire    | 1.010 | .027 | 37.495 | *** | .749      |
| Cosmop <--- AGCC        | .462  | .033 | 14.150 | *** | .473      | CA43 <--- IDesire   | 1.000 | .024 | 41.486 | *** | .798      |
| IDesire <--- EthnicID   | .725  | .036 | 20.269 | *** | .622      | CA6 <--- IDesire    | 1.000 |      |        |     | .764      |
| Locinterp <--- EthnicID | .714  | .035 | 20.355 | *** | .616      | CA8 <--- IDesire    | .863  | .026 | 33.385 | *** | .693      |
| LOCLAN <--- EthnicID    | .556  | .032 | 17.447 | *** | .520      | COLAN5 <--- LOCLAN  | 1.000 |      |        |     | .810      |
| CA18 <--- Cosmop        | 1.000 |      |        |     | .697      | COLAN11 <--- LOCLAN | 1.316 | .035 | 37.967 | *** | .723      |
| CB11 <--- Cosmop        | .780  | .027 | 28.447 | *** | .666      | COLAN1 <--- LOCLAN  | .941  | .018 | 53.406 | *** | .813      |
| CA13 <--- Cosmop        | .954  | .031 | 30.563 | *** | .708      | COLAN6 <--- LOCLAN  | 1.382 | .031 | 44.484 | *** | .792      |
| CA1 <--- Cosmop         | .985  | .030 | 32.334 | *** | .742      | COLAN9 <--- LOCLAN  | 1.341 | .029 | 46.138 | *** | .807      |
| CA48 <--- Cosmop        | 1.063 | .030 | 35.082 | *** | .794      | COLAN2 <--- LOCLAN  | 1.336 | .028 | 48.210 | *** | .824      |
| CA24 <--- Cosmop        | 1.100 | .030 | 36.265 | *** | .817      | COLAN10 <--- LOCLAN | 1.321 | .023 | 56.204 | *** | .883      |
| CM31 <--- EXPmnc        | 1.000 |      |        |     | .747      | COLAN7 <--- LOCLAN  | 1.000 |      |        |     | .808      |
| CM23 <--- EXPmnc        | .819  | .035 | 23.684 | *** | .595      | COLAN12 <--- LOCLAN | 1.306 | .021 | 63.462 | *** | .927      |
| CM14 <--- EXPmnc        | .832  | .034 | 24.598 | *** | .617      | CB7 <--- Locinterp  | 1.000 |      |        |     | .739      |
| CM22 <--- EXPmnc        | .980  | .037 | 26.343 | *** | .657      | CA54 <--- Locinterp | 1.029 | .028 | 37.377 | *** | .774      |
| CM30 <--- EXPmnc        | 1.019 | .035 | 28.945 | *** | .720      | CB1 <--- Locinterp  | .764  | .026 | 29.711 | *** | .654      |
| CV1_1 <--- Travel       | 1.000 |      |        |     | .672      | CB12 <--- Locinterp | 1.000 |      |        |     | .837      |
| CV9rev_1 <--- Travel    | .931  | .030 | 30.813 | *** | .669      | CA42 <--- ConsETH   | 1.000 |      |        |     | .692      |
| CV4_1 <--- Travel       | 1.074 | .035 | 30.695 | *** | .810      | CB3 <--- ConsETH    | 1.100 | .039 | 27.965 | *** | .767      |
| CV8_1 <--- Travel       | 1.022 | .033 | 30.533 | *** | .801      | CA51 <--- ConsETH   | 1.071 | .039 | 27.761 | *** | .760      |
| CM6 <--- GMMamer        | 1.000 |      |        |     | .749      | CB13 <--- ConsETH   | 1.167 | .039 | 29.578 | *** | .831      |
| CM4 <--- GMMamer        | 1.110 | .038 | 29.168 | *** | .716      | CA52 <--- Material  | 1.000 |      |        |     | .647      |
| CM5 <--- GMMamer        | 1.325 | .044 | 29.786 | *** | .731      | CA46 <--- Material  | 1.066 | .045 | 23.540 | *** | .694      |
| CM8 <--- GMMamer        | 1.121 | .041 | 27.096 | *** | .672      | CA39 <--- Material  | .985  | .044 | 22.281 | *** | .647      |
| CM9 <--- GMMamer        | .998  | .044 | 22.679 | *** | .576      | CA33 <--- Material  | 1.046 | .047 | 22.089 | *** | .640      |
| CB15 <--- IDesire       | 1.000 |      |        |     | .725      | CA27 <--- Material  | .957  | .042 | 23.016 | *** | .674      |
| CB16 <--- IDesire       | .967  | .027 | 36.287 | *** | .733      | CA10 <--- Material  | .897  | .045 | 19.801 | *** | .560      |
| CA53 <--- IDesire       | .911  | .028 | 32.473 | *** | .680      | CA4 <--- Material   | .991  | .044 | 22.510 | *** | .655      |
| CB14 <--- IDesire       | .969  | .023 | 42.548 | *** | .762      |                     |       |      |        |     |           |

| Latent-Variable Covariances | Est.  | S.E. | C.R.   | P    | Latent-Variable Correlations | Est.  |
|-----------------------------|-------|------|--------|------|------------------------------|-------|
| AGCC <--> EthnicID          | -.066 | .040 | -1.620 | .105 | AGCC <--> EthnicID           | -.066 |
| EthnicID <--> ConsETH       | .596  | .041 | 14.591 | ***  | EthnicID <--> ConsETH        | .505  |
| AGCC <--> ConsETH           | -.396 | .040 | -9.964 | ***  | AGCC <--> ConsETH            | -.335 |
| AGCC <--> Material          | .288  | .036 | 7.972  | ***  | AGCC <--> Material           | .272  |
| EthnicID <--> Material      | .028  | .036 | .777   | .437 | EthnicID <--> Material       | .027  |
| ConsETH <--> Material       | .085  | .035 | 2.402  | .016 | ConsETH <--> Material        | .068  |

**Variances:**

| <i>Parameter</i> | <i>Est.</i> | <i>S.E.</i> | <i>C.R.</i> | <i>P</i> | <i>Parameter</i> | <i>Est.</i> | <i>S.E.</i> | <i>C.R.</i> | <i>P</i> |
|------------------|-------------|-------------|-------------|----------|------------------|-------------|-------------|-------------|----------|
| AGCC             | 1.000       |             |             |          | ECA53            | 1.314       | .048        | 27.402      | ***      |
| EthnicID         | 1.000       |             |             |          | ECB14            | .921        | .036        | 25.881      | ***      |
| ConsETH          | 1.393       | .090        | 15.518      | ***      | ECA50            | .863        | .032        | 26.829      | ***      |
| Material         | 1.120       | .080        | 14.005      | ***      | ECA26            | 1.107       | .041        | 27.117      | ***      |
| RES6             | .739        | .026        | 28.628      | ***      | ECB4             | 1.082       | .041        | 26.321      | ***      |
| RES4             | .739        | .026        | 28.628      | ***      | ECA43            | .774        | .031        | 25.095      | ***      |
| RES7             | .739        | .026        | 28.628      | ***      | ECA6             | .968        | .037        | 26.173      | ***      |
| RES1             | .739        | .026        | 28.628      | ***      | ECA8             | 1.096       | .040        | 27.235      | ***      |
| res10            | .833        | .026        | 32.366      | ***      | ECOL5            | .598        | .023        | 26.369      | ***      |
| res11            | .833        | .026        | 32.366      | ***      | ECOL11           | 1.805       | .065        | 27.807      | ***      |
| res12            | .833        | .026        | 32.366      | ***      | ECOL1            | .518        | .020        | 26.195      | ***      |
| ECA18            | 1.009       | .039        | 26.149      | ***      | ECOL6            | 1.296       | .049        | 26.508      | ***      |
| ECB11            | .727        | .027        | 26.540      | ***      | ECOL9            | 1.103       | .042        | 26.393      | ***      |
| ECA13            | .862        | .033        | 25.734      | ***      | ECOL2            | .962        | .037        | 25.997      | ***      |
| ECA1             | .753        | .030        | 24.868      | ***      | ECOL10           | .564        | .024        | 23.704      | ***      |
| ECA48            | .630        | .027        | 22.973      | ***      | ECOL7            | .609        | .023        | 26.617      | ***      |
| ECA24            | .575        | .026        | 21.836      | ***      | ECOL12           | .321        | .016        | 19.509      | ***      |
| ECM31            | .871        | .040        | 21.581      | ***      | ECB7             | 1.119       | .046        | 24.281      | ***      |
| ECM23            | 1.344       | .052        | 25.911      | ***      | ECA54            | .951        | .044        | 21.782      | ***      |
| ECM14            | 1.241       | .049        | 25.472      | ***      | ECB1             | 1.049       | .041        | 25.812      | ***      |
| ECM22            | 1.390       | .057        | 24.461      | ***      | ECB12            | .574        | .031        | 18.704      | ***      |
| ECM30            | 1.061       | .048        | 22.272      | ***      | ECA42            | 1.512       | .060        | 25.066      | ***      |
| ECV1_1           | 1.524       | .062        | 24.591      | ***      | ECB3             | 1.179       | .053        | 22.426      | ***      |
| ECV9rev1_1       | 1.347       | .055        | 24.381      | ***      | ECA51            | 1.167       | .051        | 22.745      | ***      |
| ECV4_1           | .761        | .043        | 17.779      | ***      | ECB13            | .852        | .046        | 18.468      | ***      |
| ECV8_1           | .731        | .040        | 18.407      | ***      | ECA52            | 1.555       | .061        | 25.413      | ***      |
| ECM6             | .859        | .039        | 21.802      | ***      | ECA46            | 1.366       | .057        | 24.173      | ***      |
| ECM4             | 1.286       | .056        | 22.774      | ***      | ECA39            | 1.511       | .059        | 25.423      | ***      |
| ECM5             | 1.681       | .076        | 22.140      | ***      | ECA33            | 1.769       | .069        | 25.577      | ***      |
| ECM8             | 1.672       | .070        | 24.028      | ***      | ECA27            | 1.233       | .050        | 24.752      | ***      |
| ECM9             | 2.202       | .085        | 26.014      | ***      | ECA10            | 1.971       | .073        | 26.952      | ***      |
| ECB15            | 1.229       | .046        | 26.718      | ***      | ECA4             | 1.464       | .058        | 25.229      | ***      |
| ECB16            | 1.093       | .041        | 26.620      | ***      |                  |             |             |             |          |



**Appendix 26:**  
**Cover Page, Studies One and Two (Scale Development and Validation)**

Department of Marketing,  
John Molson School of Business  
Concordia University  
Montreal, Quebec, Canada.

