

- RECOMMENDATIONS FOR TARGETED ADVERTISING OF GENERATION Z



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Supervisor: Toine Bogers	
Group no.: 4	Semester: 10
Full names of group members: Caroline Egeberg Ewertsen Mette Julie Nielsen	
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Executive summary

When looking at the literature on generational studies, little research about Generation Z's consumer behavior has been conducted (Rosen et al., 2010). Therefore, we found it of interest to investigate their online and offline consumer behavior, specifically within clothes shopping, in order to highlight how to improve digital marketing for this generation. Thus, this thesis investigates the generation's online and offline information, inspiration and purchase behavior, and how targeted advertising to these consumers can be improved. This study was done by firstly conducting two focus group interviews in order to gather background knowledge on Generation Z. The background knowledge combined with research conducted in the field, was used to compile a survey. The survey received 236 responses (150 females and 83 males), through Facebook, Instagram and personal emails. The combination of these methods and the related work within the field provided us with data in order to develop a profile of Generation Z and to identify five cohorts (males, females, 14-16 year olds, 17-19 year olds, 20-22 year olds). The profile was further used in order to describe the implications and recommendations for advertising to Consumer Z.

The results mainly show that Generation Z, in general, are very cost- and quality-conscious, and primarily purchases clothes when they need it, when they have the money for it, or when there is a sale. Moreover they tend to purchase their clothes online because of the following reasons; the price, special offers, it is easier to compare products, but additionally also because of the selection options on the web sites. These factors can affect the cohorts to a higher or lower extent.

The study deduces that in order to conduct targeted advertising for Generation Z, companies should include Generation Z's online and offline information seeking behavior in order to catch the generations' attention in the information seeking process. Generation Z is in control of their behavior when seeking information or inspiration, meaning that they know what they are influenced by, which gives the companies some requirements to fulfill. As such, the strategy should be to promote on social media such as Instagram, Facebook, YouTube, and blogs, as we through the online survey found, that 97% of the generation spend several hours a day on social media platforms. The advertisements should be directed to the individual consumer within Generation Z, and contain advertisements that are in the same category as clothes they already use, such as a particular brand. Furthermore, it should focus on the price of the product, a good deal or discount to catch the generation's attention. According to Kotler and Keller (2016), companies can reach consumers quickly via social media by sending targeted advertisements using GPS technology. As such, it is possible to know where in the country the consumers are, and thus target them with relevant advertisements based on geographical placement. It is furthermore possible to conduct segmentation (age, gender, behavior etc.) on social media, in order to target the right consumers. As such, the individuals within Generation Z will get relevant advertisements. Companies will have a chance of increasing conversion by focusing on these important factors that make it possible to reach Consumer Z.

A SPECIAL THANK YOU!

To Generation Z, for the indispensable and thorough input and comments but also for the daily inspiration during the research process of this Master's thesis. Without you, this study would not have been possible to conduct.

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Chapter 1

Introduction

In the early ages of digital marketing, it was relatively easy for corporations to advertise, as advertising was new and inspiring for the generations growing up with it. Brands conveyed cool and aspirational images of how to dress and behave, they conveyed a lifestyle that people wanted and desired to achieve. However, this level of brand impact has changed for newer generations (Generation Y and Z), as they have gotten used to digital advertising, due to repeated exposure from an early age, and thus have learned how to filter out irrelevant advertisements. The development of advanced technology has enabled easy access for consumers to the Internet through PC, Web TV's and handheld devices. This means search engines and navigation software has become much better, easier, and more convenient to use (Kau et al., 2003). This also means it is easier to be online today, which has resulted in people being online for longer time periods and is due to increase each year (Ryan, 2017). Brands are still present, but it takes a lot more by corporations to stay relevant to consumers today (Van Den Bergh & Behrer, 2016). This is because changes in the marketing environment has accelerated in the past two years, and continues to accelerate, as the technological development is subject to many different marketing activities (Kitchen & Proctor, 2015).

To be online all the time is also changing consumers' consumption behavior because information is now more easily accessible regarding services, products, and providers, but also in regards to information about quality, pricing, availability of products, and previous customer experience, which ultimately changes the way customers behave (Kopaničová & Klepochová, 2016). In 2016, 86% of the Danish population used the internet for information seeking regarding goods, while 35% of the Danish population searched for sale of goods and services (Tassy, 2017).

The growing technical industry has thus implications to the marketing industry to be attentive to the digital market. Consumers today watch, read or listen to whatever they want, whenever they want. Because of that, everything online is more or less based on personal preferences, which has forced the marketing industry to follow the preferences of the consumers in order to be competitive. Hence the growing digital marketing, based on consumers' online behavior, became more important now than before (Ryan, 2017). Electronic commerce is also changing fundamentally, because of the way consumers search for information and purchase goods, as consumers' online shopping behavior has become a part of their lives. The advancement of technology and progression of digital marketing is thus opening new dimensions to communication as information has become so easily accessible and widely used.

The technological and consumption changes have led to business challenges in an increasingly competitive market (Kitchen & Proctor, 2015). ABC Hansen and Cordth¹ state that it is a competition factor to be able to provide attractive and targeted shopping

¹ From the seminar in "Kunstig intelligens driver fremtidens marketing" March 14th 2017.

experiences for the customers on their terms and within the channels they use. Furthermore, they argue that if companies want to win over a customer, the customers have to be at the center of the business (Appendix A). This means that companies have to understand their target audience, as customers are only partly loyal to businesses that fulfill their wants and needs (Chen & Cheng, 2012). One of the reasons is that people think more about how to make purchases, and thus show less confidence in recognizable marketing communication and in brands, which makes it much harder for marketing companies to advertise. More than ever, people's choices appear to be influenced by social media, and analyzing peer-to-peer information (Petra, 2016). It is thus a matter of fact that one of the key pillars of the future marketing will be consumer behavior (Ryan, 2017).

Even though companies are trying to involve their consumers more in their business practices, many companies are still finding it difficult to understand customer behavior, and need help in order to understand their customers (personal communication with Matilde Graulund, UserTribe, October 18, 2016). Therefore, marketing companies need to undertake research with each of their target groups in order to understand the consumer behavior of that target group (Kitchen & Proctor, 2015). This is because segmentation of consumers is seen as a vital component to developing marketing strategies (Kitchen & Proctor, 2015), which makes it important to know the differences of the generations, as it can lead to the creation of a more effective marketing strategy (Petra, 2016).

Additionally, when looking at generational studies, there is a lack of research on the consumption behavior of preschool, elementary, and secondary school age children and youngsters who are born in the 1990s or later (Rosen et al., 2010). Their consumption experience has been widely influenced by material in which the Internet has provided them, and they will additionally be the future prime targets for companies who want to use the power of the Internet to create a two-way communication with their customers (Kitchen & Proctor, 2015). As such, we need to highlight how important it is to understand the consumer behavior of preschool, elementary, and secondary school aged children and youngsters. It will unlock a consumption power of an entirely new generation, and an understanding of the challenges and opportunities they bring (Dorsey, 2016), that can be used to create effective marketing strategies directed at this generation.

1.1 Research description

This master thesis investigates the online and offline consumption behavior of Generation Z in order to define the consumer behavior of the generation, including the creation of a profile of them. This can lead to a deeper understanding of the generation along with the challenges, and opportunities they bring, with regards to the theoretical field of digital marketing. We will further outline the potential practical implications of targeting Generation Z, in order to formulate recommendations on how to advertise to Generation Z.

To examine the behavior of Generation Z, we conducted both qualitative and quantitative research. The qualitative research was in the form of focus group interviews in order to gather background knowledge about the generations' general consumer behavior, and compared it to related work in the field (in order to get secondary data). The aim of the focus group interviews and the related work, were to create categories, which we could build an online survey on. The purpose of the survey (quantitative method) was in order for Generation Z to do a self-evaluation of their online and offline consumer behavior, which is the basis for a profiling of the generation. The aim of the profiling of Generation Z is to provide a set of recommendations, which can be used for future marketing purposes. The scope of the study is limited to the Danish context as all material gathered was from Danish consumers. However, the implications are relevant to Danish marketing firms as well as international companies targeting Danish consumers.

1.2. Motivation for the research field

Consumers have been left out of the conversation of marketing, which has resulted in a lot of advertisement that is not relevant to consumers. This however needs to be changed and companies have to go back to personal advertising and personal experiences, meaning that it is time to engage with the consumers on their terms (Ryan, 2017). Personal digital marketing is however already established, but it can be even more personal, based on different kinds of behaviors. In light of this, we found it interesting to investigate online and offline consumer behavior in order to highlight how to increase the digital marketing. Online and offline consumer behavior was chosen, as there is not that many studies that focuses on both online and offline consumption behavior.

Additionally, Ryan (2017), Petra (2016), and Boulay et al. (2014) all state there is a need for a deeper understanding of how young consumers interact with marketing, as they are born into a digital world and thus new behavior which should be taken in mind. We looked into the research field, and identified that very little research has been conducted about preschool, elementary, and secondary school aged children and youngsters that were born in the 1990s and constitute the new millennium. We thereby found a gap in the research field that can provide a theoretical contribution, to understanding one of the futures major consumer groups - Generation Z.

The combination of a personal interest for human behavior and user experience, combined with the interest of how the future marketing should be conducted, we identified the specific area of investigation to be Generation Z's online and offline consumption behavior. Therefore, we would like to gain more insight and knowledge in this field, in order to highlight how Generation Z should receive marketing in the future.

In order to investigate the field into both online and offline information seeking behavior and purchase behavior, we looked at studies that were already conducted in the field. We found that a lot of studies have been done about either online or offline behavior, but not that many studies combine the two different kinds of behavior. A review of the studies investigated can be found in the literature review, from Section 2.2.

Moreover we looked into consumption behavior depended on gender, age or generation, in studies such as those conducted by Darley and Smith (1995), Moore (2012), Westlund and Bjur (2014), and Kopaničová and Klepochová (2016), in order to know what areas have been investigated and what findings were already made. Furthermore we have been looking into online shopper typologies in studies like those conducted by Weathers et al. (2007), Kau et al. (2003), Roy and Ghose (2006), and Ganesh et al. (2010) in order to know what typologies were already constructed.

Furthermore, it is necessary to choose an area within online and offline consumption behavior, in which we want to highlight. We have thus been looking at what this generation uses their money on and found a study conducted by the company Piper Jaffray in 2015, who have been observed 6,200 teens in the U.S. They found that 23% use their money on food, followed by 20% of their money on clothes (Piper Jaffray Company, 2015, 2016). Furthermore clothing is a major area, in which young people across different ages have in common (GroupM, Personal communication, January 23, 2017). We thus decided that clothes shopping should be the specific area in which we investigate online and offline consumption behavior.

1.3 Problem Statement and research questions

Based on the above presented case description and motivation within the field, this leads us to the following problem statement:

PS *How can a better understanding of Generation Z's online and offline consumption behavior, help us improve advertising targeted to this group?*

Furthermore, in order to fully answer the problem statement, we have created four research questions (RQ's). As we will like to know the full extend of the characteristics of the online and offline consumption behavior at Generation Z. We thus want to highlight their consumption process, which leads to RQ1 and RQ2.

RQ1 What are the characteristics of the online consumption behavior of Generation Z?

RQ2 What are the characteristics of the offline consumption behavior of Generation Z?

To answer RQ1 and RQ2, we searched for relevant literature, conducted focus group interviews, and an online questionnaire in order to investigate their decision-making process online and offline. We thus want to use the consumer decision making process-model (Cox et al., 1970), the theory of planned behavior (Ajzen, 1991), and flow theory (Csikszentmihalyi, 1990; 2014), in order to analyze their behavior and define them according to the different steps of the model.

We also find it interesting to know the characteristics of the online and offline consumption behavior of Generation Z, and how their behavior is in relation to their information seeking behavior both online and offline in order to compare these parameters. We estimate that this, can lead to a pattern that can be used when looking

for what kind of shopping typology this generation could be. From that the third RQ is made:

RQ3 What kind of shopping typology would Generation Z be defined as?

To answer RQ3, we use the literature review about shopping typologies, and our analysis of the generation's behavior (RQ1 and RQ2), in order to present what kind of shopping typology Generation Z should be categorized as.

When we made a profile of Generation Z and their consumption behavior that led to the criteria of how this consumer group additionally should be targeted through their consumption behavior, in order to effectively advertise. However, we would like to find out what the implications for advertising to the members of Generation Z is, to avoid losing them through marketing. This leads to the RQ4:

RQ4 What are the implications for advertising to members of Generation Z?

To answer RQ4, we use the results from RQ1, RQ2 and RQ3 with regard to highlighting how the marketing industry should conduct marketing for this generation in the future.

Additionally, we have hypotheses (H), in which we would like to test through this thesis. The first hypothesis is about Generation Z's use of technology, as they have grown up with it that makes us believe they use it all the time. We thus want to know if this generation is highly influenced by being online, which leads to the first hypothesis (H):

H1 Generation Z is highly influenced by technology and use the Internet to search and browse in relation to purchasing items

In relation to that, we also have a hypothesis about this generation's use of search engines, as we believe that they are using search engines regarding their consumer decision process in order to search for specific items. This is because we believe that this generation is more equipped to do so as they know the advantages of what the internet has to offer. Therefore H2 is made:

H2 Generation Z use search engines online in order to search for specific items

Furthermore, we would also like to know if Generation Z has a tendency to look for items online and buy their items offline. We believe that this consumer group tends to be more impatient and materialistic, which leads to the assumption that they want something physical, which they do not want to wait for. Therefore, H3 and H4 read:

H3 Generation Z has a tendency to get inspiration online

H4 Generation Z has a tendency to purchase their products offline (because they want something physical and do not want to wait for it)

Another thought in this process is that Generation Z is getting a lot of inspiration, that links to them personally through social media platforms. That could be through acquaintances, through Facebook or through Instagram where they follow a specific celebrity.

H5 Generation Z get a lot of their inspiration from social media platforms

We have a hypothesis about consumers, who live far away from their preferred shopping place, who are more predisposed to use online shopping, which also means those who live in the same town as their preferred shopping place, are more disposed to use offline shopping, as they can easily get the clothes right away. Because of that H6 was formulated:

H6 Generation Z is more predisposed to shop online if they live at least 30 minutes away from their preferred shopping place

Lastly, we furthermore have a hypothesis that Generation Z is more inspired to buy products that are targeted specifically to them as they are known for their individualization and customization, which means that they could possibly want things that are specified personally to their individual wants and needs. Which forms the last hypothesis:

H7 Generation Z is more inspired to purchase products they are targeted by online

1.4 Limitations

It is unclear exactly when the Generation Z was born, and because of that, it has been necessary for us to define the years in which we will look into within this study. We have thus decided to include children born between 1994 and 2003 as this is the span of years defined in the research we found in the field (Zhitomirsky-Geffet & Blau, 2016; Kopaničová & Klepochová, 2016; Van Den Bergh & Behrer, 2016; Sabinsky, 2013; Mathiassen & Elkjær, 2016; Kailow (n.d); Williams, 2015). Furthermore, we chose children from 14 years and older, this is because in Denmark youth are allowed to work from the ages of 13, which means they are able to earn their own money (arbejdstilsynet.dk², 2005), and therefore able to decide for themselves how to invest their money.

As previously mentioned we have decided to focus on the clothes-shopping category. This means our investigation and findings only can be used within online and offline consumer behavior in regard to clothes shopping. Because of that the profile of Generation Z will only match this research field, meaning that we cannot be sure the behavior would be the same into other categories of online and offline consumption behavior.

1.5 Definitions

In this section, we will outline the most used words and terms, in order to help the reader understand the different words and abbreviations that are frequently used throughout this thesis.

Consumer behavior

As this thesis focuses on the consumption process, which is based on consumer behavior, we want to outline what is meant by the term. As such consumer behavior is defined as the process in which include both information and inspiration seeking,

² arbejdstilsynet.dk

combined with the purchases, in which the consumer perform. The term is used on both online and offline behavior (Kotler & Keller, 2016; Solomon et al., 2010; Blackwell et al., 2006; Schiffman and Kanuk, 2000).

The Information seeking

When referring to information seeking behavior we hereby mean the activity people engage in when identifying their own need for information, and thus in searching for the information they need (Wilson, 1999).

Information & inspiration

In this thesis the information and inspiration words are used in the same context, in order to outline the information seeking process, as we assume the process can contain both inspiration seeking for fashion and clothes to purchase, but also information seeking about specific products, e.g. in order to find information about the material.

Online behavior

Online behavior is defined as the information and inspiration seeking on the Internet, and the purchases consumers make on the Internet.

Offline behavior

Offline behavior is defined as the information and inspiration seeking, and the purchase behavior, in which the consumer have in the physical stores.

Shopping behavior

Shopping behavior in this thesis is defined as the consumer behavior, with basis a in clothing. Meaning that we are looking into the online and offline consumer behavior within clothing, which the generation partake in.

TPB

The abbreviation of The Theory of Planned Behavior contains both attitude, norm, and perceived behavioral control (Ajzen, 1991).

ISB

ISB is the abbreviation of the Information Seeking Behavior model. The theory is used to describe the information seeking behavior by explaining motivations, needs, resources, and barriers to that behavior (Wilson, 1999).

Ad and ADS

The abbreviation of advertising and advertisements.

1.6 Thesis overview

This thesis will start by providing the reader with an introduction and a description of relevance for this thesis. In the following chapter - the Literature review, we will present related work in order to show what has been investigated within the field, including: theories, methods, and relevant models. The next chapter is called Methodology, in which outline the methods used during this study. This include focus group interviews and a survey, together with a description of how we used the methods. Furthermore, this chapter also includes ethics, validity and reliability. The Results and Analysis chapter, will hereafter outline the results and analysis of the findings from the survey. Afterwards we conduct The Consumer Z profile in Chapter 5, followed by a Chapter 6 including recommendations and implications for advertising to Generation Z. Additionally, there will be presented a discussion, that will provide the reader with a discussion of the findings combined with ideas for future work. Lastly, there will be a conclusion in order to highlight the results of this study.

In order to provide the reader with an overview of the different chapters of the report, the model illustrate the thesis structure.

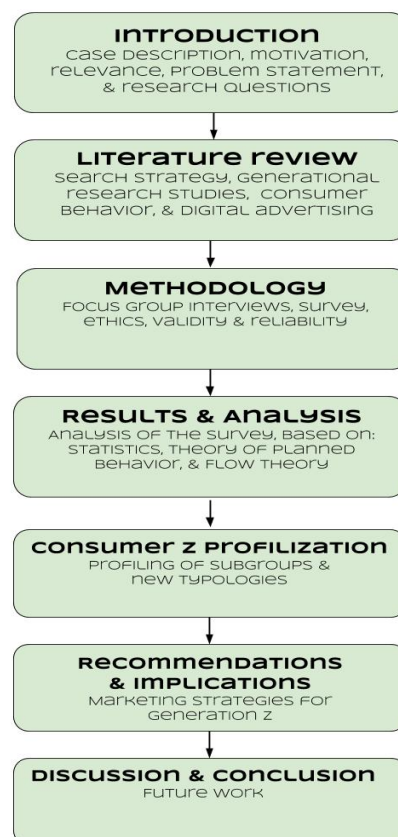


Figure 1.1: Thesis structure

Chapter 2

Literature Review

Although consumption behavior is a very well-covered research area, we have decided to research consumption behavior within Generation Z as there is a lack of research on this target group. In this section, we will outline the research previously conducted within consumer behavior, including the theories, models and methods. As there is a lot of information to process, we have chosen to organize our literature review in a conceptual structure (Cooper, 1988), by grouping research together by important concepts and themes. This has further allowed us to integrate theoretical and empirical literature where we see fit. The chapter is structured as followed:

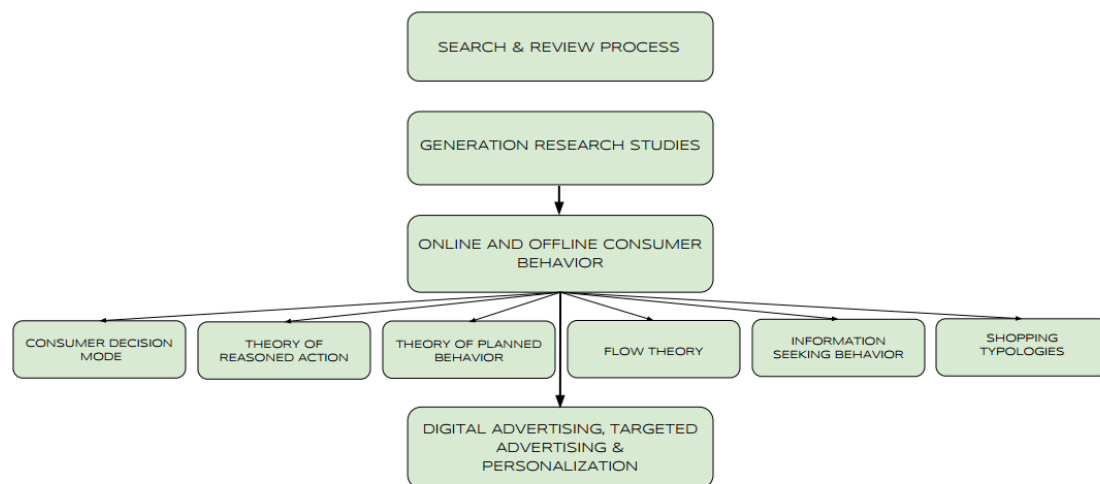


Figure 2.1: Chapter 2 structure

Firstly an introduction of the search-strategy will be presented in to provide an overview of how the literary research was conducted. The search strategy will form the basis for the literature review on this study. Afterwards a presentation of the generational research studies will then be outlined in regard to how the target group is defined, and to highlight the differences between the generations. Furthermore, we will outline the research field of online and offline consumer behavior, in regard to answering RQ1 and RQ2. Moreover this section will present a definition of the shopper typologies, which enables us to address RQ3. Lastly, we will present digital advertising in order to outline how to conceptualize marketing today. By the end of this section, we will be able to get knowledge with regard to RQ4.

2.1 Search and review process

Research focus

In order to find out what this study should focus on, we used the methods of Rasmussen and Fischer (2008): brainstorming, theme, and cleansing. The methods is designed to

gather existing knowledge and present it in a creative way where no relevant aspects are left out, and further to give space for new knowledge to appear.

As we find consumer behavior and digital marketing interesting, we started to investigate this research area by a brainstorming phase in order to find every possible relevant topic we could contribute to in the field. We used desk-studies, which was an explorative in-depth research of existing literature and accessible materials in the field of consumer behavior and digital marketing in order to find a research topic (Rasmussen & Fischer, 2008). Every relevant piece that was found was themed and grouped in order to find a gap in the literature that we could contribute to.

Additionally, when investigating the research field, we found a gap in relation to understanding Generation Z's consumption behavior as we found multiple research articles stating that there is a lack of research about this generation and that understanding this generation will unlock a power for an entirely new generation (Rosen et al., 2010; Dorsey, 2016; Van Den Bergh & Behrer, 2016). This led into a more in-depth examination of Generation Z and a cleansing of anything irrelevant. From that, we constructed four research questions in order to guide the literature research in the right direction. We, amongst others, used keywords from these four research questions when searching for relevant literature.

We chose to do a traditional literature review (Cronin et al., 2008), where we summarized the body of literature. We drew upon relevant knowledge and prior studies that addressed our topic to provide a comprehensive background so that we can highlight the significance of this study.

Sources

The sources we used for our research consisted of a broad variety of databases; Scopus, Google Scholar, ProQuest, and EBSCOhost, as these databases can be used to find scientific articles in a broad spectrum and thus provide us with relevant peer-reviewed, scientific articles.

Search tactics

We started the search process with a quick and easy method (Cronin et al., 2008). Quick and easy searches for phrases, or a combination of key concepts. We used this method sometimes in combination with The Boolean operators AND/OR that allowed us to narrow down the search in order for us to find out where we could contribute to the field.

We made the queries as our interest lay in studying consumer behavior and search behavior because we wanted to find previous research conducted in this area. After this, we expanded our search in order to find as many research articles as possible. We found many previous research articles concerning online and offline consumption behavior and search behavior by searching on the phrases that can be seen below.

Database	Word	AND/OR	Word	AND/OR	Word	Hits
Scopus	Online behavior	AND	Offline behavior			2.914
AUB	Online	AND	Offline	AND	Consumer behavior	38.671
AUB	Online behavior	AND	Offline behavior	AND	Search	245
ProQuest	Comparing online behavior	AND	Offline behavior			45
Scopus	Comparing online behavior	AND	Offline behavior	AND	Customers	1
AUB	Customer buying behavior	AND	Online	AND	Offline	35
AUB	Online	AND	Offline	AND	Shopping behavior	243
Scopus	Online	AND	Brick and mortar	AND	Behavior	323
AUB	Online	AND	Offline	AND	Consumer seeking behavior	12.429

Table 2.1: Search query

This provided us with many useful scientific articles. We then used a method called the pearl growing method (snowballing) (Rowley & Slack, 2004), where we used information to retrieve more relevant information. We looked for relevant citations in relevant scientific articles within order to retrieve more information in the same category. This was done as an ongoing process during our investigation. We furthermore kept a search log in order to keep track of all of our research articles, which can be found in Appendix B.

Analyzing the literature

To analyze the literature we used the PQRS method (Cronin et al., 2008) that consists of four phases: preview, question, read, and summarize. The method is used to keep the researcher focused and consistent and further help with facilitating easy retrieval and identification of material especially when dealing with a large number of research papers.

In the first phase, we found relevant literature by previewing headers and reading abstracts in order to get an overview of the importance of the literature. In addition, we

made the below search-log in phase two in order to decide what to record about literature. In the search log we noted all relevant literature down that we found in phase three (the research process). The log included information on methods, authors, titles, and we had a space for notes so we had the possibility to go back and retrieve information and view questions regarding the literature. In the fourth and last phase, we used the notes section in order to record short, relevant summaries of the literature, which made it easier for us to recall what the literature referred to, and in that way, it made it easier for us to integrate it into the literature review.

Methods	Authors	Title	Notes
Surveys			
	Urquhart et al. (2003)	<i>Uptake and use of electronic information services: trends in UK higher education from the JUSTEIS project</i>	

Table 2.2: Example from the search log

2.2 Generational research studies

Many researchers have worked with cohort analysis over the years, meaning that they worked with grouping people together, based on who have characteristics in common. In order to analyze changes in views over time. Cohorts can be used in order to understand differences in behavior, interactions, and fluctuations over a time-period (PewResearchCenter, 2015). According to Dinas and Stoker (2013), analysts will typically group people together by adjacent years, as they have characteristics in common like e.g. behaviors, rights, beliefs, norms, obligations or earnings. Furthermore, Neundorf and Neimi (2014) state that there are three different effects that can be measured when working with cohort analysis: age, period, and cohort (APC), which we will further explore below.

2.2.1 Age effects, period effects and cohort effects

According to Neundorf and Neimi (2014), age effects refer to the life-cycle and the basic biological approaches or progression that people have throughout life. This is because the social roles of individuals change with age as their social experience increases. Age effect then allow us to research differences between age cohorts. The behavior and attitudes that can fluctuate over a period of time, which can have an effect on the age cohorts, meaning that events and circumstances, like e.g. war, can have an effect on all age cohorts of that period and their behavior. This is called period effects. The period effects can be measured by time and are usually measured by current time like for instance a year of a survey (Neundorf & Neimi, 2014). Furthermore, people in general can differ in their attitudes because of their different socialization experiences. This is called cohort effect but can also be called generational effects. This is because the people are presumed to have shared similar socialization experiences in their early adolescence and further throughout early adulthood.

Defining generation

Grouping people by generation is one way to group age cohorts. In addition, defining generations is a useful tool for analysis and involve tracking the same groups of people on a range of characteristics, behaviors, and issues. The commonly used generations have been defined by an assortment of factors, which usually includes demographics, historical events, culture, and attitudes. However, these definitions should be seen as guidelines instead of an established distinction (Doherty et al., 2015).

While researching the age cohorts of the different generations we found that there are four current generations. These are Baby Boomers that are born approximately 1946-1964 (Beutell & Wittig-Berman, 2008; Dong et al., 2017; Kitchen, & Proctor, 2015; Sox et al., 2017). The Generation X, which is born around 1965 to approximately 1980 (Beutell & Wittig-Berman, 2008; Kitchen & Proctor, 2015; Reisenwitz & Iyer, 2009; Sox et al., 2017). Generation Y which is roughly defined as born between the eighties and to around the middle of the nineties (Combes, 2009; Petra, 2016; Van Den Bergh & Behrer, 2016). Lastly, there is the Generation Z, which is estimated to being born in the early nineties until today. However, as presented in Chapter 1, Section 1.4 we have limited our research to focus on the young people in the generation born between 1994-2003, as this is one of the most used span of years when defining the generation.

We are additionally aware of other generational cohorts which have been constructed. These are: The Depression Era that is born between 1912-1921, World War II born that is between 1922 and 1927, and Post-War Cohort who is born between 1928-1945. These generations are however not very used any more because of their ages, and are thus not relevant to present more in-depth in this study.

As stated above this should only be seen as a guideline and is how the generations are defined in this study by comparing different studies and the age cohorts thereof.

Baby Boomers	1946-1964
Generation X	1965-1980
Generation Y	1981-1993
Generation Z	1994-2003

Table 2.3: Our definition of generations

According to Petra (2016), understanding the differences between the generations can lead to the creation of a more effective marketing strategy. Therefore, we will present the different generations below in order to create a picture of the different differences according to attitudes and behaviors.

Baby Boomers

This generation tends to be individualistic, focused on social causes, self-absorbed, and cynical (Beutell & Wittig-Berman, 2008). In addition, Baby Boomers are now mostly retired, which is why there is a decline in their spending. Furthermore, this generation is called the materialistic generation as this generation had a workaholic lifestyle and

placed great value on career and purchases in general (Sox et al., 2017). Nevertheless, this generation is said to have achieved high educational status (Dong et al., 2017).

Baby Boomers are less familiar with the internet than any of the other generations (Kitchen & Proctor, 2015) and they have limited experience when it comes to the use of technology-based products and services (Yang & Jolly, 2008). Therefore, they are usually not that comfortable with technology, email, and using the Internet and are considered the least confident generation when it comes to technology (Sox et al., 2017). The low confidence in technology also has an effect on this generation as they are experiencing difficulty using mobile data services (Yang & Jolly, 2008). In addition, the older part of the Baby Boomer generation have a lower tendency to use new technologies (Sox et al., 2017), but they know how to make use of the Internet (Kitchen & Proctor, 2015). However, the younger part of the Baby Boomer Generation are very open-minded when it comes to trying out new products and brands, and they try to be more involved with technology-based services and products. As the market is changing, the younger part of this generation also tends to respond to changing trends (Yang & Jolly, 2008).

Generation X

Generation X were raised with overprotective parents and have many of the same features as the Baby Boomer generation. They can thus have a tendency to be a little pessimistic and cynical as they were led towards success as they were pushed a lot by the older more industrious prior generation (Borges et al., 2006). This generation is said to be the best educated, which is correlated with their computer usage (Reisenwitz & Iyer, 2009). This generation is said to be the smallest generation in numbers (Sox et al., 2017).

Generation X are seen as computer savvy and are in addition more participative with online activities than the Baby Boomers as they grew up with computers, and the technology that came with it. Moreover, this generation is also comfortable with mobile phones, email, laptops etc. both in their workplace and in private (Kitchen & Proctor, 2015; Yang & Jolly, 2008). Furthermore, they are well-informed information seekers along with the younger generations (Yang & Jolly, 2008) but they do not fully embrace technology in the same way (as younger generations) (Sox et al., 2017). Generation X favors communication in business via email and is in general technology assured, which means that they know how to make use of technology, but do not rely on it in the same extent as younger generations do. This generation further expects immediate results and likes to have control of their time and life in general (Sox et al., 2017). Furthermore, Generation X enjoys watching television (Borges et al., 2006) and value mobile data services as it can provide them with the information they seek (Yang, & Jolly, 2008).

Related work in the field claims that Generation X is less brand loyal than the Baby Boomer generation and is therefore likely to try out different brands. They will however be brand loyal if they trust the brand (Reisenwitz & Iyer, 2009).

Generation Y

This generation makes up more than half of the world's population, which means that this generation currently is the largest demographic group in numbers (Van Den Bergh & Behrer, 2016).

Generation Y, also called Millennials, were born into the world of the cyber revolution and learned the use of Internet in school (Van Den Bergh & Behrer, 2016). Meaning that they are considered technology-wise (Kitchen & Proctor, 2015; Reisenwitz & Iyer, 2009). In addition, most of this generation do not like to read and spend time on understanding and reading monotonous amounts of textual information. If this generation has to read, they prefer using electronic platforms. Furthermore, this generation easily gets bored and often multitask in order to escape boredom. Another feature of this generation is that they use the internet on a daily basis including use of social media in a high volume, which has a high impact on this generation's lives as it has changed the usage pattern, the information needs and the lifestyle of this generation in general. They have a high confidence in the use of technologies, which means, they also are more likely to try out new technologies (Combes, 2009; Reisenwitz & Iyer, 2009). They further know how to solve problems by using online collaboration tools (Reisenwitz & Iyer, 2009).

In addition, Generation Y has a great purchasing power and tends to spend their money quickly (Petra, 2016). They are more trend, fashion, and brand conscious. Furthermore, they are weighting style and quality over price. Generally, this generation enjoys shopping to a higher degree than any other generation, which also means that they have the highest percentage of online purchasing however, they still visit a high number of stores before making an actual purchase. An important factor of this generation is that they are not strictly addicted to being online and they do not feel the need to be online all the time and at any given moment. They use the Internet to stay connected, for entertainment and in order to find information when the need arises (Petra, 2016).

This generation is also more likely than the older generations to download music, play online games and create blogs, as they are interested in new technologies (Petra, 2016). In addition, this generation rely very much on feedback and depend on their peers for opinions (Sox et al., 2017).

It should also be noted, that a lot of research is focusing on this specific target group and the above description of this generation is only a brief summary of what can found about this generation.

Generation Z

Generation Z, also known as the iGeneration, iGens, 2Ks, Generation Alpha, Digital natives, Post-millennials, Pluralist generation, and so forth. Most of this generation are still in elementary school, middle school and high school.

Generation Z were born surrounded by technology. In addition, they swapped toys with technology, adding more with every year they grow. They are raised in a society where it is normal to stay constantly connected to social media and where it is normal to own

individual mobile devices. They spend all of their time immersed in technology that consists of entertainment, communication and all that comes with technology. They are known for their need for individualization and customization but also for their willingness to mix different backgrounds into their social circles (Rosen et al., 2010; Van Den Bergh & Behrer, 2016). Kitchen and Proctor (2015) state that this generation's experiences are widely influenced by the material that the internet is providing them, and they have rapidly learned to master what the internet has to offer. However, they do not see technology as an instrument, as technology for them is part of life (Van Den Bergh & Behrer, 2016). This means, this generation are masters of multitasking, social networkers, and electronic communicators, and furthermore this generation is the first to rush to new technology (Rosen et al., 2010). They tend to join social networking sites and are engaging in online swapping of conversation and information (Kitchen & Proctor, 2015). In addition, they use social networking and text more than they talk (Rosen et al., 2010) and larger parts of this generation's communication are not face-to-face. They all own a cellphone and use texting, blogging, vlogging, Twitter, Facebook, MySpace etc. to share photos, videos, chat. Meaning that the virtual world is real to this generation (Kitchen & Proctor, 2015). In addition, Dorsey (2016) states that this generation will determine how any of the other generations eventually will use technology and that understanding this generation and the challenges they bring along with opportunities will unlock a power of an entirely new generation. Generation Z make up a quarter of the population (equivalent to 2 billion globally) and have been estimated to spend around 200 billion dollars a year. Furthermore, this generation has the highest disposable income of all generations (when they were in that age) (Van Den Bergh & Behrer, 2016). The generation further has a high brand awareness and influence on their parents brand purchases (e.g. choice of mobile phone) and they have a significant impact on their family's household purchases. They are also masters of seeking information as growing up with search engines have taught them to information search quickly and efficiently. In general, Generation Z seems to be more responsible, smarter, more tolerant, and more inclusive than previous generations.

Rosen et al. (2010) state that the minds of this generation has changed as they learn differently, with all of the consumption of technology, they have completely redefined communication. Generation Z should also be the most formally educated generation in history (Van Den Bergh & Behrer, 2016).

According to Van Den Bergh & Behrer (2016), this generation will adopt new learning styles in relation to gaining access to every piece of information on the Internet (Van Den Bergh & Behrer, 2016).

We have furthermore looked into the field of cohort and generational research in order to find out what research has been conducted and will thus below present the central works of research.

Central work of generational research

Looking into the central work of research concerning cohort analysis, we found that Neundorf and Neimi (2014) conducted a study where they focused on new methodical approaches in order to identify political generations and further observe the age, period, and cohort effects (APC), which relate to political attitudes and behavior. They, amongst

other, compare different age cohorts in order to measure the difference in attitudes and if there are any period cohorts affecting these attitudes. Furthermore, Dinas and Stoker (2013), developed a design-based approach which they used to identify cohort effects in APC analysis. In addition, Brady and Elms (1999) also study the cohort effect in examining the decline of political participation and the cohort effect when data are flawed. With the study, they found simple methods for doing APC analysis when data was noisy.

However, our study deals with generational research and we have therefore looked into literature on generational research, in order to find studies that have been conducted within the field.

We, amongst others, found that the study of Beutell and Wittig-Berman (2008) explored the generational effects on work-family synergy and conflicts comparing The Silent Generation (born 1925-1945), The Baby Boomers, and Generation X. Here they found that there are generational differences in work-family synergy and conflict, which were measured through self-reporting amongst the participants. Furthermore, Yang and Jolly (2008) examined the differences in adoption of mobile data services amongst Generation X and the Baby Boomer generation and thus examined two different age cohorts in order to find the differences between them. Through the study, they found out that the Baby Boomer generation found mobile data services more difficult to use than Generation X did. The study by Dong et al. (2017) investigated different age cohorts born between 1931 and 1959 in order to estimate the self-reported probability of working full time past the age of 62 or age 65. The results of the study showed that working full time increased amongst these age cohorts even though the participants also rated that their health worsened. Furthermore, Sox et al. (2017) identified best practices, barriers, and opportunities for managing and planning virtual meetings and hybrid meetings (use of technology within meetings) for the generational cohorts: Baby Boomers, Generation X, and Generation Y. They found out that meeting professionals consider the generational differences when planning meetings as e.g. the Baby Boomer generation are not as comfortable with technology as the other generations. Furthermore, the study by Petra (2016) focused on Generation Y and describes the generation's characteristics, the general behavior, and defines the shopping behavior of this generation by investigating their attitudes directed at different retailers. The study found that people of Generation Y saw themselves as being brilliant shoppers, and that they in general found the internet and the tools thereof useful in their shopping process. In addition, this generation found shopping enjoyable, relaxing, and rewarding.

The study by Combes (2009) investigates Generation Y and their information seeking behavior in order to find out if Generation Y is savvy users of computers and thus are good at using computers. The results of the study showed that Generation Y was savvy when it comes to computer usage. However, since this generation is perceived as confident users it has meant that they were left to learn information search on their own which has resulted in poor and unsophisticated information literacy. Therefore, Combes (2009) infers that this generation and the next will become digital refugees. In extension of that, Borges et al. (2006) conducted a study on a medical school, where they compare the three generational cohorts Generation X, the Millennials (Generation Y) and a subgroup thereof they called "Cuspars" who consists of people with traits of both generations. This is because they wanted to investigate the personal differences of

characteristics, preferences, and attitudes among these groups. Through their analysis, they measured 16 personality factors and found significant personal differences in ten of these factors.

