

**Adolescent Segmentation:
Profiling Adolescents by Integrating Adolescent Types and
Consumer Decision-Making Styles**

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In this study an answer is given to the identified need for an intrinsic method to segment adolescents. It is confirmed that adolescents can be divided according to two positive relating segmentation principles (adolescent types and consumer decision-making styles) with significant heterogenic patterns of contributing background variables, internal motivations, and external choices. As a result Adolescent Segment Profiles were developed which can be empirically measured by the provided Adolescent Segmenting Inventories. Scientific findings and opportunities are discussed, and commercial applications of the profiles and inventories as for instance the identification of relevant adolescents for products and brands are suggested.

Market segmentation is the categorization of a market in distinguishable, homogeneous groups for which it may be advisable to adapt a specific marketing strategy or marketing mix (Smal and Tak 2005). The advantages of segmentation are numerous. It provides the marketer with the possibility to identify groups that offer the best opportunities for certain brands, products, and services. The homogeneous nature of a segment can help answer the question of how to reach a certain group and with what message. It also gives the marketer insight in trends and changes in the market. A pitfall is that the market may be divided in too many groups and that these different segments are not substantial enough to make them interesting for marketers. During the last few years, researchers from various disciplines have recognized the need for a method to segment adolescents. But it seems to be hard to categorize youngsters these days. Not only because they seem to resent the idea of being put into boxes for purposes they do not control, but also because the era of outspoken individuality among young adults makes it hard to find clear patterns. Another problem is that adolescents are going through rapid changes in this period of their live. To finding underlying structures may be considered to be a very powerful contribution to marketing purposes but may be at the same time a mission impossible. Without such underlying structures marketers have too little information about the adolescent market to define specific segments, and therefore cannot accurately choose the optimal marketing mix to reach these youngsters.

The focus of the last 25 years of research into consumer socialization of adolescents has been on the developmental sequence of adolescents (Ward 1974; John 1999). Children and young adults were most of the time considered on the basis of “series of stages, with transitions between stages occurring as children grow older and mature in cognitive and social terms” (John 1999). Most adolescent research focused on these internal structures for individual adolescents. Furthermore, it seems that research is usually based on either psychological, sociological, or commercial aspects. Though earlier studies have provided

valuable insights in the drives, attitudes, and behaviour of adolescents, an inquiry to map this group in segmenting typologies is surprisingly missing. Availability of typologies gives marketers the opportunity to specify their target group and gain knowledge of the dimension and potential of the different groups. They then can also monitor how their competitors act in the relevant segments.

In this study, characteristics from the psychological, sociological, and commercial research field used separately in earlier studies were combined in order to segment adolescents in an innovative way. First, a conceptual framework was developed which comprised two segmentation principles and a collection of independent variables. Second, an instrument was developed and validated on the basis of these principles and variables to indicate heterogenic patterns between the different adolescent segments. As a result, Adolescent Segmentation Inventories (ASI) and Adolescent Segment Profiles (ASP) are presented and clarified as valuable new tools for marketers and researchers.

CONCEPTUAL FRAMEWORK

The conceptual framework was formulated on the basis of a literature study, interviews with experts, adolescent focus groups, and a test of an exploratory survey. The experts were divided in three knowledge groups. The first group had insight in the theoretical subdivision of adolescent, the second group concerned the social functioning of adolescents, and the last group referred to the functioning of commercial characteristics with respect to adolescents. The interviews had an open nature and insight was gained in the field knowledge about the adolescents with respect to the three knowledge groups. Besides this, the opinions of the experts concerning the current availability of validated information and the information needs were indicated. This needs could be found at three levels on the basis of the interviews and an

extended literature study with respect to the features of adolescents: the specification of adolescents in different segments (*who*), the ground on which these segments are formed (*why*), and in what manner these adolescent behave differently (*how*).

With these outcomes six focus groups were held with adolescents (N=46), representing various educational level, ages, and geographical backgrounds. At the end of the focus group the respondents filled in an explorative survey which consisted out of topics¹ that were expected to play a significant role by the formation of adolescent groups. The adolescents could hereby indicate by means of a plus-minus method whether they regarded the topic relevant for group division and understood the questions and item formulation. This resulted in the selection of two main segmentation principles (consumer decision-making style and adolescent types) which form the basis of the adolescent segmentation in this study. In the conceptual framework which comprehends the outcome of the interviews, focus groups, and explorative survey, two hypotheses are formulated with regard to the formation of these segmentation principles. Furthermore a broad range of possible interesting independent variables was found. These topics were first analyzed on the suggested heterogeneous pattern among adolescent groups and finally selected on the basis of the expected direct contribution to the segmentation of adolescent and commercial purposes. The selected independent variable topics were divided in three sections, corresponding with the three indicated

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- Big five (Aluja and Garcia 2004; Costa and McCrea 2004; Craig et al. 1998; Digman 1990; Dollinger, Leong, and Ulicni 1996; FormyDuval et al. 1995; Goldberg 1990; Goldberg 1992; Goldberg 1993; Gullone and Moore 200; Hofstee et al. 1997; Hough 1992; Lindely and Borgen 2000; Mount, Barrick, and Strauss 1994; Olver and Mooradian 2003; Piedmont, McCrea, and Costa 1991; Saucier 1994; Saucier and Goldberg 1998; Soldz and Vaillant 1999).
- Values (Bilsky and Schwartz 1994; Brangula-Vlagsma et al. 2002; Braithwait and Law 1985; Gibbins and Walker 1993; Goldsmith, Sith, and White 1987; Johnston 1995; Rokeach 1851; Schwartz and Bilsky 1987).
- Consumer socialization (Allen, and Machleit 1992; Asendorpf and Aken 2003; Bahn 1986; Bergman, and Pervin 2001; Coleman 1983; Dorn, Susman, and Ponirakis 2003; Duijvesteijn et al. 2003; Elling and Knoppers 2005; Elkind 1974; Hoof 1997; John 1999; Lindley and Borgen 2000; Makros and McCabe 2001; Newman and Newman 2001; Soares, Lemos, and Almeida 2005; Schwartz and Fouts 2003; Schwartz and Montgomery 2002; Sikkema 2005; Waldinger et al. 2002; Ward 1974).
- Group formation, mobility and influence (Carlo and Randall 2002; Griffin et al. 2001; Newman and Newman 2001; Soares, Lemos, and Almeida 2005).
- Influence of parents, peers and media (Berzonsky 2004; Childers and Rao 1992; Lachance, Beaudion, and Robitaille 2003; Lau and Lau, 1996; Moschis and Moore, 1979; Ritson and Elliott, 1999; Robertson and Rossiter, 1974; Tatar, 1998; Washburn-Ormachea, Hillman, and Sawilowsky 2004; Werner-Wilson and Arbel 2000; Wilkinson 2004).
- Self Efficacy (Bacchini and Magliulo 2003; Bandura et al. 2001; Caprara et al. 2004; Maddux, Norton, and Stoltenberg 1986; Muris 2001; Ryan and Dzewaltowski 2002; Scholz et al. 2005; Teeuw, Schwarzer, and Jeruzalem 1994).
- Locus of Control (Lange and Tiggenmann 1981; Phares 1976).
- Situational Self (Bacchini and Magliulo 2003; Dunkel and Athis 2001; Govern and Marsch 2001).
- Conspicuous Consumption (Bagwell and Bernheim 1996; Belk, Mayer, and Driscoll 1984; Campbell, 1995; Corneo and Jeanne 1997; Kahle, 1995; Kleine, Kleine, and Allen 1995; Mason 1981; Moschis and Churchill 1978; Oçass and Frost 2002; Richins 1987; Tatzel 2002; Trigg 2001).
- Materialism (Richins 1987; Richins and Dawson 1992).
- Consumer decision styles (Canabal 2002; Fan and Xiao 1998; Hafstrom, Chae and Chung 1992; Kendall and Sproles 1990; Moschis and Moore 1979; Sproles and Kendall 1986).

information need levels (who, how and why): background variables, internal motivation, and external choices. For each section hypotheses were formulated.

Consumer Decision-Making Styles and Adolescent Types

The segmentation principles used in this study are a combination of the known classification structures and field experiences of adolescents and experts. The first principle is based on the earlier validated findings of consumer decision-making styles of Sproles and Kendall (1986). The second principle concerns adolescent typologies, which were developed on basis of the results from market practice. The advantage of this combination lies in the fact that the current perceived market segmentation is supported by theory and visa versa, and that the decision-making styles can be further specified by groups that are distinguished in the market by adolescents and experts. This provides a solid and useful basis by which marketers and researchers can gain insight in the structuring and identification of adolescents.

Consumer Decision-Making Styles. Adolescents go through three different stages in their decision making with regard to product and service purchases; information seeking, product evaluation, and purchase (Moschis and Moore 1979). The execution of these three stages is assumed to differ as a result of the attitude of the person behind the decision making. These different attitudes of adolescent consumers can be categorized in eight Consumer Decision-Making Styles (CDMS); Brand consciousness, Perfectionist High-quality, Novelty-fashion consciousness, Recreational hedonistic, Price consciousness, Impulsive careless, Confused by over choice, and Habitual brand loyal (Sproles and Kendall 1986). The styles concern basic consumer characteristics and were developed in order to profile consumers by means of a Consumer Style Inventory (CSI). The scale was used in several other studies in America,

India, Korea, and China with the goal to test its international consistency (Canabal 2002; Fan and Xiao 1998; Hafstrom, Chae and Chung 1992). Although the scale showed different patterns in the number of dimensions after factor analysis in the other studies, the items within the scale proved to be consistently contributing to the structure of the decision-making styles. A European study, in which the outcomes of all these studies are combined, was suggested to present a commercially focused adolescent segmentation principle by which the current usefulness of the CSI could be expanded and validated.

Adolescent Types. The preliminary study suggested that experts and adolescents distinguish adolescent segments which are based on practical experiences not mentioned in earlier research. These segments categorize today's adolescents into six Adolescent Types (AT); Posh, Eco-warriors, Nerds, Chavs, Goths and Skaters. Besides the physical recognizable features such as clothing, dialect, accessories, and body language, deeper structures were suggested to contribute to this differentiation as well and are expected to be more consistent over time than the outside features. These underlying structures will be described in the sections below (Background variables, Internal motivation and External choices). It is not only predicted that individual segments for both adolescent segmentation principles can be formed, but that the different AT have significant relations with the different CDMS as well.

H1a: Adolescents can be divided with respect to CDMS and AT.

H1b: There are significant positive relationships between the different CDMS and AT.

Background Variables

A reason that there are hardly any successful attempts made to segment adolescents can be found in the elusive character of adolescents in general. Therefore tangible features like background variables are needed to provide us with the expected heterogenic structure between CDMS and AT segments and answer the question *who* these adolescents are. The background variables consist of demographic variables which are used in earlier adolescent studies and were expected to be heterogenic and contribute to the segmentation principles. One variable that will be clarified to a greater extent is the position an adolescent holds within a group because it is not a commonly used variable.

Demographic variables. Adolescent segments can be defined by a broad range of heterogenic variables. The selected demographics for this study are gender (Shoaf et al. 1995), age (Ward 1974), geographic situation (Wang, Eugene, and Fitshugh 1994). But also educational level (Koivusilta and Rimpela 2004), living situation (Maiano et al. 2006) and religion (J. Hauser 1981) may be reasons for adolescent to either choose or be placed in a group that discerns itself from others.

Position within a group. Each adolescent group has its own dynamics, but it may be expected that there will always be certain roles to be fulfilled by its members. This can be a leading or following role, and of course everything in between. The roles adolescents play within their group have implications for their behaviour. It may indicate whether adolescents will look at their own group first or behave as a reflection of the abstract society they are living in. This social group behaviour is investigated by Carlo and Randall (2002), Newman and Newman (2001), and Griffin et al. (2001). The findings of the latter suggest that

especially less competent adolescents adapt their behaviour to what is perceived to have important social benefits such as having more friends, looking grown up and cool, and having more fun. When adolescents consider themselves to be a leader, it is expected that this adapting behaviour will be less strong; they might even influence the attitude of followers. To measure the position within a group, a Group Position Scale was developed on the basis of the preliminary study. It indicated whether the respondent took on a leadership role, showed initiative, and openly expressed an opinion. Important to mention is that during the preliminary study it appeared that adolescents cross AT boundaries by mingling with other AT than the one that closest resembles themselves. Although this means that adolescent may be member of more than one group, a main group could always be identified. It was suggested that the position of adolescents in the different groups almost never differ very much from the position in their main group.

H2a: Background variables have heterogenic variance patterns with respect to the CDMS and AT.

H2b: Background variables with significant variance contribute differently to the relevant CDMS and AT.

