

PERCEPTIONS OF THE STEREOTYPES OF THE MILLENNIAL GENERATION

A Thesis

by

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ABSTRACT

The purpose of this study was to assess the perceptions of stereotypes of the Millennial generation by other generation groups. This study evaluates Millennials' self-perception and how other generations view them based on stereotypes to report any overlaps and/or disconnects. The differences in opinion and the popularity of visiting socially responsible food and drink establishments were assessed to gain an understanding of Millennials' food purchasing motivations and decision processes. This subject may be of greater interest to companies and organizations in the food and agriculture industries.

This study was composed of parallel quantitative and a qualitative studies. A survey questionnaire was distributed using variations of the drop-off/pick-up method and traditional mail throughout the western United States to collect demographic data and perceptions of Millennial stereotypes among generation groups. Qualitative interviews with individuals, companies, and organizations related to the food-agriculture industry were conducted to provide detailed, in-depth descriptions of perceptions of Millennial stereotypes, as well as the decisions, motivations, and marketing strategies of socially responsible companies and organizations with large Millennial customer bases.

Statistically significant differences were found when comparing Millennials to other generation groups. Millennials view themselves and their generation differently than other generation groups view Millennials. Social responsibility is important to the

Millennial generation; however, further research is needed to address social responsibility in their food purchasing decisions.

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CHAPTER I

INTRODUCTION AND LITERATURE REVIEW

Introduction

Generational research is not a new concept; in fact, it dates back to Karl Mannheim (1952). There are many different forms of generational research, each ranging in length, specialization, framework, and theory (Huntley, 2006; Howe & Strauss, 2000; Mannheim, 1952). The purpose of studying generations was to understand the characteristics of each different category of people (Pendergast, 2010).

Millennials, the generation that is quickly moving into the workforce and will, according to the Pew Research Center (2010), have the largest share of spending power in the marketplace by 2017, has often been studied by industry and large research firms. With Millennials quickly making up the majority of decision-makers in the marketplace, it has become increasingly important to be able to effectively market to them and understand them as a consumer group.

Millennials have been reported to be concerned with where their food comes from and how it is marketed to them (Parment, 2013). Smith & Brower (2012) acknowledged the increasing popularity of the socially responsible trend in food purchasing with Millennial consumers. The food production and consumption sectors are a large part of the agricultural industry. To remain current and progressive as marketers and academics in the food-agriculture field, it is increasingly important to understand this growing consumer group known as Millennials.

Operational Definitions

Traditionalist: An individual born between 1901 and 1944 (Scheid, 2010)

Baby Boomer: An individual born between 1945 and 1960 (Nielsen, 2014; Pew, 2010)

Generation X: An individual born between 1961 and 1979 (Nielsen, 2014)

Millennial: An individual born between 1980 and 1995 (Nielsen, 2014; Pew, 2010; Deloitte, 2014)

Socially responsible: Refers to a duty every individual or company performs to maintain a balance between the economy and ecosystems (Smith & Brower, 2012)

Food-agriculture industry: Used to refer to food for consumption. This is food bought at food retailers, grocery stores, farmer's markets, restaurants, and convenience stores. (Smith & Brower, 2012; Smith, 2010)

WOM: Word-of-mouth marketing. The marketing technique used to share information from consumer to consumer that requires little or no capital expenditure for a company (Keller, 1998)

Progressive agriculture: A gradual evolution of ideas, findings, or opportunities in farming agriculture (AgDevONLINE, 2010)

Julian date: The integer assigned to a whole solar day of the year. Julian dates range from 1 (January 1) to 365 (December 31)

Millennial Stereotype Characteristics

Millennials have most often been studied in industry, rather than through formal academic research, due to time lags in researchers achieving academic publication.

Industry research allows a larger quantity and real-time assessment of Millennials as a

group in a prompt manner. After assessing widely-noted Millennial studies from Nielsen (2014), Pew (2010), Boston Consulting Group (2012), and articles derived from leading business consulting firms, the most frequently mentioned common characteristics describing Millennials included:

Expressive, social, diverse, urban, bargain seeking/ price conscious, healthy, philanthropic, socially responsible, inclusive, creative, optimistic, motivated, educated, technological savvy, collaborative.

Millennial Influencers

Nielsen (2014) discovered Millennials would pay a premium for socially responsible products, which can be defined as products considered to be environmentally friendly, use sustainable production techniques, and decrease the carbon footprint during production (Keller, 1998). These findings send a strong message to companies that produce consumer products. The food-agriculture industry should carefully consider this finding in their planning, research, and development.

Further, it has been suggested that Millennials have been "taking note of a company's reputation, reading product labels, and looking for clues on product packaging to discern if a product is environmentally preferable" (Smith & Brower, 2012, p. 535). Also, "Some firms are putting corporate social responsibility at the very core of their existence" (Keller, 1998, p. 176). This shift in corporate strategy has taken place in consumer goods; however, as pointed out by Smith and Brower (2012), the food-agriculture industry was increasingly affected by this shift as well.

Millennials care about where their food comes from, seeking sustainably produced goods (Smith & Brower, 2012). Millennials also demand the ability to seek knowledge through different methods about their food choices and consumer products (Regine, 2011). The trend of being socially responsible is one that has been consistent throughout the Millennial generation's development, although, at first, it was thought to be simply a fad (Keller, 1998). In a recent study, more than one-half of Millennials studied indicated they sometimes make an effort to buy "green" or socially responsible products (Smith, 2010). Millennials seek specific, transparent information about how a company or a product affects the well-being of the environment. Millennial's effort to buy green products supports Nielsen's (2014) claim that Millennials are more socially responsible than other generations. However, it has been difficult for companies to effectively communicate their products are sustainable and socially responsible (Prothero & McDonagh, 1992).

Smith and Brower (2012) claimed Millennial consumers are most influenced by a company or brand's reputation when they make their purchasing decisions. One way to build a socially responsible reputation is to support a cause (Keller, 1998). For example, BCG (2012) reported Millennials were more likely to choose products that support charitable or philanthropic causes. Many Millennials believed businesses could be doing more to address society's environmental and social challenges and concerns, according to the Deloitte (2014) executive summary. Millennials appeared to be concerned about doing business with, and even working for, companies with good ethical practices (Deloitte, 2014).

“Engaged employees are those who are fully involved in their work... and are committed to their own growth and the growth of their company” (Raines & Arnsparger, 2009). Active engagement was defined as the point when individuals were willing to invest their own personal resources on a task or product beyond those expended during the consumption or purchase of said thing (Keller, 1998). Obtaining a sense of achievement and freedom has been shown to influence Millennials’ engagement in tasks (Raines & Arnsparger, 2009). Allowing Millennials to actively engage in a task in hopes of achieving something is beneficial by empowering them (Raines & Arnsparger, 2009). Engagement with Millennials is more than simply communicating; it is important in building consumer relationships that this group personally be involved and be able to make decisions (Keller, 1998).

Deloitte (2014) reported Millennials want to work for companies and organizations that “foster innovative thinking, develop their skills, and make a positive contribution to society” (p. 2). This preference by Millennials may confirm the more structured workplace environments that are popular in the agriculture sector, need to innovate to attract the best Millennial talent. Millennials want to work for a cause with consistent opportunities to learn and make a difference (Raines & Arnsparger, 2009). Further, Millennials believe the outlook and attitudes of management could be serious barriers to innovation, and the reluctance to take risks, reliance on existing ways and products, and the unwillingness to collaborate with others often hinders growth (Deloitte, 2014). Millennials typically want more transparent and good communication channels for change (Deloitte, 2014).

Millennials are said to be one of the most technology savvy generations because of the amount of exposure during their lifetimes. Researchers often predict Millennials grow bored with the marketplace more quickly due to the constant influx of information and communication overload (Goman, 2006). Millennial consumers are often viewed as the trendsetters of today and are growing into the largest and most lucrative demographic group for marketing professionals to target. Millennials are heavily consumption-oriented, and account for more than \$500 billion in sales; this generation continues to grow and gain marketplace momentum (Vahie & Paswan, 2006). Now, more than ever, it could be crucial for companies to connect with this generation to develop brand loyalty and maintain consistent sales.

It has been reported that word-of-mouth (WOM) marketing resonates highly with Millennials (Keller, 1998). However, according to Smith and Brower (2012), the influence of consumer reports saw a declining trend from the years 2009-2011 among the Millennials sampled.

Millennials were projected to represent the largest share of spending power in the marketplace, by the year 2017 (Pew, 2010). Therefore, it is increasingly important for companies who wish to maintain market share to market consumer products to the Millennial generation. However, Millennials have been found to be quite frugal with where and how their money is spent (Nielsen, 2014). The shopping habits of Millennials could drive the creation of more store brands, according to BCG's (2012) report, validating Nielsen's (2014) claim that Millennials were frugal and careful shoppers.

Millennial Communication Styles

Academic literature could be inconsistent in defining and describing how the Millennial generation works, communicates, shops, and prefers consumer products. However, after reviewing industry-wide reports and studies: e.g., Nielsen (2014), Pew (2010), Deloitte (2014), and BCG (2012), this researcher noted common research areas in Millennials' preferred communication styles. According to the U.S. Chamber of Commerce Foundation, "Millennials are considered the multitaskers extraordinaire" (2012, p. 4). As a generation, Millennials are more likely to communicate while doing more than one thing at a time (Bitley, 2012; Pew, 2010). Although Millennials are able to multitask, even when communicating, Raines and Arnsperger (2009) said to keep it simple when it comes to communication styles.

The future landscape of the marketplace may be a participatory economy created based on the thriving Millennial generation (BCG, 2012). The companies that connect with Millennials now could thrive in the future, so it is increasingly important to target this group of consumers. "Research found that 18-26 year olds spend 28% more time online than 27-40 year olds, read blogs twice as often, and are 50 times more likely to send text messages" (Brooks, 2005, p. 26).

Millennials are the most digital generation and are often considered media and tech-rich (Anderson, 2007). Short-form videos were said to be a key element in marketing strategies, according to the BCG (2012) for Millennials, which supports the need for marketers to incorporate social inclusion via social networks. Millennials believe heavily in what is communicated through their inner networks, including their

social network following (BCG, 2012). If a company could gain the trust of Millennials by conveying a relatable message to them in a short video (e.g., Vine or YouTube™), Millennials may be more likely to share the short video with their networks, which could, therefore, increase awareness of the company's brand or product among millennials through WOM marketing and personal endorsement.

“Generation Y [Millennials] appears to be a notoriously fickle consumer group, demanding the latest trends in record time” (Brooks, 2005, p. 47). Using instant messages, text messaging, active email streams, and social networking when communicating with Millennials is supported by Brooks (2005) claim. In-person meetings are acceptable for Millennials as long as Millennials are active throughout (Deloitte, 2014). As a group, Millennials prefer structured, formal processes for change, along with good communication channels to achieve innovation (Deloitte, 2014).

Theory

Bandura's (1986) social cognitive theory serves as a good theoretical framework to investigate the perceptions and perspectives of Millennials, in this study. Pajares et al. (2009) stated, “social cognitive theory is frequently referenced as a framework that might explain the possible effects of media depiction” (p. 288). The behavior patterns discussed by Pajares et al. were not tested or reported; however, Pajares et al. suggested that behavior patterns could be tested with empirical work, in future studies.

The components of social cognitive theory provided a triadic, reciprocal model of causation among people to delineate behavioral, environmental, and personal determinants (Bandura, 1986). Millennials' personal determinants could be categorized

by age, or birth year. Bandura (2009) stated, “most external influences affect behavior through cognitive process rather than directly” (p. 267). Nielsen (2014) reported Millennials were more likely to choose social settings where they could interact with individuals with similar characteristics, supporting Bandura’s (2009) finding that personal determinants serve as motivators and regulators of behavior.

Due to membership in a generation group and the environment in which an individual grew up, social cognitive theory could be used to explain an individual’s behavior. Using social cognitive theory, it can be conceptualized that Millennials’ personal and environmental determinants could affect their behavior and vice-versa, illustrated in Figure 1. Historically, Millennials’ communication, purchasing behavior, motivations, and perceptions have been studied (Parment, 2013; Pendergast, 2010; Pew, 2010; Rains & Arnsparger 2009; Smith, 2010).

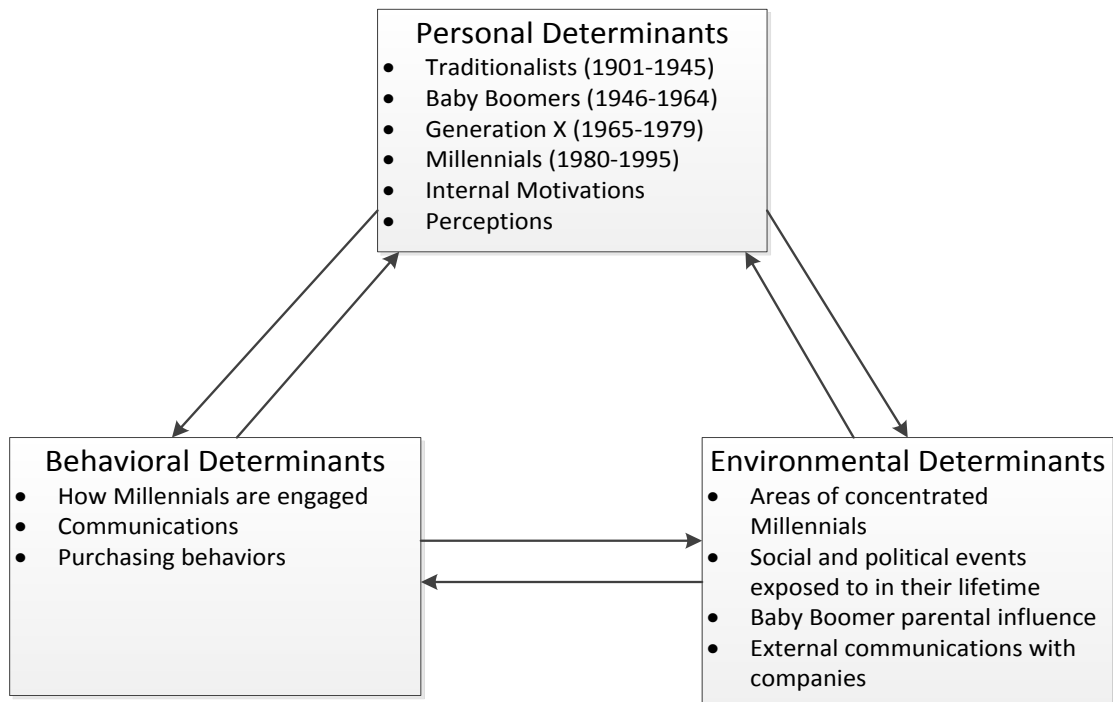


Figure 1. Social cognitive theory. Illustration of Bandura's (1986) social cognitive theory determinants for this study.

