

Rowan University

Rowan Digital Works

Theses and Dissertations

2-4-2013

Why do we just do it: a study of adolescents' influences for Nike sneakers

Kyle Gallagher

Follow this and additional works at: <https://rdw.rowan.edu/etd>



Part of the [Public Relations and Advertising Commons](#)

Recommended Citation

Gallagher, Kyle, "Why do we just do it: a study of adolescents' influences for Nike sneakers" (2013).
Theses and Dissertations. 494.
<https://rdw.rowan.edu/etd/494>

This Thesis is brought to you for free and open access by Rowan Digital Works. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Rowan Digital Works. For more information, please contact graduateresearch@rowan.edu.

**WHY DO WE JUST DO IT: A STUDY OF ADOLESCENTS'
INFLUENCES FOR NIKE SNEAKERS**

by
Kyle M. Gallagher

A Thesis

Submitted to the
Department of Public Relations
College of Communication
In partial fulfillment of the requirement
For the degree of
Master of Arts
at Rowan University
November 20, 2012

Thesis Chair: Joseph Basso, J.D., Ph.D., APR

© 2012

Kyle M. Gallagher

Dedication

This thesis is dedicated to my family and loved ones. Their faith in my ability to overcome all of life's challenges has given me the strength to continue my education in pursuit of a fruitful career. I feel blessed to have such supportive people in my life and could not have completed this thesis without them.

Acknowledgements

Without the help of many people along the way, I would never have been able to complete this thesis. First, I'd like to thank all of the boys who participated in my survey. I realize how many activities and time constraints they are under, so I truly appreciate their time and effort. Secondly, I would like to thank my colleagues who assisted moderating the focus group session.

Last and most importantly, I would like to thank my thesis advisor, Dr. Joseph Basso. Whenever I needed assistance or direction throughout this entire process, Dr. Basso was always available to me. For that, I am eternally grateful.

Abstract

Kyle Gallagher

WHY DO WE JUST DO IT: A STUDY OF ADOLESCENTS'
INFLUENCES FOR NIKE SNEAKERS

2010/12

Joseph Basso, J.D., Ph.D., APR Master of Arts in Public Relations

The purpose of this research project is to examine the motivations, influences and purchase-decision behavior of adolescent boys regarding athletic footwear and apparel. Due to its supremacy in the athletic apparel and equipment industry, the author focused on Nike during this study. The researcher collected a convenience sample of fifteen adolescent boys residing in Southern New Jersey to participate in a focus group session and telephone interviews, and complete a 24-question survey. The researcher segmented the population into three groups, using age ranges as the parameters. Group A consisted of five boys ages 10-12 years old, Group B consisted of five boys ages 13-15 years old, and Group C consisted of five boys ages 16-18 years old. The data collected in the original research, in addition to the secondary research, suggested that key influencers and marketers influence younger adolescent males more easily than older adolescent males as consumers of athletic footwear. In addition, adolescent male consumers, regardless of age, prefer accessing the Internet over any other medium to learn more information about a particular product. When advertising to this target market, marketers should elicit two-way communication to be the most effective.

Table of Contents

Abstract	v
Table of Contents	vi
List of Figures	x
List of Tables	xii
Chapter 1: Introduction	1
Statement of Problem	3
Procedure	4
Purpose of Study	4
Research Questions	5
Hypothesis	6
Limitations	6
Definition of Terms	8
Chapter 2: Literature Review	13
Understanding Youth Consumers	13
Persuading Youth	15
Sports Consumers	19
Nike	21
New Media	23
The Internet	23
Mobile	27

Table of Contents Continued

Viral	29
Social Media	30
Targeting Youth Market	32
Market Selection	33
Message Design	34
Channel of Communication	36
Influencer	36
Feedback	40
Chapter 3: Methodology	44
Research Design	44
Analysis of Secondary Research	45
Data Collection	46
Data Interpretation	48
Summary	48
Chapter 4: Results	50
Quantitative Analysis- Survey	50
Question #1	52
Question #2	53
Question #3	54
Question #4	55

Table of Contents Continued

Question #5	56
Question #6	57
Question #7	57
Question #8	58
Question #9	63
Question #10	66
Question #11	67
Question #12	68
Question #13	69
Question #14	70
Question #15	71
Question #16	72
Question #17	73
Question #18	74
Question #19	75
Question #20	76
Question #21	77
Question #22	78
Question #23	79
Question #24	80

Table of Contents Continued

Qualitative Analysis- Focus Group & Interview	81
Favorite	81
Sneakers	83
Influencers	85
Traditional Media	86
New Media	88
Nike Brand	90
Chapter 5: Summary, Conclusions, Recommendations	92
Summary	92
Conclusions	93
Hypothesis 1	93
Hypothesis 2	94
Hypothesis 3	95
Hypothesis 4	95
Hypothesis 5	96
Recommendations	99
List of References	101

List of Figures

Figure	Page
Influencers When Buying Sneakers	52
Pairs of Shoes Owned	53
Source of Money to Buy Sneakers	54
Daily Hours Spent on Facebook	55
“I Share Videos I Like With Friends and Family”	56
“I Purchase Sneakers in a Store”	57
“I Purchase Sneakers Online”	57
Frequency, Ages 10-12	60
Frequency, Ages 13-15	61
Frequency, Ages 16-18	62
Brand with the Best Logos	65
“Where I First Saw Kobe’s Video”	66
“How I First Saw Kobe’s Video”	67
“Kobe’s Endorsement Makes Me Want Nike”	68
“I Will Share Kobe’s Video”	69
“Where I First Saw LeBron’s Video”	70
“How I First Saw LeBron’s Video”	71
“LeBron’s Endorsement Makes Me Want Nike”	72
“I Will Share LeBron’s Video”	73

“Where I First Saw the Human Chain Video”	74
“How I First Saw the Human Chain Video”	75
“The Human Chain Video Makes Me Want Nike”	76
“I Will Share the Human Chain Video”	77
“Have You Visited NikeiD?”	78
“Have Your Purchased Sneakers on NikeiD?”	79
“Sneakers I Prefer to Buy”	80

List of Tables

Nike 'Swoosh' Word Association (Age Group: 10-12)	59
Nike 'Swoosh' Word Association (Age Group: 13-15)	60
Nike 'Swoosh' Word Association (Age Group: 16-18)	61
Best Logos (Age Group: 10-12)	63
Best Logos (Age Group: 13-15)	64
Best Logos (Age Group: 16-18)	64

Chapter 1:

Introduction

In 2003, LeBron James, a high school basketball player from Akron, Ohio opted to skip college to sign a multi-million dollar contract out of high school. The NBA's top drafted rookies earn multi-million dollar contracts every year. In 2003, all rookies selected in the first-round earned at least a \$2.5 million base-salary for a 3 year-contract (Rovell, 2003). What makes James' deal remarkable is that he signed it with an athletic-shoe manufacturer rather than an NBA franchise. Yet to be drafted into the NBA, Nike signed James at 18-years-old to a seven-year endorsement deal eclipsing \$90 million (Dohrmann, 2003). The media shortly thereafter adopted a nickname for James –King-- coincidentally appropriate to the size of James' Nike deal.

Nike ousted market-share competitors Reebok and Adidas for James' endorsement. Along with the money, Nike's deal promised James his own shoe-line and athletic apparel (Jet, 2003). NBA analysts felt James was the consensus number one overall pick in the upcoming draft. James was only the second player in NBA history to be drafted number one overall straight out of high school. Nike, Reebok and Adidas all saw more than James' on-court potential; they saw hype (Satterfield, 2003). Nike offered the richest initial endorsement-contract in sports history (Jet, 2003).

Nike, the worlds' largest athletic apparel supplier, saw its 2010 fourth quarter fiscal-statement increase by eight percent for a total of \$5.08 billion (REUTERS,

2010). Sportswear and equipment supply companies such as Nike seek out top athletes from various sports around the world to endorse their brand (Bradish, Stevens & Lathrop, 2003). Since sports appeal to a cross-section of demographic profiles, it is essential to target every specialized market.

Corporate branding connects consumers with products on a personal level hoping to build long-term relationships. Creating loyalty among consumers helps solidify a brand's long-term success. Nike looks for endorsers to be role models, keep a positive image, perform at the top of their game and represent their brand (Tsao & Steffes-Hansen, 2008). If an endorser misrepresents an organization, the negative publicity reflects the organization as a whole and damages the brand image. If a brand fails to connect with its consumers, the organization's longevity is at stake.

The key to building relationships, persuading consumers and learning is communication (Tsao & Steffes-Hansen, 2008). Today's consumers favor brands that engage in a two-way symmetric relationship instead of one-way messages (Tsao & Steffes-Hansen, 2008). In advertising, marketers' empathy toward their target market determines success. Marketing research, regardless of the consumer, garners this ability.

As technology evolves, so too has advertising (Wood, Taks & Danylchuk, 2008). Whenever technology advanced, from newspapers to magazines, radio to television, computers to smart phones, advertising was quick to follow (Wood, Taks & Danylchuk, 2008; Laszlo, 2009). Through new media, brands can concentrate

marketing tactics to an extremely specific target market (Laszlo, 2009). Companies that keep up with current technological advancements maximize technology's potential capabilities (Wood, Taks & Danylchuk, 2008). Tracking, impressions, SEO, CTR, provide faster feedback than ever before (Wood, Taks & Danylchuk, 2008; Laszlo, 2009).

Statement of Problem

Although teenagers are difficult to target, they are an emerging consumer market. Once an overlooked market, teenagers spend \$153 billion annually (Bush, Martin & Bush, 2004). 15 to 19-year-old American teenagers, nicknamed "Generation Y", make up the largest age segment surpassing Baby Boomers (Tsao & Steffes-Hansen, 2008). Other nicknames include: "Generation @", "Generation M", "The Millennial Generation".

Marketers overexpose today's youth to multiple marketing-ridden media (Livingstone, 2003; Holguin, 2005). Marketers' multidimensional strategy thoroughly segments youth based on demographic or psychographic data (Wood, Taks & Danylchuk, 2008). In regards to adolescent boys, certain media sources are more informative and persuasive than others (Laszlo, 2009). Media buying is misguided due to a lack of formal research in the area (Ruggiero, 2000).

Procedure

To evaluate adolescent boys' motivational factors and influences regarding athletic footwear and apparel, the researcher compiled a nonrandom sample of adolescent boys residing in Southern New Jersey. The population under study consisted of five adolescent boys ages 10-12 years old, five adolescent boys ages 13-15 years old and five adolescent boys ages 16-18 years old. To collect qualitative data, the researcher conducted a focus group and telephone interviews. To collect quantitative data, the research distributed a survey to each of the groups in the population.

Purpose of Study

Today's youth are exposed to a multitude of media (Livingstone, 2003). Advertisers previously blanketed markets with a universal advertising campaign (Wood, Taks & Danylchuk, 2008). These blanketed ads appeared on television, magazines, newspapers or radio (Wood, Taks & Danylchuk, 2008). Today's advertisers must choose from more media-platforms than ever before (Wood; Taks; Danylchuck, 2008).

In a 2003 Public Relations Tactics article, NASA Senior Public Affairs Officer Gretchen Cook-Anderson addressed the struggles advertisers face when targeting young consumers. According to Cook-Anderson (2003), the American youth market must further be stratified according to race, ethnicity, region, socioeconomic status,

age and gender. Therefore, the researcher attempted to ascertain the best strategies to persuade, inform and overall influence this market when purchasing athletic shoes.

Research Questions

The researcher will focus on the following research questions:

Q1- What is the most important principle marketers should incorporate into athletic-shoes' marketing message design for male consumers ages 10-18?

Q2- Which group is most influential in purchase-making behavior for male consumers ages 10-18?

Q3- As prepubescent boys enter adolescence, what influencers change in importance for purchase-making decisions?

Q4- For male consumers ages 10-18, which medium is most informative for Nike's athletic shoes?

Q5- For male consumers ages 10-18, which medium is most persuasive for Nike's athletic shoes?

Q6- Where should marketers buy the most media to best influence purchase-making behavior in male consumers ages 10-18?

Hypothesis

The researcher will accept or reject the following hypothesis statements:

H1- Creativity, defined by originality, expressive, and imaginative elements, is the most important principle marketers should incorporate into athletic-shoes' marketing message design for male consumers ages 10-18.

H2- As males age from pre-teens to adolescents, the targets' most influential group regarding athletic footwear shifts from parents to peers in a direct positive correlation.

H3- For male consumers ages 10-18, online is the most informative medium for athletic footwear.

H4- For male consumers ages 10-18, television is the most persuasive medium for Nike's athletic shoes.

H5- Younger male adolescents are more easily influenced and susceptible to marketing tactics than older male adolescents.

Limitations

The researcher conducted the study with limited resources, time and funding. Therefore, the researcher was forced to use a convenience sample involving boys, within the age parameters, residing in Southern New Jersey. In addition, due to various restrictions and difficulties present when conducting a study involving

minors, the researcher used a different primary research methodology for two of the groups. In the secondary research analysis, the researcher's limited capabilities and resources will allow the researcher to evaluate only new media.

Ethical issues arise whenever minors are involved in a research study. However, before conducting the study, the author secured parental consent forms. In addition, parents were prohibited during the focus group's conduction to avoid the possibility of research bias. Under the ethical guidelines for research, minors can only be studied for a short period of time. Independent variables unaccounted for during the focus group session could impact data collection. Therefore, reliable data depends heavily on the moderators' ability and training to adapt to any unanticipated events.

Persuasion is the study's most difficult measurement to gauge. The act of persuasion happens subconsciously. However, by cross-referencing the secondary analysis with the primary research's findings, the researcher will infer levels of persuasion.

A formal sample selection is impossible due to limited funding and resources. Therefore, results and conclusions cannot be generalized to the universe. In its place, the author will rely on a convenience sample.

Definition of Terms

Basic Research- conducted to increase our understanding of fundamental principles.

May lead to applied research over time (Jugenheimer, Bradley, Kelley & Hudson, 2010)

Convenience Sample- nonprobability sampling method, used during the preliminary

research stages to collect general information about the research topic, typically conducted where large numbers of people at shopping malls, school, churches, athletic events, or conventions (Jugenheimer, Bradley, Kelley & Hudson, 2010)

Cross-tabulations- analysis of a set of questionnaire responses with another set(s)

to make factual findings about either set in relationship to another (Bagin & Fulginiti, 2005)

CTC (Click-Through Rate)- average number of clicks through an online

advertisement per hundred ad impressions, expressed as a percentage (marketingterms.com, 2010)

Dependent Variable- changes as the result of an independent variable (Jugenheimer,

Bradley, Kelley & Hudson, 2010)

Focus Group- a small number of person gathered are with an interviewer, a

moderator asks a variety of questions, often loosely structured to permit the respondents to interject their own views and opinions (Jugenheimer, Bradley, Kelley & Hudson, 2010)

Formal Research (*Random sampling*)- research using a sample drawn where everyone studied in the universe possesses an equal chance of being randomly selected (Jugenheimer, Bradley, Kelley & Hudson, 2010)

Generation M- 15-to-19 year-old American teenagers; also known as Generation Y or Generation @ (Tsao & Steffes-Hansen, 2008)

Groupthink- individuals providing similar answers and avoiding expressing opinions that are different from those of others (Wood, Taks & Danylchuk, 2008)

Hawthorne Effect- the alteration of behavior by the subjects of a study due to their awareness of being observed (marketingterms.com, 2010)

High-Context Cultures (*Eastern culture*)- enjoy a higher degree of social relations involvement and human-human reciprocal exchanges on the Internet (Ko, Cho & Roberts, 2006)

Hype- a fad, a clever marketing strategy, which a product is advertized as the thing everyone must have, to the point where people begin to feel they need to consume it (Gaskins, 1999)

Independent Variable- changes on its own, not as a result of other factors (Jugenheimer, Bradley, Kelley & Hudson, 2010)

Integrated Marketing Communication- attempt to reach organizations' publics by combining public relations, marketing and advertising into an integrated program (Bagin & Fulginiti, 2005)

Intercept Surveys- structured questionnaire distributed as participants enter or exit a public place (Jugenheimer, Bradley, Kelley & Hudson, 2010. 95)

Impressions- a single instance of an online advertisement being displayed (marketingterms.com, 2010)

Listening Rhetoric- the whole range of communicative arts for reducing misunderstanding by paying full attention to opposing views (King, 2010)

Low-Context Cultures (*Western culture*)- driven by information and convenience interest to go online and experience a higher degree of human-message interactions (Ko, Cho & Roberts, 2006)

Negotiation (*two-way symmetrical communication*)-two-way, dynamic balanced communication model between an organization and its publics, an organization corresponds with its audience to discover mutually beneficial identities for both the organization and its publics (Bagin. Fulginiti, 2005)

Nonformal Research (*Nonprobability Sampling*)- research using a sample in which each member does not have a known chance of being selected (Jugenheimer, Bradley, Kelley & Hudson, 2010)

Personal Interviews- an interviewer asks questions face-to-face with a respondent (Jugenheimer, Bradley, Kelley & Hudson, 2010)

Persuasion (*two-way asymmetrical communication*)- two-way dynamic, unbalanced communication model, between an organization and its publics, organization researches audiences to learn the best messages to use to persuade them to

agree to a proposition the organization already decided (Bagin & Fulginiti, 2005)

Population- encompasses all of the subjects being examined in a study
(Jugenheimer, Bradley, Kelley & Hudson, 2010)

Press-agentry (*propaganda*)- one-way mechanistic communication model in which
an organization draws publicity attention to itself without audience
feedback, and through one-sided messages (Bagin & Fulginiti, 2005)

Qualitative Research- research method describing a situation, population or
database user study such as attitudes and opinions, newspaper clips, etc
without necessarily measuring it (Bagin & Fulginiti, 2005)

Quantitative Research- method to measure information about a population or
database under study such as attitudes and opinions, then quantifying it
(Bagin & Fulginiti, 2005)

Questionnaire- question and answer instrument used in survey studies (Bagin &
Fulginiti, 2005)

Random Sampling- random selection of a sample population from a universe in a
way that each member of the universe has an equal chance to be selected
(Bagin & Fulginiti, 2005)

Rhetoric of Negotiation- the quest for effective two-way symmetrical
communication between an organization and the public (King, 2010)

SEO (Search Engine Optimization)- the process of choosing targeted keyword phrases related to a site, and ensuring that the site places well when those keyword phrases are part of a Web-based search (marketingterms.com, 2010)

Stratified Sample- a sample that guarantees certain population characteristics so the sample resembles the universe as closely as possible, such as demographic or psychographic characteristics (Bagin & Fulginiti, 2005)

Telephone Interview- focused conversation with a target audience to discover information level, prevailing attitudes, and/or behavior about certain issues (Bagin & Fulginiti, 2005)

Traditional Advertising- Organizations marketing a one-way communication to consumers, using media such as newspapers, magazines, television, radio, outdoor or direct mail (Wood, Taks & Danylchuk, 2008)

Universe- Entire population under study (Bagin & Fulginiti, 2005)

Chapter 2:

Literature Review

Understanding Youth Consumers

Up until about nine years old, the preconventional level dominates children's moral development (Kohlberg, 1987). A single-minded introverted thought process changes desires into primary necessities (Goldberg, Gorn, Peracchio & Bamossy, 2003). During the preconventional level, children believe in a fictitious simplicity when purchasing products.

During the subsequent cognitive-developmental level called the conventional level (Kohlberg, 1987), children's introverted reflection and unwavering drive diminish into a more cognizant and rational logic on commercial acquisitions (Goldberg, Gorn, Peracchio & Bamossy, 2003). At this state, children's financially dependent and impatient logic evolve in complexity. Children begin to comprehend that employment generates income, and income facilitates the means to buy and own desired products (Goldberg, Gorn, Peracchio & Bamossy, 2003). In the conventional level, children evolve into young consumers.

The Consumer-Socialization Theory studies youth's process to acquire skills, information and beliefs as consumers (Ward, 1974). The Consumer-Socialization Theory includes five variables: age, social-structure constraints, agent, learning processes and content. In the theory, interactions with social groups such as peers, family and school influence young consumers' purchase-behavior (Lachance,

Beaudoin & Robitaille, 2003). Typically, youth share similar thoughts, feelings, opinions and experiences regarding popular goods and services (Okazaki, 2009).

In 2003, Marvin Goldberg, Gerald Gorn, Laura Peracchio and Gary Bamossy conducted basic research to explain consumer behavior of American Youth. To measure youth's levels of materialism, Goldberg, Gorn, Peracchio and Bamossy (2003) developed a Youth Materialism Scale. The Youth Materialism Scale, also known as the YMS, studied 9-14 year-old boys and girls proportionally sampled by age and gender. The study prompted significant findings.

Youth's shopping frequency positively correlates with youth's level of materialism (Goldberg, Gorn, Peracchio & Bamossy, 2003). The greater the level of materialism, the more impressionable youth are to advertising and promotional influences (Goldberg, Gorn, Peracchio & Bamossy, 2003). In addition, boys tend to be more materialistic in nature than girls (Goldberg, Gorn, Peracchio & Bamossy, 2003). Using the scale, Goldberg, Gorn, Peracchio and Bamossy (2003) compared tendencies between youth exhibiting higher levels of materialism and lower levels of materialism.