Internal Motivations

Like background variables, internal motivations have a tangible nature as they are driven by the subconscious and do not fluctuate very much. To a certain extent these deeply embedded motivations answer the question *why* certain adolescent are different from others. The internal motivation measurements are assumed to give insight in the internal drives of adolescents. They are derived from the outcome of the interviews with the experts, focus

groups, and explorative survey and selected on the basis of the expected heterogeneity and direct contribution to the CDMS and AT. The concerning variables are consumption motivation, materialism, value orientation, and the influence of parents and peers.

Conspicuous consumption. Adolescents are, as no other age group in society, sensitive for trends as well as new and exciting products and services. They are also in a developmental state in their life in which influences from outside may have a major impact on their (consumer) behaviour. Bahn (1986) and Belk, Mayer and Driscoll (1984) for example found that children are quite well able to recognize symbolism in products and that they show a positive bias towards higher-status brands. The relationship between material possession, purchase intentions, the consumer's preoccupation with social standing and prestige, and other psychological effects were also highlighted by Coleman (1983), Corneo and Jeanne (1997), Klein, Kleine and Allen (1995), Mason (1981, 2000) and O'Cass and Frost (2002). The theory of Veblen (Bagwell and Bernheim 1996; Campbell 1995; Trigg 2001) even assumes that individuals impersonate the consumption patterns of persons situated at high points in the hierarchy. The perceived normative pressure of the direct environment can result in purchases that are made to demonstrate an image and status position and avoid negative judgement of significant others. The purchases made on the basis of such motivations are called conspicuous consumptions (Smal and Tak 2005). In order to map the psychological thrives in relation to conspicuous purchases it is needed to understand what adolescents regard socially important before purchasing a product. Therefore the Social Consumption Motivation Scale, developed by Moschis and Churchill (1978) was used in this study to indicate whether the different CDMS and AT segments showed pattern in this respect.

Materialism. Strongly related to conspicuous consumption is the fact that materialistic attitudes play an important role for adolescents (Lachance, Beaudion and Robitaille 2003). Tatzel (2002) confirmed the effects found by O’Cass and Frost (2002) and indicated that consumer spending styles, psychological motives, and materialism are highly related. The results of the study by Richins (1987) can be seen as a continuation of this suggestion as he discovered that ‘the correlation between material satisfaction and overall life satisfaction was highest for consumers scoring high on the materialism scale’. In order to gain insight in materialism patterns of the different adolescent typologies and decision-making styles, the Materialism Scale of Richins (1987) and Richins and Dawson (1992) was used.

Values. Nowadays, youngsters attach much importance to both instrumental and terminal values in order to respond on what the society demands from them and (maybe even more important) what they demand from themselves. Knowing these values may contribute to insight into the internal motivations of adolescents. There are commonly acknowledged basic characteristics for the validation of values in general; ‘the values should concern concepts of beliefs, that pertain desirable end states of behaviours, transcend special situations, guide selection evaluation of behaviour and events, and are ordered by relative importance’ (Bilsky and Schwartz 1994; Brangula-Vlagsma et al. 2002; TNS Nipo 2006; Schwartz and Bilsky 1994). Braithwaite and Law (1985), Goldsmith, Stith and White (1987), and Olver and Mooradian (2003) underline the required characteristics validation and widespread use of Rokeach values (Rokeach 1851) as a representative coverage of the personal value domain. The values are divided in 18 instrumental and 18 terminal values. The instrumental values concern values needed to achieve a practical goal, the terminal values have a higher abstraction level and proved to have significant relevance to the behaviour of consumers (Brangula-Vlagsma et al. 2002; Gibbins and Walker 1993). As this last relevance is of

particular importance with respect to the commercial use of the adolescent segmentation, the terminal Rokeach values were used in this study.

Parents and peers. Parents and peers are actors with potential influential power in an adolescent's life. According to Smal and Tak (2005) these primary reference groups have eminent influence on the attitudes and especially the (purchase) behaviour of a certain individual due to associations and comparisons the adolescent makes with this reference groups. This influence is internally driven because adolescent have no choice with respect to the primary attendance and therefore impact of parents and peers. Many other studies highlight the way family authority patterns and peer influence contributes to the construction of identity and purchase intentions (Childers and Rao 1992; Berzonsky 2004; Griffin et al. 2001; Lau and Lau 1996; Moschis and Moore 1979; Tatar 1998; Wasburn-Ormachae, Hilman and Sawilowsky 2004; Wilkinson 2004). Werner-Wilson and Arbel (2000) developed the Parent and Peer Inventory Scale (PPI). As it is expected that both parents and peers have a different extent of influence on the segmentation principles, this scale was used in this study. It is furthermore expected on basis of the results of the preliminary study that adolescents mingle with friends who can be assigned to other typologies than the one the adolescent is assigned to.

H3a: Internal motivations have heterogenic variance patterns with respect to the CDMS and AT.

H3b: Internal motivations with significant variance contribute differently to the relevant CDMS and AT.

External Choices

This section addresses the information need concerning *how* different adolescent groups behave and with that the insight with respect to commercially interesting choices of different adolescents. The preliminary study revealed three topics that were suggested to show heterogeneity and contribute to this information need; financial structure, leisure time and sports, and media consumption.

Financial structure. Adolescents never seem to have enough money to buy whatever they want or what is needed to occupy the social position they strive for. Tatzel (2002) integrated money dispositions, materialism and price-related behaviour, and proved significant heterogenic patterns. Three subjects with respect to the behaviour of adolescents concerning financial structure are expected to be relevant for adolescent segmentation (based on the preliminary study); money source, amount of money to be spent freely, and money spending pattern by saving, acquiring consumer goods, possession goods, or something else. In order to map spending patterns this financial structure was used in this study.

Leisure time activities. In leisure time inclusion or exclusion plays a major role in the formation and definition of groups. It seems that stereotypical, normative images are of great importance and work as a strong mechanism with respect to self-exclusion/inclusion or exclusion/inclusion of others (Elling 2005). The different leisure activities were defined by previous research and national available figures for this subject. In this study not only the relevant activities were identified, but the time spent by adolescent on each of these activities was charted as well.

Media consumption. Media are not only used for information and entertainment purposes but fulfil a social function as well (Ritson and Elliott 1999). They also influence attitudes and purchase intentions (Robertson and Rossiter 1974), which suggests that the commercial value of the segments will reasonably expand when heterogenic media consumption patterns per adolescent segment can be identified.

- H4a:** External choice variables have heterogenic variance patterns with respect to the CDMS and AT..
- H4b:** External choice variables with significant variance contribute differently to the relevant CDMS and AT.

METHOD

Data collection

Conceptual Survey. On the basis of the conceptual framework a conceptual survey was developed and pre-tested by means of an online survey in order to indicate the reliability and construction of the scales and variables described in the conceptual framework. Hereby insights was gained concerning the seven background variables (gender, age, geographic situation, educational level, living situation, religion, and group position), five internal motivation constructs (conspicuous consumption, materialism, values, and influence of peers and parents), and four external choice variables (financial structure, leisure time activities, and media consumption). To be able to identify segments, the respondents (N=63) also answered the CSI with 32 items and chose one of the six presented AT for themselves and one for their best friends.

Final survey. To come to a validated final survey the results from the conceptual survey indicated that various adjustments had to be made to the original constructs and variables as described in the conceptual framework. The first adjustment concerned the segmentation principles. With respect to the CDMS all the results of the original CSI (Sproles and Kendall 1986), reproduced scales (Canabel 2002; Fan and Xiao, 1998; Hafstrom, Chae and Chung 1992; Kendall-Sproles and Sproles 1990), and conceptual survey were compared. Because neither the number of factors, nor the reliability of the factors in earlier studies was consistent, six new styles were formulated containing 32 items that showed consistent high factor loadings in all studies. The newly formulated styles are: Status confirmation, Careful perfectionist, Hedonistic fun, Price conscious, Choice confusion, and Habitual loyalty. This new construct distribution proved higher reliabilities and lower between-factor correlations than earlier findings. Therefore this Adjusted CSI scale (ACSI) was used in the final survey.

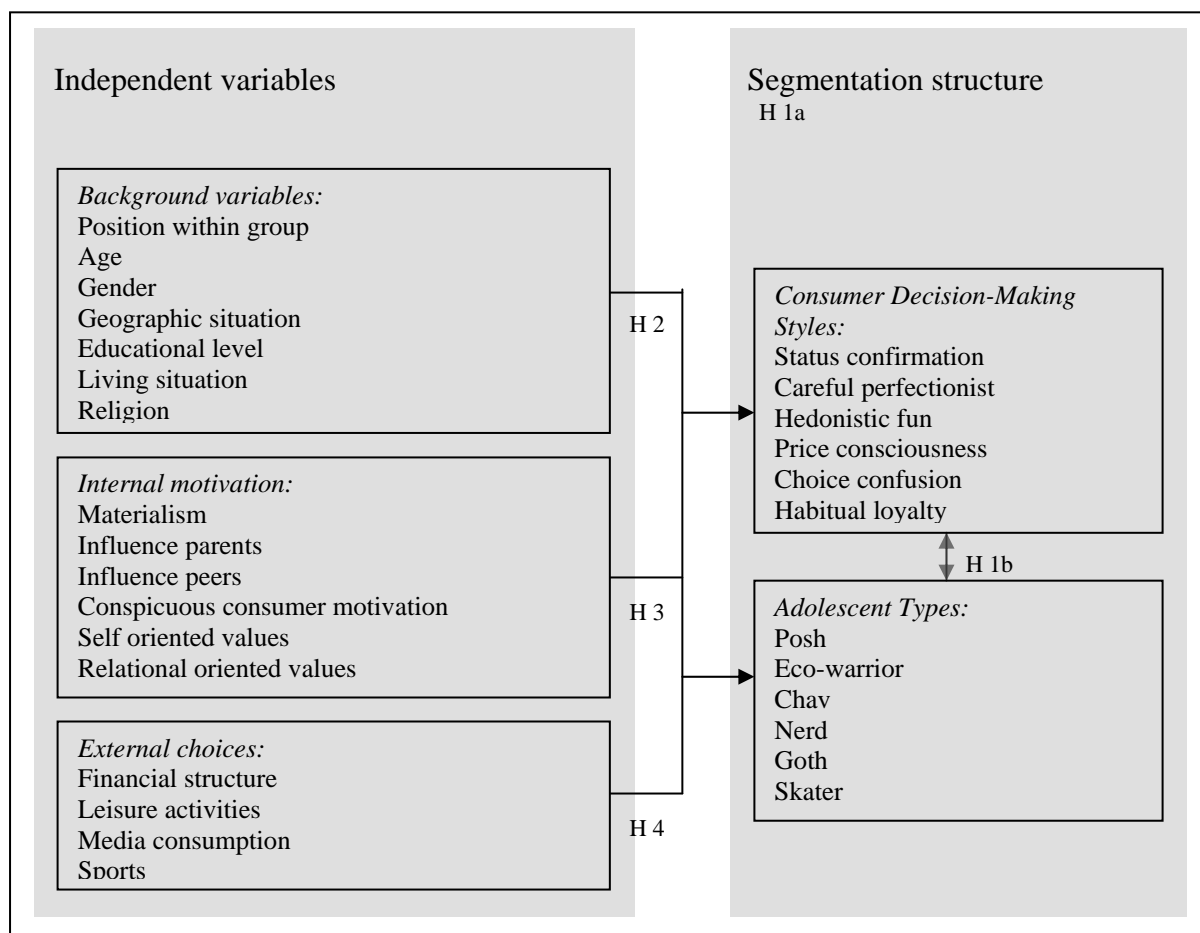
The other segmentation principle in the conceptual survey, which implied that adolescents could choose one AT that most resembled them and one that most resembled their best friends, proved to be too rigid. This method had to be adjusted as well. It was decided that in the final survey the respondents could divide 100 points between the AT in order to characterize their selves, and 100 points in order to characterize their best friends. The AT used in the conceptual survey (Posh, Eco-warriors, Nerds, Chavs, Goths, and Skaters) remained unchanged for the final survey.

The third adjustment concerned changes in the number of items per variable to get the highest reliabilities for the independent variables. For the background variables three items from the Group Position Scale were removed. The Materialism Scale used in the conceptual version consisted of three out of six items of the original scale developed by Richins and Dawson (1992). It was decided to use the complete scales in the final survey. The scale that measured the influence of parents and peers was extended with two items to gain more insight

in their influence on the adolescents' being, choices, behaviour, and opinions. It also was decided to split the scale in separate parent and peer constructs to be able to make a comparison between both influences. This extended scale of two constructs will be called Adjusted Parent and Peer Inventory. The Social Consumption Motivation Scale, measuring conspicuous consumption, remained in the format used in the conceptual survey. Furthermore, the Rokeach values were divided in two constructs by means of a factor analysis and reliability tests. The two new constructs were called Self Oriented Values (seven items) and Relational Oriented Values (five items). Johnston (1995) predicted the two dimensionality of the Rokeach scale and suggested a similar structure. The variables that measured the external choices of adolescents remained the same as in the conceptual survey.