Design, Measure, and Interpretation

During the past 75 years, survey research has changed from being a personal experience for respondents to an impersonal one, which has decreased respondents' likelihood to respond (Dillman, 2009). Survey research, however, can be costly and often results in a long time lag due to the time the completed questionnaires spend in mail transit. Nonetheless, the method of mailing questionnaires through the U.S. Postal Service has been widely used, despite the challenges associated with assessing public opinion using mail surveys (Loveridge, 1998; Dillman, 2014).

To achieve the personal experience aspect of survey research noted by Dillman (2009), the design of this study relied heavily on the hand delivery method in multiple variations in conjunction with a larger study on data collection methods. The hand delivery method for household surveys, sometimes referred to as the drop-off/pick-up method (DOPU), is a relatively simple and effective method. DOPU capitalizes on the benefits associated with personal interviews, without the disadvantages of mail or phone surveys (Riley & Kiger, 2002). This method, therefore, was easier and more efficient to streamline among a group of researchers, because of the simplicity of the data collection process and the ability to train researchers at one point in time.

The hand delivery method has often resulted in significantly higher response rates (Steele, Bourke, Luloff, Liao, & Krannich, 2001; Allred & Ross-Davis, 2010). Increases in response rate have been credited to concepts explained by the social exchange theory pointed out by Dillman (1991). Using face-to-face communication between the researcher and respondent allows the researcher to further explain the purpose, scope, and importance of the study and convince the respondent why their participation matters. Personal contact and follow-ups were reported to positively influence cooperation (Melvin, 1999). Dillman (2009) stated, social exchange has been found to be a useful framework for organizing specific actions aimed at improving response rates. The concept of social exchange has been a widely-noted theoretical underpinning of survey research for many years and has served as the basis for many of the recommendations noted in Dillman's *Tailored Design Method* (Dillman, Smyth, & Christian, 2009) for survey research.

Again, it should be noted, academic literature has been in conflict with studies produced by industry on the topics of work, communication, shopping, consumer product preferences, and motivations of Millennials; e.g., Nielsen (2014), Pew (2010), Deloitte (2014), and BCG (2012). Industry-led findings have not been empirically driven in an academic setting, nor a widely accepted theoretical framework been derived from the outcomes. However, a study by Smith and Brower (2012), completed a longitudinal comparison of Millennial perceptions over a period of three years. The same sample of Millennials was used for the duration of the study. However, for this study, the time constraint limited this study to be conducted longitudinally, due to time constraints.

Deloitte (2014) conducted an international online survey to test 7,800 Millennials for their *Executive Millennial Report*. The study was conducted online because of the popularity of that form of media among the Millennial generation. It should be noted that all Millennials surveyed by Deloitte were employed full-time and had some form of college degree, which supports claims by Nielsen (2014), Schield (2010), and Pew (2010) that the Millennial workforce is growing.

For the Pew Research Center's *The Millennials: Confident, Connected, and Open to Change* (2010), researchers used phone interviews to sample 2,020 adults, with a larger sub-sample of 18-29 year olds (Millennials). The questionnaire used to structure the phone interviews was created based on data from more than 20 years of data from polls on political and social values (Pew, 2010). The instrument used was created based on constructs of past Pew studies on the specific topic areas addressed (e.g., beliefs, behaviors, technology, and engagement; 2010). Findings were presented by generation

(Millennial, Gen X, Baby Boomer, and Silent). The Millennial sample size was equal to that of the other three generations combined, and mean and standard deviations were reported for each question presented.

Data collection methods between Nielsen's (2014) *Millennials--Breaking the Myths* and Pew's *The Millennials: Confident. Connected. Open to Change*. were similar. did (2010). Nielsen relied on specific assessments of demographic information (e.g., UPC-coded products, market basket of goods, population, languages, entertainment and media consumption, and employment) to create the questionnaire used in their 2014 report. Unlike Pew's (2010) more limited statistics of reporting *n* values for each questioned asked, Nielsen (2014) reported frequency, percent, mean, and standard deviation for each of the areas analyzed.

Regine (2011) studied the consumer food choices of Millennials. In Regine's (2011) study, she used inferential (univariate analysis of variance (ANOVA) and a *t*-test) and non-parametric (chi square) tests to determine if significant differences existed between the variables of attitudes towards products, and consumers. Regine's (2011) instrument was a two section questionnaire. The first section asked respondents about demographic variables (e.g., age, income, educational level, and ethnic group), while the second section asked respondents about their preferences and opinions about grocery products. By using an sectioned instrument, Regine was able to separate and report based on generational groups.

Population

The purpose of this study was three-fold: 1) describe Millennials’ perceptions of the communication styles, motivations, and stereotypes of the Millennial generation; 2) describe how members of other generations (i.e., Traditionalists, Baby Boomers, and Gen X) perceive the communication styles, motivations, and stereotypes of the Millennial generation, and then 3) compare Millennials’ responses to those of the other generations. This population may consist of but is not limited to employers hiring Millennials, customers who interact with Millennials in a professional setting, and companies who communicate to Millennials about products (Parment, 2013; Raines & Arnsparger, 2010; Deloitte, 2014; Smith & Brower, 2012). Nielsen (2014) suggested the 10 markets with the largest number of Millennials, which closely align to the selected markets sampled for this study, shown in Table 1.

Table 1
Greatest areas of highly concentrated Millennials

City, State	Percent of Population Defined as Millennial	Index for Concentration
Austin, TX	16	120
Salt Lake City, UT	15	117
San Diego, CA	15	117
Los Angeles, CA	14	109
Denver, CO	14	109
Washington, DC	14	109
Houston, TX	14	108
Las Vegas, NV	14	108
San Francisco, CA	14	107
Dallas-Fort Worth, TX	14	106

Note. Nielsen Pop-Facts ® (2013); Nielsen (2014).

However, due to the nature of this study and its sampling limitations, the findings of this study cannot be inferred beyond this study's respondents. Further, the respondents may have opinions and experiences with Millennials beyond the scope of this study, and out of researcher control.

Purpose

The agriculture community and food-agriculture market is ever-evolving and growing. Marketers must relate to, understand, and engage their customers (Keller, 1998). It is now essential for companies to stay close to their customers and develop more customers to stay current in the marketplace (Agri-Marketing, 2009). There was little research in the literature exploring the perceptions of Millennials related to the food-agriculture industry. Industry studies from Nielsen (2014) and Pew (2010) explored perceptions of Millennials' shopping behaviors, but did not pertain specifically to food. The lack of research poses a problem, because to effectively serve the next generation of decision makers and consumers in the food-agriculture sector, marketers in the food consumption and purchasing industries must understand Millennials as consumers.

The traditional agriculture industry was notorious for implementing the one-size-fits-all marketing technique, according to the National NAMA News (2009). However, in today's marketplace, the one-size-fits-all strategy hurts more than it helps. "Changes [are] forcing and enabling U.S. farmers and livestock producer to reach out beyond traditional communities to ensure the success of their enterprises" (National NAMA News, 2009; Kohl, 2009).

The Millennial generation has continued to grow in the workplace and will make up most of the working class in the coming years (Nielsen, 2014; Pew, 2010).

Understanding Millennials thoughts, motivations, and decision-making processes is crucial to communicating and targeting them as consumers effectively. According to 2010 U.S. Census Data, each year, one-million Millennials enter the workforce. Nearly 40% of the U.S. workforce will be Millennials by 2020 (Lynkins & Pace, 2013), making Millennials the largest working class in history to date. Also, Millennials were predicted to surpass all other generations in total earnings (Pew, 2010). It could be argued, therefore, that Millennials may have more disposable income through the duration of their lifetimes and be able to purchase more goods, which could be important to marketers and communicators in all industries, including food-agriculture. The importance of understanding Millennials has only grown in importance in food agriculture.

One of the most valuable pieces of information for any company is the relationship the company has with its customers (Berry & Seltman, 2008). Obtaining accurate and correct information is a difficult task. However, the benefits of a company or organization knowing their target market could increase awareness, allow customization of communication and marketing strategies, and ultimately positively affect the company's bottom line (Mulder & Yaar, 2006).

Genesis of Generational Research

Generational research is not a new concept; it dates back to at least the work of Mannheim in 1952. There are many different forms of generational research ranging in

lengths, specializations, frameworks, and theories (Huntley, 2006; Howe & Strauss, 2000; Mannheim, 1952). The purpose of studying generations was to understand the characteristics of each different category of people (Pendergast, 2010).

Generations are categorized by the year in which individuals were born. There was much disagreement regarding which years define each generation. For example, Schield (2010) defines the Traditionalist generation as those born between 1901 and 1944; whereas, Nielsen (2014) did not define this group as the commonly adopted Traditionalists at all (Pew, 2010; Deloitte, 2014; Pendergast, 2010). Instead, Nielsen (2014) defined the previously noted Traditionalist as the Greatest Generation for years 1901-1924 and the Silent Generation for years 1924-1945.

Generation membership is defined by age ranges. Each range of ages reported varied depending on the research, which causes different age criteria for membership in generational groups. Concern about generational overlaps can be accounted for by the concept of normal distribution, which allows overlaps in many definitions of generational groups. Members who fall in the either of the tail ends of the distribution are known as a cusp (Kupperschmidt, 2000). A cusp-generation cohort group is defined as individuals who were born within three-to-five years of each end of a generational group (Kupperschmidt, 2000; Egri & Ralston, 2004). Cusp-generations are likely to possess characteristics of the adjacent two generational groups rather than associating more with either. Figure 2 illustrates the concept of the Millennial generation group with cusp-generations.

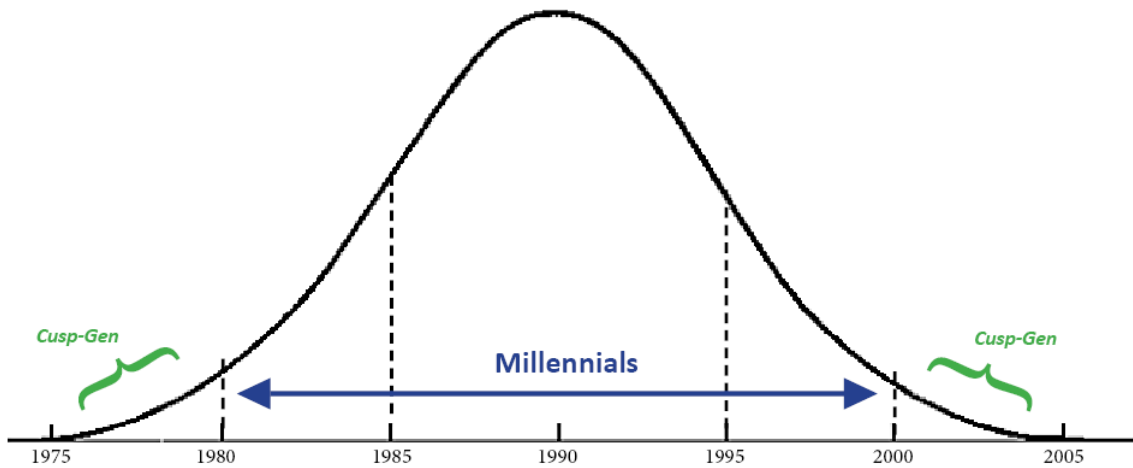


Figure 2. Conceptual diagram of Millennials. Definitions of generations vary in the literature (e.g., Pew, 2010, versus Deloitte, 2014); however, the concept of a normal distribution helps to account for variability.

The disagreement shown in the literature (Table 2) complicated selecting a single generational divide; therefore, for this study, the divisions of generations were developed based on Nielsen (2014), Schield (2010), Pew, (2010), and Deloitte (2014):

- Traditionalists (1901-1945)
- Baby Boomers (1946-1964)
- Generation X (1965-1979)
- Millennials (1980-1995)
- Generation Z (1996-present)

Table 2

Varying generational cohorts

Generation	This study	Nielsen ^a	Schild ^b	Pew ^c	Deloitte ^d
The Greatest	—	1901 – 1924	—	—	—
The Silent	—	1925 – 1945	—	—	—
Traditionalist	1901 – 1944	—	< 1945	1901 – 1945	—
Baby Boomer	1945 – 1960	1946 – 1964	1946 – 1964	1946 – 1964	—
Generation X	1961 – 1979	1965 – 1976	1965 – 1982	1965 – 1980	—
Millennial	1980 – 1995	1977 – 1995	1983 – 2000	1980 – Prs.	1983 – Prs.
Generation Z	1995 – Prs.	1995 – Prs.	—	—	—

Note. ^a Nielsen (2014); ^b Schild (2010); ^c Pew Research Center (2010); ^d Deloitte (2014); Prs. = present

Generational research is considered “dynamic, socio-cultural theoretical framework that employs a broad brush-stroke approach, rather than an individual focus” (Pendergast, 2010, p. 1). The broad approach allows generalizability of a set of characteristics to a wide range of people. Generational research is most studied in industry and practice because of the direct interactions companies have with these different groups of people. Therefore, generational research was usually defined as a culmination of demographers, the press and media, popular culture, and researchers (Pendergast, 2010).

For the purposes of this study, Millennials were defined as those individuals born between 1980 and 1995. Individuals born in the mid-1970s until the millennium, or year 2000 (Deloitte, 2014; Mannheim, 1952; Nielsen, 2014; Parment, 2013; Pendergast, 2010; Pew, 2010; Smith, 2010) were also known as the “Echo Boom” or the “Tech Generation” because they were mostly children of Baby Boomers and were the first generation group to live their entire life with what is known today as “modern day

technology” (BCG, 2012). Because they were raised with access to the Internet, Millennials have been accustomed to technology and information being readily available and are able to tend to multiple devices at one time (BCG, 2012).