When compared to lesser-materialistic youth, higher-materialistic youth tend to shop more frequently, save less money, favor television commercials, credit advertisements' benefits, susceptibly request parents' aid to purchase products, be more impressionable to celebrity-endorsements, respond to in-store and online product promotions more often, have materialistic parents, earn more income per week, enjoy school less, perform worse academically, view future prosperities more

optimistically (Goldberg, Gorn, Peracchio & Bamossy, 2003). The authors found no significant connection between materialism and employment-probability; however, higher-materialistic youth earned more weekly income (Goldberg, Gorn, Peracchio & Bamossy, 2003). In addition, parents view higher-materialistic youth as expert consumers thus leading to a greater influence over families' purchase-making decisions (Goldberg, Gorn, Peracchio & Bamossy, 2003). Therefore, to understand youth's purchase-behavior, advertising research must acknowledge youth's materialistic tendencies.

Persuading Youth

To successfully craft youth targeted messages, marketers must engage adolescents in two-way communication (Tsao & Steffes-Hansen, 2008). Public relations practitioners James Grunig and Todd Hunt developed a model defining the four types of communication between an organization and the public (Bagin & Fulginiti, 2005: 3). In the model, organizations can communicate two forms of two-way communication with the public (Bagin & Fulginiti, 2005: 3). In two-way asymmetric communication also known as the persuasion model, organizations converse with the public to gain compliance with the organization's goals (Bagin & Fulginiti, 2005: 4). In two-way symmetric communication also known as the negotiation model, organizations converse with the public to gain a mutual understanding (Bagin & Fulginiti, 2005: 4).

Executing persuasion includes prominent issues such as insufficient concentration and listening to the opposition or public (Booth, 2004). Booth (2004) feels that organizations invoke public-cynicism when practicing persuasion- also known as “the art of manipulation of audiences.” Children become aware of advertisers’ goals and intentions as they age from preschool to high-school students. (Wright, Friestad & Boush, 2005). At this time, children learn of different marketing tactics and analyze advertisements’ propriety and effectiveness (Wright et al. 2005).

Children’s desire to cope with marketing persuasive techniques increases during late adolescence (Wright, Friestad & Boush, 2005). As adolescence grow increasingly more independent, adolescents’ persuasive abilities become tested more frequently resulting in increased motivations (Wright, Friestad & Boush, 2005). Persuasive involvement in adolescents’ everyday activity includes but is not limited to purchase-decisions, the journey to self-identity, evolving social interactions and encountering more complex persuasive tactics (Wright, Friestad & Boush, 2005). As adolescents become increasingly more aware of marketers’ attempts to persuade, adolescents detect, nullify and remember marketers’ tactics more quickly and efficiently (Wright, Friestad & Boush, 2005).

Moore and Lutz (2000) determined that children’s personal experiences using a product outweigh advertisements’ effects more commonly in younger children rather than older children. To recognize advertisements’ attempt to manipulate, younger children apply learned-experiences less effectively than older children (Moore & Lutz, 2000).

Friestad and Wright (1994) describes a “change of meaning” regarding children’s exposure to advertisements. Advertisements’ “change of meaning” occurs to children as a result of experiences and exposure accumulated over time (Wright & Friestad, 1994). Before the “change of meaning”, children believe advertisements simply exist possessing no ulterior motives (Wright & Friestad, 1994). After the revelation, children understand advertisement’s intent to persuade and identify common features within advertisements to help recognize future encounters (Wright & Friestad, 1994).

Children may view the same television advertisements multiple times thus facilitating children’s revelation and interpretation during subsequent exposures (Wright, Friestad & Boush, 2005). In addition, similar products’ compete advertising in close succession throughout particular television programs thus providing numerous opportunities for children to hone persuasive-coping skills and detect advertisements’ manipulative techniques (Wright, Friestad & Boush, 2005).

Cynthia J. King (2010) claims that organizations should retain their goals while engaging the opposition, which King entitles rhetoric of negotiation. Both ethical and practical, Rhetoric of Negotiation controls certain issues organizations may encounter (King, 2010).

The rhetor, or the party initiating the Rhetoric of Negotiation, conveys a message typically to attain the rhetor’s goals. When the rhetor acknowledges its own implicit goals, the rhetor’s goals become explicit thus allocating an unbiased and impartial empathy of the opposition’s perspective (King, 2010). Organizations practicing

listening-rhetoric research the opposition's perspective to elicit a mutual understanding (King, 2010). Listening-rhetoric evolves the public from the opposition to an ally coordinating efforts to understand and possibly solve mutual problems (King, 2010).

While negotiation does include a self-serving purpose, negotiation is conversational in nature, builds relationships and practices equitable standpoints between both parties involved (Buber, 1970). Organizations successfully executing negotiation can simultaneously exist among competitive businesses while remaining open-minded to opposing mindsets (King, 2010). Rhetoric of negotiation's open-mindedness builds an honest and credible foundation between an organization and the public (King, 2010).

Today's teenagers must cope with new complex and multifaceted advertisements (Wright, Friestad & Boush, 2005). Although teenagers and organizations converse via new media in a two-way communicative relationship (Livingstone, 2008), scarce research has examined teenagers' persuasive-coping abilities regarding new media (Wright, Friestad & Boush, 2005). Marketers administer chat rooms, discussion boards, forums and feedback areas to engage adolescents and develop a trustworthy relationship (Ko, Cho & Roberts, 2006).

Sports Consumers

While younger teenagers play sports and watch television more often, older teenagers have a higher tendency to read books and magazines (Tsao & Steffes-Hansen, 2008). In addition, boys play and watch sports more frequently than girls (Tsao & Steffes-Hansen, 2008). To understand the youth's influencers for sports' apparel and athletic shoes, the researcher must examine youth as sports' consumers, participators and fans (Tsao & Steffes-Hansen, 2008).

Bradish, Stevens and Lathrop (2005) studied 14-17 year-old Canadian adolescence's purchase-behavior as sports' consumers. The study yielded the following findings on teenagers' purchase-behavior with athletic shoes: Teenagers believe an athletic shoe's most important attributes are fit and appearance (Bradish, Stevens & Lathrop, 2005). Teenagers tend to purchase mid-to-high priced athletic shoes (Bradish, Stevens & Lathrop, 2005). From 2000-2001, 14-17 boys' likelihood to spend over \$100 for athletic shoes increased by 4% (Sporting goods manufacturers' association, 2001). Teenagers also prefer running shoes to basketball shoes (Bradish, Stevens & Lathrop, 2005). Teenagers generally buy shoes twice a year (Bradish, Stevens & Lathrop, 2005). They prefer shopping for athletic shoes in stores rather than online (Bradish, Stevens & Lathrop, 2005). When teenagers' enter a sporting-goods store, brand symbols and logos initially attract teenagers' attention (Bradish, Stevens & Lathrop, 2005).

Next, the study examined differences between genders' purchase behavior. Stevens, Lathrop and Bradish (2005) determined that boys independently shop and

feel more comfortable than girls when making purchase-decisions based on price and quality. In addition, boys are more likely to associate products' prices and quality than girls (Bradish, Stevens & Lathrop, 2005).

In the study's final section, Stevens, Lathrop and Bradish (2005) examined connections between male-teenagers' recreational levels and teenagers' purchase-behavior with athletic shoes and sports' apparel. The study yielded the following findings: Generally, peer-influence affects boys' purchase-behavior the most (Bradish, Stevens & Lathrop, 2005). However, boys with high recreational levels indicated self-influence affects purchase-behavior the most (Bradish, Stevens & Lathrop, 2005). Athletic shoes' technical features attract boys with high recreational levels more than boys with low recreational levels (Bradish, Stevens & Lathrop, 2005). In addition, when compared to boys with lower recreational levels, boys with high recreational levels are more likely to spend more money on athletic equipment and wear athletic shoes for alternative purposes other than sports (Bradish, Stevens & Lathrop, 2005).

The previous research suggests a direct positive correlation between boys' sports' participation levels and a willingness to buy expensive equipment. The study suggests a positive correlation between boys' recreational levels and likeliness to purchase sports' apparel and athletic shoes (Bradish, Stevens & Lathrop, 2005). However, boys wear sports' apparel and athletic shoes for recreation as well as style and appearance (Bradish, Stevens & Lathrop, 2005), thus skewing a direct correlation.

Teenagers as a consumer are more informed, critical and perceptive than ever before (Tsao & Steffes-Hansen, 2008). Therefore, teenagers' no longer accept a brand's image at face value (Tsao & Steffes-Hansen, 2008). Compared to the traditional approach, teenagers respond more favorably to two-way communication between brands and their consumers (Tsao & Steffes-Hansen, 2008). Advertising focused on buying products no longer appeals to today's teenage consumer (Tsao & Steffes-Hansen, 2008). Instead, indirect marketing approaches focused on social engagement prove more effective (Tsao & Steffes-Hansen, 2008). Teenagers' positive experiences with a brand result in a higher likelihood to buy the brand's products (Tsao & Steffes-Hansen, 2008). In addition, sports-marketers' must account for regions' behavioral differences and preferences for success (Bradish, Stevens & Lathrop, 2003).

Nike

According to a 2007 study by Viacom's The N Channel, Nike is the most popular clothing-line brand among young males (Hein, 2007). From June to November in 2010, the world's largest athletic shoe and sports apparel supplier, Nike, generated \$8.8 billion in sales. In Nike's dominant market, America, revenue rose to \$1.8 billion (REUTERS, 2010).

Product involvement, technical features, aesthetic appeal and price attract consumers to a particular brand (Bradish, Stevens & Lathrop, 2005). Nike's marketing strategy led consumers to associate the brand with success and winning

(Gaskins, 1999). To accomplish the association, Nike paid successful and highly decorated professional athletes to wear Nike's apparel and equipment and feature the brand's logo- the Nike "Swoosh" (Gaskins, 1999). In addition to branding famous athletes, Athletic-shoe suppliers advertise implemented technological innovations to successfully market products (Gaskins, 1999).

In 1997, Nike's marketing-costs doubled any other market-share competitors' advertising expenses. Nike spent \$900 million, Reebok spent \$400 million and Fila spent \$100 million in athletic-shoe marketing (Vanderbilt, 1998). While athletic-shoes' manufacturing remains similar throughout the industry, marketing distinguishes the product's value (Vanderbilt, 1998).

In addition, industry experts believe hype, not technology or manufacturing, attribute athletic-shoes' elevated costs (Gaskins, 1999). In 1995, the Washington Post analyzed Nike's Air-Pegasus's cost. Although Nike's production costs about \$9 for materials and \$2.75 for labor totaling \$11.75, Nike prices the Air Pegasus at \$70 retail value (Ballinger & Olsson, 1997). In 2001, teenagers were more willing to pay over \$100 than the year prior (Sporting goods manufacturers' association, 2001). In addition, 14 to 17-year-old youth represent 6% of population, but 12% of athletic shoe market (Gaskins, 1999).

In 1980, Nike revolutionized the sports' apparel industry (Bradish, Stevens & Lathrop, 2005). Nike's "It's got to be the shoes" advertising campaign encouraged consumers to wear Nike's athletic shoes as a fashion statement (Bradish, Stevens & Lathrop, 2005). Nike reintroduced sports' apparel that combined athletic

functionality, fashion appeal and lifestyle (Bradish, Stevens & Lathrop, 2005). In 1997, Adidas followed suit and introduced “Snap Pants” and the “Balance Jacket” to the United States (Bradish, Stevens & Lathrop, 2005). The industry applauded Adidas’ crossover campaign when Adidas’ Snap Pants and Balance Jacket generated \$40 million in sales (Bradish, Stevens & Lathrop, 2005). Today, boys wear sports’ apparel and athletic shoes for recreation, style and aesthetic appeal (Bradish, Stevens & Lathrop, 2005).

In 2003, Nike launched another successful global marketing campaign focused on defining heroic traits (Bradish, Stevens & Lathrop, 2003). Nike capitalized on youth’s impressionability regarding professional athletes. Youth identify professional athletes as personal heroes (Wood, Taks & Danylchuk, 2008). Nike exemplified why heroism proves to be a viable tactic when targeting Generation Y (Bradish, Stevens & Lathrop, 2003).

New Media

The Internet

Today’s youth represent the first generation to grow up using the Internet and experience a globally interactive society (La Ferle, 2000). Youth’s tendency to multimedia task and technological addiction inspired the nickname “Generation M” (Holguin, 2005). In addition, youth’s disposition to shop, communicate, produce and live in a digital world inspired the nickname “Generation @” (Hempel, 2005). The

generation's two nicknames summarize the generation's significant relationship with new media.

Youth prefer the Internet's instantaneous access and unlimited wealth of information rather than print channels such as magazines and newspapers (Wood, Taks & Danylchuk, 2008). Most teenagers' feel new media, such as computers, mobile phones and the Internet, improve daily life while only one-third reciprocate feelings toward television (Tsao & Steffes-Hansen, 2008). A direct positive correlation exists between teenagers' time spent on the Internet and teenagers' engagement in online activities (McQuail, 1994). In addition, teenagers' Internet usage and influence over family purchases conceives a positive correlation (Belch, Krentler & Willis-Flurry, 2005). Therefore, according to the researchers, marketers must emphasize research-efforts to understand teenagers' Internet-behavior.

According to Grant (2005), teen motives for Internet-usage include: entertainment, learning for pleasure, leisure, peer communication, product-related research, and the most significant, mood-enhancement. In subsequent research, Tsao and Steffes-Hansen (2008) determined loneliness and research are the two highest motivational factors for teenager's online usage. Since the Internet has integrated into teenagers' socialization, teenagers rely on the Internet more than friends, music or cell phone (Tsao & Steffes-Hansen, 2008). Families, environments and society all impact adolescents' Internet usage (Jung; Kim; Lin; Cheung, 2005). On average, teenagers use the Internet more than seven hours per week (Jung; Kim; Lin; Cheung, 2005). Teenagers' online activities primarily are self-centered as

opposed to technology-based (Livingstone, 2003). In the United States, 57% of adolescents created online content (Tsao & Steffes-Hansen, 2008). In addition, the average teenager regards the Internet as a viable information-source to assist with studies (Jung, Kim, Lin & Cheung, 2005).

Tsao and Steffes-Hansen (2008) studied predictors for American teenagers' Internet usage, Tsao and Steffes-Hansen (2008) studied age's influence on Internet usage when examining differences between teenagers in high school and teenagers in middle school. Teenagers in middle school use the Internet more frequently than high-school teenagers (Tsao & Steffes-Hansen, 2008). Tsao and Steffes-Hansen (2008) determined that younger teenagers more frequently seek entertainment online out of boredom. Older teenagers feel more academic pressure than younger teenagers (Tsao & Steffes-Hansen, 2008). Therefore, older teenagers use the Internet more to research, educate and gather information (Tsao & Steffes-Hansen, 2008). Less-demanding academics and responsibilities allow younger teenagers to primarily use the Internet for socialization and entertainment (Tsao & Steffes-Hansen, 2008).

In addition, younger teenagers experience higher media exposure because younger teenagers watch more television and use the Internet more frequently (Tsao & Steffes-Hansen, 2008). Younger teenagers' elevated media-exposure provides more opportunities for practitioners to implement integrated marketing communications (Tsao & Steffes-Hansen, 2008). For practitioners to successfully target the youth market with integrated marketing communication, tactics must

conjointly evolve with teenagers' maturation through divergent adolescent phases (Tsao & Steffes-Hansen, 2008).

Next, Tsao and Steffes-Hansen (2008) examined media dependency differentiation in teenagers' age and gender. When teenagers' email, instant messaging and Internet are inaccessible, middle school teenagers' felt more deprived than high school teenagers (Tsao & Steffes-Hansen, 2008). Since teenagers usually think more emotionally as they age, high school teenagers agonize more than middle school teenagers when friends, music and cell phones are unavailable (Tsao & Steffes-Hansen, 2008).

Finally, Tsao and Steffes-Handen examined gender's impact on Internet usage. According to Tsao and Steffes-Hansen (2008), boys use the Internet primarily to browse new websites, read about the latest technological advancements, play games, and explore online content. Furthermore, American teenage boys use the Internet more than girls for shopping and entertainment (Tsao & Steffes-Hansen, 2008). Since teenagers desire social acceptance among peers (Livingstone, 2003), the Internet, along with cell phones, provides a communication-platform essential to building peer-relationships (Tsao & Steffes-Hansen, 2008).

In a related study, Ko, Cho and Roberts (2005) studied Internet habits in high-context cultures versus low-context cultures. Ko, Cho and Roberts (2005) determined adolescents in high-context cultures interact more online than adolescents in low-context cultures. Thus, marketers design websites to socially engage adolescents in high-context cultures with chat rooms, discussion boards,

forums and feedback areas (Ko, Cho & Roberts, 2006). Teenagers feel web-surfing abilities require a social skill (Tsao & Steffes-Hansen, 2008). Therefore, product choices became ingrained in teenagers' online communications (Tsao & Steffes-Hansen, 2008).

Mobile

Today, mobile phones dominate teenagers' means of communication (Okazaki, 2009). Teenagers covet mobile devices for daily activities and interaction (De Kerckhove, 2002). Teenagers and college students use mobile-devices and technologies more than any other demographic group (Okazaki, 2009). When using mobile technologies, teenagers communicate through email more than voice messaging (Ling & Pederson, 2005). Laszlo (2009) categorized mobile devices into four categories: basic mobile phones, feature phones, smartphones and iPhones. Mobile-marketers' optimal mobile device, the iPhone, enables superlative consumer-to-media interactivity (Laszlo, 2009). Americans' increased mobile-phone habits facilitate copious mobile-marketing opportunities (Laszlo, 2009).

Mobile-marketing opportunities emerge in applications, games, coupons, displays and person-to-person messaging (Laszlo, 2009). Mobile marketing goals include: increase click-through rates, initiate inbound calls to call centers, accumulate consumers' contact information, distribute coupons, disseminate information, and drive awareness (Laszlo, 2009). Mobile-marketing precisely targets demographics more than any other advertising medium (Laszlo, 2009).

Efficient mobile marketing should appeal to a specific target, such as the dominant mobile-device users, rather than a mass audience (Okazaki, 2009).

Diversified sellers, carrier networks, devices and strategies fragment mobile audiences. Therefore, mobile-marketers may struggle to identify key audiences and platforms (Laszlo, 2009). However, marketers must integrate cell-phone providers to proficiently target users (Laszlo, 2009). Since consumers personalize cell phones, mobile-phone users willingly register profiles facilitating market targeting (Laszlo, 2009). Typically, consumers actively respond to mobile-based marketing campaigns (Laszlo, 2009).

Mobile-marketers' primarily promote browser-based campaigns (Laszlo, 2009). Analogous to computers' browsers, mobile-Internet browsers include text, graphics and clickable links granting users Internet-surfing capabilities (Laszlo, 2009). When utilizing mobile-browsers, consumers prefer mobile-formatted websites with ongoing and authentic content. Web developers must format computer-to-mobile websites to promptly navigate (Laszlo, 2009).

Since teenagers' predominately use mobile phones to stay connected, informed and entertained, teenagers' bond with mobile phones similar to the relationship with teenagers' favorite brands (Okazaki, 2009). Mobile marketing may potentially fortify brand-to-consumer relationships to unprecedented depths (Laszlo, 2009). Mobile Internet enables innovations in interactive marketing (Okazaki, 2009). Since mobile phones self-identify teenagers, advertisers advocate mobile marketing to commence word-of-mouth communications (Okazaki, 2009).

Viral

Society informally interacts regarding opinions of products or services in word-of-mouth communication or viral marketing (Okazaki, 2009). Word-of-mouth communication implements the Internet to create promotion-electronic word-of-mouth communication, (Luchter, 2007). In promotion-electronic word-of-mouth communication, consumers use computer-mediated platforms such as email, website forums, chat rooms and blogs to share thoughts and opinions (Luchter, 2007). Above all other determinants, honesty and credibility facilitate word-of-mouth-based promotions' success (Okazaki, 2009).

While motivations may or may not be intentional, youth participate in word-of-mouth promotions to connect with a viable social network (Okazaki, 2009). Word-of-mouth and viral marketing generates awareness in a structural rather than accidental manner (Okazaki, 2009). To increase brand awareness in viral marketing, organizations create informative and entertaining messages for consumers to share (Okazaki, 2009). Word-of-mouth communication may influence consumers more than mass media (Okazaki, 2009).

After surveying 22,000 male adolescents ages 13-18 on a mobile-based word-of-mouth campaign, Okazaki (2009) concluded that young consumers willingness to refer in word-of-mouth marketing depends on consumers' attitudes. Listed in sequential prevalence, attitudinal influencers include: self-identification with mobile device, affective brand commitment and interpersonal connectivity (Okazaki, 2009). Affective brand commitment summarizes exchange partners' loyalty to social

relations (Dwyer, Schurr & Oh, 1987). In marketing, trust, shared consumers' values, and altruism initiates affective brand commitment (Fullerton, 2005). Brand commitment reinforces young consumers' disposition to refer mobile-based word-of-mouth-based marketing campaigns (Okazaki, 2009).

When young consumers participate in word-of-mouth communications, Okazaki (2009) found face-to-face interaction influenced affective brand commitment and attitudes more than mobile-based communications; however, mobile-based word-of-mouth affected consumers willingness to make referral more than face-to-face communications. Okazaki (2009) speculates consumers' motivational levels produce the variance between word-of-mouth vehicles' effectiveness.