Figure 1 shows the graphical model of the design in which background variables, internal motivation, and external choices are independent variables that are expected to show heterogeneity and contribution to the segments formed by the CDMS and AT.

FIGURE 1
CONCEPTUAL MODEL FOR ADOLESCENT SEGMENTATION



Analyses for the final study

Adolescent sample. The data for the final study was collected by means of two online panels from a representative adolescent sample in the Netherlands during four weeks in spring 2006. Both panels had an expected response of 400 filled in surveys, based on earlier responses from the adolescents in the panels. The adolescent sample (N=838) consisted of N=260 male and N=578 females. This means a response of 105%. This might be caused by the fact that the topic of the survey caters to the eager of adolescents to tell and learn more about themselves. The oblique gender distribution was controlled by means of different weight allocation in favour of representative hypotheses testing.

Factor analysis and reliability. In the final study different analyses had to be done in order to draw conclusions with regard to the formulated hypotheses. Before measuring these hypotheses, the construct validation of the gathered data was tested. First, a factor analysis (by means of a principal components method with varimax rotation) was done for the ACSI and Rokeach value constructs. Second, a Cronbach's alpha reliability was defined for each of the factors found within these constructs. More reliability tests were done for the Materialism Scale, Social Consumption Motivation Scale, Adjusted Parent and Peer Inventory, and Group Position Scale. At last, a bivariate Pearson correlation test defined the relational strength within and between the two segmentation principles.

Categorization of variables. After this validation, the independent variables had to be individually categorized to be able to analyse the hypothesized heterogeneity for the CDMS and AT. For the background variables national used standards (CBS, Qrius) were applied. Age was divided in three groups (12-15, 16-19, and 20-25 years). The geographical situation

was defined by the number of inhabitants of the city the adolescent lived in (</> 100.000 inhabitants) and the location of the city in The Netherlands (North, East, South, West). The educational level was divided in four levels (first year of secondary school, low educational level, mid educational level, high educational level) and an option for something else. The living situation of the adolescent could be either with the parents, alone, together with a partner or something else. The religions the adolescents could choose from were Roman Catholic, Dutch Protestant, Reformed, Islam, another philosophy of life, or none. Besides the background variables, the internal motivation constructs and group position had to be categorized as well. The degree of perceived influence by the internal motivations was divided in five groups, corresponding with the 5-point Likert scale by which they were surveyed. The results should indicate how adolescents score differently on the constructs for segmenting styles and types. The external choices with respect to the financial structure concerned sources where adolescents get their money from which were divided in 11 different options. The amount adolescents could spend freely per month was subdivided in seven groups of 150 euro. Leisure time was measured with 10 sports and five time groups (per 10 hours per week) indicating how adolescents spend their time on 16 different activities. Media consumption was tested for 15 magazines, 12 newspapers, 12 TV channels, 10 radio channels, and seven ways for internet usage.

Variance and contribution. For each of the categorized independent variables a one-way ANOVA analysis was conducted to measure heterogenic variance patterns for the CDMS and AT. By means of this analysis hypothesis 2a, hypothesis 3a, and hypothesis 4a could be either accepted or rejected. The former happened when significant differences between categories within the independent variables were found. The latter happened when the independent variable showed no significant category differences.

To measure hypothesis 2b, hypothesis 3b, and hypothesis 4b the contribution of the independent variables that showed significant variance patterns had to be measured. This was done by means of a linear regression analysis. Hereby the relation and explanatory power of the relevant dichotomous and interval scaled independent variables were identified per decision style and adolescent type. The concerning hypothesis was accepted if a significant contribution of at least one of the relevant variables was found, if not, it would be rejected.

Due to the fact that too many significant variance results were found to be illustrated within the limited magnitude of this article, a selection had to be made to determine which variables would be considered in this study. It was decided to select the independent variables that not only proved significant variance but also contributed to the CDMS and AT (in other words; the variables that proved significance for hypothesis 2b, hypothesis 3b, or hypothesis 4b). Only the results of these independent variables will be described in the following chapters of this study.

RESULTS

Sample characteristics

The responding adolescents were between 12 and 25 years old with 16% younger than 15 years, 39% between 16 and 19 years, and 45% older than 20 years ($M=19.1$). The educational level was divided in 42% high level education (vwo/gymnasium/wo), 40% middle level education (havo/hbo), 15%, lower level education (vmbo/mbo), and 1 % first year of secondary school. With respect to the living situation 66% lived with their parents, 15% alone, 11% together with a partner and 8% somewhere else. The religion of the respondents

seemed to be mainly none (53%), while 22% indicated to be Roman Catholic, 9% Dutch Protestant, 8% Reformed, 1% Islam, and 8% believed in another philosophy of life.

Scale construction

The new CDMS, designed in the preliminary study, proved a consistent item distribution and high reliabilities by means of rotated factor analysis and cronbach's alpha in the final study. In total six CDMS factors could be identified of items loading above .4 on explaining variance. Therefore the Status confirmation, Careful perfectionist, Hedonistic fun, Price conscious, Choice confusion, and Habitual loyalty constructs with in total 27 items were used to segment adolescents from a theoretical point of view. Four items were removed to gain the highest possible reliabilities. The Rokeach values were, as expected, divided by factor analysis in Self Oriented Values and Relational Oriented Values with respectively seven and five items. For the highest reliability of the Materialism Scale, one item was removed from the original scale. The Social Consumption Motivation Scale proved to be reliable as presented by Moschis and Churchill (1978). The Adjusted Parent and Peer Inventory, which was developed during the preliminary study, turned out to be robust during the final study as well. At last the position the respondent held in the group was measured and appeared to be the least reliable construct. The results are shown in table 1.

TABLE 1
**RELIABILITY OF CONSUMER STYLES, BACKGROUND VARIABLES, AND INTERNAL
 MOTIVATIONS**

Factors	Cronbach's alpha	Number of Items
<i>Consumer Decision-Making Styles</i>		
Status confirmation	.73	5
Careful perfectionist	.70	5
Hedonistic fun	.75	7
Price conscious	.75	6
Choice confusion	.71	2
Habitual loyalty	.69	2
<i>Background Variables</i>		
Group position	.67	3
<i>Internal Motivations</i>		
Materialism	.77	5
Conspicuous consumption	.85	4
Peer influence	.86	4
Parental influence	.84	4
Self oriented values	.84	7
Relational oriented values	.87	5

Hypotheses Testing

The four hypotheses, each subdivided in two parts, were formulated in the conceptual framework of this study. The two predictions for the first hypotheses concerned the assigning of adolescents to the segmentation principles and the relation between these principles. The second hypothesis predicted heterogenic variance patterns and contribution with respect to the background variables for the CDMS and AT. The third hypothesis predicted significant variances and contribution for the segmentation principles with respect to the internal motivations, while the fourth does the same with respect to the external choices adolescents make. For each of the hypotheses it will be described to what extent the predictions were confirmed. The two predictions of the first hypothesis will be highlighted separately, for hypothesis two, three and four only the results of the independent variables that proved significance for both parts of the concerning hypothesis will be illustrated.

H1a. In this hypothesis it was predicted that adolescents could be divided in CDMS and AT. As the adolescents could be assigned to at least one of the CDMS and AT, this first hypothesis was confirmed. From the respondents 1% was placed in the segment of *Status confirmation*, 13% was identified at the *Careful perfectionist* level, 31% scored highest at *Hedonistic fun*, 30% was considered *Price conscious*, 2% was part of the *Choice confusion* segment, and 16% appeared to be *Habitually loyal*. The remaining 7% scored highest at two or more segments. This means that a mainly hedonistic or price conscious attitude can be identified for adolescents, implying two quite contrasting profiles.

The results of the AT show it was difficult for the respondents to assign themselves to one type, when asked to divide 100 points between the different types, 43% described themselves as *Posh*, 17% as *Eco-warrior*, 8% as *Nerd*, 4% as *Chav*, 2% as *Goth*, and 6% as *Skater*. This means that 21% equally assigned highest points to more than one type.

H1b. In this hypothesis it was predicted that CDMS had significant positive relations with AT and visa versa'. This prediction was tested by means of bivariate Pearson correlations and provided insight in the extent to what the interval scaled CDMS and AT were related and if this relation was positive or negative. This test confirmed meaningful relationships for the individual segmentation principles with exception of the *Choice confusion* style. Table 2 shows the strength of the relations between the factors of the CDMS and the AT. Overall, a total of 21 of the 36 pairs had significant relations. Particularly striking are the results of *Choice confusion*, with no relations to one of the AT and *Posh* with 4 out of 6 positive relations.

Furthermore, it was discovered that the *Status confirmation* and *Careful perfectionist* style related positively to all the other styles with the exception of *Price consciousness*. *Price consciousness* had moreover, a negative relation with the *Habitual loyalty* style and a positive

one with *Choice confusion*. The *Hedonistic fun* style related negative to *Choice confusion*, which was the only exception for the latter. For the AT the inter correlations were tested as well. These results show that *Goths* had a low positive connection with *Eco-warriors* and *Skaters*. Other significant relations seemed to be negative.

It was predicted during the preliminary study that adolescents had contact with other AT than their own, which was partly confirmed by the results of hypothesis 1a. Although this crossing of boundaries was not included in the hypothesis, it will be looked at in favour of the understanding of the relations between the different AT. The crossing of AT boundaries by adolescents was measured by looking at the relation between the respondent AT and the AT that was assigned to the best friends of this adolescent. The results show the strongest positive Pearson correlations among the same types of individuals and best friends (ranging .70-.82 at the 0.01 level). However other significances could be discovered as well, the strength was considerably less and eight out of 10 proved to be even negative correlated. This meant that although adolescent mingle with other AT than their own, the strongest relations lie within the own segment.

TABLE 2
CORRELATIONS OF CONSUMER DECISION-MAKING STYLES AND ADOLESCENT TYPES

Adolescent Types	Adjusted Consumer Decision-Making Styles					
	Status conf.	Careful perf.	Hedonistic fun	Price cons.	Choice conf.	Habitual loyalt.
Posh	.24**	.12**	.17**	-.25**	-	.18**
Eco-warrior	-.19**	-.11**	-.10**	.15**	-	-.10**
Nerd	-	.10**	-.12**	.12**	-	-
Chav	-.07*	-.10**	-	-	-	.07*
Goth	-.12**	-	-	.15**	-	-
Skater	-.07*	-.08**	-	-	-	.08**

p < .05; ** p < .01; - not significant.

H2. This hypothesis was compiled of two parts. The first part concerned the prediction that background variables had heterogenic variance patterns for the individual CDMS and AT, the second concerned the prediction that the background variables with significant variance contributed differently to the relevant segmenting principles. Both parts of the hypothesis were confirmed as the relevant independent variables did prove heterogenic variance patterns and contributed differently. Table 3 illustrates that age, gender, educational level, and the position in a group proved significance for both parts of the hypothesis and will therefore be highlighted with respect to the individual CDMS and AT.

Male adolescents scored higher than females at the *Status confirmation* style. This style was dominantly found under adolescents with a mid level education, while it seems to hardly play any role in the first year of secondary school. The oldest adolescent group scored highest on the *Careful perfectionist* style and the mid age group lowest. Again on this scale male adolescents scored higher than the females. Furthermore, these adolescents could also be found in the first year of secondary school and least in lower education programs. *Hedonistic fun* showed a somewhat different structure than the previous mentioned styles with females scoring higher than males. It also seemed that most hedonistic seekers are part of the youngest group and least of the oldest. The *Price conscious* adolescents were predominantly females as well. Adolescents who suffer *Choice confusion* were mainly found in a neutral group position. This could be an indication that these youngsters are neither outspoken leaders nor followers. The latter score least for this type though, which explains the negative strength. The *Habitual loyalty* style could be found among the oldest adolescents and fewest among the youngest.

Posh types could mainly be found with the high educated femals in a leading group position. Adolescents in the first year of secondary school with a modest following group position were least involved. Striking was that the *Eco-warriors* showed no significant contribution, although differences between the age groups were found during the variance

analysis. *Nerds* were mainly high educated men with a follower's attitude. Low educated leaders score least for this type. *Chavs* are types with significant attendance in the first year of the secondary school. Adolescent with the highest educational level score the lowest for this type. The youngest adolescents could be identified in the *Goth* scene while the oldest seemed to focus on other types. Not only *Nerds* but also *Skaters* are overrepresented by men and show a corresponding followers pattern as well.