CHAPTER II

METHODS

The primary purpose of this study was to explore how members of the Millennial generation perceived stereotypes about themselves (the Millennial generation) and how people of other generations (Traditionalists, Baby Boomers, and Gen X) perceived stereotypes of millennials. A secondary purpose of this study was to explore how each generation perceives socially responsible food and drink establishments, which will help to understand Millennials' food purchasing motivations and decisions. This chapter will describe the research design, measures/protocol, instrumentation, population and sample used to answer this study's aims, research questions, and research objectives.

Research Questions

Aim 1: Understand perceived generational differences

RQ.1: What are Millennials' perceptions of stereotypes of the Millennial generation?

RO1.1: Describe Millennials' self-perception of the Millennial generation.

RO1.2: Describe Millennials' perception of the Millennial generation.

RQ.2: How is the Millennial generation perceived by other generations?

RO2.1: Describe how Traditionalists perceive the Millennial generation.

RO2.2: Describe how Baby Boomers perceive the Millennial generation.

RO2.3: Describe how Generation X perceive the Millennial generation.

RO2.4: Compare how other generations perceive the Millennial generation.

RQ.3: Are there differences in how generations perceive the Millennial generation?

RO3.1: Compare how Traditionalists, Baby Boomers, and Generation X perceive the Millennial generation.

Aim 2: Understand food consumption behavior of generations.

RQ.4: Does social responsibility affect food consumption habits based on generation?

RO4.1: Describe food and drink establishment consumption by generations.

RO4.2: Compare Millennial food and drink establishment consumption to other generations.

Design

This study was composed of two parallel, cross-sectional components, illustrated in Figure 3. Bryman (2012) noted a cross-section design is best used at single points in time for quantifiable data to establish patterns of association among variables. A quantitative study using a survey questionnaire was conducted to assess the stereotypes of Millennials and address Aim 1. A qualitative study was conducted simultaneously to provide a deeper understanding of the Millennial generation stereotypes addressed in Aim 1. Quantitative data in the form of a survey questionnaire, as well as qualitative data in the form of corporate and personal interviews, were gathered to provide understanding

for Aim 2. According to Morse (2003), separate simultaneously quantitative and qualitative studies can be used when “one is dominate of and forms the basis of the other” (p. 197).

Conducting a mixed method study was another option for this study; however, due to the size of the qualitative portion of this study, and the complementary nature of the questions, two parallel studies were best suited. The reason for conducting parallel quantitative and qualitative data collection was to better understand the research problems and further answer the research questions. By using a parallel qualitative study, the question of “why?” could be addressed, and provide meaningful backing to the quantitative data.

To address Aim 1, a survey questionnaire was used to measure the relationship between demographic variables (e.g., age) and generational groups (e.g., Traditionalists, Baby Boomers, Generation X, Millennials) quantitatively using a paper questionnaire and the DOPU method. The stereotypes of Millennials were explored further by using personal qualitative interviews at locations near Bryan/College Station, TX; San Francisco, CA; and San Diego, CA.

To address Aim 2, the same questionnaire was used to measure food purchasing preferences and food and drink establishment preferences among generations. Simultaneously, corporate interviews were conducted with companies in the agricultural industry that describe themselves as progressive, sustainable, socially responsible, environmentally friendly, and/or green. These interviews occurred at various locations (Denver, CO; Los Angeles, CA, San Francisco, CA; San Diego, CA). These interviews

were not conducted on a one-on-one basis, but rather in a group of sixteen undergraduate and graduate students, which limited the ability to explore the overall findings in depth for this study, depending on the progression of each presentation or meeting. A combination of presentations and open forum discussions were used to collect corporate qualitative data. A total of six graduate students compiled transcripts from each corporate visit. Immediately following the interviews, researchers collaborated and discussed any disagreements, establishing confirmability as defined by Lincoln and Guba (1985) as ensuring findings are consistent. It should be noted each researcher's notes varied on data collected (e.g., topics, direct quotes) but were all documented to create an audit trail. Preliminary research was conducted on each company visited to increase the understanding of information discussed during the interview times. Conducting this preliminary research allowed a better understanding before and during corporate interviews, and allowed researchers to more accurately transcribe field notes.

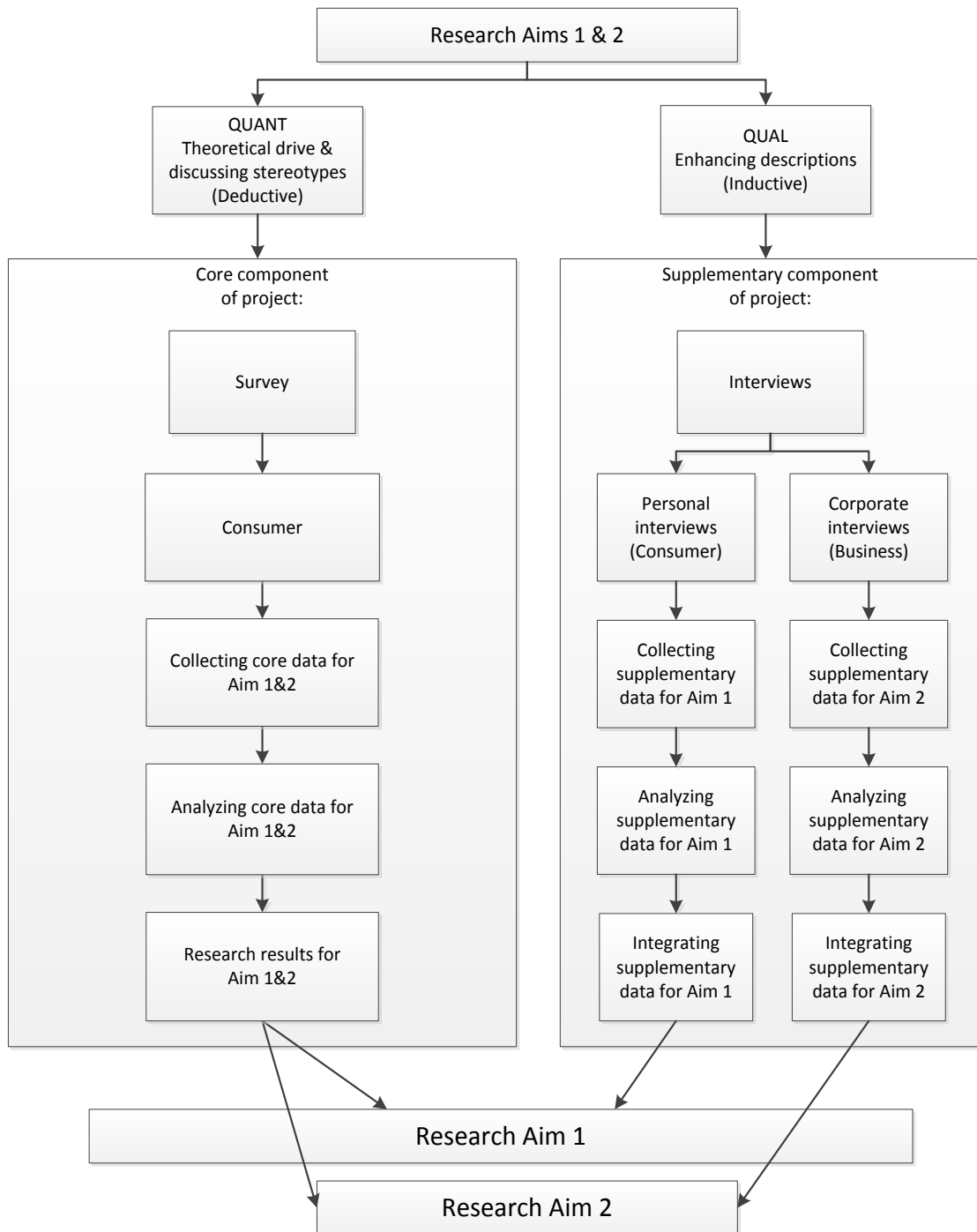


Figure 3. QUAN/QUAL methods, used for this study to address research aims. This study was composed of two parallel, descriptive, cross-sectional studies.

Four data collection methods were used in this study: Drop-off/Pick-up (DOPU), Drop-off/Mail-back (DOMB), qualitative interviews, and a mail survey. The DOPU and DOMB are variations of the home delivery method (Dillman, 2007). Quantitative data used to address the research aims of this study were drawn from a larger study to test survey data collection methods. Appendix A provides an overview explanation, protocol, and locations of each type of method used. A limitation section for each different data collection type is presented respectively following the method. All references to the differing DOPU methods, regardless of the variety (e.g., DOPU, DOMB, USPS) or duration (e.g., 2, 3, 24, or 48 hours), were referred to as DOPU.

The same questionnaire (Appendix B) was used for each quantitative data collection method and qualitative interviews were conducted on a personal basis as well as on a corporate level. The personal interviews were semi-structured using the questions outline in Appendix C, while corporate interviews were conducted at the discretion of the companies involved. The number of students present during corporate interviews and the time allotted to the group on the ALEC summer research trip affected the interview type and structure. All of the DOPU varieties followed the same hand-delivery method; however, they differed in retrieval methods and locations. Data collection locations were determined by the lead faculty member of the ALEC summer research trip and were selected purposively for the scope of the larger study, which this study is a small portion of, as illustrated in Figure 4. Due to the travel schedule, quantitative and qualitative data were often collected in the same location for this study.

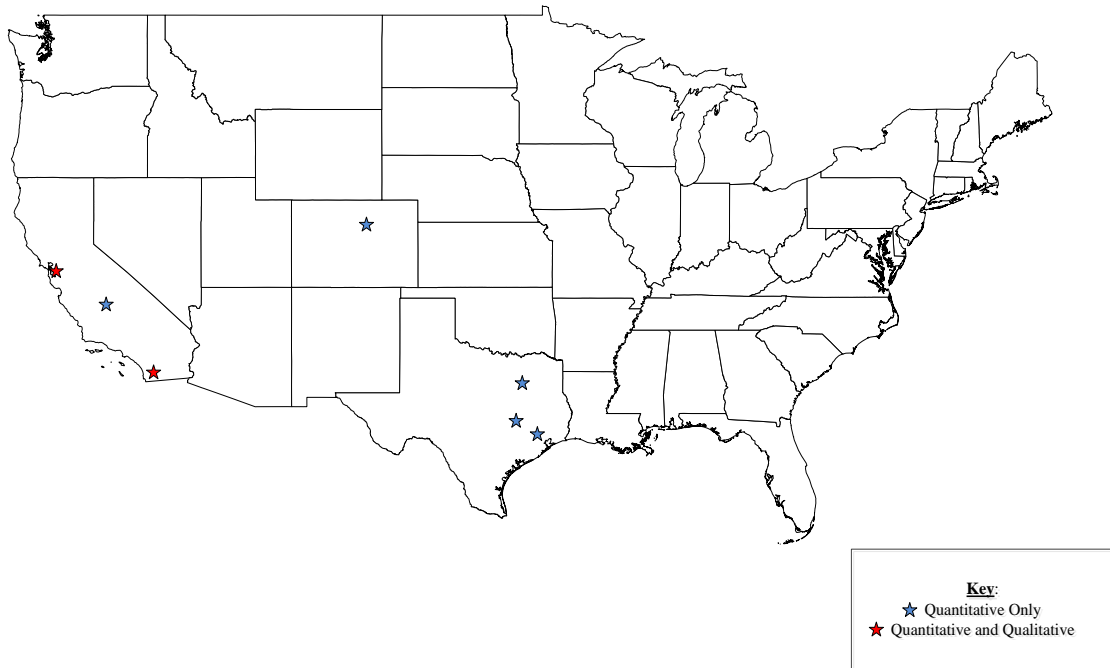


Figure 4. Map of data collection. Data were collected in conjunction with the 2014 ALEC summer research trip and fall undergraduate research courses.

Measures/Protocol

Quantitative

The DOPU varieties used the hand delivery method with trained researchers going door-to-door in a randomly selected location, using face-to-face communication to determine each respondent's eligibility, and distributing a questionnaire (Allred & Ross-Davis, 2011). Potential respondents were then notified that the researcher would return after a specific period of time (48 hours, 24 hours, 3 hours, 2 hours) to retrieve the completed questionnaire (Steele et al., 2001; Melevin et al., 1999). The response rate for this study and the larger study was calculated as follows:

$$\text{Response Rate} = \frac{\text{Number of completed surveys retrieved}}{\text{Number of surveys distributed}} \times 100$$

Each group was led by a head researcher who was a graduate student or undergraduate research scholar trained in proper recording techniques prior to data collection; this aforementioned researcher served as the decision-maker of the group. Head researchers recorded the Julian date, zip code, streets, addresses, environmental observations, and respondents agreement or decline to participate in the survey. These leaders were also trained to ensure the consistency of the data collection method and remained the head researcher for the entire duration of data collection, both in summer and fall. Each student researcher went door-to-door and was instructed to use the following script outline:

- Introduce yourself and make a connection with Texas A&M University.
- Indicate you are not selling or soliciting anything.
- Give the questionnaire to the resident.
- Indicate “We will be back on (*date and time*) to pick them up. Please place the questionnaire in the door hanger bag and leave it on your door.”
- Thank potential respondent for their time.

Within the different variations of the DOPU method, the script (see Appendix D) was altered to indicate the correct times and dates of retrieval, or if the questionnaire should be returned by prepaid envelope in the mail. The head researchers answered

specific questions and instructed their group members on best practices when communicating with the residents. A full script can be found in Appendix D.

Malhotra and Grover (1998) defined frame and selection error as “failure to include all elements in the chosen population and exclude elements belonging to extraneous populations” (p. 77). Limitation to the accuracy of the DOPU method were largely attributed to frame and selection error associated with residents not being home, locked gates, not allowing the researcher to get to the door, unsafe surroundings, and obstructions to the residence. The amount of time taken to drop off and pick up packages ranged anywhere between 6 and 12 hours per research group, depending on whether residents were home and willing to continue conversation after face-to-face rapport was made. Conversations lasted between 5 and 45 minutes with residents who were home. The inability to confirm if the resident received the questionnaire was an issue without creating face-to-face contact when trying to retrieve the questionnaires. When researchers attempted to retrieve questionnaires, some residents indicated they had never received the questionnaire.