To influence attitudes and affective brand commitment, active consumers respond more efficiently to face-to-face interactions than mobile-based communications (Okazaki, 2009). However, mobile-based communications influence passive consumers' willingness to refer messages more than face-to-face interactions (Okazaki, 2009). Therefore, with regard to word-of mouth-based marketing, face-to-face interactions more effectively appeal to adolescent-male consumers interested in purchasing athletic shoes.

Social Media

Social networking has evolved into the primary online communicator throughout the world (Luchter, 2007). Social networking sites such as MySpace and Facebook present exciting opportunities for youth (Livingstone, 2008). Social networking sites combine photo albums, communication, diaries, music, video,

online conception to expand users' social groups and associations (Livingstone, 2008). Social networking engages users in two-way communication to both receive and create online content. Industry analysts theorize this two-way communication will evolve youth culture and alter traditional data-dissemination's customs (Livingstone, 2008).

Two-way communication integrates users' self-identity and socialization (Livingstone, 2008). Media's evolution from one-way communication to a two-way interaction allows users to interpret messages and produce content (Morris & Ogan, 1996). From passively receiving marketing messages to actively pursuing online content, new media evolved audiences into active-users (Katz, Blumler & Gurevitch, 1974). Social-networking sites revolutionize online-communications (Jenkins, 2006).

Despite global-association's potential, most social-networking users, especially teenagers, connect locally to strengthen pre-existing relationships (Livingstone, 2008). Although teenagers believe in social-networking sites' liberal submissions, peers' societal norms and interface restrictions constitute content (Livingstone, 2008). Self-aware of lifestyle transitions, teenagers' media selections develop relative to maturity (Livingstone, 2008).

Teenagers' transition toward self-identification presents both risks and opportunities when accessing social-networking sites (Livingstone, 2008). Teenagers' publicly display sociability, creativity and personalities online while compromising privacy, risking misconceptions, and abusive exposure (Livingstone,

2008). Teenagers' protect privacy by omitting personal experiences (Livingstone, 2008). At times, teenagers' naively submit social networking content to disregarded acquaintances included in contact circles (Livingstone, 2008).

Younger teenagers' tend to embellish constructed online identities. Older teenagers realistically represent identities and prefer common aesthetics on social-networking sites' having endured youthful experimentation (Livingstone, 2008). Marketers' must address teenagers' shift in self-identification to successfully capitalize on online opportunities (Livingstone, 2008).

Amy Martin, Director of Digital Media and Research for the NBA-franchise Phoenix Suns, corroborates Twitter, another social media, as a viable communication tool (Zuk, 2009). Martin and the Phoenix Suns' employees communicate and connect with fans in a substantial and active online-community (Zuk, 2009). Fans personally familiarize with the Phoenix Suns' brand in an enjoyable experience (Zuk, 2009).

Targeting Youth Market

Teenagers spend approximately \$100 billion a year (Tsao & Steffes-Hansen, 2008). A focus on individuals rather than society, an unproven system to test theory, and misguided research efforts have lead to marketers' messages being misinterpreted by consumers (Ruggiero, 2000).

Technology-ridden and consumed with new-media, teenagers' stage in life focuses on self-discovery and developing relationships among peers (Livingstone, 2003). Woods, Taks and Danylchuk (2008) determined youth's most important psychographic factor is lifestyles. The Zandl Group is a New-York based consumer research agency (Hein, 2007). Zandl Group President Irma Zandl feels teenagers prefer innovative and creative brands (Hein, 2007). "Teens respond to brands that reflect their lifestyle and offer innovation, creativity, and a high degree of style," said Zandl (Hein, 2007).

When dealing with any market, organizations developing a communication plan should follow the five-stage model for effective communication (Wood, Taks & Danylchuk, 2008). Developed by industry-renowned marketing specialists Phillip Kotler, Gary Armstrong and Peggy H. Cunningham, the model's five stages are market selection, message design, communication channel, influencer and feedback (Wood, Taks & Danylchuk, 2008).

Market selection

Communication strategists develop a "multidimensional segmentation strategy" to further stratify specific groups within the youth market (Wood, Taks & Danylchuk, 2008). Researchers most frequently stratify the youth market into demographic segments based on age due to similarities in interests, attitudes and needs (Wood, Taks & Danylchuk, 2008). Attitudinal changes from year-to-year require marketers to further break down the youth market (Cook-Anderson, 2003). This segmentation is based on either demographic or psychographic data.

Demographic segmentations include, but are not limited to, age, gender, socioeconomic status and ethnicity (Wood, Taks & Danylchuk, 2008).

Psychographic segmentations include but are not limited to attitudes, interests and behaviors (Wood, Taks & Danylchuk, 2008).

Message Design

Advertising messages impress consumers' attitude initially, which impacts consumers' attitudes toward the brand advertised (Mackenzie & Lutz, 1989). Consequently, consumers' attitudes elicit purchase-decision behavior (Mackenzie & Lutz, 1989).

Successful communication strategies involve a peer-to-peer component (Wood, Taks & Danylchuk, 2008). The most impressionable period for a message to resonate and influence youth is just before an issue impacts them the greatest. Marketers design messages to inspire positive feelings in young people as they form their opinions about a particular organization, brand or product (Cook-Anderson, 2003).

Since young people feel invincible, messages-designs' based on trust, honesty and thoughtfulness have been more successful than using scare tactics (Cook-Anderson, 2003). MTV Networks Kids and Family Groups' Research and Planning Vice President Rahda Subramanyam discredited overt marketing techniques effectiveness on teenagers. "This generation is highly aware not just of brands but marketing strategies," (Hein, 2007).

“They can be completely in an Abercrombie phase and they switch to another group of friends, get into Emo music and are shopping at Hot Topic instead” (Hein, 2007).

In sports’ marketing, Woods, Taks and Danylchuk (2008) determined four principles to consider for designing youth targeted messages: coincide with values and lifestyles, inspirational, interactive and humorous. Anastasia Goodstein, teenager marketing site Ypulse.com founder, feels brands must adapt to teenagers’ transition through life cycles.

Today’s youth communicate using an unprecedented language combining symbols and phrases. “LOL”, perhaps the most popular example of this new-age lexicon stands for “Laugh Out Loud” (Wood, Taks & Danylchuk, 2008). To coincide with youth’s lifestyles, the message design must communicate the language correctly and engage the target emotionally (Wood, Taks & Danylchuk, 2008). Some popular Twitter lexicon includes: “Tweets’ means message, “Tweeps” means friends, and “Tweetups” or organized events (Zuk, 2009). When brands connect with their target emotionally, it garners a level of trust. Messages designed with humor also prove effective in the youth market (Wood, Taks & Danylchuk, 2008).

Digital advertising strategy should be based on teen motivations and expectations (Tsao & Steffes-Hansen, 2008). Heroism proves to be a viable tactic when targeting Generation Y (Bradish, Stevens & Lathrop, 2003). To maintain consumers’ ideologies, marketers must continuously research market trends and developments (Bradish, Stevens & Lathrop, 2003).

Channel of Communication

“Today’s youth will hear your message if you first understand how to reach them” (Cook-Anderson 2003, 8). As previously mentioned, this target prefers the Internet’s instantaneous access and unlimited wealth of information rather than print channels such as magazines and newspapers (Wood, Taks & Danylchuk, 2008). Using the latest technologies such as lap tops, mobile phones and electronic screens, organizations provide access and interact with their consumers like never before (Wood, Taks & Danylchuk, 2008).

Woods, Taks and Danylchuk (2008) found marketers implementing multifaceted campaigns achieved greater success than campaigns funneled through a single channel. In addition, Woods, Taks and Danylchuk (2008) recognized the importance of buzz marketing and grassroots’ campaigns. If a message is buzz-worthy, consumers embrace and spread the message among each other (Wood, Taks & Danylchuk, 2008). Examples such as word-of-mouth marketing and viral campaigns can take on a life of their own (Wood, Taks & Danylchuk, 2008).

Grassroots techniques reach the largest mass in the youth market (Wood, Taks & Danylchuk, 2008). Grassroots tactics include but are not limited to street marketing, visiting schools, and athletic associations (Wood, Taks & Danylchuk, 2008).

Influencer

Mothers heavily influence children 10-years-old and younger (Wood, Taks & Danylchuk, 2008). However, fitting in remains a top concern among teenagers

(Wood, Taks & Danylchuk, 2008). Therefore, teenagers feel peer pressure more than any other influencer (Wood, Taks & Danylchuk, 2008). Teenagers value peers approval and conform to the norm; teenagers worry about standing out and being different as well (Wood, Taks & Danylchuk, 2008). In addition, youth-athletes value their coaches' and trainers' opinions due to their consistent communication (Wood, Taks & Danylchuk, 2008). Since youth commonly identify professional athletes as personal heroes, athletes and entertainers also influence youth's opinion regarding brands (Wood, Taks & Danylchuk, 2008).

Youth grow up idolizing professional athletes (Wood, Taks & Danylchuk, 2008). Professional athletes symbolize societies' sport-ideology and humanity's elite physical specimen (Pitts & Stotlar, 1996). Today, famous athletes fascinate young consumers (Rein, Kotler & Stoller, 1997). Young consumers tend to follow opinion leaders and share common interests (Okazaki, 2009). Over the past century, athletes flourished into celebrities. (Bradish, Stevens & Lathrop, 2003). Professional male-athletes dominate sports marketing (Bradish, Stevens & Lathrop, 2003).

Advertisers capitalized on professional athletes' celebrity status. Advertisers economized athletes' marketability through promotions and endorsements (Bradish, Stevens & Lathrop, 2003). During the year 1996 in the United States, athlete-endorsements generated \$585 million in revenue (Pitts & Stotlar, 1996). Athletes advertise most frequently in personal endorsements. Similar to testimonials, personal endorsements vouch for advertised products' and entice consumers' appeal (Bradish, Stevens & Lathrop, 2003).

Athlete-endorsements' persuasiveness depends on two factors- credibility and attractiveness (Shank, 1999). Expertise and attractiveness encompass athletes' credibility. Shank (1999) defines expertise as "knowledge, skills, or special experiences". Shank (1999) defines trustworthiness as "honesty and believability. Attractiveness, both physically and mentally, incorporate consumers' allure to athletes' personality, lifestyle and intuition (Shank, 1999). Sport marketers should consider extraordinary individuals who may be unknown for endorsements as opposed to the typical famous athlete. Today, professional male-athletes dominate sports marketing (Bradish, Stevens & Lathrop, 2003).

Athlete endorsement requires continuous market research on consumers' perceptions of sports' heroes (Bradish, Stevens & Lathrop, 2003). Professional sport glorified athletes into heroes (Bradish, Stevens & Lathrop, 2003). Adolescents respond well to heroic-based tactics in sports' marketing (Bradish, Stevens & Lathrop, 2003).

To conduct further research on athlete-endorsements' effectiveness, Julie Stevens, Anna Lathrop and Cheri Bradish (2003) surveyed nearly 1,000 Canadian adolescents. Stevens, Lathrop and Bradish (2003) asked respondents to rate personal heroes. "Father" yielded the most responses, followed by "mother", and "Michael Jordan" and "Wayne Gretzky" tied for third place. Adolescents who listed father as most important attributed the ranking to fathers' pro-social involvement (Bradish, Stevens & Lathrop, 2003).

Young consumers identify sports' heroes by athletes' pro-social behavior and personality. Due to Lance Armstrong's lifestyle, personal battle with cancer and participation in the American Cancer Society, and athletic accomplishments, winning the Tour De France, Nike hired Lance Armstrong for athletic-endorsements (Bradish, Stevens & Lathrop, 2003).

Although organizations may financially benefit from endorsements, athletes potentially risk organizations' image as well. To ensure success and a positive reputation, advertisers select endorsers who comprise exemplary marketability (Bradish, Stevens & Lathrop, 2003). Foundations differentiate sports' heroes and celebrity athletes. Exceptional athletic-performance defines sports' heroes. Fame and fortune define celebrity athletes. However, athletes' roles are not inherently dualistic. Athletes' possess a unique position in society. Professional athletes uniquely symbolize both heroism and superstardom (Bradish, Stevens & Lathrop, 2003).

Although athlete-endorsements have proven effective in sports' marketing, industry analysts such as Erdogan and Baker (1999) theorize athlete-endorsements' clutter desensitize consumers' responsiveness. In addition, Dyson and Turco (1998) further supported Erdogan and Baker's analysis of athlete-endorsements' diminished value. Recently, marketers hire athletes for an unprecedented sum; therefore, marketers' evaluate athlete-endorsements' actual value (Dyson & Turco, 1998).

Youth commonly identify professional athletes as heroes (Wood, Taks, & Danylchuk, 2008). Teenagers idolize athletes and entertainers and value their opinion regarding brands (Wood, Taks, & Danylchuk, 2008). Using endorsements, brands such as Nike capitalize on athletes' influence over youth (Wood, Taks, & Danylchuk, 2008). Since adolescents primarily admire parents as heroes, marketers should strategize endorsements accordingly to effectively reach young consumers. Practitioners should incorporate heroic aspects into sports' marketing.

Feedback

Along with an instantaneous access to brands, today's technology provides immediate feedback from the youth market (Wood, Taks & Danylchuk, 2008). Successful marketers respect teenagers, value their opinion, and adapt to meet their needs (Wood, Taks & Danylchuk, 2008). To collect this feedback, marketers commonly use primary research methods including but not limited to focus groups, surveys and personal interviews (Wood, Taks & Danylchuk, 2008).

When conducting focus groups with adolescents, researchers must be cognizant of a groupthink mentality (Wood, Taks & Danylchuk, 2008). As previously mentioned, adolescents yearn for social acceptance (Livingstone, 2003). Participants may conform to the majority's opinion during the focus group study to avoid isolation (Wood, Taks & Danylchuk, 2008). Therefore in a focus group of adolescents, researchers attain the group's consensus on the topics discussed but negate collecting individual's authentic and personal opinions (Wood, Taks & Danylchuk, 2008).

Marketers also implement surveys to gauge adolescents' opinions (Wood, Taks & Danylchuk, 2008). When marketers survey adolescents, marketers conduct online surveys or intercept surveys (Wood, Taks & Danylchuk, 2008). In addition to being user-friendly, surveys must engage adolescents to be effective (Wood, Taks & Danylchuk, 2008).

Researchers can globally distribute online surveys instantaneously with minimal costs (Jugenheimer, Bradley, Kelley & Hudson, 2010. 92). However, online surveys restrict researcher from enforcing sound data collection (Jugenheimer, Bradley, Kelley & Hudson, 2010. 92). These limitations may include: respondents completing the survey more than once, respondents completing the survey incorrectly, and respondents participating outside of the desired target (Jugenheimer, Bradley, Kelley & Hudson, 2010. 92).

Intercept surveys yield between a 60-90% response rates (Jugenheimer, Bradley, Kelley & Hudson, 2010. 97). Participants also have the opportunity to try the product marketed (Jugenheimer, Bradley, Kelley & Hudson, 2010. 97). In addition to being relatively inexpensive, researchers can collect a wealth of data in a relatively short amount of time (Jugenheimer, Bradley, Kelley & Hudson, 2010. 97). However, convenience-sampling methodology elicits conclusions that cannot be applied to the universe (Jugenheimer, Bradley, Kelley & Hudson, 2010. 97).

Through an intercept survey, researchers can conduct personal interviews. The most commonly implemented technique to gather adolescents' feedback is a personal interview (Wood, Taks & Danylchuk, 2008). Much like focus groups,

personal interviews collect qualitative data (Jugenheimer, Bradley, Kelley & Hudson, 2010. 63). Interviews are the most productive method to collect personal reflections such as beliefs, values, opinions and attitudes (Jugenheimer, Bradley, Kelley & Hudson, 2010. 63). While focus groups study multiple participants simultaneously, personal interviews collect data one respondent at a time (Jugenheimer, Bradley, Kelley & Hudson, 2010. 63).

On the other hand, personal interviews build a greater rapport with participants resulting in a more detailed divulgence (Jugenheimer, Bradley, Kelley & Hudson, 2010. 96). To add to participants' level of comfort, researchers hire young people exhibiting similarities to the adolescents being studied (Wood, Taks & Danylchuk, 2008). Through personal interviews, researchers can collect a wealth of information regarding adolescents' personal influences, tendencies and attitudes (Jugenheimer, Bradley, Kelley & Hudson, 2010. 96). However, intercept samples do not represent demographic media, purchase behavior, attitudes or opinions because respondents are exclusively selected by the location of the study (Jugenheimer, Bradley, Kelley & Hudson, 2010. 96).

To collect sound and honest data, researchers may conceal purposes of the study until after participants complete all responses (Jugenheimer, Bradley, Kelley & Hudson, 2010. 63). However, most qualitative data collection requires a direct approach in which the researcher discloses intentions to the participant (Jugenheimer, Bradley, Kelley & Hudson, 2010. 64). At times, researchers disclose

intentions to the participant once the research is completed to gain unbiased responses (Jugenheimer, Bradley, Kelley & Hudson, 2010. 64).

Chapter 3:

Methodology

Research Design

The researcher hoped to gain a better understanding of teenagers' influencers for purchase-decision behavior. Antecedent studies fail to address teenagers' all-encompassing influencers. Influencers include media, social groups and personal tendencies. The researcher inquired the participants regarding the following media: television, the Internet, social media and print media. Social groups include family, peers, coaches and professional athletes. The study implemented all forms of advertising research.

Market research determined consumers' perceptions and behaviors. Consumer-insight research distinguished teenagers' motivations to select Nike over alternative athletic-shoe suppliers. Media research gathered athletic-shoe advertisements from each prevalent medium. Message-development research pretested, post-tested, and examined if teenagers' understand advertisers' messages. Evaluative research analyzed Nikes' effectiveness communicating with American teenagers. The researcher cross-tabulated primary and secondary data collected to accept or reject hypotheses.

Analysis of Secondary Research

Over the past decade, the advertising industry has evolved from one-way message dissemination into a two-way communication with their consumers. Marketers focus on building relationships with their consumers on an abundance of media outlets the industry has ever seen. Due to these rapid changes, an extensive analysis of social networking, peer-to-peer components, viral networking, new-media advertisements' relation to influencing purchase-decisions, and marketers' economic and focused efforts towards each available media is not readily available.

Although research has analyzed youth as consumers, today's youth are unique due to technological evolution. Generation M is the first generation to grow up using the Internet, new media, social networking, smartphones and other innovative technologies. Therefore, Generation M's experiences, ideology and motivations perplex marketers' attempts to persuade. In time, the researcher feels research must examine Generation M present day and in the distant future.

In addition, many of the studies conducted failed to include sample collection details therefore restricting the author from generalizing findings to the entire universe examined. Although most sources examined were scholarly journals, the researcher would prefer research providing an in-depth evaluation on samples selected, methodologies implemented, and results able to be generalized.

Data Collection

The study collected both qualitative and quantitative data by conducting a multi-faceted research methodology. The researcher conducted a focus group and telephone interviews to attain qualitative data, and disseminated a twenty-four-question survey to collect quantitative data.

The researcher collected a convenience sample of fifteen adolescent boys residing in Southern New Jersey to comprise the study's sample. In order to observe the evolution of influences and motivational factors among adolescent boys as they experience puberty and societal transitions, the fifteen participants were stratified into three separate groups of five boys each. The parameters to categorize each participant into a group were the boys' ages. Five boys ranging from ten to twelve years old comprised the first group, which the researcher designated Group A. Five boys ranging from thirteen to fifteen years old comprised the second group, which will also be referred to as Group B. The third and final group, or Group C, was comprised of five boys between the ages of sixteen and eighteen years old. When appropriate, the researcher will reference each of the groups by the designated names, Group A, Group B or Group C, throughout the duration of the study.

Initially, the researcher intended to conduct three separate focus groups for each of the age groups. Due to a variety of restricting factors, such as minors' limited availability and parental interference, the researcher only conducted a focus group with Group A. For the participants in Group B and Group C, the researcher collected qualitative data via a telephone interview instead of a focus group. Although the

qualitative methodology varied among the age groups, the quantitative methodology, the survey, was similarly implemented to each of the groups.

The researcher conducted the focus group with Group A in a classroom. The researcher initiated an open-discussion regarding predetermined topics regarding Nike, the participants' influencers, purchase-decision behavior and more. Following the open discussion, the researcher distributed a twenty-four-question survey to the participants. In addition, the researcher presented a PowerPoint presentation to supplement the survey. At the certain points, the survey asked the participants to stop and await further instruction from the researcher before advancing to the next section. Prior to beginning certain sections, the researcher presented commercials via the PowerPoint to the participants. The commercials included "Kobe Bryant Jumps Over an Aston Martin," "LeBron James- Rise" and "The Human Chain." In addition to the researcher moderating the focus group, two note takers, trained by the researcher, observed the focus group. The note takers recorded any significant statements, observations and responses from the focus group session.

For Group B and C, the researcher conducted a telephone interview with each of the participants. The researcher implored an extended network to find participants within the study's qualifying parameters. Once the participant qualified and agreed to participate in the study, the researcher emailed the participant the same twenty-four-question survey and PowerPoint presentation distributed to the focus group. After the participants in Group B and C submitted the completed survey to the researcher, the researcher conducted a follow-up phone interview to attain

additional qualitative data. The questions asked during the follow-up interview regarded the same topics discussed during the focus group's open-discussion.