We also looked into what kind of research that was conducted on Generation Z. In addition, we found a study by Rosen et al. (2010) that is illuminating how to understand Generation Z and how they learn. They came up with 11 recommendations for teachers in how to improve teaching to better suit this generation. The 11 recommendations are; 1) learn to understand the multimedia Generation Z use and make use of it, 2) involve mediums in education and do not limit projects to single formats, 3) create group projects that are done through online collaboration, 4) use blogs to create writings, 5) provide feedback, 6) give tasks as this generation work best under time pressure, 7) teach them to use sources and visit multiple websites, 8) reading, writing, arithmetic, and realistic technology are important, 9) involve the generation in education, 10) show the generation a global perspective, and lastly 11) use the internet to find resources to education. In relation to that, Rosen et al. (2010) like Combes (2009), mention that this generation often lacks media literacy.

Implications for our research

In relation to the above findings, we have found a lot of generational research comparing generational cohorts and some that only investigate one single generational cohort. We found that there are many studies concerning the Baby Boomers, Generation X, and Generation Y. In addition, we also found some research that illuminates Generation Z's characteristics, their behaviors and attitudes. However, we did not find any studies that investigate the consumer behavior of Generation Z.

We especially feel inspired by Rosen et al., (2010) that state that there has not been conducted that much research about preschool, elementary, and secondary school age children and youngsters that is born in the 1990s or later. Furthermore, the statement by Dorsey (2016) saying that understanding Generation Z and the challenges they bring along with opportunities, will unlock a power of an entirely new generation, which will spurs us to go more in-depth with research on this generation.

In addition, we will draw inspiration from the above findings as e.g. Petra (2016) focused on Generation Y and describes the generation's characteristics, the general behavior, and defines the shopping behavior. This study we can use to draw inspiration from in order to investigate Generation Z. Furthermore, the above findings can be used in order to find fitting fragments of behavior and attitudes that we can use for our survey in order to point us at a direction of what to ask Generation Z.

In relation to that, we want to find out more about Generation Z and their consumption behavior. Therefore, we have researched about consumption behavior in order to find out what kind of research that has been conducted in the field, which theories and methods have been used when studying behavior, which we will highlight below.

2.3 Consumer behavior

It is essential to know what consumer behavior means in order to understand the process of shopping behavior. Additionally, it is essential to outline an understanding of the different methods and theories in consumer behavior we are able to use in order to analyse the consumer behavior. As such, this section helps us to get an overview of the different theories and methods that are used within the field of consumer behavior. Moreover, it is essential to present this section as we structure the thesis based on the consumer behavior process. By outlining this section we furthermore enable a better understanding of Generation Z's online and offline shopping behavior, which makes it possible later on to answer what the characteristics of the online and offline consumption behavior of Generation Z are, and what kind of shopping typology they would be defined as (RQ1-3).

With this in mind, we begin with a description of consumer behavior, which in regard to Schiffman, Kanuk and Hansen (2008) is described as, *"The behaviour that consumers display in searching for, purchasing, using, evaluating and disposing of products and services that they expect will satisfy their needs"* (p. 3). Additionally, it should be described what kind of consumer behavior we talk about, as there exists both individual consumer behavior, and organization behavior (Kardes et al., 2011). Individual consumer behavior means the focus is only on the individual consumer's behavior, whereas organizational behavior refers to a group of people's consumer behavior with a given product (Kardes et al., 2011). We are however only interested in the individual consumer behavior and below will thus build on this basis.

Additionally this means, according to the researchers within the field, consumer behavior is a process that includes selecting, purchasing and disposing of goods and services, based on the needs and wants of consumers (Kotler & Keller, 2016; Solomon et al., 2010; Blackwell et al., 2006; Schiffman et al., 2008). Furthermore, even though the researchers basically agree about what consumer behavior means, consumer behavior varies and we thus distinguish between the research fields, as consumer behavior changes over time, as the purchase characteristics of the customers change, due to their physical and psychological needs.

In order to be more specific about consumer behavior, we will illustrate how consumer behavior should be understood based on Solomon et al.'s (2010) model below. The full scope of activities which consumers engage with before, during, and after the purchasing process, is illustrated in the model below. The process both includes products and services, but also emotional, mental and behavioral responses during the process (Solomon et al., 2010; Kardes et al., 2011).

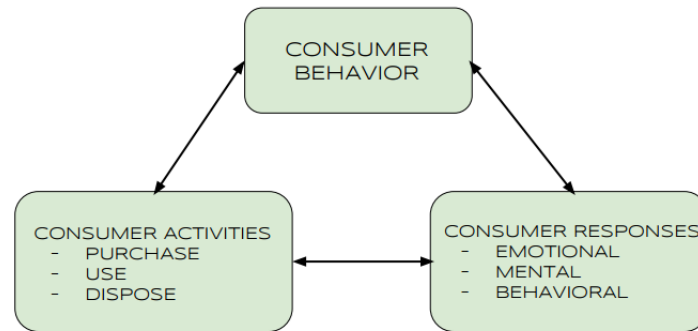


Figure 2.2: Own production of the consumer model by Solomon et al. (2010)

In the activities, the consumer starts with; the ‘purchase’, which includes searching for inspiration, searching for information, together with evaluating the information. Moreover, there is the ‘use’, which includes where, when and how the purchase takes place. The final stage in the process is acknowledging that the purchased product is likely to be ‘disposed’ of at some point. Additionally there is included some responses to the process; emotional, mental, behavioral, which is about affection of feelings within the context. These are presented in the right box (Solomon et al., 2010; Kardes et al., 2011).

When outlining the research within consumer behavior, a great extent is conducted by comparing online and offline purchases in general, by comparing basket size on a web shops versus in a physical store, or measuring the information search and the tendencies to purchase afterwards. For instance in the studies conducted by Bhatnagar et al., (2000), Ganesh et al. (2010), Van Nierop et al. (2011), Lee et al., (2015), and Mallapragada et al., (2016), they are looking into the field of comparing online and offline consumer behavior in general. Furthermore, some of the papers are looking more specifically into online and offline consumer behavior within food, such as in the studies by Chu et al. (2010), and Giampietri and Finco (2015). Additionally comparing shopping within hedonic, utilitarian and experience products is also a very well-covered area. For instance Bei et al. (2004), Weathers et al. (2007), Cheema and Papatla (2009), and Scarpi et al. (2014) all compare different products in order to measure the consumer behavior within the different products. All the papers further look into different aspects of behavior, which means different theories and models are used in order to analyse consumer behavior. Meaning, that some of them are looking into the purchase behavior online and offline, whereas others are looking into the searching part, and additionally some of the papers compare both searching and purchasing either online or offline.

Additionally, we found some theories in which are currently used, which means those are the more central theories within this field. In the following section, we will thus highlight the central theories and models within the field in order to give an overview of how to analyse consumer behavior.

When researching studies on consumer behavior, there are four theories and models, which are predominantly used when investigating consumer behavior (Pellemans, 1971; Madden et al. 1992; Bray, 2008; Lin et al., 2009; Darley et al. 2010; Kardes et al., 2011; East et al., 2013;). These are:

- In this section we thus highlight the central theories and models within consumer behavior, as those are relevant to know when investigating this area.

First of all we will outline the models of the consumer decision process. As such, it is essential to mention that over the years, many different models of “The Consumer Decision Process” have been developed, and the models are based on a different amount of steps in which the consumer’s behavior are described. Additionally, according to Erasmus (2010) it is important to know that all of the models lead to consumer purchasing, which include the stages of information seeking and purchase of a product or service, combined with the process of evaluating the product or service in the post-purchase phase. The basis of all the models are to outline the problem need, which will lead the consumer to search for more information about the given product, that can lead to motivation for purchases, and thus start the process (Pellemans, 1971). With this in mind, we will shortly present the most currently used models.

```
graph TD; FA[FIRM'S ATTRIBUTION] -- MESSAGE --> CA[CONSUMER'S ATTRIBUTION]; CA --> ATT[ATTITUDE]; ATT --> SE[SEARCH EVALUATION]; SE --> MOT[MOTIVATION]; MOT --> DEC[DECISION]; DEC --> PB[PURCHASE BEHAVIOR]; PB --> FB[FEEDBACK]; FB --> FA; EXP[EXPERIENCE] --> CA; CON[CONSUMPTION] --> EXP; FB --> CON; subgraph Box; FA; CA; end
```

The diagram illustrates the Attribution Process as a flowchart. It begins with 'FIRM'S ATTRIBUTION' and 'CONSUMER'S ATTRIBUTION' enclosed in a dashed box. An arrow labeled 'MESSAGE' points from 'FIRM'S ATTRIBUTION' to 'CONSUMER'S ATTRIBUTION'. An arrow points from 'CONSUMER'S ATTRIBUTION' to 'ATTITUDE'. From 'ATTITUDE', the flow continues to 'SEARCH EVALUATION', then 'MOTIVATION', and finally 'DECISION'. From 'DECISION', an arrow points to 'PURCHASE BEHAVIOR'. From 'PURCHASE BEHAVIOR', an arrow points to 'FEEDBACK'. From 'FEEDBACK', an arrow points back to 'FIRM'S ATTRIBUTION'. Additionally, an arrow labeled 'EXPERIENCE' points from 'CONSUMPTION' to 'CONSUMER'S ATTRIBUTION'. From 'CONSUMPTION', an arrow points to 'FEEDBACK'. The entire process is set against a light blue background.

The model has five main steps, in which it is highlighted the information seeking and purchase process (Pellemans, 1971). Moreover, the model illustrate how other aspects

such as attitude and motivation affect the phases. According to Pellemans (1971) a newer versions of the model have thus been developed, in order to outline a more detailed process.

One of the newer versions of the consumer decision model is called the “Model of consumer motivation and behavior” (EKB), by Engel et al. (1968).

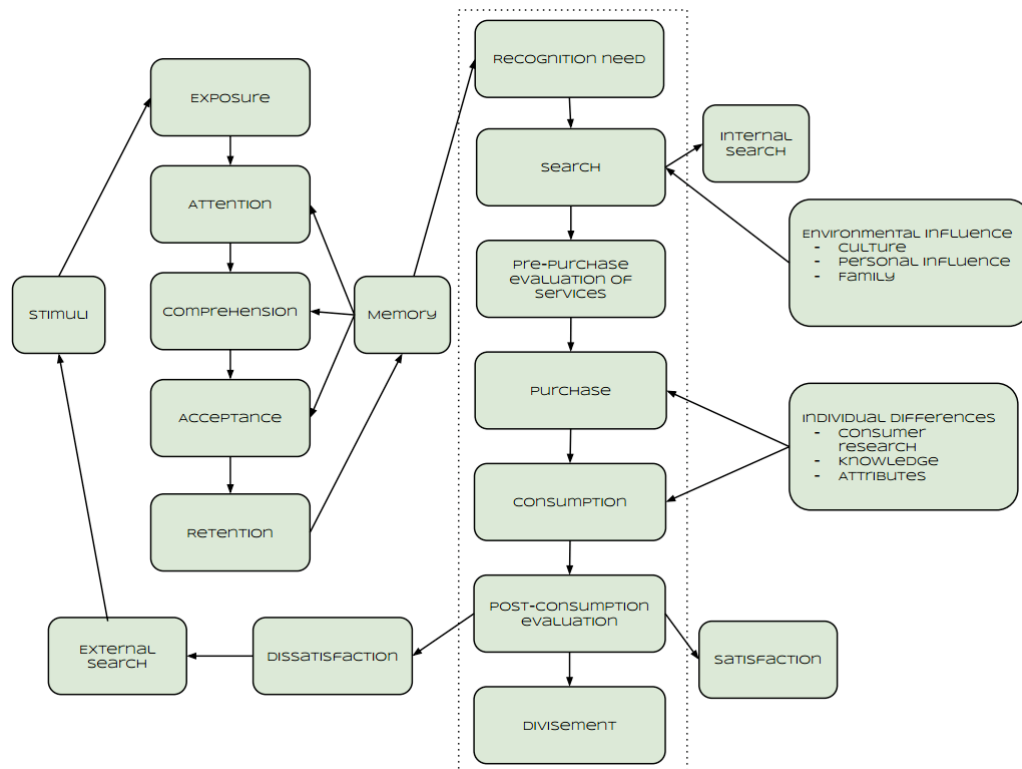


Figure 2.4: Own production of the EKB model by Engel et al. (1968)

The model includes seven steps: recognition need, search, pre-purchase evaluation of alternatives, purchase, consumption, post-purchase evaluation and divestment. Furthermore, the stimuli affect the seven steps, which leads to the evaluation of the process in order to purchase the product (Bray, 2008). Even though this model is one of the more widely used models today, other versions of the model have been conducted, such as the “Howard and Sheth’s buyer behavior”. This model was conducted in 1968 by Howard and Sheth and outlines the same steps as the two mentioned models above (Pellemans, 1971).

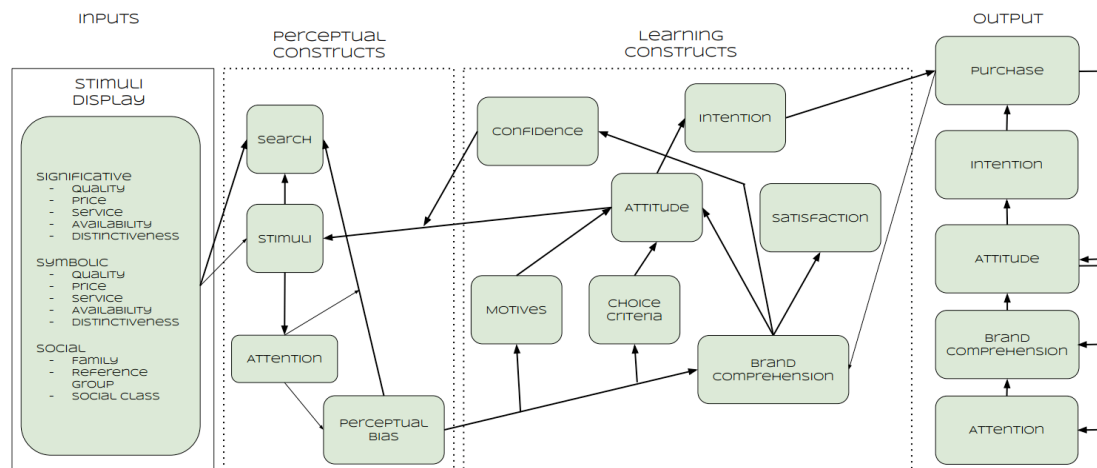


Figure 2.5: Own production of Howard and Sheth's buyer behavior model (1971)

This model is based on inputs, in which are influenced by stimuli, which in the end leads to the output. The different steps are thus a part of the learning process, in which the consumer considers before a purchase (Bray, 2008). However, even though the model is detailed and present a lot of different aspects to have in mind when analyse consumer behavior the most used and recognized model today is the one conducted by Cox et al. (1970) and is called "The consumer decision making process". The model has five steps: problem recognition, information search, evaluation of alternatives, purchase decision and post-purchase evaluation and the model illustrates and explains how consumers make a purchasing decision (Schiffman et al., 2008, Erasmus, 2010; Solomon et al., 2010; Dudovskiy, 2013).

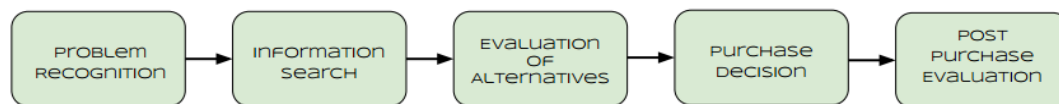


Figure 2.6: Own production of the Consumer Decision Making Process by Cox et al. (1970)

It is often used to structure consumer behavior research because it provides a broad and organized structures that reflect the basic process of the consumer's decision process (Erasmus, 2010). The model focuses on motivational factors, which helps researchers and the practitioners to understand the reasons behind purchasing decisions (Cox et al., 1983; Blackwell et al., 2006; Dudovskiy, 2013).

Theories

Besides the consumer decision model, currently used theories will be presented, in order to highlight the most relevant theories within consumer behavior.

Theory of Reasoned Action

The theory of reasoned action (hereafter TRA) was introduced in 1967 and aimed to explain volitional behavior. The theory consists of two components: attitude toward the behavior, and normative behavior (norm). Attitude refers to the individual's positive or negative evaluation of performing or not performing a given behavior and the expected outcome and consequences hereof. Norm is the individual's perception of, however

people in the reference group think that the person should perform the behavior or not (Ajzen & Fishbein, 1970; Ajzen & Fishbein, 1980; Hale, 2002).

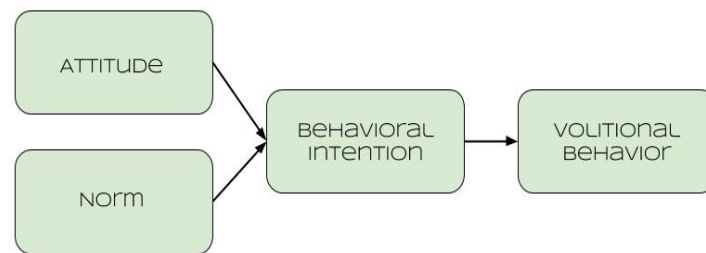


Figure 2.7: Own production of the TRA model by Ajzen & Fishbein (1980)

The theory is widely used in order to analyse consumer behavior, but is considered most useful in situations where the consumer's level of involvement is high, meaning that the intention to buy is assumed to be strongest (Ajzen, 1991). It is based on the assumptions that individuals usually act rationally, and use the available information in a systematic way in order to consider the consequences of performing or not performing a behavior (Ajzen & Fishbein, 1980; Madden et al. 1992; Yzer, 2012). Additionally Ajzen (1991) states TRA only includes volitional behavior and the behavior only is determined by the individual's intention to perform the behavior. Ajzen (1991) also states that the general rule is that the stronger the intention is, the more likely it is that the behavior is performed.

In order to perform the behavior, the individuals are determined by their beliefs. Those beliefs are however influenced by many factors such as age, gender, social background and education (Yzer, 2012). What beliefs however is the most prominent in the given situation depends on various factors, such as the individual's mood and time of day. It is furthermore believed that all prominent beliefs are equally important (Ajzen & Fishbein, 1980).

Additionally, Sheppard et al. (1988) used TRA in their investigation and state that TRA predicts consumer intentions well, and provides a simple basis for identifying how to target consumers' behavioral attempts to change. Stern and Salb (2015) also used TRA in order to find the beliefs that will shape the attitude and beliefs towards online social networks. Stern and Salb (2015) further recommend using TRA in order to measure current behavior, and not only behavior in regard to intention. Lin et al. (2009) also describes that TRA was useful in their study, in order to explain the users acceptance of a learning system and their behavior within social networks.

Theory of Planned Behavior

The extended version of TRA is Theory of Planned Behavior (hereafter TPB), conducted in 1985. It is based on the same basic assumptions as TRA, meaning that individuals usually act rationally and that behavior is determined by the individual's intention to perform the behavior (Madden et al., 1992). The theory contains, both the attitude and the norm, but has a new component added, called perceived behavioral control (Ajzen, 1991).

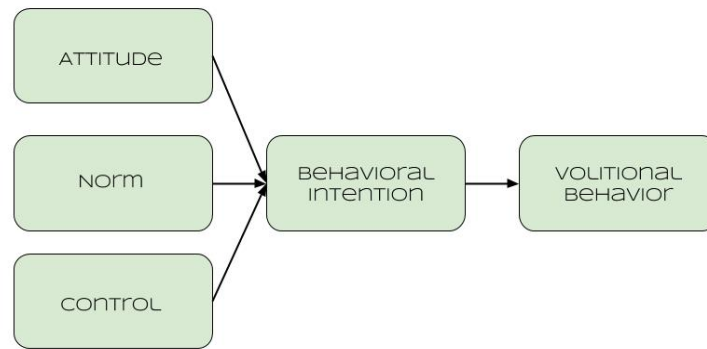


Figure 2.8: Own production of the TPB model by Ajzen (1991)

Perceived behavioral control is made by control beliefs, which refers to the individual's beliefs, whether there are factors that stop or facilitate the execution of the behavior (Madden et al., 1992). The beliefs are assumed to reflect past experiences. In order to make a behavior, the control should be seen as the users' own perception of the level of ease of performing the behavior. Additionally, control also reflects past experiences (Ajzen, 1991). The individual's intention to perform a given behavior will thus be strengthened, if he or she perceives the consequences of performing the behavior as positive, experiencing a social pressure to perform the behavior and at the same time feel that he or she is able to perform the behavior (Ajzen, 1991). Meaning that the extent to which the consumer is involved in the decision process influences the decision. Additionally, by using TPB you will be able to identify and measure factors that determine the consumer behavior (Vermier, 2009).

TPB is like TRA used for research into behavior in various areas and has been very successful in predicting intention and behavior (Madden et al., 1992). Furthermore, TPB compared to TRA has proven more accurate results. For instance Lee and Chen (2010) used the TPB-model as a way of structuring their analysis, in order to illuminate behavior within the three aspects; norms, attitude and control. Furthermore, the study by Gunawan and Huarng (2015) addresses the importance of understanding social networks, media and viral marketing effects on consumers purchase intentions by using the TRA-model combined with the Information Adoption Model and Perceived Risk. In addition, Weinberg and Gottwald (1982) investigated whether emotions causing impulse buying, can be identified through interview data and observations, in the study they use planned behavior and control. Moreover, in the study conducted by Vermier (2009) she used TPB in order to illuminate behavior with a sustainable product, and found that highly involved respondents were more predisposed to purchase the product because of their attitudes and norms toward the product, rather than the respondents with low involvement with the products who were not that predisposed to purchase the product. Giampietri and Finco (2015) investigated how consumers' intentions to purchase food in a given store is influenced by the variables in the TPB - the attitude, the norm and the control of the behavior. They found that TPB was useful in order to illuminate consumers' attitude and norms within local food stores.

Armitage and Conner (2001) examined the TPB by doing a meta-analysis of the theory. They found that there is evidence supporting use of the TPB when using it to predict

behavior and intentions. Furthermore, they found that self-reported behavior is more used in research in relation to observed behavior. In the study by Shibchurn and Yan (2015), they applied the TPB to draw a hypothetical model on the theory and the concept of privacy clauses and found that TPB often is modified in order to predict and explain the online user behavior. Jang and Yoo (2009) thus found TPB useful in order to predict the current avoidance behavior.

Flow theory

Flow theory presents the condition people should experience in order to perform the best engagement within a situation (Csikszentmihalyi, 2014). The flow theory emerged from previous research conducted by Csikszentmihalyi (1990; 2014) where the results showed that enjoyment of the activities was so profound, which led to a willingness to perform and experience it again. This later on became the definition of the “flow experience”. Csikszentmihalyi (1990) additionally presents the different descriptions from the studies, which is combined into a list of eight essential components of emotions, that at some point should be achieved in order to receive a good experiences. These dimensions are:

1. Optimal experience
2. Full concentration
3. Clear goals
4. Immediate feedback
5. Action and awareness
6. Sense of control
7. Loss of self-consciousness
8. Time alteration
9. The autotelic experience

In general these dimensions are about how people experience flow, meaning that the dimensions are based on peoples’ skills when coping with a challenge or given activity. The concentration they should feel is so intense and they lose track of time. Furthermore there is no attention to think about anything that is not relevant for the activity in the situation. They are so fully invested in performing the task that the self-consciousness declines slowly, and the sense of time is lost (Csikszentmihalyi, 1990).

Additionally Csikszentmihaly (1990) puts words on concrete activities that increase the likelihood of optimal experiences in order for the probability of flow to occur. He describes how the studies showed that all types of flow activities depends on two dimensions of an experience, that theoretically is described as: *Challenges* and *skills*. He illustrates the relation in a diagram where the x-axis is skills, while the y-axis is the Challenge. See model below.

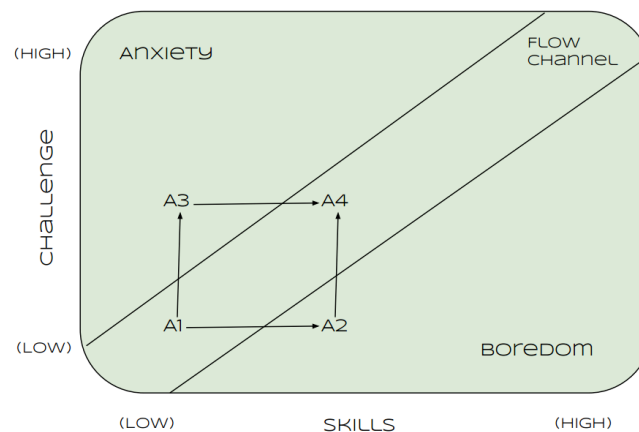


Figure 2.9: Own production of the model of Flow, by Csikszentmihalyi (2014)

From the model we see how an individual's likelihood of experiencing flow increases the greater balance between difficulty of the activity and individual skills. Additionally, there are two strategies that can be used in order to improve flow. These are: change the experience of external conditions to better fit a goal and modify the conditions (Csikszentmihalyi, 1990). Moreover Koufaris (2002) develop some new multidimensional approaches when talking about flow condition or the flow zone, in regard to consumer behavior. Those are called; enjoyment, control and concentration, and are widely used. His study is additionally based on the conduction of results from a survey, and the analysis of the results is based on TPB and Flow theory, which makes the approaches even more useful in our case as well.

The central work concerning flow theory

This section outlines the research that deals with flow theory, in order to explore how the theory are used in the field of consumer behavior. As such, Lee and Chen (2010) examine the flow theory and its effects on online consumer behavior. They explain four important dimensions to have in mind when using flow: concentration, enjoyment, time distortion, and telepresence. Through the study they found that the four flow dimensions could help shape consumer behavior. They found concentration and telepresence to have a positive influence on attitude, as the attitude helps the consumers reach their goals. They furthermore found telepresence to have a negative influence on their attitude because of the lacking social connection. Moreover, they found enjoyment to have so effect on the attitude or behavior. Lastly they found no time distortion which they assume is because the consumers are skillful both online and offline, and thus have equivalent experiences online and offline.

Huang (2015) used flow in combination with other theories in their study in order to find the influence of reactive and affective factors in consumers' online impulse buying. Huang (2015) found that the more stimuli consumers are exposed to, the more opportunities they have to engage in impulse buying. In addition, he found an important factor is playfulness because when people are in a good and positive mood there is a greater chance that the consumers will respond to stimuli and thus perform impulse buying behaviors. Koufaris (2002) has investigated the level of flow in shopping online. He measured the enjoyment of an activity and compared it with the emotional response of pleasure. Koufaris (2002) found the study interesting as customers who shop on the

Web might have a different information process than those who shop in offline stores. He then tested the explanatory power of online consumer as a shopper, and found that the shopping enjoyment was significant in regard to intention to return, whereas the concentration during the process had no effect on the return. Lastly, the study conducted by Cruz-Cárdenas et al. (2016) examined the offline perspective of flow. The study deals with the flow of handing clothes from one household to another and the environmental and social consequences thereof. The results of the study showed that older generations are more likely to be involved in clothing disposal and thus also show more interest toward the social and environmental consequences of their purchasing. In general, the study showed that mainly married women, mothers and elderly males were found in a state of flow in this process, as the activity was found to be like a part of the household activity.

Implications for our research

In regard to the models presented in the consumer decision, we have decided to use the model of consumer decision making process, as it is widely used in the research field (Erasmus, 2010; Pellemans, 1971; Turban et al., 2012), furthermore we find it relevant to use in order to describe the processes in which Generation Z goes through, before purchasing clothes. The models' five steps will thus be our scaffolding when making the survey questions, and later on in the analysis, meaning that we will use the steps as a guide in which we will analyse consumer behavior within.

Additionally, we will use TPB in order to analyse Generation Z's consumer behavior within clothes shopping, as this method is the newest and mostly used today. We will use the theory in order to investigate the generations' attitude, which we can do by measuring the user's feelings and expectations within the behavior. Norms will be measured in order to investigate how users normally search and purchase clothes within a given situation. Moreover the control will be measured by evaluating the behavior of Generation Z consumers within different areas of the decision process.

Furthermore we will use the flow theory in order to analyze the generation's behavior within purchasing.

2.3.2 Methodology of consumer behavior research

Banwell and Coulson (2004) state that when working within user studies and information research, it requires multidimensional methods that are both quantitative and qualitative in order to make the study robust. Furthermore, they state when monitoring user behavior, methods like focus groups, questionnaires and interviews are mostly used in order to understand user behavior. There is however a broad scale of investigations using different methods within measurement of consumer behavior.

For instance we found that log analysis is widely used. This method, has for instance, been used in studies conducted by Koufaris (2002), Forman et al. (2009), László and Trinh (2010), Chu et al. (2010), Lee et al., (2015) and Luo et al. (2016). Through these studies, we have thus been aware of the requirement of ability to use data from a given website, in order to measure the consumers' online behavior. The method is widely used, because you can track peoples behavior through the website. Furthermore we found a tendency to use observations (naturalistic and controlled observations) in order

to give the researchers a deeper insight of the consumer's behavior within the field of study (Bordens & Abbott, 2011). For instance the studies by Chu et al. (2010), Merad et al. (2016), Mau et al. (2016), Luo et al. (2016), Reuter and Camba (2017) and Farber et al. (2017) all use either naturalistic or controlled observations in order to measure consumer behavior, to get detailed data, in pursuit of fundamental knowledge on the target group's behavior.

Another method, which is commonly used, is focus groups. Focus groups are mostly used in the beginning of the investigation, in order to get knowledge about the target group. In focus groups, the goal is to get detailed information about people's perceptions on products, services, situations, etc, in order to evaluate how their thoughts and beliefs shape their behavior (Walden, 2006; Kitinger, 1994). Walden (2006), Acocella (2011) and Bloor et al. (2011) state that focus groups are better, because it involves an entire group that answer questions together, rather than individual interviews, where each question is answered by a single person. However, Walden (2006) and Hsieh and Shannon (2005), explain that focus groups should be combined with e.g. a statistically based sample. For instance Banwell and Coulson (2004) and Halkier (2010) used focus groups (and interviews) as a supplement to surveys in order to get more in-depth knowledge about consumer's behavior.

Additionally, in order to analyse the data Duro et al. (2013), Gardiner and Grace (2013), Fu et al. (2016) and Hsieh and Shannon (2005) transcribed and coded the data, which allowed them to analyze it and gather knowledge, which was useful for the further investigation.

Moreover we found it relevant to know how many focus groups were conducted. This is relevant as we can get an idea about how many focus groups should be conducted in order to get enough knowledge. We thus found that Halkier (2010) conducted three focus groups, Gardiner and Grace (2013) conducted seven focus groups with 49 participants in total, Fu et al. (2016) held three focus groups and Duro et al. (2013) held six focus groups. We can thus conclude it is difficult to know how many sessions to conduct, and it thus might depend on the study, which Bloor et al. (2011) also support. They state, when reporting focus group data it is important to think about readability of the presented data and the degree of context that is needed in order to make sense of the data for the reader.

The last commonly used method we have been able to find, is surveys. A survey allows the researchers to gather a large amount of data from a broad population, and is thus very commonly used in order to get knowledge about consumer behavior. According to Martzoukou et al. (2005), Ganesh et al. (2010) and Chen and Cheng (2012), surveys are useful for investigating behavior and actions, as the method offers the possibility to reach a larger number of respondents that gives a general indication of the population's behavior. Furthermore, by using surveys, the researchers avoid interviewer bias such as manipulating the responses. However Martzoukou (2005) and Banwell and Coulson (2004) also state that both quantitative and qualitative methods are needed in order to do comprehensive assessment of information seeking research and action research. This is because surveys do not make it possible to investigate of the individual participant's consumer behavior more in depth. Thereby, some of the studies (Fu et al., 2016; Van der

Heijden et al., 2001; Lee and Chen (2010), Cheema and Papatla (2009), Urquhart et al. (2003) and Kuhlthau (1991), include both focus group interviews or interviews, in which the survey questions are based on.

In order to outline the research within the field, we found many different ways to handle this, in order to get a great amount of answers. One of the ways of doing it is through social media (Fu et al., 2016) Petra (2016) decided to spread her survey by social network, email, personal contacts, and in particular, middle schools. Li et al. (1999) and Bei et al. (2004) distributed the survey through e-mail targeted a specific group of people.

Additionally, we have been looking into how they analyse the data and found that Petra (2016) used SPSS and Microsoft Excel software. Besides that, she used descriptive statistics and factor analysis in order to get a detailed analysis of the attitude in the target group. Bei et al. (2004) use the survey data in order to find simple statistics like e.g. standard of the mean, standard deviation, and ranking for each information source. Kau et al. (2003) and Koufaris (2002) used factor analysis. Kau et al. (2003) combined their factor analysis with cluster analysis in order to classify their respondents' information seeking patterns, motivations and concerns for online shopping. Ganesh et al. (2010) combined a preliminary analysis with factor analysis using LISREL and clusters were formed from that cluster analysis. Sands et al. (2010) did an analysis of individual items purchased from their survey product categories. They further used variance analysis in order to compare two to many means in relation to finding differences between the means.

Implications for our research

Based on the knowledge above, we have decided to choose focus group interviews in order to get some general knowledge about Generation Z, as we in the beginning of this thesis need a lot of information about Generation Z, before conducting the survey questions. Furthermore we will draw inspired from the papers in order to code and categorize the data.

Based on the coded data, we will conduct questions for a survey in order to get a broader picture of the generations' consumer behavior in general. We will further draw inspiration from the above papers when conducting the questions.

We additionally thought about using naturalistic observations as we can see how detailed data we are able to get in order to get knowledge about Generation Z's offline consumption behavior, just by looking at the spontaneous behavior of the participants in natural surroundings. Furthermore we evaluated the use of controlled observations in regard to, how useful that method would be. We however decided not to use this method because of the sample size and the outcome, which in this case would not be enough in regard to learn about Generation Z, meaning that we necessarily have to conduct more data beside this. Furthermore log data will not be used in this thesis, as we are not able to use data from a given website in order to get knowledge about the consumers online behavior.

2.3.3 Online and offline consumer behavior

This thesis focuses on Generation Z's online and offline consumer behavior we find it relevant to explore the differences between online and offline consumer behavior.

As already mentioned, the consumer behavior includes both information seeking and the purchase. We will however highlight the differences in the behavior, based on studies conducted within the field, meaning the tables are based on knowledge the studies by: Degeratu et al. (1998), Welling (2000), Bhatnagar et al. (2000), van der Heijden et al. (2001), Chiang and Dholakia (2003), Levin et al. (2005), Harris et al. (2006), Penz and Hogg (2009), Chu et al. (2010), van Nierop et al. (2011), Kang et al. (2015), Shaikh (2016), and Kopaničová and Klepochová (2016).

	Online	Offline
Information seeking behavior	<ul style="list-style-type: none"> • Search engines (e.g. Google and Yahoo) • Search on one or more specific websites • Browsing from site to site • Search for information about the product 	<ul style="list-style-type: none"> • Walk from store to store • Visit the same store(s) each time • Comparing products • Word of mouth
Information search criteria	<ul style="list-style-type: none"> • Price information • Brand availability • Product information • Retailer information • Retailer advices • Reviews of the products 	<ul style="list-style-type: none"> • Retailer advices • Product information
Purchase behavior	<ul style="list-style-type: none"> • Shopping from home • "One-stop" shopping • Complete the shopping quickly 	<ul style="list-style-type: none"> • A couple of hours of Mall shopping • Explore the store
Criteria for purchasing	<ul style="list-style-type: none"> • Price • Deals • Frequency of sales • Brand • Large selection • Availability of new products • Products information • Credibility to the website • Avoiding regular shopping 	<ul style="list-style-type: none"> • Brand • See and feel the product • Try the product • Sale • Impulse buying • Service • Architecture, color, style and comfort in the store

Table 2.4: An outline of important aspects in online and offline consumer behavior

In the section below, the studies in which the knowledge is gathered from will be presented more in-depth, in order to highlight the differences in online and offline consumer behavior within purchasing.

2.3.3.1 Information seeking behavior

Behavior is a difficult topic because it is extremely complex and an often changing process (Skinner, 1965). According to Dix et al. (2004), people's interaction with the world happens through information being sent and received from input and output (human computer interaction etc.). Furthermore Dix et al. (2004) state, that people have an intelligent information processing system, which includes problem solving, learning, and mistakes that people make every day, and analyzing this process can be a part of understanding why people act like they do.

Differences between consumer behavior and information seeking behavior

As stated earlier in Section 2.3, consumer behavior consists of activities and responses, which amongst others includes information seeking (Kotler & Keller, 2016; Solomon et al., 2010; Blackwell et al., 2006; Schiffman and Kanuk, 2000). However, in order to get a full understanding of consumer behavior, it is essential to understand information seeking behavior.

In relation to that, Wilson (1999) defines information seeking behavior as the activity people engage with when identifying their own needs for information. This is done by searching for the information in any way, and using that information. Utkarsh (2017) states that information search is, when consumers recognize a need and thus begin to search for information about that service or that product they realize that they need. Utkarsh (2017) further outlines that information search is one of the stages in the consumer decision-making process, which can be split into two different ways of searching for information; internal and external search. The internal information search concerns when refer to information gathered in memory over time, while external information is information the consumer seeks externally through friends/ relatives, advertisement, brochures etc. When people thus realize they have a need, they enter an information search process (information seeking behavior), which additionally can lead to a purchase in order to satisfy that need or desire (consumer behavior).

Furthermore, according to Wilson (2017), it is hard to understand information seeking behavior and it remains a challenge to do so. In relation to that, Wilson (1999) presents a model of information behavior that highlights various areas of the process.

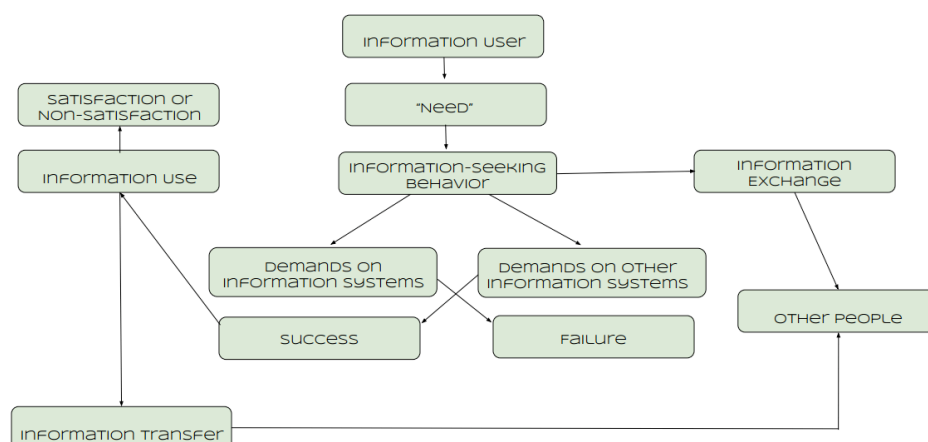


Figure 2.10: Own production of Wilson's information behavior model

The model should be seen as a map of information seeking behavior, which helps us to understand the information behavior process. The model highlights how the information seeking behavior appears when an information consumer recognizes a need, and thus wants to satisfy that need by searching for information. The process either fails, or the consumer finds the information he/she seeks. If the consumer finds the information that is sought the process ends, otherwise the process of finding the information fails and has to be repeated. This model also shows how the information seeking behavior can be influenced by other people, who function as information exchange.

In addition, Wilson (1999) made a second model in 1981 that he called the Information Seeking Behavior Model (hereafter ISB). The ISB should be seen as information being a secondary need, that comes from a more basic kind of need (physiological, cognitive or affective needs), and that the effort to retrieve information in order to satisfy a need will meet barriers. He further states, that the contexts of these needs will come from the information seeker itself, the surroundings or work-life and that the barriers that hinder the search for information will come from the same set of contexts.