Dear Sir/Madam:

My name is Mark Cleveland, and I am a Ph.D. student at the John Molson School of Business at Concordia University (Montreal, Canada). As part of my Ph.D. dissertation which concerns the phenomenon of globalization, I am undertaking a study of the role of cultural influences on various consumer behaviors, and would like to invite you to share your opinions.

I would very much appreciate your participation in this study, by completing the attached questionnaire. This should take approximately 8-10 minutes of your time. Your participation is strictly voluntary and anonymous, and you are free to discontinue participation at any time. The responses that you provide will be used only for statistical purposes. These responses will be combined with the responses of others participating in the study, and not analyzed on an individual basis. Should you wish, I would be pleased to send you a report that contains the main findings of the study, once the research project is completed. My contact information is provided below.

I thank you in advance for your very kind participation.

Yours truly,

<signed>

**Mark Cleveland**

Ph.D. Candidate in Marketing,  
John Molson School of Business,  
Concordia University  
Tel: (514) 848-2424 extension 2738  
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## Appendix 27: Questionnaire for Study One (Full List of Items to Measure AGCC)

**Note:** For spacing considerations, the font and spacing have been reduced, in order to fit letter paper size (the original eight-page survey was formatted on legal paper size).

### **Part I**

***The following statements describe some attitudes, opinions, and interests. Carefully read through each and, on a scale of 1 to 7, please circle the number corresponding to how strongly you personally agree or disagree with the statement. There are no 'right' or 'wrong' answers, so please answer honestly. I am interested in what you think.***

|   | Strongly<br>Disagree |   |   |   | Strongly<br>Agree |   |   |  |
|---|----------------------|---|---|---|-------------------|---|---|--|
| I am interested in learning more about people who live in other countries.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I regularly read about events taking place in other countries.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| The best thing about big cities is that they contain so many diverse cultures.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| It would be better to be a citizen of the world than of any particular country.                                       | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I enjoy trying foreign food.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I think that living and working in a foreign country would be an influential developmental experience in my own life. | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I think that my lifestyle is almost the same as that of people of my age-group in other countries.                    | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I subscribe to magazines that cover the world, such as <i>National Geographic</i> .                                   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I could one day see myself working for an international or foreign corporation.                                       | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I am curious about the habits and lifestyles of individuals living in different countries.                            | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I am living in a neighborhood in which there are many foreigners from different countries.                            | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| If I were to travel to a foreign country, I am sure I would fit right in and go unnoticed.                            | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I think regional differences and national identity must be preserved at all cost.                                     | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I enjoy being with people from other countries to learn about their unique views and approaches.                      | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I think my lifestyle is almost the same as that of people of my social class in other countries.                      | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| It is important for me to learn more about the cultures in other countries.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I think of myself as a 'person of the world'.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| It is great that a consumer anywhere in the world can have access to many products from anywhere in the world.        | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| Very often, I encounter advertisements for foreign/global products.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I often will buy products that are said to be 'cool' in other countries.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I could one day see myself living in a country/culture that is different from my own.                                 | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I speak one or more foreign languages.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| Regardless of where people live, they tend to share more similarities than differences (from each other).             | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I like to observe people of other cultures, to see what I can learn from them.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I would love to work for the U.N. ( <i>United Nations</i> ).  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| Other points of view enrich my personal life.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |

|  | Strongly<br>Disagree |   |   |   | Strongly<br>Agree |   |   |  |
|--|----------------------|---|---|---|-------------------|---|---|--|
| I actively seek to buy products that are not only thought of as 'local'.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I enjoy talking with my friends about events and trends in other countries.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| Like me, people living in my city are exposed to ads for foreign or global products.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I have many friends from cultures different than that of my own.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I have a lot to learn from people living in other countries.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I pay attention to the fashions worn by people in my age-group that live in other countries.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| It is necessary to make an effort to understand other cultures' perspectives and integrate them into my own way of thinking.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| It is important for our young people to study the languages spoken in other countries.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| When it comes to trying new things, I am very open.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I would enjoy living in another country.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I prefer to have a lifestyle that I think is similar to the lifestyle of individuals in many countries around the world rather than one that is unique or traditional to my country. | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I would enjoy working in a job that involves extensive contact with people who are from other countries.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I like to associate with people from diverse backgrounds.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| One or more of my family members live in another country.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I find people from other cultures stimulating.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I can easily make friends with people from other cultures.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I like to try restaurants that offer food that is different from that in my own culture.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I enjoy exchanging ideas with people from other cultures or countries.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I identify with famous international brands.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I like the fact that <i>GAP</i> , <i>McDonald's</i> , and other companies offer their products all around the world.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| Like me, people living in my city are exposed to ads for foreign or global products.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I like to learn about other ways of life.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I feel close to the lifestyle of people in other countries.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| My own lifestyle is a collage (mixture) of different ways of life that I have come in contact with.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| The clothing fashions worn by Western movie and/or television stars have an influence on me.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I feel somewhat uncomfortable when I am surrounded by people that are different from me.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| A Western lifestyle is appealing to me.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I enjoy listening to music that is popular in many countries of the world.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| People in other countries have little to contribute to my understanding of the world.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |

|   | Strongly<br>Disagree |   |   |   | Strongly<br>Agree |   |   |
|---|----------------------|---|---|---|-------------------|---|---|
| While vacationing, I would prefer to stay in my home country, rather than visit another country.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| For me, learning another language means learning a different way of thinking.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| I try to pattern my lifestyle, way of dressing, etc. to be a global consumer.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| I prefer 'big city' living to 'small-town' or country living.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| I prefer to wear clothing that I think is popular in many countries around the world rather than clothing traditionally worn in my own country.                                     | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| Coming into contact with people of other cultures has greatly benefited me.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| I love to develop strong and lasting friendships with people from other cultures.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| Differences among individuals in different countries should be celebrated.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| Around the world, as individuals grow up, they tend to go through similar stages of development.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| I know which brands or products are sold worldwide.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| I am more likely to try a new product if I know that it is being advertised around the world.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| I consider myself knowledgeable about many foreign and global products.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| I make a conscious effort to keep myself up-to-date on what is going on in other countries.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| In my city, there are many billboards, and advertising signs for foreign and global products.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| I enjoy participating in holidays that are popular in many countries, such as Christmas.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| My purchasing choices are heavily influenced by global media.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| I feel comfortable dealing with people from other countries.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| I think people my age are basically the same around the world. For example, a 20-something in Russia is basically the same as a 20-something in the U.S., Sweden, or anywhere else. | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| Most of my friends buy global products or brands.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| Many of the brands found in the stores that I shop at are foreign brands.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| I am aware that many of the brands that I see in grocery stores are marketed by multinational companies.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| I often think about going to different countries and doing some traveling.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| I like reading magazines about the fashion, décor, and trends in other countries.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| I could easily name 20 multinational companies.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| In today's world, learning English is essential.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| I am much more comfortable in familiar surroundings than in unfamiliar surroundings.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| I would describe myself as quite familiar with the brands of many multinational companies.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| I find foreign and global advertisements interesting.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |

|  | Strongly Disagree |   |   |   | Strongly Agree |   |   |  |
|--|-------------------|---|---|---|----------------|---|---|--|
| When shopping, I am often exposed to foreign or global brands.                                   | 1                 | 2 | 3 | 4 | 5              | 6 | 7 |  |
| I consider myself to be knowledgeable about global brands.                                       | 1                 | 2 | 3 | 4 | 5              | 6 | 7 |  |
| The way that I dress is influenced by the advertising activities of foreign or global companies. | 1                 | 2 | 3 | 4 | 5              | 6 | 7 |  |

**→ Now I would like to ask you some questions on your exposure to various media, and your media preferences. Carefully read through each and, on a scale of 1 to 7, please circle the number corresponding to how strongly you personally agree or disagree with the statement.**

|   | Strongly<br>Disagree |   |   |   | Strongly<br>Agree |   |   |  |
|---|----------------------|---|---|---|-------------------|---|---|--|
| The Internet is something that I use very often.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| It is quite common to see ads for foreign or global products in local media.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| Exposure to multinational advertising activities has influenced my product choices.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| Quite often, I find myself visiting Internet web-sites that are based outside of my home country.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| Some of my favourite actors/actresses are from Hollywood.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I have access to some foreign channels directly through my television.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| The magazines that I read are full of ads for foreign or global products.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| Many of the TV commercials I see are placed by multinational companies.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I enjoy media entertainment that I think is popular in many countries around the world.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I sometimes watch news broadcasts that are made from outside my own country.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| The music artists and groups that I listen to are popular in many countries.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I always watch a movie in its original language, even if that means having to read subtitles.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I don't enjoy watching movies where the original languages spoken by the actors has been changed (i.e., translated into some other language). | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| It is rare for me to read anything in a language that is different than that of my country.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I enjoy watching global sporting events, such as the <i>Olympics</i> and/or the <i>World Cup</i> .  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I often rent or buy movies that are popular around the world.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| Often, I find myself following international events on television.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I have access to some foreign channels directly through my television.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I enjoy reading in a foreign language, because many nuances are lost through translation.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I enjoy watching Hollywood films at the theatre.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I watch CNN, or other international news channels (e.g., BBC, MSNBC).   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I have easy access to foreign movies.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I don't like to watch television programs that are in another language.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |

|   | Strongly<br>Disagree |   |   |   | Strongly<br>Agree |   |   |  |
|---|----------------------|---|---|---|-------------------|---|---|--|
| I sometimes read newspapers or magazines from other countries.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I prefer to watch English television than any other language I may speak.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| When I am watching TV, I often see advertising for products that are from outside of my country.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I like to read magazines that contain information about popular Western celebrities.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I like to visit foreign Internet sites.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| When I read a newspaper, I come across many advertisements for foreign or global products.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| When using the Internet, I often visit websites that offer information about foreign or global products.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I often watch TV programming with advertisements from outside my country.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| When I am watching Television, it seems that the number of advertisements for foreign brands is quite high, when compared to the number of advertisements for local brands. | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I don't pay much attention to advertising.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |

## **PART 2:**

*If you have ever been to (that is, visited) another country (outside of Canada), please share your opinions to the following statements. If you have never been outside of Canada, please skip to PART 3.*

|   | Strongly Disagree |   |   |   | Strongly Agree |   |   |  |
|---|-------------------|---|---|---|----------------|---|---|--|
| When I visit a new country, it is important for me to be in touch with 'the real life' (that is, the way that average people in that country live). | 1                 | 2 | 3 | 4 | 5              | 6 | 7 |  |
| I have thus far visited two or more other countries.  | 1                 | 2 | 3 | 4 | 5              | 6 | 7 |  |
| When you are in a foreign country, you should not stay 'closed' within a circle formed from people coming from your own country.                    | 1                 | 2 | 3 | 4 | 5              | 6 | 7 |  |
| I've spent a significant part of my life in another country (or countries).   | 1                 | 2 | 3 | 4 | 5              | 6 | 7 |  |
| When I visit other countries, I bring back local goods and use those goods at home.   | 1                 | 2 | 3 | 4 | 5              | 6 | 7 |  |
| When I visit other countries, I like to see which "American brands" are sold there.   | 1                 | 2 | 3 | 4 | 5              | 6 | 7 |  |
| I have stayed with friends or family members in another country.  | 1                 | 2 | 3 | 4 | 5              | 6 | 7 |  |
| Travelling abroad has helped me understand my <u>own</u> (home) culture better.   | 1                 | 2 | 3 | 4 | 5              | 6 | 7 |  |
| When travelling abroad, I appreciate being able to find Western products and restaurants.   | 1                 | 2 | 3 | 4 | 5              | 6 | 7 |  |
| Travelling opens up my horizons.  | 1                 | 2 | 3 | 4 | 5              | 6 | 7 |  |
| I have spent some time working abroad (working in another country).   | 1                 | 2 | 3 | 4 | 5              | 6 | 7 |  |
| I prefer spending my vacations outside of the country that I live in.   | 1                 | 2 | 3 | 4 | 5              | 6 | 7 |  |
| Visiting foreign countries is one of my favorite things.  | 1                 | 2 | 3 | 4 | 5              | 6 | 7 |  |
| I feel at home in other countries.  | 1                 | 2 | 3 | 4 | 5              | 6 | 7 |  |

|  | Strongly<br>Disagree |   |   |   | Strongly<br>Agree |   |   |  |
|--|----------------------|---|---|---|-------------------|---|---|--|
| I often seek out Western brands when I am visiting a foreign country.                        | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| Travelling to another country is always an enriching experience.                             | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| When I am in another country, I still try to access Western or American television channels. | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| When travelling, I like to immerse myself in the culture of the people I am visiting.        | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I often bring back objects (souvenirs) from my travels.                                      | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |

### **PART 3**

*If you speak another language (including French, and all other languages), please respond to the following statements. If you only speak English, please skip to PART 4.*

|   | Strongly<br>Disagree |   |   |   | Strongly<br>Agree |   |   |  |
|---|----------------------|---|---|---|-------------------|---|---|--|
| The songs I listen to are almost all in English.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I often visit Internet websites that are in English.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I would rather listen to Western music than to traditional (local) folk music.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I enjoy watching Hollywood movies that are in English.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I studied hard to have a good level of spoken/written English.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I am very comfortable speaking more than one language.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| When watching movies on DVD or on Video-cassette, I mostly choose to watch the English language version of the movie. | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I speak English regularly.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| Learning a second or third language is a very good thing.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I often speak English at work or school.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| Given the choice, I prefer to watch movies that are in my home language.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| Whenever possible, I only speak my native language.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I often speak English with family or friends.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| Many of my favorite shows on TV are in English.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| Many of my friends are English-speaking.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I read in English because I want to familiarize myself with other cultures.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| My parents and I never communicate in English.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I use English when I write to friends and acquaintances from around the world.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| Many of the textbooks and articles that I read are in English.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| Learning English is very important.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I feel very comfortable speaking in English.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |

**PART 4**

*We are getting closer to the end. ☺ The following statements describe some attitudes, opinions, and interests. Please read through each and circle how strongly you personally agree and disagree with it.*

|  | Strongly<br>Disagree |   |   |   | Strongly<br>Agree |   |   |
|--|----------------------|---|---|---|-------------------|---|---|
| In general, I want the best brand in a product category, regardless whether it is of local or foreign/global origin. | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| Someday, I'd like to work for a multinational corporation.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| Advertising by foreign or global brands has a strong influence on my clothing choices.                               | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| The ability to speak English improves one's economic prospects.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| I like to try foreign-food recipes.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| I buy brands that are made by multinational firms.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| I like listening to music that is different from that in my native country.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| I often watch American television programs.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| I enjoy listening to music that is popular in the United States.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| I aspire to a lifestyle that I think is similar to that of individuals living in the United States.                  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| In general, I do not like American Television.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| I enjoy reading American magazines.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| I like the way that Americans dress.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| I like to identify myself <i>other</i> than by looking like an American.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| Society is changing too fast for me.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| I would easily 'fit in' in America.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| I would rather live like people do in the United States.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| Ads for foreign or global products are everywhere.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| English is the internationally-accepted language of business.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| My life is influenced by events happening in other countries.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| I think that people around the world are becoming more and more similar to each other.                               | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| My life is influenced by the actions of others living in foreign countries.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |
| Globalization is generally a good thing.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |

**Continued...**



## **PART 5**

**Please respond to the following questions (all information will be kept strictly confidential)**

*Which of the following best describes your linguistic heritage?*

- ☐ Anglophone (English-speaking)  
☐ Francophone (French-speaking)  
☐ Allophone (other than English or French), please specify: \_\_\_\_\_

*Other than English, what languages can you speak / comprehend? (If applicable)*

- ☐ French ☐ Other (please list): \_\_\_\_\_  
\_\_\_\_\_

*What was your place of birth?*

- ☐ Québec ☐ Elsewhere in Canada  
☐ The United States ☐ Mexico  
☐ Europe (country : \_\_\_\_\_)  
☐ South / Central America (country : \_\_\_\_\_)  
☐ Asia (country : \_\_\_\_\_)  
☐ Africa (country : \_\_\_\_\_)  
☐ Australia / Oceania (country : \_\_\_\_\_)

*In what country was your mother born in?* \_\_\_\_\_

*In what country was your father born in?* \_\_\_\_\_

*You are:* ☐ Female ☐ Male

*Your age is:* ☐ 0-19 years ☐ 20-29 years ☐ 30-39 years ☐ 40-49 years ☐ 50-59 years ☐ 60 + years

*Your family size (that is, living in the **same** household) is:*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 or more

*What is your current employment status? (Please choose the one that **best** describes you):*

- ☐ work full-time (30 + hours per week) ☐ work part-time (less than 30 hours per week)  
☐ retired / pensioned ☐ full-time student  
☐ student, also working part-time ☐ unemployed  
☐ homemaker ☐ homemaker / work part-time

*If you are currently a **University student**, please describe your current situation:*

1. I live at home with a (my) parent(s): ☐ yes ☐ no  
2. What is your program of study? \_\_\_\_\_  
3. What year of study are you at? ☐ 1<sup>st</sup> Year ☐ 2<sup>nd</sup> Year ☐ 3<sup>rd</sup> Year ☐ 4<sup>th</sup> (or higher) Year

*If you are not currently a **University student**, please indicate your **highest** level of education attained:*

- ☐ elementary school ☐ some high school (not completed)  
☐ high school (completed) ☐ community college / technical school / Diploma  
☐ Undergraduate (Bachelor's) University Degree  
☐ Graduate (Master's, or higher) University Degree

**THANK YOU VERY MUCH FOR YOUR HELP!**

## Appendix 28: Questionnaire for Study Two (Purified List of Items to Measure AGCC, and Hofstede's Dimensions of National Culture)

**Note:** For spacing considerations, the font and spacing have been reduced, in order to fit letter paper size (the original eight-page survey was formatted on legal paper size).

### **Part I**

*The following statements describe some attitudes, opinions, and interests. Carefully read through each and, on a scale of 1 to 7, please circle the number corresponding to how strongly you personally agree or disagree with the statement. There are no 'right' or 'wrong' answers, so please answer honestly. I am interested in what you think.*

|   | Strongly<br>Disagree |   |   |   | Strongly<br>Agree |   |   |  |
|---|----------------------|---|---|---|-------------------|---|---|--|
| I enjoy being with people from other countries to learn about their unique views and approaches.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| It is quite common to see ads for foreign or global products in local media.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I pay attention to the fashions worn by people in my age-group that live in other countries.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I identify with famous international brands.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I would enjoy living in another country.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| Some of my favourite actors/actresses are from Hollywood.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I speak English regularly.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I often watch American television programs.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I enjoy trying foreign food.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I am interested in learning more about people who live in other countries.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I think that my lifestyle is almost the same as that of people of my age-group in other countries.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| When I am watching TV, I often see advertising for products that are from outside of my country.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| Visiting foreign countries is one of my favorite things.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I like reading magazines about the fashion, décor, and trends in other countries.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I would describe myself as quite familiar with the brands of many multinational companies.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I like to observe people of other cultures, to see what I can learn from them.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| When I read a newspaper, I come across many advertisements for foreign or global products.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I like to read magazines that contain information about popular Western celebrities.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I often speak English with family or friends.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I find people from other cultures stimulating.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I prefer to wear clothing that I think is popular in many countries around the world rather than clothing traditionally worn in my own country. | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I enjoy watching Hollywood films at the theatre.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| The songs I listen to are almost all in English.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| Many of my favorite shows on TV are in English.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| Ads for foreign or global products are everywhere.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I feel close to the lifestyle of people in other countries.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |

|   | Strongly<br>Disagree |   |   |   | Strongly<br>Agree |   |   |  |
|---|----------------------|---|---|---|-------------------|---|---|--|
| I have thus far visited two or more other countries.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I enjoy exchanging ideas with people from other cultures or countries.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I like to try restaurants that offer food that is different from that in my own culture.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I enjoy reading American magazines.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I feel very comfortable speaking in English.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I often watch TV programming with advertisements from outside my country.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I like to learn about other ways of life.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| When shopping, I am often exposed to foreign or global brands.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| When travelling, I like to immerse myself in the culture of the people I am visiting.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I think people my age are basically the same around the world. For example, a 20-something in Russia is basically the same as a 20-something in the U.S., Sweden, or anywhere else. | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I prefer spending my vacations outside of the country that I live in.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| Advertising by foreign or global brands has a strong influence on my clothing choices.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| When it comes to trying new things, I am very open.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| My parents and I never communicate in English.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| In my city, there are many billboards, and advertising signs for foreign and global products.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| While vacationing, I would prefer to stay in my home country, rather than visit another country.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I enjoy listening to music that is popular in the United States.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I try to pattern my lifestyle, way of dressing, etc. to be a global consumer.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| When travelling abroad, I appreciate being able to find Western products and restaurants.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I find foreign and global advertisements interesting.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| Coming into contact with people of other cultures has greatly benefited me.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| Many of the brands found in the stores that I shop at are foreign brands.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I like to try foreign-food recipes.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| In general, I do not like American Television.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I feel at home in other countries.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| The magazines that I read are full of ads for foreign or global products.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I think my lifestyle is almost the same as that of people of my social class in other countries.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| Many of the textbooks and articles that I read are in English.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| The way that I dress is influenced by the advertising activities of foreign or global companies.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I often think about going to different countries and doing some traveling.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I prefer to watch English language television than any other language I may speak.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I like the way that Americans dress.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| A Western lifestyle is appealing to me.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I enjoy watching Hollywood movies that are in English.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| Many of the TV commercials I see are placed by multinational companies.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| I actively seek to buy products that are not only thought of as 'local'.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |

|   | Strongly Disagree |   |   |   | Strongly Agree |   |   |  |
|---|-------------------|---|---|---|----------------|---|---|--|
| When I am watching Television, it seems that the number of advertisements for foreign brands is quite high, when compared to the number of advertisements for local brands. | 1                 | 2 | 3 | 4 | 5              | 6 | 7 |  |
| I would rather live like people do in the United States.  | 1                 | 2 | 3 | 4 | 5              | 6 | 7 |  |
| Globalization is generally a good thing.  | 1                 | 2 | 3 | 4 | 5              | 6 | 7 |  |

## **Part II**

*The following statements describe some cultural norms, values and characteristics. Carefully read through each and, on a scale of 1 to 7, please circle the number corresponding to how strongly you personally agree or disagree with the statement. There are no 'right' or 'wrong' answers, so please answer honestly. I am interested in what you think.*

### **In the culture of my (home) country...**

|   | Strongly<br>Disagree |   |   |   | Strongly<br>Agree |   |   |  |
|---|----------------------|---|---|---|-------------------|---|---|--|
| ...inequalities among people are both expected and desired.                               | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| ...both men and women are allowed to be tender and to be concerned with relationships.    | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| ...people are identified independently of the groups they belong to.                      | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| ...fear of ambiguous (that is, uncertain) situations and of unfamiliar risks is normal.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| ...money and material things are important.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| ...willingness to subordinate oneself (that is, make sacrifices) for a purpose is normal. | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| ...everyone grows up to look after him/herself and his/her immediate family only.         | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| ...uncertainty is a normal feature of life and each day is accepted as it comes.          | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| ...the dominant values in society are the caring for others and preservation.             | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |

### **Within my (home) culture...**

|  | Strongly<br>Disagree |   |   |   | Strongly<br>Agree |   |   |  |
|--|----------------------|---|---|---|-------------------|---|---|--|
| ...social obligations should be respected regardless of cost.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| ...high stress and personal feelings of anxiety are frequent among people.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| ...men are supposed to be assertive, ambitious, and tough.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| ...people are identified by their position in the social networks to which they belong.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| ...there should be, and there is to some extent, interdependencies (that is, mutually supporting relationships) between less and more powerful people. | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |

### **In my (home) culture, we believe that...**

|  | Strongly<br>Disagree |   |   |   | Strongly<br>Agree |   |   |  |
|--|----------------------|---|---|---|-------------------|---|---|--|
| ...less powerful people should be dependent on the more powerful.                          | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| ...traditions should be respected.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| ...emotions should not be shown.   | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| ...people should be perseverant toward (that is, focused on) long-term results.            | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| ...inequalities among people should be minimized.  | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |
| ...an extended family member should be protected by other members in exchange for loyalty. | 1                    | 2 | 3 | 4 | 5                 | 6 | 7 |  |

### **PART III**

**Please respond to the following questions.**

*(All information will be kept strictly confidential)*

*Which of the following best describes your linguistic heritage?*

\_\_\_ Anglophone (English-speaking)

\_\_\_ Francophone (French-speaking)

\_\_\_ Allophone (other than English or French), please specify: \_\_\_\_\_

*Other than English, what languages can you speak / comprehend? (If applicable)*

\_\_\_ French \_\_\_ Other (please list): \_\_\_\_\_

*What was your place of birth?*

\_\_\_ Québec

\_\_\_ Elsewhere in Canada

\_\_\_ The United States

\_\_\_ Mexico

\_\_\_ Europe (country : \_\_\_\_\_)

\_\_\_ South / Central America (country : \_\_\_\_\_)

\_\_\_ Asia (country: \_\_\_\_\_)

\_\_\_ Africa (country : \_\_\_\_\_)

\_\_\_ Australia / Oceania (country : \_\_\_\_\_)

*In what country was your mother born in?* \_\_\_\_\_

*In what country was your father born in?* \_\_\_\_\_

*You are:* \_\_\_ Female \_\_\_ Male

*Your age is:* \_\_\_ 0-19 years \_\_\_ 30-39 years \_\_\_ 50-59 years  
\_\_\_ 20-29 years \_\_\_ 40-49 years \_\_\_ 60 + years

*Your family size (that is, living in the same household) is:*

\_\_\_ 1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_ 6 or more

*What is your current employment status? (Please choose the one that best describes you):*

\_\_\_ work full-time (30 + hours per week) \_\_\_ work part-time (less than 30 hours per week)

\_\_\_ retired / pensioned \_\_\_ full-time student

\_\_\_ student, also working part-time \_\_\_ unemployed

\_\_\_ homemaker \_\_\_ homemaker / work part-time

*If you are currently a University student, please describe your current situation:*

1. I live at home with a (my) parent(s): \_\_\_ yes \_\_\_ no

2. What is your program of study? \_\_\_\_\_

3. What year of study are you at? \_\_\_ 1<sup>st</sup> Year \_\_\_ 2<sup>nd</sup> Year \_\_\_ 3<sup>rd</sup> Year \_\_\_ 4<sup>th</sup> (or higher) Year

*If you are not currently a University student, please indicate your highest level of education attained:*

\_\_\_ some high school (not completed)

\_\_\_ high school (completed)

\_\_\_ community college / technical school / Diploma

\_\_\_ Undergraduate (Bachelor's) University Degree

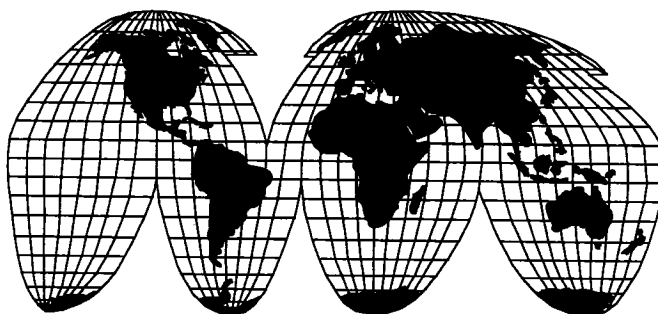
\_\_\_ Graduate (Master's, or higher) University Degree

**☺ THANK YOU VERY MUCH FOR YOUR HELP!**

## Appendix 29: Questionnaire for Study Three (International Study)

**Note:** For spacing considerations, the font and spacing have been reduced, in order to fit letter paper size (the original ten-page survey was formatted on legal paper size).

February 28, 2005



Dear Survey Participant:

We would like to thank you very much for your participation in this survey, which is being carried out by researchers at two Canadian universities, Concordia University and Carleton University, in conjunction with researchers at other Universities, including <local university>. We are deeply grateful both to the university's students, who agreed to collaborate with us in the survey, and to their work associates and colleagues, friends, and/or family members who contribute to the collection of this valuable data.

This survey is a critical part of a large international study being done in eight countries around the world, including Canada, Sweden, Hungary, Greece, Chile, Mexico, South Korea, and India. In this survey, we are particularly interested in your opinions on various cultural characteristics. As a consumer in today's complex marketplace, where products are available from all over the world, you are faced with many and often difficult buying decisions. Understanding the role of cultural influences on various consumption behaviors is important both to researchers like us, who are interested in advancing our knowledge about the importance of culture, and to producers who need to be able to respond better to your and our needs as consumers.

To obtain a correct representation of the population, it is important that each questionnaire be completed in full, so we kindly ask that you please answer all the questions. Your answers will remain completely confidential. Your name or any other identifying information does not appear on the questionnaire. We will use only the combined data from all respondents in our statistical analysis. If you would like to comment on any of the questions or on the overall theme of the survey, please feel free to do so in the margins, or in the space provided at the end of the questionnaire. We will read your comments carefully and take them into account.

If you would like some feedback on the study once our analysis is complete, we would be pleased to send you a report that contains a summary of the findings – just send us a separate note at <m\_clevel@jmsb.concordia.ca> (to help us keep your responses confidential, do not identify yourself on the survey!).

We thank you in advance for your very kind participation.