To prevent the Hawthorne Effect, the researcher did not record audio or video during the primary research's conduction. Unlike Group A, the researcher could not observe participants' interactions for Groups B and C. Therefore, the researcher can not draw any conclusions regarding differences in a groupthink mentality among the different groups under study.

Data Interpretation

In the focus group, the participants answered a series of questions pertaining to Nike's advertisements, purchase-behavior, motivators and influencers. To prevent errors in the data's interpretation, especially due to the study's different methodologies, the researcher alone will record and analyze all of the collected data. To better analyze the data, the researcher compiled all of the participants' answers to the survey on a spreadsheet. Using the note takers' data collected during the focus group and data recorded from the telephone interviews, the researcher will present the qualitative findings in chapter four of the thesis.

Summary

When analyzing the athletic shoe industry, teenagers encompass an integral target-market. Research has yet to thoroughly analyze teenager's all-encompassing

motivational factors and influences such as media, social groups, lifestyles, personal heroes and tendencies. The study will examine Nike advertisements exposed to young male sports' consumers. In addition, the study will collect qualitative data directly from each age-segmentation's participants. Although nonformal research cannot generalize the study's findings, the researcher believes that the study's findings will elicit further research on the topic. The researcher intends for the unprecedented evaluation to enlighten the advertising industry and facilitate marketing efforts, funding, tactics and strategies when targeting the ever-changing American teenager.

Chapter 4:

Results

Quantitative Analysis- Survey

The researcher administered a 24-question survey and displayed three supplementary commercials to a focus group of five adolescent boys, ages ten to twelve. Due to a combination of restrictions limiting the primary data collection, the study's next two age groups, adolescent boys ages thirteen to fifteen and adolescent boys ages sixteen to eighteen, were administered the same survey and commercial videos via email. To compensate for the absence of face-to-face interactions present among the ten-to-twelve year-old age group, immediately after surveys were submitted from the Group B and Group C, the researcher called each participant to review their responses, clarify any ambiguities and obtain qualitative data- a necessary measure due to survey's predominately fixed-response design.

For the purposes of this study, the author assigned and, when necessary, will refer to the three stratified groups by the following names- the five adolescent boys ages 10-12 years old will be referred to as Group A, the five adolescent boys ages 13-15 years old will be referred to as Group B, and the five adolescent boys ages 16-18 years old will be referred to as Group C.

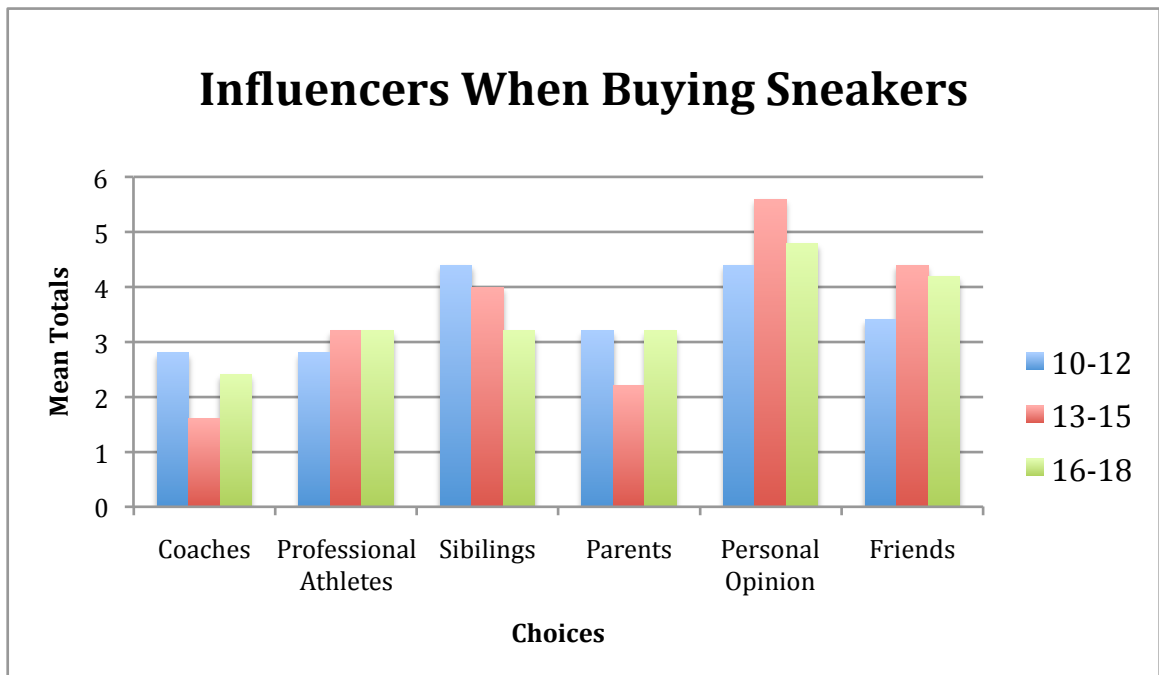
When a chart, table or graph contains an asterisk, a note containing relevant information is listed directly below the model. If a piece of data contains a single asterisk beside it, the corresponding "*NOTE" will also contain a single asterisk. If a

piece of data contains two asterisks beside it, the corresponding “*NOTE” will also contain two asterisks. Beginning with Question #1, the author will sequentially present the quantitative data in the order in which participants completed the survey.

Question #1: “Rank the following based on how much they influence your decisions when buying sneakers. (Mark #1 the most influential and #6 the least influential)”

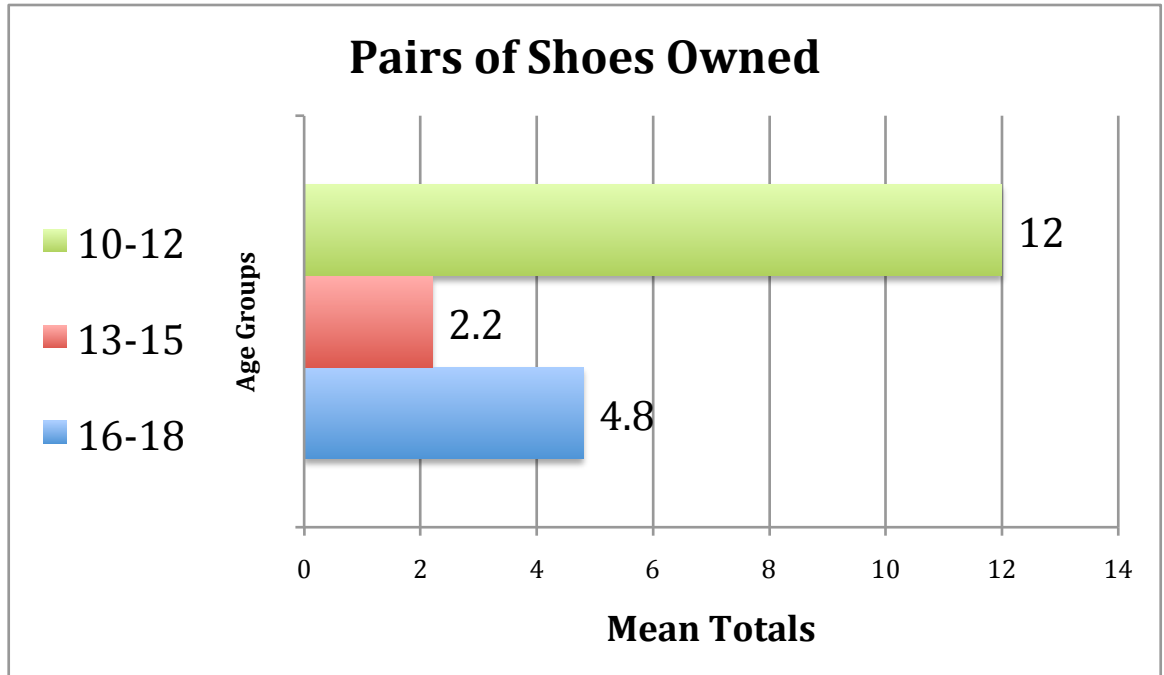
The six choices included: Coaches, Professional Athletes, Siblings, Parents, Personal Opinion, Friends.

The researcher tabulated the mean totals for each group. Participants were asked to rank each influencer in ascending order of importance. To display the data in a bar graph properly, the researcher awarded six points to each respondents’ most influential choice, five points to each respondents’ second most influential choice, four points to each respondents’ third most influential choice, etc.



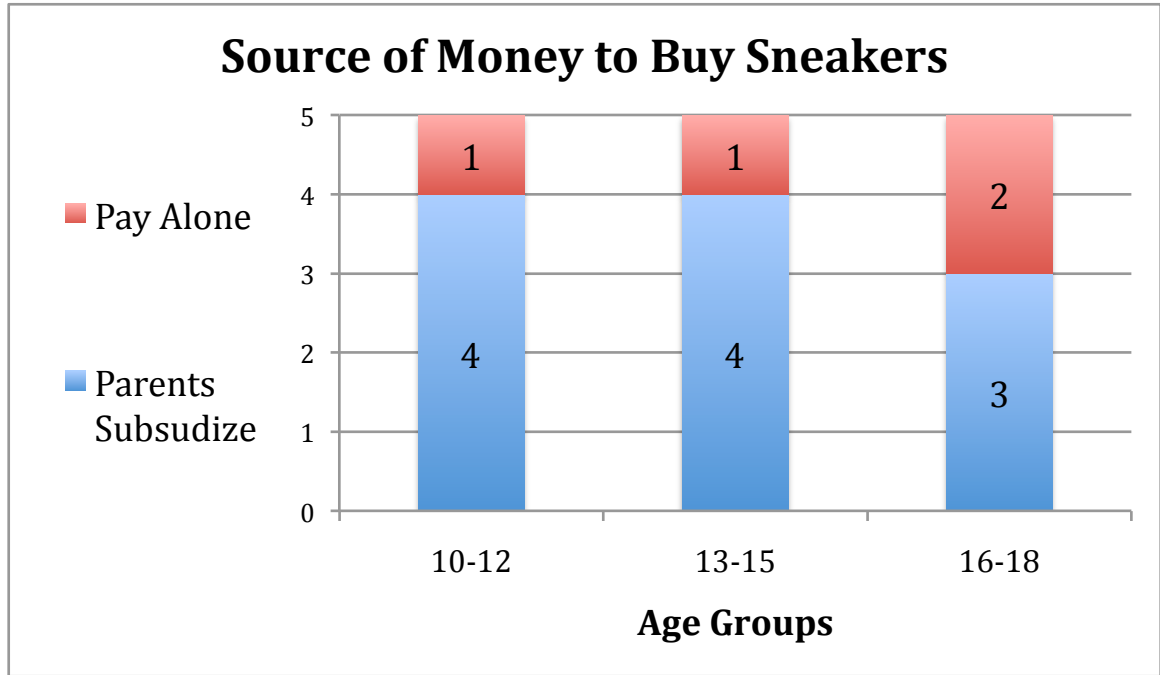
Question #2: "How many pairs of sneakers do you currently own?"

The author calculated the mean total of shoes owned for each sample.



Question #3: When I buy sneakers:

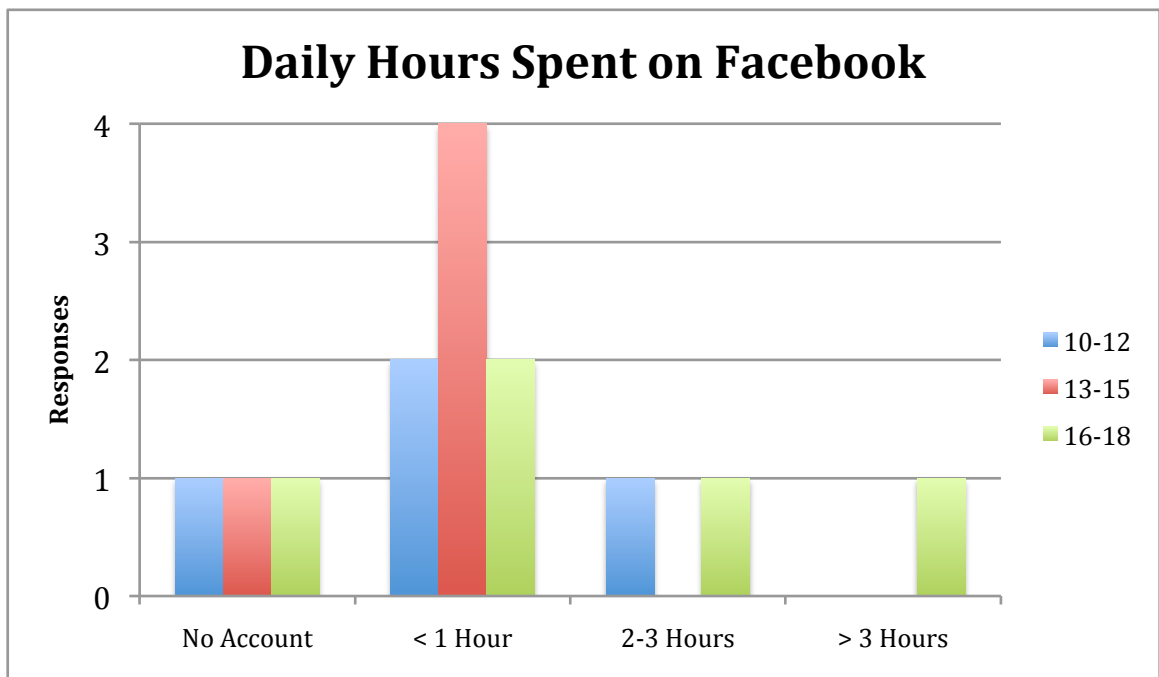
- A. *I pay for the sneakers with only my own money.*
- B. *My parents give me money to help buy the sneakers.*



Question #4: How much time to you spend on www.Facebook.com daily?

- A. *I don't have a Facebook account*
- B. *Less than an hour*
- C. *Between 2-3 hours*
- D. *More than 3 hours*

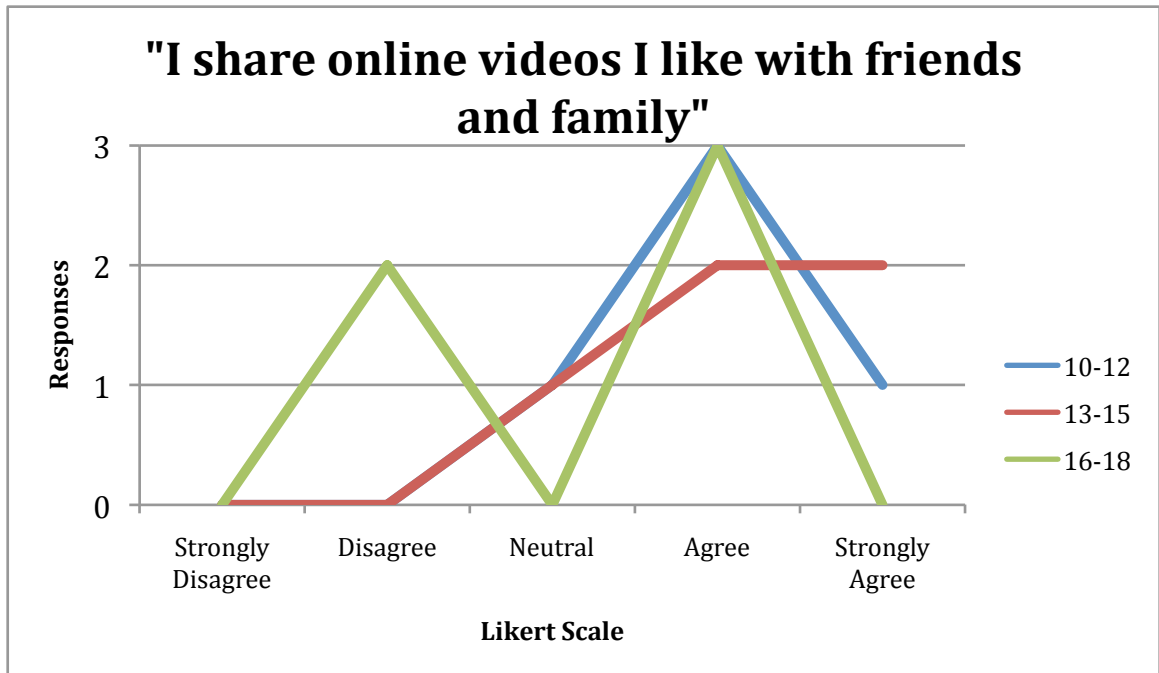
Due to a participant's ambiguous selection, the researcher had to omit one response from Group A.



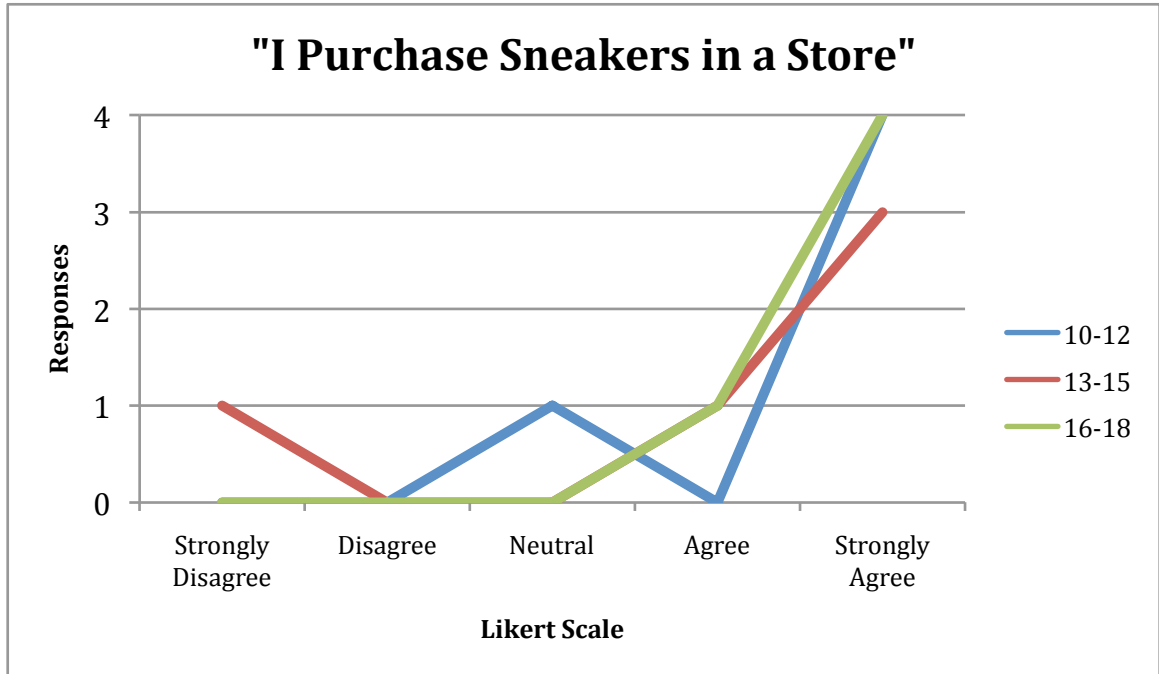
Questions five through seven presented statements to the participants. Using a five-point Likert Scale, participants were asked to gauge their concurrence with each statement.

NOTE: (1= Strongly Disagree) (2= Disagree) (3= Neutral) (4= Agree) (5= Strongly Agree)

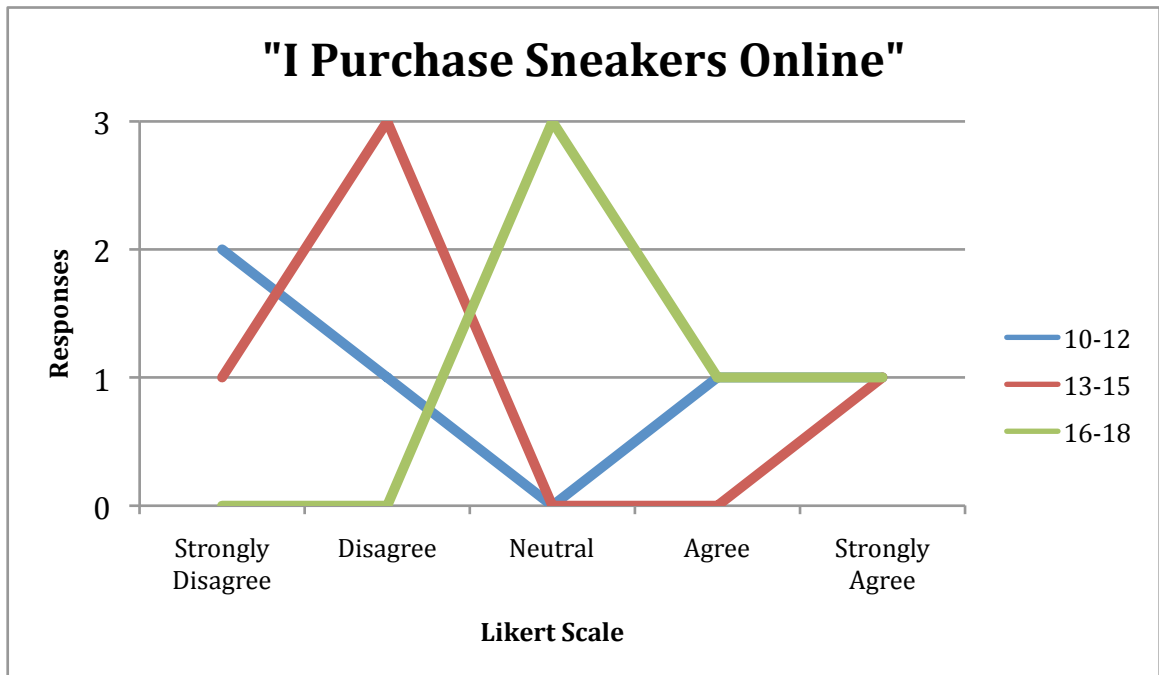
Question #5: *If I like a video online, I will share it with my friends or family.*



Question #6: "When I want to buy sneakers, I will purchase them in a store."