Wilson's ISB thus shows how the information needs come to mind and what prevents the search for information. It also contains a set of hypothesis about the information behavior that in this model is testable. In relation to that, we can use Wilson's (1999) ISB in order to find the online and offline information seeking behavior of Generation Z and thus help us test our hypothesis. The ISB is however lacking the different effects on the motivation that makes people search for information (this is however not that relevant for our study, as we are not looking at the motivation for searching for information).

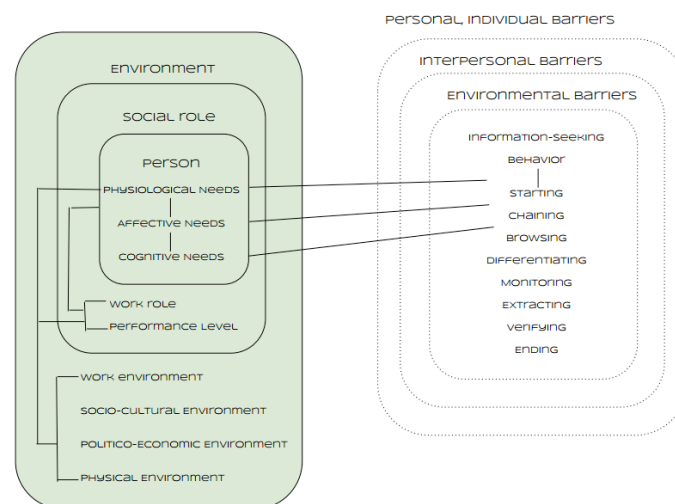


Figure 2.11: Own production of the Information Seeking Behavior Model by Wilson (1981)

Wilson (1999) made an extension of the ISB in 1996 where he covered what the earlier model lacked.

Besides Wilson's (1999) ISB models there is the sense-making theory by Dervin (1983) which also outlines the information seeking behavior (Wilson, 1999). Sense-making contains four elements:

- Situation (which defines the context that information will deal with)
- Gap/ bridge (identify the difference between the situation and the desired situation)
- Outcome (the consequence of the situation).

The theory is relevant when looking for barriers of information seeking. In this thesis we are however not outlining this part, as we have limited the thesis only to highlighting the information seeking behavior of Generation Z, meaning that we only focus on the consumers' information seeking behavior in relation to purchases and not the barriers.

Additionally, since we want to know how Generation Z's information seeking behavior occur, it is important to investigate the field within information seeking behavior, in order to outline what and how other researchers have investigated in the field.

The central work concerning online and offline information seeking

Kostagiolas et al. (2014) used Wilson's (1981) ISB in order to understand information needs, preferred information resources, and the obstacles in information seeking regarding olive oil and olive producers. By using the model, they found a new information behavior for the producers' information spaces and suggest that a new information service should be developed. Kostagiolas et al. (2015) furthermore used Wilson's (1981) ISB in order to understand information motives and needs, specially to examine the information seeking behavior of amateur musicians. Their findings were that amateur musicians seek information for entertainment, for educational purposes, and in order for acquiring certain music works. The paper helps to understand how the model can be used in a real context and how to use the different phases of the model in order to increase and develop the information seeking behavior within music. Another study by Sirikul and Dorner (2016) investigate the information seeking behavior of Thai immigrants that immigrated to New Zealand. In the study, they use Dervin's sense-making theory for understanding the information seeking behavior, their information needs, and the barriers to access that information in the settlement process. The study found that the information needs of the immigrants were diverse depended on the stage of the settlement process. As such, the paper helps to understand how the theory can outline information seeking behavior, hereby their information needs and difficulties when searching and how they seek the information. This can be used on our investigation when explore Generation Z's consumer behavior.

Additionally Kuhlthau (1991) has investigated the users' insight of information seeking and examines the feelings people commonly experience. She states it is important that people know what they are searching for, if they should find anything relevant, as her study showed that people are less disposed to find something relevant if they are unclear about what they want. Furthermore Huang et al. (2009) investigated the differences in consumer search patterns in relation to search and experience goods and found that consumers view a few pages but spend more time on each page before purchasing. Cooper (2002) and Bilal (2000) have investigated the information seeking behavior of children, in order to highlight their searching skills. Cooper (2002) found that the children are combining old and new skills in order to process information by looking at visual symbols and textual information, whereas Bilal (2000) found that

children had difficulty completing the tasks because of the lack of searching skills. Moreover, Rowlands et al. (2008) have investigated Generation Z's information seeking behavior, and found they rely very much on search engines and lack critical and analytical skills to evaluate information they find on the Internet.

When looking more in-depth into information seeking behaviors, Kwasnik (1992) investigated the physical activities associated with browsing. She noted that people firstly look at different products, and only take a second look if the products are interesting to them. She identified actions within browsing, such as orientation, place marking and comparison, which has shown to be a general human behavior when browsing. The browsing behavior might not however be the same today as in 1992, which is why we will outline newer studies as well. In regard to that Lee et al. (2015) has investigated people's browsing behavior of searching by looking into the consumption behavior that leads to an actual purchase. They found that people mainly use the internet because they amongst other functions, can compare prices. Mallapragada et al. (2016) have investigated browsing behavior and the effect it has on purchases and found that earlier pattern behavior of browsing and purchasing has a significant impact on later browsing behavior, since people are loyal to the same sites. As such, they state that focusing on retaining loyal consumers is very important, since this might have a big impact on their choice of site when looking for information in order to purchase later on.

We also found it relevant to know what kind of information people are searching for online, in order to be able to compare online and offline information seeking behavior. In relation to that, Detlor et al. (2003) and Kopaničová and Klepochová (2016) have investigated consumer's online pre-purchase information behavior and found that price, product description, and information about the retailer, retailer advices and reviews of the products are important information points. Furthermore, Petra (2016) found that Generation Y is very focused on the brand when searching for products.

Furthermore Luo et al. (2016) highlight people's' online and offline seeking behavior in relation to a specific brand. The study showed that most of the participants preferred online recommendations in regard to getting information about the product, because they were able to get more useful information. In addition to that, Singh et al. (2014) found that people prefer offline information when it is in relation to purchasing a new car. Moreover Petra (2016), investigated the information seeking behavior of Generation Y and found that about two-thirds of the respondents search for information online, whereas one-third prefer offline searching.

2.3.3.2 The central work concerning online and offline purchase behavior

Chu et al. (2010) investigated shopping behavior across online and offline channels in regard to shopping behavior for grocery products, and the differences in the purchase behavior depended on shopping online or in physical stores. They found that people are more brand loyal, and price sensitive online than in the offline stores. The same results were found by Degeratu et al. (1998), Hsiao (2008), Shaikh (2016) and Kopaničová and Klepochová (2016). Additionally Chen and Cheng (2012), Koufaris (2002) and Degeratu et al. (1998) found that people are more loyal to specific brands and websites online than offline. Koufaris (2002) found that emotional and cognitive feelings within online

consumers visiting a Web-store for the first time can influence the online consumer's intention to return to the site, and furthermore the likelihood to make unplanned purchases on the site in the future.

With respect to how consumers choose the website, Welling (2000) and Van der Heijden et al. (2001) found that brand, trust and attitude the website conveys, is the reason why people chose the website. Van Nierop et al. (2000), McWilliam (2000) and Chiang and Dholakia (2003) found that people were less likely to shop in offline stores if the information, price and product selection were good enough online. Furthermore Shaikh (2016) found that consumers are more predisposed to purchase online because it is time saving. In addition Petra (2016) found that 64% of the respondents finished their shopping offline and quite a large percentage prefer both offline searching and purchasing.

Bhatnagar et al. (2000) and Levin et al. (2005) outlined why certain consumers are drawn to the internet and why others are not, and found that it depends on the product category, which lead the consumer to buy either online or offline. Online shopping is thus more typical when the consumer needs a large selection or a quick purchase, whereas offline shopping is preferred when personal service and ability to see and touch the product is preferred. Mallapragada et al. (2016) also investigated consumer purchases depending on hedonic and utilitarian products defined by the products people mostly purchase online. They found that people buy more hedonic products online, whereas utilitarian products are something people have to think about for a longer period before purchasing it.

Additionally, Kang et al. (2015) highlight that offline shoppers expect to be able to purchase better quality products offline compared to online. Furthermore, offline consumers prefer offline shopping as they have the ability to see, smell, touch and feel products, which is especially important for clothing, health food and grooming (Kang et al. 2015; Levin et al., 2005, 2003, Chiang and Dholakia, 2003). Harris et al. (2006) further found, that service is more important with offline consumers.

Moreover very little is known about the differences occurring in offline shopping environments, and we have not been able to find any studies exploring the offline purchasing process in regard to how they shop, other than the study by Penz and Hogg (2009). They however found that the offline consumers often use a couple of hours on shopping and they like to explore the stores, which is the reason why they purchase offline.

In addition, research about money spent online and offline has been conducted. Sands et al. (2010) studied if people who use the Internet to purchase something use more money than those who purchase offline, and found that consumers who used the Internet to search for product information instead of making a physical store purchase, spent more money when purchasing online. While consumers who use the Internet to conduct research prior to visiting a physical store tend to spend more money on their store purchase compared to those that visit the store directly. Van Nierop et al. (2011) further found that the number of shopping trips and the amount spent per shopping trip on a specific website, depends on how informative the consumers find the websites.

Finally, we highlight that online and offline purchase behavior is different depending on the gender. Petra (2016) found that 38% of men and 20% of women search and purchase products online. These findings have however not changed as Brown et al. (2003) 13 years earlier also found that men are more disposed to make online purchases. Additionally Petra (2016) found that women are more likely to find the product online and afterwards purchase it offline. Furthermore, Bhatnagar et al. (2000) and Levin et al. (2005) found that females are more likely to prefer online shopping for clothing, food and grooming, whereas males are more likely to prefer online shopping for electronic and computer hardware/software products.

Implications for our research

Based on the above knowledge we now have an overall understanding of the information seeking behavior, which we can use to evaluate the information seeking behavior of Generation Z in relation to clothing.

The most relevant of Wilson's models is from 1981, which further is the one most used by researchers in the field. As such, our approach will be informed by Wilson's ISB in order to identify information seeking motives, behavior and needs. However, we are only going to use certain components of the ISB in order to highlight information seeking motives, behavior and needs, but not employ the rest of the components from the ISB like e.g. the barriers for not seeking for information about clothing, however this could be done as future research.

Furthermore, we can draw inspiration from the studies in order to create questions for the survey. For instance how long it takes from seeing a product until an actual purchase will happen or asking direct questions about the information seeking behavior (both in regard online and offline information seeking), since we now are aware of, that the information seeking behavior online and offline is very different depending on the product. Furthermore, we can draw inspiration from the study by Kuhlthau's (1991) in order to outline whether people always know what to search information about when they have an information need in relation to clothing.

Additionally, the study by Rowlands et al. (2008) can be used as inspiration, as they state that even though Generation Z is computer savvy they rely on search engines and lack critical and analytical skills to evaluate information that they find on the internet. However we have found studies by Kopaničová and Klepochová (2016) and Shaikh (2016) with another standpoint. We thus have to remember in evaluating if Generation Z rely on search engines in their information search and lack critical and analytical skills.

Lastly by the outline of this research field, we are able to draw inspiration from the findings in order to construct our questions for the focus groups and surveys. Through this we are able to compare the findings from other studies, with the purchase behavior online and offline at Generation Z, and thus define differences.

Additionally we are able to compare if Generation Z is price sensitive online as well, if the females from Generation Z also are those who shop most clothes online. And furthermore if they have the same preferences in regard to, what should be purchases online and offline.

2.3.4 Generational differences in consumer behavior

As this thesis focuses on consumer behavior at Generation Z, we want to highlight the research areas within the different generations.

In regard to research about Baby Boomers, we have not been able to find much research, besides the ones conducted by Kopaničová and Klepochová (2016) and Parment (2013). They highlight the generations consumer behavior and in general found that this generation is less disposed to use online shopping as they value the retail experiences and in-store service higher than online services.

Additionally, when it comes to Generation X, this is a less investigated field within consumer behavior as well. However, the study conducted by Kopaničová and Klepochová (2016) and Peralta (2015), found this generation to be those who sometimes do online shopping, whereas men were found more disposed to purchase online than women (Lissitsa & Kol, 2016). Furthermore Reisenwitz and Iyer (2009) and Gurau (2012) found that this generation to be more brand loyal compared to the younger generations, and Williams (2005) found the generation to be disloyal to brands and companies.

Regarding Generation Y, a lot of research is conducted within this field. Kopaničová and Klepochová (2016) found that this generation often do online shopping and feel secure about shopping online. However the purchase is often made offline when it comes to women, whereas men prefer to purchase it online as well. They typically go straight to the product or service they would like, and afterwards find the place to purchase it (Parment, 2013; Petra, 2016). Browsing from store to store (online or offline) is thus less used. It was further found they have a low involvement decision in the products, and are more impulsive (Parment, 2013). When it comes to information seeking, Generation Y mostly search for information online and spends more time searching for the right information, in order to avoid browsing. Fallows (2005) also found that the generation trust the search engines and feel comfortable with searching for information online. Martzoukou (2005) found that the generation has some favorite sites in which they start their information searching on. In addition to that, Sandvig and Baiwa (2004) found that the generation are disposed to use the browsing method to search for information. Additionally, Littman (2008) found that Generation Y prefer peer recommendation directly or through social networking channels, when purchasing new brands they do not know. Furthermore Petra (2016) found that men are more brand addicted than women are, in this generation. However Caplan (2005), Phillips (2007) and Greenberg (2011) found that most of the people from Generation Y are not brand loyal, as they focus on the price. Moreover, Lissitsa, & Kol (2016) found that men are more predisposed to purchasing online than women. Additionally when it comes to Generation Z, not that much research has been conducted within consumer behavior of this generation. However Kopaničová and Klepochová (2016) and Shaikh (2016) found that this generation felt secure about shopping online and make most of their purchases online. Shaikh (2016) furthermore found that this generation usually prefers to purchase goods from its original source and mostly prefer to purchase online.

Implications for our research

The above section mostly contains research about Generation Y, as this is the most researched field within consumer behavior. However, within this section we have an overview of the studies investigated and the findings within the different generations. We can thus use the findings as inspiration to research areas within Generation Z and thus create questions which enables us to seek answers within these areas.

2.3.5 Shopping typologies

When discussing consumer behavior, it is also relevant to explore typologies of shoppers, as the shopping typologies are based on consumer behavior. This because we can use the typologies to define and categories the consumers from Generation Z in regard to what typology their consumer behavior fit into. There are however many kinds of typologies, such as those by Brown et al. (2003), Rohma and Swaminathanb (2004) and Hamilton (2000) and Kau et al. (2003). Accordingly, we have decided only to outline two versions of the typologies in which we will use in this thesis in order to categorize the generation.

Kau et al. (2003) conducted typologies by looking at behavior within brands, online shopping, deals, information seeking, advertisements and offline shopping. Thereby they have been able to construct six typologies.

On-off shoppers	Those who like to search for information online, but prefer to purchase it offline. They look for advertisements and use the search engine.
Comparison shoppers	Compares products, brands, prices etc. before purchasing. They are always looking for good offers. Traditional shoppers purchase the products offline. Neither do they surf online to get information.
Traditional shopper	Traditional shoppers are those who purchase from offline stores. They do not surf online to get information.
Dual shoppers	Compare brands and product features and use the internet to get the information.
E-laggards	Have a low interest of searching for information online, but sometimes do it.
Information searchers	Those who love advertisements and love to click on the banners. They also love to find good offers and are good as surfers in order to find the good offers.

Table 2.5: Shopping typologies by Kau et al. (2003)

The other typologies are by Ganesh et al. (2010). They asked participants to define themselves within some other categories. Based on their answers five new typologies of online shoppers were developed (Table 2.6).

Apathetic shopper	Is having a strong motivation on all shopping dimensions.
Shopping enthusiast	Is characterized by high values on all motivational dimensions.
Destination shopper	Is motivated to keep up with trends and to create a new image, which means merchandise variety on website is attractive to them.
Basic shopper	Is motivated by web shopping.
Bargain seekers	Who are price-oriented shoppers that enjoy finding good offers. They are more proactive in search and less interested in waiting to being informed about alternatives on the Internet.

Table 2.6: Shopping typologies by Ganesh et al. (2010)

Implications for our research

The above presented typologies can be used in order to illuminate what typology/typologies Generation Z's would be defined as. More deeply we can compare the Generation Z's behavior with the above presented typologies, in order to determine if Generation Z can be defined by some of these categories. We thus want to compare our research with the results from these studies.

We will thus use the typologies that fit Generation Z the best when we have conducted the analysis.

2.4 Digital advertising, targeted advertising & personalization

In this section, we want to outline what digital advertising is and the importance of doing personalized advertising. This as we want to be inspired and aware of what crucial aspects to have in mind in 2017 when exploring the field. We thus want to outline important areas of digital marketing which is important to have in mind when outlining recommendations for digital advertising today. As such, we found that the aspect of leaving out the consumers of the conversation of the marketing has come to an end. This as digital marketing has taken place and thus allows the companies to make the advertisements (hereafter ads) more directed. This include distinguishing between online and offline consumer behavior, and not just copying what they do online, with what they do offline (Ryan, 2017). Furthermore Ryan (2017) outlines, if marketers want to be a part of the landscape today, they have to start be more inclusive and empathic toward the consumer, meaning that it is time to engage with the consumers on their terms. We thus find it important to know what digital advertising is and what the stages to digital advertising consist of today, in order to be able to answer RQ4. Therefore, this section will highlight digital advertising, targeted advertising and personalization.

Digital advertising

Chaffey (2011) states that digital advertising focuses on how companies and their brands use the web and other digital media such as social media in order to interact with the target audience, with the purpose of reaching marketing goals. According to

Chaffey and Ellis-Chadwick (2012), digital advertising can be defined as applying digital technologies in order to achieve marketing purposes. Digital advertising is about handling different methods of online company presence e.g. social media, websites, online communication, search engines etc. in order to develop the customer relationship through online customer relationship management (E-CRM).

There are three different aims to have in mind, when using digital advertising; identifying, anticipating and satisfying. They refer to identifying the customer's wants and needs, anticipate the demands of the customer's information and purchases, and evaluate this demand. The last aim is to satisfy the customers by providing good customer experience and information architecture (Chaffey and Ellis-Chadwick, 2012). Additionally, the key part of digital advertising is according to Chaffey and Ellis-Chadwick (2012) and Ryan (2017) to create and maintain an effective online brand presence. This means providing relevance and satisfaction to the online customer experience for the given target audience while providing support, value, and results for the company. Turban et al. (2012) further explains that another major part of advertising is to increase customer loyalty, which means committing the customer to a repurchase or return for a repurchase in the future. Because it is cheaper to retain customers than to acquiring new customers, as this is more costly for the companies, (Chaffey and Ellis-Chadwick, 2012; Turban et al., 2012). Ryan (2017) state the way to make loyalty is by influencing the consumers in the process.

Furthermore, the introduction of Web 2.0 has caused digital marketing to include many types of advertising, which are display advertising (banner), mobile advertising, native marketing (articles), online video marketing (e.g. YouTube), search engine marketing (e.g. on Google), and social media marketing (e.g. blogs, Facebook, Instagram and SnapChat)(Chaffey and Ellis-Chadwick, 2012; Ryan, 2017; 2012; Personal communication with, March 2017). The many capabilities launched with Web 2.0 means that consumers have control as never before. Rich media content allows the consumers to choose the content they want, whenever they want, it is therefore important for the companies to conduct targeted marketing, through the above mentioned options of advertising, in order to catch potential consumers attention (Ryan, 2017). The following section will thus present targeted advertising.

Targeted advertising

Targeted advertising means choosing customer groups and specifying how to target them (Chaffey and Ellis-Chadwick, 2012). Kotler and Keller (2016) explain targeted marketing as being in the consumer's mind because not everyone likes the same, and thus companies have to take care of behavioral differences between the consumers. As such they should track the online behavior of the consumer, in order to find the best match between the ads and the products. Lindberg (2009) further outlines targeted advertising as a discipline, that covers many areas within advertising, like the one-to-many (advertising targeted many people at once) and the one-to-one (only target one person at a time) marketing approaches. Targeted advertising aims to collect different knowledge about certain recipients in order to target messages and offers to the individual (one-to-one). Targeted advertising is thus used to maintain the relationship between the company and the consumer in order to build loyalty. The principal is

however only to target the consumers with relevant marketing based on gender, age, demographic or geographical placement, but also interests and attitudes, which is represented by the individual in the target group. In this way, it is furthermore possible to keep an ongoing relationship with existing the customs (MEC, personal communication, August 15, 2016). In the following section we will outline how to conduct targeted marketing.

This method is also known as machine learning. Perlich et al. (2014) explain it as possible way to track peoples behavior and afterwards expose them to relevant ads based on their behavior. As such the computer (machine) learns each consumer's behavior and uses that information in an informative way. The knowledge in which the machine learning systems use are based on algorithms with the capability to independently optimise its own processes by analysing and acting upon the data generated by its own activities (Perlich et al., 2014).

Tracking

In relation to targeted marketing, we want to outline the different ways data can be retrieved from consumers, and thus highlight tracking, which is one of the ways to conduct targeted marketing.

By using tracking, marketers can gain a surprisingly large amount of information about consumers, which is based on log file information (Ryan, 2017). Tracking is thus a log and statistical analysis of consumers use of a given website and is done through a content management system (CMS). Tracking is used to organize, manage, archive and retrieve information-content and provides measures of performance, and gives insight into website optimization. There are multiple ways of collecting customer data such as cookies, tracking metrics, tags, pixels and viral ads etc. Cookies are a data file that are placed in the user's computer which identifies the computer to the specific user. Cookies are used for personalization, for tracking what consumers buy, and to identify if there are repeat customers. Another option tracking format is when the company leaves pixels on their sites, in which they use to track people's behavior. Furthermore tags can e.g. be used to track if people convert from a specific website. In all cases, tracking lets companies access an enormous amount of customer data which they can use to target make target marketing (Chaffey and Ellis-Chadwick, 2012; MEC, personal communication, August 15, 2016).

By using tracking, companies are thus able to conduct targeted marketing, as it is based on knowledge from the above mentioned log information types and are able to define behaviors within different areas, in which the company can use to conduct the target marketing (MEC, personal communication, August 15, 2016). Moreover advertising can be personalized to each person, which we will highlight further below.

Personalization

In relation to the above information about cookies and personalization, we felt the need to go more in-depth with the understanding of, what personalization means.

As such, we found that marketing can be tailored to target the individual. This process is called personalization and is used to achieve customer relationship management in

online environments. Personalization refers to customization of information by a consumer at an individual level, and means delivering individualized content through either the web or email (Chaffey, 2011).

The way personalization works is that all the preferences of the individual consumer is stored in databases. Every customer who accesses special systems on the internet (like e.g. a web shop) have their own personalized profile, which they feed personal data, that consists of product interest and information about their role in buying that specific product. When they next visit the site, information that is relevant to the last purchase will be displayed because it is relevant to their product interest.

Personalization can in general be used to add value and remind the consumer about a specific product (Chaffey, 2011).

In addition, we have been looking into the central work of research concerning digital advertising, targeted advertising, and personalization. The frameworks from Baines (2017) and Stephen (2016) is recent published research about consumers and digital advertising. The articles highlight consumer experience and influence that are influenced by the online environment. Moreover, the framework by Baines (2017) cover how social media has revolutionized advertising, marketing promotion and marketing analytics, in order to do business in new and exciting ways. Moreover, he explain how many of the papers that we receive and publish today cover areas such as the effects of different forms of digital advertising based on customer cognitions and behaviors. Furthermore, how the psychological affect purchasing behavior and differences in attitudes and behaviors of customers, and how social identity effects on brand commitment, and how this leads to word of mouth recommendations. In addition, Stephen (2016) highlight the importance of digital advertising and how a major topic in the marketing literature it has become, with respect to consumer behavior and how consumers respond to various aspects of digital ads. Moreover, he cover how social media environments impact consumer behavior, and the use of word of mouth recommendations online. These frameworks thus outline crucial elements to take into account when conducting marketing strategies in this thesis.

We further found the studies by Buchanan et al. (2017), Chester and Montgomery (2007), and Dunlop et al. (2016) who investigated marketing towards the youth within the food and beverage industry. The first study is exposing them to two web pages about energy drinks, while the other is done by collecting personal preferences, behaviors, and the physiological profile, while the third study investigates the impact of exposure to promotion and marketing of unhealthy food and beverages, alcohol and tobacco on social media. The studies give insight to what may lead to unhealthy behaviors to this consumer group.

Furthermore, Van Den Bergh and Behrer (2016) investigate how to brand to Generation Y and Generation Z in America. They found that in order to target Generation Y, marketing companies need to gain the target groups trust and affection and meet them with excitement.

Implication for our research

All of the above knowledge gave us more insight into online advertising and the different kinds of advertising methods used when conducting online advertising.

Furthermore, digital advertising, targeted advertising, tracking and personalization is important for us to have in mind when investigating how, and where to target Generation Z. This is because it helps us when analyzing what the implications for digital advertising are in relation to targeting Generation Z, but also in relation to outline where to target Generation Z, when they are searching for information and purchasing a product, because in that way, we will know which platforms to target.

There are three different aims when doing digital advertising (identifying, anticipating and satisfying), which we can use in order to find out the needs and the demands (information seeking and purchase demands). Therefore, we are going to look into these needs and demands and present them, in order to make sure that digital advertising bureaus can satisfy Generation Z and so that companies have a possibility to give this generation a good customer experience and increase customer loyalty.

Chapter 3

Methodology

In this chapter, we will present the different methodological approaches that were used in the research process in relation to reviewing literature and collecting data, to address our problem statement and research questions. Furthermore, we will outline the ethical considerations of the study and go in-depth with validity and reliability. As such, this chapter is structured as below:

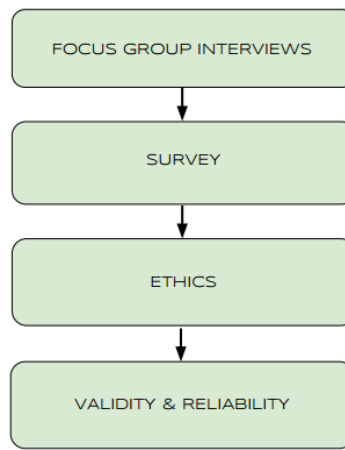


Figure 3.1: Chapter 3 structure

The empirical data was collected through quantitative and quantitative methods. Each method comes with a description of why this method is used, along with a description of how we have used it. The focus group interviews and survey was held in Danish, since the target group is Danish and speak Danish as their mother tongue. The raw data will therefore be in Danish and this can be found in Appendix M. English translations of quotes and answers will however be provided throughout thesis.

In order to make sure that we are reporting qualitative and quantitative studies correctly, and to make sure that we are not losing any richness of context and content, we have been using the COREQ (Booth et al., 2014) and the SURGE (Grimshaw, 2014) reporting guidelines.

3.1 Focus Group Interviews

We found it relevant to use focus group interviews as this method is popular when studying people's experiences (Kitzinger, 1994). We wanted to get more background information about Generation Z and their consumption behavior as we want to combine knowledge from the literature review and the focus group data, in relation to create a robust descriptive framework in which we can use to conduct the survey (Wilson, 2000).

Kitzinger (1994) and Lindberg (2009) explain that focus groups are group discussions that are organized in order to explore a specific set of issues like for example, people's experiences with and views on contraception. They mostly consist of 6-10 people from the target group that is homogeneously composed, while Booth et al. (2014) state that it should consist of 6-12 people. Bloor et al. (2011) furthermore states the aims of focus group interviews are to initiate discussions between the participants, and the interaction thereof is what makes the data distinct. Kvale and Brinkmann (2014) further explain that focus groups allow participants to express opinions, feelings, reflections, and give a deeper understanding of the subject because of the way it enables deeper discussion through a group dynamic. Furthermore, it also gives the possibility to observe the behavior of the target group by the moderator.

The strength of the focus group interview formats is the usage of group dynamics, and in that way obtain data and insight in the target group's attitude formation that may not emerge in a single interview format (Rasmussen & Fischer, 2008). This makes it possible for the group members to draw inspiration and knowledge based on each other.

A focus group interview is planned in-depth and includes careful selection of participants (Rogers et al., 2015). Additionally, to run the process, a moderator participates in order to lead the discussion through an interview guide, however the moderator should only build the conversation between the participants and not be involved as much (Millward, 2012). Furthermore, the focus group interviews are to be conducted in order to examine consumer motives and product preferences, in regard to finding different views on a given topic and to identify conflicts. Focus group interviews furthermore allows sensitive issues to be discussed that otherwise would be missed (Kvale and Brinkmann, 2014; Rogers et al., 2015). In general, focus group interviews are used in order to get more background knowledge about the target group, understand how the target group's general consumption behavior is and learning more about the topic (Pickard, 2013).

Our interest lay in getting to know what the target group spent their money on every month, where Generation Z found inspiration to their purchases, where they bought their object of interest, how long they would wait before purchasing it etc.

We found it relevant to know, how the majority expressed their opinions and reflections on consumer behavior from which Kitzinger (1994) states, that focus groups are not used in order to get data about the individuals, but examine knowledge, identify group norms, and provide insight on social or group processes. This in order to explore the differences, clarify believes, and clarify/ confuse issues, which is relevant for this study and why we have chosen this method.

3.1.1 Recruitment

According to Goodman et al. (2012) the process of finding participants, inviting them to participate in a focus group interview and scheduling the right kind of participants to participate, is called recruiting. Furthermore, this process consists of three steps, which are, "determining the target audience, finding representative members of that audience,

and convincing them to participate in your research.” (Goodman et al., 2012, p. 96). Below these steps are presented.

3.1.2 Determination of the target audience

According to Bloor et al. (2011) there can both be pros and cons in selecting strangers compared to recruiting people that know each other like e.g. groups of friends, as they can both share experiences that they have had, but it can also bias people in expressing their real behavior because of e.g. status and power in the group. Furthermore, if using young people it has to be organized and coordinated with their spare time, activities and their school/ work.

In relation to recruitment, we chose small groups of people and carefully selected the participants so that they could feel comfortable talking about their consumption behaviors. Therefore, we selected two homogeneous groups of people that could feel comfortable in the presence of each other as the groups consisted of groups of friends in different ages (14-22 years old) that could complement, add or contradict each other in relation the expressed statements.

3.1.3 Finding representatives from the target audience

In addition to finding representatives from the target group, there was a need to find a broad variation in the ages of 14-22 years old with a split on gender in relation to finding both males and females that could form different opinions and expressions in the discussion. Therefore, we tried recruiting the participants through Facebook, explaining to the target group that in relation to our thesis we were searching for participants in the ages of 14-22 years old. In addition, we told the target group the location of the focus group interview and which days we would host it, and that we would provide snacks and beverages. The Facebook post can be found in Danish in Appendix J.

Additionally, we chose to recruit participants through a family member of one of the researchers, who recruited participants that were unknown to the moderator and researchers.

According to Bloor et al. (2011) it is important to have different participants and variation in their demographic and geographic. Therefore, we conducted two focus group interviews, focus group 1 consisted of participants that were between the ages of 17-21 years old, from the city while focus group 2 consisted of participants in the ages of 15-18 years old from the countryside. The division was made in order to find differences amongst young people that lives in the city versus young people that lives in the country. In addition Bloor et al. (2011) states it is also important that there is room for everybody's opinion and “status and power” should not become a problem, which, prevents someone from speaking their mind. In relation to that, we did a careful moderation in order to prevent this issue.

3.1.4 Convincing the target audience to participate in the research

In order to convince the target group to participate in the focus group interview we provided an explanation of how they could benefit in the research. Moreover, they were promised beverages, snacks, and that they would be enrolled in a draw for a movie gift

certificate for every empirical study they were participating in. Furthermore we explained that they were asked to express their opinions on consumption behavior when participating in the focus group interview, so the participants knew what they were signing up for.

Booth et al. (2014) states that in order to obtain the most valid result, we have to keep recruiting participants until we are getting no new insights. As such, we should have had as many focus group interviews as possible until no new data could be obtained. This was how we intended to do the recruitment process as we both tried to recruit through Facebook and through friends of friends. However, it was almost impossible to get Generation Z to participate in qualitative research.

3.1.5 Setting

It is important to be aware of the location of the hosted focus group as it can have an influence on how participants act. If the setting is more professional for example a conference room should be used, as it denotes a more formal atmosphere which could influence the level of comfort and intimacy and the depth of responses (Bloor et al., 2011). Therefore, the focus groups was chosen to be located at Aalborg University Copenhagen. However, this was not suitable for the schedule of the participants as some of the participants did not live nearby the University. In addition, Acocella (2011) states that focus groups can take place in a comfortable environment, where participants can feel free to express their opinions. We are however aware that homely locations can provide a less serious situation. It was chosen to host 'Focus group A' in Valby Copenhagen in the home of one of the participants as a pilot test in order to evaluate how the questions were perceived and responded to, and in order to find out if there could be sufficient data collected through this setup. Furthermore, we hosted 'Focus group B' in a small town called Stege, in a home of one of the participants with a different setup of questions. We used the livingroom for the focus groups where the participants were placed around a small table with space for the participants to hear and see each other clearly (Pickard, 2013).

3.1.6 Briefing & questions

Before doing the focus group, we organized and planned ahead with inspiration from Pickard (2013) who advises that equipment, briefing, and open questions have to be prepared beforehand.

Our equipment consisted of two phones, which we used for voice recording the focus group interviews. During the interviews one researcher worked as a moderator while the other took field notes on the computer in order to ask follow-up questions after the interview had ended.

According to Rasmussen and Fischer (2008) it would be an advantage to use a semi-structured interview guide in relation to forming questions for a focus group interview. Furthermore, Rogers et al. (2015) found that there are five steps that have to be followed during a focus group interview: an introduction, a warm up session, a main session, a cool-off period, and a closing session. Therefore, we planned a short introduction where we introduced ourselves, gave a briefing about the purpose of the

focus groups and then explained the study. Every participant had to fill out a consent form, which can be found in Appendix C, and were informed that the focus group was to be voice recorded and used for later transcription. Furthermore, each participant had to fill out a preliminary questionnaire with questions on demographics about income, which can be found in Danish in Appendix D. After filling out the preliminary questionnaire, two phones were placed to record the focus group discussion in order to avoid missing any parts of the discussion.

As stated by Pickard (2013) *"all theory in the world cannot prepare you completely for 'being there'"* (p. 246). Therefore, we had an interview guide that was semi-structured (Rasmussen & Fischer, 2008) that we followed during the focus group interview in order to provide a guideline for where to take the discussion but allowed for improvisation in order to keep the flow of the interview as smooth as possible. Both focus groups were given the same questions but in different orders. In addition, we told the participants they could leave whenever they wanted to if they did not want to participate anymore. The interview guide can be found in Danish in Appendix E.

3.1.7 Analysis of the focus group interviews

In order to analyze the data from the focus group interviews, we wanted to interpret meanings of what was expressed during the focus group interviews.

According to Bloor et al. (2011) and Pickard (2013) a transcription of the data should be made right after the focus group interview has ended in order to avoid loss of data. This is because there is a chance that some of the richness of the data can be lost over time which will make the data selective and superficial. Therefore Bloor et al. (2011) recommends a rigorous and detailed analysis which should contain a thorough transcription of the recordings that were made.

Therefore, we transcribed the recordings right after the focus group interviews had ended as recommended, in order to interpret and analyze the data to interpret opinions of the attitudes and statements (Bloor et al. 2011; Lindberg, 2009; Pickard, 2013). We decided to conduct 'intelligent transcriptions', meaning to write every word spoken, as seen in Appendix F because it was important to capture all data and understand the experience of the participants from everything they told during the focus group furthermore, the audio recordings allowed for full transcriptions (Pickard, 2013). However, we left out laughter and non-comprehensive mutters.

When we analyzed the answers we used meaning condensation a categorization which is based on the transcribed focus group interview. Meaning condensation is normally built on coding and implies a shorter formulation of the meanings the interview participants expresses (Kvale & Brinkmann, 2015). We read the whole transcription of Focus group A and B in order to gain an overview, and then analyzed the meaning units as expressed by the participants. Afterwards we coded the transcription (Appendix G) by using open coding and axial coding. According to Kvale and Brinkmann (2015) and Bryman (2012) open coding refers to analysis, examination, comparison, conceptualization, and categorization of data (as cited in Strauss & Corbin, 1990) while

axial coding refers to putting back together the data by checking, sorting and linking the categories with information found outside the focus group interviews and looking for links between the obtained information (Kvale & Brinkmann, 2015, Bryman, 2012). The reason why we used coding was to get a thorough examination of the statements and become acquainted with the details of the data material, and furthermore find links between the information (Kvale & Brinkmann, 2015, Bryman, 2012). As such, we defined nine categories (Appendix G, Section G.1) that outlines the behavior and important aspects of the generation's behavior. The categories was found by using colors, in order to highlight statements, e.g. if they only bought clothes when the pricing was right or it was categorized as pricing, this was highlighted in one color. The codings can be found in Appendix F. As such we summarized long statements into short statements, and supported it with quotes, into each category, which can be found in Appendix G, Section G.2-G.10. The categories conducted were: Information & inspiration, Product category, Online purchase, Offline purchase, Impulse purchasing, Pricing, Opinions about advertising, Decision making process, Credibility and loyalty, and can be found in Appendix G.

It was important to do a meaning condensation and figure out what their answers consisted of, because we used the meaning condensation in order to form out the survey. As such, the categories we found were in extension to the related work used to formulate the survey questions. The methodological approach of the survey can be found below.

3.2 Survey

Surveys are a good way to get a hold of a larger number of participants and a big geographical variation within the target group in order to provide answers that can lead to understanding their behavior. By using quantitative data we can easily analyze the data and make statistical inferences in order to make some general consumption determinations (Dix et al., 2004; Bryman, 2012; Rogers et al., 2015). According to Goodman et al. (2012), the best tool to find tendencies and characteristics in the population in regard to a specific product is through quantitative techniques. Furthermore, they recommend doing surveys, because through a survey it is possible to ask questions about a target group, their interests and preferences in a way that later allows the researchers to structure the answers, to find broad and general tendencies. The survey also allows the researchers to get a larger and more broad number of participants within the target group, which later gives an idea about the population's behavior.

We have thus decided to conduct a survey and the below sections will present how we have structured the survey, conducted the questions and the sampling, to get an overview of how this quantitative method was used.

3.2.1 Survey structure

According to Goodman et al. (2012) there are two different kinds of surveys: descriptive surveys which are used when you want to conduct questions that lead to a profile about the audience. The other kind is called explanatory and includes beliefs and behavior

based on their answers in the survey. In this study we are conducting an exploratory survey, since we want knowledge about the participants, in which we can draw general conclusions from.

When conducting the survey, Dillman et al. (2014) recommends asking the questions in the same order as if you were having a conversation with a stranger. Meaning, that you have to start with an introduction and some general questions to learn more about the person. Furthermore Dillman et al. (2014) says that the questions in the beginning should be interesting for the participants, to ensure they continuation of the survey. Goodman et al. (2012) proposes the same kind of system. They state that a typical survey has four phases; an introduction to the purpose of the survey, then a beginning which includes teaser questions that are meant to draw them into further questions. We then have the middle, where the questions in which are interesting to the respondents will be presented. Finally, the end of the survey includes the demographic questions, general response etc. Goodman et al. (2012) furthermore presents some subcategories, which should be followed to ensure a good structure of the survey and help us to conduct questions into categories. The subcategories are; characteristic categories where Goodman et al. (2012) presents demographic questions and questions such as technological questions, which include questions about how experienced they are with this. Moreover have the behavior categories, which are related to the use of the product in order to know how they use the product. Furthermore Goodman et al. (2012) presents the attitudinal categories, which include questions about satisfaction with the product, preference and choice of product. By including questions into these subcategories, we ensure questions span a broad scale to get a deeper understanding of the participants' behavior.