TABLE 3
CONTRIBUTION OF THE SIGNIFICANT INDEPENDENT VARIABLES

Segmentat. mechanisms	Independent variables (background variables, internal motivations and external choices)											R ²
	Age	Gender	Educational level	Group position	Materialism	Conspicuous consumption	Peer influence	Parental influence	Self oriented values	Relational oriented values	Financial pattern	
<i>CDMS</i>												
Status		-.09**	.09**		.27**	.31**	-.07*	.06*	.08**			.26**
Careful	.09	-.12**	.13**		.15**	.17**	-	-	.09**			.12**
Hedonistic	-.16**	.37**	-		.20**	.07*	-		-	-	-	.21**
Price		.20**			-	-.21**			-.13**	.14**	-.19**	.14**
Choice				-.08**	-	.20**	-	.13**			-	.09**
Habitual	.16**			-	.17**	-	-		.13**		.08*	.11**
<i>AT</i>												
Posh	-	.17**	.06*	.15**	.11**	.14**		-	.16**	-.11**	.12**	.14**
Ecowarrior	-				-.20**	-					-.13**	.06**
Nerd		-.13**	.08*	-.15**	-	-		.07*			-	.05**
Chav			-.25**		-	-						.08**
Goth	-.09**	-	-	-				-.07*			-	.02**
Skater		-.11**	-	-.11**					-.09*		-	.04**

Only variables with interval or ratio scaling scoring significant for the one-way Anova (variance) were included in the regression analysis to measure explaining strength.

* p < .05; ** p < .01; - significant variances but no explaining strength.

H3. This third hypothesis consisted of two parts, predicting that the CDMS and AT would have heterogenic variance patterns with respect to internal motivation, and that the contribution of the significant variance variables would differ for these segmentation principles. The internal motivation constructs consisted out of conspicuous consumption, materialism, self and relational oriented values, and the influence of parents and peers. Both hypotheses were confirmed as all the internal motivation structures showed a heterogenic

variance and contribution pattern with respect to the adolescent segmentation principles. Table 3 illustrates these different patterns.

Status confirmation seekers proved to be very materialistic, practiced conspicuous consumption, and were highly self-oriented. Furthermore, no particular influence of peers was perceived, parents however were highly influential. Adolescent with no materialistic attitude, conspicuous considerations, perceived parental and peer influence, and self orientation, scored lowest for this style. Though *Careful perfectionist* showed a similar pattern, the influence of parents and peers seemed to have no significant explaining strength. Adolescents preferring *Hedonistic fun* were very materialistic and purchase products with conspicuous considerations. *Price conscious* youngsters showed opposite results with no conspicuous considerations at all. They had a neutral attitude towards the self oriented values with the lowest score for high self orientation. Relational orientated values were not found to be applicable for these adolescents. *Choice confused* adolescents practiced modest positive conspicuous purchases and perceived a high influence of parents. Adolescents scoring low on both internal motivation structures scored lowest on this style. *Habitual loyalists* seemed to be both materialistic and self oriented. A non habitual attitude was found for respectively the lowest and second-lowest scores for these independent variables.

Adolescents scoring high at materialism and neutral toward conspicuous consumption and self orientation could be assigned to the *Posh* type. A negative explaining strength was found for the relational orientation. Non materialistic adolescents could be identified as *Eco-warriors*. *Chavs* seemed not able to be explained by internal motivation constructs. The parental influence played a significant explaining role for both the *Nerds* and the *Goths*; a neutral influence pointed to the first AT, a very negative one to the latter. At last it could be observed that low self orientated values highly indicated to the *Skater* type and a neutral attitude toward these values suggested no belonging to this group.

H4. This last hypothesis comprehended two predicted. The first prediction was done with respect to heterogenic variance patterns of the external choices, the second prediction referred to the differences in contribution of the variables scoring significant for variance with respect to the different CDMS and AT. External choices were divided in financial structure, media consumption, hours adolescents spend on particular leisure activities, and sports. The only variable that could be tested for its explaining strength was part of the financial structure; the money amount adolescents could spend freely. Both parts of the fourth hypothesis were confirmed for this variable as it showed a heterogenic variance and contribution structure for the relevant adolescent segments, illustrated in table 3. The other parts of the financial structure and remaining external choices were only examined for individual variance due to the scaling and large number of variables that were mainly focused on Dutch specifications.

A significant contribution was found for the *Eco-warriors* and *Price conscious* adolescents. These youngsters had the least to spend of all segments. In contrast, *Posh's* and *Habitual loyalists* could be found in one of the highest categories of amount to spend freely.

CONCLUSIONS AND IMPLICATIONS

As a result of the adolescent segmentation study, Adolescent Segment Profiles and Adolescent Segment Inventories were developed. The profiles describe the different adolescent groups and their heterogenic patterns by combining the individually related CDMS and AT. The inventories concern two different tools for either commercial or scientific purposes by which individual adolescents can be assigned to one of the profiles.

Adolescent Segment Profiles

This study was aimed at the development of commercially interesting adolescent segments. The results indicate that adolescents indeed form groups based on two segmentation principles (CDMS and AT) with different independent variable structures. Twelve individual profiles for each of the segments were described per hypotheses in the results chapter. High Pearson correlations between the CDMS and AT also give the opportunity to combine the two segmentation principles. This combining attends the connection between a theoretical segmentation principle (CDMS) and a real market practice segmentation principle (AT). In order to define these combined adolescent profiles, the significant heterogenic explaining characteristics of positive correlating segments were compared and joined together. As a result, individual segments formed a new synthesized segment with features for background variables, internal motivations and external choices. We will call these combined segments Adolescent Segment Profiles.

Three limitations for this study need to be considered with respect of the validation of the adolescent segments. First, the number of adolescents between some variance groups showed oblique patterns. In this study gender was controlled by means of different weight allocation. It is advised to control as much as possible for this disadvantage with respect to other independent variables as well in future research. Second, the number of items for the Choice confusion and Habitual loyalty styles was low. Although in previous research similar patterns were found (Canabal 2002; Fan and Xiao 1998; Hafstrom, Chae and Chung 1992; Sproles and Kendall 1986), it is advised that more items are added to these factors. Third, the total explaining strength of the independent variables was quite low, especially with respect to the AT. This suggests that there are other variables that strongly contribute to the segmentation. It

is advised to search for other variables than the ones used in this study, to gain more insight in the explanation of the diversity among adolescents.

For marketers segmentation is critical in relation to the use of available marketing tools and resources. The ability to better specify segments in combination with more knowledge and understanding of the population of a certain segment, allows marketers to make better choices how to apply their marketing mix. The results of this study provide them with the possibility to divide adolescents in highly specific target groups. This specification can be done by means of the individual CDMS and AT or by the combination of these segmentation principles. The adolescent profiles give insight in variable structures like age, gender and educational level, and the amount of money they can spend freely. They also provide information about the role adolescents have in groups, the extent to which they are materialistic, perceived parental and peer influence, and have self oriented or relational values.

From a scientific perspective a new field of research is opened. Now, not only the developmental stages of individual adolescents can be inquired more thoroughly, but heterogeneity between adolescent groups has been proven to exist as well. For the latter extended research implications are given. First, due to the large number of structures and variables, not all independent variables mentioned in the conceptual framework could be taken into account in this study. These neglected variables were tested for variance structures for the segmentation principles and proved significance heterogenic patterns. Therefore the geographic situation, living situation, religion, media consumption, money sources, money spending, leisure time activities, and sports are suggested to have added value to the adolescent segmentation. Further research can illuminate if this value has explaining strength with respect to the individual and combined adolescent segments. Second, other extended research possibilities with regard to the individual and combined adolescent segments

consider brand preferences (Keillor, Parker and Schaeffe 1996; King et al. 1998; Nelson and McCleod 2005), purchase behaviour (Fauth 2000), political opinions (Adolson 1971; Krampen 2000; Tedin 1980; Weissberg 1972) substance abuse (Greydanus and Ratel 2005; Schyndlower 2002; Weinberg et al. 1998), sexual attitude (Deptula et al. 2006; Sieving, Oliphant, and Blum 2002; Sulak 2004), and many more. Herewith more specific commercially interesting characteristics can be identified. At last, it was suggested in the preliminary study that visual identification of the abstract AT was based on outside features like clothing, dialect, accessories, body language, etc. Further research that identifies the most important outside features can provide a more complete picture of the corresponding adolescent segments.

The in this study developed Adolescent Segment Profiles are described below and can serve as tools for the mentioned scientific and commercial purposes.

Status confirmation seeking Posh. Status confirmation concerns the opinion that well-known and expensive brands are best for the regarding adolescents. Furthermore, they think that the price of the product reflects its quality, that nice department stores have better products, and that advertisements represent good choice. For these adolescents materialistic possessions and the opinion of parents about choices and behaviour seem to be very important. Friends do not influence them and they are not particularly interested in relational values. Posh females in this group are high educated leaders in the highest income class, they are less inclined to self orientation and conspicuous purchases than their more status oriented, mid level educated male counterparts.

Careful perfectionist Posh and Nerd. These adolescents always try to get the very best or perfect choice with the highest quality when it comes to purchasing products. They shop

carefully for best buys, compare at least three brands before choosing, and have very high standards and expectations for products they eventually buy. The careful perfectionists can be found at either the high educational level, or in the first year of secondary school. The difference between these posh and the Status confirmation seeking posh is that most of them are in the oldest age group and no perceived parental influence or lack of influence by friends is proven. The careful nerd differs from the careful posh by its follower's attitude and the fact that parents actually do play a role.

Hedonistic fun seeking Posh. The inclination to impulsive purchases is typical for these adolescents. For them, buying something new is fun and exciting and they are prepared to shop long and far away. The result is that they sometimes regret the purchase of products; but this doesn't stop them from shopping just for the fun of it. Adolescents who find themselves in the Hedonistic fun style and Posh type are mainly young females with a high education, favouring self oriented values. The very materialistic attitude of this segment is not surprising; neither are the moderate conspicuous considerations that are made before purchasing a product. The fact that these adolescents have quite a lot of money to spend supports their way of living as well.

Price conscious Eco-warrior, Nerd and Goth. In contrast with Status oriented consumer patterns, these adolescents have a negative attitude towards well known and expensive brands. As a result, they consider price first and carefully watch how much they spend on products that are mostly on sale or at least in the lower price category. The price conscious eco-warrior is mostly a non materialistic female with no inclination to conspicuous purchases. This can be caused by the fact that these adolescents have relative little money to spend freely. Furthermore, they have a neutral attitude to self oriented values and are not relational

oriented. The nerd in this category is a high educated follower, perceiving parental influence. He is not likely to purchase on conspicuous grounds, has little money to spend, and shows the same value pattern as the price conscious eco-warrior. The Goths for this decision-making style reject every influence from parents and are mostly part of the youngest adolescent age group. They also are not inclined to purchase on conspicuous grounds, have neutral attitude towards self oriented values, and show no interest in relational oriented ones.

Choice confused adolescents. Feeling confused by too many possible choices and the enormous amount of information that is within reach about products and brands is a typical aspect of these adolescents. They cannot be subdivided by the AT and form a segment of their own. These adolescents are controlled by parental influence and purchase with modest conspicuous motivations. The slight inclination to fulfil a follower's group role can cause the friction between what these adolescents perceive to be important as a member of the group, and the significant deciding parental influence. The fact that these adolescents are confused in their decision-making styles is therefore not very surprising.

Habitual loyal Posh, Chav and Skater. The Habitual loyalist is known for buying favourite brands over and over once a product is liked. The Posh' for this decision style are mostly high educated female leaders in the oldest age group who are materialistic, self oriented, and have free to spend finances in the highest group. The Chavs contrast with these Posh in the fact that they can be found in the first year of secondary school and are not particularly overrepresented by females with a leading attitude. The skaters in this segment are overrepresented by men with a follower's group attitude and a mixed self orientation pattern.

Adolescent Segmentation Inventories

Besides the development of the Adolescent Segment Profiles, two inventories to measure these profiles were formulated as well. The combination of the Adolescent Segment Profiles and Adolescent Segment Inventories provide the marketers with the possibility to assign adolescents to highly specified segments. This can be done with a brief and easy to use tool that identifies the relation between products and services and relevant adolescents. It also can be used for scientific purposes with regard to the gaining of, for example, psychological and sociological insights with respect to (other) internal motivations and external choices.