Yours truly,

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## Part I

*Thank you very much for your cooperation. The statements on the first two pages of the survey describe some attitudes, opinions, and interests. We ask you to please carefully read through each and, on the scale of 1 to 7, to **circle** the number corresponding to your level of agreement or disagreement with the statement.*

*Please note that you should work at a **fairly high speed** through the scales. There is no need to look back and forth through the pages, or to worry and puzzle over individual items. There is no “right” or “wrong” answer. We value your opinion and it is **your first impression, your immediate “feeling” about the scales, which counts.** You should look at each scale as separate from the rest and answer each of them independently from the others.*

|  | Strongly<br>Disagree |   |   |   |   |   | Strongly<br>Agree |
|--|----------------------|---|---|---|---|---|-------------------|
| I enjoy being with people from other countries to learn about their views and approaches.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I pay attention to the fashions worn by people in my age-group that live in other countries.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I identify with famous international brands.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I'd be happier if I could afford to buy more things.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I think people my age are basically the same around the world. For example, a 20-something in Mexico is basically the same as a 20-something in Russia, Korea, or anywhere else.** | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I consider it very important to maintain my Swedish* culture.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| The acquisition of Swedish* family values is desirable.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I am very attached to all aspects of the Swedish* culture.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I enjoy trying foreign food.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I like to own things that impress people.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I think that my lifestyle is almost the same as that of people of my age-group in other countries.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I would like to live the way that people do in the United States.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I like to observe people of other cultures, to see what I can learn from them.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I like the way that Americans dress.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| Children should strive to achieve independence from their parents.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| Sons and daughters should be granted the same privileges.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| The things I own say a lot about how well I am doing in life.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I find people from other cultures stimulating.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I prefer to wear clothing that I think is popular in many countries around the world rather than clothing traditionally worn in my own country.                                    | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I try to keep my life simple, as far as possessions are concerned.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| It is highly preferable to marry someone from one's own culture.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I always celebrate Swedish* holidays.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I would like to live the way that people do in Japan.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I enjoy exchanging ideas with people from other cultures or countries.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I like to try restaurants that offer food that is different from that in my own culture.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |

|  | Strongly<br>Disagree |   |   |   |   |   | Strongly<br>Agree |
|--|----------------------|---|---|---|---|---|-------------------|
| Although I believe that I might acquire some elements of another culture(s), it is important for me to hold on to my Swedish* culture.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| Buying things gives me a lot of pleasure.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I would like to live the way that people do in Europe.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| When shopping, I am often exposed to foreign or global brands.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I like to celebrate birthdays and weddings in the Swedish* culture tradition.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I like to cook Swedish* dishes/meals.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I like the way that people living in European countries dress.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I admire people who own expensive homes, cars, and clothes.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I think people my age are basically the same around the world. For example, a 20-something in Japan is basically the same as a 20-something in the U.S., Norway, or anywhere else.** | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I like the way that people living in Asian countries dress.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I have many Swedish* friends with whom I am very close.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| When it comes to trying new things, I am very open.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| In my city, there are many billboards, and advertising signs for foreign and global products.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| My life would be better if I owned certain things I don't have.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I try to pattern my lifestyle, way of dressing, etc. to be a global consumer.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| Many of the TV commercials I see are placed by international or foreign companies.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| We should purchase products manufactured in Sweden* instead of letting other countries get rich off of us.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I feel very proud to identify with the Swedish* culture.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| The authority of parents over children is to be limited.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I think my lifestyle is almost the same as that of people of my social class in other countries.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I like a lot of luxury in my life.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| Globalization is generally a good thing.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I am interested in learning more about people who live in other countries.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I actively seek to buy products that are not only thought of as 'local'.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I believe that it is very important for children to learn the values of Swedish* culture.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| It is not right to purchase foreign products, because it puts Swedes* out of jobs.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| It sometimes bothers me quite a bit that I can't afford to buy all the things I'd like.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| The Swedish* culture has the most positive impact on my life.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| Most of my friends are Swedish*.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |



## Part II

The following statements describe some cultural characteristics. As before, we ask you to please carefully read through each and, on a scale of 1 to 7, to circle the number corresponding to your level of agreement or disagreement with the statement. And remember, there is no "right" or "wrong" answers, it is **your immediate "feeling" that counts.**

### In the culture of my (home) country...

|  | Strongly Disagree |   |   |   |   |   | Strongly Agree |
|--|-------------------|---|---|---|---|---|----------------|
| ...we believe that social obligations should be respected regardless of cost.  | 1                 | 2 | 3 | 4 | 5 | 6 | 7              |
| ...inequalities among people are both expected and desired.  | 1                 | 2 | 3 | 4 | 5 | 6 | 7              |
| ...both men and women are allowed to be tender and to be concerned with relationships.   | 1                 | 2 | 3 | 4 | 5 | 6 | 7              |
| ...fear of ambiguous (that is, uncertain) situations and of unfamiliar risks is normal.  | 1                 | 2 | 3 | 4 | 5 | 6 | 7              |
| ...money and material things are important.  | 1                 | 2 | 3 | 4 | 5 | 6 | 7              |
| ...willingness to subordinate oneself (that is, make sacrifices) for a purpose is normal.  | 1                 | 2 | 3 | 4 | 5 | 6 | 7              |
| ...everyone grows up to look after him/herself and his/her immediate family only.  | 1                 | 2 | 3 | 4 | 5 | 6 | 7              |
| ...uncertainty is a normal feature of life and each day is accepted as it comes.   | 1                 | 2 | 3 | 4 | 5 | 6 | 7              |
| ...men are supposed to be assertive, ambitious, and tough.   | 1                 | 2 | 3 | 4 | 5 | 6 | 7              |
| ...people are identified by their position in the social groups to which they belong.  | 1                 | 2 | 3 | 4 | 5 | 6 | 7              |
| ...high stress and personal feelings of anxiety are frequent among people.   | 1                 | 2 | 3 | 4 | 5 | 6 | 7              |
| ...inequalities among people should be minimized.  | 1                 | 2 | 3 | 4 | 5 | 6 | 7              |
| ... less powerful people should be dependent on the more powerful.   | 1                 | 2 | 3 | 4 | 5 | 6 | 7              |
| ...we believe that traditions should be respected.   | 1                 | 2 | 3 | 4 | 5 | 6 | 7              |
| ...an extended family member (e.g., cousins, nieces/nephews, grandparents) should be protected by other members in exchange for loyalty. | 1                 | 2 | 3 | 4 | 5 | 6 | 7              |

The following questions relate to behavioral aspects of Swedish\* culture. In this section, please circle a number from 1 to 7, to indicate your level of agreement or disagreement with each statement.

|   | Strongly Disagree |   |   |   |   |   | Strongly Agree |
|---|-------------------|---|---|---|---|---|----------------|
| I get together with other Swedes* very often.                                 | 1                 | 2 | 3 | 4 | 5 | 6 | 7              |
| I feel most comfortable in the Swedish* culture.                              | 1                 | 2 | 3 | 4 | 5 | 6 | 7              |
| A real Swede should always buy Swedish-made* products.                        | 1                 | 2 | 3 | 4 | 5 | 6 | 7              |
| It is very important for me to remain close to the Swedish* culture.          | 1                 | 2 | 3 | 4 | 5 | 6 | 7              |
| I like to eat Swedish* foods.   | 1                 | 2 | 3 | 4 | 5 | 6 | 7              |
| Both men and women have an equal right to work if they so desire.             | 1                 | 2 | 3 | 4 | 5 | 6 | 7              |
| Most of the people at the places I go to have fun and relax are also Swedes*. | 1                 | 2 | 3 | 4 | 5 | 6 | 7              |
| I consider the Swedish* culture rich and precious.                            | 1                 | 2 | 3 | 4 | 5 | 6 | 7              |
| Swedish children should learn about Swedish* history from their parents.      | 1                 | 2 | 3 | 4 | 5 | 6 | 7              |
| I like to listen to Swedish* music.   | 1                 | 2 | 3 | 4 | 5 | 6 | 7              |
| I like to learn about other ways of life.                                     | 1                 | 2 | 3 | 4 | 5 | 6 | 7              |

|  | Strongly<br>Disagree |   |   |   |   |   | Strongly<br>Agree |
|--|----------------------|---|---|---|---|---|-------------------|
| Most of the people that I go to parties or social events with are also Swedes*.                          | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| Swedes* should not buy foreign products, because this hurts Swedish* businesses and causes unemployment. | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I feel very much a part of the Swedish* culture.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| Participating in Swedish* holidays and events is very important to me.                                   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| If I was to live elsewhere, I would still want to retain my Swedish* culture.                            | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I like to go to places where I can find myself with other Swedes*.                                       | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I consider myself to be Swedish*.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |

### **Part III**

*The following questions relate to exposure to various media types and media preferences. In this section, please circle a number from 1 to 7, to indicate your level of agreement or disagreement with each statement. Once again, there are no "right" or "wrong" answers; it is your immediate feeling that counts. You should look at each scale as separate from the rest and answer each of them independently from the others.*

|  | Strongly<br>Disagree |   |   |   |   |   | Strongly<br>Agree |
|--|----------------------|---|---|---|---|---|-------------------|
| The movies/videos that I watch are always in Swedish*.                                 | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| The newspapers that I read are always in Swedish*.                                     | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I often watch TV programming with advertisements from outside my country.              | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| Some of my favourite actors/actresses are from the United States.                      | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I often watch American television programs.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I enjoy watching American films.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I like to read magazines that contain information about popular American celebrities.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I enjoy listening to music that is popular in the United States.                       | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I enjoy reading American magazines.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| It is quite common to see ads for foreign or global products in local media.           | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I like reading magazines about the fashion, décor, and trends in other countries.      | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| The television programs that I watch are always in Swedish*.                           | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| Advertising by foreign or global brands has a strong influence on my clothing choices. | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| Ads for foreign or global products are everywhere.                                     | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| Some of my favorite actors/actresses are from Asia.                                    | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I often watch Asian television programs.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I enjoy reading magazines from Asian countries.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I enjoy listening to music that is popular in Asian countries.                         | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I enjoy watching Asian films.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |

|   | Strongly<br>Disagree |   |   |   |   |   | Strongly<br>Agree |
|---|----------------------|---|---|---|---|---|-------------------|
| I like to read magazines that contain information about popular Asian celebrities.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| The way that I dress is influenced by the advertising activities of foreign or global companies.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| The magazines that I read are full of ads for foreign or global products.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| When I am watching TV, it seems that the number of advertisements for foreign brands is quite high, when compared to the number of advertisements for local brands. | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I enjoy listening to music that is popular in European countries.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I like to read magazines that contain information about popular European celebrities.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I enjoy watching European films.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| Some of my favorite actors/actresses are European.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I enjoy reading magazines from European countries.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I often watch European television programs.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| When I read a newspaper, I come across many advertisements for foreign or global products.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| When I am watching TV, I often see advertising for products that are from outside of my country.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| The magazines/books that I read are always in Swedish*.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| The radio programs that I listen to are always in Swedish*.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| The Internet sites that I visit are always in the Swedish language*.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |

*The following questions relate to travel experiences. If you have ever **visited another country** (that is, outside of Sweden\*), please take a few moments to indicate your level of agreement or disagreement with the following statements. If you have never been outside of Sweden\*, please skip to the next section (**PART IV**).*

|  | Strongly<br>Disagree |   |   |   |   |   | Strongly<br>Agree |
|--|----------------------|---|---|---|---|---|-------------------|
| I prefer spending my vacations outside of the country that I live in.                            | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I have travelled extensively outside my home country.  | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| When travelling, I like to immerse myself in the culture of the people I am visiting.            | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| Visiting foreign countries is one of my favorite things.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| When travelling abroad, I appreciate being able to find global products and restaurants.         | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| Coming into contact with people of other cultures has greatly benefited me.                      | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I feel at home in other countries.   | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| I often think about going to different countries and doing some traveling.                       | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |
| While vacationing, I would prefer to stay in my home country, rather than visit another country. | 1                    | 2 | 3 | 4 | 5 | 6 | 7                 |

## **PART IV**

*The following statements describe various personal product experiences. Please read through each and circle the number that best corresponds to your experiences.*

*On a scale of 1 (never) to 7 (daily),  
How often do you **consume** the following food and drink items?*

|                                 | Never         |  | Daily |                                     | Never         |  | Daily |
|---------------------------------|---------------|--|-------|-------------------------------------|---------------|--|-------|
| Pizza                           | 1 2 3 4 5 6 7 |  |       | Curry dishes                        | 1 2 3 4 5 6 7 |  |       |
| Sushi                           | 1 2 3 4 5 6 7 |  |       | Dim Sum                             | 1 2 3 4 5 6 7 |  |       |
| Tacos                           | 1 2 3 4 5 6 7 |  |       | Hamburgers                          | 1 2 3 4 5 6 7 |  |       |
| Kimchi                          | 1 2 3 4 5 6 7 |  |       | Croissants                          | 1 2 3 4 5 6 7 |  |       |
| Souvlaki                        | 1 2 3 4 5 6 7 |  |       | Coffee                              | 1 2 3 4 5 6 7 |  |       |
| Tea                             | 1 2 3 4 5 6 7 |  |       | Wine                                | 1 2 3 4 5 6 7 |  |       |
| Beer                            | 1 2 3 4 5 6 7 |  |       | Soft Drinks                         | 1 2 3 4 5 6 7 |  |       |
| Traditional Swedish* food items | 1 2 3 4 5 6 7 |  |       | Traditional Swedish* beverage items | 1 2 3 4 5 6 7 |  |       |

*On a scale of 1 (never) to 7 (daily),  
How often do you **use** the following items?*

|                | Never         |  | Daily |
|----------------|---------------|--|-------|
| Hair Shampoo   | 1 2 3 4 5 6 7 |  |       |
| Deodorants     | 1 2 3 4 5 6 7 |  |       |
| Mouthwash      | 1 2 3 4 5 6 7 |  |       |
| Hand/body Soap | 1 2 3 4 5 6 7 |  |       |
| Toothpaste     | 1 2 3 4 5 6 7 |  |       |

*How often do you **wear** the following items?*

|                                   | Never         |  | Daily |
|-----------------------------------|---------------|--|-------|
| Blue (denim) Jeans                | 1 2 3 4 5 6 7 |  |       |
| Athletic/Running Shoes            | 1 2 3 4 5 6 7 |  |       |
| Business Suits/Attire             | 1 2 3 4 5 6 7 |  |       |
| Wristwatches                      | 1 2 3 4 5 6 7 |  |       |
| Neckties (men) or Scarves (women) | 1 2 3 4 5 6 7 |  |       |

*On a scale of 1 (not at all essential) to 7 (very essential),  
For you, how **essential (important)** are the following items?*

|  | Not at all Essential |  | Very Essential |  | Not at all Essential |  | Very Essential |
|--|----------------------|--|----------------|--|----------------------|--|----------------|
| Personal Stereo Player (e.g., Walkman, iPod) | 1 2 3 4 5 6 7        |  |                | Video-Game Console (e.g., Playstation, Xbox, Nintendo) | 1 2 3 4 5 6 7        |  |                |
| VCR (video cassette recorder)                | 1 2 3 4 5 6 7        |  |                | DVD (digital video disc) Player                        | 1 2 3 4 5 6 7        |  |                |
| Washing Machine                              | 1 2 3 4 5 6 7        |  |                | Refrigerator   | 1 2 3 4 5 6 7        |  |                |
| Clothes Dryer                                | 1 2 3 4 5 6 7        |  |                | Microwave Oven   | 1 2 3 4 5 6 7        |  |                |
| Dishwasher Machine                           | 1 2 3 4 5 6 7        |  |                | Television Set   | 1 2 3 4 5 6 7        |  |                |
| Electric Hairdryer                           | 1 2 3 4 5 6 7        |  |                | Digital Camera   | 1 2 3 4 5 6 7        |  |                |
| Vacuum Cleaner                               | 1 2 3 4 5 6 7        |  |                | Personal (and/or Laptop) Computer                      | 1 2 3 4 5 6 7        |  |                |
| Compact Disc Player                          | 1 2 3 4 5 6 7        |  |                | Electric Food Processor                                | 1 2 3 4 5 6 7        |  |                |
| Bicycle                                      | 1 2 3 4 5 6 7        |  |                | Automobile   | 1 2 3 4 5 6 7        |  |                |

*On a scale of 1 (never) to 7 (daily), How often do you...*

|  | Never |   |   |   |   |   |   | Daily |  |  |  |  |  |  |
|--|-------|---|---|---|---|---|---|-------|--|--|--|--|--|--|
| ... Watch Television?                        | 1     | 2 | 3 | 4 | 5 | 6 | 7 |       |  |  |  |  |  |  |
| ...Use a Cell phone (Mobile phone)?          | 1     | 2 | 3 | 4 | 5 | 6 | 7 |       |  |  |  |  |  |  |
| ...Use a Personal (and/or Laptop) Computer?  | 1     | 2 | 3 | 4 | 5 | 6 | 7 |       |  |  |  |  |  |  |
| ...Use (surf) the Internet (world-wide-web)? | 1     | 2 | 3 | 4 | 5 | 6 | 7 |       |  |  |  |  |  |  |
| ...Send email (electronic mail)?             | 1     | 2 | 3 | 4 | 5 | 6 | 7 |       |  |  |  |  |  |  |
| ...Use an automatic banking machine (ATM)?   | 1     | 2 | 3 | 4 | 5 | 6 | 7 |       |  |  |  |  |  |  |
| ...Eat traditional Swedish meals?            | 1     | 2 | 3 | 4 | 5 | 6 | 7 |       |  |  |  |  |  |  |
| ...Eat traditional Swedish snacks?           | 1     | 2 | 3 | 4 | 5 | 6 | 7 |       |  |  |  |  |  |  |

*On a scale of 1 (never) to 7 (several times per week), How often do you...*

|   | Never |   |   |   |   |   |   | Several times per week |  |  |  |  |  |  |
|---|-------|---|---|---|---|---|---|------------------------|--|--|--|--|--|--|
| ... Visit traditional Swedish restaurants?  | 1     | 2 | 3 | 4 | 5 | 6 | 7 |                        |  |  |  |  |  |  |
| ... Visit restaurants that offer Asian food/meals? (e.g., Chinese, Indian, Thai, etc.)**                | 1     | 2 | 3 | 4 | 5 | 6 | 7 |                        |  |  |  |  |  |  |
| ... Visit restaurants that offer European food/meals? (e.g., French, Italian, Greek, etc.)**            | 1     | 2 | 3 | 4 | 5 | 6 | 7 |                        |  |  |  |  |  |  |
| ... Visit restaurants that offer Latin-American food/meals? (e.g., Mexican, Brazilian, Chilean, etc.)** | 1     | 2 | 3 | 4 | 5 | 6 | 7 |                        |  |  |  |  |  |  |
| ... Visit restaurants that offer American-style 'fast-food' meals?                                      | 1     | 2 | 3 | 4 | 5 | 6 | 7 |                        |  |  |  |  |  |  |
| ... Wear American fashions (clothing and/or accessories)?   | 1     | 2 | 3 | 4 | 5 | 6 | 7 |                        |  |  |  |  |  |  |
| ... Wear Latin-American fashions (clothing and/or accessories)?   | 1     | 2 | 3 | 4 | 5 | 6 | 7 |                        |  |  |  |  |  |  |
| ... Wear Asian fashions (clothing and/or accessories)?  | 1     | 2 | 3 | 4 | 5 | 6 | 7 |                        |  |  |  |  |  |  |
| ... Wear European fashions (clothing and/or accessories)?   | 1     | 2 | 3 | 4 | 5 | 6 | 7 |                        |  |  |  |  |  |  |
| ... Wear traditional Swedish* fashions (clothing and/or accessories)?                                   | 1     | 2 | 3 | 4 | 5 | 6 | 7 |                        |  |  |  |  |  |  |

*On a scale of 1 (never) to 7 (at least once per month), how often do you purchase these items?*

|  | Never |   |   |   |   |   |   | At least once per Month |  |  |  |  |  |  |
|--|-------|---|---|---|---|---|---|-------------------------|--|--|--|--|--|--|
| Boxed Chocolates                           | 1     | 2 | 3 | 4 | 5 | 6 | 7 |                         |  |  |  |  |  |  |
| Expensive Cosmetics                        | 1     | 2 | 3 | 4 | 5 | 6 | 7 |                         |  |  |  |  |  |  |
| Movie or Music DVD's (digital video discs) | 1     | 2 | 3 | 4 | 5 | 6 | 7 |                         |  |  |  |  |  |  |
| Fragrances (e.g., Perfumes/Colognes)       | 1     | 2 | 3 | 4 | 5 | 6 | 7 |                         |  |  |  |  |  |  |