In Appendix H, the survey questions can be found, but to summarize what we have conducted; an introduction included opening questions in order to learn more about Generation Z. These were questions such as, where they buy clothes and how much money they spend on them. Additionally, we have the middle questions about their behavior towards clothing and it ends with the demographic questions. All of it is structured in an order to ensure that we keep the participants engaged and that they want to finish the survey.

Additionally, we have also chosen to structure the questions by drawing on the consumer decision-model by Anthony Cox et al. (1983). The model has five steps: problem recognition, information search, evaluation of alternatives, purchase decision and post-purchase evaluation. These steps were the basis of how we structured the questions. We changed the names of the steps, in order to make it friendlier to read and understand for the target group.

All questions are furthermore asked in order to learn more about Generation Z's online and offline consumption behavior into clothing. Because of that we have separated the questions into the process of information and inspiration seeking-, purchase- and evaluation of the purchase behavior. The questions are also separated into online and offline behavior in order to see whether they search for information and inspiration online or offline, and furthermore if they prefer to buy online or offline.

Since we have chosen to structure the questions into the five steps consumer decision-model, we have also chosen to keep all questions within each step separated, which

means dividing the steps on different sites. This is preferable, even though Dillman et al. (2014) recommends one site for each question. But as we have 27 questions, it would be a lot for “next page tapping” and we are further wanted to ensure the meaning of the steps/sections would not disappear, as if we split the questions into more sites.

3.2.2 Conducting the questions

As we know from Section 3.1.7, the survey is based on our meaning condensations from the focus group interviews. We have categorized the statements into nine categories (Appendix G.1), which have been the basis for conducted survey questions. As such Appendix G, Section G.1 was used in order to get an overview of their seeking behavior, in order to ensure creating questions that match their seeking behaviors. This section was thus inspiration for Q1, Q2, and Q6-Q9 (Appendix H).

Moreover, Section G.4 and G.5 helped us define their online and offline purchase behavior, in order to outline whether they preferred online or offline purchases, and thus Q12-16 (Appendix H). Section G.6 outlined their impulse behavior, in which made it clear that questions about impulse behavior is crucial to include in the survey. This was the inspiration for Q18 (Appendix H). In Section G.7 they outline the pricing, in which helped us to figure out how important the price is, and how crucial it is to remember questions regarding this in general. Section G.8 outlined their behavior regarding ads, which made it clear their behavior is very different, and it thus is crucial to know how other people in the generation feel about ads. As such, this was inspiration to Q22 and Q23 (Appendix H).

Moreover, Section G.9 outlined how different their decision process, in which made it clear to highlight this in the survey, and thus was the basis for using the Consumer Decision Model (Cox et al., 1970). Lastly we investigated their credibility and loyalty in Section G.10, which outlined the importance of including questions about loyalty, as the participants seemed to be loyal consumers, in which we wanted to know whether was a general thing. As such, was the knowledge from the meaning condensation used in order to conduct survey questions. Furthermore, we were inspired by research papers from Head & Eisenberg (2010), Urquhart et al. (2002), Petra (2006) and Cheema and Papatla (2009). All the papers were used in regard to finding topics we could use inspiration from in order to conduct questions. Moreover, we used the papers as inspiration to how the answers should be presented.

When we look more into how we should conduct the questions, Bryman (2012), Goodman et al. (2012), Dillman et al (2014) and Bordens and Abbott (2011) all state the best way to conduct a survey is by combining the different kinds of questions; open-ended, close-ended and partially closed-ended questions. The survey thus contains a combination of different kinds of questions, because we wanted the participants to answer what they felt was the right answer and not only the listed options. The survey mostly contained closed questions since it made it easier to measure the results statistically. However, we had a few open questions, since those questions will provide useful information that can lead to the discovery of new initiatives, information or problems that should be addressed. But since the responses are difficult to measure and analyze and furthermore because it is difficult to get people to answer those questions, we have decided only to conduct a few of these kind of questions. Additionally, the

survey equally includes multiple answers and one-answer questions, depended on the type of question.

We did also think about how the question should be answered, since we (again) wanted the participants to answer what they feel is the right answer. Because of that, some questions were made as checkboxes, such as Q5: When do you purchase clothes? and Q6: when do you usually look for inspiration and information about clothes, on the internet?', which made it possible for the participants to pick all the answers they felt were accurate. Furthermore, some of questions were made as multiple-choice such as Q8: How often do you have an idea about, what clothes you want to search inspiration and information about, before purchasing it, on the Internet, since we only want them to decide what they mostly do.

Goodman et al. (2012), Dillman et al. (2014) and Bordens and Abbott (2011) states that the questions have to be asked in the right way to ensure nothing is misunderstood or make the participants feel uncomfortable by participating. This is furthermore even more important when conducting an online survey, since we have no contact with the participants and thus cannot ensure they respond correctly to the questions and clarify if they misunderstand something. Due to this, we have also been aware of the types of question asked, for instance 'Q3: how much money do you have for entertainments (café, clothes, cinema, discos etc.) each month?' and 'Q4: How much money do you in average use on clothes each month?', which is about their economic situation. Those questions according to Goodman et al. (2012) and Dillman et al. (2014) are in a category of questions we have to be careful about, since it is sensitive information for some people. This means that we should be aware of such questions and always let them be optional to answer. Based on that, it has been decided to include an option in those kind of questions, where the participants can chose "Do not want to tell", since we have decided all questions should require an answer.

3.2.3 Pilot tests

Before running the survey, we conducted a pre-pilot test and a pilot test, in order to ensure the questions were understood correctly and that there were no problems with the survey (Dillman et al, 2014).

Firstly, we conducted a pre-pilot test March 16th 2017 with participants that were not in the target group. This was because we wanted to ensure the questions were clear and understood correctly before we tested the questions on the target group. In the pre-pilot tests we asked four students at Aalborg University Copenhagen to participate, who were all older than the target group.

The participants were asked to complete the survey, while we were observing them in order to ask questions when they looked e.g. confused. The participants were asked to comment on the questions and answers they found difficult to understand or if they had wanted further answer options. We also noted facial expressions and asked them what they were thinking, since they did not mention their thoughts unless prompted. Furthermore, we gave the participants follow up questions. All the suggestions and answers were noted and can be found in Appendix I.

To summarize, they had comments in relation to:

- Adding answer options
- Overlap in answers
- Reformulation of questions, in order to make them more clear to understand
- Spelling errors

In addition, we asked them, if they understood the difference between the internet and physical stores, which they did and found useful. Furthermore, we asked them what they thought about the amount of questions, which they said were okay. Based on the comments, we changed the questions and added answers, and were thus ready for the pilot tests.

The pilot test were conducted on March 17th 2017 with people within the target group. We went to Greve Gymnasium and asked four students between the ages of 17 to 19 years old to participate in the study. The participants were asked to give us feedback on the questions and the survey in general. The feedback could include questions they found weird, inappropriate, incomprehensible or irrelevant (Rogers et al., 2015).

The results from the pilot-tests were, that the test persons only had a few comments on the questions and answer possibilities. These can be found in Appendix I. Furthermore we asked them, if they understood the difference between the internet and physical stores, which they did, and furthermore found it useful to split the survey into online and offline behavior. Additionally, none of the participants found the survey too long.

After the questions were corrected or replaced according to the pilot test feedback, the final survey was conducted, which included 27 questions and estimated to take 10 minutes, which according to Goodman et al. (2012) is acceptable, as the survey is shorter than 20 minutes and includes around 20 questions.

3.2.4 Distribution and sampling

According to Dillman et al. (2014) and Bordens and Abbott (2011), distribution of the survey through the web is a good way to recruit participants, since a lot of people use the Internet today and thus are used to using it for many different things - such as participate in surveys. Furthermore, they argue that it is preferable that the survey can be used on both a desktop and mobile, since up to 40% will use their smartphone to complete the survey, depending on the population and the topic. In this case it was thus preferable that the survey could be completed on a tablet/mobile since Generation Z are used to have this by their side all the time.

The methodology used in this study, in order to achieve responses on the survey, is built on the snowball sampling (Bryman, 2012). The very term 'snowball sampling' reflects an analogy that a snowball grows in size the longer it rolls down the hill, thus here alluding to gathering new informants during the process. This means that by contacting a small group of people who can then propose potential new participants to refer onto, creates a snowball effect. These are often found via a selected social network (Bryman, 2012). An advantage of this method is, that it is not as time-consuming, and that one can

reach users, who normally can be difficult to achieve with the use of other selected methods. A drawback is that we have no control of who actually complete and share the survey beyond the initial group. Another drawback is the lack of control in regard to whether the participants are distracted or whether they may be biased towards particular responses that align with their peers rather than their own true preferences.

The survey was distributed first time on Facebook through our private profiles, through which we asked people to share the link. We further asked friends and family members directly and the participants from the focus group interviews, through email and Facebook, to complete and share the survey, in order to ensure a broad geographical sampling. Furthermore we asked teachers from four different schools and high schools, to share the survey with their students within the target group. Additionally, the survey was also distributed through Instagram. We made it clear the survey can be completed on both desktops/laptops and mobiles/tablets. This to ensure as many participants as possible we launched an incentive of a cinema gift card competition to all those who submitted their email address. To get an overview of the texts that were formulated and shared on Facebook and Instagram, they can be found in Appendix J and K.

The survey was distributed first time on Friday March 17th at 4 p.m. This time was chosen because Gillett (2014)³ states that posting on Facebook between 1pm and 4pm results in the highest average click through rates. In the following 10 days, the survey was shared through Facebook and received approximately 100 responses. A potential drawback of distributing the survey this way, is however a lower response rate, since the target groups were not required to answer. In order to compensate for that, we republished the survey one week later, since we did not receive a sufficient number of responses. Therefore, the survey was republished on Facebook and Instagram on March 27 2017 around 8pm, since the research from Gillett (2014) and Lee (2016)⁴ also states that this is the most popular time for using social media platforms in Europe to post. Furthermore we contacted a number of schools and high schools and asked them to share the survey. This resulted in a total amount of 236 answers, which is considered a sufficient amount of answers according to Gallup⁵, as they state that 200 answers is the minimum number in order to make a reliable sample when working with such a big target group.

3.2.5 Analysis of the survey results

As we have both open-ended questions and close-ended questions, we will use two different methods, in order to analyse the data. More specifically, for the close-ended questions we will conduct inferential statistics and for the open-ended questions we will develop a coding scheme to analyse the data and find generalizations (Bordens and Abbott, 2011; Kvale and Brinkmann, 2014).

³ Posting to Facebook between 1 p.m. and 4 p.m. results in the highest average click through rates. In the weekends, it is best before 8 a.m., and after 8 p.m. when people presumably have better things to do.

⁴ The analysis is based on more than 4,8 million tweets across 10.000 profiles, focusing on how clicks, engagement and timing occur throughout the day and in different time zones

⁵ Knowledge conducted by personal communication at MEC A/S at March 20th, when presented for Gallup marketing analysis

To analyze the results we used descriptive and inferential statistical analysis, in order to illuminate the online and offline behavior. Descriptive statistics helped us describe the results of the statistics, while inferential statistics helped us to outline the properties from the survey and simplify the large amounts of data in a way that makes it easy to get an overview of the results using graphs. With simple graphical analysis, we will present the behaviors and the tendencies within the category. We will further use the method of “individual data examining”, since this makes most sense when we have to measure and compare online and offline behaviors to each other (Bordens and Abbott, 2011). We will use the graphs to illuminate the behaviors within information seeking behavior and purchase behavior online and offline in regard to the different types of clothing. Furthermore, we will illuminate if there are any patterns in the consumers online and offline consumption behavior according to where they live. The data will be supported by the ISB, TPB and FLOW in regard to analyzing the behavior.

For the two open-ended questions (Q16 and Q21), we wanted to get an overview of their answers, which will be done through coding. Meaning that we will analyse the content of their answers to get an overview of the categories and themes they mention (Lazar et al., 2010). Furthermore, as already mentioned in Section 3.1.7 Bryman (2012) talks about open coding and axial coding, and for these questions we will use open coding in order to find themes and compare answers, which later on makes it possible to group them into categories. Furthermore we use axial coding, as we want to find patterns and furthermore connect the categories with the research from our literature review. In addition, we have findings from other studies about what kind of products people prefer to purchase online and offline, and so in order to compare the results with other studies and see if there are any patterns, we used axial coding, as it facilitates cross-comparison of data.

It should however be noted, when using coding, that we only find the common categories and those we consider most relevant. We will thus have this in mind when coding the answers, in order to find patterns in the participants’ answers and to acknowledge that this process is subjective to the researcher. Some bias may arise during this process if a researcher is unconsciously preconceived towards a particular outcome, however this is mitigated by the presence of two researchers.

Additionally the open-ended questions were mandatory, meaning that the response rate of the questions are lower than that of the compulsory questions. We thus need to have this in mind when analyzing these answers that they are not equally weighted.

3.3 Ethics

It is important to create our own ethical code in order to predict and circumvent the major ethical issues that can occur during the research process. Furthermore, ethics is constantly changing in the field of research in relation to what is acceptable and to what is not (Pickard, 2013). Moreover, ethical issues in research especially occur due to the complexity associated with researching people’s private lives and openly exposing the results (Kvale, & Brinkmann, 2015). Therefore, it is important for us, as researchers, to keep updated with the latest ethical considerations. In addition, we have been looking

into different ethical guidelines in order to create our own ethical strategies (Pickard, 2013).

Firstly, we will examine the ethical guidelines in relation to ethics in research, before we present our own ethical guidelines.

3.3.1 The Belmont Report

Firstly, we looked into the Belmont Report that was issued in 1979 which consists of three ethical guidelines when conducting research with human participants. The three basic principles are; respect for persons, beneficence, and justice (Bordens, & Abbott, 2014).

Respect for persons: This principle requires that participants enter the research voluntarily and that all participants are fully informed. Furthermore, participants should be seen as independent human beings that are able to make their own choices and decisions. Lastly, participants, who have reduced independence, should be protected (Bordens, & Abbott, 2014).

Beneficence: This principle deals with the fact that participants' well-being should be protected. Therefore, it is important not to harm any participants, and maximize beneficence while minimizing the harm for the participants (Bordens, & Abbott, 2014).

Justice: This principle is about justice concerning the division of the burden of the research equality between the participant and the researcher, as they should share the potential benefits and costs of the research (Bordens, & Abbott, 2014).

3.3.2 Traditional ethical questions

Furthermore, there have been issued four main areas of ethical guidelines, which traditionally are discussed in research ethics; informed consent, confidentiality, consequences and the role of the researcher (Kvale, & Brinkmann, 2015).

Informed consent: This means that all participants have to be informed about the research purpose and the essential features of the research design as well as possible risks and benefits in relation to participation in the study (Bordens, & Abbott, 2014; Bryman, 2012; Kvale, & Brinkmann, 2015; Pickard, 2013; Rasmussen, & Fischer, 2008).

Confidentiality: Confidentiality in research means explaining to the participants about what you as researcher are going to do with the data. Therefore, it is important to define the extent of the confidentiality and publication of data for the participants, as it can possibly identify them. The participants thus have to agree on the terms of participation that the researcher issues in relation to the study (Bordens, & Abbott, 2013; Kvale, & Brinkmann, 2015; Pickard, 2013; Rasmussen, & Fischer, 2008).

Consequences: This deals with the fact that the researcher has to assess the consequences concerning possible harm and benefits to the participants (Bordens, & Abbott, 2014; Bryman, 2012; Kvale, & Brinkmann, 2015).

The role of the researcher: Lastly, the integrity of the researcher is crucial for the quality of the scientific knowledge and the ethical decisions. The researcher has a moral code of conduct, which includes empathy, sensitivity, and engagement in moral questions in relation to the research. This also means that the researcher has to design, review, and undertake research in order to ensure quality and transparency (Bordens, & Abbott, 2013, Bryman, 2012).

3.3.3 Our ethical considerations

As ethics are only “cut-and-dried”, and are considered different in relation to where in the world you are and what kind of person you are (Turban et al., 2012), we have below created our own ethical guideline. In this section, we will outline what we consider “standards of right and wrong”, and will explain our ethical considerations in relation to our research. From the above sections, we have used a combination of the different ethical guidelines in order to do so.

The participant (Respect and informing)

For this research, we are taking into account, that all participants enter the research voluntarily. Furthermore, all participants (excluding the participants in the online survey) have to sign an informed consent form, where they will get information about the purpose of the study. Here, they also have to give permission for us to contact them in relation to further participation in the study, and if we can contact them if winning the movie gift certificate. This is because we know that it is a good idea to use written consents in relation to qualitative research, because a written consent is a good start and gives the participant the feeling that the research is relevant and serious (Rasmussen, & Fischer, Pickard, 2013).

Furthermore, all participants will be informed about the research process and what they should do during the empirical research in order to avoid discomfort for any participants. In addition, they will also be informed, that they can withdrawal from the study whenever they like. In addition, when working with minors (14-17 year olds), we know that a written consent with adults should always be made where we describe in detail what the purpose of the study is and how the research will take place (Rasmussen, & Fischer). Furthermore, we will make sure that there is an adult present at all times. In addition, we know from Booth et al. (2014) that the presence of a parent or family member can affect the freeness of expression for the given participant. However, the parent was instructed not to interfere unless it was about ethical concerns.

In sum, we ensured that all participants agreed with the terms of entering the study, as we wanted to make sure that we are protecting all participants and that they consent with the terms.

Protection of the participant and their data

This study do not deal with a topic that could possible harm any participating member, however we have promised to ensure all participants' confidentiality by not mentioning them by name or other information that could lead to identification of any participant.

This is because we know that by promising confidentiality, the participants will feel free to express themselves without fear of recognition (Rasmussen, & Fischer, Pickard, 2013).

Furthermore, we will not target any clothing or marketing wise products towards the participants that can affect them to buy or feel pressured into purchase necessary behavior. We will however make the participants reflect on their consumer behavior in relation to the focus group interview and the online questionnaire, by asking them carefully thought-out questions, that have been formulated beforehand. The questions for the online questionnaire have in relation to that been through multiple pilot tests in order to test the outcome of the results, and the target groups thoughts and opinions about the topic, as described previously in this section.

Furthermore, during the qualitative studies all participants must sign a consent form, from which they can choose to give their email and phone number for further participation. This data we will keep until the data collection phase finishes, when we have no more need to store this data. The Data will not be shared with anybody outside the empirical data collection and will be destroyed after the study has ended. Data from the survey, email information and personal information, will be destroyed when this study ends in the end of June 2017 in order to avoid any harmful consequences or spam wise problems for participants.

In addition, we have also chosen to exclude city names from the survey (and include distance to shopping place instead) so that participants cannot be identified in that way.

Recruitment of participants

During the recruitment of participants, we carefully selected participants for our qualitative studies. In addition, we made sure that all participants knew that they were not obligated to answer any questions during the study they did not feel comfortable answering.

When asking participants' sensitive questions in our quantitative studies, we made sure that they had options to choose between so they did not give out information they did not feel comfortable sharing. Furthermore, the open-ended questions are non-compulsory so that the participants can choose if they would like to answer the questions or not.

The role of the researchers (our role)

In relation to the ethical guidelines, it is important for us as researchers to take responsibility for all decisions that are made during the study. We as researchers, will design, review, and undertake the research in order to ensure quality, transparency and scientific rigor of the study. We will further be empathic, sensitive, and engaged to the participants, the results and the study in general.

3.4 Reliability & validity

According to Bordens and Abbott (2014), the ability of our research design to effectively test our hypothesis is known as internal validity. Internal validity is therefore seen as the ability of our research design to test the hypothesis it was designed to test.

Furthermore, they state that reliability of a measure is about the ability to produce similar results when replicating the measurements under identical conditions but in different areas of the population. In this case, if our research was to be conducted again with the same measures (online and offline consumer behavior of Generation Z in relation to clothing), and the same methods (focus group interviews and survey), under identical conditions but in another area of the population. It would be assumed, the results would be the same, which is making this study reliable in relation to internal validity. However, If the measures were different e.g. measuring consumption behavior in relation to electronics, there would not be identical conditions, thus making the study unreliable in relation to internal validity. Furthermore, as this is a very young population, it can be assumed that some of the results might have possible changes in the future. This is due to possible changes in the social roles of this population (change in behaviors, rights, beliefs, norms, obligations, earnings), as the social experience will increase with age, and thus having an effect on behavior. In addition, period effects (c.f. Chapter 2, Section 2.2.1) could also have an effect on the generation's behavior, which means this study would have the possibility to be less reliable if conducted again, if these changes would occur.

In relation to external validity, Bordens and Abbott (2014) and Pickard (2013) state that a study has external validity to the point when the results can be generalized beyond the sample and settings in which they were obtained, meaning how close it is possible to come to real-life settings. As such, if the results can be generalized to a wider context and larger populations as a whole, the study has greater external validity. Additionally, when looking at the generalizability of this study, examining the sample size means that this study cannot completely be generalized as the sample size for the focus group interviews should have been bigger and conducted within a broader geographical area of Denmark. Furthermore, we can only assume that the focus group interviews cannot be compared to a real life setting, as it is a somewhat constructed situation, where the participants may try to provide us with the answers they think that we need. Therefore, this method is less reliable to use however, since the focus group interviews were conducted to gain background knowledge about the target group, related work in the field covered some of the missing aspects and thus makes the study more generalizable. In relation to the generalizability of the survey results, it can be assumed that they can be compared to a real-life setting as the participants have had the possibility to fill out the survey in familiar conditions. However, it is impossible to know if the participants have been affected or manipulated by their surroundings when answering the survey, which could have an effect on the external validity. In addition, a wider sample size of people in the ages of 14-15 and 20 plus, and people that are differently represented employment wise than high school participants, would have made this study more generalizable to the population. Moreover, since there has not been similar studies conducted about Generation Z, it is not possible to compare our findings to the results from other countries. Lastly, if extending the results to larger populations (countries other than Denmark), behavior might change due to cultural differences affecting generational behavior, and thus make the external validity less reliable when trying to generalize the results.

Chapter 4

Results and analysis

In this chapter, we use a combination of descriptive and inferential statistics to analyze our survey results in order to derive an outline of online and offline consumption behavior of Generation Z (RQ1, RQ2). In addition, we will evaluate our findings against our hypotheses from Section 1.3. To get a full overview of the raw data, and the questions asked, the survey can be found in Appendix M.

The chapter is structured as illustrated in the below model:

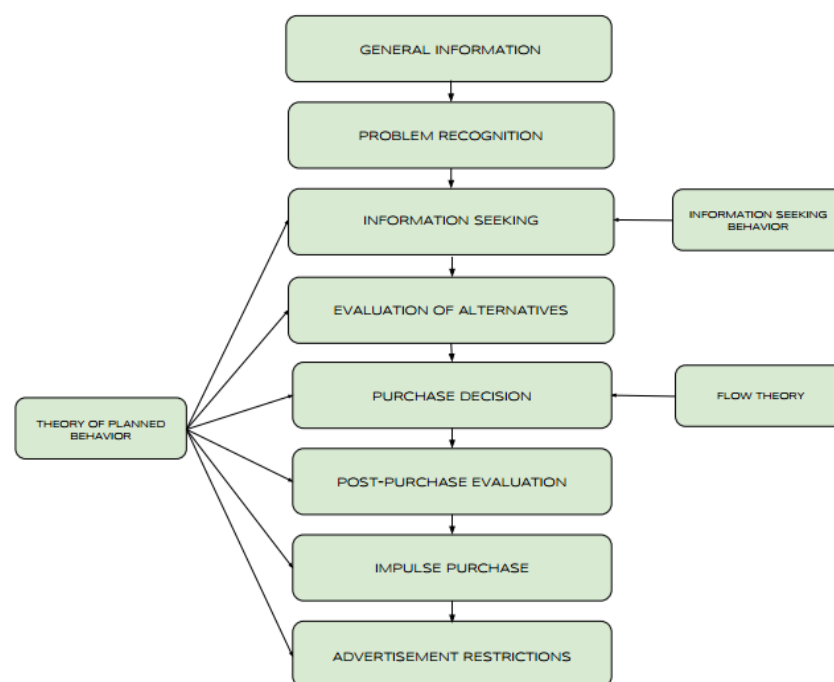


Figure 4.1: Chapter 4 structure

Firstly, we will present a demographic introduction to the Generation Z consumers, which is based on age, gender, occupation, disposable income, disposable income spent on clothes per month, and geographical distance to offline shopping location. The following sections will be structured around the different phases of the Consumer Decision Model. As such, we present their information seeking behavior, evaluation of alternatives behavior, purchase behavior and post-purchase behavior. Moreover we present their behavior within impulse purchases and advertisements. Furthermore, we will use Theory of Planned Behavior (TPB) in order to analyze the behavior of purchasing clothes, combined with Wilson's Information Seeking Behavior Model, to outline out how Generation Z search for information and inspiration for a purchase. In addition, we use the Flow Theory to highlight whether the generation is in the zone of flow when purchasing clothes, as this might have an influence on their behavior.

During the analysis we will present two main cohorts based on gender and age, and furthermore a cohort about disposable income spend on clothes, when relevant. As such, we are able to go more in-depth with the analysis and highlight when there are gender differences, age differences, and differences in disposable income, based on their behaviors within the phases of consumer behavior. We will moreover examine the impulse purchase behavior of Generation Z, and highlight the attitude, norms and control of the behavior within this generation in regard to ads.

4.1 General information

The survey was completed by 238 participants, but two of the participants were outside the target group and the answers were thus discarded, which leaves us with 236 useful answers, divided between 150 females and 83 males (Figure 4.2), plus three persons who have not entered their gender. Additionally, the most represented ages are 16, 18 and 19 year olds (Figure 4.3), and the median of the participants are 18 years old, which means we have captured a good cross section of the Generation Z, based on years. We are aware of the limited sample size, and will have this in mind when conducting the analysis, however the results will still be the basis for our further investigation and outline of behaviors within this generation, which can still be used to indicate a picture of the generations' behavior.

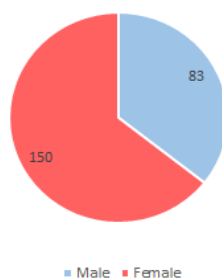


Figure 4.2: Gender

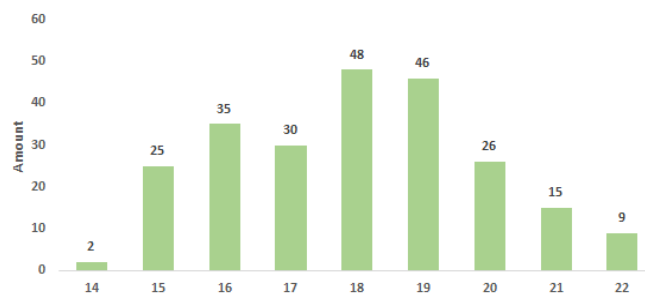


Figure 4.3: Age

Most of the participants are in high school, hereafter public school and business education, followed by an equal division of people that are university students and people that are working (Figure 4.4). Additionally, it should be mentioned that the reason why the amount of high school students might be that big, is because of the distribution, as we have been able to share the survey at different high schools.

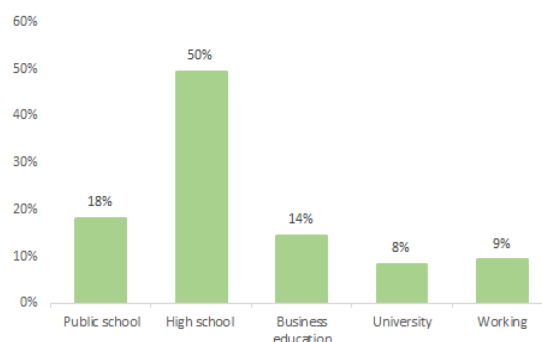


Figure 4.4: Occupation

Moreover, we found it interesting to know how often this generation uses social media, as from the literature review we know (Section 2.2.1) that this generation are savvy users of the internet and technology, and furthermore are on social media all the time (Kopaničová & Klepochová, 2016; Shaikh, 2016), which our findings support (97%). Social media in this case covers: Facebook, Instagram, Snapchat, fashion related blogs, YouTube and other platforms, which allows people to interact with each other online. In regard to those who answered in another category than more than once a day, two males answered that they use social media once a day, while another male answered that he uses social media once a week. The last answer was from a female stating to use social media less than once a week.

More than once a day	97%
Once a day	2%
More than once a week	0%
Once a week	0.5%
Less than once a week	0.5%
Once a month	0%
Less than once a month	0%
Rarely	0%

Figure 4.1: Frequency of social media use

Income and money spent on clothes

This section will outline the generation's income and amount of money spent on clothes, calculated by different variables (Age, gender, income). This is relevant in order to highlight differences in their behavior, based on income or money spent on entertainment and clothes.

We have decided to separate the budgets into money spend on entertainment and how much of this money they spent on clothes (Q3+Q4 can be found in Appendix H). We find it relevant to know how engaged and important each consumer finds clothes shopping, which we are able to outline based on their amount of money spent on clothes per month. As such, when asking the participants about their personal finance (Figure 4.5), and how much money they have each month for entertainment, they mostly have between 0 and 2000 kr., whereas we found the median is 2.476 kr. Additionally, Figure 4.6 shows the distribution of the amount of money for entertainment, divided by age groups, which illustrate the youngest part of Generation Z have less money available, whereas the older part of the generation has the highest amount of money, which is to be expected as older members of Generation Z are more likely to have a higher-paid job or student job, and thereby more monthly disposable income.



Figure 4.5: Money for entertainment per month

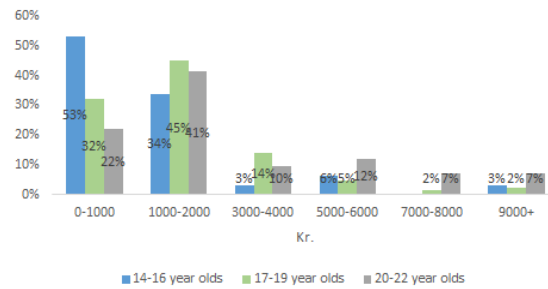


Figure 4.6: Money for entertainment per month on age cohort

Furthermore we would like to know how much money they spend on clothes a month (Figure 4.7). In relation to that, we discovered they mostly spend between 0-500 kr. each month on clothes, and the median is 778 kr. The participants moreover mostly spend between 25% and 50% of their money on clothes, which is a median of 40% (Figure 4.8).

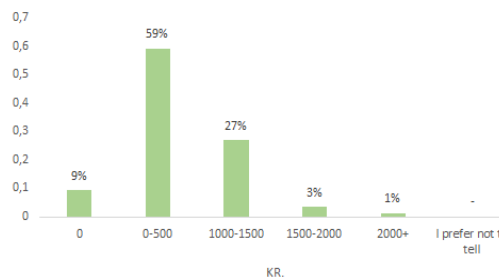


Figure 4.7: Money spent on clothes

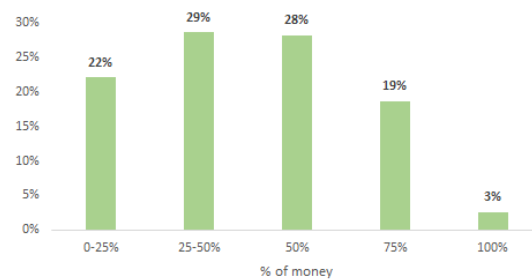


Figure 4.8: Percentage spent on clothes

Age cohort restrictions

The above knowledge will be used in order to define cohorts, which we divided by age and based on their percentage of money spent on clothes. The below table 4.2 illustrates how much money the different ages spend on clothes per month. Each cell contains the proportion of participants who have indicated how much money they spend on clothes. This is converted into how big a percentage of their disposable income for entertainment they actually spend on clothes a month. As such, it shows that the 14-16 year olds mostly spend between 25% to 75% of their money on clothes, the 17-19 year olds spend from 0-75% of their money on clothes, and the 20-22 year olds primary spend less than 50% of their money on clothes. As such, those who spend the most money on clothes are people in the ages of 14-19 years old. However, the 17-19 year olds are highest represented in the categories with the highest amounts of money (Table 4.2), in which they will spend up to 75% on clothes. This means they might use more than the other cohorts, as they have more money, in which a lot of the 17-19 year olds, use up to 75% of their money on clothes.

Based on that knowledge, we have decided to use these three groupings in order to conduct the age cohorts. Moreover, this was done, as it can be supported by related work, e.g. by Dinas and Stoker (2013) who state that it is common to group people together by adjacent years, as people that are closer in age mostly are those who have characteristics in common. As such, this classification of the age cohorts is used during the following chapters.

	0-24%	25-49%	50%	75%	100%
14 years old	0%	0%	100%	0%	0%
15 years old	16%	20%	40%	16%	8%
16 years old	9%	24%	29%	32%	6%
17 years old	17%	30%	37%	17%	0%
18 years old	30%	30%	30%	9%	2%
19 years old	16%	34%	16%	32%	2%
20 years old	42%	29%	17%	13%	0%
21 years old	26%	47%	16%	11%	0%
22 years old	50%	20%	20%	10%	0%

Table 4.2: Classification of age cohorts based on money spent on clothes

Gender restrictions

Moreover, our results support the findings in the literature review Section 2.3.3.2 saying that females are more inclined to spend their money on clothes than males, as Figure 4.9 shows an overrepresentation of females spend between 25% and 75% of their money on clothes each month, whereas males are overrepresented in the categories of 0-49% in which they spend their money on clothes.

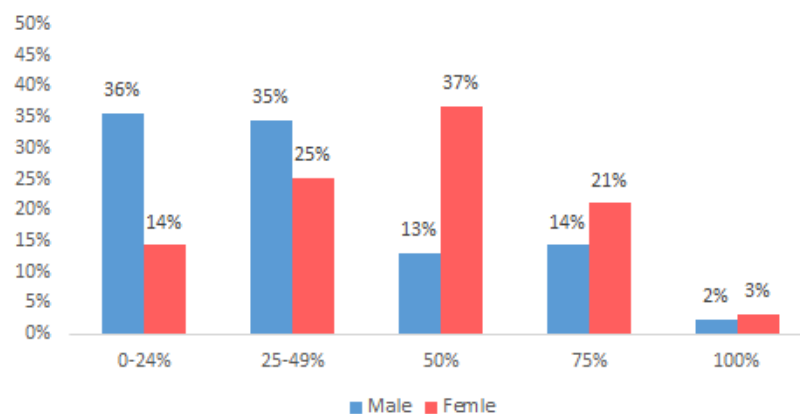


Figure 4.9: Percentage of entertainment spent on clothes

Geographical restrictions

We furthermore investigated who chose to shop online and offline, as we have a hypothesis saying that those who live nearby their preferable shopping place, are less inclined to shop online, rather than those who live at least 30 minutes away from their preferred shopping place (H6: Generation Z is more predisposed to shop online if they live at least 30 minutes away from their preferred shopping place). In regard to that, diagram 4.10 shows that 61% of the participants are shopping online and live at least 30 minutes away from their preferred shopping place. As such, this behavior correlates

with the study by Mint (2013) who outlines that up to 60% of online sales are coming from smaller towns. Meaning that this generation fits into this behavior, as the greatest part of the generation purchase clothes online when they live some distance away from offline shopping. Additionally, 22% of the participants live in the same city as their preferred shopping place, and still shop online, which also means only 7% of the participants live in the same city as their preferred shopping place and do not shop online. As such, H6 (Generation Z is more predisposed to shop online if they live at least 30 minutes away from their preferred shopping place) is false.

On the other hand, the study by Stevens (2016) states that up to 73% of consumers today in the retail industry prefers online shopping instead of wasting time traveling to the offline stores, which might be the reason here as well in regard why those participants who lives in the same city as their preferred shopping place, still shop online. Furthermore, 12% of the participants who live at least 30 minutes away from their preferred shopping location do not make online purchases, which is surprisingly, as we thought they would be more predisposed to making online rather than offline purchases.

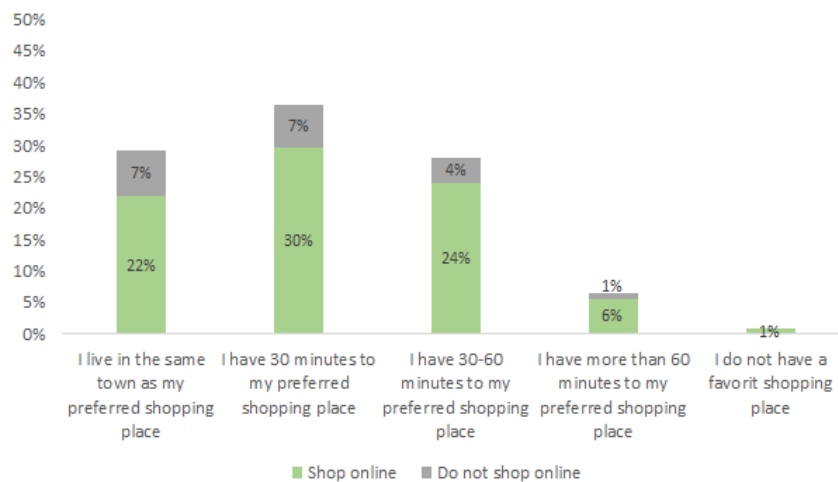


Figure 4.10: Online shopping vs. distance to offline shopping

We furthermore found, that the amount of money spent on clothes increased as the participants live closer to their preferred shopping location (Figure 4.11). The diagram also shows those who live at least 30 minutes away from their preferred shopping place mostly use between 500-1500 kr. on clothes a month. Moreover those who spent the most money on clothes live in the same town as their preferred shopping place. The diagram shows that it is mostly those who live 30 minutes away from their preferred shopping place who do not spend any money on clothes.

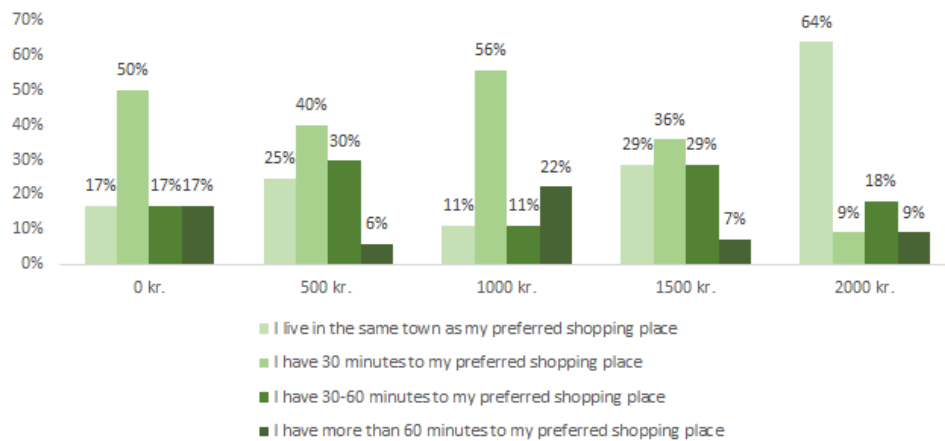


Figure 4.11: Money spent on clothes vs. distance to shopping location

4.2 Problem recognition

This section is inspired by the model of the Consumer Decision Process, conducted by Cox et al. (1970). More deeply this section refers to the first phase in the process, called “Problem recognition”. This state occurs whenever an individual recognizes there is a need to solve a problem. Therefore, we have investigated, when there is a need for this generation to purchase clothes (Figure 8).