Question #7: "When I want to buy sneakers, I will order them online."



Question #8: *“What words come to mind when you see the Nike Swoosh? (4 words)”*

Directly above Question #8 is a picture of Nike’s logo- the ‘Swoosh’.

Since the survey required four answers from each participant, five adolescent boys comprised each group and there are three groups in the population, Question #8 yielded 20 answers from each group for an aggregate total of 60 answers.

However, a portion of the participants wrote a single four-word phrase as their answer, such as an adjective and a noun linked together by an essential clause.

Alternatively, another portion of respondents exceeded the four-word limit.

The researcher compiled each group’s answers into a five-by-five table. To help distinguish each participant and interpret the data, in addition to protecting the sample’s anonymity, the researcher designated each participant a number, which is marked in the table’s leftmost column. To determine participants’ initial thought process and incorporate a qualitative element, the researcher transcribed the data into the appropriate tables from the surveys’ verbatim order.

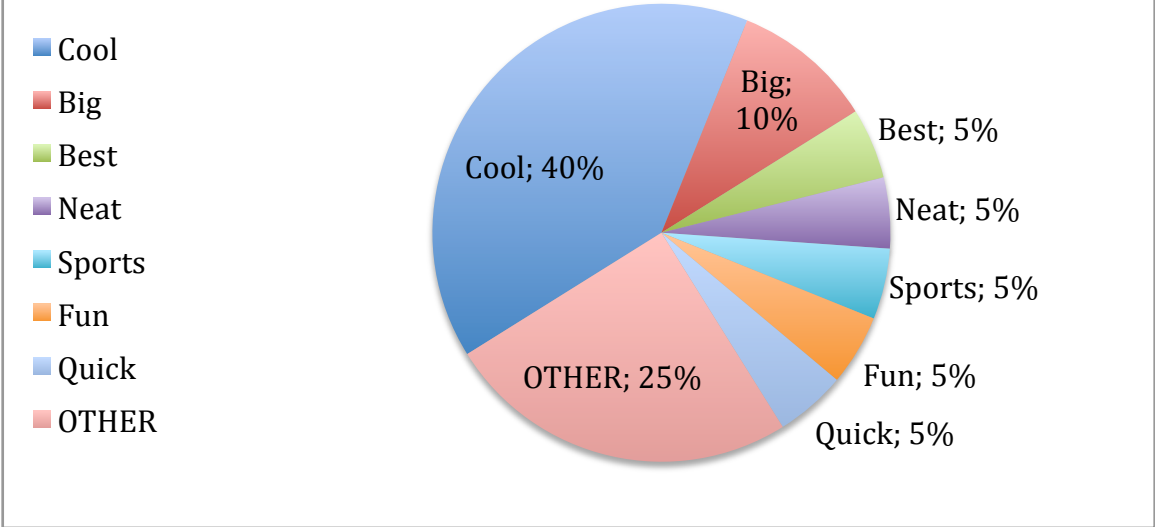
Underneath each of the three corresponding tables, a pie chart represents the frequency of each sample’s responses. Synonymous responses were clustered together within the pie chart. Each time a word appeared in a response, or a synonym of that word, it constitutes 5% of the pie chart.

Nike 'Swoosh' Word Association (Age Group: 10-12)				
Participant #1	Big	Cool	Nice colors*	N/A*
Participant #2	Check	Awesome	Sweet**	Cool
Participant #3	Big	Awesome	Best	Best shoe logo
Participant #4	Neat	Cool	Okay	Awesome
Participant #5	Quick	Cool	Sports	Fun

****NOTE:** Participant #1 wrote "Nice Colors" to stay within the four-word limit, which is an essential clause. Therefore, the fourth box in Participant #1's row is left blank.*

*****NOTE:** When the researcher asked Participant #2 to define 'Sweet', the participant explained that it was a vernacular for 'Cool'. Therefore, 'Sweet' will be combined with cool in the corresponding pie chart.*

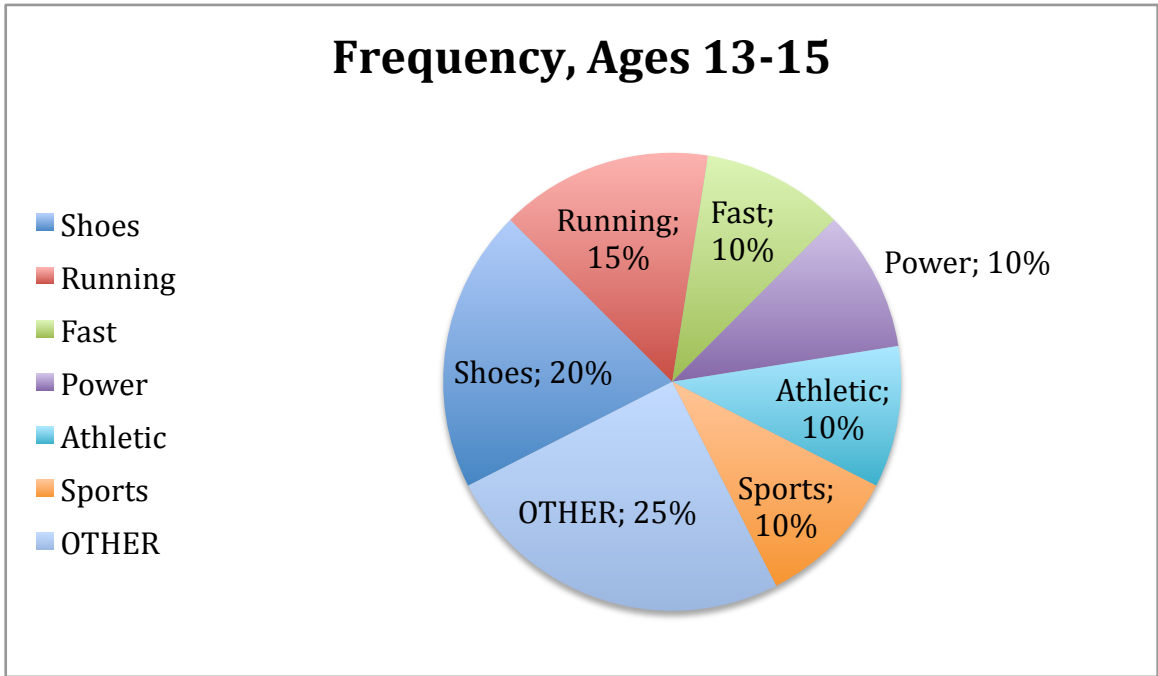
Frequency, Ages 10-12



Nike 'Swoosh' Word Association (Age Group: 13-15)

Participant #6	Running	Shoes	Cleats	Sports
Participant #7	Fast	Jumping	Athletic	Running
Participant #8	Strength	Power	Athleticism	Talent
Participant #9	My Favorite Running Shoes*	N/A*	N/A*	N/A*
Participant #10	Nike	Fast	Shoes	Basketball

***NOTE:** Participant #9 answered the question in a single phrase containing four words. To prevent misinterpreting the data, the researcher categorized the response into one box within the table, leaving the next three boxes blank.

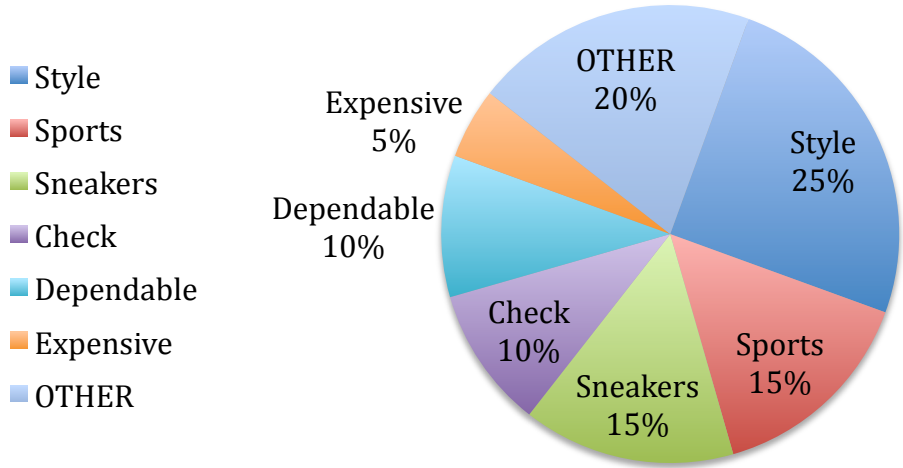


***NOTE:** Basketball is a type of sport. Therefore, 'Sports' and 'Basketball' are combined in the pie chart.*

Nike 'Swoosh' Word Association (Age Group: 16-18)				
Participant #11	Athletic	Stylish	Swag*	Dependable
Participant #12	Nike	Check	Shoe	Soccer
Participant #13	Check	Basketball	Sneakers	Sports
Participant #14	Quality	Performance	Style	Reliable
Participant #15	Swag*	Fresh*	Sneakers	Expensive

****NOTE:** When the researcher asked Participant #11 and Participant #15 to define 'Swag', they both explained that 'Swag' was a vernacular for stylish. In addition, when the researcher asked Participant #15 to define 'Fresh', the participant explained that 'Fresh' was also a vernacular for stylish. Therefore, both 'Swag' and 'Fresh' are combined with 'Style' in the corresponding pie chart.*

Frequency, Ages 16-18



NOTE: Soccer and Basketball are types of sports. Therefore, 'Soccer', 'Basketball' and 'Sports' are combined in the pie chart.

Question #9: “Name 3 companies that you think have the best logos.

The logos don’t necessarily have to be of athletic suppliers.”

Since Question #9 did not provide the participants with any choices, the open-ended design yielded various responses. The data collected from Question #9 is illustrated in a similar design to the tables in Question #8. Each percentage represented in this question’s findings has been rounded to the nearest percentage.

Best Logos (Age Group: 10-12)			
Participant #1	Reebok	Underarmour	Nike
Participant #2	Girl*	Nike	NSS**
Participant #3	Nike	N/A***	N/A***
Participant #4	Reebok	DC	Zoo York
Participant #5	Air Jordan	Nike	Converse

***NOTE:** *The Girl Skateboard Company, Inc.*

****NOTE:** *NSS Shoe Company; Stands for “Nice Skate Shoes”*

****NOTE:** *Participant #3 only listed one logo in response to Question #9.*

Four out of the five participants from Group A felt that Nike had one of the best logos. In addition, all of the brands named manufacture athletic equipment and apparel, and all but one of them manufacture athletic footwear.

Best Logos (Age Group: 13-15)			
Participant #6	American Eagle	Puma	Nike
Participant #7	Nike	Gatorade	Adidas
Participant #8	Nike	Underarmour	Warrior Lacrosse
Participant #9	Young and Reckless	Nike	Volcom
Participant #10	Underarmour	Zoo Med*	Moorestown Running Company

***NOTE:** Zoo Med Laboratories, Inc. (designs and manufactures reptile products)

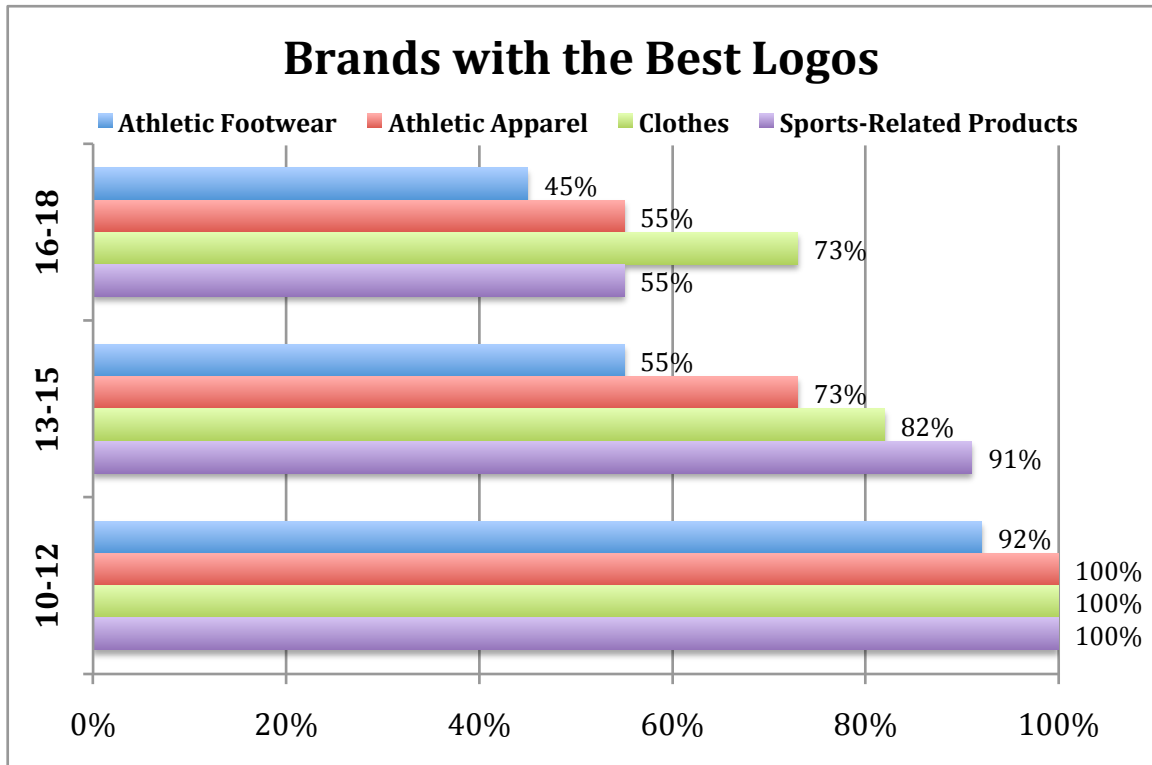
Four out of the five participants from Group B felt that Nike had one of the best logos. Of the eleven brands named, 55% manufacture athletic footwear, 64% sell athletic footwear, 73% manufacture athletic apparel and 82% manufacture clothes. Gatorade, excluded from these percentages, manufactures a sports drink. Therefore, 91% of these brands manufacture a sports-related product.

Best Logos (Age Group: 16-18)			
Participant #11	Polo	Nike	Adidas
Participant #12	Puma	Lotto	Intel
Participant #13	*Air Jordan	Ralph Lauren	Adidas
Participant #14	Nike	*Jordan	Apple
Participant #15	Affliction	*Jordan	Maserati

***NOTE:** Air Jordan, Inc.

Two out of the five participants from Group C felt that Nike had one of the best logos. Of the eleven brands named, 45% manufacture athletic footwear, 73% manufacture footwear, 55% manufacture athletic apparel, 73% manufacture clothes and 55% manufacture sports-related products. Even though Polo is a division of Ralph Lauren, the two brands have different logos and were therefore included separately. Another division of Ralph Lauren does, however, manufacture athletic apparel.

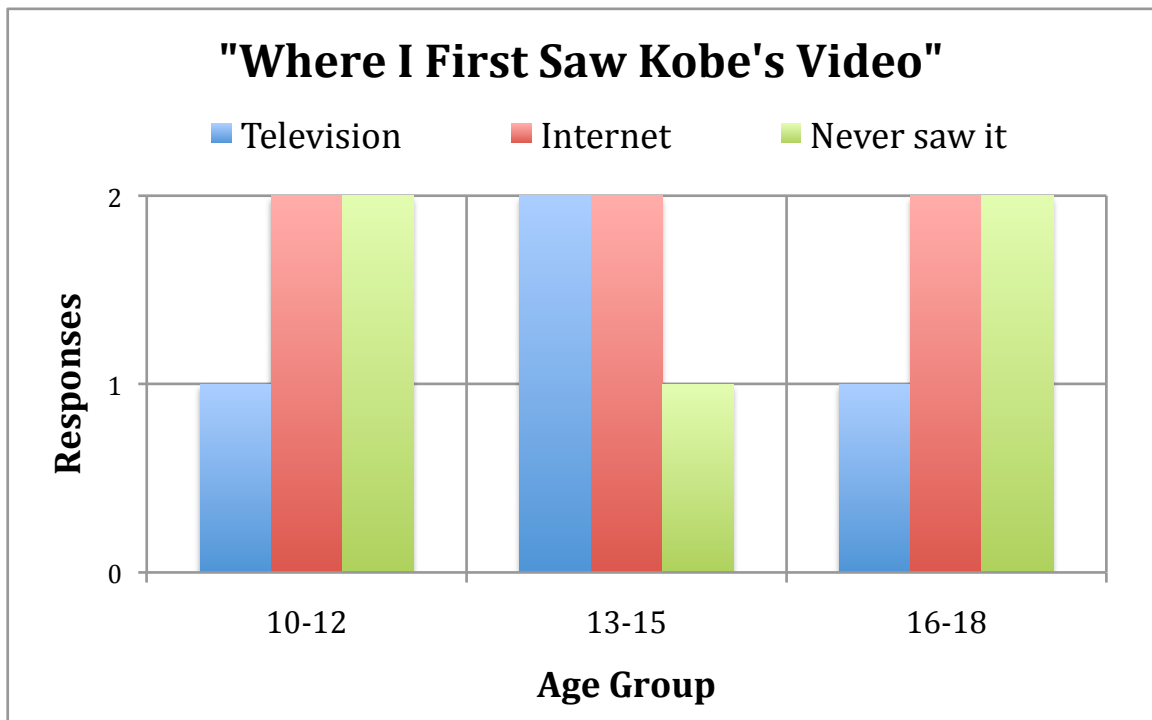
The chart below illustrates the correlation among the different groups in regards to the brands mentioned in Question #9.



Prior to answering Questions #10-13, the groups were each shown a video entitled “Kobe Bryant Jumps Over an Aston Martin”. The researcher displayed the video during the focus group with Group A, and emailed detailed instructions to Group B and Group C.

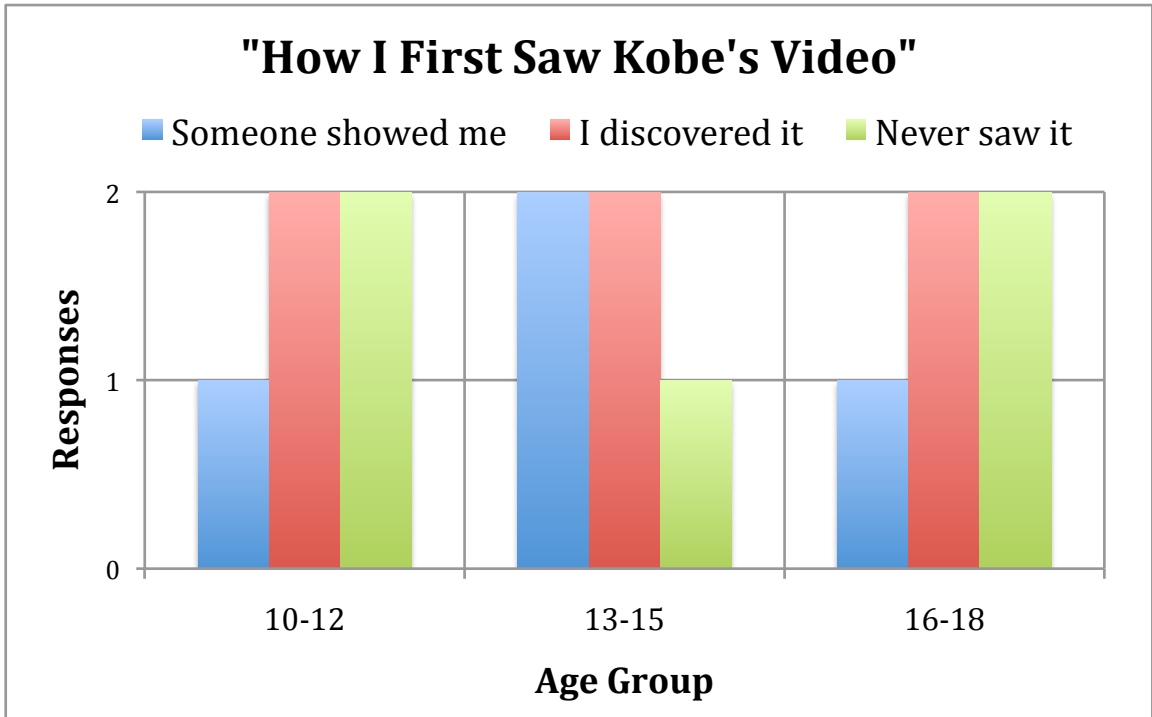
Question #10: Before today, **where** did you first see this video?