The first inventory (Adolescent Segmentation Inventory A) can be used to identify the individual CDMS and AT by means of independent variables. Hereby inventory measurements formulated out of the results of the Adolescent Segment Profiles are provided. The inventory was developed by the ranking of the explaining strength of the variables tested in this study. It appeared that the individual CDMS and AT and the combined segments showed a heterogenic pattern when the first and second highest explaining strength of the variables were considered. This implicated that age, gender, educational level, group position, materialism, and conspicuous consumption form the inventory by which the segments can be defined. By surveying these topics, also insight in the variance and contribution of the influence of parents and peers, the importance of self and relational oriented values, and the financial pattern per profile is gained. Furthermore, the different variance structures that were found (though not explicitly described due to the large number of data) for the geographic situation, living situation, religion, leisure time activities, sports, and media consumption offer various commercial opportunities with regard to the interaction with specified adolescents. As this inventory is relatively short and easy to fill in, it is very well suited for commercial use. The Materialism Scale and Social Consumption Motivation Scale mentioned in this inventory

can be reformulated and linked to a product, a service, and even to a brand. Hereby the adolescent can not only be gradually specified by decision style and adolescent type, but also by commercial preference. The Group Position Scale immediately tells which role a respondent plays in his/her group. If it concerns an influential leader, attention has to be paid to the possibility to reach the group behind this adolescent. If not, the internal drives with respect to adapting behaviour provide useful opportunities. This inventory lays a sound basis for the segmentation of adolescents and can provide knowledge of dimensions and potential of these different groups. It is less useful for scientific purposes because it is not possible to add independent variables. Adding variables would mean a new linear regression analysis is necessary; this can not be done without the original data.

The second method to assign the adolescents to the various segments (Adolescent Segmentation Inventory B) can be done by means of the ACSI scale developed in this study, in combination with the instruction to divide 100 points among the AT. The ACSI scale consists of six items for the Status confirmation, Careful perfectionist, Hedonistic fun, Price consciousness, Choice confusion, and Habitual loyalty decision-making styles. The different AT to which adolescents can assign point are Posh, Eco-warrior, Chav, Nerd, Goth and Skater. These two segmentation principles were used in this study as the basis by which adolescents were assigned to different groups. This second inventory can be used to gain a general insight in the division of adolescent in a particular market but is less suited for commercial use than inventory A because it is longer and more effort is asked from the respondents. Besides this, it is difficult to directly link products, services and brands to this inventory. In contrast to the first inventory this second inventory is very well suited for scientific purposes. Independent variables not used in this study can be added at will, which can result in new and/or deeper insights in adolescent profiles.

APPENDIX A

ADOLESCENT SEGMENT INVENTORY A

Materialism and Conspicuous Consumption					
	totally not agree			totally agree	
<i>Materialism Scale</i>					
It is important to me to have really nice things.	1	2	3	4	5
I would like to be rich enough to buy anything I want	1	2	3	4	5
I'd be happier if I could afford to buy more things	1	2	3	4	5
It sometimes bothers me quite a bit that I can't afford to buy all the things I want	1	2	3	4	5
It's really true that money can buy happiness	1	2	3	4	5
<i>Social Consumption Motivation Scale</i>					
Before purchasing a product, I consider what others think of different brands or products	1	2	3	4	5
Before purchasing a product, I consider what kinds of people buy certain brands or products	1	2	3	4	5
Before purchasing a product, I consider what others think of people who use certain brands or products	1	2	3	4	5
Before purchasing a product, I consider what brands or products to buy to make good impressions on others	1	2	3	4	5
<i>Group Position Scale</i>					
In a group they are most of the time others who take the leading role (-)	1	2	3	4	5
In a group I mostly take initiative	1	2	3	4	5
In a group I always express my opinion if I do not agree with something	1	2	3	4	5

What is your gender?

- Male
- Female

How old are you?

- Age:.....

What is your educational level?

- First year of sec. school
- Low
- Middle
- High
- Something else

APPENDIX B

ADOLESCENT SEGMENT INVENTORY B

Adjusted Consumer Decision-Making Styles					
	totally not agree				totally agree
<i>Status confirmation</i>					
The well-known brands are best for me	1	2	3	4	5
The more expensive brands are usually my choices	1	2	3	4	5
The higher the price of a product, the better its quality	1	2	3	4	5
Nice department stores and specialty stores offer me the best products	1	2	3	4	5
The most advertised brands are usually very good choices	1	2	3	4	5
<i>Careful perfectionist</i>					
When it comes to purchasing products, I try to get the very best or perfect choice	1	2	3	4	5
In general, I usually try to buy the best overall quality	1	2	3	4	5
I take the time to shop carefully for best buys	1	2	3	4	5
I usually compare at least three brands before choosing	1	2	3	4	5
My standards and expectations for products I buy are very high	1	2	3	4	5
<i>Hedonistic fun</i>					
It's fun to buy something new and exciting	1	2	3	4	5
Shopping the stores wastes my time*	1	2	3	4	5
I enjoy shopping just for the fun of it	1	2	3	4	5
I make my shopping trips fast*	1	2	3	4	5
I am impulsive when purchasing	1	2	3	4	5
Often I make careless purchases I later wish I had not	1	2	3	4	5
I only shop stores that are close and convenient for me*	1	2	3	4	5
<i>Price consciousness</i>					
The well-known brands are best for me*	1	2	3	4	5
The more expensive brands are usually my choices*	1	2	3	4	5
I consider price first	1	2	3	4	5
I carefully watch how much I spend	1	2	3	4	5
I buy as much as possible at sales price	1	2	3	4	5
The lower price products are usually my choice	1	2	3	4	5
<i>Choice confused</i>					
There are so many brands to choose from that often I feel confused	1	2	3	4	5
All the information I get on different products confuses me	1	2	3	4	5
<i>Habitual loyalty</i>					
I have favourite brands I buy over and over	1	2	3	4	5
Once I find a product or brand I like, I stick with it	1	2	3	4	5

* recode

Beneath are six different types. Can you please divide 100 points between the types that resembles you closest?

Posh	.....	points
Eco-warrior	points
Chav	points
Nerd	points
Goth	points
Skater	points
Total	100	points

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SURVEYS

Explorative surveys

1.

De vragenlijst bestaat uit negen onderwerpen. Bij deze onderwerpen zijn een aantal woorden of stellingen gegeven die op een van deze onderwerpen betrekking hebben. Het is belangrijk dat je bij het invullen van de vragenlijst de volgende stappen neemt:

1. Vul de vragenlijst in door het cijfer te omcirkelen dat van jou op toepassing is.
2. Zet een kruisje 'X' bij de woorden of stellingen die volgens jou een onduidelijke betekenis hebben en een rondje 'O' bij de woorden of stellingen die volgens jou niet relevant zijn. Er zit geen minimum of maximum aan het aantal kruisjes dat je mag zetten, het gaat immers om jouw mening.

Welke waarden vind jij belangrijk in het leven

In dit onderdeel kan je per waarde aangeven in hoeverre deze belangrijk voor je is.

1= Compleet onbelangrijk voor mij

5= Heel erg belangrijk voor mij

X =Dit woord heeft een onduidelijke betekenis

O= Dit is geen waarde

	Onbelangrijk			Belangrijk		X	O
Geluk	1	2	3	4	5		
Zekerheid voor het gezin	1	2	3	4	5		
Wereld in vrede	1	2	3	4	5		
Zelfrespect	1	2	3	4	5		
Vrijheid	1	2	3	4	5		
Vriendschap	1	2	3	4	5		
Innerlijke harmonie	1	2	3	4	5		
Plezier	1	2	3	4	5		
Gelijkheid	1	2	3	4	5		
Eerlijk zijn	1	2	3	4	5		
Betrouwbaar zijn	1	2	3	4	5		
Behulpzaam zijn	1	2	3	4	5		
Opgewekt zijn	1	2	3	4	5		
Liefhebbend zijn	1	2	3	4	5		
Onafhankelijk zijn	1	2	3	4	5		
Ruimdenkend zijn	1	2	3	4	5		
Beleefd zijn	1	2	3	4	5		
Vergevingsgezind zijn	1	2	3	4	5		

Jouw karakter

Hieronder staat een lijst met karaktereigenschappen die mensen kunnen hebben.

Wil je per eigenschap aangeven in hoeverre deze van toepassing op jou is als je jezelf vergelijkt met leeftijdsgenoten.

1= Helemaal niet van toepassing op mij

5= Helemaal van toepassing op mij

X = Dit woord heeft een onduidelijke betekenis

O= Dit is geen karaktereigenschap

	Helemaal niet van toepassing			Helemaal van toepassing		X	O
Schuchter	1	2	3	4	5		
Dapper	1	2	3	4	5		
Onvoorzichtig	1	2	3	4	5		
Flegmatisch / koel	1	2	3	4	5		
Gecompliceerd	1	2	3	4	5		
Behulpzaam	1	2	3	4	5		
Creatief	1	2	3	4	5		
Diepgaand	1	2	3	4	5		
Ongeorganiseerd	1	2	3	4	5		
Efficiënt	1	2	3	4	5		
Energiek / daadkrachtig / besluitvaardig	1	2	3	4	5		
Communicatief / sociaal	1	2	3	4	5		
Ongevoelig / hard	1	2	3	4	5		
Fantasierijk	1	2	3	4	5		
Ondoelmatig	1	2	3	4	5		
Intellectueel	1	2	3	4	5		

Jij in een groep

In dit onderdeel kan je aangeven hoe jouw houding in een groep is.

1= helemaal niet met de stelling eens

5= helemaal met de stelling eens

X = Deze zin heeft een onduidelijke betekenis

O= Dit is niet relevant in een groep

	Helemaal niet mee eens			Helemaal mee eens		X	O
In een groep vind ik het vaak verstandiger om mijn mening voor me te houden als het merendeel van de groep deze mening niet deelt	1	2	3	4	5		
In een groep zijn er meestal anderen die de taak van leider op zich nemen	1	2	3	4	5		
In een groep zijn anderen het met mij eens als ik iets zeg	1	2	3	4	5		

Wil je in dit onderdeel aangeven hoe jij denkt dat je jezelf het best kan typeren.

Zet bij het type waarvan jij vindt dat je er het beste door omschreven wordt een kruisje.

Let op: je mag maar èèn kruisje zetten!

Kakker

Alternatief (alto)

Kamper/asociaal

Nerd

Gothic

Skater

Anders namelijk:

Wil je in dit onderdeel aangeven hoe jij denkt dat je de vrienden waar je het meest mee omgaat het best kan typeren.
Zet bij het type waarvan jij vindt dat ze er het beste door omschreven worden een kruisje.
Let op: je mag maar èèn kruisje zetten!

Kakker
Alternatief (alto)
Kamper/asociaal
Nerd
Gothic
Skater
Anders namelijk:

Ouders, vrienden en media

Dit onderdeel gaat over je ouders, vrienden en de media.

1= Helemaal niet van toepassing op mij

5= Helemaal van toepassing op mij

X =Dit woord heeft een onduidelijke betekenis

O= Dit is niet relevant als het om ouders, vrienden of de media gaat

	Helemaal niet mee eens		Helemaal mee eens		X	O
De waarden en normen van mijn ouders komen overeen met mijn eigen waarden en normen.	1	2	3	4	5	
Mijn vrienden hebben invloed op wie ik ben.	1	2	3	4	5	
De media hebben invloed op hoe ik mij gedraag.	1	2	3	4	5	
Mijn vrienden en ik hebben dezelfde waarden en normen.	1	2	3	4	5	

Jij als consument van merken en producten

Wil je in dit onderdeel aangeven jij denkt over merken en het kopen van producten.

1= helemaal niet met de stelling eens

5= helemaal met de stelling eens

X =Deze zin heeft een onduidelijke betekenis

O= Dit is niet relevant voor merken en producten

	Helemaal niet mee eens		Helemaal mee eens		X	O
Ik kies normaal gesproken voor dure merken	1	2	3	4	5	
Ik doe extra mijn best om de beste kwaliteit producten uit te kiezen	1	2	3	4	5	
Ik hou mijn kleding up-to-date met de veranderende mode	1	2	3	4	5	
Merken waar veel voor geadverteerd wordt zijn meestal erg goed	1	2	3	4	5	
Ik koop normaal gesproken de nieuwste stijl	1	2	3	4	5	
De bekende nationale merken zijn het beste voor mij	1	2	3	4	5	
Mooie en gespecialiseerde winkels hebben de beste producten	1	2	3	4	5	
Ik koop normaal gesproken bekende nationale of designer merken	1	2	3	4	5	
Dure merken zijn meestal het beste	1	2	3	4	5	
Hoe hoger de prijs van het product, hoe beter de kwaliteit	1	2	3	4	5	
Ik let goed op hoeveel ik uitgeef aan producten.	1	2	3	4	5	
Normaal gesproken vergelijk ik tenminste drie merken voordat ik er eentje kies	1	2	3	4	5	
Ik neem de tijd om de beste koop te vinden	1	2	3	4	5	
Ik let er goed op dat ik de beste kwaliteit voor mijn geld krijg	1	2	3	4	5	
Als het op het kopen van producten aankomt doe ik hard mijn best om het beste van het beste te krijgen	1	2	3	4	5	
De eisen die ik stel aan producten die ik koop zijn erg hoog	1	2	3	4	5	

Er zijn zoveel merken waaruit ik kan kiezen dat ik er vaak verward door raak.	1	2	3	4	5
Alle informatie die ik over verschillende producten krijg brengt me in verwarring	1	2	3	4	5

Voor de aankoop

In dit onderdeel kan je aangeven waar je rekening mee houdt als je een product koopt.