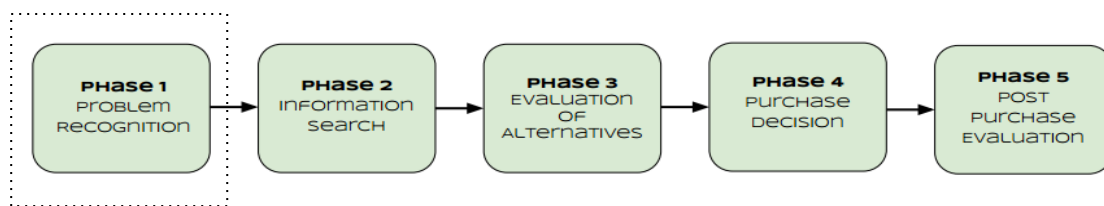


Figure 4.12: Consumer Decision Making Process

We started by asking when they purchased clothes (Figure 4.13), in order to get an idea of how often clothes is when they need it (70%), when they can afford it (45%) or when there is a sale (43%). This tells us that most of Generation Z are very cost-conscious. However, there is a relatively smaller part of this generation who find the motive for purchasing clothes, as an impulse action (26%), to be fashionable (19%) or when they are bored (11%) which defines them as less cost-conscious. This means they primary use their spare time being interested in clothes shopping, as a kind of hobby, which we assume is the reason why they do impulse actions and thus care less about the price, as they are more into being fashionable.

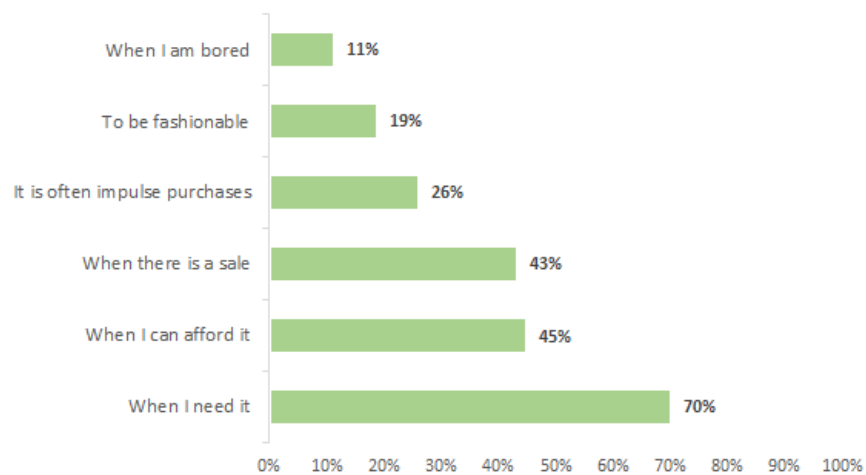


Figure 4.13: When do they purchase clothing?

These behaviors can moreover be defined by using Ajzen's (1991) Theory of Planned Behavior (hereafter TPB). As mentioned in the literature review, Section 2.3.1, norm refers to the perceived social pressure regarding whether or not to perform the behavior (Ajzen, 1991). In this case, when examining the cost-conscious behavior, the norm seems to be, the generation purchases clothing when they can afford it, when they need it, or when there is a sale. As most of the participants state, this is the reason whether or not they perform the behavior and purchase the clothes, we assume this could be defined as a norm, as we could argue the behavior might be based on influence from friends and family and society in general, in regard to how much money should be spent. To support this, Gunawan and Huarng (2015) found that social influence has an effect on the consumer's norm regarding purchase intention on websites. As such, we assume the above mentioned can be defined as a norm, in which influences Generation Z's purchase decisions. Furthermore, when talking about control, Ajzen (1991) explains behavioral control as the perceived ease or difficulty of performing the behavior. Their behavior can thus be defined as controlled, as we know they only spend money when they can afford it and need a new piece of clothing. As such they master the belief of control, as they know when they want to purchase clothes (performing the behavior). In order to support this, Weinberg and Gottwald (1982) also found that different situations and factors influence consumers control of impulse purchasing. In our case, this means the lack of money could be the reason for controlled behavior.

In addition, we assume the more impulse based behavior, boredom and impulse actions will be defined as a lack of control (Ajzen, 1991), as this is something the generation does unconsciously when feeling bored or coming across something they immediately want. In relation to the behavior of being fashionable, this can be seen as a control as this part of the generation choose to purchase fashionable clothes.

Problem recognition based on age and gender cohorts

It is furthermore interesting to investigate the behavior based on the cohorts. In diagram 4.14 we see both males and females are disposed to purchase clothing when they need it. We furthermore see a tendency for females to purchase clothes when they can afford it and when there is a sale. When it comes to males, they are more predisposed to purchase clothes when there is a sale followed by when they can afford

it. Very few males and females purchase clothes to be fashionable or when they are bored. If we compare it with the age cohorts (Figure 4.15), there is almost an equal distribution to purchasing clothes when needed, when there is a sale, and when they have the money to do so. However, when looking at where there is the biggest deviation between the age cohorts, the 14-16 year olds are most inclined to buy clothes in order to be fashionable, whereas the 17-22 year olds are more predisposed to impulse purchases than the 14-16 year olds.

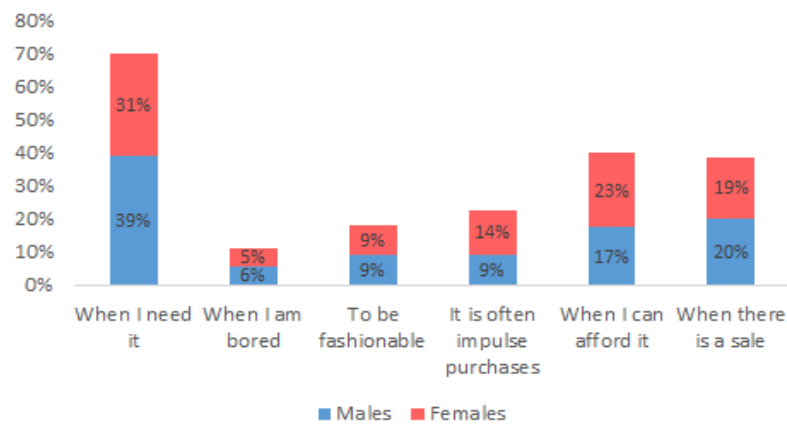


Figure 4.14: When do they purchase clothing, by gender cohorts

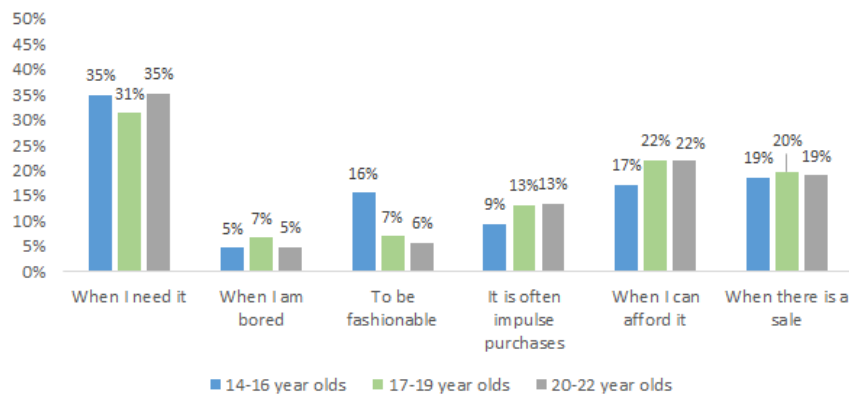


Figure 4.15: When do they purchase clothing, by age cohorts

Problem recognition based on disposable income for clothes

We further examined the distribution based on disposable income on clothes per month, in which the behavior is the same. There is a tendency to purchase clothes when needed, when they can afford it, and then there is a sale, which makes this generation very cost-conscious, no matter the income. Additionally, we found the ones who spend 25-49% of their disposable income on clothes a month, have a greater tendency to purchase clothes when they are bored, as opposed to the participants, who have a higher or lower disposable income.

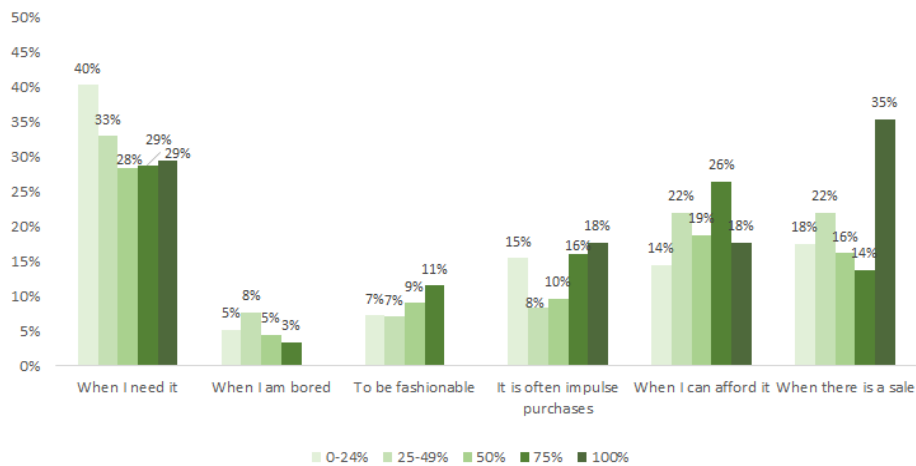
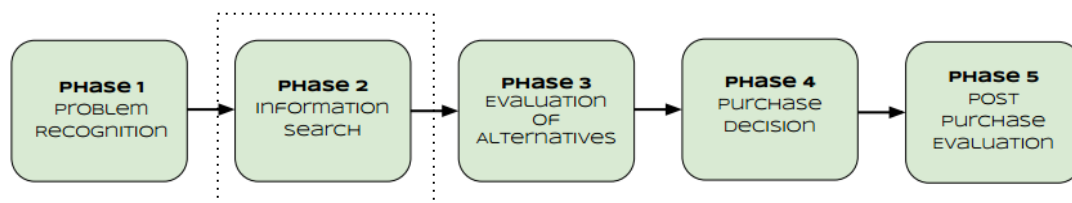


Figure 4.16: When do they purchase clothing, based on spent

From this, we assume the generation is most predisposed to purchasing clothes at the beginning of the month, as this might be the time when they can afford it due to receiving salary or allowances. One of the main reasons for this assumption, is that most of this generation have between 0-2000 kr. available a month, of which they spend between 0-500 kr. on clothes, cf. Figure 4.5 and 4.7. As such they have a relatively low available amount of money in which might reflect, that it only is in the beginning of the month they can afford new clothes.

4.3 Information seeking

The second phase in the Consumer Decision Process is called “Information search”.



This phase is about the ability to find adequate information to satisfy a need. In this section, we are thus interested in knowing how the generation processes their environment for appropriate data in order to make a purchase decision. This is both in regard to online and offline information seeking behavior, in order to outline their most common information seeking behaviors. We will furthermore use Wilson’s Information Seeking Behavior Model (hereafter ISB) throughout this section in order to clarify the information seeking motives, needs, and resources. However, as mentioned in the Literature Review, Section 4.3.3.1, we will not explain the barriers for not information seeking, as we have not asked the participants about barriers for not seeking information about clothes. In addition, we will be able to compare Generation Z’s information seeking behavior with related works to find correlations or differences between the generations.

Search frequency

We first asked the participants about how often they search for information or seek inspiration about clothes. This in order to get an overview of the frequency of the behavior. As such, we got knowledge about how the current information seeking behavior appears, which is useful information in regards to future digital advertisements, which is illustrated in diagram 4.17 and 4.18.

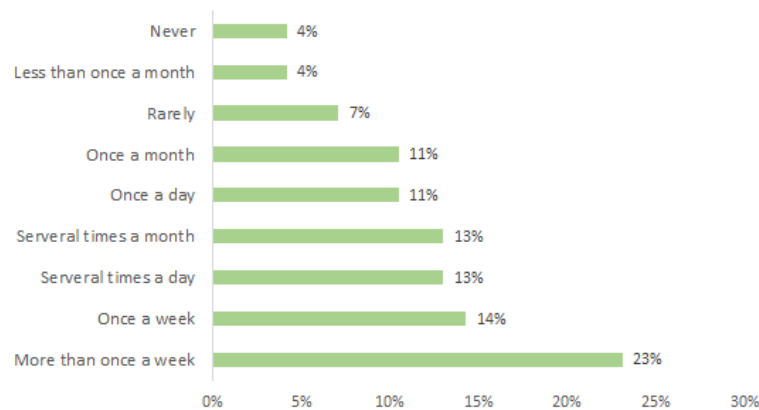


Figure 4.17: How often they search for information/inspiration

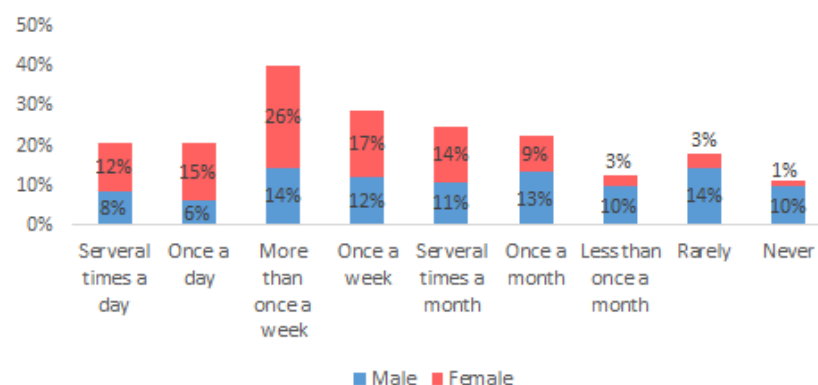


Figure 4.18: How often they search for information/inspiration, by gender cohorts

We found that 37% of the participants search for information or inspiration about clothes at least once a week (Figure 4.17), moreover 24% search for information at least once a day. This generation is thus interested in clothing on a regular basis. When it comes to the gender cohort (Figure 4.18), females mostly seek the information between several times a day to once a week. Whereas males mostly seek information once a month or rarely. In addition to TPB, we could argue that control is presented, as the generation are aware of their behavior within searching for information and inspiration and thus according to Ajzen (1991) perceive the ease of performing the behavior.

Additionally, Wilson's (1981) ISB can be used. As mentioned in the Literature review Section 4.3.3.1, this model is about the motive and need for seeking information, and the resources used in order to cover that need. In addition, it also covers the barriers for not seeking information when a motive arises (barriers will not be included). In relation to that, when looking at the motive for information seeking, the motive mostly arises for

information seeking more than once a week, in regard to seeking inspiration or information about clothes, which tells us, there is a need to seek information or inspiration about clothes. As mentioned earlier in the first stage, this motive will mostly arise when the generation needs the clothes. However, the motive on how often they search for information differs. Moreover, when investigating the cohorts, Figure 4.18 shows that females are more predisposed to search for information about clothes rather than males, which tells us females possess a higher need than males for information seeking.

When looking at the information seeking behavior based on ages (Figure 4.19), the younger part of this generation more often seek for information or inspiration and thus has a higher need, rather than the older part of the generation. Moreover we see that the 17-19 year olds mostly seek information more than once a week, whereas the 20-22 year olds are divided between more than once a week and several times a month. In regard to Table 4.2, we assume those who mostly use 0-24% of their money on clothes might be those who seek information several times a month. In addition to that, we found those who generally spend between 75% and 100% of their money on clothes, are those who most often search for information or inspiration, whereas those who use 0 kr. or less than 24% of their money on clothes is overrepresented in the categories; “less than once a month”, “rarely” and “never”. As such, the amount of money might have an impact on seeking process.

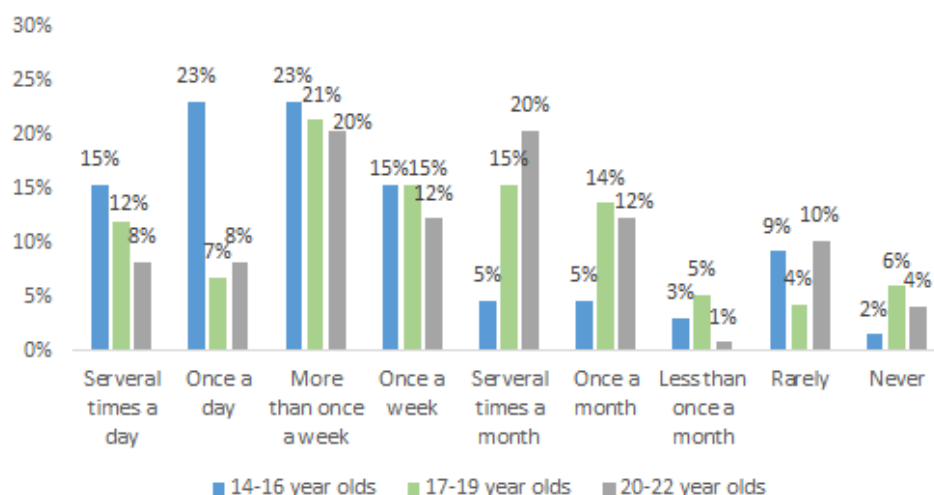


Figure 4.19: How often they search for information/inspiration, by age cohorts

Online search frequency

Furthermore, regarding Wilson’s ISB, we asked the participants about the employed information resources (Wilson, 1981) the generation uses online and offline in order to satisfy their information seeking behavior (Figure 4.20). This is in order to know what platforms they use, in which gives an idea about what platforms should be used when conducting future marketing. The online seeking behavior is furthermore based on the below functions, in which outline some of the possible ways to conduct online information seeking. This means, we outline the possible online information seeking as being either structured or less structured. The options of structured seeking is when they use the same websites every time, or other platforms such as Instagram, Facebook,

YouTube and SnapChat, which they normally use when seeking information. Moreover, they can use word of mouth recommendations for online websites to visit and use recommendations from e.g. blogs. Furthermore, the seeking can be less structured when they just browse from site to site, and not using any specific websites. Moreover it can be less structured when they for e.g. use the search engine to search for specific words and draw inspiration from the results. In this section, we will thus highlight what options they actually use in order to get a better overview of how they seek their information online and to determine whether the seeking is structured or unstructured behavior.

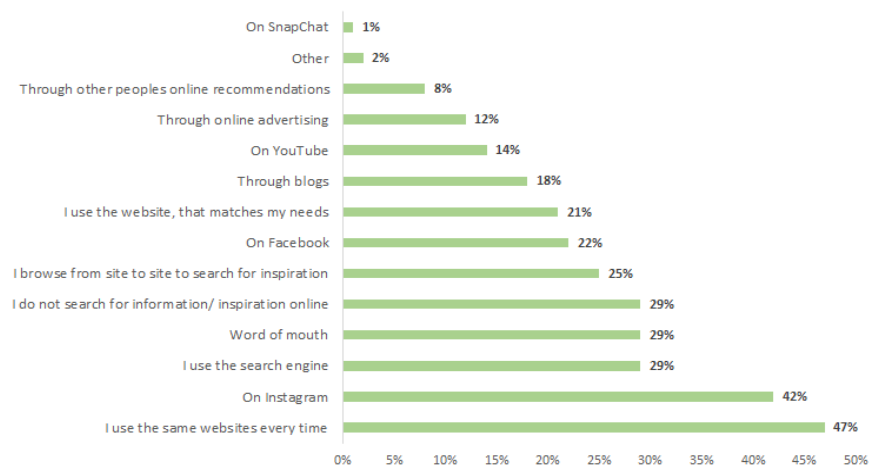


Figure 4.20: How often they search for inspiration or information before purchasing clothes online

As such, we found that most of the participants (47%) use the same websites every time, and thus go straight to those sites. They also tend to use Instagram (42%), in order to find information or inspiration. As such, the generation are loyal to the same websites, when searching for information or inspiration and thus have a structured way of seeking the necessary information and inspiration. This behavior can additionally be supported by the study of Mallapragada et al. (2016), as they also found people to be loyal to the same sites as well. Moreover it is mostly females who use the same websites every time (17%), Instagram (17%), YouTube (6%) and blogs (9%). Additionally it is the 14-19 year olds, who mostly use the same website every time, blogs and Instagram, and the 17-22 year olds, who use Facebook and the 17-19 year olds who use browsing from website to website (10%). The 20-22 are those who mostly use word of mouth for inspiration (13%). However it is the use of same websites and Instagram widely that is shared by all age cohorts. Furthermore, 29% use search engines in order to find information or inspiration. This is supported by the study of Rowlands et al. (2008) who found that Generation Z rely very much on search engines, because they lack critical and analytical skills. However, Kopaničová and Klepochová (2016) and Shaikh (2016) found that Generation Z are computer savvy, which contradicts the study by Rowlands et al. (2008). In relation to that, we imagine that Generation Z do not specifically know how to evaluate search results or how to make good, constructed search queries as this is not something they focus on. However, no matter if they evaluate their search results or how they have constructed their search queries, we could say, that Generation Z more or less find what they are seeking for in order to satisfy their needs. It could furthermore

be interesting to investigate in future work, regarding outlining whether they actually reach the expected query.

In addition, using search engines is done by males (15%), together with browsing from website to website (15%). In regard to hypothesis 2 (Generation Z use search engines online in order to search for specific items) and hypothesis 5 (Generation Z get a lot of their inspiration from social media platforms) those are partly true, as males use the search engines, and not online use specific websites all the time. Moreover, hypotheses 1 (Generation Z is highly influenced by technology and use the internet to search and browse in relation to purchasing items) is partly true, as they at some points use search engines and browsing from site to site to find information and inspiration. However, we know they also use other functions to get the necessary information and inspiration, which then should be mentioned too.

Offline search frequency

When it comes to offline information seeking, the main options we found crucial in regard to ways of doing offline seeking, are presented in the below diagram (Figure 4.21). We found four behaviors crucial when doing offline seeking. This means they can be structured and walk to one specific store, or use recommendations regarding what stores to visit, or the seeking can be non-structured when they just browse from store to store. As such we see that 60% of the participants walk from store to store in order to find inspiration and information, which makes the offline seeking less structured than online. This furthermore means that the generation finds the offline information seeking crucial as well, and not only rely on online seeking, as Lee et al. (2015). Moreover 46% of females walk from store to store, whereas 37% of males walk from store to store, whereas 27% of males and 24% of females go to specific stores. Furthermore is it mostly the 14-19 year olds who walk from store to store (49%), whereas the the 20-22 year olds both prefer one specific store/ specific stores (32%) and walking from store to store (37%). We can only assume the behavior could relate to the inspiration purposes rather than information purposes, as we do not know if the participants focused on the inspiration or information part while answering this question.

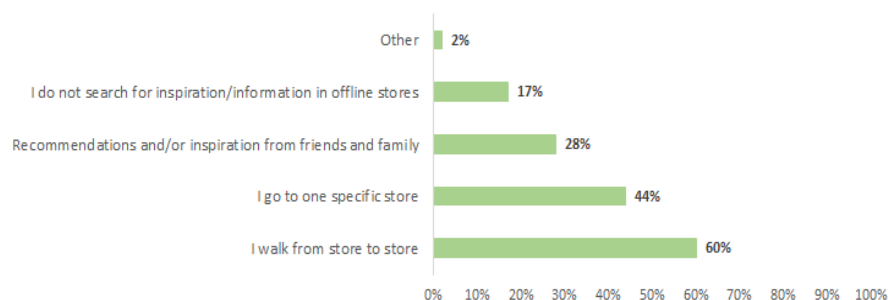


Figure 4.21: How often they search for inspiration or information before purchasing clothes offline

Both diagrams (Figure 4.20 + 4.21) show that 16% never search for information or inspiration offline, whereas 29% do not conduct online information seeking. As such, our hypothesis 3 (Generation Z has a tendency to get inspiration online) was partly true, as we see that there are some of the participants, who search for information or

inspiration online. However a larger portion of the participants do not search online (29%), whereas only 17% state they do not search offline.

Search frequency before purchasing

Furthermore, we found it relevant to outline how often they know what they seek information about online and offline before they purchase it (Figure 4.22). As the diagram outlines, only 11% and 12% know what they are searching for either online or offline every time. 55% know what they are searching for online almost every time, which is almost the same offline (50%). There is however a difference in the behavior when looking at the tendency of not knowing what they are searching for, as it is greater offline. Meaning that 37% of the participants almost never know what they are searching information or inspiration about offline, whereas this only is 18% online. This means the generation to a greater extent have predefined motives when it comes to searching for information online rather than offline.

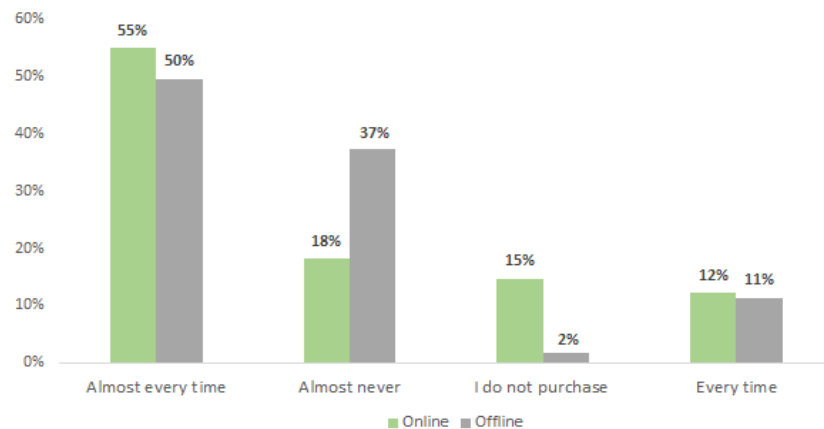


Figure 4.22: How often they search for inspiration or information before purchasing it

Search frequency before purchasing, based on cohorts

In relation to Wilson's (1981) ISB, we furthermore asked the participants how often they know what to search for information or inspiration about online and offline (which applies to how often they know when they have a need), divided by gender (Figure 4.23 and 4.24). In regard to that we found females both online (61%) and offline (56%) almost every time, know what they are searching for. However 37% of females almost never know what they are searching for offline. Additionally, 45% of the males almost every time know, what they are searching for online, and 40% know what they are searching for offline. On the other hand males, compared to females, more often know what they are searching for. As such, this tells us the genders most of the time know what they are searching for both online and offline, meaning that they almost always have some predefined ideas of what they want and need to search inspiration and information about, before starting the process.

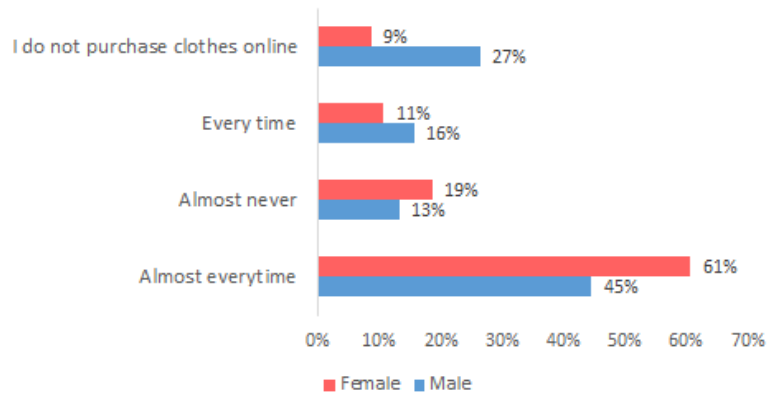


Figure 4.23: Search for inspiration/ information before purchasing it online, by gender cohorts

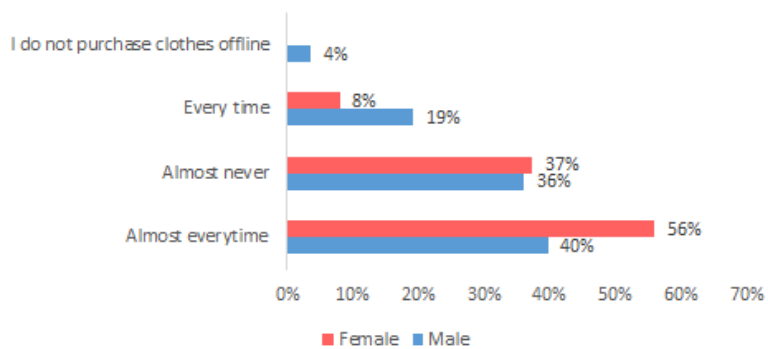


Figure 4.24: Search for inspiration/ information before purchasing it offline, by gender cohorts

We moreover compared the age cohorts and found that the information needs online are almost the same within all cohorts, since they almost everytime know what to search for information. Moreover, it is mostly the 17-19 year olds who do not purchase clothes online. In addition, when looking at offline information seeking behavior, the 14-16 year olds (64%) and the 20-22 year olds (23%) almost always know what to seek information or inspiration about, whereas the 17-19 year olds, are higher represented (47%) in never knowing what to search for offline, which means they are more engaged in searching for information online, as they know what to search for.

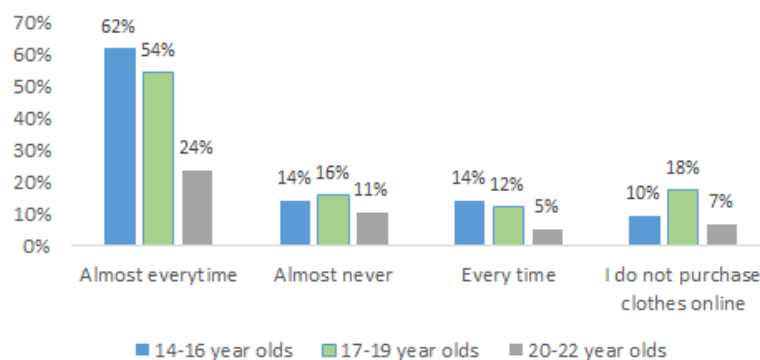


Figure 4.25: Search for inspiration/ information before purchasing it online, by age cohorts

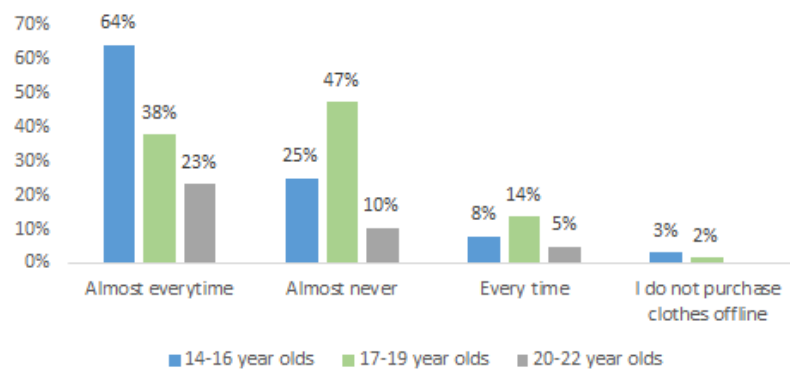
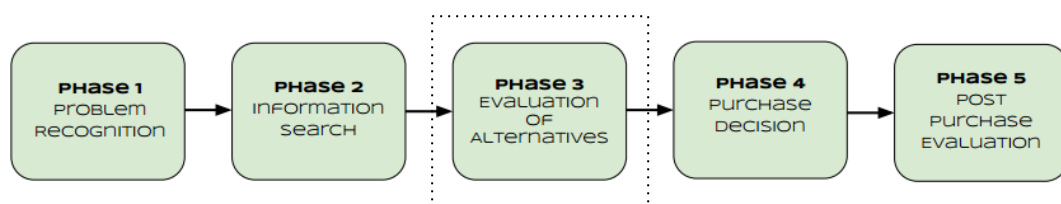


Figure 4.26: Search for inspiration/ information before purchasing it offline, by age cohorts

Regarding TPB, the behavior can to some extent be defined as controlled, as this generation almost every time know what to seek information about online and offline and at some point have control of the situation. This means those participants who know what to search for both online and offline almost every time have controlled behavior, as they perceive the ease of performing the behavior, as they know what they are searching for. In addition, 37% of them perceived the difficulty of performing the behavior offline, as they do not know what to seek information about offline, which means they are not in control when seeking. This furthermore include the 17-19 year olds, who are in lack of control offline, and 37% of females and 36% of males who also lack control when seeking information offline. As such, this knowledge can be used when conducting future marketing strategies, as the 17-19 year olds might be easy to influence with ads regarding offline seeking, as they do not know what they are looking for. Moreover, the genders might sometimes be influenced since 37% of the females and 36% of the males almost never know what they are searching for offline, which we assume makes them easy to influence with ads.

4.4 Evaluation of alternatives

The third phase in the Consumer Decision Process is “Evaluation of alternatives”.



This phase is about making a choice that is made from available alternatives, of existing products. Therefore, this section will highlight which criteria are important for Generation Z when evaluating alternatives before a purchase. This section will thus cover what aspects the generation find important when comparing and evaluating types of clothes. Furthermore we will compare the results with related studies in order to find correlations or differences in the values Generation Z find important.

In regards to the above, we were interested in knowing what elements the generation find crucial for purchasing clothes either online or offline (Figure 13), as it is interesting

to know if there are elements which should be more in focus when promoting clothes. In the below figure, the participants could choose between alternatives in relation to choosing one piece of clothing over another.

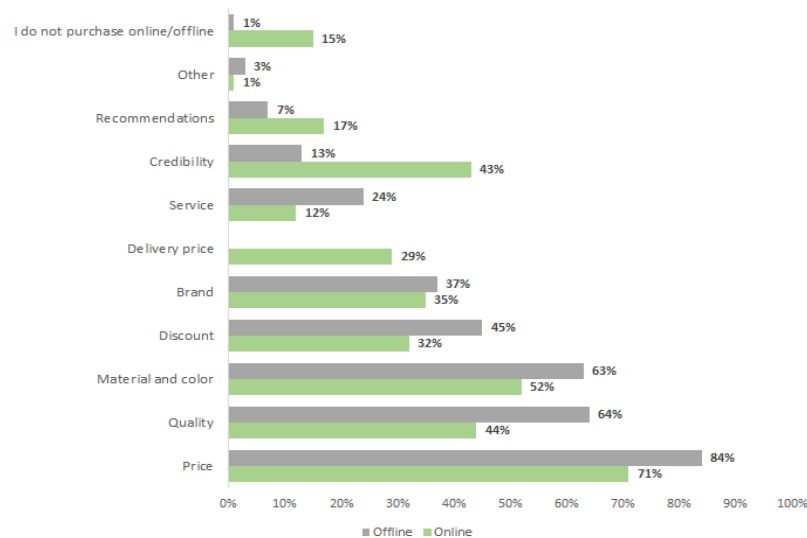


Figure 4.27: The reason for choosing one piece of clothing over the other

The diagram (Figure 4.27) shows that price is crucial when comparing types of clothes (71%), whereas the material and color (52%), and the quality (44%), is almost as important. This leads us back to the cost-conscious behavior, as the price is still most important. Another element that is heightened here is credibility (43%), which tells us this generation is loyal to websites they find trustworthy (just as with information seeking behavior). When looking at the last elements; brand (35%), discount (32%) and delivery price (29%) these are relatively less weighted but still somewhat important to this generation, whereas service (12%) and recommendations (17%) are the least important elements. This shows that the generation cares less about service, and they are not affected by others when evaluating alternatives. When comparing what we found with the study by Van Den Bergh & Behrer (2016) they state this generation have a great impact on their family's household, which could possible be true, as recommendations are less weighted both in relation to online and offline evaluation. Additionally, Van Den Bergh & Behrer (2016) also mention this generation have a high brand awareness, however this is only partly true in relation to Generation Z, as less than half of the participants rank this element as important. Lastly, 15% of the generation mentioned that they do not evaluate alternatives online. We assume this can be because they either choose to purchase offline or do not in general know what they want to seek information about. This can however be an interesting point to investigate in future research.

When looking at how Generation Z evaluates alternatives offline, the diagram below show, that price (81%) is the most crucial element of evaluating alternatives offline, which means, that price is more important offline than online but still weighed as the most important overall element of the evaluation. As such, quality (64%), and material and color (63%) are almost as important. The differences online and offline on these elements are however, that material and color is more crucial offline, but almost

weighed equally, whereas quality is more important offline. Going further, the diagram 4.27 shows that discount (45%) and brand (37%) are relatively less important to the generation, but more important for this generation offline than online. The diagram also shows that service is only weighted 24%, which means this generation, in general, do not care about the service. When looking at the last elements of the diagram credibility is weighed 13%, whereas recommendations are weighted 7%. This shows that the generation do not care about the credibility of the stores they visit offline, and they are not affected by recommendations from other people. When comparing this to the online elements, both credibility and recommendations are much more important online than offline. This could be in regard to evaluating alternatives of websites.

Cohorts evaluating alternatives

When combining the behavior with gender, we see females are more focused on price, material/ quality, and credibility online. Whereas males are more focused on price, quality and brand when they purchase clothes online (Figure 4.28). Furthermore we see that price, material/ quality are crucial for females offline, whereas price, material/ quality, and brand are the most crucial elements for males when shopping offline (Figure 4.29). Moreover, when comparing age cohorts (Figure 4.30 and 4.31), we see that price is most crucial to the 14-19 year olds online and offline, whereas material and color are most crucial to the 20-22 year olds online, while the price for this cohort like the other age cohorts are also the most crucial offline. Additionally, all age cohorts compare quality/ material and color, and website credibility online, while offline they compare quality/ material, and discounts when evaluating the clothes. When evaluating the differences, we see that the 14-16 year olds more than the other cohorts value brands offline, whereas the 20-22 year olds do not care about the pricing online.

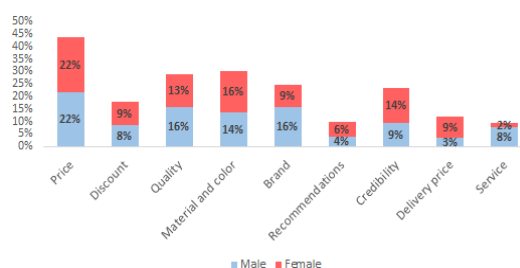


Figure 4.28: Importance of product selection criteria for online shopping, by gender cohorts

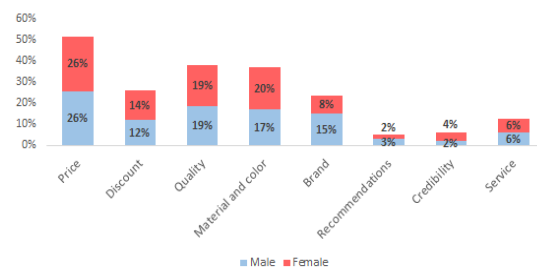


Figure 4.29: Importance of product selection criteria for offline shopping, by gender cohorts

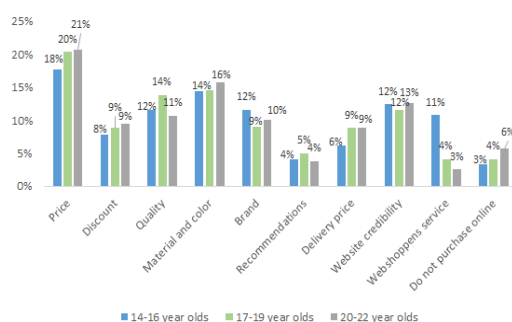


Figure 4.30: Importance of product selection criteria for online shopping, by age cohorts

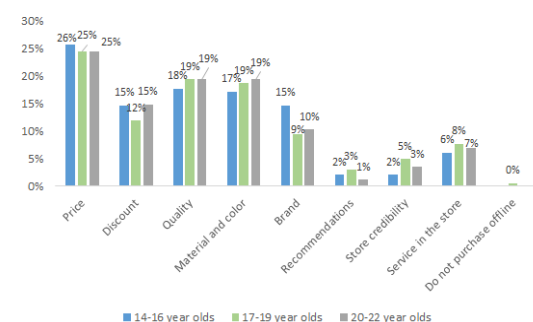
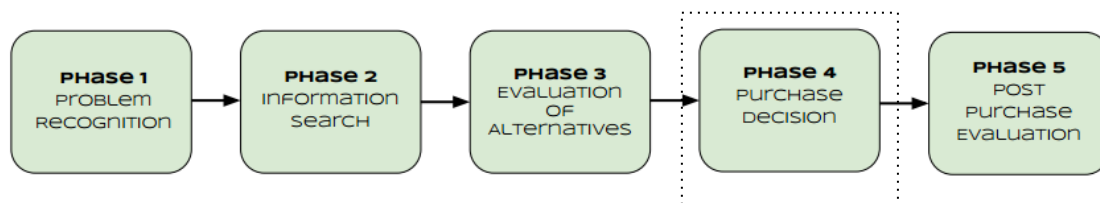


Figure 4.31: Importance of product selection criteria for offline shopping, by age cohorts

When looking at the above behavior within product selection criteria, we see a tendency to be quality-conscious, as such this could be a norm in this generation, to focus on the price and not just purchasing clothes no matter the price. Additionally, the generation have some clear parameters in which they evaluate clothes both online and offline before purchasing it. This tells us they have control of their behavior, and know how to evaluate factors, which means they perceive the ease of performing the behavior Ajzen (1991), as they know what aspects to evaluate the clothes on.