- A. Television
- B. Internet
- C. I have never seen this video before today.



Question #11: Before today, **how** did you first see this video?

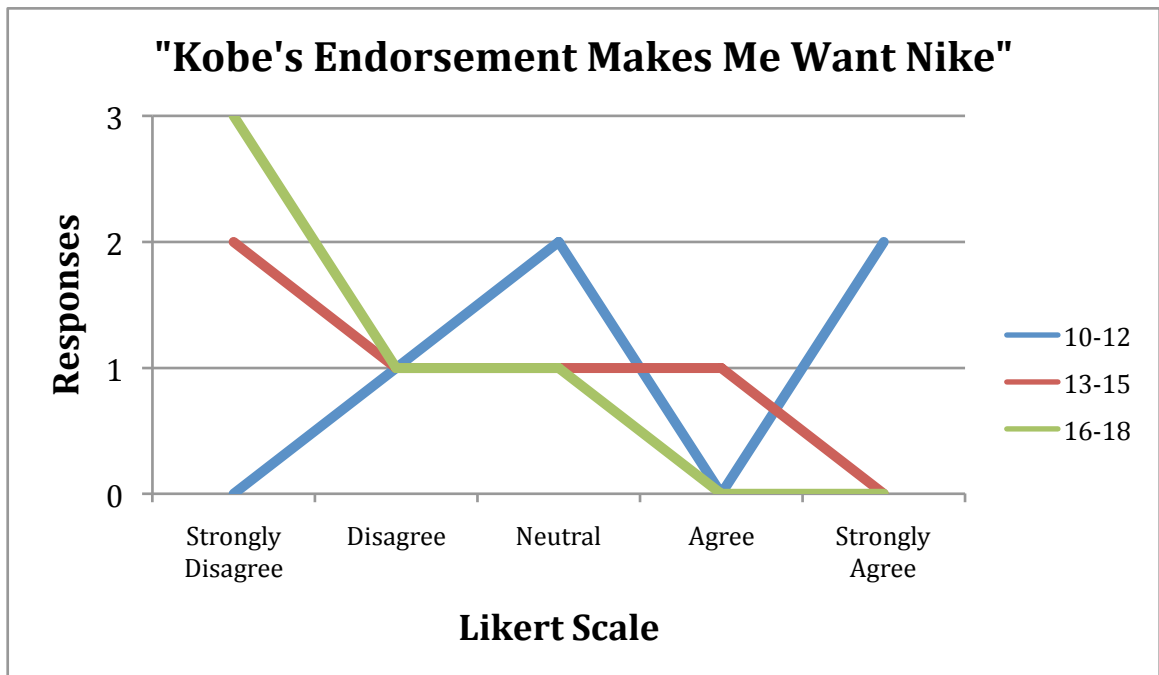
- A. *Someone showed it to me.*
- B. *I discovered it on my own.*
- C. *I have never seen this video before today.*



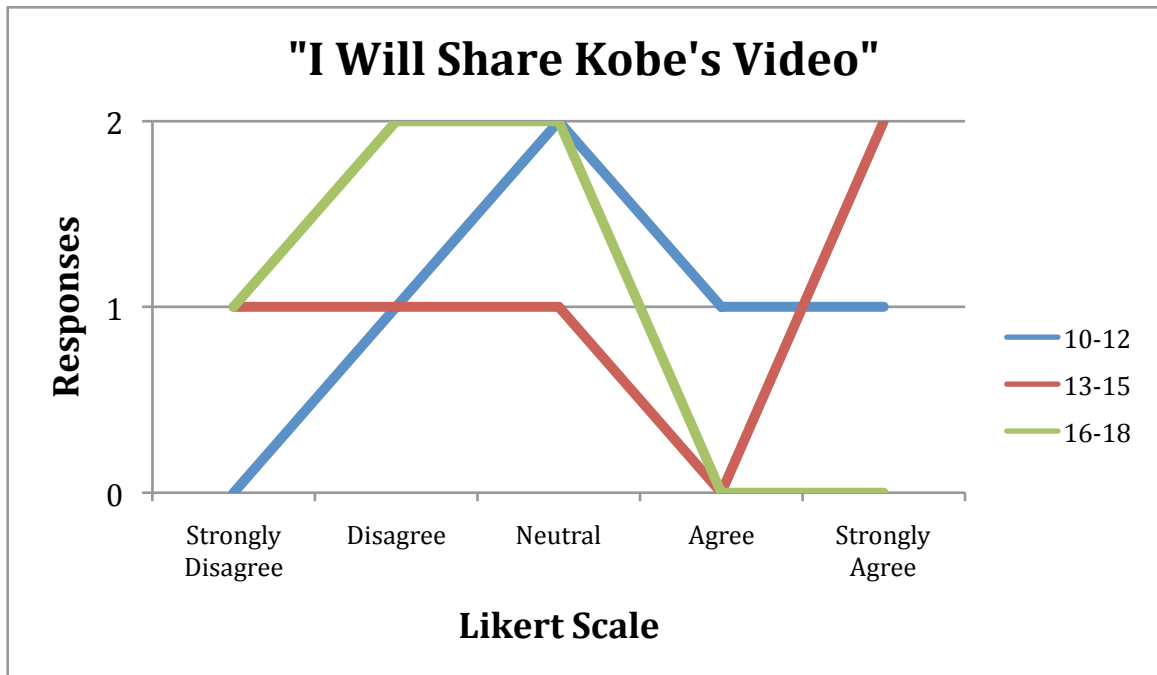
The next two questions, Question #12 and #13, were set up similarly in design to Questions #5-7. Questions #12 and #13 asked the participants to gauge their concurrence with a statement regarding the video “Kobe Bryant Jumps Over an Aston Martin” into a five-point Likert Scale.

NOTE: (1= Strongly Disagree) (2= Disagree) (3= Neutral) (4= Agree) (5= Strongly Agree)

Question #12: “Kobe Bryant’s endorsements make me want to buy Nike products.”



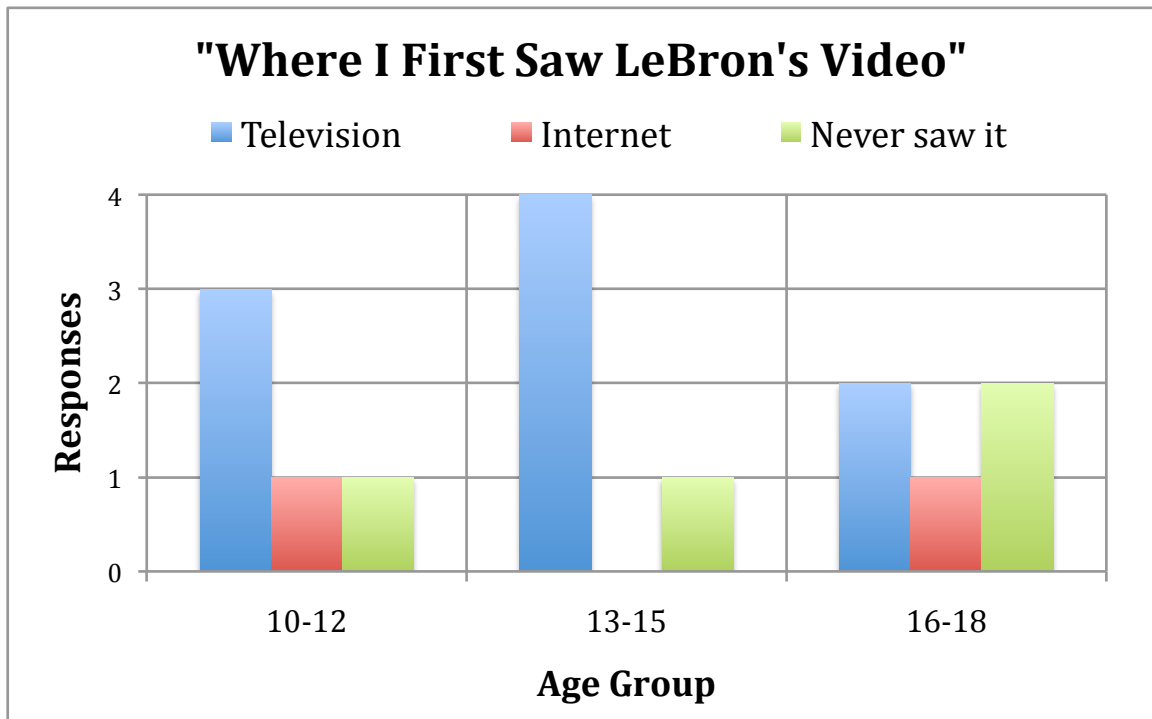
Question #13: "I have or would share this video online with my friends."



Prior to answering Questions #14-17, the groups were each shown a video entitled “LeBron James Rise”. The researcher displayed the video during the focus group with Group A, and emailed detailed instructions to Group B and Group C.

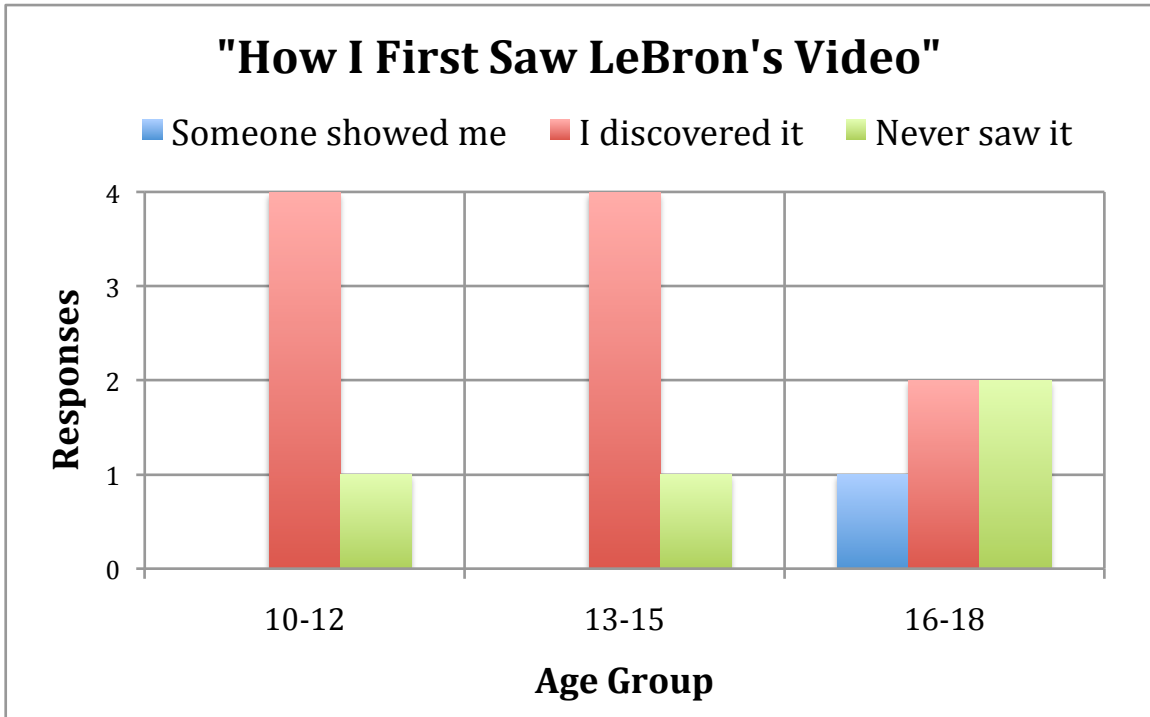
Question #14: Before today, **where** did you first see this video?

- A. Television
- B. Internet
- C. I have never seen this video before today.



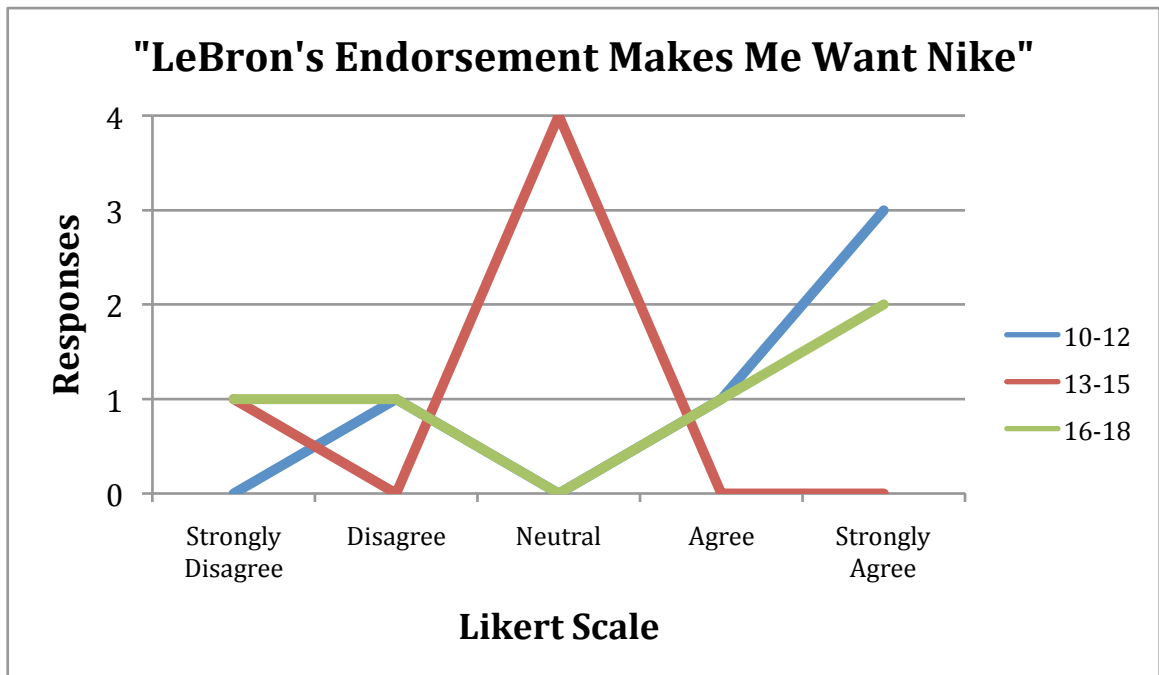
Question #15: Before today, **how** did you first see this video?

- A. *Someone showed it to me.*
- B. *I discovered it on my own.*
- C. *I have never seen this video before today.*

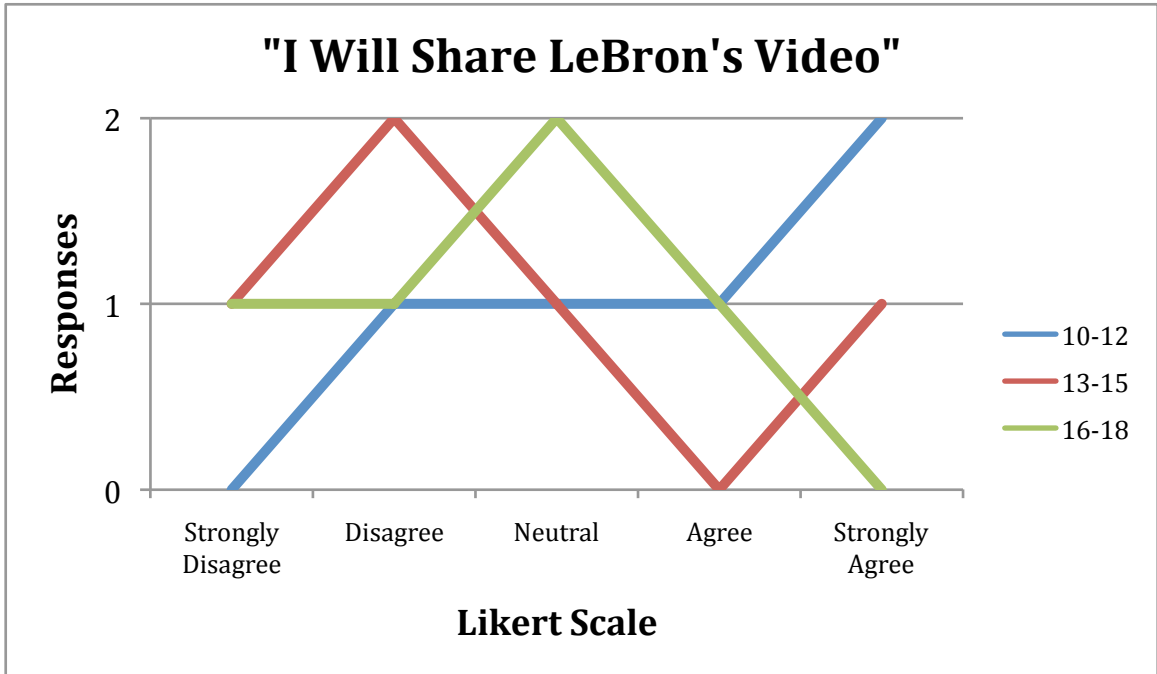


The next two questions, Question #16 and #17, were designed in a similar fashion to Questions #12 and #13. Questions #16 and #17 asked the participants to gauge their concurrence with a statement regarding the video “LeBron James Rise” into a five-point Likert Scale.

Question #16: “LeBron James’ endorsements make me want to buy Nike products.”



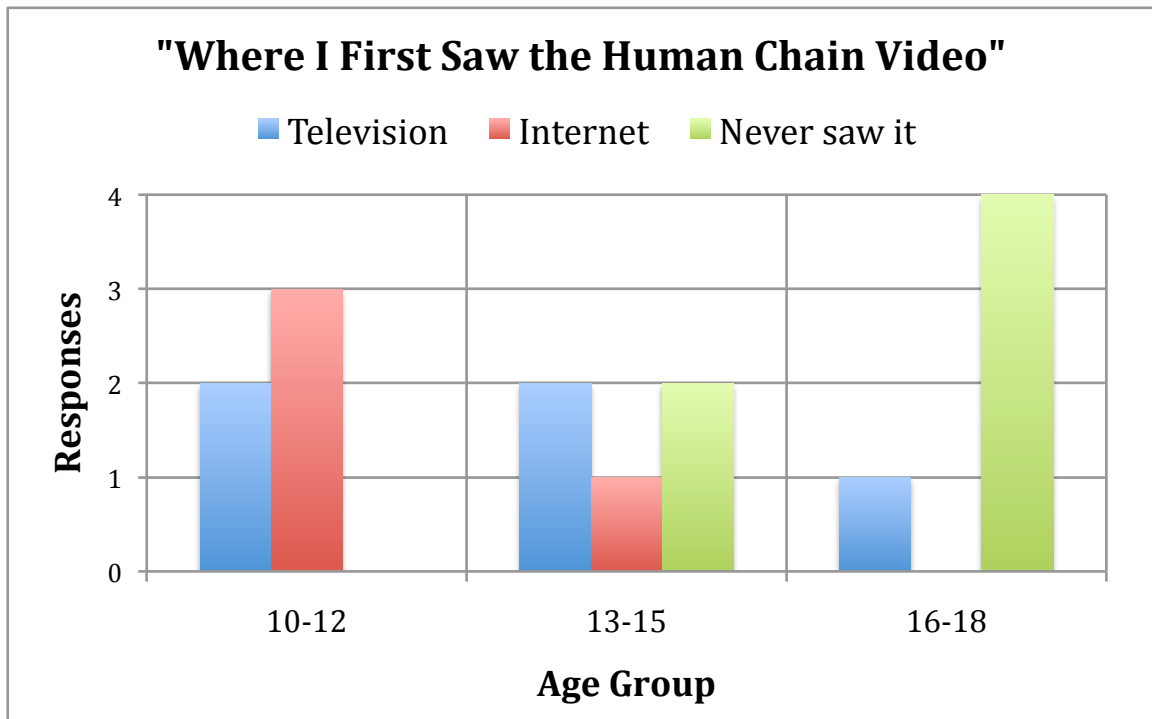
Question #17: "I have or would share this video online with my friends."



Prior to answering Questions #18-21, the groups were each shown a video entitled "The Human Chain". The researcher displayed the video during the focus group with Group A, and emailed detailed instructions to Group B and Group C.