1= Compleet onbelangrijk bij mijn productkeuze

5= Heel erg belangrijk bij mijn productkeuze

X =Deze zin heeft een onduidelijke betekenis

O= Dit is heeft niet met productaankoop te maken

	Onbelangrijk			Belangrijk	X	O
Voordat ik een product koop bedenk ik me wat anderen denken van verschillende merken en producten	1	2	3	4	5	
Voordat ik een product koop bedenk ik me wat voor type personen bepaalde merken of producten kopen	1	2	3	4	5	

Kies een stelling

Wil je in dit onderdeel kiezen met welke van de twee stellingen je het het meeste mee eens bent.

Zet achter deze stelling een kruisje 'X'.

Let op: je mag dus per per set (bv. "7") maar èèn kruisje zetten (bij "7a" of "7b").

X* =Deze zin heeft een onduidelijke betekenis

	Zet X of X*
1a. Veel van de ongelukkige gebeurtenissen in het leven is te danken aan geen geluk.	-----
1b. Het ongeluk van mensen is te danken aan de fouten die ze maken.	-----
2a. Op de lange termijn krijgen mensen het respect dat ze verdienen.	-----
2b. De woorden van vele mensen worden niet gehoord, hoe hard ze ook hun best doen.	-----
3a. Zonder een goed begin, kan men niet een goede leider worden.	-----
3b. Capabele mensen die geen leider zijn geworden, hebben geen gebruik gemaakt van hun eigen mogelijkheden.	-----
4a. Hoe hard je het ook probeert, sommige mensen mogen je gewoon niet.	-----
4b. Mensen die er niet voor kunnen zorgen dat anderen hen mogen, begrijpen niet hoe je met andere om moet gaan.	-----
5a. Ik heb vaak gemerkt dat hetgeen dat zou gaan gebeuren (lot) ook echt gebeurt.	-----
5b. Vertrouwen op het lot heeft voor mij nooit beter gewerkt dan het nemen van een beslissing over hoe zaken moeten gaan.	-----
6a. Succes ontstaat door hard werken, geluk heeft er niets mee te maken.	-----
6b. Het hebben van succes is afhankelijk van het zijn op de goede plaats of het goede moment.	-----
7a. Als ik plannen maak ben ik er vrijwel zeker van dat ik ze ook zo kan uitvoeren.	-----
7b. Het is niet altijd slim om ver vooruit te plannen omdat veel dingen afhankelijk zijn van goed of slecht geluk.	-----
8a. In mijn geval is het krijgen wat ik wil niet afhankelijk van geluk.	-----
8b. In veel situaties kunnen we net zo goed een beslissing nemen door kop of munt te gooien.	-----

Oplossen van problemen

Wil je in dit onderdeel aangeven hoe jij problemen oplost.

1= Helemaal niet eens met de stelling

5= Helemaal eens met de stelling

X =Deze zin heeft een onduidelijke betekenis

O= Dit is niet relevant voor het oplossen van problemen

	Helemaal niet mee eens					Helemaal mee eens	X	O
Het lukt me altijd moeilijke problemen op te lossen, als ik er genoeg moeite voor doe.	1	2	3	4	5			
Als iemand mij tegenwerkt, vind ik toch manieren om te krijgen wat ik wil.	1	2	3	4	5			
Het is voor mij makkelijk om vast te houden aan mijn plannen en mijn doel te bereiken.	1	2	3	4	5			
Ik vertrouw erop dat ik onverwachte gebeurtenissen doeltreffend aanpak	1	2	3	4	5			
Dankzij mijn vindingrijkheid weet ik hoe ik in onvoorziene situaties moet handelen	1	2	3	4	5			

Bewustzijn

Dit onderdeel gaat over het bewustzijn. Wil je per stelling aangeven in welke mate je het wel of niet eens bent.

1= Helemaal niet eens met de stelling

5= Helemaal eens met de stelling

X =Deze zin heeft een onduidelijke betekenis

O= Dit is niet relevant voor mijn bewustzijn

	Helemaal niet mee eens					Helemaal mee eens	X	O
Op dit moment ben ik mij bewust van alles in mijn omgeving	1	2	3	4	5			
Op dit moment ben ik mij bewust van mijn diepste gevoelens	1	2	3	4	5			
Op dit moment houdt ik mij bezig met de wijze waarop ik mijzelf presenteer	1	2	3	4	5			
Op dit moment ben ik mij bewust van mijn uiterlijk	1	2	3	4	5			
Op dit moment ben ik mij bewust van hetgeen er om mij heen gebeurt.	1	2	3	4	5			

2.

De vragenlijst bestaat uit negen onderwerpen. Bij deze onderwerpen zijn een aantal woorden of stellingen gegeven die op een van deze onderwerpen betrekking hebben. Het is belangrijk dat je bij het invullen van de vragenlijst de volgende stappen neemt:

1. Vul de vragenlijst in door het cijfer te omcirkelen dat van jou op toepassing is.
2. Zet een kruisje 'X' bij de woorden of stellingen die volgens jou een onduidelijke betekenis hebben en een rondje 'O' bij de woorden of stellingen die volgens jou niet relevant zijn. Er zit geen minimum of maximum aan het aantal kruisjes dat je mag zetten, het gaat immers om jouw mening.

Welke waarden vind jij belangrijk in het leven

In dit onderdeel kan je per waarde aangeven in hoeverre deze belangrijk voor je is.

1= Compleet onbelangrijk voor mij

5= Heel erg belangrijk voor mij

X =Dit woord heeft een onduidelijke betekenis

O= Dit is geen waarde

	Onbelangrijk			Belangrijk		X	O
Wijsheid	1	2	3	4	5		
Acceptatie	1	2	3	4	5		
Volwassen liefde	1	2	3	4	5		
Schoonheid	1	2	3	4	5		
Nationale veiligheid	1	2	3	4	5		
Comfortabel leven	1	2	3	4	5		
Stimulerend leven	1	2	3	4	5		
Gevoel van prestatie	1	2	3	4	5		
Vergeving	1	2	3	4	5		
Beheerst	1	2	3	4	5		
Moedig zijn	1	2	3	4	5		
Creatief zijn	1	2	3	4	5		
Zuiver zijn	1	2	3	4	5		
Gehoorzaam zijn	1	2	3	4	5		
Competent zijn	1	2	3	4	5		
Ambitieuus zijn	1	2	3	4	5		
Intellectueel zijn	1	2	3	4	5		
Logisch denken	1	2	3	4	5		

Jouw karakter

Hieronder staat een lijst met karaktereigenschappen die mensen kunnen hebben.

Wil je per eigenschap aangeven in hoeverre deze van toepassing op jou is als je jezelf vergelijkt met leeftijdsgenoten.

1= Helemaal niet van toepassing op mij

5= Helemaal van toepassing op mij

X =Dit woord heeft een onduidelijke betekenis

O= Dit is geen karaktereigenschap

	Helemaal niet van toepassing			Helemaal van toepassing		X	O
Aardig	1	2	3	4	5		
Georganiseerd	1	2	3	4	5		
filosofisch	1	2	3	4	5		
Praktisch	1	2	3	4	5		
Rustig / stil	1	2	3	4	5		
Onvriendelijk / onhebbelijk	1	2	3	4	5		
Verlegen	1	2	3	4	5		

Slordig	1	2	3	4	5
Sympathiek / aardig	1	2	3	4	5
Systematisch	1	2	3	4	5
Praatgraag	1	2	3	4	5
Niet creatief	1	2	3	4	5
Niet intellectueel	1	2	3	4	5
Onaardig	1	2	3	4	5
Hartelijk	1	2	3	4	5
Teruggetrokken / alleen	1	2	3	4	5

Jij in een groep

In dit onderdeel kan je aangeven hoe jouw houding in een groep is.

1= helemaal niet met de stelling eens

5= helemaal met de stelling eens

X =Deze zin heeft een onduidelijke betekenis

O= Dit is niet relevant in een groep

	Helemaal niet mee eens		Helemaal mee eens			X	O
In een groep neem ik meestal het initiatief om dingen te doen	1	2	3	4	5		
In een groep uit ik altijd direct mijn mening als ik het ergens niet mee eens ben	1	2	3	4	5		
In een groep luisteren anderen aandachtig als ik iets zeg	1	2	3	4	5		

Wil je in dit onderdeel aangeven hoe jij denkt dat je jezelf het best kan typeren.

Zet bij het type waarvan jij vindt dat ze er het beste door omschreven wordt een kruisje.

Let op: je mag maar èèn kruisje zetten!

Kakker
 Alternatief (alto)
 Kamper/asociaal
 Nerd
 Gothic
 Skater
 Anders namelijk:

Wil je in dit onderdeel aangeven hoe jij denkt dat je de vrienden waar je het meest mee omgaat het best kan typeren.

Zet bij het type waarvan jij vindt dat ze er het beste door omschreven worden een kruisje.

Let op: je mag maar èèn kruisje zetten!

Kakker
 Alternatief (alto)
 Kamper/asociaal
 Nerd
 Gothic
 Skater
 Anders namelijk:

Ouders, vrienden en media

Dit onderdeel gaat over je ouders, vrienden en de media.

1= Helemaal niet van toepassing op mij

5= Helemaal van toepassing op mij

X =Dit woord heeft een onduidelijke betekenis

O= Dit is niet relevant als het om ouders, vrienden of de media gaat

	Helemaal niet mee eens			Helemaal mee eens		X	O
Mijn ouders hebben invloed op wie ik ben.	1	2	3	4	5		
Mijn vrienden hebben invloed op hoe ik mij gedraag.	1	2	3	4	5		
Ik herken mijn eigen waarden en normen in de waarden en normen die in de media naar voren komen.	1	2	3	4	5		
Mijn ouders hebben invloed op hoe ik mij gedraag.	1	2	3	4	5		
De media hebben invloed op wie ik ben.							

Jij als consument van merken en producten

Wil je in dit onderdeel aangeven jij denkt over merken en het kopen van producten.

1= helemaal niet met de stelling eens

5= helemaal met de stelling eens

X =Deze zin heeft een onduidelijke betekenis

O= Dit is niet relevant voor merken en producten

	Helemaal niet mee eens			Helemaal mee eens		X	O
Ik kijk eerst naar de prijs als ik iets zie	1	2	3	4	5		
Ik doe vaak impulsieve aankopen	1	2	3	4	5		
Ik kies meestal de laaggeprijsde producten	1	2	3	4	5		
Alle merken zijn over het algemeen hetzelfde wat betreft kwaliteit	1	2	3	4	5		
Als een merk in een maandblad wordt aangeprezen is dit een goede keuze voor mij	1	2	3	4	5		
Ik ga altijd naar dezelfde winkels	1	2	3	4	5		
Ik ga alleen naar winkels die dichtbij en makkelijk voor mij zijn	1	2	3	4	5		
Het is soms lastig om te beslissen naar welke winkel ik moet gaan om iets te kopen	1	2	3	4	5		
Ik heb favoriete merken die ik steeds opnieuw koop	1	2	3	4	5		
Ik hou ervan om voor de lol te gaan winkelen	1	2	3	4	5		
Het is leuk om iets nieuws en spannends te kopen	1	2	3	4	5		
Als ik een product of merk heb gevonden dat ik goed vind, blijf ik er bij volgende aankopen trouw aan.	1	2	3	4	5		
Normaal gesproken vergelijk ik advertenties als ik producten ga kopen	1	2	3	4	5		
Winkelen is een verspilling van mijn tijd	1	2	3	4	5		
Ik kan niet kiezen met betrekking tot het kopen van producten	1	2	3	4	5		
Ik koop zo veel mogelijk in de uitverkoop	1	2	3	4	5		
Ik zou mijn winkelen beter kunnen plannen	1	2	3	4	5		
Ik koop vaak iets zonder erbij na te denken en heb daar later spijt van	1	2	3	4	5		

Voor de aankoop

In dit onderdeel kan je aangeven waar je rekening mee houdt als je een product koopt.

1= Compleet onbelangrijk bij mijn productkeuze

5= Heel erg belangrijk bij mijn productkeuze

X =Deze zin heeft een onduidelijke betekenis

O= Dit is heeft niet met productaankoop te maken

	Onbelangrijk			Belangrijk		X	O
Voordat ik een product koop bedenk ik me wat anderen denken van personen die bepaalde merken of producten gebruiken	1	2	3	4	5		
Voordat ik een product koop bedenk ik me welk merk of product ik moet kopen om een goede indruk bij anderen te maken	1	2	3	4	5		

Kies een stelling

Wil je in dit onderdeel kiezen met welke van de twee stellingen je het het meeste mee eens bent.

Zet achter deze stelling een kruisje 'X'.

Let op: je mag dus per per set (bv. "7") maar èèn kruisje zetten (bij "7a" of "7b").