4.5 Purchase decision

The fourth phase in the Consumer Decision Process, includes “Purchasing the product”. The phase is concerning the consumers’ process to choose between the evaluated clothes with the outcome of purchasing it (Solomon, 2010).



As such, we will in this section outline the online and offline purchase behavior, in which is useful to be aware of whether the generation prefers to purchase clothes in one place rather than another, and if there are any differences in the types of clothes they prefer to purchase in one place, rather than another. As such we can use this knowledge in order to present the most useful marketing strategy for ads, as we will be able to know whenever to conduct digital marketing based on different elements.

Online purchase decision

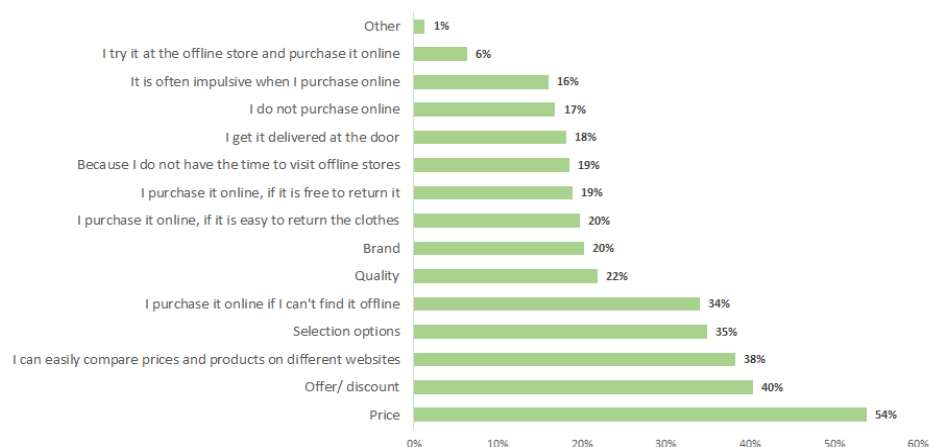


Figure 4.32: Determination of why they purchase online

The diagram (Figure 4.32) outlines the reason why the generation purchases clothes online is because of the price. Additionally, they purchase online because of discounts and because it is easier to compare products within different shops. But additionally

also because of the selection options and when they cannot find what they are looking for offline. These findings can additionally be supported by the studies of Bhatnagar et al. (2000) and Levin et al. (2005) as they also found larger selection options important. Furthermore, we found that all cohorts find the online pricing most crucial, and purchase online because they cannot find it offline. It is moreover primarily females who purchase online because they cannot find it offline (11%). Moreover, it is primarily females (10%) and the 14-16 year olds (12%) who care about the selection options. Additionally all cohorts choose to purchase online because of the price, and good deals or sales, which is almost equally divided between the genders and the age cohorts. However, it is the 20-22 year olds who focus more on the discounts and good deals (12%), and to a higher extent focus on the online comparison options (13%), compared to the other cohorts (9% and 10%). Moreover, it is typically females and the 17-22 year olds who care about the return options, meaning how easy it is to return the item. As such, we could argue the norm (Ajzen, 1991) is to be price-conscious and hunt for good offers and discount, when purchasing online, as the behavior is equal for both genders and all three age cohorts. As such, they prefer online shopping because of the price, the discounts, and because they are able to compare price and products on different websites. Furthermore, we see a lower attitude toward online shopping because of trying it offline and then going online in order to purchase it. Moreover, this is useful to have in mind when evaluating marketing options, as the above aspects might be important to include in the ads for this generation.

When comparing the five most relevant reasons for purchasing online with their amount of money spent on clothes (Table 4.3), we see they care about different aspects depended on their money spent. The X means this is crucial, and the table thus illustrates that price is crucial in all percentages of money used on clothes, whereas it mostly is those who use 0-50% of their money on clothes who cares about comparing the price. In addition, those who use 50-100% of their money on clothes care the most on purchasing online if they cannot find it offline. As such, we are now aware of what aspects to have in mind when it comes to online purchases, meaning what should be in focus when creating the marketing strategies.

	Price	Selection options	Offer/ discounts	Comparing of prices	If they cannot find it offline
0-24%	X		X	X	
25-49%	X	X	X	X	
50%	X		X	X	X
75%	X		X		X
100%	X	X	X		X
Total	5	3	5	3	3

Table 4.3: Most relevant reasons for purchasing online combined with amount of money spent

Offline purchase decision

In addition, when looking at the offline purchase behavior, 76% of the generation purchases clothes offline because they want to try it, because of the price (61%), and because they can get the clothes right away (58%). These findings are additionally the same findings as those conducted by Kang et al. (2015), Levin et al., (2005, 2003) and Chiang and Dholakia (2003), as they also found offline consumers to prefer offline shopping because they have the ability to see, smell, touch and feel products, which is especially important for clothing. These findings are however, conducted on other groups of people, and it thus seems like this behavior is a general tendency, no matter the target group.

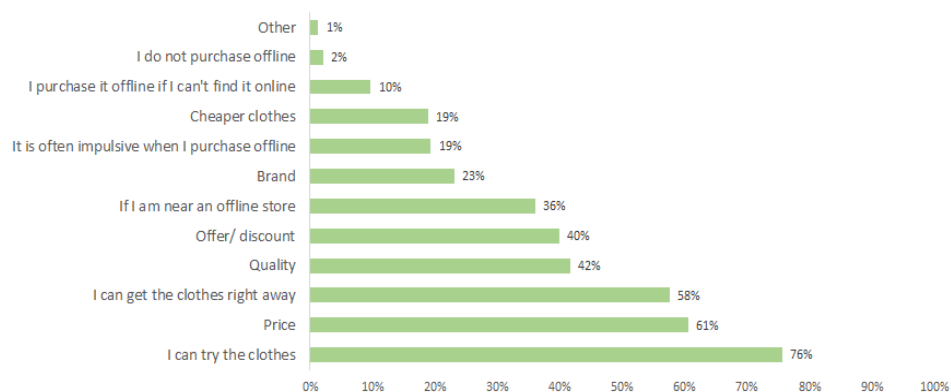


Figure 4.33: Determination of why they purchase clothes offline

However, the behavior should be compared by gender and ages. As such, we found that both males (18%) and females (21%) explain their reason for purchasing clothes offline is because they can try the clothes, whereas females furthermore find it crucial to purchase offline because they can get the clothes right away. Moreover both genders are equally focused on the price offline as well. All age cohorts find the ability to try the clothes and the ability to get the clothes right away crucial. However the 20-22 year olds find the ability to get the clothes right away more important than the other cohorts. Furthermore, it primarily is the 17-22 years old who care about the price and purchase offline because they are near a store anyway, whereas primarily it is the 17-19 year olds who care about the quality. As such, there seems to be an attitude toward offline shopping saying they shop offline because they can try the clothes on and get it right away. Moreover, this is useful information to have in mind when evaluating marketing options, as the above aspects might be important to include in Chapter 6 Marketing strategy. However, it should be outlined, these findings are the same as we outlined in Section 2.3.3, which was found through related studies, but within other target groups and variables. As such, there seems to be a tendency to find these aspects important in general.

If we additionally compare the six most relevant reasons for purchasing offline, with the amount of money spent on clothes (Table 4.4), we see they care about different aspects depended on their money spent. The below table illustrates that trying the clothes, getting it right away and quality is crucial in all percentages of money used on clothes. Whereas the other aspects are more scattered out in the different percentages of money

used on clothes. We thus see a less clear picture of their offline based on their amount of money spent.

	Price	Quality	Offer/ discounts	Try the clothes	Get it right away	Near the store anyway
0-24%	X	X	X	X	X	X
25-49%	X	X	X	X	X	
50%		X	X	X	X	X
75%	X	X		X	X	X
100%		X	X	X	X	X
Total	3	5	4	5	5	4

Table 4.4: Most relevant reasons for purchasing offline combined with amount of money spent

Additionally, as we know from the Literature review, Section 2.3.3.2, there is a difference in the reason why people prefer to purchase products either online or offline, depending on what is crucial to the specific person. In regard to TPB (Ajzen, 1991), we state that control of belief is presented both online and offline, as they have a clear control of whether they choose to purchase online or offline, as they explain their reasons for choosing to purchase in one of the places.

As such, hypothesis 4 (Generation Z has a tendency to purchase their products offline (because they want something physical and do not want to wait for it)) was partly true, as it is important for 58% of the participants to purchase offline, because they get the clothes right away. On the other hand, a great amount of them see no problem in purchasing clothes online. As such Generation Z are likely to purchase clothes online, but prefer to shop offline, when they have to try the clothes on such as with pants, jackets, underwear and shoes.

Clothes restrictions

Moreover, we investigated whether there are any clothes they are more predisposed to purchase either online or offline, by asking an open-ended question. The question was optional and 90 participants decided to answer the question. We found that 20% are more inclined to purchase shirts online, whereas the most crucial to offline was pants (19%). Furthermore, there is a tendency to purchase jackets and shoes offline as well, whereas accessories, dresses, and sports clothes are more typically online purchases. Additionally, we found that both males and females purchase shirts online, whereas females prefer to purchase pants offline, and males purchase pants both online and offline. In addition, the purchasing of shoes can equally happen both online and offline, based on gender. Because of the low amount of answers it was however not possible to deduct any overall tendencies based on the age cohorts.

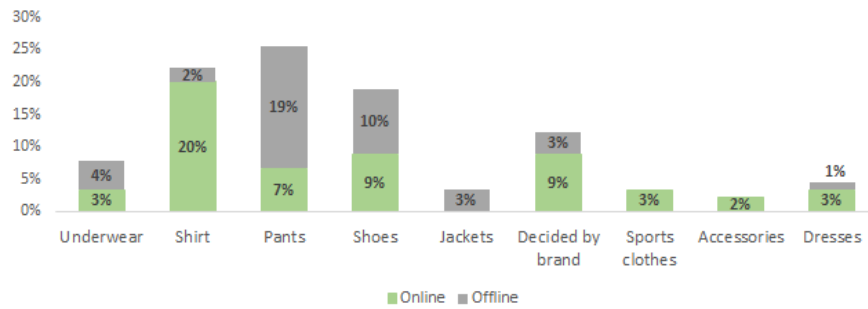


Figure 4.34: Clothes they are more likely to purchase either online or offline

In regard to TPB, this behavior is decidedly defined as control, as the participants clearly define, why they prefer to purchase the types of clothes either online or offline. They explain: Female, 20: *"I am more likely to purchase shirts online, as there often is a more interesting selection"*, Female, 20: *"Small items like shirts or other cheaper things I buy online"*, Male, 22: *"T-shirts, shirts is typically on the web, as I know the size"*, Female, 17: *"I buy more often pants in physical stores while shirts, dresses etc. are more often online"*, Female, 15: *"I buy pants in physical stores as I'm never sure on the size"*, Female, 18: *"I mostly buy shoes in the offline shops, to be sure that we can return and talk to them if something breaks"*, Male, 17: *"I normally purchase shoes and t-shirts online, as there usually is no big difference in the size"*. Regarding TPB (Ajzen, 1991) the generation thus has an attitude toward this behavior, as they have a reason for favorable the behavior, which is largely determined by whether or not they need to try the clothes before purchasing it.

We will use this knowledge when conducting the marketing strategies, as the ads should be based on what types of clothes they prefer to purchase online and offline, in order to ensure they conduct the purchases at the proposed place.

Online purchase decision by gender

We furthermore investigated if there are any differences based on gender, in regard to who is more likely to purchase online, since we know males are more likely to purchase online, rather than females are (Petra, 2016; Brown et al., 2003). However, Bhatnagar et al. (2000) and Levin et al. (2005) found that females are more likely to prefer online clothes shopping rather than males, which is the case here as well. By that we know, when it comes to clothes shopping, females are more predisposed to purchasing online, even though males in general might be more disposed to conduct online purchases. Additionally, we know from Figure 4.9, that females spend more money on clothes, and we thus know Generation Z have the same behavior as other groups, when talking about online shopping behavior within clothes, cf. Section 2.3.3.2.

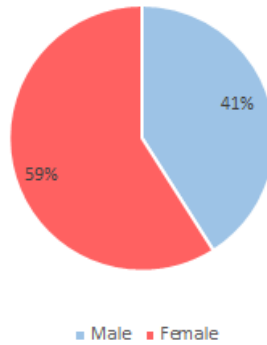


Figure 4.35: Purchase clothes online

Time frequency

We are additionally curious about knowing how long it takes before purchasing the clothes either online or offline, as we think there might be a difference in their behavior. This is however crucial in order to know when to expose the generation with targeted marketing, in order to ensure the purchase to happen. The below diagram (Figure 4.36) shows there is a big difference in Generation Z's online and offline purchases, as we see the generation is much more disposed to purchasing the clothes right away offline or within an hour, whereas it is more common to take about a week before they purchase the clothes online. This however means the consumers need a longer time for reflection online than offline. As such this behavior is based on control, as they know when they purchase the clothes, and furthermore are aware of the difference in their behavior online and offline.

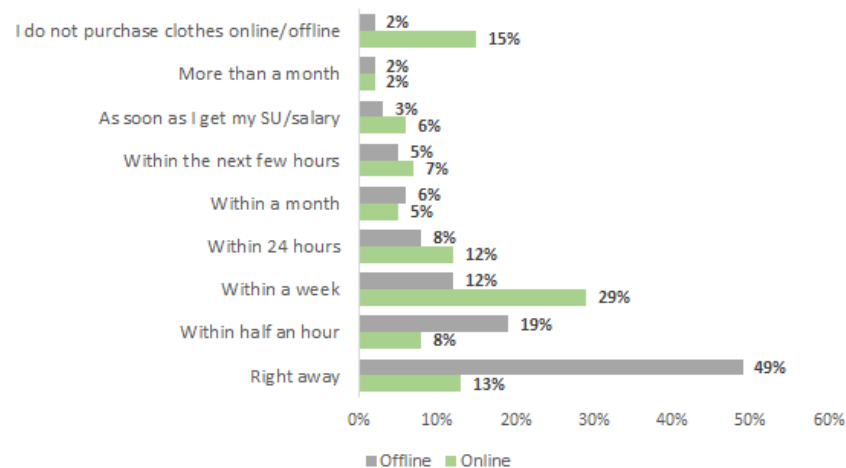


Figure 4.36: Time in average. Before they purchase the clothes

Furthermore, when investigating the above behavior divided by gender, we see that males purchase the clothes right away online (25%), whereas females are more inclined to wait at least a few hours (41%) or up to a week (23%) before they purchase the clothes (Figure 4.37). In addition, females are more disposed to purchasing the clothes right away offline (29%) or within half an hour (23%), whereas males still purchase the clothes right away (49%) (Figure 4.38). Moreover, 27% of males and 6% of females do not purchase clothes online, and in addition to that only 5% of the males have stated they do not purchase clothes offline, whereas no women states they do not purchase

offline.

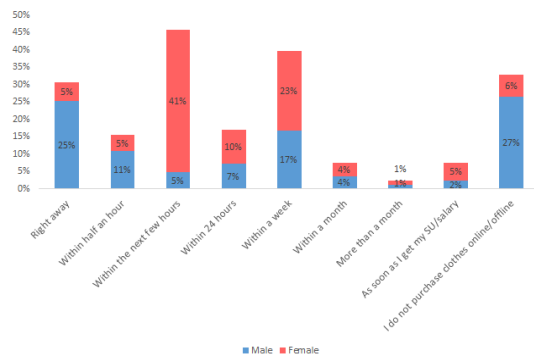


Figure 4.37: Time in average before they purchase online

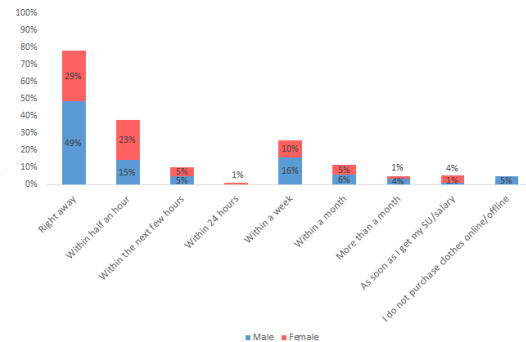


Figure 4.38: Time in average before they purchase offline

When comparing the behavior with the age cohorts (Figure 4.39), we see the 14-16 year olds mostly purchase online within a week, right away, or do not use online shopping at all. If we compare that behavior with their amount of money (Figure 4.11 and Table 4.2) we know the 14-16 year olds in general have 0-1000 kr. for entertainment a month. As such the low amount of money, might be a reason why they wait up to a week before purchasing it, in order to be sure they really want to use their money on it. Additionally, the 17-19 year olds mostly purchase the clothes online within a week or right away. They have around 1000-2000 kr. for entertainment a month, in which they spend 25-75% on clothes. We thus assume those who have the highest available amount of money, could be those who purchase it right away, as they think less about the price, as those who have more money available. Another reason could be because they need to evaluate the clothes, based on the price, quality, brand etc., before they purchase it, which might be a reason for waiting.

Lastly, the 20-22 year olds mostly purchase within a week, or do not purchase online. In regard to that, we see that some of them are thinking about their purchases, whereas others purchase the clothes right away (online), which might be based on their amount of money, as those with more money tend to purchase it right away, whereas those with less money might think less about what they purchase. This could additionally be interesting to investigate in future studies.

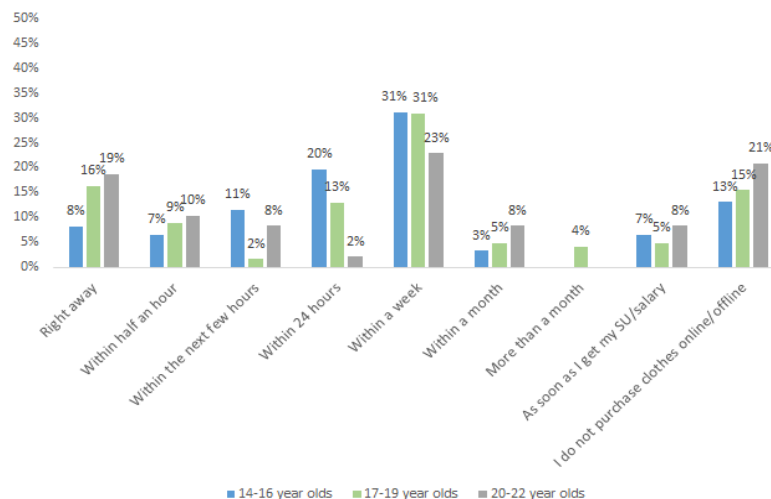


Figure 4.39: Time in average before they purchase online

Moreover, we see a difference in the offline behavior (Figure 4.40), whereas all of them mostly purchase the clothes right away or within half an hour. However, if they wait the 14-19 year olds will typically purchase it within half an hour, whereas the 20-22 year olds will typically do it within a week. In regard to the 20-22 year olds' disposable income and amount spent on clothes, this age cohort have most money, spend less money on clothes and still have to think about their purchases. This might however be because some of them have other fixed costs, in which they need money for.

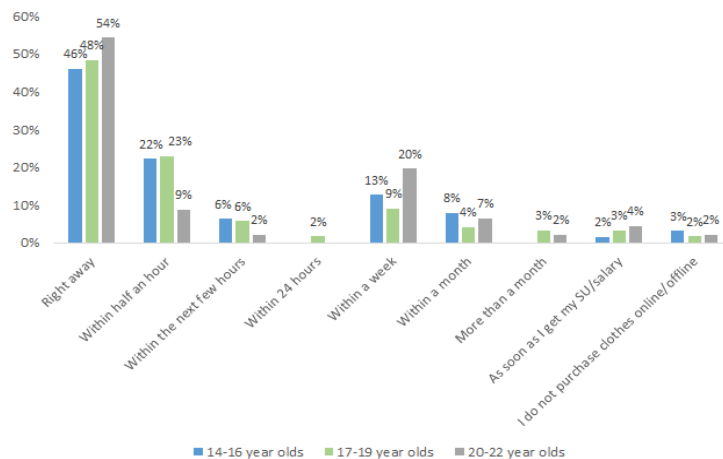


Figure 4.40: Time in average before they purchase offline

Regarding TPB (Ajzen, 1991), their offline behavior could be argued to be controlled, as they seem to perceive an ease of performing the behavior because they purchase the clothes right away. However the 20-22 year olds might sometimes be in lack of control, as 20% wait up to a week before purchasing it, which indicates they have a hard time performing the behavior offline. Furthermore, it seems like the generation in general are in lack of control online, as they find it difficult to perform the behavior offline (as they wait), and thus may be characterised as non-controlled, whereas only a small portion perceive the control online too. This could additionally be investigated more in depth in future work, in order to get more knowledge about their reasons for performing the behavior.

Purchase behavior outlined by Flow theory

The purchase behavior can furthermore be analyzed with the flow theory by Csikszentmihalyi (1990, 2014), in order to outline why they purchase the clothes right away offline but not online. We however apply Koufaris (2002) approaches (enjoyment, control and concentration) to the Flow theory, in order to outline the flow zone of the purchase behavior, as we think consumers are not in the flow zone when purchasing online, as we see a tendency to purchase the clothes online, within a couple of hours, within 24 hours, or within a week. We will thus use flow theory in order to analyze how this consumer behavior occurs online and offline.

First, we have the enjoyment approach, which refers to the process of seeking information or inspiration, as this is the phase where enjoyment can be measured. After

a little time the consumer will either get bored or will get more engaged in the activity. An example could be looking at the price and quality, and thus find the clothes attractive because it suits their needs, which makes them feel engaged in the seeking process. In addition, the lack of enjoyment could be because the consumer is bored, as Koufaris (2002) and Lee and Chen (2010) state young consumers easily get bored today when shopping online, because it is too easy and straightforward to use, or because the websites lack user-friendliness and thus lead to boredom. Another reason could be because there are no interesting clothes to be inspired by, to which apply to their personal needs or preferences. As such the consumers might consider to cease information seeking. Furthermore the approach of control comes into play. In this case, the participants might have been in flow, during the information seeking, meaning they have enjoyed the process and been in lack of time consensus, but will be interrupted when the purchasing process begins, by control. As such the control will tell them to think about alternatives based on e.g. price, quality, looking for online recommendations, recommendations by friends and family, and furthermore remember how much money they have available. As such control will bias them during their enjoyment of seeking for inspiration. Lastly we have the concentration approach. In this case the participants could be in lack of concentration while searching for information or inspiration, e.g. because they are in lack of money, they need recommendations, or want to compare the clothing with other products, before taking any decisions. As such the participants' concentration will wane, because it is disturbed by the control. Based on this scenario, we think this is the reason why the consumers are not in the flow zone online, and not purchasing the clothes right way.

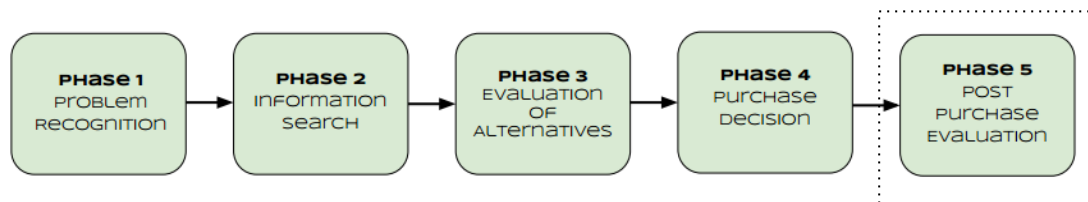
In contrary to that, we have the offline behavior which mostly consists of purchases right away (49%) or within an hour (19%). As such, this purchase behavior is widely different from the online one, and we assume this is because the consumers are in a flow zone when purchasing offline. This is because, when looking at the enjoyment we know they find joy in visiting offline stores to search for information, as they can feel and try on the clothes and enjoy the shop ambiance and personal brand experience. Moreover they are able to handle their control by investigating the prices, the quality, the materials and colors, and the brand - at the same time, when purchasing it offline. As such their enjoyment and control will be fused, as they are able to fulfill their needs of control during their shopping process. Moreover we assume that the consumers concentrate more when shopping offline, as they are able to evaluate alternatives while trying it. Moreover we assume the concentration is intense when visiting the offline stores as they have to decide whether they want the clothes or not, while they are in the store and not want to wait and turn back later.

Because of the good match of the approaches, we assume they would be in the flow zone and thus more likely to purchase the clothes right away offline.

Based on this analysis, we are aware of the differences between the online and offline purchasing behavior, which includes what approaches we should be aware of to ensure that consumers will enter the flow zone. As such, this knowledge will be included when conducting the marketing strategies in Chapter 6, as we will try to incorporate the knowledge based on the approaches, in order to outline how advertisements should be conducted to ensure online purchases could happen more quickly.

4.6 Post-purchase evaluation

The last step in the Consumer Decision Process, includes the behavior after the purchase has happened, and is called “Pre-purchase evaluation”.



This stage is relevant as the model states that consumer need feedback on their purchases in order for it to be approved and backed up by relatives and acquaintances. In this section we thus highlight the behavior in which the generation behave after they purchased the clothes, as we would like to know if Generation Z actually consider their transactions afterwards. This is in relation to receiving feedback on their purchases from family and friends.

Looking at the diagram (Figure 4.41), it shows that almost 46% of the participants do not expect feedback on their purchases, which could mean this generation, in general, have higher self confidence. However, 25% mention they find it important to receive feedback on footwear, while 22% mentioned it is important to receive feedback on jackets. We assume this could be because these clothes are more expensive, and the participants thus feel more need for feedback. Furthermore, 18% mentioned they would expect feedback on a whole outfit, and not on specific parts of their outfit. As such this means the generation could have a positive attitude as they do not necessarily need feedback on their purchases, meaning they do not care about getting feedback from friends and family in order to perform the behavior. The attitude is thus based on the individual person's feelings with purchasing the clothes, without thinking about getting feedback on the clothes. On the other hand, a reason why the participants probably do not care about feedback could be because the attitude is already influenced by spending a lot of time on social media such as Instagram, or evaluating what their friends are wearing in advance of the purchase. This is based on the assumption they already know what is fashionable and “in” at the time, and thus use this as a guideline in order to know what to purchase. This is additionally supported by the outline from Van Den Bergh & Behrer (2016), who state that Generation Z is influenced by the material they find on the internet. As such we assume this constitutes a big part of the reason why they do not care that much about getting feedback on their clothes from others post-purchases.

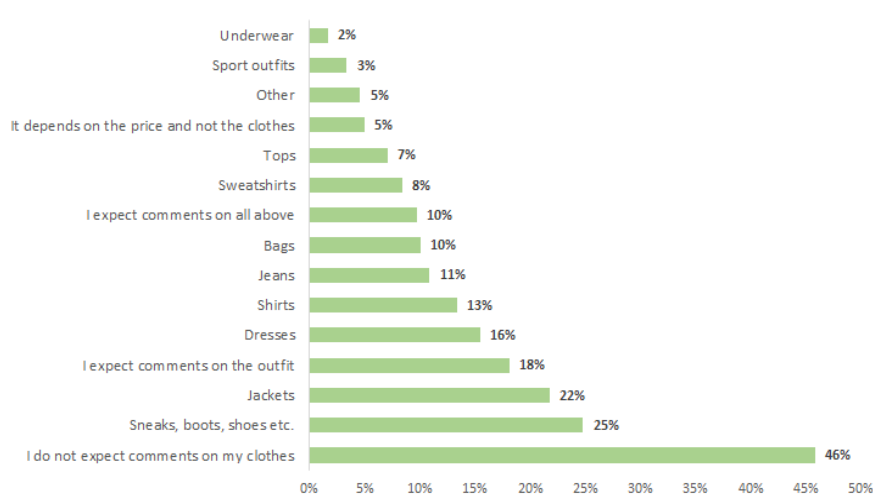


Figure 4.41: Importance of feedback

Post-purchase evaluation, based on cohorts

When comparing the importance of feedback by dividing the genders, there still is a tendency not to receive feedback on clothes. However, there is a tendency for females (20%) and males (27%) to want feedback on shoes and jackets, whereas females furthermore want feedback on dresses (23%).

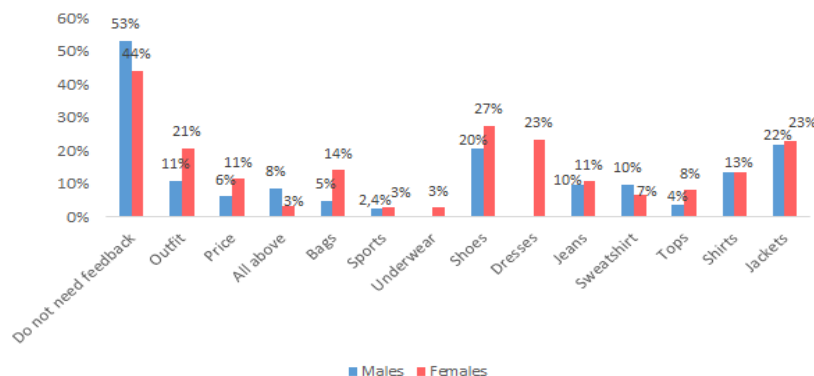


Figure 4.42: Importance of feedback, by gender cohorts

Regarding age cohorts, the 14-16 year olds prefer feedback on shoes (14%), the whole outfit (12%), and jackets (11%). The 17-19 year olds mentions they prefer feedback on jackets (12%), jackets (10%), and in relation to the price on the clothes (7%). Lastly, the 20-22 year olds primarily prefer feedback on shoes (9%), and jackets (9%).

4.7 Impulse purchases

As we know from Figure 4.13, 26% of Generation Z purchase clothes impulsively. Because of that we found it interesting to highlight how the generation typically gets influenced to make impulsive purchases. In regard to that, the diagram (Figure 4.43) shows the participants are most predisposed to impulse purchases when there is a sale (49%) or when they have the money for it (40%) - which we assume they mostly have at the beginning of the month, as 28% state this is the time they are most disposed to make impulse purchases.

We additionally know that the participants that mostly get inspired to do impulse purchasing, is due to ads which contain good offers that lead them to purchase the promoted clothes online.

Furthermore, 27% state they are influenced by posts on social media. In addition, not that many identify that they are influenced by offline advertisements such as posters at bus stations. The most common way they get inspired offline to impulsive purchases is by looking at clothes in the retailer stores and recognizing they need it, which influences them to purchase it.

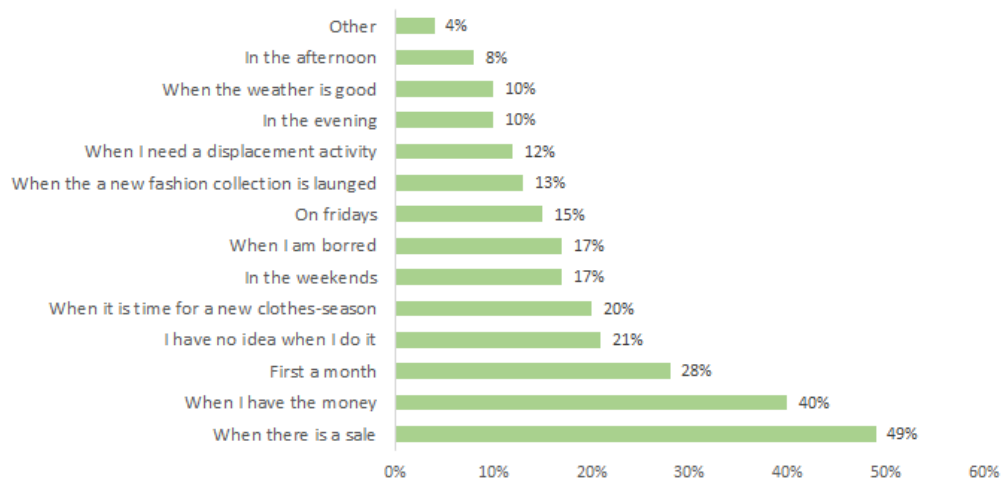


Figure 4.43: When they make impulse purchasing

Furthermore when outlining the behavior based on age and gender, females are most predisposed to impulse purchasing when there is a sale (19%), when they have the money for it (14%) and at the beginning of the month (10%). Furthermore, females are more likely to impulse purchase when it is time for a new clothes season (8%). Males tend to impulse purchase when they have the money for it (17%), and first of the month (14%). Additionally, males more than females, do not know the reason for why they are predisposed to impulse purchase. When comparing the age cohorts, the 14-16 year olds are most likely to be predisposed when there is a sale (18%), when they have the money (17%), when they are bored (8%) and with seasons for new clothes (8%), whereas 13% of this age cohort do not know what makes them impulse purchase. The 17-19 year olds state they are most predisposed when there is a sale (19%), when they have the money (14%), first of the month (12%), within seasons for new clothes (8%) and at weekends (7%). Moreover, 6% do not know when they are predisposed to it. The 20-22 year olds are also mostly to impulse purchase when there is a sale (19%), first of the month (15%) and when they have the money (14%). Furthermore 15% have no idea when they are disposed to it. In addition, all age cohorts share the same belief that they do impulse purchases when they have the money for it/ first a month, and when there is a sale.

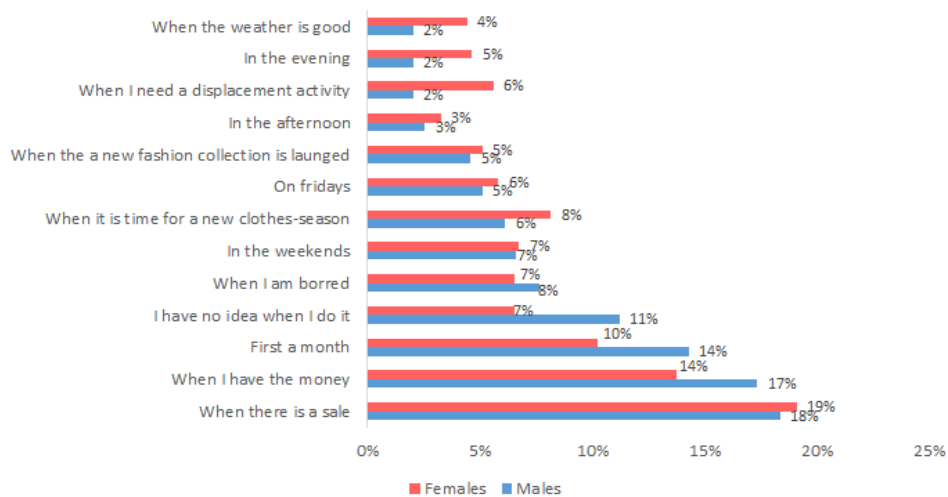


Figure 4.44: When they make impulse purchasing, by gender cohorts

In regard to TPB (Ajzen, 1991), the impulse purchase behavior is in general seen as a behavioral control but also a lack of control. The lack of control is presented as some of the actions might be done unconsciously, meaning that they do not master the belief of control. From this, we see a tendency to do impulse purchases when the generation comes across clothes, see sales, and furthermore when they see ads that provide good offers. However, they might have behaved controlled, as they are mostly disposed to make impulse purchases first of the month or when they have the money.

Clothes restrictions

Additionally, we asked an open-ended question about if there are any clothes they are more likely to purchase impulsively. The question was optional and 116 participants answered the question. We found six categories, in which most of the participants agrees on. 57% are most predisposed to purchasing shirts, 13% to purchase pants, 11% to purchase shoes, 7% to purchase jackets, 6% to purchase accessories, and 5% to purchase dresses. The rest of the results were distributed between other answers, which were the categories that were not in common. Moreover the question has been distributed by gender, and we found both genders mostly purchase shirts, followed by pants for women (14%) and shoes for males (18%). From that we see a tendency to impulse purchase when it comes to shirts, for both males and females. As such we assume they are more predisposed to digital marketing containing ads with shirts. In regard to that, we know from the 4. phase (purchase) of the decision model, the generation is most disposed to purchase shirts online. As such we assume there might be a partly controlled behavior, as they perceived an ease of choosing shirts when purchase impulsively.

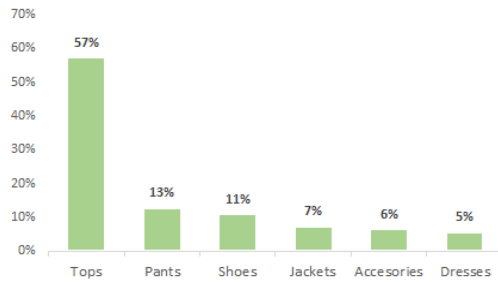


Figure 4.45: Types of clothing purchased impulsively

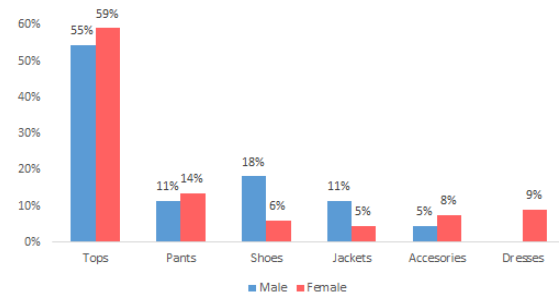


Figure 4.46: Types of clothing purchased impulsively, by gender cohorts

Relative feelings about impulse purchases

Additionally, we investigated how they felt about making impulse purchases, in order to outline how often they feel the need to impulse purchase. The diagram (Figure 4.47) shows that 41% of the generation sometimes feel the need to purchase something they have not planned, and almost 30% of the generation often feel the need to purchase clothes they did not plan to. In relation to that, this tells us the generation at some point are able to be impulsive, and the combination with using for instance advertisements might lead to a lack of behavioral control and then impulsiveness.

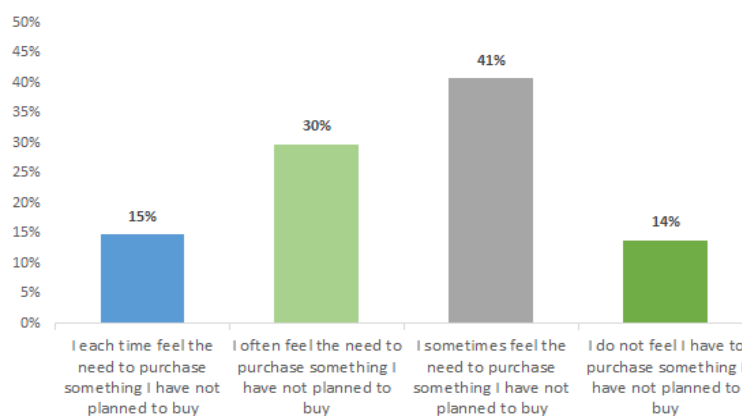


Figure 4.47: Relative feelings of making impulse purchases

Moreover, when looking at gender, both males and females are almost equally predisposed to making impulse purchases, whereas it is females who are overrepresented when it comes to often feeling the need to impulse purchase. This shows that the female part of Generation Z are more likely, than males, to impulse purchase often, which shows females have less control than males, when it comes to make impulse purchases.