Qualitative

Qualitative interviews were used to collect in-depth data on thoughts, behaviors, actions, and perceptions of Millennial stereotypes. In-depth data was collected by conducting face-to-face interviews in purposive locations during the six week ALEC summer research trip. Personal interviews allowed researchers to assess eligibility for the study and create face-to-face rapport, but was costly due to travel expenses and time consumed. The interviewees were selected purposively based on the potential

respondents' willingness to interview. Researcher bias was acknowledged by attempting to interview a range of generations by visually assessing each potential respondent and categorizing them into a generation group before an interview was conducted. Interviews took place in purposive locations selected for the larger project for the scope of the ALEC summer research trip.

This study was concerned with perspectives, Millennial and other generations, as well as the food-agriculture sector. Each personal interview was conducted by two trained researchers to provide trustworthiness and transferability to the qualitative study, defined by Lincoln and Guba (1985) as providing evidence of credibility, transferability, dependability and conformability in this study. Interviews were semi-structured by using the list of interview questions in Appendix C. However, if the interviewee and/or researcher wished to explore a question or comment further, a note was made in the field notes, and the deviation was explored and documented by using an asterisk. Allowing deviations from the script allowed researchers the freedom to accurately uncover behaviors, thoughts, and perceptions of the individuals interviewed. Rapport was established with interviewees by introducing themselves, indicating this was a study from Texas A&M University, and were collecting data for various projects. If the interviewee agreed to take 15 to 30 minutes to participate in the interview the researchers immediately categorized interviewees by year of birth, which allowed the researchers to categorize interviewees by generation, and therefore, dictated the set of questions he or she was asked. Locations of personal interviews consisted of farmers markets, the San Diego County Fair, and public venues related to food.

Lincoln and Guba (1985) defined trustworthiness as providing evidence of credibility, transferability, dependability and conformability in this study. Establishing trustworthiness is important to ensure that the study is true and dependable (Lindlof & Taylor, 2011). Lincoln and Guba (1985) defined dependability and confirmability as showing findings are consistent and a degree of neutrality is reached by researchers, respectively. Each qualitative interview was conducted by a minimum of two researchers, this researcher always being included in the pair, to ensure dependability and transferability of data. Reflexive journals and transcripts were written in Black n' Red™ notebooks by each researcher involved. Ortlipp (2008) stated, reflective journaling allows the researcher to acknowledge their own bias and create a notion of transparency in the research process. The transcripts were discussed and collaborated together immediately following each qualitative interview, addressing confirmability in this study. When researchers disagreed, verbal discussion ensued until a consensus was met.

Corporate interviews were conducted in a group of 16 graduate and undergraduate students and one faculty member on the ALEC summer research trip. The six graduate students each took field notes in Black n' Red™ notebooks for each interview, and collaborated transcripts immediately following each interview, so information was at the top of mind. When researchers disagreed, verbal discussion ensued until a consensus was met. The corporate interview structure varied to accommodate the larger group of students present. The corporate locations were selected by the lead faculty member, and were based each company's claim to be a non-

traditional representation of agriculture and progressive in their use of media, communication, and/or marketing efforts. The structure of the corporate interviews were a mixture of semi-structured, as graduate students all individually prepared a list of questions for each meeting or presentation, and unstructured, which occurred when companies prepared a presentation rather than conducting a round table discussion. Preparing individual questions allowed each graduate researcher to ask her own points of interest to accurately uncover opinions and perceptions of her topic.

For this study, interview questions, whether personal or corporate, were asked based on the quantitative questionnaire used in this study. By basing qualitative interview questions on the quantitative questionnaire, which was derived heavily from industry reports and research findings from Nielsen (2014) and Pew (2010), provided credibility to the study as defined by Bryman (2012) as the acceptance by industry and academia.

Due to the scope of the larger study, qualitative limitations did exist. By conducting corporate interviews with a group of graduate and undergraduate researchers did not allow personal, one-on-one attention to the specific topic at hand. Less time was spent on the subject of this study than would have been if interviews were private. Personal interviews were conducted on a convenience basis in purposive locations in conjunction with the ALEC summer research trip.

Lincoln and Guba (1985) defined trustworthiness as providing evidence of credibility, transferability, dependability and conformability in this study. Establishing trustworthiness is important to ensure the qualitative study is true and dependable

(Lindlof & Taylor, 2011). Lincoln and Guba (1985) defined dependability and confirmability as showing that findings are consistent and a degree of neutrality is reached by researchers, respectively. Each qualitative interview was conducted by a minimum of two researchers, this researcher always being included in the pair, to ensure dependability and transferability of data. Reflexive journals and transcripts were written in Black n' Red™ notebooks by each researcher involved. Ortlipp (2008) stated, reflective journaling allows the researcher to acknowledge their own bias and create a notion of transparency in the research process. The transcripts were discussed and collaborated together immediately following each qualitative interview, addressing confirmability in this study. When researchers disagreed, verbal discussion ensued until a consensus was met.

Instrumentation

Quantitative demographic data were collected to properly assign individuals into generation groups and provide basic identifying information as defined by Nielsen's study *Millennials – Breaking the Myths* (2014) and the Pew Research Center's study *The Millennials: Confident. Connected. Open to Change* (2010). Demographic questions were included in each form of the questionnaire used for the larger study conducted on the ALEC summer research trip. Questions were based on Nielsen's *U.S. Digital Consumer Report*. All three of these publications are widely accepted in academic and industry settings and, therefore, provide a level of creditability to the study, as defined by Bryman (2012).

A three-section questionnaire was used for this study consisting of a demographics portion (part of the larger study), Millennial-generation-only portion (specific to this study), and an all other generations portion (specific to this study). By taking that approach researchers were able to disaggregate data among the differing generations and were able to generalize based on the respondent's generational group. Using questionnaires containing different questions per generation group have been popular and used by Nielsen (2014) and Pew (2010).

The generational questions, in the second and third sections of the questionnaire, included specific questions about purchasing decisions, motivations, and opinions about Millennials and/or the respondents' generation. Questions were derived by consulting literature on food and consumer purchasing behavior among differing generation groups, with an emphasis on Millennials. A list of stereotype-based statements used to describe Millennials were tested using Likert scale questions. Many Millennial stereotypes were noted in academic literature (Barton, Fromm & Egan, 2012; Bitley, 2012; Brooks, 2005; Byrne, 2007; Goman, 2006; Howe & Strauss, 2000; Huntley, 2006; Lykins & Pace, 2013; Parment, 2013; Pendergast, 2010; Raines & Arnsperger, 2009; Regine, 2011; Scheid, 2010; Smith, 2010; Smith & Brower, 2012) and practitioner literature (BCG, 2012; Deloitte, 2014; Nielsen, 2014; Pew, 2010). However, respondent fatigue was a concern; therefore, not all stereotypes were included in the questionnaire because of the number of total items in the questionnaire, and time it would take a potential respondent to complete. Bradley and Daly (1994) noted an effect of respondent fatigue; "...respondent fatigue" may cause people to make choices less carefully as the number

of choices increases” (p. 171). Therefore, we attempted to minimize the number of questions asked to each respondent by only including the Millennial stereotypes mentioned most frequently in the literature, and attempting to maintain aesthetic appeal of the questionnaire.

Face validity is “the measure that reflects the content of the concept in question” (Bryman, 2012, p. 171). For this study, face validity was addressed by having conversations and consulting faculty and graduate students, in similar disciplines, to review the questionnaire to determine if the questions asked were adequate based on the aims, research questions and objectives presented for this study.

Content validity is whether the measure actually determines what it is trying to test (Collins, 2006). Messick stated, that content validity is established by showing test items are a sample of a universe in which the investigator is interested (1995, p. 2). By basing survey questions on those used in previous studies (Nielsen, 2014 and Pew, 2010), as well as consulting the literature for the stereotypes used in the questionnaire established content validity, and aided in ensuring the instrument measured what was being tested in this study (Collins, 2006).

Bryman (2012) noted reliability and measurement validity are determined by the quality of the measures and replicability of the study. For this study, the questionnaire was refined through six iterations before finalizing the final questionnaire, which was sent to respondents to establish reliability. The questionnaire was designed to create a 12 page, 8.5” X 7” booklet with a heavy weight color cover.

Lincoln and Guba (1985) defined internal reliability as having consistent indicators over time. The first three iterations of the questionnaire were checked for grammar, spelling, instruction guidelines, and flow internally by graduate students, faculty, and staff of the ALEC Department, to address internal reliability. “Test-retest reliability refers to the temporal stability of a test from one measurement session to another” (Drost, 2011). A test-retest, was completed, to address the instruments stability, with Millennial radio listeners at a local radio station event during a three week period. Pearson r correlation coefficients were calculated for each item by comparing the responses from the initial administration to the responses from the second administration. The resulting Pearson r correlations coefficients ranged from .79 to .96. Respondents gave input via phone calls, emails using the contact information provided on the inside cover of each questionnaire, as well as writing directly on the returned questionnaire. Their input was taken into consideration when revising the questionnaire.

The fifth iteration was revised from a pilot test of 60 respondents in the Bryan/College Station residential area. The sample was derived using the MELISSA database and was completed using the DOPU method. The pilot test was conducted to test the data collection method rather than the questionnaire, for the purpose of the larger study. However, respondents from the pilot test voiced concerns about questions and flow of the questionnaire, using the same methods as during the test-retest (phone calls, emails, and writing directly on returned questionnaires). These concerns were taken into account, and the questionnaire was revised for the sixth and final time (Appendix B).

Population

When conducting research on generations, it is important to be able to generalize to the largest population possible (Pew, 2010). One of the purposes of this study was to investigate Millennial stereotypes. A liberal approach to generalizability would allow the results and findings of this study to be generalizable to all Millennials (born 1980-1995), in the specific or similar demographic areas of the United States as those selected for the larger study. Conversely, a conservative approach was taken when interpreting and generalizing the results of this study. Therefore, because of unknown amounts, and sources of error (e.g., sampling error, non-response error, and frame error), the results and finding of this study were restricted to the participants of this study.

Another objective was studying characteristics in conjunction with Millennials food purchasing decisions, perceptions, and food-agriculture industry interactions. The findings of this study could also be applicable to Millennial food purchasers who shop and/or eat at food related businesses who claim to be progressive, sustainable, socially responsible, environmentally friendly, and/or green to the respondents of this study in geographic areas of the United States sampled.

Sample

The zip codes, streets, and addresses for the larger study were randomly selected using the MELISSA database for all DOPU data collection. The MELISSA database system is a user-friendly way to gain clean, correct, and complete contact data based on geographic locations. A random number generator in Microsoft® Excel was then used to ensure randomization of the sample locations. Google Maps™ was used to look at the

first randomly selected street and neighborhood to insure safety among researchers.

After the first street was randomly selected, the researchers distributed questionnaires to other residents on nearby and adjacent streets due to convenience and safety of the researchers.

Sample size for this study, $n = 1,550$, was approximately one-sixth of the sample size of the larger study. This sample, specifically for quantitative data collection, consisted of DOPU, DOMB, and mail (USPS) survey methods. The locations sampled during data collection and the number of questionnaires retrieved are outlined in Table 3.

Table 3
Distribution and retrieval of questionnaires

Location	n^a
Bryan/College Station, TX (Pilot)	—
Denver, CO	32
San Francisco, CA	37
Fresno, CA	21
San Diego, CA	56
Bryan/College Station, TX	42
Houston, TX	25
Dallas, TX	13

Note. ^a number of questionnaires retrieved from data collection using DOPU, DOMB, and mail survey (USPS).

There were 15 personal qualitative interviews and five corporate interviews conducted. Personal interviews were conducted on a convenience and purposive basis due to the objectives of the larger study. Interviews for this study were conducted at research stops on the ALEC summer research trip, making them convenient and

purposive. Potential interviewees were selected by a pair of researchers. Granted, personal biases could have taken place in the selection of interviewees by visually assessing age; however, visible demographic information was noted in each transcript. Corporate interviews were selected on a purposive basis in conjunction with the ALEC summer research trip. The companies were selected based on their position in the non-traditional agriculture industry by the lead faculty member. Each of the companies visited made the claim to be one or more of the following: progressive, sustainable, socially responsible, environmentally friendly, and/or green.

Analyses

Respondent data from the larger study were imported into IBM® SPSS®, version 20, from a Microsoft® Excel spreadsheet. Data included in this study were nominal, ordinal, and interval. Data were categorized based on research aim and the corresponding questions and objectives associated with each. The alpha level for comparisons was set *a priori* at .05; however, multiple comparisons required adjustment to the alpha to address inflated Type I error using a Bonferroni correction. Each adjustment will be addressed by analysis. Analyses and results were presented by Aim and Research Question in the following chapters.

Due to the large scale of data used in the larger study, variable recodes were computed specifically for this study to create codes for the differing generational groups, illustrated in Figure 5. Generation groups (i.e., Millennials, Generation X, Baby Boomers, and Traditionalists) were based on D001 (year born), which resulted in recoded variables D001_RC2_B (Traditionalists, Baby Boomers, Generation X, and

Millennials) and D001_RC2_C (Millennial vs. others). Complete data coding sheets for demographic and form 2 variables can be found in Appendix E.