X* =Deze zin heeft een onduidelijke betekenis

Stelling:	Zet X of X*
1a. Wie de baas is hangt af van wie het meeste geluk heeft wie het eerst op de goede plaats aanwezig was.	-----
1b. Het doen van goed werk is afhankelijk van hun capabiliteit, geluk heeft hier niets mee te maken.	-----
2a. De meeste mensen beseffen niet in welke mate hun leven afhankelijk is toevallige gebeurtenissen.	-----
2b. Toeval bestaat niet	-----
3a. Het is moeilijk om te weten of iemand je echt mag of niet.	-----
3b. Het aantal vrienden dat je hebt is afhankelijk van hoe aardig je zelf bent.	-----
4a. Op de lange termijn zijn de goede en slechte dingen die ons gebeuren in balans.	-----
4b. De meeste tegenslagen zijn het resultaat van onbekwaamheid, onwetendheid, luiheid of alledrie.	-----
5a. Ik heb vaak het gevoel dat ik geen controle heb over de dingen die mij gebeuren.	-----
5b. Ik geloof niet in gelukkig toeval in mijn leven.	-----
6a. Mensen zijn eenzaam omdat ze niet proberen aardig te zijn.	-----
6b. Als mensen je niet mogen, mogen ze je niet. Het heeft geen zin heel hard je best te doen om door mensen aardig gevonden te worden.	-----
7a. Alles wat er met mij gebeurt heb ik zelf veroorzaakt.	-----
7b. Soms heb ik het gevoel dat ik de richting die mijn leven gaat niet in de hand heb.	-----

Oplossen van problemen

Wil je in dit onderdeel aangeven hoe jij problemen oplost.

1= Helemaal niet eens met de stelling

5= Helemaal eens met de stelling

X =Deze zin heeft een onduidelijke betekenis

O= Dit is niet relevant voor het oplossen van problemen

	Helemaal niet mee eens			Helemaal mee eens		X	O
Ik kan de meeste problemen oplossen als ik er de nodige moeite voor doe	1	2	3	4	5		
Ik blijf kalm als ik voor moeilijkheden kom te staan omdat ik vertrouw op mijn vermogen om problemen op te lossen	1	2	3	4	5		
Als ik geconfronteerd word met een probleem, heb ik meestal meerdere oplossingen	1	2	3	4	5		
Als ik een benarde situatie zit, weet ik meestal wat ik	1	2	3	4	5		

moet doen

Wat er ook gebeurt, ik kom er wel uit

1 2 3 4 5

Bewustzijn

Dit onderdeel gaat over het bewustzijn. Wil je per stelling aangeven in welke mate je het wel of niet eens bent.

1= Helemaal niet eens met de stelling

5= Helemaal eens met de stelling

X =Deze zin heeft een onduidelijke betekenis

O= Dit is niet relevant voor mijn bewustzijn

	Helemaal niet mee eens		Helemaal mee eens			X	O
Op dit moment kan ik een reflectie op mijn leven geven	1	2	3	4	5		
Op dit moment houd ik mij bezig met wat anderen van mij denken	1	2	3	4	5		
Op dit moment ben ik mij bewust van mijn diepste gedachten	1	2	3	4	5		
Op dit moment ben ik mij bewust van alle objecten om mij heen	1	2	3	4	5		

Conceptual survey

Welke waarden vind jij belangrijk in het leven

In dit onderdeel kan je per waarde aangeven in hoeverre deze belangrijk voor je is.

1= heel erg onbelangrijk.

2= onbelangrijk

3= neutraal

4= belangrijk

5= heel erg belangrijk

	Heel erg onbelangrijk			Heel erg belangrijk	
Geluk	1	2	3	4	5
Wereld in vrede	1	2	3	4	5
Zelfrespect	1	2	3	4	5
Vrijheid	1	2	3	4	5
Vriendschap	1	2	3	4	5
Plezier	1	2	3	4	5
Gelijkheid	1	2	3	4	5
Wijsheid	1	2	3	4	5
Acceptatie	1	2	3	4	5
Schoonheid	1	2	3	4	5
Comfortabel leven	1	2	3	4	5
Gevoel van prestatie	1	2	3	4	5
Vergeving	1	2	3	4	5

Ouders en vrienden

In dit onderdeel kan je aangeven in hoeverre je het eens bent met de stellingen over je ouders en vrienden.

1= helemaal niet mee eens

2= niet mee eens

3= neutraal

4= mee eens

5= helemaal mee eens

	Helemaal niet mee eens			Helemaal mee eens	
Mijn ouders hebben dezelfde normen en waarden als ik.	1	2	3	4	5
Mijn vrienden hebben invloed op wie ik ben.	1	2	3	4	5
Mijn ouders hebben invloed op hoe ik mij gedraag.	1	2	3	4	5
Mijn vrienden en ik hebben dezelfde waarden en normen.	1	2	3	4	5
Mijn ouders hebben invloed op wie ik ben.	1	2	3	4	5
Mijn vrienden hebben invloed op hoe ik mij gedraag.	1	2	3	4	5

Overwegingen

In dit onderdeel kan je aangeven waar je rekening mee houdt als je een product koopt.

1= helemaal niet mee eens.

2= niet mee eens

3= neutraal

4= mee eens

5= helemaal mee eens

	Helemaal niet mee eens			Helemaal mee eens	
Voordat ik een product koop, bedenk ik me wat anderen denken van verschillende merken en producten.	1	2	3	4	5
Het is belangrijk voor mij om mooie dingen te hebben	1	2	3	4	5
Voordat ik een product koop, bedenk ik me wat voor type personen bepaalde merken of producten kopen.	1	2	3	4	5
Ik zou gelukkiger zijn als ik meer mooie dingen zou kunnen kopen	1	2	3	4	5
Voordat ik een product koop, bedenk ik me wat anderen denken van personen die bepaalde merken of producten gebruiken.	1	2	3	4	5

Ik zou het liefst zo rijk willen zijn dat ik alles kan kopen wat ik wil	1	2	3	4	5
Voordat ik een product koop, bedenk ik me welk merk of product ik moet kopen om een goede indruk bij anderen te maken.	1	2	3	4	5

Jij als consument

In dit onderdeel kan je aangeven in hoeverre je het eens bent met de stellingen over het kopen van producten.

1= helemaal niet mee eens

2= niet mee eens

3= neutraal

4= mee eens

5= helemaal mee eens

	Helemaal niet mee eens			Helemaal mee eens	
Het is leuk om iets nieuws te kopen.	1	2	3	4	5
Ik kies normaal gesproken voor dure merken.	1	2	3	4	5
Normaal gesproken vergelijk ik ten minste drie merken voordat ik er eentje kies.	1	2	3	4	5
Ik doe erg mijn best producten te kopen die dicht bij de perfecte keus liggen.	1	2	3	4	5
Winkelen is een verspilling van mijn tijd.	1	2	3	4	5
Bekende merken zijn het beste voor mij.	1	2	3	4	5
Ik let er goed op dat ik de beste kwaliteit voor mijn geld krijg.	1	2	3	4	5
Alle informatie die ik over verschillende producten krijg, brengt me in verwarring.	1	2	3	4	5
Merken waar veel voor geadverteerd wordt, zijn meestal erg goed.	1	2	3	4	5
Ik winkel het liefst zo snel en zo kort mogelijk.	1	2	3	4	5
Ik stel hoge eisen aan de producten die ik koop.	1	2	3	4	5
Ik ga altijd naar dezelfde winkel.	1	2	3	4	5
Hoe hoger de prijs van het product, hoe beter de kwaliteit.	1	2	3	4	5
Ik hou van winkelen.	1	2	3	4	5
Het is soms lastig om te beslissen naar welke winkel ik moet gaan om iets te kopen.	1	2	3	4	5
Ik doe mijn best om de beste kwaliteit producten uit te kiezen.	1	2	3	4	5
Ik kijk als eerste naar de prijs van een product.	1	2	3	4	5
Alle merken zijn over het algemeen hetzelfde wat betref kwaliteit.	1	2	3	4	5
Mooie en gespecialiseerde winkels hebben de beste producten.	1	2	3	4	5
Ik zou mijn winkelen beter kunnen plannen.	1	2	3	4	5
Ik doe vaak spontane aankopen.	1	2	3	4	5
Ik koop vaak dingen waar ik later spijt van heb.	1	2	3	4	5
Ik neem de tijd om de beste koop te vinden.	1	2	3	4	5
Ik let goed op hoeveel ik geld uitgeef.	1	2	3	4	5
Ik koop normaal gesproken het nieuwste van het nieuwste.	1	2	3	4	5
Ik ga alleen naar winkels die dichtbij zijn.	1	2	3	4	5
Ik vind het vaak moeilijk om tussen producten te kiezen.	1	2	3	4	5
Ik koop zo veel mogelijk in de uitverkoop.	1	2	3	4	5
Er zijn zoveel merken waaruit ik kan kiezen dat ik er verward door raak.	1	2	3	4	5
Ik heb favoriete merken die ik steeds opnieuw koop.	1	2	3	4	5
Ik kies meestal de laaggeprijsde producten.	1	2	3	4	5
Ik ben trouw aan merken en producten.	1	2	3	4	5

Jij in een groep

In dit onderdeel kan je aangeven hoe jouw houding in een groep is aan de hand van een aantal stellingen.

1= helemaal niet mee eens

2= niet mee eens

3= neutraal

4= mee eens

5= helemaal mee eens

	Helemaal niet mee eens			Helemaal mee eens	
In een groep vind ik het vaak verstandiger om mijn mening voor me te houden als het merendeel van de groep deze mening niet deelt.	1	2	3	4	5
In een groep zijn er meestal anderen die de taak van leider op zich nemen.	1	2	3	4	5
In een groep zijn anderen het vaak met mij eens als ik iets zeg.	1	2	3	4	5
In een groep neem ik meestal het initiatief om dingen te doen.	1	2	3	4	5
In een groep uit ik altijd direct mijn mening als ik het ergens niet mee eens ben.	1	2	3	4	5
In een groep luisteren anderen aandachtig als ik iets zeg.	1	2	3	4	5

Jij en je vrienden

Anderen zouden mij omschrijven als: (één optie kiezen)

- Kakker
- Alternatief (alto)
- Kamper/aso/gabber
- Nerd
- Gothic
- Skater
- Neutraal

De meeste van mijn beste vrienden zijn: (één optie kiezen)

- Kakker
- Alternatief (alto)
- Kamper/aso/gabber
- Nerd
- Gothic
- Skater
- Neutraal

1. Leeftijd: jaar

2. Geslacht:

- Man
- Vrouw

3. Postcode:

4. Wat is je opleidingsniveau?

- Brugklas
- VMBO (Mavo)
- Havo
- Vwo
- Gymnasium
- MBO
- HBO

- WO
- Anders namelijk:.....

5. Uit welke bronnen haal jij je inkomsten per maand? (je mag meerdere opties aankruisen)

- Zakgeld
- Kleedgeld
- Geld voor op school
- Bijbaantje
- Onregelmatige inkomsten
- Studiebeurs
- Vaste baan
- Anders namelijk:.....

6. Hoeveel geld heb je per maand vrij te besteden? (exclusief vaste lasten) Euro

7. Waar geef jij je vrij te besteden geld per maand aan uit? (gebruik een percentage %)

- Sparen:%
- Consumptiegoederen (eten, uitgaan, verzorgingsproducten e.d.):%
- Bezitsgoederen (kleren, mobieltje e.d.):%
- Iets anders nl:%

Totaal: 100 %

8. Hoe is je leefsituatie?

- Ik woon bij mijn ouders
- Ik woon alleen
- Ik woon samen met mijn partner
- Anders namelijk:.....