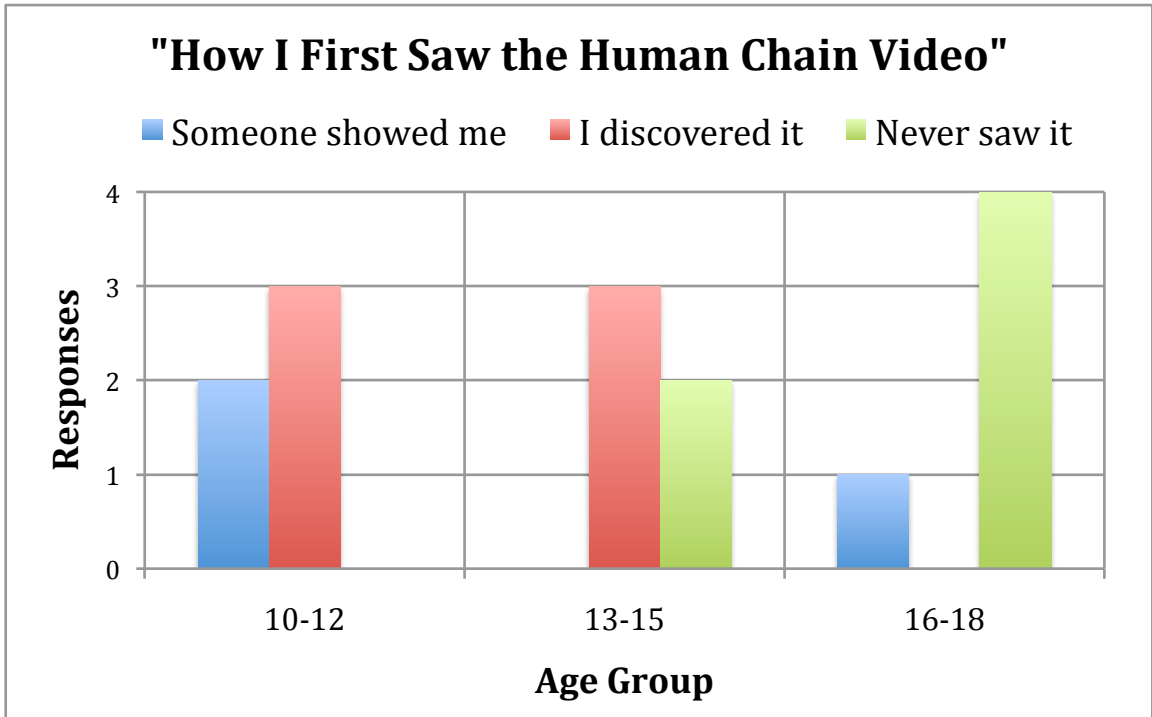
Question #18: Before today, **where** did you first see this video?

- A. Television
- B. Internet
- C. I have never seen this video before today.



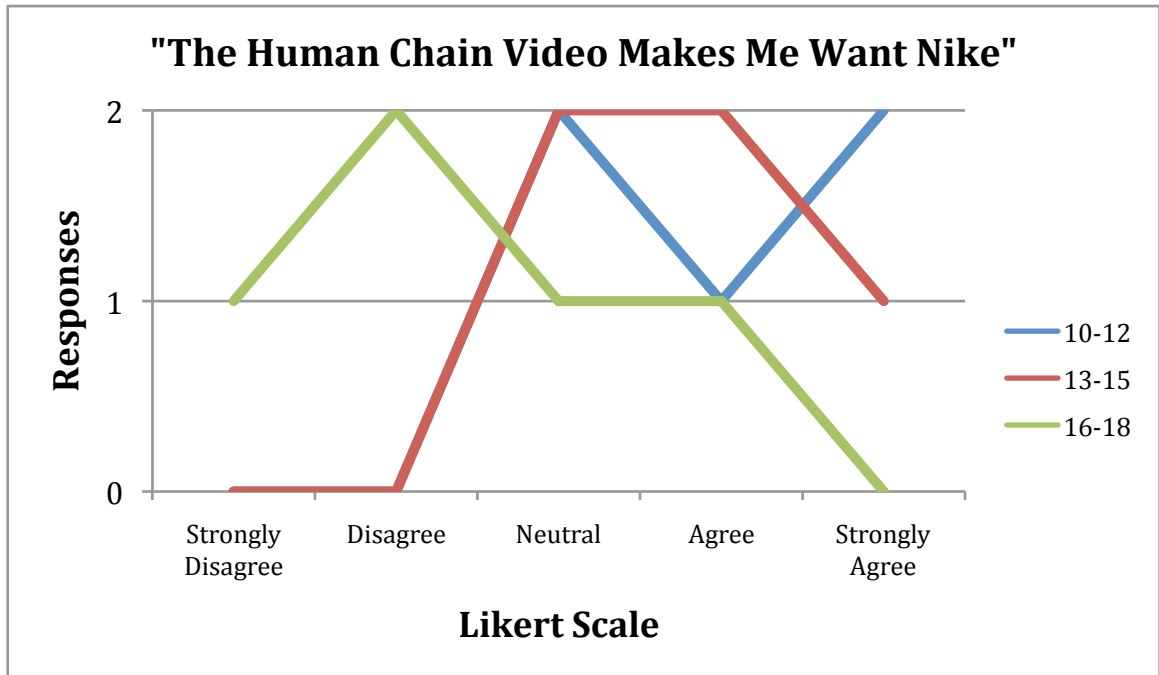
Question #19: Before today, **how** did you first see this video?

- A. *Someone showed it to me.*
- B. *I discovered it on my own.*
- C. *I have never seen this video before today.*

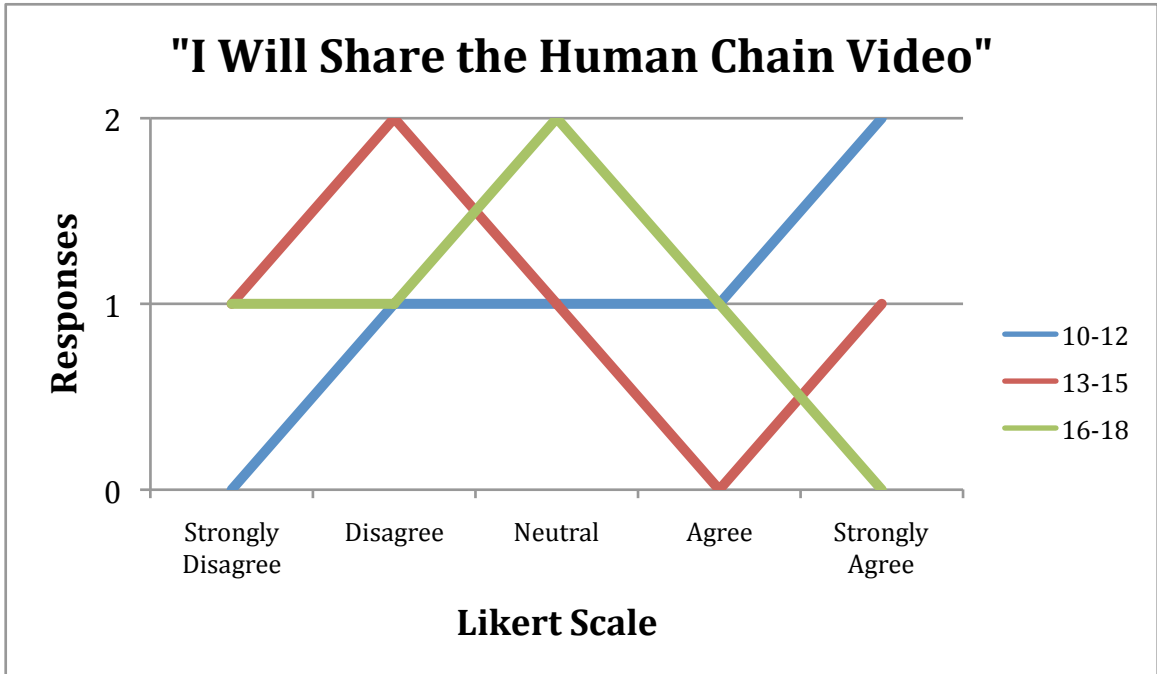


The next two questions, Question #20 and #21, were designed in a similar fashion to Questions #12, #13, #16 and #17. Questions #20 and #21 asked the participants to gauge their concurrence with a statement regarding the video “The Human Chain” into a five-point Likert Scale.

Question #20: *“This video makes me want to buy Nike equipment and apparel.”*



Question #21: "I have or would share this video online with my friends."

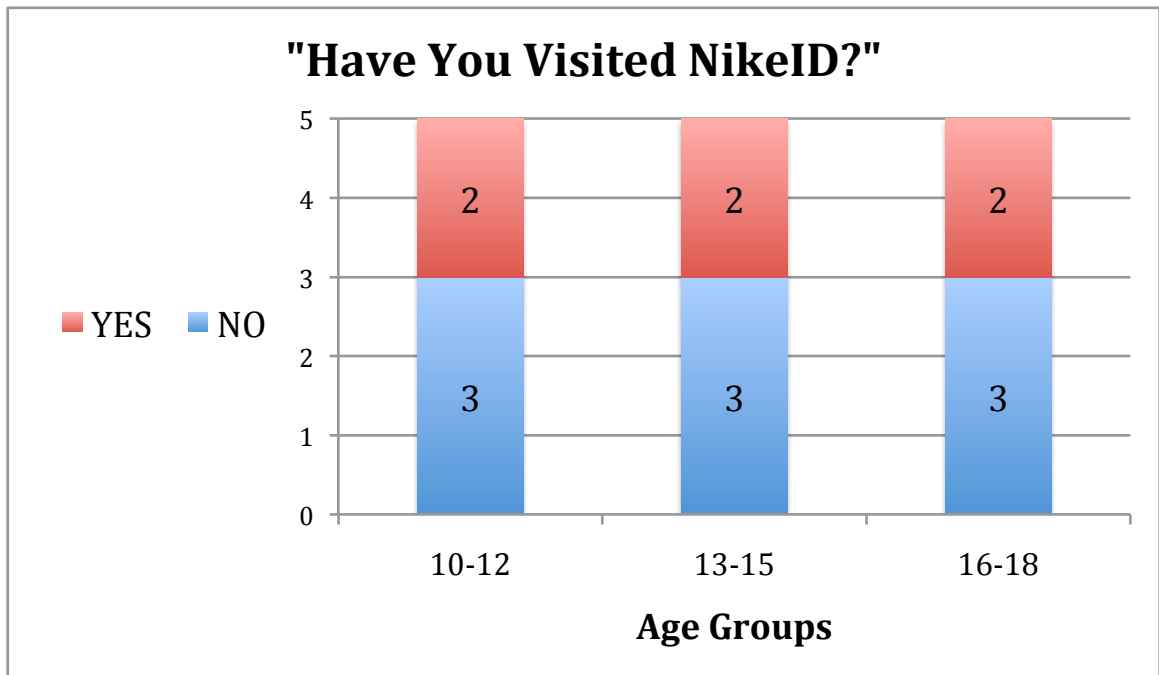


Questions #22-24 asked the participants a series of questions about the website www.NikeID.com- a website in which visitors can create and purchase a customized athletic shoe. Customizable options include but are not limited to: color, style, design and logo.

Question #22: *Have you ever visited www.NikeID.com?*

A. *Yes*

B. *No*



Question #23: *Have you ever purchased a sneaker from www.NikeiD.com?*

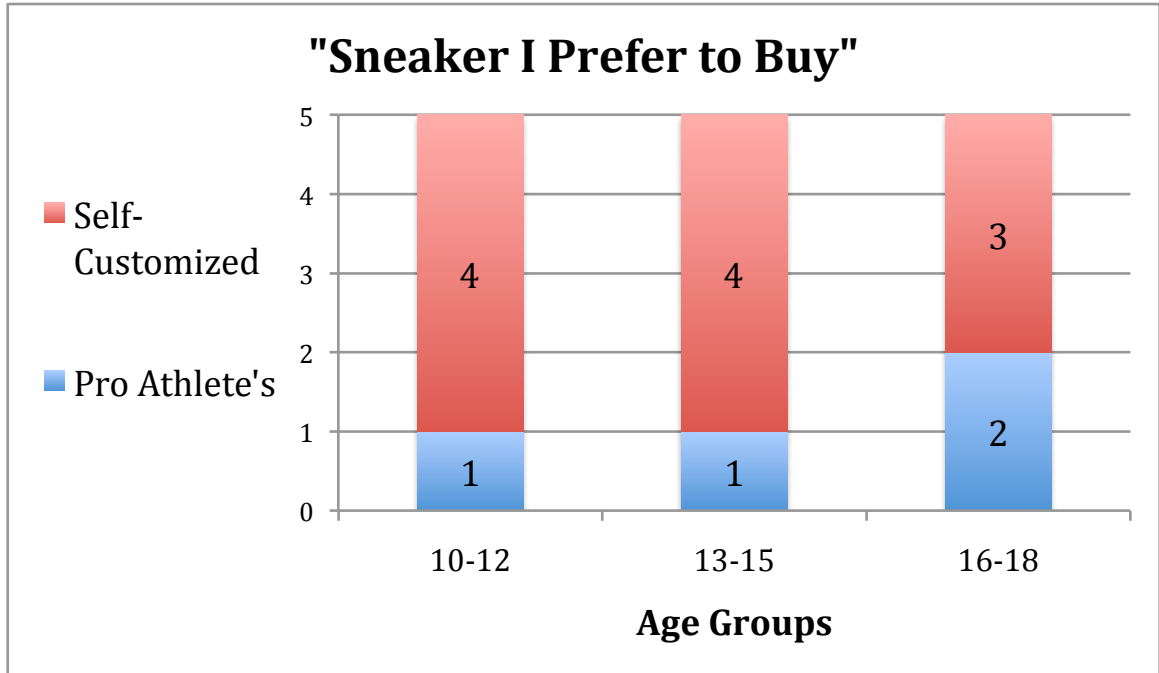
A. *Yes*

B. *No*



Question #24: I would rather buy a:

- A. Sneaker I customized and created myself.
- B. Sneaker of a professional athlete I like.



Qualitative Analysis- Focus Group Discussion and Telephone Interview

To achieve triangulation, the researcher implemented a qualitative methodology to supplement the quantitative data collected from the survey. The researcher asked each sample a series of open-ended questions. The questions were divided into topical categories, which included: Favorite, Sneakers, Influencers, Traditional Media, New Media and the Nike brand. Due to a combination of restrictions limiting the primary data collection, the methodology differed between Group A and the other age groups- Group B and Group C. In Group A, the researcher conducted the qualitative analysis prior to beginning the power point presentation and the surveys' distribution. In Group B and Group C, the researcher conducted the qualitative analysis during the follow-up phone interview after the participants completed the survey. The researcher presented the consensus of each group's responses.

Favorite

"What is your favorite sport to play/watch?"

Group A: Group A's favorite sports to play and watch were baseball, football and soccer.

Group B: Most of the participants in Group B liked to play different sports than they liked to watch. Most of the participants liked to watch football, basketball and hockey, and preferred to play football, soccer and track.

Group C: Group C's participants all liked to play a different sport than they liked to watch. However, most of the participants preferred to watch and play one of the four major U.S. sports.

"Of the four major professional sports, what is your favorite professional team?" (The researcher explained that the four major sports in the U.S. were football, basketball, baseball and hockey)

Group A: The most prominent answer in Group A was the Philadelphia Phillies.

Group B: Group B provided a variety of answers for their favorite professional team, including: Philadelphia Eagles, the Miami Heat, Philadelphia Union, Indianapolis Colts and Philadelphia Phillies.

Group C: Group C's favorite professional teams were predominately in the NFL, including the Philadelphia Eagles and the Dallas Cowboys.

"Who is your favorite professional athlete? Why?"

Group A: Group A's favorite athletes were mainly Philadelphia Phillies, including: Ryan Howard, Chase Utley and Roy Halladay.

Group B: Group B favored athletes such as LeBron James, Usain Bolt, Kobe Bryant and Michael Vick, because the participants felt that these players were the best and most elite athletes at their respective sports.

Group C: In Group C, two participants' favorite athlete was Michael Vick because "he's exciting". Other answers included Thieri Henry, LeBron James and Derek Jeter.

“What is your favorite brand of athletic apparel? Why?”

Group A: Group A preferred Nike, but also mentioned Reebok, Adidas and Underarmour.

Group B: Group B preferred Nike, but also mentioned Underarmour and Puma.

Group C: Group C predominately preferred Nike and Air Jordan products because the participants felt these brands exemplified style and quality in athletic apparel.

Sneakers

“What colors attract you to a sneaker?”

Group A: Group A was attracted to dark colors in a sneaker, such as black.

Group B: Group B was predominantly attracted to colors such as black, red and white.

Group C: Just like Group B, Group C was predominantly attracted to colors such as black, red and white.

“What designs attract you to a sneaker?” (The researcher gave the participants examples such as low-top vs. high top, flashy vs. simple)

Group A: Group A was attracted to high-top sneakers, although most of them were wearing low-top sneakers. Group A did not have a preference regarding shoes' color designs.

Group B: Group B was impartial towards a high-top sneaker versus a low-top sneaker. However, Group B overwhelmingly preferred a simple color design, such as a solid black or white colored sneaker.

Group C: Group C was impartial towards a high-top sneaker versus a low-top sneaker. Group C felt that a clean black or white solid-colored sneaker “looked fresh”- a vernacular for stylish.

“How do you hear about the newest sneakers?”

Group A: Group A heard about new sneakers from friends, sports websites and television commercials.

Group B: Group B heard about new sneakers from friends, websites and television commercials.

Group C: Group C predominantly heard about new sneakers from friends or from a television commercial. No one in Group C mentioned the Internet.

“What do you do if you want to find out more about a particular sneaker?”

Group A: Group A used Google to find out more information about a particular sneaker. Many of them liked Google Images to see pictures of the sneakers.

Group B: Group B used the Internet to find out more information about a particular sneaker. A few of the participants mentioned visiting sports apparel forums and review websites to see what consumers were saying about a particular sneaker.

Group C: Just like Group A and Group B, all of the participants in Group C learn more about a particular sneakers using the Internet.

Influencers

“If you had to choose among television, the Internet or magazines, which has the most impact on your decision to buy sneakers?”

Group A: Group A felt that magazines had the biggest impact on their decision to buy sneakers. In addition, Group A mentioned that before sneakers are released, sometimes video games feature the sneakers interwoven into the game-play.

Group B: All of the participants from Group B felt that the Internet had the most impact on their decision to purchase sneakers. One participant summarized the importance of the Internet by stating, “that’s where I check something out before I buy it.”

Group C: Three participants in Group C felt that the Internet had the most impact on their decision to purchase sneakers. However, two participants felt that television commercials informed consumers about a new product, and was therefore a more influential medium.

“Do you talk about sneakers with your friends?”

Group A: Most of Group A talks about sneakers with their friends. Group A stated that they often discuss the colors, features and feel of the sneakers with their friends.

Group B: Most of Group B talks about sneakers with their friends. One participant explained that most of these discussions regarded whether a new sneaker “was cool.”

Group C: Most of Group C talks about sneakers with their friends, and explained that these discussions revolved around sneaker style or fashion more than its functionality.

“If someone is wearing old sneakers, do you notice it?”

Group A: When it comes to noticing if someone is wearing new or old sneakers, Group A overwhelmingly stated yes. One participant even referenced a specific instance when a peer at school wore “old man slippers”.

Group B: Group B felt more often than not that they noticed when someone is wearing old sneakers. Contrary to Group A, however, Group B could not recall anyone who was teased for wearing old sneakers.

Group C: Most of the participants in Group C felt that they notice when someone was wearing old sneakers. Similar to Group B, Group C was unaware of anyone who was teased for wearing old sneakers.

Traditional Media

“What athletic supplier has the best commercials?”

Group A: Group A mainly felt that Nike and Reebok had the best commercials because “they’re cool.”

Group B: Most of Group B felt that Nike had the best commercials. Two participants felt that most of the top athletes in each respective sport were endorsed and featured in Nike commercials.

Group C: All of the participants in Group C felt that Nike had the best commercials. One participant felt that Nike's ubiquitous marketing strategy, especially on television, inundated competitors' advertisements.

"What athletic supplier's commercial sticks out in your mind? Why do you or don't you like it?"

Group A: Group A was unable to reference a specific commercial they remembered, but mentioned that they prefer commercials that focused on a sneaker.

Group B: Three participants in Group B were unable to recollect a memorable commercial. One participant stated that he favored Nike's "Human Chain" commercial, and one participant referenced a Nike endorsement featuring Indianapolis Colts' star quarterback Peyton Manning.

Group C: Out of the three participants that could recollect an athletic supplier's commercial, one participant recalled Underarmour's "Click-Clack" campaign because it was "cool", one participant favored the video "Kobe Bryant Jumps Over an Aston Martin" and claimed he saw it before the survey, and one participant recalled a Gatorade commercial featuring NBA All-Star Dwight Howard.

"How often do you see athletic suppliers' commercials on television?"

Group A: Group A stated that they see athletic suppliers' commercials "a lot" during Sports Center and sporting events.

Group B: Most of Group B claimed to watch a lot of professional sports, and felt that they were exposed to many athletic suppliers' commercials.

Group C: Four of the five participants in Group C claimed to witness many athletic suppliers' commercials while watching Sportscenter, ESPN, Fox and sporting events.

"Are there a lot of athletic supplier's advertisements in magazines that you read?"

Group A: Most of Group A read magazines, such as Sports' Illustrated, Game Informer. Group A couldn't determine whether or not there were "a lot" of advertisements for athletic suppliers in those magazines.

Group B: None of the participants in Group B read magazines.

Group C: None of the participants in Group C read magazines. One participant, however, claimed to read catalogs.

New Media

"Have you ever seen a sneaker commercial on the Internet? What website?"

Group A: Most of Group A has seen a sneaker commercial on the Internet, in particular on a sponsored video on Youtube. Group A claimed while attempting to view an entertaining video on Youtube, an advertisement "pops up" before the video plays. Most of Group A did not actively seek sneaker commercials online.

Group B: Most of the participants in Group B stated that they never witnessed a sneaker commercial online. One participant claimed to see a sneaker commercial while browsing products on Nike's website.

Group C: All of the participants in Group C stated that they never saw a sneaker commercial online.

"Have you ever seen Nike on Facebook, Twitter or YouTube? What about other athletic suppliers?"

Group A: None of the participants in Group A used Twitter. Whether it was because of their parents' rules or other reasons, only a few of them said that they used Facebook. Many of them saw a sneaker commercial on Youtube before.