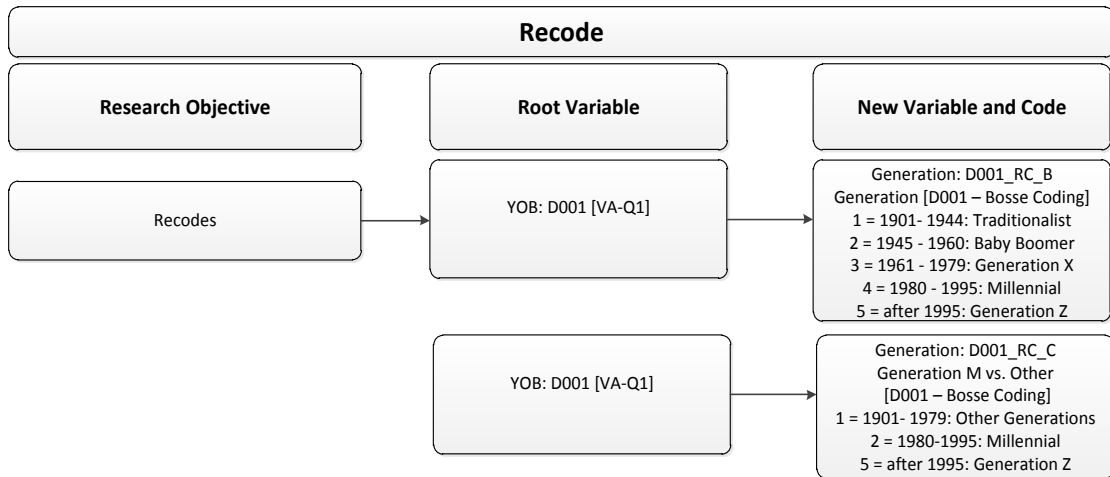


Figure 5. Recode variables for generational groups. Used for quantitative data analysis. Full list of data coding sheets are included in Appendix E.

Aim 1

The purpose of Aim 1 was to explore how members of the Millennial generation perceived stereotypes about themselves (the Millennial generation) and how people of other generations (Traditionalists, Baby Boomers, and Gen X) perceived stereotypes of millennials. Quantitative and qualitative data were collected to address Research Questions 1, 2, and 3.

The purpose of Research Question 1.1, illustrated in Figure 6, was to describe how Millennials self-perceive Millennial stereotypes. Each Millennial participant was

asked how much he or she associated with each millennial stereotype, indicating if each stereotype was “not at all like me” or “exactly like me.” Descriptive statistics (mean and standard deviation) were reported for the list of millennial stereotypes (V2_Q008_A to V2_Q008_I) to describe their self-perception of those stereotypes. Frequencies and percentages were calculated and reported by generation group as a whole (D001_RC2_B) and what they believed makes their generation unique from others (V2_Q009).

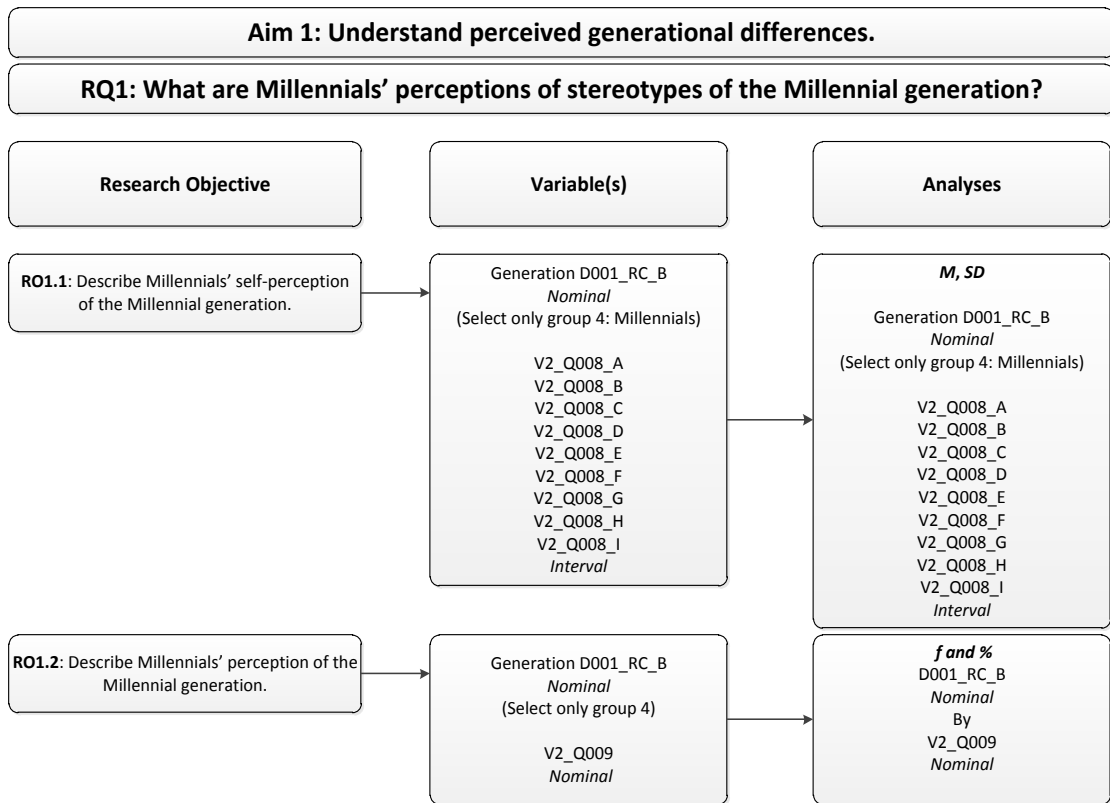


Figure 6. Analysis for Research Question 1 for Aim 1. Full list of data codes is listed in Appendix E. Indications of selecting specific groups for analyses are based on filter variables created and used in SPSS®.

The purpose of Research Questions 2.1, 2.2, and 2.3, illustrated in Figure 7, were to describe how the Millennial generation was perceived by other generations individually (Traditionalists, Baby Boomers, and Generation X). Each participant who qualified as a member of a generation other than the Millennial generation was asked how much he or she associated each Millennial stereotype with Millennials as a generation group, indicating if each stereotype was “not at all like Millennials” or “exactly like Millennials.” Descriptive statistics (mean and standard deviation) were reported for each millennial stereotype (V2_Q008_A to V2_Q008_I) to describe each generation’s perception of the Millennial stereotypes.

The purpose of Research Question 2.4 was to compare stereotypes as the dependent variables (V2_Q008_A to V2_Q008_I) and generations as the independent variables (D001_RC_B, groups 1, 2, and 3). However, cell size for the members of the Traditionalist generation were not adequate ($n > 30$) for comparison across generations. Therefore, data associated with Traditionalists, Baby Boomers, and Generation X were collapsed into one group to allow for greater power of analysis in comparisons, Millennials and Other generations (D001_RC2_C), by Millennial stereotypes (V2_Q008_A to V2_Q008_I).

A Multivariate Analysis of Variance (MANOVA) was calculated and reported based on generation group (D001_RC2_C) and Millennial stereotype (V2_Q008_A to V2_Q008_I) to compare Millennial and other generations perceptions of Millennial stereotypes. Significant MANOVAs ($p < .005$) were followed by univariate Analysis of Variances (ANOVAs). Effect size for MANOVAs was measured by η_p^2 . This measure is

more “convenient in multivariate designs in which comparisons are more complex than simply the differences between a pair of means” (Tabachnick & Fidell, 2013 p. 55).

Measuring effect sized is biased when using η^2 (eta squared) because there are no adjustments made for sample size. For the purpose of this study follow up ANOVA effect size was calculated and measured by ω^2 (omega squared), because accounts for the variance explained by the model (Field, 2009). Effect size for ANOVAs were calculated using the following formula to provide a more accurate estimation. When reporting effect sizes, we used Cohen’s (1988) definitions of effect sizes; small $\eta^2 = .01$, medium $\eta^2 = .09$, and large $\eta^2 = .25$.

$$Partial \eta^2 = \frac{SS_b}{SS_T + SS_e}$$

$$\omega^2 = \frac{SS_b - (df_b)MS_R}{SS_T + MS_R}$$

A true Bonferroni correction could be calculated to adjust the alpha level to adjust for multiple comparisons and to account for Type I Error using the first equation below (Tabachnick & Fidell, 2013). However, Tabachnick & Fidell (2013) noted that an alternate equation could be used as a “close approximation if all α_i are to be the same is where α_{fw} is the family wise error rate and p is the number of tests” (p. 272). The nine comparisons for Research Question 2.4 yielded a Bonferroni correction value of ($p < .005$).

$$\alpha = 1 - (1 - \alpha_1)(1 - \alpha_2) \dots (1 - \alpha_p)$$

$$\alpha_i = \alpha_{fw}/p$$

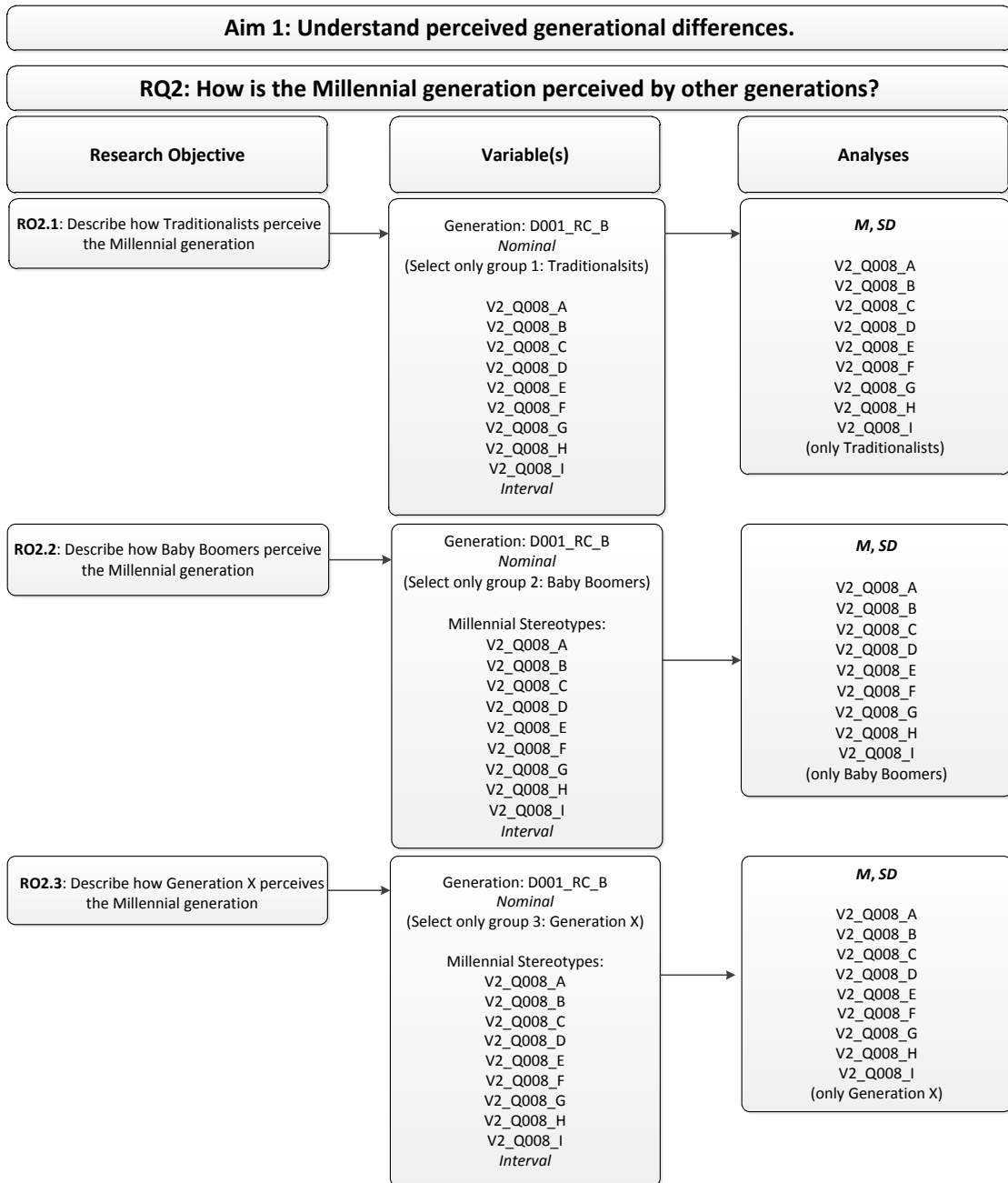


Figure 7. Analysis for Research Question 2 for Aim 1. Full list of data codes is listed in Appendix E. Indications of selecting specific groups for analyses are based on filter variables created and used in SPSS®.

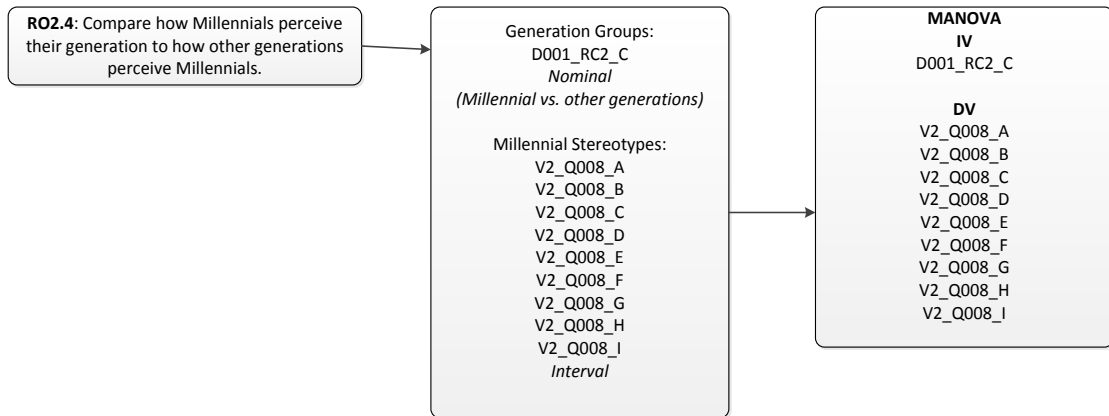


Figure 7. Continued

The purpose of Research Question 3, illustrated in Figure 8, was to compare differences in how each generation perceives the Millennial generation. The intent was to compare each Millennial stereotype (V2_Q008_A to V2_Q008_I) and generation group (D001_RC2_B; groups 1, 2, and 3). However, cell sizes for members of the Traditionalists (group 1) were not adequate ($n \geq 30$) for comparison. A MANOVA was used to compare Baby Boomers and Generation X (groups 2 and 3), because these groups had adequate cell size ($n \geq 30$), and Millennial stereotypes (V2_Q008_A to V2_Q008_I) to compare Baby Boomers' and Generation Xs' perceptions of Millennial stereotypes. A Bonferroni correction was calculated to adjust the alpha level because of multiple comparisons and to account for Type I Error (Tabachnick & Fidell, 2013). The nine comparisons for Research Question 3.1 required a Bonferroni correction value of ($p < .005$). Follow up analyses for significant ANOVAs were not needed because only two groups were being compared, Baby Boomers and Generation X.