9. Welk geloof heb je?

- Rooms-katholiek
- Nederlands Hervormd
- Gereformeerd
- Islam
- Overige kerkelijke gezindten of levensbeschouwelijk groepering
- Geen kerkelijke gezindte

10. Welke activiteit doe je en hoeveel tijd besteed je hieraan per week? (je mag meerdere antwoorden aankruisen)

-uur Werken
-uur Lezen
-uur Tv kijken
-uur Radio luisteren
-uur Internetten (surfen, chatten etc.)
-uur Computeren anders dan internetten
-uur Huiswerk maken/studeren
-uur Vrienden ontmoeten
-uur Tekenen, kleien, schilderen
-uur bezig met techniek, scheikunde, ruimtevaart
-uur Dieren houden en verzorgen
-uur Boodschappen doen
-uur Winkelen
-uur Huishoudelijke activiteiten
-uur Schrijven
-uur Reizen (bus, tram, trein)
-uur Muziek luisteren
-uur Muziek maken
-uur Bezoek cafe/bar/disco/club
-uur Sporten
-uur Buiten spelen
-uur Culturele activiteiten (museum, pretpark e.d)

11. Wat voor sport doe je in je vrije tijd? (je mag meerdere antwoorden aankruisen)

- Zwemmen
- Voetbal
- Tennis
- Skaten/skeelers
- Schaatsen
- Fitness
- Hockey
- Anders namelijk:.....
- Ik sport niet in mijn vrije tijd

12. Welke tijdschrift lees je? (je mag meerdere antwoorden aankruisen)

- BreakOut
- Donald Duck
- Hitkrant
- Tina
- Veronica Magazine
- Fancy
- Kijk
- Power unlimited
- YES
- Viva
- Cosmopolitan
- FHM
- Playboy
- Privé
- Autoweek

13. Welke dagblad lees je? (je mag meerdere antwoorden aankruisen)

- Algemeen Dagblad
- De Volkskrant
- De Telegraaf
- Regionaal Dagblad
- Spits
- Metro

14. Naar welke tv zender kijk je? (je mag meerdere antwoorden aankruisen)

- Ned 1,2,3
- RTL4
- RTL5
- RTL7
- SBS6
- Net 5
- Talpa
- TMF
- MTV
- The Box

15. Naar welke radiozender luister je? (je mag meerdere antwoorden aankruisen)

- Radio 3
- Officiële regionale of lokale omroep
- ID&T Radio
- Noordzee FM
- Radio10 FM
- Radio 538
- Sky Radio
- Yorin FM
- Q music

16. Wat doe je als je op het internet zit? (je mag meerdere antwoorden aankruisen)

- Mailen
- Surfen
- Gerichte sites bezoeken
- Informatie voor school zoeken
- Chatten (msn)
- Downloaden
- Gamen

Final survey

Welke waarden vind jij belangrijk in het leven

In dit onderdeel kan je per waarde aangeven in hoeverre deze belangrijk voor je is.

1= heel erg onbelangrijk.

2= onbelangrijk

3= neutraal

4= belangrijk

5= heel erg belangrijk

	Heel erg onbelangrijk			Heel erg belangrijk	
Geluk	1	2	3	4	5
Wereld in vrede	1	2	3	4	5
Vrijheid	1	2	3	4	5
Vriendschap	1	2	3	4	5
Plezier	1	2	3	4	5
Gelijkheid	1	2	3	4	5
Wijsheid	1	2	3	4	5
Acceptatie	1	2	3	4	5
Schoonheid	1	2	3	4	5
Comfortabel leven	1	2	3	4	5
Gevoel van prestatie	1	2	3	4	5
Vergeving	1	2	3	4	5

Ouders en vrienden

In dit onderdeel kan je aangeven in hoeverre je het eens bent met de stellingen over je ouders en vrienden.

1= helemaal niet mee eens

2= niet mee eens

3= neutraal

4= mee eens

5= helemaal mee eens

	Helemaal niet mee eens			Helemaal mee eens	
Mijn vrienden hebben invloed op wie ik ben.	1	2	3	4	5
Mijn ouders hebben invloed op hoe ik denk.	1	2	3	4	5
Mijn ouders hebben invloed op hoe ik mij gedraag.	1	2	3	4	5
Mijn vrienden hebben invloed op hoe ik denk.	1	2	3	4	5
Mijn ouders hebben invloed op wie ik ben.	1	2	3	4	5
Mijn vrienden hebben invloed op de keuzes die ik maak.	1	2	3	4	5
Mijn vrienden hebben invloed op hoe ik mij gedraag.	1	2	3	4	5
Mijn ouders hebben invloed op de keuzes die ik maak.	1	2	3	4	5

Overwegingen

In dit onderdeel kan je aangeven waar je rekening mee houdt als je een product koopt.

1= helemaal niet mee eens.

2= niet mee eens

3= neutraal

4= mee eens

5= helemaal mee eens

	Helemaal niet mee eens				Helemaal mee eens
Voordat ik een product koop, bedenk ik me wat anderen denken van verschillende merken en producten.	1	2	3	4	5
Het is belangrijk voor mij om mooie dingen te hebben.	1	2	3	4	5
Voordat ik een product koop, bedenk ik me wat voor type personen bepaalde merken of producten kopen.	1	2	3	4	5
Het zit me soms dwars dat ik niet alles kan kopen wat ik wil.	1	2	3	4	5
Ik zou gelukkiger zijn als ik meer mooie dingen zou kunnen kopen.	1	2	3	4	5
Voordat ik een product koop, bedenk ik me wat anderen denken van personen die bepaalde merken of producten gebruiken.	1	2	3	4	5
Er wordt door mensen vaak te veel nadruk op materiele dingen gelegd.	1	2	3	4	5
Ik zou het liefst zo rijk willen zijn dat ik alles kan kopen wat ik wil.	1	2	3	4	5
Voordat ik een product koop, bedenk ik me welk merk of product ik moet kopen om een goede indruk bij anderen te maken.	1	2	3	4	5
Geld maakt gelukkig.	1	2	3	4	5

Jij als consument

In dit onderdeel kan je aangeven in hoeverre je het eens bent met de stellingen over het kopen van producten.

1= helemaal niet mee eens

2= niet mee eens

3= neutraal

4= mee eens

5= helemaal mee eens

	Helemaal niet mee eens				Helemaal mee eens
Het is leuk om iets nieuws te kopen.	1	2	3	4	5
Ik kies normaal gesproken voor dure merken.	1	2	3	4	5
Normaal gesproken vergelijk ik ten minste drie merken voordat ik er eentje kies.	1	2	3	4	5
Ik doe erg mijn best producten te kopen die dicht bij de perfecte keus liggen.	1	2	3	4	5
Winkelen is een verspilling van mijn tijd.	1	2	3	4	5
Bekende merken zijn het beste voor mij.	1	2	3	4	5
Alle informatie die ik over verschillende producten krijg, brengt me in verwarring.	1	2	3	4	5
Merken waar veel voor geadverteerd wordt, zijn meestal erg goed.	1	2	3	4	5
Ik winkel het liefst zo snel en zo kort mogelijk.	1	2	3	4	5
Ik stel hoge eisen aan de producten die ik koop.	1	2	3	4	5
Hoe hoger de prijs van het product, hoe beter de kwaliteit.	1	2	3	4	5

Ik hou van winkelen.	1	2	3	4	5
Ik doe mijn best om de beste kwaliteit producten uit te kiezen.	1	2	3	4	5
Ik kijk als eerste naar de prijs van een product.	1	2	3	4	5
Mooie en gespecialiseerde winkels hebben de beste producten.	1	2	3	4	5
Ik koop vaak merken en producten die mij al eerder goed bevallen zijn.	1	2	3	4	5
Ik doe vaak spontane aankopen.	1	2	3	4	5
Ik koop vaak dingen waar ik later spijt van heb.	1	2	3	4	5
Ik neem de tijd om de beste koop te vinden.	1	2	3	4	5
Ik let goed op hoeveel ik geld uitgeef.	1	2	3	4	5
Ik koop normaal gesproken het nieuwste van het nieuwste.	1	2	3	4	5
Ik ga alleen naar winkels die dichtbij zijn.	1	2	3	4	5
Ik vind het vaak moeilijk om tussen producten te kiezen.	1	2	3	4	5
Ik koop zo veel mogelijk in de uitverkoop.	1	2	3	4	5
Er zijn zoveel merken waaruit ik kan kiezen dat ik er verward door raak.	1	2	3	4	5
Ik heb favoriete merken die ik steeds opnieuw koop.	1	2	3	4	5
Ik kies meestal de laaggeprijsde producten.	1	2	3	4	5
Ik ben trouw aan merken en producten.	1	2	3	4	5

Jij in een groep

In dit onderdeel kan je aangeven hoe jouw houding in een groep is aan de hand van een aantal stellingen.

1= helemaal niet mee eens

2= niet mee eens

3= neutraal

4= mee eens

5= helemaal mee eens

	Helemaal niet mee eens		Helemaal mee eens		
In een groep zijn er meestal anderen die de taak van leider op zich nemen.	1	2	3	4	5
In een groep neem ik meestal het initiatief om dingen te doen.	1	2	3	4	5
In een groep uit ik altijd direct mijn mening als ik het ergens niet mee eens ben.	1	2	3	4	5

Jij en je vrienden

Hieronder staan zes verschillende type personen. Je kan 100 punten verdelen over de types die jou het meest benaderen.

Kakker	..... punten
Alternatief (alto)	..... punten
Kamper/aso/gabber	..... punten
Nerd	..... punten
Gothic	..... punten
Skater	..... punten
Totaal	100 punten

Hieronder staan zes verschillende type personen. Je kan 100 punten verdelen over de types die jouw beste vrienden het meest benaderen.

Kakker	.....	punten
Alternatief (alto)	.....	punten
Kamper/aso/gabber	.....	punten
Nerd	.....	punten
Gothic	.....	punten
Skater	.....	punten
Totaal	100	punten

1. Leeftijd:..... jaar

2. Geslacht:

- Man
- Vrouw

3. Postcode:

4. Wat is je opleidingsniveau?

- Brugklas
- VMBO (Mavo)
- Havo
- Vwo
- Gymnasium
- MBO
- HBO
- WO
- Anders namelijk:.....

5. Uit welke bronnen haal jij je inkomsten per maand? (je mag meerdere opties aankruisen)

- Zakgeld
- Kleedgeld
- Geld voor op school
- Bijbaantje
- Onregelmatige inkomsten
- Studiebeurs
- Vaste baan
- Lening
- Uitkering
- Stagevergoeding
- Anders namelijk:.....

6. Hoeveel geld heb je per maand vrij te besteden? (exclusief vaste lasten) Euro

7. Waar geef jij je vrij te besteden geld per maand aan uit? (gebruik een percentage %)

- Sparen:%
- Consumptiegoederen (eten, uitgaan, verzorgingsproducten e.d.):%
- Bezitsgoederen (kleren, mobieltje e.d.):%
- Iets anders nl:%

Totaal: 100 %

8. Hoe is je leefsituatie?

- Ik woon bij mijn ouders
- Ik woon alleen
- Ik woon samen met mijn partner
- Anders namelijk:.....

9. Welk geloof heb je?

- Rooms-katholiek
- Nederlands Hervormd
- Gereformeerd
- Islam
- Overige kerkelijke gezindten of levensbeschouwing
- Niet gelovig

10. Welke activiteit doe je en hoeveel tijd besteed je hieraan per week? (je mag meerdere antwoorden aankruisen)

-uur Werken
-uur Lezen
-uur Tv kijken
-uur Radio luisteren
-uur Internetten (surfen, chatten etc.)
-uur Computeren anders dan internetten
-uur Huiswerk maken/studeren
-uur Vrienden ontmoeten
-uur Boodschappen doen
-uur Winkelen
-uur Muziek luisteren
-uur Uitgaan naar cafe/bar/disco/club
-uur Sporten
-uur Creatieve hobby (tekenen, schilderen, muziek maken etc.)
-uur Technisch hobby (techniek, scheikunde, ruimtevaart etc.)
-uur Culturele activiteiten (museum, pretpark etc.)

11. Wat voor sport doe je in je vrije tijd? (je mag meerdere antwoorden aankruisen)

- Zwemmen
- Voetbal
- Tennis
- Skaten/skeeleren
- Schaatsen
- Fitness
- Hockey
- Anders namelijk:.....
- Ik sport niet in mijn vrije tijd

12. Welke tijdschrift lees je? (je mag meerdere antwoorden aankruisen)

- BreakOut
- Donald Duck
- Hitkrant
- Tina
- Veronica Magazine
- Fancy
- Kijk
- Power unlimited
- YES
- Viva
- Cosmopolitan
- FHM
- Playboy
- Privé
- Autoweek

13. Welke dagblad lees je? (je mag meerdere antwoorden aankruisen)

- Algemeen Dagblad
- De Volkskrant
- De Telegraaf
- Spits

- Metro
- Het Financieel Dagblad
- Het Parool
- NRC Handelsblad
- Trouw
- Nederlands Dagblad
- Reformatorisch Dagblad
- Regionaal Dagblad

14. Naar welke tv zender kijk je? (je mag meerdere antwoorden aankruisen)

- Ned 1
- Ned 2
- Ned 3
- RTL4
- RTL5
- RTL7
- SBS6
- Net 5
- Talpa
- TMF
- MTV
- The Box

15. Naar welke radiozender luister je? (je mag meerdere antwoorden aankruisen)

- Radio 3
- Officiële regionale of lokale omroep
- ID&T Radio
- Noordzee FM
- Radio10 FM
- Radio 538
- Sky Radio
- Yorin FM
- Q music
- Slam FM

16. Wat doe je als je op het internet zit? (je mag meerdere antwoorden aankruisen)

- Mailen
- Surfen
- Gerichtte sites bezoeken
- Informatie voor school zoeken
- Chatten (msn)
- Downloaden
- Gamen