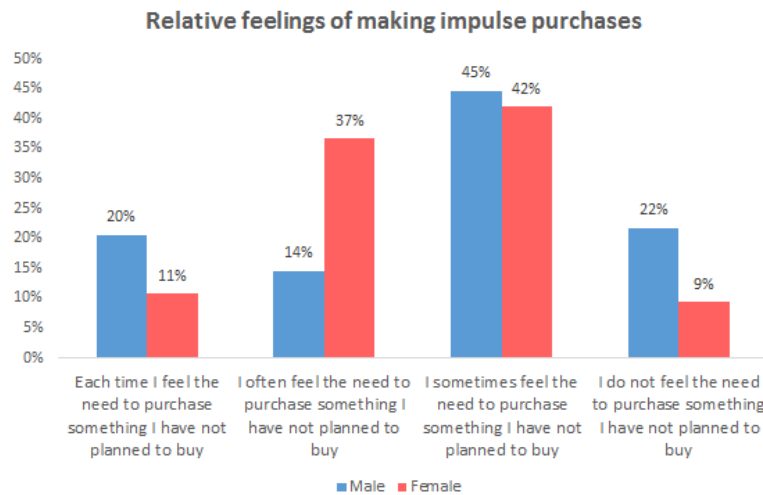


Figure 4.48: Relative feelings of making impulse purchases, by gender cohorts

Furthermore, when comparing the behavior based on the age cohorts (Figure 4.49), most of the generation sometimes feels the need to make impulse purchases. However, the 17-19 year olds more often feel the need to make impulse purchases everytime, compared to the other cohorts, whereas it is the 20-22 year olds that are most represented in feeling that they often need to do impulse purchases. If we compare this behavior with the amount of available disposable income a month (Figure 4.7) and money spent on clothes (Table 4.2) the 17-19 year olds have a greater amount of money they spend on clothes a month, which can explain why they are more predisposed to make impulse purchases - simply because they have the money and spend most of it on clothes.

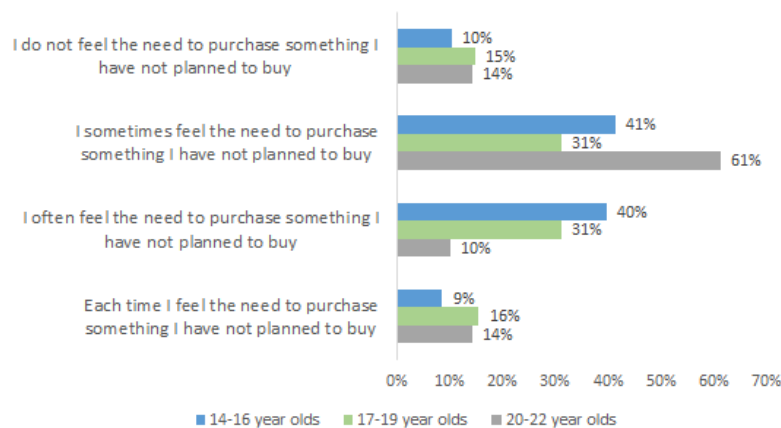


Figure 4.49: Relative feelings of making impulse purchases, by age cohorts

From the above, Generation Z sometimes feel the need to purchase something they did not plan to purchase, which indicates the generation in general master the control (Ajzen, 1991) as they only sometimes feel the need to purchase impulsively. However, females more often than males, have the need to do impulse purchasing, which we assume is because of the product category, which in general might lead females to purchase more clothes than males. Moreover, in relation to age, the 17-19 year olds are more disposed to impulse purchases. This can be in relation to being more easily affected by ads, friends, and social media, but it can also be affected by their amount of

money available for clothes. This in general means, the generation can be affected by social media and ads for good offers on clothes. Furthermore we know the ads should be exposed more to females than males, especially with focus on the ages 17-19, which is an important factor to have in mind for designing a digital marketing strategy for this generation.

4.8 Advertisement restrictions

The last area in which we have been curious about was, when an ad appeals to Generation Z, in order to answer RQ4 about what the implications are for advertising to Generation Z. We thus investigated the behavior according to online and offline ads (Figure 4.50), and found that most of the participants feel ads appeal to them when it is based on something they already have been interested in, which additionally is both online (45%) and offline (33%). Moreover ads appeals online if it is in the same category as things they already use (40%), while this aspect is a little lower offline (28%). Furthermore it appeals to Generation Z both online (42%) and offline (31%), if it is a good deal.

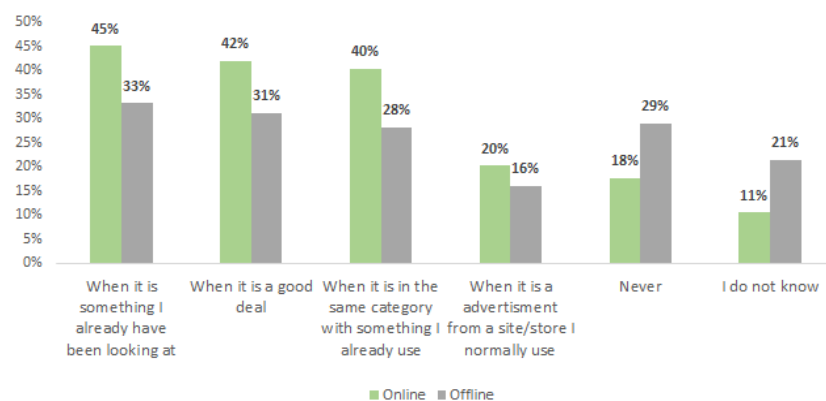


Figure 4.50: Advertisements appeal to them

The same behavior both online and offline is presented based on gender, but with females slightly higher represented in the category “when the ad is based on something they already have been looking at”. It is furthermore important to note, that 13% of males and 9% of females state that ad never appeals to them online, while 12% of males and 14% of females state that ads never appeal to them offline. We thus know, the behavior in regard to ads, are likely the same both online and offline, except for offline ads, which more participants state do not appeal to them.

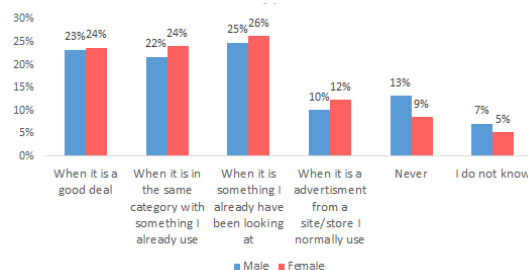


Figure 4.51: Advertisements appeal to them online

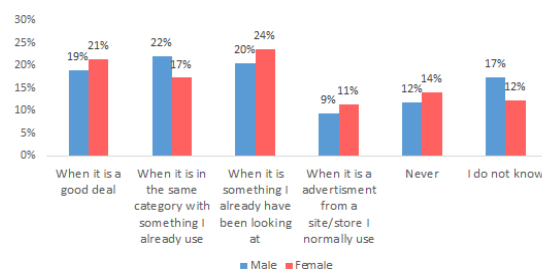


Figure 4.52: Advertisements appeal to them offline

Moreover, the age cohorts are equally represented online and offline, when the ads are based on a good deal. When the advertisements are based on something from the same category as they already use, the 17-19 year olds are slightly higher represented online than offline, meaning that they are a bit more predisposed to being influenced online than offline. Furthermore, are the 14-16 year olds higher disposed to be influenced by online ads rather than offline, in general. The 20-22 year olds are however more represented when it is something they have already been looking at both online and offline. Additionally, their behavior in regard to ads can be defined as a control (Ajzen,1991) both online and offline, as most of the participants know what kind of advertisements that appeals to most of them and thus perform a behavior based on the ads. As such, a great behavioral control is presented as they are able to manage their behavior in order to ignore things that do not appeal to them, and are aware of what ads they would be disposed to, because of interest.

Regarding this behavior, digital advertising has to be targeted directly at Generation Z in order to peak their interest. Additionally, digital ads should be based on a good deal, on something they already looked at, or be based on something in which is in a category with something they already have been looking at, if they should get influenced by them. This is however both in regard to online and offline ads. We are however aware of the circumstances by making targeted marketing offline, and will discuss further in the following chapter. In order to answer hypothesis 7 (Generation Z is more inspired to purchase products they are targeted to online), it was deemed only partly true, as Generation Z is both inspired to purchase products they are targeted to both online and offline, as long as it appeals to them.

However, it should be mentioned that, these findings are built on self-reported behavior, which is why we only can make conclusions of their self-awareness of their behavior in relation to ads, within this sample. Additionally, it is also important to mention, that real influence and behavior can be subconscious, which is why we cannot conclude on this part. In addition, we are still able to use these findings in order to outline some recommendations for future marketing for this generation, in which we will do in Chapter 6 Marketing strategy.

Summary

The compiled knowledge in this chapter will, in the following chapter (Chapter 5) be outlined as profilings of Generation Z and the cohorts. Moreover, we are going to use the knowledge from the profilings, in Chapter 6 in order to construct marketing strategies, which suit Generation Z as a whole, and the specific cohorts.

Chapter 5

Results

This chapter outlines a summary of the ‘Analysis & results’ chapter. This chapter will be constructed as profilings showing the characteristics of Generation Z’s online and offline consumer behavior. The profilings will be supported by the shopping typologies by Kau et al. (2003) and Ganesh et al. (2010) in order to outline the behavior into predefined categories (The shopping typologies can be found in the Literature review, Section 2.3.5). Furthermore, the structure of each section will follow the different phases from the consumer decision model (Cox et al., 1979).

The structure of this chapter is as below:

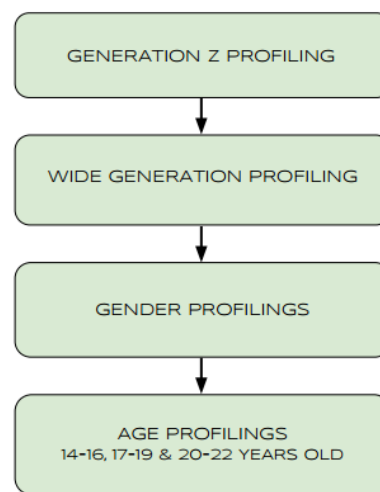


Figure 5.1: Chapter 5 structure

5.1 Generation Z profiling

In order to conduct profiles within human computer interaction, it can be argued to use personas (Rogers et al, 2015). Personas are rich descriptions of fictive “for the purpose” structured “persons”, that represent typical users of the product (Rasmussen & Fischer, 2008; Rogers et al, 2015). The use of personas is a way of illustrating a target group without placing the target group in pre-constructed models. Personas can be developed based on attitudes and behaviors based from an empirical reality, and the analysis will thus form the basis of these personas (Rasmussen & Fischer, 2008). This is in order to show current user situations and interaction approaches in problematic and successful user situations and furthermore to characterize a unique set of goals related to the product (Rasmussen & Fischer, 2008; Rogers et al, 2015).

Personas can be related to the profiling of Generation Z, as we create “for the purpose constructed profiles” of Generation Z, and the cohorts therein. However, as we are not going to show current user situations and interaction approaches in relation to system development, but instead show the online and offline consumption behavior of the generation, with the purpose of improving marketing targeted at this generation, personas do not apply for this particular situation. The collection of characteristics will

thus only be applied to the purpose of profiling Generation Z and its cohorts from the behavior and attitudes they have towards clothes shopping. With this in mind, we will outline the profiles of Generation Z and the cohorts: gender and age (14-16 year olds, 17-19 year olds, and 20-22 year olds).

5.1.1 Wide Generation profiling

In order to get a full picture of consumer behavior of Generation Z in relation to clothes, it is necessary to develop a focused description of the generation's behavior. This is in order to conduct recommendations for relevant marketing strategies targeting the whole generation.

Based on the overall image of Generation Z, they are high school, public school, business education, or university students. 97% of this generation is widely influenced by social media, as we found, that this generation is on social media more than once a day (Section 4.1). Furthermore, we found, that their average disposable income is 2.467 kr, from which they spend roughly around 0-500 kr. a month on clothes, which can be found in Section 4.1.

Generation Z mostly purchase clothes when they need it (70%), when they can afford it (45%), or when there is a sale (43%), which gives them control of their behavior when evaluating the problem recognition step of their behavior. This behavior can be described as the shopping typologies by Kau et al. (2003), called Comparison shoppers. This is because the behavior builds on looking for good offers, which is what Generation Z do in order to get more value for their money. However, some of the participants in this generation are still less cost-conscious, as they tend to purchase clothes when they are bored (11%), as an impulse action (26%), or in order to be fashionable (19%). As such, this behavior is based on a high level of problem recognition, as they experience a high need for purchasing clothes because of boredom, in order to satisfy a fashionable need, or in general because of impulse actions. This part of the generation is not as cost-conscious, however it is a relatively small amount of this generation who exhibit this behavior. These consumers can be considered to lack control when evaluating the problem recognition step. Moreover, this behavior can be categorized as Destination shopping, as they are somehow motivated to keep up with fashion trends or occupy their time.

When outlining the information seeking behavior of Generation Z, they mostly search for information about clothes more than once a week (23%) to once a week (14%), which in general makes this generation interested in clothes. When searching for information online, this generation will tend to use the same websites (47%) and use Instagram (42%) when looking for inspiration, which makes them loyal to the same sites. The behavior can be categorized as Dual shoppers, as they compare brand and product features on the internet (e.g. same websites and Instagram), and get information in this way. This behavior furthermore supports the findings from Petra (2016), Detlor et al. (2003) and Kopaničová and Klepochová (2016) who all found people to be loyal to the same websites when searching online (cf. Chapter 2, Section 2.3.2). Moreover, this behavior can be described as Comparison shoppers, as Generation Z compare product

features before a purchase while looking for good offers on that specific product. This behavior is combined with the more traditional shopping, which Generation Z also tend to do. In addition, when looking at the offline information seeking, Generation Z mostly has a tendency to information search by walking from store to store (60%) or in some cases going to specific stores (44%), which still makes them partly loyal to the same stores. This generation mostly knows what to search for information in regard to online and offline shopping, which gives them a controlled behavior both online and offline.

When evaluating alternatives, Generation Z still weight price as a high value both online (71%) and offline (84%). We assume that price is crucial, as they do not have an enormous amount of money to spend on entertainment every month. Moreover, material, color, and quality is heightened almost as important online (44%-52%) and offline (63%-64%), which means they also are quality-conscious. Online credibility (43%) is also a highly weighted factor that indicates this generation will use the websites they find trustworthy. The behavior describes them as Comparison shoppers, as they compare features like quality/material, and pricing, which both applies to their online and offline behavior. Moreover, discounts (45%) and good deals/offers are crucial offline, which leads back to the relatively low amount of disposable income for entertainment a month. Their offline behavior could describe them as Traditional shoppers, combined with the Dual shopper typology, to underline that Generation Z shop traditionally, but tend to compare brands and product features and use the internet to get the information. Additionally, as the generation knows what they search for, this tells us they have control of their behavior, and know how to evaluate factors.

When evaluating Generation Z's purchase decision process, they tend to purchase clothes online because of the price (54%), because of offers/discounts (40%) and because it is easy to compare products (38%), but additionally also because of the selection options available on the website (35%). As such, they seem to be price-conscious and hunt for good offers and discounts when purchasing online. In addition, their offline purchases tend to happen because they can try on clothes (76%), because of the price (61%), and because they can get it right away (58%). In regard to that, the participants have a clear control of whether they choose to purchase online or offline, as they explain their reasons for choosing to purchase at one of the places.

When looking into the specific clothes they tend to purchase online, it is normally shirts (20%) and shoes (9%). Additionally, Generation Z will decide what to purchase online depended on the brand (9%). The specific clothes they tend to purchase offline are mostly pants (19%) and shoes (10%). Additionally, Generation Z will only purchase their jackets offline. In general, more expensive clothes is bought offline, which supports them depending on how much online credibility there is, meaning that the generation is less trusting of web shops providing them with expensive clothes. Generation Z is furthermore disposed to purchasing online if they cannot get their desired clothes offline. This behavior is seen as a combination of the behavior of Dual shoppers, Traditional shoppers, and Basic shopper, because they get motivated by online shopping if their desired needs cannot be fulfilled offline. This additionally has an effect on how long it takes to purchase either online or offline. A purchase online will mostly happen within a week (29%), while offline purchases will happen immediately (49%) or within half an hour (19%). This means Generation Z need longer time for reflection online than

offline. As such, their purchasing behavior is based on control, as they know when they purchase the clothes, and what to purchase online and offline.

Additionally, almost half of Generation Z do not expect feedback on their purchases (46%), which means this part of the generation in general have a high self confidence, or get confirmation in another way before a purchase. Additionally, 25% mention they find it important to receive feedback on shoes, while 22% mentions it is important to receive feedback on jackets. Generation Z could have a more self-assured attitude as they do not necessarily need feedback on their purchase from friends and family in order to perform the behavior. The attitude is thus based on the individual person's feelings within purchasing the clothes, without thinking about getting feedback on the clothes.

Generation Z do impulse purchase when there is a sale (49%) or when they have the money for it (40%), but additionally also at the start of the month (28%), and mentions that they sometimes feel the need for purchasing something they did not plan to (41%). They mostly get inspired to impulse purchase because of ads containing good deals, offers, or discounts (42% online, 31% offline). Furthermore, they tend to be inspired to make impulse purchases while on social media. This derives from their behavior of chasing good deals and making the most out of their money. Furthermore, they use social media several times a day, which can be the reason why they can be affected by ads on social media. Additionally, Generation Z will be most disposed to make impulse purchases on shirts online, while they are more disposed to impulse purchases on pants offline. Going more in-depth, ads will appeal to Generation Z, when it is based on something they already have already been looking for, which applies both to their online (45%) and offline (42%) behavior. Moreover, ads appeal more to this generation online if it is in the same category as things they already use (40%), but is almost as important offline (28%). The impulse purchase behavior is in general seen as a behavioral control but also lack of control.

From this we see a tendency to make impulse purchases when the generation come across clothes they have already been searching for, see sales, and furthermore when they see ads that provide good offers. However, they also might have behave controlled, as they are mostly disposed to make impulse purchases when they have the money.

	Generation Z
Information seeking	<ul style="list-style-type: none"> • Seek more than once a week/once a week • Use SoMe • Price-conscious (sales, good offers/deals, discounts) • Search on the same site • Walk from store to store
Evaluation of alternatives	<ul style="list-style-type: none"> • Price-conscious (sales, good offers/deals, discounts) • Credibility of the website
Purchase	<ul style="list-style-type: none"> • Price-conscious (sales, good offers/deals, discounts) • Online: Shirts and shoes (decide from the brand)

	<ul style="list-style-type: none"> • Push them to purchase it, as they wait up to a week before purchasing it • Offline: Pants and shoes (more expensive clothing) • Purchase it right away
Impulse purchase	<ul style="list-style-type: none"> • When there is a sale
Advertisements	<p>Influenced when the ads:</p> <ul style="list-style-type: none"> • Is based on something they already use • When it is a good deal • When it is based on something they already have been looking at

Table 5.1: Summarize of important aspects for Generation Z

5.1.2 Gender profilings

Because Generation Z can be defined so widely within the typologies, it has been necessary to go more in-depth by defining the gender cohorts as well.

Males

Males are not frequent clothes shoppers. They spend between 0 and 50% of their disposable income on clothes, meaning that their problem recognition is based on a low level of need for new clothes. The males have a tendency to purchase clothes when they need it (39%), when they can afford it (17%) or when there is a sale (20%), which means their problem recognition is mostly based on the need for purchasing clothes when they have the need for new clothes. Moreover, males have a different behavior regarding how often they seek information or inspiration, as 14% search more than once a week, 12% search once a week, 13% once a month, and 14% search rarely. As such, some of them do not care much about clothes shopping, whereas others care more about it. We thus assume those who use most money on clothes, are those who seek information more often, as they are more interested in clothes shopping. Moreover, 45% of the males almost everytime know, what to seek information about online, whereas 40% almost always know what to seek for offline, and 36% never know what to seek for offline. Furthermore, when males search for information online, they are disposed to using search engines (15%), or browsing from site to site (15%), in order to get inspired. Moreover, if they use social media, they mostly are inclined to use Facebook (11%) or Instagram (8%), which indicate they are not using social media primarily for clothes shopping purposes. Furthermore, it should be mentioned that 13% of males do not seek information and inspiration online. In addition, they mostly walk from store to store (37%), and 15% of the males do not seek information or inspiration offline.

If we look at Kau et al.'s (2003) typologies, this behavior could be defined as a combination of the Bargain seekers and Dual shoppers typologies, as they both prefer to search for information online and offline. Moreover the males are in control of their behavior online, as they almost always know what to seek information about, whereas they are in lack of control offline, as they almost never know what to search for information about, which indicates they do not know what to search for information about offline.

In regard to evaluating alternatives before making a purchase, males exhibit the same behavior both online and offline. They are price, quality and brand aware when looking for clothing. This behavior thus supports the findings from Petra (2016), Detlor et al. (2003) and Kopaničová and Klepochová (2016) who found the same aspects of price, quality and brand awareness important features for evaluating alternatives online. Additionally, this cohort has some clear parameters in which they evaluate clothes both online and offline before purchasing it. In regard to Kau et al.'s (2003) typologies, this behavior fits the Comparison shoppers, since they like to compare products, brands, prices and such, before purchasing anything.

However, even though males present they have an online information seeking behavior, 9% of them prefer to purchase clothes offline, rather than online as they are able to try the clothes and easily can compare prices. Moreover, some mentioned that they prefer to purchase clothing offline, such as shoes, as they want the process to be as smooth as possible, in which they assume is most easily done offline. For those who purchase online, they primary purchase underwear and shirts, in which they do not have to try on before purchasing. Regarding Kau et al. (2003), this behavior could be defined as Comparison shoppers, as they care about comparing products based on price, quality and good offers, before purchasing it. Males in a broad range could be defined as a combination of Traditional shoppers and Basic shoppers, as they purchase the products both online and offline. Moreover, males purchase clothes either right away or within a week, both online and offline, which indicate they quickly make decisions in order to whether they need the clothes or not, or wait a few days in regard to thinking about their purchases. The behavior is thus based on control, as they know when to purchase clothes. Additionally, when outlining their behavior within the post-purchase evaluation, males in general do not need feedback on their clothes. However, if they do, they want the feedback to be on their shoes and jackets. We assume a reason why males do not need feedback, could be because they care less about what other people think about them, compared to females. This could additionally be interesting to investigate more in depth in future research.

When outlining behavior within impulse purchases, males are in lack of control, as they are disposed to make impulse purchases, when they have the money (17%) or first a month (14%), which supports the fact that they are price-conscious. Moreover they make impulse purchases when there is a sale (18%). In addition, 11% do not know when they are disposed to make impulse purchases. Moreover, most males sometimes feel the need to make impulse purchases (45%), and when they do, they are most predisposed to purchase shirts or shoes. Lastly, when talking about advertising males have almost the same behavior as Generation Z in general. Meaning that, they are most disposed to be influenced by ads online and offline, when it is in the same category as something they already use, when it is a good deal or when the product promoted is in the same category as something they already use. As such, they might also behave controlled when they have the money for impulse purchases.

	Males
Information seeking	<ul style="list-style-type: none"> • Seek once a week or once a month • Use Facebook and Instagram • Know what to seek for online, but not offline • 27% prefer offline seeking
Evaluation of alternatives	<ul style="list-style-type: none"> • Price • Quality/material • Brand-conscious
Purchase	<ul style="list-style-type: none"> • Price-conscious (sales, good offers/deals, discounts) • Brand-conscious • Online: Shirts, underwear • Offline: Shoes, jackets • 28% Prefer offline purchases
Impulse purchase	<ul style="list-style-type: none"> • Disposed first a month • When they have the money • Purchase shirts and shoes
Advertisements	<p>Influenced when the ads:</p> <ul style="list-style-type: none"> • Is based on something they already use • When it is a good deal • When it is based on something they already have been looking at

Table 5.2: Summarize of important aspects for males

Females

In contrast to males, females are more frequent clothes consumers. They spend between 25% and 75% of their money on clothes a month, and they purchase clothes when it is needed (31%), when it is affordable (23%), and when there is a sale (19%). An amount of females further mentioned they often make impulse purchases (14%). Their behavior however is built on being interested in clothes shopping and maybe somehow being influenced by friends and family and society in general, in regard to how money should be spent. The behavior can be defined as controlled. The behavior is categorized as the Comparison shopper typology because the behavior is built on looking for good offers.

Additionally, females search for information or inspiration about clothing in a broad range from several times a day to several times a month, whereas they mostly search more than once a week. This is thus in contradiction to Petra's (2016) findings, as she found females to be less online seekers. Furthermore, the female cohort almost everytime know what to search for information about both online (61%) and offline (56%). This means, females mostly have a controlled behavior, as they almost everytime have predefined motives when it comes to searching for information or inspiration. However, there will be some females, that almost never know what to search

information or inspiration about (19% online, 37% offline), and they will thus be in lack of controlled behavior. Moreover, females to a great extent use the same websites every time (17%) they search for information and inspiration about clothes. In addition, they use social media such as Instagram (17%), and in a low extent YouTube (6%), and blogs (9%). Almost half of females' offline behavior primarily is to walk from store to store (46%). In relation to information seeking, females almost always know what to look for both online and offline. As such, this behavior can be categorized as Kau et al.'s (2003) Dual shopper, as they use the internet to surf for information, but they could also be Bargain seekers, as they sometimes purchase offline, in which could be argued to be because they do not want to wait for clothes. As such, this could be a reason why they purchase offline.

Additionally, in order to evaluate alternatives before purchasing the clothes, the females find price (22%), material/color (16%) and credibility of the website (14%) important aspects to compare before choosing where to make the online purchases, which defines their norm online. As such, this could be defined as the Dual shopper typology, as they use the internet to compare products. Moreover, when talking about their offline behavior, they find price (26%), material/color (20%), and quality (19%) important aspects to compare, which defines their offline norm. It could thus be argued, that this age cohort fits the Comparison shoppers, as they have almost the same behavior offline as online.

When it comes to purchasing clothes, females, just as males, prefer online purchases because they can compare the products based on price (14%), good offers and sales (10%), and because of the selection options on the website (10%). Additionally, they mention free return options (8%) and easy return possibilities (7%) as an additional factor. This additionally supports Shaikh (2016), as he found this to be relevant too for online purchasing. In addition, when it comes to offline purchases, they choose to do it when they have to try on the clothes (21%), which they find relevant for with pants, shoes, jackets, and underwear. Moreover they choose to purchase offline because they can get the items right away (16%). Another reason for choosing offline shopping is because of the price (15%) and additionally because they anyway are near the stores (11%), that leads them to purchases, which we assume could be the reason for impulse purchases, as we know they often feel disposed to make impulse purchases. Females have some clear parameters, in which they evaluate clothes both online and offline, before purchasing it, which indicates they have control of their behavior, and know how to evaluate factors both online and offline. In regard to the typologies, the females can be categorized as different typologies but will widely be described as Shopping enthusiasts as they are motivated by all aspects in regard to seeking information and purchasing clothes both online and offline.

The female's behavior varies regarding how long time it takes before purchasing online and offline. They prefer to purchase the clothes right away (29%) or within half an hour (23%) offline, whereas online they wait between a few hours (41%) and up to a week (23%) before they purchase clothing online. The behavior is based on control, as they know when they purchase the clothes, and further are aware of the difference in their behavior online and offline.

Moreover, these findings are different from Petra's (2016), as she found females to be more likely to find the product online and purchase it offline, which is not necessarily the case here.

In regard to post-purchase evaluation, females in general have a positive attitude as they do not need feedback (44%) on their clothes. However, if they do, they want the feedback to be on their dresses (23%), shoes (27%), and jackets (23%). We assume a reason why they do not need feedback on their purchased clothes is because they use resources, such as Instagram, in order to know what clothes to purchase. As such, they are already sure about their purchases and see no need for feedback. However, a reason why they name dresses, shoes and jackets for feedback, could be because this are expensive products, which they would prefer the most to get acknowledged for. However this assumption would need to be further tested in future studies.

When looking at the impulse purchase behavior of females, they sometimes feel the need to make impulse purchases (42%). Moreover, they do it when there is a sale (19%), when they have the money for it (14%), first a month (10%), and when a new clothes season starts (8%). This means, females in general are very disposed to make impulse purchases. However, they will mostly do it when they have the money for it, which makes them price-conscious even though they are impulsive. Furthermore, they are most likely to purchase shirts, pants and dresses when they conduct impulse purchases.

Lastly, when talking about advertising to the females, they are almost equally disposed to being influenced by ads online and offline, when it is in the same category as something they already have been looking at (24% online, 17% offline), when it is something they already use (26% online, 24% offline), or when it is a good deal (24% online, 21% offline). As such, this behavior is in general based on gender and the wide profiling of Generation Z.

	Females
Information seeking	<ul style="list-style-type: none"> • Mostly seek several times a week • Use Instagram, YouTube, blogs • Same website(s) • Walk from store to store
Evaluation of alternatives	<ul style="list-style-type: none"> • Price-conscious (sales, good offers/deals, discounts) • Quality-conscious • Credibility of the website

Purchase	<ul style="list-style-type: none"> • Price-conscious (sales, good offers/deals, discounts) • Quality-conscious • Online: Shirts, dresses • Selection options • Delivery price • Offline: Pants, shoes • Prefer offline purchases when they have to try the clothes
Impulse purchase	<ul style="list-style-type: none"> • Often impulsive Influenced: <ul style="list-style-type: none"> • By sales • When they have the money • When it is time for new a clothes season
Advertisements	Influenced when the ads: <ul style="list-style-type: none"> • Is based on something they already use • When it is a good deal • When it is based on something they already have been looking at

Table 5.3: Summarize of important aspects for females

5.1.3 Age profilings

Additionally, we have made cohorts based on the age cohorts 14-16 years old, 17-19 years old, and 20-22 years old. This is relevant in order to know the differences in the behavior based on the age within Generation Z. As such, this knowledge can be used to outline more marketing based on features that apply to a specific age cohort.

The 14-16 year olds

Looking at the behavior of the 14-16 year olds, they, in general, have a disposable income of 0-1000 kr. for entertainment a month, whereas a relatively smaller amount of this age cohort have between 1000-2000 kr. and above for entertainment a month. Moreover, as seen in Table 4.2, this age cohort spends between 25-75% of their disposable income on clothes, which means they are interested in clothes.

Primarily this age cohort has a motive for problem recognition in regard to clothes when they need it,

when there is a sale, when they can afford it, but additionally also to be fashionable. Their tendency to be fashionable can be described as the typology Destination shopper (Ganesh et al., 2010), because this age cohort in general tries to keep up with trends and create their own image. As such, this is the norm for 14-16 year olds. Their behavior builds on the fact that they are interested in clothes shopping and fashion. However, their behavior is also built on the fact that they do not have much money, which makes them frugal. The behavior can be defined as controlled, as they only spend money when they can afford it, when they need a new piece of clothing or prioritize fashion when necessary. As such they master the control, as the participants either easily or not feel in

control when purchasing clothes or choosing not to. The behavior of having a need for purchasing when there is a sale, is related to the Bargain seeker typology (Ganesh et al., 2010), which 14-16 year old's behavior can be compared to, as they will tend to chase good deals, offers, and discounts. However, there is also a small amount of this age cohort that does make impulse purchases, and additionally also purchase clothes when they are bored.

When looking at the information seeking behavior, they seek more than once a week, to several times a day, which means they have a high degree of interest in information seeking in relation to clothes. The resources the 14-16 year olds tend to use when searching for information or inspiration, are the same websites every time (17%) and Instagram (16%). Additionally, they tend to use search engines (11%) and to a low extent word of mouth, YouTube, blogs and Facebook. This means they use a wide array of resources when searching for information in order to satisfy their information need. The behavior can be described as Dual shoppers (Kau et al., 2003), as this age cohort spend a lot of time searching for information and inspiration online, using multiple resources for comparing products, brands, prices, and other features before they make a purchase.

When searching for information or inspiration in offline stores, this cohort walk from store to store (68%). It can be assumed, they have this behavior because they have relatively more spare time than the other age cohorts, and therefore have the time to walk from store to store, instead of choosing specific stores, in order to get the necessary information. This behavior means they fit the Traditional shopper typology (Kau et al., 2003), as they do offline shopping. However, the 14-16 year olds in general almost everytime know what to search for information or inspiration about, which means they are aware of what they want and find interesting. As such, they could be On-off shoppers (Kau et al., 2003) as they spend a lot of time seeking for information and inspiration in order to uphold their fashion interest, but also have the offline purchase behavior. They furthermore fall under this typology as they use the search engines to find information and inspiration. Their behavior can be described as controlled, as they almost everytime have predefined motives when it comes to searching for information or inspiration.

When evaluating alternatives, they value pricing as the most important factor. Additionally, they also value quality/material of the clothes, and the brand, and lastly discounts. The norm for this age cohort could thus be argued as being price, quality and brand conscious. As such, their behavior can be described as Dual shoppers, as they like to compare different features like color, quality, pricing etc. This however applies to their online behavior, whereas the Destination shopper applies to their offline behavior, as they in general are interested in fashion. Like all other cohorts, they have some clear parameters in which they evaluate clothes both online and offline.

The 14-16 year olds have a determination of purchasing online because of the price (15%), selection option (12%), and in general when there is an offer or a discount (12%). In addition, this generation purchases online when they cannot find what they were looking for offline. This means their behavior falls under the category of the On-off

shopper typology but also the Basic shopper typology (Kau et al., 2003), as the behavior applies to the online information seeking and offline purchasing. In general this age cohort takes advantage of what the Internet has to offer them when they cannot get what they want offline.

This behavior is furthermore defined as control, as the participants clearly define, why they prefer to purchase clothes either online or offline. The reason why this age cohort will tend to purchase their clothes offline, is because they have the possibility to try the clothes, and additionally because of price and quality. This support the findings of Bhatnagar et al. (2000) and Levin et al. (2005), who also found the ability to see and try the product being preferred, when purchasing offline. Because of the relatively low disposable income a month that they are able to spend on entertainment, they spend time on estimating their purchases, which makes them price-conscious and deal hunters, as they try to make the most out of their money. This applies to both their online and offline purchasing behavior, which means their typology in this case will be categorized as Bargain seekers (Ganesh et al., 2010). Their behavior is very price-oriented, as they will look for cheaper possibilities with every purchase, their search behavior is proactive as they have the tendency to search for clothing several times a week to several times a month, and they mostly are not interested in waiting, which is why they purchase offline when they have the possibility to do so.

Online, they make a purchase within 24 hours or within a week, which gives them time to estimate whether they want the clothes or not. Offline, their behavior tend to be different as most of this age cohort will purchase their clothes immediately, which shows they do not estimate their offline purchases as they do online. We assume it is a result of already knowing what to purchase before going out, because of their time used on information seeking.

The 14-16 year olds find the importance of feedback relatively unnecessary, as they in general do not need it, as such they have a positive attitude of not wanting feedback in general. However, when they want feedback, they tend to want feedback on the whole outfit, shoes or jackets. This can be assumed is because they like feedback on their general style or more expensive purchases, as they have a tendency to be fashionable in this age cohort.

This age cohort is in lack of control in regard to impulse purchases, as they are equally divided between often and sometimes feeling the need to make impulse purchases. It will thus happen when there is a sale, which supports them being deal hunters, and thus applies to the Bargain seeker typology. Furthermore, they will do it when they have the money for it/ first a month, which supports them being price-conscious and evaluating every purchase because of their disposable income. This shows controlled behavior, as they are mostly disposed to make impulse purchases when they have the money for it. Moreover some of them do it within a new clothes season, which support their fashionable aspect. However, there is some of the 14-16 year olds who are unaware of what makes them impulse purchase, which means their behavior is less controlled.

Furthermore, when looking at ads, this age cohort is mostly affected offline, which makes sense in relation to them purchasing clothes offline immediately, and thus being affected by their surroundings. They did not state any kinds of ads in which they are disposed to get most influenced by.

	14-16 year olds
Information seeking	<ul style="list-style-type: none"> • Seek several times a day/week • Use Instagram, YouTube, Facebook, blogs • Same website(s) • Walk from store to store
Evaluation of alternatives	<ul style="list-style-type: none"> • Price-conscious (sales, good offers/deals, discounts) • Brand-conscious
Purchase	<ul style="list-style-type: none"> • Price-conscious (sales, good offers/deals, discounts) • Brand-conscious
Impulse purchases	Influenced by <ul style="list-style-type: none"> • Sales • New season clothing
Advertisements	<ul style="list-style-type: none"> • Prefer offline ads
Other information	<ul style="list-style-type: none"> • Medium-high amount of money spend on clothes monthly (25-75%)

Table 5.3: Summarize of important aspects for the 14-16 year olds

The 17-19 year olds

This age cohort is widely represented throughout the different categories of disposable income for entertainment a month. Moreover, the age cohort has between 0 and 6000 kr. for entertainment a month, and spend around 0-75% of their disposable income on clothes. Moreover, they primarily purchase clothes when they need it, when they can afford it or when there is a sale. We thus define the 17-19 year olds to be price-conscious. Their behavior within interest for clothes shopping can be supported by their information seeking behavior, as they mostly search for information or inspiration between several times a week and several times a month. Their interest for clothes shopping are thus very different within this age cohort. As such, they could be defined as Kau et al.'s (2003) typology called Destination shopper, as they care about trends and keep updated, whereas those who just sometimes search for information could be defined as Information searchers. Furthermore, 54% almost everytime know what to search for information or inspiration about online, whereas 47% almost never know what to search for offline. This means the 17-19 year olds mostly have a controlled behavior when searching online, as they have predefined motives when it comes to searching for information or inspiration.

Moreover when investigating whether they seek for information online or offline before they purchase the clothes, this age cohort prefers to seek online rather than offline. Moreover, they prefer to use the same websites (17%) and social media; Instagram (15%), Facebook (9%) and blogs (6%) for their online information seeking. Furthermore, they use search engines (10%) and browsing from site to site (10%), when seeking information or inspiration. According to Mallapragada et al. (2016), browsing behavior may lead to being critical of what sites to use, which we thus assume this cohort do, as they not only use the same websites every time. Moreover, they found

that browsing may lead to future loyalty, in which might be the case in the future, as this cohort tend to use the same website. Their offline seeking behavior is moreover almost the same, as they either walk from store to store (42%) or choose one specific store (24%). This age cohort would thus be defined as Dual shoppers, as they mostly use the internet to get the necessary information or inspiration.

When discussing evaluation of alternatives before purchasing the clothes, they find price, quality/material, brand discount crucial when comparing the clothes, which applies both to their online and offline behavior. Moreover, they find the website credibility and delivery price important online, in order to evaluate if they want to purchase clothes from a specific website. As such, the norm for the 17-19 year olds is to be price, quality, and brand conscious, rather than expecting good service. This age cohort seems to have control of their behavior, as they have clear factors that define them. This cohort could be defined as the Dual shopper typology, as they use the internet to compare products. Moreover when talking about their offline behavior, they could be defined as Comparison shoppers.

The age cohort additionally has a different behavior online and offline when it comes to purchasing clothes. They purchase clothes online because of the price, including discounts, and because of the ease of comparing products. Moreover they purchase online because of selections options, which can be supported by Bhatnagar et al. (2000) and Levin et al. (2005), who also found consumers drawn to the internet because of selection options. Additionally, when combining this behavior, with their information seeking behavior, they could be defined as Information searchers (Kau et al., 2003), as they like to find good offers, based on the price, to purchase. Moreover, they purchase the clothes online if it is free to return it. The reason for purchasing online thus supports the fact that this age cohort is price-conscious, as they in many aspects care about the price before purchasing. However, it should also be mentioned, they chose to purchase the clothes online because they cannot find it offline. This behavior would thus be defined as the Basic shopper (Ganesh et al., 2010), as they are motivated to purchase the clothes online. They still find the price crucial for purchasing offline, in order to compare the prices and quality. Moreover, they purchase it offline because they get the clothes right away. Additionally none of them state they never purchase offline. This behavior can be defined as control, as the participants clearly define why they prefer to purchase the types of clothes either online or offline, and have some clear parameters in which they evaluate before a purchase.

In regard to the typologies definitions (Kau et al., 2003), those who thus both chose to seek and purchase offline, could be defined as Traditional shoppers, whereas those who might seek online, but prefer to purchase it offline would be defined as Comparison shoppers. It should however be mentioned that these typologies do not totally fit the 17-19 year olds, as they often prefer both online and offline shopping, and thus cannot be defined as only one of the typologies.