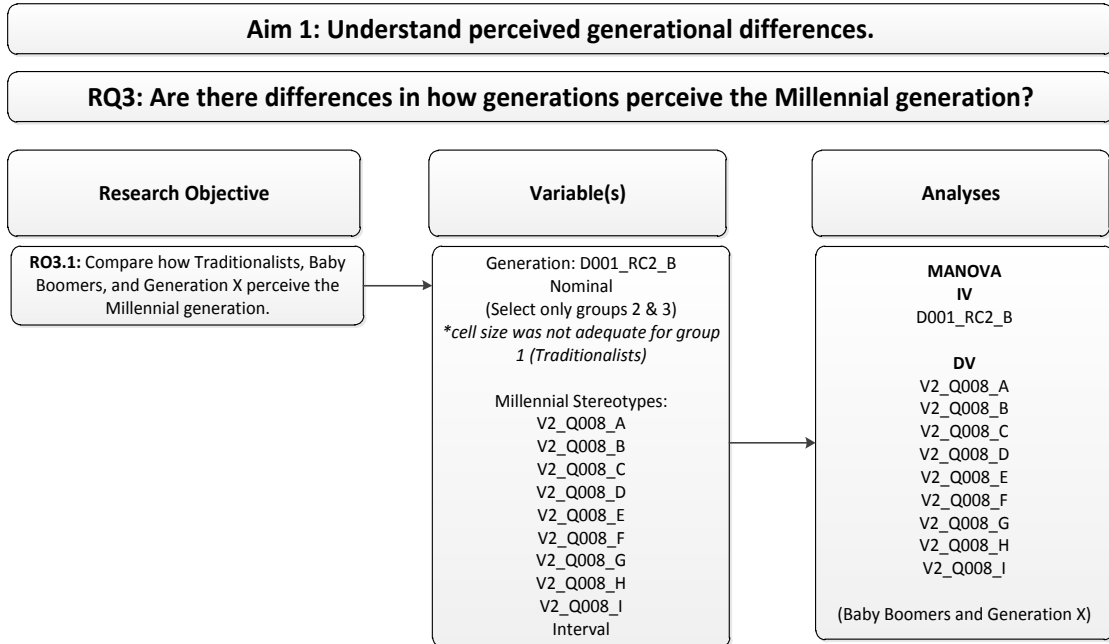


Figure 8. Analysis for Research Question 3 for Aim 1. Full list of data codes is listed in Appendix E. Indications of selecting specific groups for analyses are based on filter variables created and used in SPSS®.

Aim 2

The purpose of Aim 2 was to understand food consumption behavior of generations. Quantitative and qualitative data were collected to address Research Question 4. Research Question 4.1 was descriptive; therefore, means and standard deviations were calculated for each generation’s likeliness to visit selected food and drink establishments (McDonald’s, Panera Bread®, Starbucks®, and Chipotle Mexican Grill), each ranging in levels of publicized social responsibility.

The food and drink establishments used to test socially responsibility in food choices were selected to provide a spectrum based on public opinion as well as what the companies self-claim and market themselves to be, shown in Figure 9. Each company had noted, marketed, or made internal efforts to address social responsibility. However, this study was concerned with the social responsibility that was addressed in popular press and widely accepted by consumers.

The food and drink establishments selected to represent the socially responsible were Starbucks® and Chipotle. Both claim to be environmentally friendly and socially responsible in sourcing inputs used, according to popular press. Great similarities exist between Chipotle and Starbuck's sourcing, structure, and consumer perception (Mourdoukoutas, 2014 and Mao, 2014)

Panera Bread®, historically, has not been widely-marketed as a socially responsible company; however, in recent years they have progressed to market that quality. Panera Bread® announced a new food policy in June 2014 committing to provide “clean ingredients” (Fortune, 2014; Hanson, 2014). The recent adjustment to emphasize clean eating and ingredients was believed to be driven by Millennial consumers, according to popular press (Kowitt, 2014).

Lastly, McDonald's was selected as the lowest socially responsible establishment. McDonald's does not claim to provide food that is sustainably sourced or socially responsible in their corporate marketing and communications. However, McDonald's has not emphasized the social responsibility aspect as much as some of their competitors, despite their recent 2020 initiative released in April 2014

(McDonald's Corp., 2014). Although philanthropic, as a company, McDonald's has not communicated social responsible products and techniques to its consumers in the past. Those consumers who are not aware of all initiatives set forth by McDonald's may view a lack of social responsibility as the case.

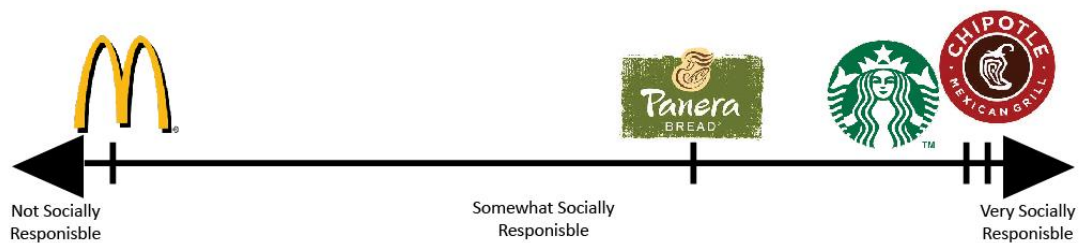


Figure 9. Socially responsibility spectrum. For the purpose of this study food and drink establishments included: Starbucks®, Chipotle, Panera Bread®, and McDonald's.

Research Question 4.2, illustrated in Figure 10, was comparative. A MANOVA was used to compare the differences in visiting socially responsible food and drink establishments (V2_Q010_A to V2_Q010_D) and generation group, Millennials and others (D001_RC2_C). A Bonferroni correction was calculated to adjust the alpha level because of multiple comparisons to account for inflated Type I Error (Tabachnick & Fidell, 2013). The four comparisons for Research Question 4.2 required a Bonferroni correction value of ($p < .0125$). Follow up analyses were not needed because no significant differences were found.

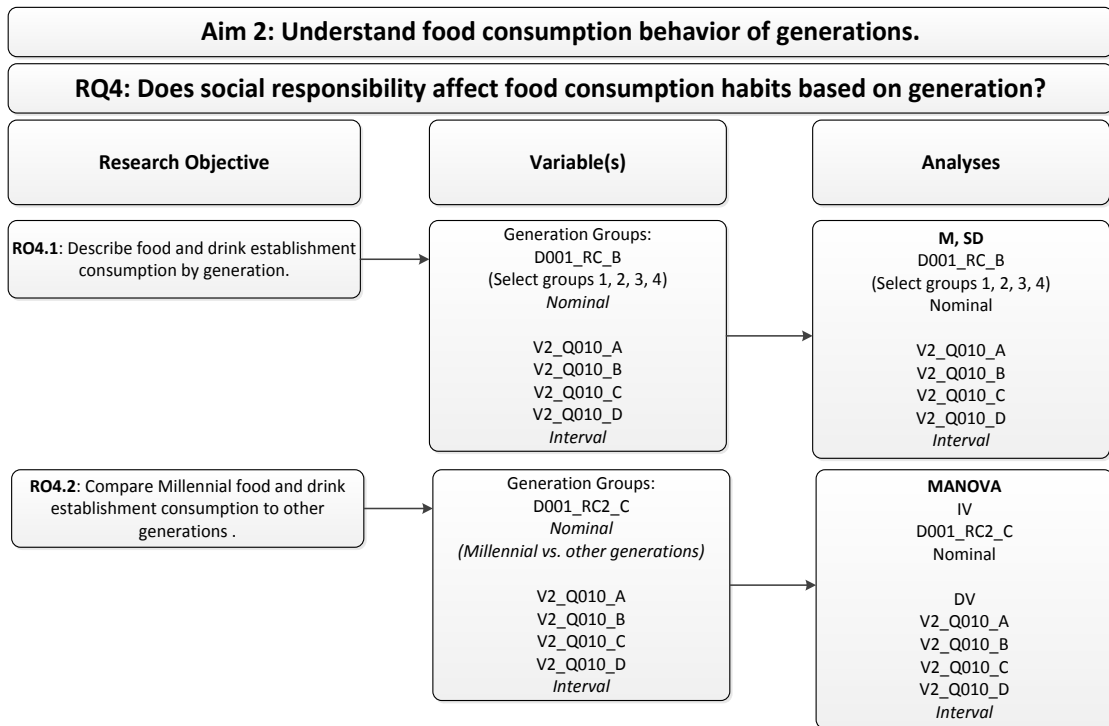


Figure 10. Analysis of Research Question 4 for Aim 2. Full list of data codes is listed in Appendix E. Indications of selecting specific groups for analyses are based on filter variables created and used in SPSS®.

Qualitative data in the form of 15 personal interviews were conducted to provide support for the quantitative data. Interviewees were asked to participate in a word association conducted by a pair of researchers. The interviewee verbally indicated whether they believed Millennials as a whole were “yes,” like that stereotype or “no,” not like that stereotype. Field notes were made of deviations from respondents’ “yes” or “no” answers. Results were presented as frequency chart for the collective group of

interviewees. Interviewees were also asked to describe their own generations and the Millennial generation as a whole, providing support for Research Questions 2 and 3.

Qualitative data were coded by Julian date, gender, and year born, to split respondents into generation groups. For example, 171-Male-1995 was an interview conducted on June 20 with a male born in 1995. Responses were analyzed using the constant comparative method, often associated with grounded theory, which is described as “emergent theory grounded in the relationships between the data and the categories into which they are coded” (Lindlof & Taylor, 2011, p. 250). The process, in which categories emerge from an ongoing process where the researcher compares the units of data with each other, is known as the constant comparison method (Lindlof & Taylor, 2011). Using grounded theory approach and the constant comparison method allows the codes and categories to change and evolve throughout the study; however, the sought outcome of these analyses was not to develop theory.

Transcripts were typed into a Microsoft® Word table, printed, and cut into slips of paper with an individual statement on each piece. Responses were then shuffled and organized into categories that were similar, creating themes. To insure confirmability and dependability of the qualitative data, theme creation was done by a minimum of two researchers, myself always being in the pair. When researchers disagreed on themes, verbal discussion ensued until a consensus was met.

Qualitative data in the form of 15 personal interviews were conducted to provide support for the quantitative data. Interviewees were asked to discuss his or her food purchasing preferences and criteria. Also, field notes from five corporate interviews and

group meeting were compiled to describe different marketing techniques and beliefs of progressive, sustainable, socially responsible, environmentally friendly, and/or green companies when marketing to consumers. Results were presented in figures 11 to 14 as themes among respondents and were derived using the same methods from Research Questions 2 and 3 qualitative processes. To ensure trustworthiness of the qualitative data, theme creation was done by a minimum of two researchers, myself always being included in the pair. Themes were revised via verbal discussion until consensus was met.

CHAPTER III

RESULTS

The primary purpose of this study was to explore how members of the Millennial generation perceived stereotypes about themselves (the Millennial generation) and how people of other generations (Traditionalists, Baby Boomers, and Gen X) perceived stereotypes of millennials. A secondary purpose of this study was to explore how each generation perceives socially responsible food and drink establishments, which will help to understand Millennials' food purchasing motivations and decisions. Millennials have been described as a generation that supports socially responsible food choices and organizations (Parment, 2013; Smith & Brower 2012; Smith, 2010). This study also sought to understand the food purchasing behavior and perceptions among different generations.

A survey was conducted and used a questionnaire to collect quantitative data using variations of the DOPU method conducted by Allred and Ross-Davis (2011) and traditional mail (USPS) during a five month period. This study made up a small portion of a larger study conducted with the ALEC summer research trip and fall research courses, therefore, subject selection and samples were selected purposively by the lead faculty member on the project. Data were analyzed using IBM® SPSS® Statistics, version 20, and followed the multivariate analysis procedures noted by Tabachnick and Fidell (2013).

Qualitative interviews were conducted with individuals, and companies organizations that claimed to be progressive, sustainable, socially responsible, environmentally friendly, and/or green. Interviews were conducted in conjunction with the ALEC summer research trip at purposive corporate locations, decided on by the lead faculty member, and purposive and convenient locations dictated by the lead researcher and duration of the ALEC summer research trip. Qualitative data were sorted into themes. The constant comparison method and grounded theory approach were used in theme creation (Lindlof & Taylor 2011).

Data analyses will be presented in two parts, by research aim. Quantitative results and qualitative themes will be presented for the research questions and objectives related to aim 1. Following, those results and themes related to aim 2 will then be presented.

There were a total number of 226 responses for this specific study. The larger study yielded varying response and cooperation rates outlined in Table 4. The overall response rate for this study was calculated by dividing the number of Form 2 questionnaires retrieved by the number of Form 2 questionnaires distributed. Because this study was a part of the larger study on data collection methods, it only could be assumed that one-sixth of the questionnaires distributed were Form 2, totaling 1,550. Using the previous assumption, this study yielded an overall response rate of 14.58%. Two respondents born after 1995 (Generation Z) were excluded for the purpose of this study. Additionally, there were 22 cases of missing data in the sample of this study that were excluded.

Table 4
Response and Cooperation Rates of the larger study

Method	Location	Response Rate ^a (%)	Cooperation Rate ^b (%)
DOMB	Denver, CO	9.00	78.12
DOPU	San Francisco, CA	9.39	55.28
DOPU	Fresno, CA	8.78	70.69
DOPU	San Diego, CA	62.82	62.52
DOPU	Bryan/College Station, TX	76.43	64.52
DOMB	Bryan/College Station, TX	25.57	23.07
USPS	Bryan/College Station, TX	18.00	—
DOPU	Houston, TX	68.42	48.60
DOMB	Houston, TX	22.49	19.20
USPS	Houston, TX	2.67	—
DOPU	Dallas, TX	64.08	42.04
DOMB	Dallas, TX	12.61	10.00
USPS	Dallas, TX	2.33	—

Note. ^a Response rate was calculated by dividing the number of questionnaires distributed by the number retrieved X 100. ^b Cooperation rate was calculated by dividing the number of face-to-face contacts made by the number of questionnaires retrieved X 100. USPS does not have a Cooperation Rate because no face-to-face contact was made.