*On a scale of 1 (never) to 7 (several times per year), how often do you purchase these items?*

|                             | Never |   |   |   |   |   |   | Several times per Year |  |  |  |  |  |  |
|-----------------------------|-------|---|---|---|---|---|---|------------------------|--|--|--|--|--|--|
| Jewelry                     | 1     | 2 | 3 | 4 | 5 | 6 | 7 |                        |  |  |  |  |  |  |
| Antique Furniture           | 1     | 2 | 3 | 4 | 5 | 6 | 7 |                        |  |  |  |  |  |  |
| Fur or Leather Coats        | 1     | 2 | 3 | 4 | 5 | 6 | 7 |                        |  |  |  |  |  |  |
| Expensive Wine or Champagne | 1     | 2 | 3 | 4 | 5 | 6 | 7 |                        |  |  |  |  |  |  |

## PART V

*We are getting closer to the end. ☺ The following statements relate to English and Swedish\* language usage in everyday life experiences. In this section, please circle a number from one to seven, to indicate your level of agreement or disagreement with each statement, for both languages.*

|  | ENGLISH           |   |   |                |   |   |   | SWEDISH*          |   |   |                |   |   |   |
|--|-------------------|---|---|----------------|---|---|---|-------------------|---|---|----------------|---|---|---|
|  | Strongly Disagree |   |   | Strongly Agree |   |   |   | Strongly Disagree |   |   | Strongly Agree |   |   |   |
| I speak _____ regularly.   | 1                 | 2 | 3 | 4              | 5 | 6 | 7 | 1                 | 2 | 3 | 4              | 5 | 6 | 7 |
| I always speak _____ with other family members.                          | 1                 | 2 | 3 | 4              | 5 | 6 | 7 | 1                 | 2 | 3 | 4              | 5 | 6 | 7 |
| The songs I listen to are almost all in _____.                           | 1                 | 2 | 3 | 4              | 5 | 6 | 7 | 1                 | 2 | 3 | 4              | 5 | 6 | 7 |
| Many of my favorite shows on TV are in _____.                            | 1                 | 2 | 3 | 4              | 5 | 6 | 7 | 1                 | 2 | 3 | 4              | 5 | 6 | 7 |
| I feel very comfortable speaking in _____.                               | 1                 | 2 | 3 | 4              | 5 | 6 | 7 | 1                 | 2 | 3 | 4              | 5 | 6 | 7 |
| I always speak/spoke _____ with my parents.                              | 1                 | 2 | 3 | 4              | 5 | 6 | 7 | 1                 | 2 | 3 | 4              | 5 | 6 | 7 |
| I mostly carry on conversations in _____ language everyday.              | 1                 | 2 | 3 | 4              | 5 | 6 | 7 | 1                 | 2 | 3 | 4              | 5 | 6 | 7 |
| I prefer to watch _____-language TV over any other language I may speak. | 1                 | 2 | 3 | 4              | 5 | 6 | 7 | 1                 | 2 | 3 | 4              | 5 | 6 | 7 |
| I mostly speak in _____ at family gatherings.                            | 1                 | 2 | 3 | 4              | 5 | 6 | 7 | 1                 | 2 | 3 | 4              | 5 | 6 | 7 |
| I always use the _____ language with my friends.                         | 1                 | 2 | 3 | 4              | 5 | 6 | 7 | 1                 | 2 | 3 | 4              | 5 | 6 | 7 |
| Many of the books that I read are in _____.                              | 1                 | 2 | 3 | 4              | 5 | 6 | 7 | 1                 | 2 | 3 | 4              | 5 | 6 | 7 |
| In general, I speak in the _____ language.                               | 1                 | 2 | 3 | 4              | 5 | 6 | 7 | 1                 | 2 | 3 | 4              | 5 | 6 | 7 |

*Other than English, and Swedish\*, do you speak / comprehend any other languages? If so, please state up to two in the blank spaces below, and then answer the following questions for the other language(s). If you speak only English and Swedish\*, please skip to the next section (Part VI)*

|  | Other language #1: |   |   |                |   |   |   | Other language #2: |   |   |                |   |   |   |
|--|--------------------|---|---|----------------|---|---|---|--------------------|---|---|----------------|---|---|---|
|  | Strongly Disagree  |   |   | Strongly Agree |   |   |   | Strongly Disagree  |   |   | Strongly Agree |   |   |   |
| I speak _____ regularly.   | 1                  | 2 | 3 | 4              | 5 | 6 | 7 | 1                  | 2 | 3 | 4              | 5 | 6 | 7 |
| I always speak _____ with other family members.                          | 1                  | 2 | 3 | 4              | 5 | 6 | 7 | 1                  | 2 | 3 | 4              | 5 | 6 | 7 |
| The songs I listen to are almost all in _____.                           | 1                  | 2 | 3 | 4              | 5 | 6 | 7 | 1                  | 2 | 3 | 4              | 5 | 6 | 7 |
| Many of my favorite shows on TV are in _____.                            | 1                  | 2 | 3 | 4              | 5 | 6 | 7 | 1                  | 2 | 3 | 4              | 5 | 6 | 7 |
| I feel very comfortable speaking in _____.                               | 1                  | 2 | 3 | 4              | 5 | 6 | 7 | 1                  | 2 | 3 | 4              | 5 | 6 | 7 |
| I always speak/spoke _____ with my parents.                              | 1                  | 2 | 3 | 4              | 5 | 6 | 7 | 1                  | 2 | 3 | 4              | 5 | 6 | 7 |
| I mostly carry on conversations in _____ language everyday.              | 1                  | 2 | 3 | 4              | 5 | 6 | 7 | 1                  | 2 | 3 | 4              | 5 | 6 | 7 |
| I prefer to watch _____-language TV over any other language I may speak. | 1                  | 2 | 3 | 4              | 5 | 6 | 7 | 1                  | 2 | 3 | 4              | 5 | 6 | 7 |
| I mostly speak in _____ at family gatherings.                            | 1                  | 2 | 3 | 4              | 5 | 6 | 7 | 1                  | 2 | 3 | 4              | 5 | 6 | 7 |
| I always use the _____ language with my friends.                         | 1                  | 2 | 3 | 4              | 5 | 6 | 7 | 1                  | 2 | 3 | 4              | 5 | 6 | 7 |
| Many of the books that I read are in _____.                              | 1                  | 2 | 3 | 4              | 5 | 6 | 7 | 1                  | 2 | 3 | 4              | 5 | 6 | 7 |
| In general, I speak in the _____ language.                               | 1                  | 2 | 3 | 4              | 5 | 6 | 7 | 1                  | 2 | 3 | 4              | 5 | 6 | 7 |

## **PART VI**

*The last section asks for some background information, which is very important to enable us to classify the answers we receive. Please be assured that your own responses will remain strictly confidential and will be used only to analyze statistically the data from our entire set of respondents. Thanks very much for your cooperation.*

*What was your place of birth?*

☐ Sweden\* ☐ OTHER\* (please specify): \_\_\_\_\_

*\*If you marked "OTHER" in the above question, please indicate approximately how many years you have lived in Sweden\* (otherwise, proceed to next question):*

☐ less than one year ☐ 3-4 years ☐ 7-9 years ☐ 15-20 years  
☐ 1-2 years ☐ 5-6 years ☐ 10-14 years ☐ 20 + years

*You are:* ☐ Female ☐ Male

*Your age is:* ☐ 0-19 years ☐ 30-34 years ☐ 45-49 years  
☐ 20-24 years ☐ 35-39 years ☐ 50-59 years  
☐ 25-29 years ☐ 40-44 years ☐ 60 + years

*Your family size is:*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 or more

*What is your current employment status? (Please choose the one that **best** describes you):*

☐ work full-time (30 + hours per week) ☐ work part-time (less than 30 hours per week)  
☐ retired / pensioned ☐ full-time student  
☐ student, also working ☐ unemployed  
☐ homemaker ☐ homemaker / work part-time

*Please indicate your total family income: (in Swedish Kroner\*\*\*)*

☐ less than 50,000 ☐ 150,000 to 199,999 ☐ 320,000 to 499,999  
☐ 50,000 to 99,999 ☐ 200,000 to 259,999 ☐ 500,000 to 799,999  
☐ 100,000 to 149,999 ☐ 260,000 to 319,999 ☐ 800,000 and over

*You are:* ☐ single ☐ married or living together  
☐ separated or divorced ☐ widowed

*Please indicate your **highest** level of education attained:*

☐ Some High School (not completed)  
☐ High School (completed)  
☐ Community College / Technical School / Diploma  
☐ Undergraduate (Bachelor's) University Degree  
☐ Graduate (Master's, or higher) University Degree

*If you are currently a **University student**, please describe your current situation:*

1. I live at home with a (my) parent(s): ☐ yes ☐ no
2. What is your program/concentration of study? \_\_\_\_\_
3. What year of study are you at?  
☐ Undergraduate (Bachelor's) Level: ☐ 1<sup>st</sup> Year ☐ 2<sup>nd</sup> Year ☐ 3<sup>rd</sup> Year ☐ 4<sup>th</sup> Year ☐ 5<sup>th</sup> Year  
☐ Master's Level  
☐ Ph.D. (Doctoral) Level  
☐ Other (please specify): \_\_\_\_\_

☺ **THANK YOU VERY MUCH FOR YOUR HELP!**

### Appendix 30: Notes for Third Study Survey

\*Country name, country language (& adjective, if different), country-persons, were altered for each specific country-sample, as indicated below:

| Country     | Language(s)     | Adjective | Person(s)     |
|-------------|-----------------|-----------|---------------|
| Sweden      | Swedish         | Swedish   | Swede (s)     |
| Hungary     | Hungarian       | Hungarian | Hungarian (s) |
| Greece      | Greek           | Greek     | Greek (s)     |
| Mexico      | Spanish         | Mexican   | Mexican (s)   |
| Chile       | Spanish         | Chilean   | Chilean (s)   |
| South Korea | Korean          | Korean    | Korean (s)    |
| India       | Hindi           | Indian    | Indian (s)    |
| Canada      | English, French | Canadian  | Canadian (s)  |

\*\*These statements were adapted where necessary, with respect to the sampled country. For example, for Mexico, the following question, "... Visit restaurants that offer Latin-American food/meals? (e.g., Mexican, Brazilian, Chilean, etc.)" was changed to, "... Visit restaurants that offer Latin-American food/meals? (e.g., Brazilian, Chilean, Peruvian, etc.)".