Moreover, when it comes to the importance of feedback on their purchases, this age cohort, just as the other cohorts, have a positive attitude of not needing feedback on their purchases in general. However, if they should choose some clothes, in which they would like feedback on it would be on shoes, jackets, dresses and the outfit as a whole.

As already mentioned in some of the previous sections, a reason for not needing feedback could be because they use the online information abilities and word of mouth recommendations, in which enables them to have the necessary information to be sure of their purchases beforehand.

When outlining the lack of controlled behavior within impulse purchases, this age cohort is equally divided between sometimes feeling the need (31%) and often feeling the need (31%) to make impulse purchases. Moreover, they are more predisposed to making impulse purchases when there is a sale, which support their price-consciousness, as we assume they purchase impulsively when there is a sale, as they get cheaper clothes or value for their money. Furthermore, they are likely to make impulse purchases first a month (14%), at the weekends (7%) and when they are bored (6%). As such, this age cohort are not only likely to do impulse purchases, when they have the money for it, but also for entertainment during the day or weekend. In relation to that, the behavior is only partly controlled, as they are mostly likely to make impulse purchases when they have the money, but they also tend to do it when they are bored.

Lastly, when talking about advertising for the 17-19 year olds, they are most disposed to be influenced by ads online when it is based on a good deal, followed by when it is in the same category as something they already use and when the product promoted is in the same category as something they already use. When it comes to offline ads they are additionally most disposed to them when it is based on a good deal or when the product promoted is in the same category as something they already use. Whereas they are less disposed to be influenced if it based on something they already use. Moreover it should be mentioned that 8% of the participants do not get influenced by offline ads.

	17-19 year olds
Information seeking	<ul style="list-style-type: none"> • Seek several times a day week • Use Instagram, Facebook, blogs • Same website(s) • Search engine and browsing • Slightly overrepresented in preferring online seeking
Evaluation of alternatives	<ul style="list-style-type: none"> • Price-conscious (sales, good offers/deals, discounts) • Brand-conscious • Website credibility and delivery price
Purchase	<ul style="list-style-type: none"> • Price-conscious (sales, good offers/deals, discounts) • Return options (incl. price) • Brand • Purchase both online and offline depended on
Impulse purchases	<ul style="list-style-type: none"> • Often feel the need for making impulse purchases Influenced: <ul style="list-style-type: none"> • First a month • When they are bored • By sales

Advertisements	<p>Influenced when the ads:</p> <ul style="list-style-type: none"> • Is based on something they already use • When it is a good deal • When it is based on something they already have been looking at
Other information	<ul style="list-style-type: none"> • Medium-high amount of money spend on clothes monthly (50%)

Table 5.4: Summarize of important aspects for the 17-19 year olds

The 20-22 year olds

The 20-22 year olds are represented in all the pillars of the disposable income graph (Figure 4.6), which means their disposable income for entertainment varies a lot, which we assume is because some of the participants are students, whereas others work. Based on that, their disposable income spend on clothes, when spending 0-25%, would vary widely as well.

The age cohort mostly purchases clothes when they need it (35%), secondly when they can afford it (22%), or thirdly when there is a sale (19%). The behavior can be defined as controlled, as we assume they know they should only spend money when they can afford it and need a new piece of clothing. As such, they master the belief of control, as the participants either easily or difficulty feels in control when purchasing clothes.

The 20-22 year olds primary search for information between once a week and several times a month, which tells us that they spend some time on this. Moreover when outlining their seeking behavior, they seek information both online and offline, but with a slightly higher representation of preferring offline information seeking, as 9% never search for information online, whereas 12% do not search for information offline. As such, this age cohorts mostly walks from store to store or visit the same store every time (37%) or choose a specific store (32%). Moreover, they almost every time know what to search for both online and offline, which shows this age cohort has partly control, as they know what they seek information about both online and offline.

This age cohort mostly uses online seeking by Instagram (15%) and the same website (15%) or word of mouth recommendations (13%) regarding websites to use. Furthermore, this cohort can thus mostly be defined as Traditional shoppers, to a higher extent prefer offline seeking. However, for those who choose online seeking, they would be defined as Dual shoppers (Kau et al., 2003).

When talking about the 20-22 year olds' evaluation of online alternatives, they tend to value the pricing the most, followed by the material/quality and credibility of the website. This categorizes their behavior in the Dual shopper typology, as comparing product features and using the Internet to do so. When looking at their offline behavior in relation to evaluation of alternatives pricing is still crucial to this age cohort, which describes them as price oriented both when it comes to online and offline shopping. Furthermore, they equally value quality/material, followed by brand. This furthermore means they have control of their behavior and know how to evaluate factors. Moreover,

their evaluation behavior would be the Comparison shopper, as they compare product features when evaluating alternatives.

When it comes to purchasing behavior, the 20-22 year olds primarily prefer offline shopping, as none of them state they never purchase offline, and additionally because 4% state they only purchase online, because they cannot find it offline. However, when they purchase online, they focus on the price (16%), the ability to compare prices on different websites (13%) and discounts (12%). Moreover the reason why they purchase offline is, just as with the other cohorts, because they can try the clothes on (18%), get them right away (17%), and thirdly because of the price (16%). As such, this age cohort would mostly be characterized as the typology called Traditional shoppers, as they prefer offline shopping, and do not care much about comparing the products offline. In addition, comparing products are much more the case online, which will characterize them as a combination of Information searchers and Basic shoppers (Kau et al., 2003; Ganesh et al., 2010), when it comes to online purchasing behavior. The 20-22 year olds' behavior can in this case be defined as control, as the cohort clearly define they prefer to purchase offline.

Moreover, when talking about this age cohorts, they have a lack of control regarding impulse purchases, as they sometimes feel the need for making impulse purchases. In addition, they have a tendency to make impulse purchasing in the beginning of the month (15%), when they can afford it (14%), and in general if there is a sale (19%). As such they have a controlled behavior, as they like the whole generation, make impulse purchases when they have the money for it, but unlike the other age cohorts, the 20-22 year olds have more disposable income. This behavior can apply in the typology of the Bargain seekers (Ganesh et al., 2010), as they are price oriented and have the impulse behavior when they can save money.

Lastly, in relation to the ads, the 20-22 year olds are most drawn to ads which contain something they already have been looking for both online and offline. However, ads will also appeal to them when it falls under the category of something they already have an interest in and something they already use. Furthermore, ads that contain good deals will also apply to this age cohort, which means that their behavior fall under the typology Bargain seekers, as sales in general are something they are interested in.

	20-22 year olds
Information seeking	<ul style="list-style-type: none"> • Seek several times a week to several times a month • Use Instagram and the same website(s) • Use recommendations • Prefer offline seeking
Evaluation of alternatives	<ul style="list-style-type: none"> • Price-conscious (sales, good offers/deals, discounts) • Credibility to the website
Purchase	<ul style="list-style-type: none"> • Price-conscious (sales, good offers/deals, discounts) • Prefer to purchase it offline

Impulse purchases	Get influenced: <ul style="list-style-type: none"> • First a month • By sales
Advertisements	Influenced when the ads: <ul style="list-style-type: none"> • Is based on something they already use • When it is a good deal • When it is based on something they already have been looking at
Other information	<ul style="list-style-type: none"> • Low amount of money spend on clothes monthly (25%)

Table 5.5: Summarize of important aspects for the 20-22 year olds

New typology

As we know from the above, the typologies of Kau et al. (2003) and Ganesh et al. (2010) fit Generation Z in many ways, based on their behavior and the process. Because of that, we have conducted a new typology, in which better suits Generation Z's behavior, based on the generation as a whole and the cohorts, which we have decided to call Consumer Z. The name is a subtraction of consumer and Generation Z. The word covers the clothes shopping behavior that can be found within the generation and their attitude towards ads. By using the word Generation Z it thus covers different aspects that are relevant when talking about shopping behavior and marketing to this consumer group. The typology includes the generation's online and offline information seeking- and purchasing behavior. Additionally, we have been inspired by Kau et al. (2003) and Ganesh et al. (2010) in order to present the typologies and their behavior.

Typology	Explanation	Cohorts
Consumer Z shoppers	<p>Seeking behavior Consumer Z use both online and offline information seeking in order to find information and inspiration on clothes.</p> <ul style="list-style-type: none"> • Online: Search engines, browsing, the same websites, Instagram, Facebook, blogs, YouTube • Offline: Walk from store to store, word of mouth <p>Purchase behavior The consumer purchase both online and offline, depended on what kind of clothes they would like to purchase.</p> <ul style="list-style-type: none"> • Online: Same websites • Offline: Walk from store to store and use specific stores <p>Crucial aspects Price, deals, offers, discounts, brand, website credibility, return options, quality/material, selection options</p>	<p>Generation Z</p> <p>Females Males</p> <p>14-16 year olds 17-19 year olds 20-22 year olds</p>

Table 5.6: Important aspects for the Consumer Z typology

As the table illustrates, Consumer Z shoppers are the new name for the consumers of Generation Z, when talking about clothes shopping. The new typology will be used when talking about marketing. However, even though we have defined them as one typology, which both includes seeking and purchasing online and offline, we still conduct recommendations based on the cohorts, when there is a difference in their behavior. Moreover, by defining this new typology, we are able to refer to the shopper as a whole, in which will include their defined behavior within the consumer decision making process.

In the following chapter, Chapter 6, we will thus use the knowledge from the profilings, combined with the typology, in order to outline recommendations for marketing strategies directed Generation Z. However, as we know from this chapter, a lot of the behavior is the same within these cohorts, which we will have in mind, when conducting the marketing strategy.

Chapter 6

Recommendations & implications

According to Binggeli⁶ companies today have to care about the websites and the social media in order to make a good consumer experience. Meaning that, they have to care about the consumers' needs in order to keep the consumers' attention and their loyalty. Binggeli mentions that consumers today have conducted a lot of personal research about the product before they visit the stores, which can also be deduced from our findings as well. As such, consumers are in a higher position of control than ever before, and are able to choose what they want. He furthermore mentions that consumers in the future will be even more critical, as they have the possibility to choose between brands and the messages they will get influenced by. As such, he calls them "the empowered consumers". Lastly, Binggeli states that if companies care about their customers, and show it by fulfilling their needs, then consumers will feel that they get acknowledged and thus purchase the brand again and again. These outlines are additionally supported by Ryan (2017), in which we have already mentioned in Chapter 1 and 2.

As such, it is important to conduct marketing that appeals to consumers as much as possible through their decision making process in order to keep their attention. This chapter will thus outline a description of recommendations in regards to how advertising to Consumer Z should be done - in order to fulfill the answer of RQ4, which is about finding the implications for advertising to members of Generation Z.

Marketing strategies for Consumer Z

When conducting marketing to Consumer Z, companies should focus on the generations' information seeking process and purchase process both online and offline, in order to catch their attention. As the generation is in control when seeking information or inspiration, meaning that they know what they get influenced by, gives companies some requirements to fulfill. This chapter will thus outline how companies should focus on creating awareness in the information and evaluation process, and how they should target Consumer Z in the process. Additionally, the chapter will also include what content companies should expose Consumer Z to and how they should promote to Consumer Z in the purchase process. Lastly, we will argument for why we have chosen the outlined marketing strategy. As such is the structure as below:



Figure 6.1: Chapter 6 structure

⁶ CEO at Brandhouse. Article in the magazine "Markedsføring", no. 2, 2017

6.1 Awareness creation in the information seeking process

Companies can be a part of the information seeking process, by creating ads based on conducting awareness. Regarding how to catch the generations' attention, companies firstly have to know where to promote. As such, the strategy should be to promote on social media; Instagram, Facebook, YouTube and blogs, as from the survey we know this to the platforms where 97% of Consumer Z spend several hours a day. According to Kotler and Keller (2016), companies can reach consumers quickly via social media by sending targeted ads using GPS technology. It is thus possible to know where in the country the consumers are, and target them with relevant ads based on their geographical placement. It is furthermore possible to conduct segmentations based on age, gender, behavior etc. on social media platforms, in order to target the right consumers based on whom the ads are relevant for.

Tracking

Consumer Z is widely users of the same websites, which makes it important for companies to use tracking on their websites in order to track the consumer's behavior. As such, companies are able to know who their customers are, based on their personal preferences (age, gender, if they return, purchasing etc.). Furthermore it is possible to track their behavior on the site by implementing tracking. This leaves the companies with an ability to know a lot about their consumers in order to keep them interested (Chaffey and Ellis-Chadwick, 2012). Moreover, for those who use search engines or browse from site to site, e.g. males and 17-19 year olds, their behavior can be tracked as well. For instance, if they search by specific words this can be tracked, which afterwards makes it possible for the companies to target them with relevant ads based on their information seeking behavior, or makes it possible to optimize the company's search engine optimization (SEO), in order for the customers to find them based on specific wordings. The tracking methods, which are based on consumer's behavior, are also known as machine learning, which builds thousands of automatically generated data sets based on the user's behavior. As such, the machine use of this data can drive the right advertising campaigns for major marketers across many industries (Perlich et al. 2014).

Additionally, for those who prefer to seek information offline, the companies have the opportunity to use GPS tracking in order to track who visits the stores and in that way figure out who the loyal consumers are, and how they should be exposed with relevant ads from the given store. Moreover, especially for those who use recommendations (females, 17-19 year olds, 20-22 year olds) who seek information online and offline, the ads could be combined with Facebook, which shows the friends who likes the company. As such, this can be defined as a recommendation to visit a website or a store, without the recommendation necessarily coming from word of mouth. According to Baines (2017) and Stephen (2016) recommendations increases, which makes it an important aspect to consider. Furthermore, for those who have a tendency to walk from store to store, it would be appropriate to target them with ads based on shopping options near their residence or 30 minutes away. As such, these ads might influence them to visit the stores, the shopping malls etc., in order to seek inspiration. As such, they will experience

the ads to be based on aspects they find relevant, and thus to a higher extent have the possibility to be influenced by ads.

Besides ads based on the information seeking behavior, we know that ads should be based on promoting price, good deals, offers and discounts, the brand, the website credibility, return options, the quality/material of the clothes and the selection options on the websites, in order to catch Consumer Z's attention. Furthermore, the ads can be based on the selection options on the website or the credibility of the website, e.g. by including rankings from e.g. TrustPilot. According to Welling (2000) and Van der Heijden et al. (2001), this is additionally important to highlight as trust and attitude to the given website are the reasons why people choose that website. Moreover, if companies want to specifically target males and 14-19 year olds' attention the ads should be based on the brand as well, as this, according Baines (2017) is crucial today because of social identity.

The reason why it is important to remember ads in order to make awareness about the company, is because we know Consumer Z seek information more than once a week to once a week (based on their age cohort and gender, as the cohorts can seek more or less for information), which makes it important for the companies to push Consumer Z with targeted ads in order to get their attention and lead them to their websites or stores. However, awareness campaigns are not enough, meaning that companies have to focus on the content of their ads and the purchasing process of the consumers as well.

Content focus

Consumer Z is focused on price, sales, good offers, sales, deals and discounts according to our findings. This is additionally good tracking points, as Kotler and Keller (2016) state companies can use the consumer's cost efficiency by tracking it, and thus expose the consumers to the right prices and materials. This means machine learning should be used here as well, in order to mainly expose consumers to ads that focus on these aspects. Moreover, we know Consumer Z mostly purchase shirts, dresses, accessories and sports clothing online. As such, for ads that should lead to online purchasing, we recommend to base the ads on promoting the price, discounts or sales on these types of clothing, combined with the website they can purchase it from. Moreover, if the ads should catch females and 17-19 year olds' attention, information about the delivery and return options should be included as well as it proved to be an important behavioral factor in purchasing online. Additionally, when looking at the types of clothing in which should be in focus when advertising to females, the ads should mostly focus on shirts, dresses and accessories, combined with tracking on the websites in order to find loyal consumers, which companies can expose ads to, as this will lead to increased conversions. As females are loyal to the same websites, and thus should be exposed with relevant ads based on their preferred webshops. In regard to catch the females attention offline, the ads should include pants and shoes, and be based on GPS tracking, in order to expose them to relevant ads based on their geographical placements to the offline stores.

Males are more disposed to browsing and using search engines when searching online, which means the ads targeting males should focus on Google ads (searched words), combined with GPS tracking in order to catch those who walk from store to store. In

relation to what the ads should focus on, males are most disposed to purchasing shirts and underwear online, and shoes and jackets offline. So depending on where the males are located, these items are what they could be exposed to. This should additionally be combined with the price, discount, recommendations etc., and the store or website which they can purchase the clothes from.

Another option for pushing Consumer Z to purchase clothes, is through the channel of impulse purchases. Especially females are highly influenced by this when there is a sale, a cheap price or if there is a new clothes season. Moreover, males and the 17-22 year old cohorts are disposed to being influenced when there is a sale, or first a month. Furthermore, females often feel the need for making impulse purchases, while males are unaware of what makes them impulse purchase. This makes it easy to influence males with ads as they might be disposed to all kinds of ads when it comes to impulse purchases. As such, these aspects can be included in the promotion from companies in order to increase profit as this could be an easy and quick way to influence consumers to make purchases.

6.2 Placed promotion in relation to the purchasing process

In relation to targeting Consumer Z in the purchasing process, targeted ads should be placed on social media.

The ads can be based on the consumers seeking behavior, including websites the consumers normally use, brands they are looking at, and words they search for. Moreover, the ads should be based on websites they normally purchase their clothes from. Additionally, the GPS function can be used in order to promote ads about sales for those who comes from small towns, as we know 60% of the online sales are come from small towns (Mint, 2013). By pushing to those who live e.g. more than 30 minutes away from their preferred shopping place, they should be exposed to sales ads.

Moreover, other companies than those the consumers already use, should be able to push the consumers with ads in regard to purchases. As such, these companies should highlight aspects that are important to the cohorts, defined by segmentation criterias, such as: females; 14-22 years; price; discount, sales etc. Moreover, as we know this generation is disposed to using the same websites, and find credibility crucial, so it is important to include information about the company's credibility. As such, for unknown companies to target Consumer Z, they have to focus on promoting their credibility or highlighting it on their websites in order for Consumer Z to consider a purchase on their website. Additionally, the reason why unknown companies should care about conducting targeted marketing, is because Koufaris (2002) found that emotional and cognitive feelings for online consumer visiting a new Web-store for the first time, can influence the consumer's intention to return to the site, and furthermore the likelihood to make unplanned purchases on the site in the future. As such it is important for these unknown companies to catch Consumer Z's attention, and ensure they feel trust in the website as they still have the possibility to get the attention of this generation and to make purchases.

It is furthermore important to conduct ads at the offline stores, as we know those who spend most money on clothes are placed in the same town as their preferred shopping

place. This means they probably should be exposed with ads based on offline stores from their geographical placement. Furthermore, we found that ads based on sales leads to more impulse purchases, as such we suggest to increase the ads for Consumer Z during sales, as this will probably lead to more profit for the companies. The GPS function will be necessary to use in order to ensure the ads suit the consumers' geographical placement. Additionally, it should be mentioned that even though Consumer Z might find the clothes attractive, especially the females, they may wait up to a week before purchasing it. This makes the tracking and targeting even more important in regard to following up on the expected purchase, by pushing them with ads, based on the clothes they have been looking at. This in order to ensure the transaction happens.

Argumentation for the marketing strategy

The reason for recommending tracking based on Consumer Z's seeking and purchasing behavior is because we know Consumer Z are influenced by ads when it is in the same category as clothes they already use, such as a brand. Moreover, they get influenced if the ad is based on something they already have been looking at. By using tracking it is thus possible to know what kind of clothing each consumer seeks and purchases, and expose them to relevant ads in which they probably will get influenced by, as Ryan (2017) and Binggeli (2017) state this is the only effective way to get the consumer's attention. Additionally, they would be influenced if it is a good deal, in which the companies will have the ability to influence with ads, targeting those segments who focus on the price, sales, discounts, good offers etc.

By incorporating these guidelines into the digital marketing strategy and by targeting the ads as much as possible to each person in Consumer Z, in order to catch their attention, the companies will bend the control, in which the consumers hold in their seeking and purchase process. An example of how the process will look like, is illustrated in the model below.

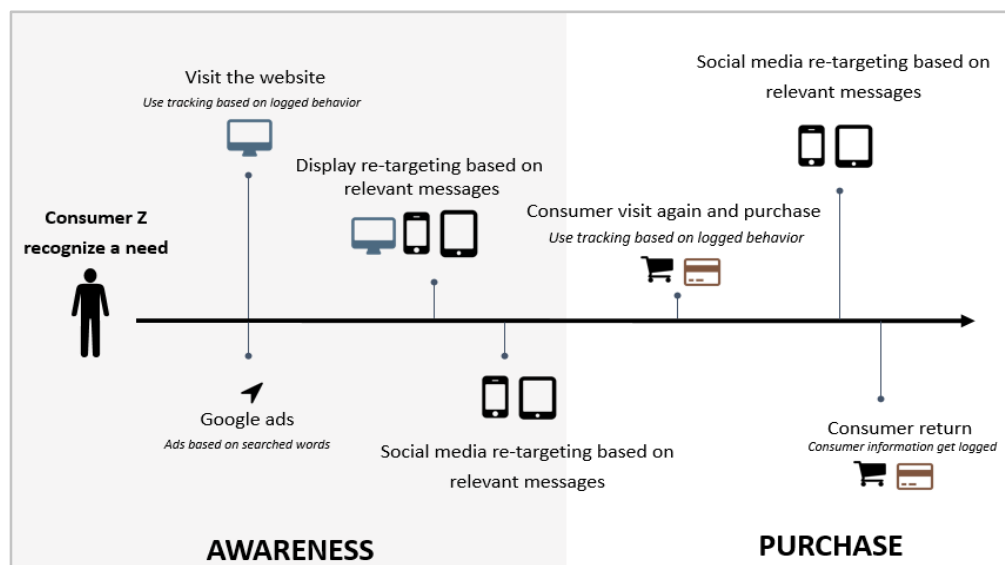


Figure 6.2: Strategy model

Additionally, it should be mentioned that the ads mostly should be exposed in the beginning of the month, as Consumer Z purchase clothes when they have the money. We identified the optimum time to be at the beginning of the month, since they have a

relatively small disposable income a month, and we thus assume the money might run out before the end of the month.

Moreover, all digital ads can be used outside the smartphone and computer, as we know from Group M (Personal Communication, September 2nd, 2016), the future will make it possible to use the pylons on the streets, on the train stations etc. to for digital ads. As such it will be possible to target the ads based on a specific time or so, in which the companies know the target group is in the area, and thus present ads on the pylons targeted to them. This will make it possible to use digital ads in order to influence consumers to visit the offline stores. Furthermore, according to Group M (Personal Communication, September 2nd, 2016) the future will lead to watching broadcast TV in a new way, meaning that Smart TVs will allows the companies to track the Smart TV users behavior, e.g. based on their smartphone and their common tv habits, in order to expose them to relevant ads on their TVs. MEC (2016) support this, as they say: *"You have 5, max 8, seconds to show your relevance to generation Z (...) It places great demands on the development and design of the content the influencer creates, because it must be relevant and captivating"*. By doing this, the users or future consumers will only get exposed to relevant ads to them on the TV. Furthermore, the future of digital marketing will include machine learning, which gives companies some new options in regard to conducting targeted ads. We will discuss this more in depth, in the following chapter.

Lastly, in general companies should focus on conducting targeted marketing, based on tracking on the consumers' behavior (machine learning), in order to make the ads as relevant as possible for each consumer. The above presented findings can thus be used as a guideline in order to conduct tracking points and segmentations criteria for the ads. We are however aware of these guidelines are based on our sample size, which means other studies with a greater sample size could result in other guidelines. As such we cannot guarantee that our guideline recommendations hold for other investigations, or tasks within other aspects of the consumer's shopping behavior. However, the results can be used in order to conduct guidelines in which somehow outline the consumer behavior within clothes shopping, and thus how to conduct marketing for Consumer Z.

Chapter 7

Discussion & conclusion

In this thesis, we have examined how a better understanding of Generation Z's online and offline consumption behavior can help improve advertising targeted to this generation. More specifically, we have investigated their online and offline information seeking-, and purchase behavior of Generation Z in regard to clothes, by looking at their consumer behavior. In addition, we formulated the following problem statement:

PS *How can a better understanding of Generation Z's online and offline consumption behavior, help us improve advertising targeted to this group?*

In the following sections, we will thus conclude the findings by answering our four main research questions and deliberating on our hypothesis, which can be found in Section 1.3. As such, in Section 7.1, addresses the research questions and the hypothesis, while we in Section 7.2 will summarize the empirical and theoretical contributions. Furthermore, in Section 7.3, we conclude this chapter by offering future research directions.

7.1 Answering the research questions

In order to answer our problem statement, we formulated four research questions. In addition, we formulated seven hypotheses as well. In this section, we will summarize the findings of the research questions, and outline whether or not our hypotheses were validated.

The first two research questions focused on what the characteristics of the online and offline consumption behavior of Generation Z was:

- **RQ1** What are the characteristics of the online consumption behavior of Generation Z?
- **RQ2** What are the characteristics of the offline consumption behavior of Generation Z?

In answering our first two research questions, we hosted two focus group interviews that provided us with background knowledge about Generation Z. The background knowledge along with related work about consumption behavior in general provided us with information that led to the creation of an online survey. Through the survey, we found that Generation Z in general are very price- and quality-conscious, which both applies to their online and offline consumer behavior. Because of the price-consciousness, they primarily purchase clothing when they need it, when they have the money for it, or when there is a sale. Moreover, they tend to purchase their clothes online because of the lower price, of offers/discounts, the ease to compare products, and the selection of options available on the websites.

In addition, they choose to purchase offline, because they can try the clothes on, lower prices, and because they can get the item immediately. These factors can, to a higher or lower extent, also be found within the age and gender cohorts. Moreover, online, Generation Z will tend to use the same websites every time and the platform Instagram, while the age and gender cohorts more or less will tend to use search engines, browsing, Facebook, blogs, and YouTube. Offline, Generation Z tend to walk from store to store or to specific stores. Furthermore, Generation Z will mostly purchase online within a week, after seeing a specific item, while offline they will purchase immediately or within half an hour. The male cohort however have a tendency to both purchase online and offline immediately or within a week, while the females have a tendency to purchase clothes right away or within half an hour offline, whereas online they wait between a few hours or up to a week before they purchase the clothes. The age cohorts exhibit a variation in purchasing clothes immediately to once a week both offline, while offline they have a variety of purchasing clothes within 24 hours up to a week.

On the basis of these results, we conclude that Generation Z's online behavior builds on:

1. In genera, mainly use the same websites every time and Instagram. While the age and gender cohorts to a higher or lower extent use search engines, Facebook, YouTube, blogs, and browsing.
2. Purchase online within a week after seeing a specific item, which varies within the cohorts.

Generation Z's offline behavior builds on:

1. Walking from store to store every time or to specific stores.
2. Purchase offline immediately or within half an hour, which varies within the cohorts.

Furthermore, it can be concluded that the important aspects of cost and quality-consciousness are considered the same behavior both online and offline.

Additionally, we also had some hypotheses about Generation Z, which we have been able to answer through the online survey. In addition, we will present, discuss, and conclude whether or not the hypotheses are true. We formulated the hypotheses to go more in-depth with the online and offline consumption behavior of Generation Z. This is because we believe that growing up with technology has influenced the way that the internet is used. As such, hypotheses 1 and 2 were formulated:

- H1** Generation Z is highly influenced by technology and use the internet to search and browse in relation to purchasing items
- H2** Generation Z use search engines online in order to search for specific items

We deducted that Generation Z is highly influenced by technology, as 97% of the participants state they use social media several times a day. Furthermore, many of the participants search for information and inspiration more than once a week or once a week, which applies both to their online and offline behavior, which means Generation Z is using the internet for more than just social media. Furthermore, in relation to searching for information and inspiration, this generation uses social media platforms,

websites, search engines, and browsing from website to website, which means this generation is highly influenced by technology, and what the internet has to offer. As such, we conclude that H1 and H2 is partly true, as some of Generation Z uses a lot of time on social media, and spends a lot of time online in order to seek for information in regard to clothing. Additionally, they are not browsing as much as they use the same websites, which makes H1 partly true. However males and the 17-19 year olds use search engines in relation to seeking for information and inspiration about clothes. However, Generation Z as a whole will tend to use other possibilities as well, which again makes H2 partly true.

Furthermore, we formulated a hypothesis about Generation Z having a tendency to search for inspiration online:

H3 Generation Z has a tendency to get inspiration online

In relation to the tendency Generation Z has to finding inspiration online regarding clothes, we observed that this Generation searches for information and inspiration online. Moreover, females and the age cohorts 14-16 and 17-19 to a higher extent search for inspiration and information online, rather than males and the age cohort 20-22. However, there will be some males who search for inspiration and information to the same extent as females and age cohorts of the 14-19 year olds. Our findings also show that 15% never search for information or inspiration online, whereas 2% do not partake in offline information seeking. As such, we conclude that H3 is only partly true, as we see a great amount of participant, who search for information and inspiration online, but some will search offline.

In addition, we formulated a hypothesis about Generation Z purchasing products more frequently offline than online, because we assumed that they wanted to get the clothes right away:

H4 Generation Z has a tendency to purchase their products offline (because they want something physical and do not want to wait for it)

Through the survey, we found that Generation Z tend to purchase clothes offline. Some of the factors for why this generation chooses to purchase offline is because they can try the clothes on before purchasing it, because they easily can compare the price, and because they can get it right away. However, a greater amount of those surveyed will tend to purchase online, because of a cheaper price, because of offers/discounts, because it is easy to compare products, and because of selection options on the websites. However, some of the cohorts (females, 14-16, and 17-19) more than other cohorts (males and 20-22) will tend to purchase online, which makes H4 partly true because Generation Z as a whole, has a tendency to purchase both online and offline.

Additionally, we also formulated H5 about Generation Z getting their inspiration from social media platforms:

H5 Generation Z get a lot of their inspiration from social media platforms

In relation to that, as mentioned earlier in this chapter, 97% of the participants use social media several times a day, which makes it possible to say, that Generation Z get a

lot of inspiration from social media. We amongst other found, that Generation Z specifically but not exclusively use Instagram, while the cohorts more or less use Facebook, blogs, YouTube, and Instagram. In relation to that, H5 is true.

Furthermore, we formulated a hypothesis stating that Generation Z is more predisposed to shop online if they live more than 30 minutes away from their preferred shopping place:

H6 Generation Z is more predisposed to shop online if they live at least 30 minutes away from their preferred shopping place

Through the survey, we found that 61% of the participants are shopping online and live at least 30 minutes away from their preferred shopping place. Additionally, 22% of participants live in the same city as their preferred shopping place, and still shop online, which also means only 7% of the participants live in the same city as their preferred shopping place and do not shop online.

In relation to that, we could correlate the behavior with the study by Mint (2013) who outlined that up to 60% of the online sales are coming from smaller towns. Meaning that Generation Z fits into this behavior, as a greater part of Generation Z purchase clothes online, when they live some distance away from their preferred shopping place. On the other hand, the study by Stevens (2016) state, that up to 73% of the consumers today, in the retail industry, prefer online shopping instead of wasting time traveling to the offline stores. This might be the reason in this case as well, in regard to why the participants who live in the same city as their preferred shopping place still shop online. Therefore, we can conclude that H6 is false.

The third research question focused on defining Generation Z within the shopping typologies by Kau et al. (2003) and Ganesh et al. (2010), in order to categorize their behavior:

RQ3 What kind of shopping typology would Generation Z be defined as?

After having formed the profilings of Generation Z and its cohorts, we defined them within the shopping typologies of Kau et al. (2003) and Ganesh et al. (2010).

We amongst others found that Generation Z and its cohorts could almost fit within all the shopping typologies by Kau et al. (2003) and Ganesh et al. (2010). As such, we conclude they can be defined as; On-Off shoppers, Traditional shoppers, Comparison shoppers, Dual shoppers, Destination shoppers, Bargain seekers, Basic shoppers, Apathetic shopper and Shopping enthusiast. However, none of the participants in this study can be categorized as E-laggards, as they all have some sort of interest in online information seeking.

Because Generation Z suit that many different typologies based on their behavior, we decided to create a new shopping typology, based on Generation Z and the cohorts' consumer behaviors, which we called Consumer Z shoppers. The behavior includes all the important elements within the different phases of the consumer decision process, in order to suit the generation the best. The definition can be found in section called "New typology" in Chapter 5.

The fourth research question focused on the implications for advertising to members of Generation Z, which is based on a marketing strategy:

RQ4 What are the implications for advertising to members of Generation Z?

In relation to answering this research question, we used GroupM and MEC to get background information about targeted-, and personalized ads, while including related work in the field about digital advertising. Furthermore, we used the profiling of Consumer Z in order to recommend implementations that companies could use when promoting to Consumer Z.

As such, we conclude that companies have to consider Consumer Z's online and offline information seeking and purchasing behavior, in order to catch the generations' attention in the information seeking process. Moreover, the strategy should be to promote on social media platforms such as Instagram, Facebook, YouTube, and blogs. The ads should be directed to the individual consumer and contain ads in the same category as websites they already visit, specific words they search on and brands they use. Furthermore, it should focus on the price of the product, a good deal or discount to catch their attention. Moreover, companies should use GPS technology in order to know where in the country the consumers are, and thus target them with relevant ads based on their geographical placement, which makes it possible to expose them to relevant ads of offline stores. Furthermore, they have to conduct segmentations (age, gender, behavior etc.) in order to target the right consumers with the right ads. As such, all cohorts within Consumer Z will be influenced by social media and ads for good offers on clothes, based on their needs, which we assume will have a chance of increasing conversions. Moreover, we know that the generation is predisposed to purchasing products they are targeted to, either because it is something they have already been looking at or because it is a product in the same category as they already use and more so if it is a good deal. This furthermore includes both online and offline. Because of that, hypothesis 7 was also answered:

H7 Generation Z is more inspired to purchase products they are targeted to online

Thus we can conclude that H7 is true, as they get inspired by targeted online ads, but furthermore also get inspired by offline ads.

7.2 Summarization of the contributions

In this thesis, we performed an investigation into Generation Z's online and offline consumption behavior in order to recommend future possible implementations for advertising to members of this generation. Below we will list the two contributions we have conducted to the research field.

1. We examined the online and offline consumption behavior of Generation Z in regard to clothes, by making Generation Z self evaluate their behavior through an online survey.
2. We made an outline of the implications for advertising to members of Generation Z by examining the behavior and evaluated how it was possible to advertise to members of this generation.

7.3 Future research directions

In any research there is room for future improvement, which also applies to this thesis. While we have covered many aspects of Generation Z's consumption behavior in relation to clothes shopping, we believe there are many aspects within the shopping behavior of Generation Z, that needs to be researched in the future. As such, we found eight different aspects which could be considered in future research when studying Generation Z.

Other investigation areas within this thesis

We found that Generation Z is using the same websites, search engines, and Instagram, when searching for information or inspiration online. However, we did not find out if this generation always goes to the same stores when shopping offline. Therefore, there is a possibility to investigate if Generation Z always go to the same stores offline or if they go through all stores in order to get the information or inspiration they want. A future research area could thus be to track the consumer footfall and investigate the offline shopping experience.

In addition, another important aspect to investigate is the reason as to why Generation Z primarily use the same websites, Instagram, and search engines. Rowlands et al. (2008) found that Generation Z rely very much on search engines because of lack critical and analytical skills, which to some extent could be true as the participants in this study are using search engines but was not explicitly tested. Therefore, it could be interesting to investigate the reason for their choice of resource in order to find out if generation Z is operating by habit or if they lack critical and analytical skills. Moreover to figure out, if they actually find what they are searching for, which support their research skills or lack hereof. This furthermore has implications for theories on information seeking and processing and practical implications for companies to intervene in the search process.

In relation to Wilson's (1981) ISB, we did not use the barrier stage of his model in order to find barriers in Generation Z's information seeking behavior. This could however be an avenue to investigate, as with this knowledge we could find out why Generation Z choose not to search for information or inspiration when having a need for it.

Furthermore, we found that almost half of Generation Z does not need feedback on their clothes purchases. We speculated that this could be because this generation spends a lot of time on social media, and thus are influenced by the material the internet is providing them. As such it could be interesting to investigate, if indeed this generation are getting their feedback through social media or other places, and to figure out if this is the reason why they do not need feedback in general. Furthermore, it could be interesting to investigate why 15% of the generation never need evaluation of their clothes, purchased online. We assume it could be because they either choose to purchase offline or do not in general know what they want to seek information about, but it could be an interesting point to investigate, with implications for psychological behavior, peer to peer interaction and feedback roles. In addition, we furthermore found that some types of clothing, both for the males and females, that is more important to get feedback on

rather than other. As such, it could be interesting to investigate why these types of clothing is more crucial to get feedback on.

Another possibility would be to test our findings by exposing Generation Z to direct marketing that contains the findings from this study. This is in order to find out if generation Z are more predisposed to purchasing when receiving what they state is more relevant marketing.

Other research areas within the field

Additionally, we wanted to outline other areas of future research that could be done in relation to investigating Generation Z.

According to Rosen et al. (2010) and Dorsey (2016) Generation Z is a less investigated generation, which in general makes research within this area important, as this generation will determine how any other subsequent generations will use technology. Therefore, it is essential to conduct more research about this generation and their behaviors within different areas, in order to understand the challenges they bring along with the opportunities in consumption.

Moreover, another research area within Generation Z could be to investigate their participation or lack thereof in qualitative studies such as interviews or observation analysis. This, as we found Generation Z to be a very difficult generation to get involved in qualitative research, which we assume is because larger parts of this generation's communication is not face-to-face (Rosen et al., 2010). In order to accommodate this problem, future work could thus cover the investigation of how to get Generation Z into participation of future qualitative research in regard to investigations like this study. This is crucial as this generation will become even more popular to conduct research within, which makes it important to involve this generation more physically in research, and not only through electronic methods.

Moreover, we have also been looking at the way machine learning by companies additionally will be used in order to conduct personalized marketing. Aside from the way machine learning is already being used (cf. Chapter 6), machine learning is now beginning to be used to more than just tracking and targeting. With the computers, companies are now able to find patterns in millions of people's feelings in real time, based on texts, emojis and sensory data from offline stores, and in that way predict peoples' behavior (Cordth, 2016). Moreover the computer automatically learns from its own mistakes (Hansen, 2017). Machine learning furthermore enables us to conduct recommendations on for e.g. targeted ads based on the consumer's behavior, instead of having humans to do this job.

As such, with these patterns, companies will know what to expose people to, based on their behavior both online and offline. The knowledge machine learning can provide is information that humans will have trouble doing or in general take a much longer time in doing. As such, machine learning can be used both in the digital and physical world, based on available data from the Internet and real life. Future work could thus be, to include machine learning in combination with studies like the one of this thesis, in order to compare if the findings are the same, or if computers bring new knowledge into play,

in which the investigators have not been able to foresee. Moreover, by using machine learning in studies, the amount of data will be based on much larger samples, which makes the study much more valid, than is currently possible. Additionally, marketing companies should in the future include machine learning, as they can predict the consumer's consumption behaviors, however this is still under development, which means the outlook for implementing these options is not yet possible.

Chapter 8

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Chapter 9

Appendices

Appendix A: The statement by ABC Hansen & Cordth

Appendix B: Search log

Appendix C: Consent form

Appendix D: Preliminary questionnaire for the focus group interviews

Appendix E: Interview guide for the focus group interviews

Appendix F: Transcriptions of the focus group interview A & B

Appendix G: Meaning condensation of the focus group interviews

Appendix H: Survey questions

Appendix I: Pilot test, answers and suggestions for improvement of the survey

Appendix J: Facebook posts

Appendix K: Instagram posts

Appendix L: Mail recruitment

Appendix M: Raw data from the survey

Appendix N: Notes for the survey results