Respondents were recoded into generational groups to compare similarities and differences among generations. Cell size for Traditionalists (born 1901-1944) was substantially smaller than those of the other generational groups and, therefore, Traditionalists were not included in analyses by generation (D001_RC2_B), shown in Table 5. However, when multivariate analyses were used to compare Millennials with other generations (D001_RC2_C), Traditionalists were included. Data included in this study were analyzed conservatively, by using an adjusted alpha level. A Bonferroni adjustment was calculated and resulted in an adjusted alpha level of .005 ($p < .005$) to

ensure accurate comparison with groups of differing cell sizes, and to protect against inflated Type I error (Field, 2009). Data included in this study were analyzed conservatively, by using an adjusted alpha level. In future research, a Bonferroni adjustment may not be necessary, and, thus, yield more significant findings with an *a priori* alpha level of .05. Therefore, results that may have been significant ($p < .05$) before the Bonferroni adjustment should be considered for future study.

Table 5
Cell size

Generational Group	<i>f</i>	%
Traditionalists (1901 – 1944)	24	10.62
Baby Boomers (1945 – 1960)	70	30.97
Generation X (1961 – 1979)	63	27.88
Millennials (1980 – 1995)	45	19.91
Generation Z (1995 – present)	2	0.01
Missing data	22	0.10
Total	226	

Note. Generation Z (born 1995 – present) were excluded from this study.

Aim 1

The purpose of Research Aim 1 was to understand perceived generational differences. This Aim 1 aim was divided into three research questions. Research Question 1.1 was intended to describe Millennials’ self-perception of stereotypes of the Millennial generation. Descriptive analysis (mean and standard deviation) was calculated to describe Millennial’s perception of the stereotypes (V2_Q008_A to V2_Q008_I) and served as dependent variables for comparisons. Most Millennials

agreed the stereotypes of bargain seeking, socially responsible, and healthy were most accurate to use when describing their generation, shown in Table 6.

Table 6
Descriptive Statistics of Millennial Stereotypes: Millennials

Millennial Stereotype	Millennials ^a	
	<i>M</i>	<i>SD</i>
Expressive	3.43	1.21
Social	3.67	0.98
Diverse	3.57	1.17
Bargain Seeking	3.93	1.22
Socially Responsible	4.10	1.14
Healthy	3.83	0.88
Urban	3.21	1.30
Inclusive	3.68	1.13
Philanthropic (charitable giving)	3.26	1.13

Note. ^a Individuals born between 1980 and 1995; response scale: 1 = Not at all like me, 5 = Exactly Like me; ^b Individuals born before 1980 (i.e., Traditionalists, Baby Boomer, Generation X); response scale: 1 = Not at all like Millennials, 5 = Exactly like Millennials.

Research Question 1.2 assessed what Millennials believed made their generation unique as a whole. Thirty of the 43 Millennial respondents indicated technology use was the single most unique descriptor of their generation. This supported the research from (BCG, 2010; Deloitte, 2014; Nielsen, 2014) that the largest difference of Millennials compared to other generations was their exposure and use of technology.

The purpose of Research Question 2 was to determine whether differences existed in how other generations perceived the Millennial generation, as a whole.

Research Question 2.1 first sought to describe each generation's (Traditionalist, Baby Boomer, Generation X) perceptions of Millennial stereotypes (V2_Q008_A to V2_Q008_I) using descriptive statistics (mean and standard deviation), as shown in Tables 7, 8, and 9, respectively.

Traditionalists most frequently associated Millennials with being inclusive, diverse, healthy, and urban. However, Millennial stereotypes of inclusive, diverse, healthy, and urban did not yield greater mean scores compared to mean scores from Baby Boomers and Generation X. Higher mean scores indicated Baby Boomers and Generation X had a more positive view of Millennials than the Traditionalist generation. Baby Boomers most frequently associated Millennials with being healthy and urban, yielding mean scores of 3.40 ($SD = 1.14$) and 3.47 ($SD = 1.17$) respectively. Most frequently, Generation X associated Millennials with being diverse and urban, yielding mean scores of 3.52 ($SD = 0.91$) and 3.56 ($SD = 0.79$) respectively. Generation X, overall, had the most positive perceptions of Millennials than any other generation considered.

Table 7

Descriptive Statistics of Millennial Stereotypes: Traditionalists

Millennial Stereotype	Traditionalists ^a	
	<i>M</i>	<i>SD</i>
Expressive	2.88	1.31
Social	2.88	1.26
Diverse	3.00	1.18
Bargain Seeking	2.77	1.25
Socially Responsible	2.94	1.18
Healthy	3.00	1.23
Urban	3.00	1.41
Inclusive	3.07	0.80
Philanthropic (charitable giving)	2.25	1.13

Note. ^a Individuals born between 1901 and 1944; response scale: 1 = Not at all like me, 5 = Exactly Like me; ^b Individuals born before 1980 (i.e., Traditionalists, Baby Boomer, Generation X); response scale: 1 = Not at all like Millennials, 5 = Exactly like Millennials.

Table 8

Descriptive Statistics of Millennial Stereotypes: Baby Boomers

Millennial Stereotype	Baby Boomers ^a	
	<i>M</i>	<i>SD</i>
Expressive	2.87	1.16
Social	2.73	1.22
Diverse	3.21	1.12
Bargain Seeking	2.85	1.23
Socially Responsible	3.13	1.31
Healthy	3.40	1.14
Urban	3.47	1.17
Inclusive	3.25	1.05
Philanthropic (charitable giving)	2.43	1.09

Note. ^a Individuals born between 1945 and 1964; response scale: 1 = Not at all like me, 5 = Exactly Like me; ^b Individuals born before 1980 (i.e., Traditionalists, Baby Boomer, Generation X); response scale: 1 = Not at all like Millennials, 5 = Exactly like Millennials.

Table 9
Descriptive Statistics of Millennial Stereotypes: Generation X

Millennial Stereotype	Generation X ^a	
	<i>M</i>	<i>SD</i>
Expressive	3.44	0.86
Social	3.43	1.08
Diverse	3.52	0.91
Bargain Seeking	2.80	1.15
Socially Responsible	3.46	1.08
Healthy	3.43	0.84
Urban	3.56	0.79
Inclusive	3.17	1.04
Philanthropic (charitable giving)	2.85	0.84

Note. ^a Individuals born between 1965 and 1979; response scale: 1 = Not at all like me, 5 = Exactly Like me; ^b Individuals born before 1980 (i.e., Traditionalists, Baby Boomer, Generation X); response scale: 1 = Not at all like Millennials, 5 = Exactly like Millennials.

The purpose of Research Question 2.4 was to compare different generational group’s perceptions of Millennials. A MANOVA was used to compare the mean scores of independent variables, the Millennial stereotypes (V2_Q008_A to V2_Q008_I) across conditions and test interactions among dependent variables, generational groups (Millennials versus others; D001_RC2_C), shown in Table 10. Box’s test of equality of covariance was not significant ($p = .354$), which was an indicator that the assumption of equality of covariance was not violated (Field, 2009). Comparison groups were approximately equal in size; therefore, data were assumed to be homogeneous and the analyses were most likely appropriate.

MANOVA results were interpreted using the Hotelling’s trace statistic because “the Hotelling’s T^2 is robust in the two-group situation when sample sizes are equal”

(Field, 2009, p. 604). Results of the MANOVA indicated an effect of time of Millennial stereotypes (V2_Q008_A to V2_Q008_I) on generational groups (Millennials versus Others) was significant, $T^2 = .280$; $F(9, 143) = 4.453$; $p < .001$ ($p < .005$); $\eta_p^2 = .219$; $1 - \beta = .998$), and a large effect size ($\eta_p^2 = .219$; Cohen, 1988). MANOVA results for Millennial stereotype (V2_Q008_A to V2_Q008_I) and generation group (D001_RC2_C) exceeded the threshold ($1 - \beta \geq .80$) for power of analysis ($1 - \beta = .998$); therefore, significant results were not likely due to chance or error. Significant differences indicated there were differences in Millennials' self-perception of their generation compared to other generations' (Traditionalist, Baby Boomer, Generation X) perception of Millennials.

Table 10
MANOVA Millennials vs. Others perceptions of Millennial stereotypes

Millennial Stereotype	Millennials ^a		Others ^b	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Expressive	3.44	1.13	3.14	1.08
Social	3.68	3.06	0.99	1.22
Diverse	3.56	1.18	3.30	1.05
Bargain Shoppers	3.93	1.23	2.82	1.16
Socially Responsible	4.10	1.16	3.23	1.20
Healthy	3.85	0.88	3.37	1.04
Urban	3.24	1.30	3.40	1.08
Inclusive	3.68	1.13	3.15	1.02
Philanthropic (charitable giving)	3.32	1.08	2.64	1.02

Note. ^a Individuals born between 1980 and 1995; response scale: 1 = Not at all like me, 5 = Exactly Like me; ^b Individuals born before 1980 (i.e., Traditionalists, Baby Boomer, Generation X); response scale: 1 = Not at all like Millennials, 5 = Exactly like Millennials; ^c With no correction the chance of finding one or more significant differences in nine tests is 0.3698 (36.98%). Therefore, a Bonferroni adjustment was calculated and resulted in an adjusted alpha level of 0.0055556 ($p \leq .005$).

After identifying a significant MANOVA, subsequent ANOVAs were carried out on each of the dependent variables, Millennial stereotypes (V2_Q008_A to V2_Q008_I), shown in Table 11. A Bonferroni correction was calculated for subsequent ANOVAs to protect against inflated Type I error (Field, 2009) and resulted in a new alpha level of $p \leq .005$.

Table 11
ANOVA Millennials vs. Others (Traditionalist, Baby Boomer, and Generation X)

Scale	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>	ω^2	1 - β
Expressive							
Between	1	2.993	2.993	2.380	0.125	0.008	0.335
Error	165	207.486	1.257				
Social **							
Between	1	12.033	12.033	9.064	0.003	0.046	0.849
Error	165	219.045	1.328				
Diverse							
Between	1	1.935	1.935	1.668	0.198	0.004	0.250
Error	161	186.715	1.160				
Bargain Shoppers **							
Between	1	38.983	38.983	27.114	0.000	0.136	0.999
Error	164	235.520	1.436				
Socially Responsible **							
Between	1	22.566	22.566	15.985	0.000	0.082	0.978
Error	165	232.931	1.412				
Healthy **							
Between	1	6.981	6.981	6.982	0.009	0.035	0.748
Error	162	161.964	1.000				
Urban							
Between	1	1.678	1.678	1.318	0.253	0.002	0.207
Error	161	204.972	1.273				
Inclusive							
Between	1	7.438	7.438	6.859	0.010	0.035	0.740

Significant differences ($p < .005$) existed between generation group's perceptions (Millennials versus Others) for the stereotypes of social, bargain shoppers, socially responsible, healthy and philanthropic, shown in Table 11. Power of analyses were adequate ($1 - \beta \geq .80$) for each significant analysis except healthy. The calculated effect size was small for the healthy stereotype, meaning little variance was explained. However, philanthropic and socially responsible stereotypes yielded medium effect sizes and bargain shoppers yielded a large effect size, which strengthened the relationship between generation group and perceived stereotype.

The purpose of Research Questions 1 was to describe Millennials' self-perception of stereotypes of the Millennial generation; while Research Question 2 intended to determine whether differences existed in how other generations perceived the Millennial generation, as a whole. Qualitative data were collected to provide support for Research Questions 1 and 2. During qualitative personal interviews, interviewees of other generations were asked to discuss the differences between their generation and the Millennial generation. Millennial interviewees were asked to discuss the differences between his or her their generation as a whole compared to others (Traditionalists, Baby Boomers, Generation X), rather than the personal differences between themselves and other generations (e.g., the difference between a Millennial daughter and her Baby Boomer mother). Five qualitative themes emerged after three rounds of revisions, shown in Figure 11. The themes found were separated into those believed by Millennials versus those believed by other generations, to provide a deeper understanding of which perceptions differed among generations.

Common themes among other generations (Baby Boomers and Generation X) were that Millennials were self-absorbed, spoiled, and private. No Millennial respondents provided explanation or support to these themes. (186-Male-1965) said “Millennials are in their own litter world, and do not want to set up roots.” Majority of respondents from other generations used the words spoiled and self-absorbed in conversation to describe Millennials.

However, answers were synonymous between generations when commenting on Millennials’ technology use. Millennials recognized they have “never been without it” (171-Male-1995); whereas, other generations believed they could turn to Millennials to answer their technology questions and drive trends. “I feel I can reach out to them [Millennials] with any tech issues I have” (186-Female-1973).

Millennials perceived themselves as more driven than other generations, stating, “we are very active in our lifestyle” (172-Female-1994) and acknowledging that “we are more advanced than they were at our age” when speaking about expectations of them as a generation (186-Female-1992). Overall, Millennials believed there was a higher expectation of them as a generation as compared to the generations preceding them. One Millennial even acknowledged, “There is a way-higher expectation of education for us than it was for our parents” (172-Female-1992).

Qualitative Themes
Personal Interviews: Generation

Self-Absorbed	“They are self-absorbed and superficial” (172_M_1965)
Spoiled	“They have a really hard time when the don’t get what they want” (186_F_1969)
Private	“They keep to themselves most of the time” (172_M_1965)
Tech Savvy	“They grew up with technology” (172_F_1974)
Driven	“There is a higher expectation for us” (186_F_1992)
<p>Key: Green – Believed by other generations Yellow – Believed by both Millennials and other generations Blue – Believed by Millennials</p>	

Figure 11. Qualitative themes: personal interviews. Themes were derived from qualitative interviews on the differences in perceptions between generation groups.