\*\*\*The currency<sup>a</sup> and income brackets were adjusted across the different country-samples, as indicated below (all actual intervals were converted to the standardized scores, with a mean of zero and a std. dev. of one). Brackets were adjusted to reflect both exchange rates, as well as relative income levels in the particular countries.

| Canada                     | Hungary  | Greece          | Mexico                                       | Chile  | South Korea                               | India  | Sweden                   |
|----------------------------|--|-----------------|--|--|---|--|--------------------------|
| <i>In Canadian Dollars</i> | <i>In thousands (000's) of Hungarian Forints</i> | <i>In Euros</i> | <i>In thousands (000's) of Mexican Pesos</i> | <i>In thousands (000's) of Chilean Pesos</i> | <i>In thousands (000's) of Korean Won</i> | <i>In thousands (000's) of Indian Rupees</i> | <i>In Swedish Kroner</i> |
| < 10,000                   | < 500  | < 6,000         | < 30   | < 2,000                                      | < 5,000                                   | < 200  | < 50,000                 |
| 10,000-19,999              | 500-999  | 6,000-10,999    | 30-69  | 2,000-3,999                                  | 5,000-9,999                               | 200-399                                      | 50,000-99,999            |
| 20,000-29,999              | 1,000-1,999                                      | 11,000-19,999   | 70-119                                       | 4,000-6,999                                  | 10,000-14,999                             | 400-599                                      | 100,000-149,999          |
| 30,000-39,999              | 2,000-2,999                                      | 20,000-29,999   | 120-169                                      | 7,000-9,999                                  | 15,000-19,999                             | 600-799                                      | 150,000-199,999          |
| 40,000-59,999              | 3,000-4,999                                      | 30,000-39,999   | 170-249                                      | 10,000-15,999                                | 20,000-25,999                             | 800-999                                      | 200,000-259,999          |
| 60,000-79,999              | 5,000-7,999                                      | 40,000-59,999   | 250-349                                      | 16,000-24,999                                | 26,000-39,999                             | 1000-1499                                    | 260,000-319,999          |
| 80,000-99,999              | 8,000-12,999                                     | 60,000-89,999   | 350-499                                      | 25,000-39,999                                | 40,000-59,999                             | 1500-2499                                    | 320,000-499,999          |
| 100,000-149,999            | 13,000-19,999                                    | 90,000-119,999  | 500-999                                      | 40,000-59,999                                | 60,000-89,999                             | 2500-4999                                    | 500,000-799,999          |
| > 150,000                  | > 20,000   | > 120,000       | > 1,000                                      | > 60,000                                     | > 90,000                                  | > 5000                                       | > 800,000                |

<sup>a</sup>Currency Conversion Rates (One unit local currency, Canadian Dollars)<sup>b</sup>

| <i>Hungarian Forints</i>  | <i>Euros</i>           | <i>Mexican Pesos</i>    | <i>Chilean Pesos</i>      | <i>South Korean Won</i>   | <i>Indian Rupees</i>     | <i>Swedish Kroner</i>   |
|---------------------------|------------------------|-------------------------|---------------------------|---------------------------|--------------------------|-------------------------|
| 1.00 HUF = 0.00675686 CAD | 1.00 EUR = 1.63254 CAD | 1.00 MXN = 0.111104 CAD | 1.00 CLP = 0.00214875 CAD | 1.00 KRW = 0.00122792 CAD | 1.00 INR = 0.0282556 CAD | 1.00 SEK = 0.180234 CAD |

<sup>b</sup>Spot-Rate, February 28, 2005 (3:39pm)



## Appendix 31: Additional AGCC Measures Generated for International Study

The following additional measures constitute adaptations of the original items derived from Study 2 used to capture global mass media exposure (GMM, which then became three dimensions, GMM<sub>USA</sub>, GMM<sub>Asia</sub> and GMM<sub>Europe</sub>), and openness to and desire to emulate global consumer culture (OPE), in order to encapsulate both Asian and European (in addition to the original American) shades of meaning.

### Global Mass Media Exposure\*

| GMM <sub>USA</sub>  | GMM <sub>Asia</sub>  | GMM <sub>Europe</sub>   |
|---|--|---|
| Some of my favorite actors/actresses are from Hollywood.                              | Some of my favorite actors/actresses are from Asia.                                | Some of my favorite actors/actresses are European.                                    |
| I often watch American television programs.   | I often watch Asian television programs.   | I often watch European television programs.   |
| I enjoy watching Hollywood films.   | I enjoy watching Asian films.  | I enjoy watching European films.  |
| I enjoy listening to music that is popular in the United States.                      | I enjoy listening to music that is popular in Asian countries.                     | I enjoy listening to music that is popular in the European countries.                 |
| I enjoy reading American magazines.   | I enjoy reading Asian magazines.   | I enjoy reading European magazines.   |
| I like to read magazines that contain information about popular American celebrities. | I like to read magazines that contain information about popular Asian celebrities. | I like to read magazines that contain information about popular European celebrities. |

\*Note that all surveys contained these expanded items.

### Openness to and desire to Emulate Global Consumer Culture\*

|   |  |   |
|---|--|---|
| I would like to live the way that people do in the United States.   | I would like to live similar to the way that people do in Japan.   | I would like to live the way that people do in Europe.      |
| I like the way that Americans dress.  | I like the way that people living in European countries dress.   | I like the way that people living in Asian countries dress. |
| I think people my age are basically the same around the world. For example, a 20-something in Mexico <sup>a</sup> is basically the same as a 20-something in Russia, Korea <sup>a</sup> , or anywhere else. | I think people my age are basically the same around the world. For example, a 20-something in Japan is basically the same as a 20-something in the U.S., Sweden <sup>a</sup> , or anywhere else. |   |

\* Note that all surveys contained these expanded items. Only a subset of the original OPE items required modification to capture American, European, and Asian connotations. The two items at the bottom of the above table were intended so as to capture both 'developing' and 'developed' nations, from left to right, respectively.

<sup>a</sup>These were adapted, where necessary, so that respondents in these actual countries did not see their home country listed (e.g., In Mexico, the item was adapted to read 'Brazil' instead of 'Mexico'; in South Korea, the item was adapted to read 'Bolivia' instead of 'Korea'; in Sweden, the item was adapted to read 'Norway' instead of 'Sweden').

### Language Usage: English, Specified Home country, Other languages [if applicable]

|  |         |                  |                      |                      |
|--|---------|------------------|----------------------|----------------------|
| I speak _____ regularly.   | ENGLISH | COUNTRY<br>LANG. | OTHER<br>LANG.<br>#1 | OTHER<br>LANG.<br>#2 |
| I always speak _____ with other family members.                          |         |                  |                      |                      |
| The songs I listen to are almost all in _____.                           |         |                  |                      |                      |
| Many of my favorite shows on TV are in _____.                            |         |                  |                      |                      |
| I feel very comfortable speaking in _____.                               |         |                  |                      |                      |
| I always speak/spoke _____ with my parents.                              |         |                  |                      |                      |
| I mostly carry on conversations in _____ language everyday.              |         |                  |                      |                      |
| I prefer to watch _____-language TV over any other language I may speak. |         |                  |                      |                      |
| I mostly speak in _____ at family gatherings.                            |         |                  |                      |                      |
| I always use the _____ language with my friends.                         |         |                  |                      |                      |
| Many of the books that I read are in _____.                              |         |                  |                      |                      |
| In general, I speak in the _____ language.                               |         |                  |                      |                      |

## Appendix 32: Guidelines for Student Collaborators

Dear Student Collaborator:

We are grateful for your participation in this survey, which we are carrying out with assistance from researchers around the world, including your Professor. You are part of an exciting international study that is currently under way in eight countries, including Canada, Sweden, Hungary, Greece, Chile, Mexico, South Korea, and India. This memo is intended to provide you with the guidelines for completing the questionnaires that you have been assigned.

As you know, the idea is that you will fill out one copy of the survey yourself and distribute the others among business colleagues and associates, friends, and family members. Your Professor will tell you the ideal proportion of surveys to collect from each category of respondents, but, just as an example, if you have been assigned 10 copies, ideally you would fill out one yourself, and have the remainder be completed by 3-4 work associates, 3-4 friends, and 2 family members. Similarly, if you have been assigned 5 copies, then one would be done by yourself, 2 by work associates, 1-2 by friends, and 1-2 by family. Please try your best to meet the proportions indicated – but if you cannot find enough people from any one of the categories of “ideal respondents”, then substitute them with people in other categories. All respondents must be at least 18 years old, and, since the questionnaire is in English, they must know the language.

To obtain a correct representation of the population, it is important that each questionnaire be completed and returned. “Family” may include parents, your spouse or partner, grandparents, brothers/sisters, adult sons/daughters, uncles/aunts, cousins, etc. “Work associates” includes all those contacts that you know through employment. “Friends” includes all other people with whom you associate with. Since some of your contacts may fall in more than one category (for example, an uncle or friend may also work at a company), what is important for you is to decide which category you classify each person in, so that you know what other kinds of respondents you will need to reach.

As you approach your targeted respondents, please tell them that you are collaborating in an important international study on cultural influences, and that you would greatly appreciate their help by participating in the survey. Please stress that all the gathered information will remain completely confidential, that the survey will take approximately 30 minutes of their time, and that they are asked to fill it out on their own. Once a respondent agrees, simply give them their copy (the survey contains all the necessary instructions for filling it out) and either wait to pick it up if they are willing to do it “on the spot”, or arrange for picking it up later when ready. If any of those you approach asks you for help, you might assist by explaining a term and so on – but we would appreciate that you do not sit down and answer the questions “together”! Once you have all the surveys back, please take a quick look to ensure that all have been answered fully (if 1-2 answers are missing it’s OK, but if someone has missed one or more whole sections you might either return and ask them to fill them out – or you might have to replace the respondent with someone else). Once you have all the copies completed and on-hand, please return them to the Professor that assigned them to you.

If you would like some feedback on the study when our analysis is complete, we would be pleased to send you a report that contains a summary of the findings. Please send a separate note at <m\_clevel@jmsb.concordia.ca> with your name and address (to help us keep your responses confidential, do not identify yourself on the questionnaire!).

We thank you again for your very kind and valued participation.

Yours truly,

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Concordia University  
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**Dr. Michel Laroche**  
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