Group B: Most of the participants in Group B did not use Twitter. All of the participants claimed to use Facebook, but only one participants recalled visiting Nike's fan page.

Group C: Most of the participants in Group C did not use Twitter. However, most of the participants claimed to see Nike on Facebook, and two of the participants even 'Liked' it.

"On occasion, do you visit any athletic suppliers' websites? What about any other clothing brands?"

Group A: The majority of participants in Group A have visited Nike.com. In addition, many of the participants browsed online content using their video game consoles.

Group B: Most of the participants in Group B claimed to visit the following athletic suppliers' websites: Nike, Champs and Dick's Sporting Goods.

Group C: The majority of participants in Group C previously visited the following athletic suppliers' websites as they shopped online: Europort Champs, Models, Nike, Air Jordan and Footlocker.

Nike Brand

"What does 'Just Do It' mean to you?"

Group A: The consensus opinion in Group A was to "not worry about what other people think," "don't let their negativity get you down," "be yourself," and "to always do your best."

Group B: Nike's slogan meant the following to Group B: "it's motivational to do what you have to do," "don't worry about anyone else but yourself," and "get it done, no matter what."

Group C: Group C felt that 'Just do it' meant to "go out there and do your best," "do whatever comes to your mind," "don't listen to what anyone else says," and "just go for it, impulse get it done."

"Nike is the most profitable athletic supplier in the world. What do you think makes them so popular?"

Group A: Group A felt that Nike is the most profitable athletic supplier in the world because Nike sells "everything", Nike offers a large selection of "nice stuff", and whether it's professional athletes or friends, everyone wears Nike.

Group B: Group B felt that Nike is the most profitable athletic supplier in the world due to Nike's wealth of endorsements of high-profile athletes, Nike's high-quality products and Nike's stylish athletic apparel.

Group C: Group C felt that Nike is the most profitable athletic supplier in the world because of Nike's inexpensive manufacturing and global supply chain, Nike has been around longer than its competitors, Nike produces high-quality advertisements and products, and the Nike 'Swoosh' is easily recognizable.

Chapter 5:

Summary, Conclusions, Recommendations

Summary

As boys experience puberty, their single-minded introverted mentality evolves into a more cognizant and rational logic on commercial acquisitions. During puberty, boys transition from children into young consumers. Personal experiences, social influences, learning processes and other factors impact boys' development into young consumers. During this relatively finite period, consumers evolve more rapidly than any other stage of life.

To this day, the advertising industry struggles to connect with this ever-changing, yet powerhouse-spending consumer-market. Although the study used non-random sampling to accumulate a mere fifteen participants in the population, the author intended for the study's findings to direct and guide future research on the American youth male as a consumer.

The researcher did not anticipate the difficulties encountered to conduct primary research with boys ranging ten to eighteen years old, even though a convenience sample was drawn from Southern New Jersey. A limited network and resources contributed to the researcher's decision to adapt the primary research methodology in the midst of the study. The five boys ages 10-12 years old, or Group A, participated in a focus group session. The five boys ages 13-15 years old, also known as Group B, and the five boys ages 16-18 years old, also known as Group C,

participated in a telephone interview. Although the researcher could not observe interactions among the participants in Group B and Group C, the telephone interviews compensated for the qualitative data collected during the focus group.

The advertising industry lacks sufficient research on the American youth market's psychological tendencies that directly impact purchase-decision behavior regarding athletic footwear and apparel. The researcher compiled a secondary analysis consisting of different elements contributing to the topic under study, such as persuading the youth market, an analysis of sports consumers and an examination of Nike, to formulate conclusions and direct future research.

Conclusions

Using the primary and secondary research, the researcher accepts or rejects the following hypothesis statements:

Hypothesis 1- Creativity, defined by originality, expressive and imaginative elements, is the most important principle marketers should incorporate into athletic-shoes' marketing message design for male consumers ages 10-18.

Based on the secondary analysis, the researcher rejected Hypothesis 1. Marketers, regardless of the product, should be most concerned with engaging youth consumers in two-way communication rather than the characteristics and elements of the message design. As children age from prepubescent into adolescence, they become aware of advertisers' goals and intentions. Marketers

should concentrate on administering chat rooms, discussion boards, forums and feedback areas to engage adolescents and develop a trustworthy relationship, thus influencing purchase-decision behavior.

Hypothesis 2- As males age from pre-teens to adolescents, the targets' most influential group regarding athletic footwear shifts from parents to peers in a direct positive correlation.

Based on the primary research, the researcher rejected Hypothesis 2. Question #1 of the survey asked the participants to rank coaches, professional athletes, siblings, parents, personal opinions and friends in order of influential impact when purchasing sneakers. For Group A, personal opinions and siblings tied for the most prevalent responses. For Group B and Group C, personal opinions ranked the most important influencer. In addition, parents ranked an equal level of importance between Group A and Group C, and friends' influence only slightly increased from Group A to Group C.

Due to the limited participants in the primary research and non-random sample selection, the findings from Question #1 cannot be generalized. However, the primary research suggests that as males age from pre-teens to adolescents, a direct positive correlation from parents to peers regarding athletic footwear does not exist.

Hypothesis 3- For male consumers ages 10-18, online is the most informative medium for athletic footwear.

The researcher determined that the primary research supported Hypothesis 3. During the focus group and telephone interviews, the researcher asked the participants what they did if they wanted to find out more information about a particular sneaker. The participants overwhelmingly felt that the Internet was the most informative medium. Group A used Google Images to see pictures of a particular sneaker. Group B preferred to visit community forums to review what other consumers were saying about a particular sneaker. Regardless of the age group, all of the participants claimed to use the Internet to access more information about athletic footwear.

Hypothesis 4- For male consumers ages 10-18, television is the most persuasive medium for Nike's athletic shoes.

Based on the primary research, the researcher rejected Hypothesis 4. As previously mentioned in the limitations section of Chapter 1, due to its subconscious process, the act of persuasion is a difficult measure to gauge. However, the secondary analysis emphasized the importance of two-way communication between marketers and youth consumers. Since television communicates one-way messages, it will not be the most effective medium for the youth market.

As children age into late adolescence, their ability to detect, cope, nullify and remember marketing tactics, and attempts at persuasion, increases. Therefore, when it comes to influencing purchase-decision behavior in the youth market,

marketers executing two-way asymmetrical communication, or the art of persuasion, will not be as effective as those practicing two-way symmetrical communication, or the art of negotiation. Today, teenagers as a consumer are more informed, critical and perceptive than ever before. Blanketed messaging and overt marketing tactics are no longer effective with today's adolescents.

In addition, during the primary research's qualitative analysis, the researcher asked the population to choose the most influential medium when purchasing sneakers among television, the Internet or magazines. The majority of Group A felt that magazines impacted their decision the most, all of the participants in Group B and over half of the participants in Group C felt that the Internet impacted their decision the most. Based on supporting evidence, the researcher attributed Group A's response to a groupthink mentality rather than actual perceptions. However, most of Group B and Group C preferred the Internet, a two-way communicative medium. Therefore, the researcher rejects Hypothesis 4.

Hypothesis 5- Younger male adolescents are more easily influenced and susceptible to marketing tactics than older male adolescents.

The researcher accepted Hypothesis 5 based on the study's primary research. Younger children apply learned-experiences using a particular product less effectively than older children. During adolescence, children experience a "change of meaning" regarding exposure and interpretation of advertisements. Over time, children accumulate experiences and exposure to advertisements that alter their perception of marketers' intentions. Prior to this revelation, children believe

advertisements exist possessing no ulterior motives. However, as adolescents mature in logic, they increasingly recognize, remember and nullify marketers' attempts to persuade, thus becoming more difficult to influence. During the primary research's qualitative analysis, Group A was unable to recollect a single athletic supplier's commercial, while over half of the participants in Group B and Group C were able to recall specific advertisements.

The secondary analysis also suggested that younger teenagers play sports and watch television more often, while older teenagers read books and magazines more often. None of the participants in Groups A or Group B reported reading magazines. Therefore, younger teenagers are exposed to television advertisements more frequently than older teenagers. In addition, boys with higher recreational levels, younger teenagers, are more like to spend more money on athletic equipment. In the survey, Group A owned a significantly higher amount of sneakers over Group B and Group C.

During a portion of the survey, the researcher presented three Nike commercials to the participants. Following the video, the participants were asked a Likert Scale question to gauge their level of agreement with a particular statement. Three of the Likert Scale statements included: "Kobe Bryant's endorsements make me want to buy Nike products," "LeBron James' endorsements make me want to buy Nike products," and "This video (the Human Chain) makes me want to buy Nike equipment and apparel." In each of the responses, Group C reported the lowest response-rate of "Strongly Agree" and the highest response-rate of "Strongly

Disagree.” In addition, Group C had or was tied for the highest response-rate for never seeing the three advertisements prior to the survey.

When asked what makes Nike the most profitable athletic supplier in the world, Group A provided vague answers such as offering a “large selection of nice stuff” and “everyone wears Nike.” On the contrary, Group C provided in-depth and descriptive responses such as Nike’s inexpensive manufacturing and global supply chain, high-quality advertisements and products, and an easily recognizable logo. These responses support the notion of a “change of meaning” in older adolescents.

In the survey’s word-association question, the participants were shown Nike’s logo and asked to provide three descriptors that came to mind. Group A provided vague adjectives such as best, neat, fun, and the most prevalent response at 40%, “Cool.” However, Group C provided specific descriptions such as dependable, style, sneakers and sports. In Question #1 of the survey, Group B and Group C ranked their personal opinion higher than the younger Group A regarding influencers’ impact when purchasing sneakers.

Although the results cannot be generalized due to the nonrandom sample selection, when compared to older adolescents, younger adolescents in this study had a much more difficult time explaining why they liked Nike and recalling specific advertisements, owned more sneakers, and were more likely to purchase Nike products after watching commercials and endorsements. The researcher concludes that younger adolescents favor brands, such as Nike, simply due to the brand’s high

exposure and the mass opinion of influencers. Therefore, the findings support Hypothesis 5.

Recommendations

Nike's annual marketing expenses significantly exceeds that of its competitors, is the most popular brand of athletic-apparel and equipment among young males, and is the world's largest sports apparel supplier. Nike revolutionized the industry by combining functionality and style in athletic apparel. Adolescents' level of participation in recreational activities and sports decreases as they age. Regardless of motives, Nike's innovative advertising strategies and continuous marketing research lead to its supremacy in the industry and ability to mass-appeal across various demographics.

Generally, marketers struggle to understand and target the rapidly evolving youth consumer. Due to scarce research on the youth market's motives and influences, and Nike's industry-dominance over multiple decades, the author detected an opportunity to contribute significant findings and direct future research on the topic under study.

Absent limitations of time and resources present during this study, the author recommends: a larger randomly selected sample to generalize data and apply the findings to the entire universe, a broader scope of technologies and marketing tactics under study, and implementing multiple methodologies to acquire the

universe's most accurate reflection. In addition, the researcher recommends using the same methodology among all of the samples in the population. To avoid researcher biases, the researcher recommends employing trained moderators to conduct the focus groups and identically trained coders to record and compile the data. To avoid preconceived notions and personal biases among the participants, such as disliking the endorsers Kobe Bryant and LeBron James, the researcher recommends presenting various athletic-apparel advertisements and featured athletes.

List of References

- Belch, M. A., Krentler, K. A. & Willis-Flurry, L.A. (2005). Teen Internet mavens: influence in family decision making. *Journal of Business Research*, 58(5), 569-575.
- Ballinger, J. & Olsson, C. (1997) Behind the Swoosh. Global Publishing Foundation. Retrieved January, 2011 from <http://www.citinv.it/associazioni/CNMS/archivio/multinazionali/costoscarpenike.html>
- Bradish, C. L., Stevens, J. A., & Lathrop, A. H. (2003). "Who is your hero?" implications for athlete endorsement strategies. *Sport Marketing Quarterly*, 12(2), 103-110.
- Bradish, C.L., Stevens, J.A., & Lathrop, A.H. (2003). National versus regional sports marketing: an interpretation of 'think globally, act locally'. *International Journal of Sports Marketing*, 5(3), 209-225.
- Bradish, C.L., Stevens, J.A., & Lathrop, A.H. (2005). Tracking generation y: a contemporary sport consumer profile. *Journal Of Sport Management*, 19(3), 254-277.
- Buber, M. (1970). I and thou: a new translation. New York: Scribner.
- Bull, J. (2003). Responsible marketing -- an agency's role. *International Journal of Advertising & Marketing to Children*, 4(2), 51-56.

- Bush, A.J., Martin, C.A., & Bush, V.D. (2004). Sports celebrity influence on the behavioral intention of Generation Y. *Journal of Advertising Research*, 44(1), 108-118.
- Bushey, C. (2010). All a twitter. *Journal of Property Management*, 75(1), 24-27.
- Cook-Anderson, G. (2003). Divide and conquer: addressing today's youth market. *Public Relations Tactics*, 10(12), 08-08.
- De Kerckhove, A. (2002). Building brand dialogue with mobile marketing. *Young Consumers*, 3(4), 37-43.
- Dohrmann, G. (2003, June 2). James and the giant deal. *Sports Illustrated*, 98(22), 23-23.
- Dwyer, R., Schurr, P.H., & Oh, S. (1987) Developing buyer-seller relationships. *Journal of Marketing*, 51(2), 11-27.
- Dyson, A. & Turco, D. (1998). The state of celebrity endorsement in sport. *The Cyber Journal of Sport Marketing*, 2(1).
- Erdogan, B.Z. & Baker, M.J. (1999). Celebrity endorsement: advertising agency managers' prospective. *Cyber-Journal of Sport Marketing*, 3(3).
- Fullerton, G. (2005). How commitment both enables and undermines marketing relationships. *European Journal of Marketing*, 39(11), 1372-1388.
- Gaskins, P. (1999, February). Why do sneakers cost so much?. *Scholastic Choices*, 14(5), 06-09.

- Goldberg, M.E., Gorn, G.J., Peracchio, L.A., & Bamossy, G. (2003). Understanding materialism among youth. *Journal of Consumer Psychology, 13*(3), 278-288.
- Grant, I.C. (2005). Young people's relationships with online marketing practices: an intrusion too far? *Journal of Marketing Management, 21*(5), 607-623.
- Gregory, S. (2007, November 12). Sneaker cents. *Time, 170*(20), 115-116.
- Hein, K. (2007). Teens schizophrenic about their brands. *Brandweek, 48*(25), 04-04.
- Hempel, J. (2005, December 12). The MySpace generation. *Business Week, 85*-96.
- High school basketball star LeBron James signs \$90 million shoe contract. (2003, June 9). *Jet, 103*(24), 51-51.
- Holguin, J. (2005). Generation M: natural multitaskers. *CBS Evening News*. Retrieved July, 2008 from <http://www.cbsnews.com/stories/2005/05/10/eveningnews/main694344.html>
- Huberman, B.A., Romero, D.M., & Wu, F. (2009, January). Social networks that matter: twitter under the microscope. *First Monday, 14*(1), 01-01.
- Jenkins, H. (2006) *Convergence culture: where old and new media collide*. New York, NY. New York University Press.
- Jugenheimer, D.W., Bradley, S.D., Kelley, L.D., & Hudson J.C. (2010). *Advertising and public relations research*. Armonk, NY & London, UK: Library of Congress Cataloging-in-Publication Data.

- Jung, J.Y., Kim, Y.C., Lin, W.Y. & Cheung, P.H. (2005). The influence of social environment on Internet connectedness of adolescents in Seoul, Singapore, and Taipei. *New Media and Society*, 7(1), 64–88.
- Katz, E., Blumler, J.G. & Gurevitch, M. (1974). Utilization of mass communication by the individual. *The Uses of Mass Communications*, 19–34.
- Kerezy, J. (2010). Farewell to the king: lebron james' royal fiasco. *Public Relations Tactics*, 17(9), 10-10.
- King, C. (2010). Beyond persuasion. *Journal of Business Communication*. 47(1), 69-78.
- Ko, H., Cho, C.H., & Roberts, M.S. (2005). Internet uses and gratifications. *Journal of Advertising*, 34(2), 57–70.
- Ko, H., Cho, C.H., & Roberts, M.S. (2006). Cultural differences in motivation and interactivity: a comparative study of American and Korean Internet users. *Journal Current Issues and Research in Advertising*, 28(2), 93-104.
- Kohlberg, L. (1987). Child psychology and childhood education: A cognitive-developmental view. New York, NY: Longman Publishing Group.
- La Ferle, C. (2000). Teens' use of traditional media and the Internet. *Journal of Advertising Research*, 4(3), 55–66.
- Lachance, M. J., Beaudoin, P., & Robitaille, J. (2003) Adolescents' brand sensitivity in apparel: influence of three socialization agents. *International Journal of Consumer Studies*, 27(1), 47-57.

- Laszlo, J. (2009). The new unwired world: an IAB status report on mobile advertising. *Journal of Advertising Research*, 49(1), 27-43.
- Ling, R. & Pederson, P. (2005). The socio-linguistics of SMS: an analysis of SMS use by a random sample of Norwegians. *Mobile Communications: Renegotiation of the Social Sphere*
- Livingstone, S. (2003). Children's use of the Internet: reflections on the emerging research agenda. *New Media and Society*, 5(2), 147-166.
- Livingstone, S. (2008). Taking risky opportunities in youthful content creation: teenagers' use of social networking sites for intimacy, privacy, and self-expression. *New Media & Society*, 10(3), 393-411.
- Lu Hsu, J. (2008). Purchase of clothing and its lineage to family communication and lifestyles among young adults. *Journal of Fashion Marketing & Management*, 12(2), 147-163.
- Luchter, L. (2007) Ipsos: social networking becoming dominant web activity worldwide. *Media Post*. Retrieved July 6, 2007 from <http://publications.mediapost.com/index.cfm?fuseaction=Articles.san&s=63603&Nid=32046&p=204029>
- Mackenzie, S. B., & Lutz, R. J. (1989). An empirical examination of the structural antecedents of attitude toward the ad in an advertising pretesting context. *Journal of Marketing*, 53(2), 48-65.

Marketing Terms (2010). Retrieved January, 2011 from

<http://www.marketingterms.com/>

McQuail, D. (1994). Mass communication theory. London, Sage Publications.

Moore, E.S. & Lutz, R.J. (2000) Children, advertising, and product experiences: a multimethod inquiry. *Journal of Consumer Research*, 27(1), 31-48.

Morris, M. & Ogan, C. (1996). The Internet as mass medium. *Journal of Communication*, 46(1), 39-50.

Okazaki, S. (2009). The tactical use of mobile marketing: how adolescents' social networking can best shape brand extensions. *Journal of Advertising Research*, 49(1), 12-26.

Pitts, B.G. & Stotlar, D.K. (1996). Fundamentals of sport marketing. Morgantown, WV. Fitness Information, Technology, Inc.

Rein, I., Kotler, P. and Stoller, M. (1997) High visibility: the making and marketing of professionals into celebrities. Chicago, IL. NTC Business Books.

REUTERS. (2010, June 24). Nike's profit rises 53%, but it misses forecasts. *New York Times*, Retrieved August, 2011 from
<http://www.nytimes.com/2010/06/24/business/24nike.html>

Rotolo, A. (2010). Beyond friends and followers: next steps for social media. *Public Relations Tactics*, 17(5), 09-09.

- Rovell, D. (2003, June 26). First-round salary scale. Retrieved from <http://sports.espn.go.com/nbadraft/d03/story?id=1573071>
- Ruggiero, T. (2000). Uses and gratifications theory in the 21st century. *Mass Communication & Society, 3*(1), 3–37.
- Satterfield, K.R. (2003, November 7). Ready for the big league?. *Time for Kids, 9*(8), 06-06.
- Schultz, D.E. (2010). The past is (truly) past. *Marketing Management, 19*(1), 10-11.
- Shank, M. (1999) Sports marketing: a strategic perspective. Englewood Cliffs, NJ. Prentice Hall.
- Sporting Goods Manufacturers' Association. (2001) The 2001 SGMA state of the industry report. North Palm Beach, FL.
- Tsao, J.C. & Steffes-Hansen, S. (2008). Predictors for internet usage of teenagers in the united states: a multivariate analysis. *Journal of Marketing Communications, 14*(3), 171-191.
- Vanderbilt, T. (1998). The sneaker book: anatomy of an industry and an con. The New Press.
- Wohlfeil, M., & Whelan, S. (2006). Consumer motivations to participate in event-marketing strategies. *Journal of Marketing Management, 22*(5/6), 643-669.

- Wood, L., Taks, M., & Danylchuk, K. (2008). Communicating with "tweens" in the sport industry: practitioners' insights. *International Journal of Sport Communication, 1(3)*, 286-300.
- Wright, P. & Friestad, M. (1994). The persuasion knowledge model: how people cope with persuasion attempts. *Journal of Consumer Research, 21(1)*, 1-31.
- Wright, P., Friestad, M., & Boush D.M. (2005). The development of marketplace persuasion knowledge in children, adolescents, and young adults. *Journal of Public Policy & Marketing, 24(2)*, 222-233.
- Zuk, R. (2009). Tweeting up with @the_real_shaq: phoenix suns pr pros embrace twitter. *Public Relations Tactics, 16(3)*, 12-12.