The purpose of Research Question 3 was to compare the differences in perception of the Millennial generation by generation group. There was not adequate cell size ($n \geq 30$) for the Traditionalist generation group; therefore, Traditionalists were omitted from this analysis. To compare Baby Boomer and Generation X perceptions of Millennial stereotypes, a MANOVA was calculated. The independent variables for this MANOVA were the Millennial stereotypes (V2_Q008_A to V2_Q008_I), and the dependent variables were the Baby Boomer and Generation X generation groups

(D001_RC2_B; groups 2 and 3). MANOVA results were interpreted using the Hotelling's trace statistic (T^2) because "the Hotelling's T^2 is robust in the two-group situation when sample sizes are equal" (Field, 2009, p. 604). Results of the MANOVA indicated the effect of Millennial stereotypes (V2_Q008_A to V2_Q008_I) on generational groups (Baby Boomers and Generation X) was significant, $T^2 = .232$; $F(9, 88) = 2.266$; $p = .025$; $\eta_p^2 = .188$; $1 - \beta = .876$), and a large effect size ($\eta_p^2 = .188$; Cohen, 1988). MANOVA results for Millennial stereotype (V2_Q008_A to V2_Q008_I) and generational group (Baby Boomer and Generation X) exceeded the threshold for power of analysis ($\geq .80$); therefore, significant results were not due to chance or error, and are shown in Table 12.

Table 12
MANOVA Baby Boomer vs. Generation X perceptions of Millennial stereotypes

Millennial Stereotype	Baby Boomers ^a		Generation X ^b	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Expressive	2.89	1.40	3.46	0.85
Social	2.74	1.24	3.42	1.09
Diverse	3.13	1.15	3.52	0.87
Bargain Shoppers	2.86	1.22	2.81	1.17
Socially Responsible	3.13	1.34	3.42	1.07
Healthy	3.39	1.18	3.44	0.85
Urban	3.41	1.20	3.56	0.80
Inclusive	3.20	1.07	3.14	1.03
Philanthropic (charitable giving)	2.50	1.13	2.87	0.84

Note. ^a Individuals born between 1945 - 1960; response scale: 1 = Not at all like Millennials, 5 = Exactly Like Millennials; ^b Individuals born between 1961 - 1979 response scale: 1 = Not at all like Millennials, 5 = Exactly like Millennials; ^c Cell size for Baby Boomers is $n = 46$ and Generation X is $n = 52$.

After identifying the significant MANOVA, a subsequent ANOVAs were carried out on each of the dependent variables, Millennial stereotypes (V2_Q008_A to V2_Q008_I), shown in Table 13. A Bonferroni correction was applied to each of the subsequent ANOVAs to protect against inflated Type I error ($p < .005$; Field, 2009).

Table 13
ANOVA comparing Baby Boomers and Generation X

Scale	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>	ω^2	$1 - \beta$
Expressive **							
Between	1	8.906	8.906	8.551	0.004	0.065	0.799
Error	107	111.442	1.042				
Social **							
Between	1	13.300	13.300	10.014	0.002	0.076	0.821
Error	107	142.113	1.328				
Diverse							
Between	1	2.587	2.587	2.510	0.116	0.014	0.468
Error	105	108.198	1.030				
Bargain Shoppers							
Between	1	0.074	0.074	0.052	0.820	-0.009	0.051
Error	105	149.552	1.424				
Socially Responsible							
Between	1	3.070	3.070	2.140	0.146	0.010	0.220
Error	107	153.535	1.435				
Healthy							
Between	1	0.024	0.024	0.024	0.878	-0.009	0.057
Error	103	103.538	1.005				
Urban							
Between	1	0.189	0.189	0.191	0.663	-0.008	0.108
Error	103	102.039	0.991				
Inclusive							
Between	1	.184	0.184	0.169	0.682	-0.008	0.059
Error	104	113.250	1.089				

Table 13 Continued

Scale	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>	ω^2	1 - β
Philanthropic							
Between	1	3.774	3.774	4.005	0.048	0.027	0.441
Error	104	98.000	0.942				

Note. ** Indicates significant results ($p = < .005$)

Based on the outcomes of the follow up ANOVAs, there were significant differences between generation group's perceptions (Baby Boomer and Generation X) for the stereotypes of social and expressive, shown in Table 13. However, the only significant stereotype with adequate power of analyses was social, therefore these results were most likely not due to chance or error. Calculated effect sizes were medium for the expressive and social stereotypes, therefore, about nine percent of the variance was explained by the effect (Field, 2009).

Research Question 3 sought to determine if perceptions of Millennials existed between other generational groups. Qualitative data were collected to support Research Question 3.1. A simple dichotomous word association was conducted during qualitative interviews to assess the same list of Millennial stereotypes used when describing Millennials as a generation, illustrated in Figure 12. When asked to describe Millennials as a whole, most respondents believed Millennials were expressive, social, socially responsible, healthy, and urban.

Due to the small number of interviews conducted, the findings were presented collectively by frequency because all respondents, regardless of generation, were asked to explain their opinions on Millennials only. When interviewees hesitated to agree or

disagree with a stereotype, they were asked to elaborate. One interviewee indicated when asked about being a bargain shopper: “Oh yes, I always seek the highest quality for the best price” (186-Male-1981). Most respondents agreed upon Millennial stereotypes of social, socially responsible, and healthy. In comparison to the quantitative results, Millennials strongly believed they were socially responsible in interviews as well as in the quantitative survey. Both Generation X and Baby Boomers agreed Millennials were healthy. However, only Generation X and Millennials somewhat believed Millennials were social, but yielded the highest agreement score in the qualitative findings.

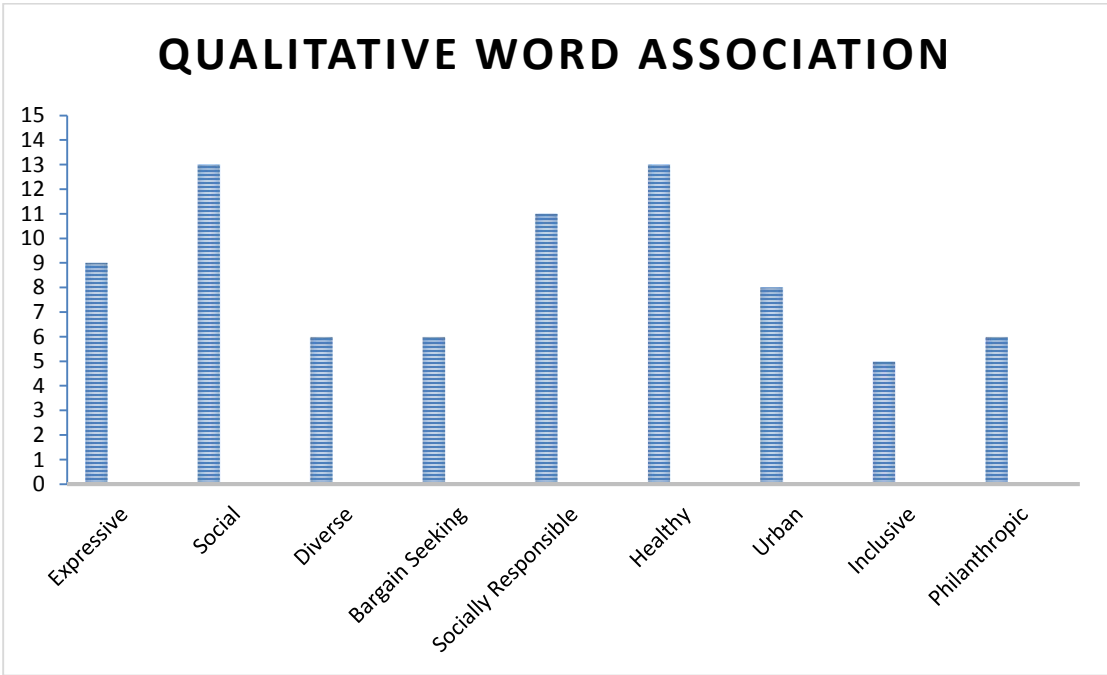


Figure 12. Qualitative word association findings from personal interviews. Interviewees consisted of two Baby Boomers, nine Generation X, and four Millennials.

Aim 2

The purpose of Research Aim 2 was to explore food consumption behavior of generations. This aim consisted of two research questions that described and compared whether social responsibility effected food and drink establishment consumption habits based on generation. The purpose of Research Question 4.1 was to describe the likeliness of each generation to visit socially responsible food and drink establishments. Analysis for Research Question 4.1 was completed by using four establishments, all ranging in levels of social responsibility, described in Chapter II. Descriptive statistics (mean and standard deviation) were first calculated and reported to describe each generation group's likeliness to visit one of the four establishments, shown in Table 14.

Table 14

Descriptive Statistics of Food and Drink Establishment Visits

Establishment and generation group	<i>M</i>	<i>SD</i>
Chipotle		
Traditionalists	1.917	1.472
Baby Boomers	2.786	1.550
Generation X	3.476	1.635
Millennials	3.600	1.452
McDonald's		
Traditionalists	2.292	1.601
Baby Boomers	2.429	1.440
Generation X	2.317	1.468
Millennials	2.511	1.358
Starbucks		
Traditionalists	1.958	1.398
Baby Boomers	2.929	1.671
Generation X	3.651	1.438
Millennials	3.444	1.639
Panera Bread		
Traditionalists	2.000	1.318
Baby Boomers	3.129	1.503
Generation X	3.365	1.395
Millennials	2.978	1.588

Note. Generational group's likeliness to visit food and drink establishments ranging in social responsibility; response scale: 1 = Not Likely, 5 = Very Likely.

The purpose of Research Question 4.2 was to compare Millennial food and drink establishment consumption to other generations (Traditionalist, Baby Boomer, and Generation X). A MANOVA was used to compare the mean scores of the independent variables, the likeliness to visit one of the four tested socially responsible food and drink establishments (V2_Q010_A – V2_Q010_D) across conditions and test interactions among dependent variables of generation group (Millennial versus others; D001_RC2_C). A Bonferroni adjustment was calculated and resulted in an adjusted

alpha level of 0.01 ($p < .01$). Box's test of equality of covariance was not significant ($p = .75 > .01$), which was an indicator that comparison groups were approximately equal in size, data were assumed to be homogeneous and analyses were most likely appropriate.

MANOVA results were interpreted using the Hotelling's trace statistic and indicated the effect of likeliness to visit a socially responsible food and drink establishment (V2_Q010_A to V2_Q010_D) on generation group (Millennials versus Others; D001_RC2_C) was not significant, $T^2 = .044$; $F(4, 197) = 2.165$; $p = .074$; $\eta_p^2 = .042$; $1 - \beta = .632$). MANOVA results for likeliness to visit a socially responsible food and drink establishment (V2_Q010_A to V2_Q010_D) on generation group (Millennials versus Others; D001_RC2_C) did not exceed the threshold for power of analysis ($1 - \beta = .632 \leq .80$); therefore, significant results may have been due to chance or error.

After identifying the MANOVA as not significant, subsequent analyses were not needed. Therefore, we determined there were no differences in the likeliness to visit socially responsible food and drink establishments based on generation group in this study. Results are shown in Table 15.

Table 15

MANOVA Millennial vs. Others likeliness to visit socially responsible food and drink establishments

Establishment	Millennials ^a		Others ^b	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Chipotle	3.600	1.452	2.930	1.653
McDonald's	2.511	1.359	2.363	1.468
Starbucks	3.444	1.631	3.070	1.637
Panera Bread	2.978	1.588	3.051	1.497

Note. ^a Individuals born between 1980 and 1995; response scale: 1 = Not Likely, 5 = Very Likely; ^b Individuals born before 1980 (i.e., Traditionalists, Baby Boomer, Generation X); response scale: 1 = Not Likely, 5 = Very Likely.

Qualitative data were collected to provide support for Aim 2 and Research Question 4. The purpose of Research Question 4 was to understand food consumption and purchasing behaviors of generation groups. Qualitative themes among interviewees' food purchasing criteria were created to provide insight to Research Question 4.1. These themes emerged from opinions from interviewees on the subject matter (theme) rather than the specific opinion they had about food consumption and purchasing habits. Theme creation was executed in three iterations with a pair of graduate researchers to ensure creditability and dependability of the theme creation as defined by Lincoln and Guba (1985).

The emergent themes were a combination of all generations due to the small number of interviews conducted, illustrated in Figure 13. However, the theme of 'Don't Care' was derived from Millennial interviewees only, who were in the early stages of his or her collegiate career, and his or her parents still play an active role in decision

making. Purpose, quality, and price were common themes among all interviewees, regardless of generation group.

However, majority of interviewees showed interest in foods that were non-processed including many fresh options saying “I like real food” (171-Male-1978). Interviewees also showed interest and stated opinions on how food was produced (e.g., organic, sustainable). “We don’t shop at big grocery stores. Instead we go to farmers markets, local fish markets for sustainable meat and fish” (172-Male-1965). Another respondent indicating, “no organic, I don’t believe in it (186- Female-1992) when discussing the products she purchases at a grocery store. Both of these subject matters are common areas used in marketing strategies with companies that claim to be socially responsible.

Qualitative Themes
Personal Interviews: Food

Don't Care	These individuals do not care about where their food comes from or does not have a preference.	"I don't give it a lot of thought" (171_M_1995)
Purpose	These individuals shop for food with a specific purpose in mind.	"I buy on a need basis, like when I am making something" (186_M_1981)
Non Processed	These individuals shop for food that is non processed and care about freshness.	"I like real food. Fresh and not processed" (171_M_1978)
Quality	These individuals shop for food based on quality.	"Good quality for cooking and baking" (186_F_1992)
Production Method	These individuals shop for food based with a preference on how it was produced.	"I shop at farmers markets and wherever I can find sustainable meat and fish" (172_M_1965)
Price	These individuals shop for food based on price.	"I search for the sales" (171_M_1978)

Figure 13. Qualitative themes of food purchasing behaviors from personal interviews. Themes were derived from qualitative interviews on respondents' food purchasing criteria.

Along with personal interviews, five corporate interviews in the form of open discussion, presentation, and question and answer were conducted. The companies and organizations were chosen purposively in conjunction with the ALEC summer research trip and all claim to be progressive, sustainable, socially responsible, environmentally friendly, and/or green. Five themes emerged from data collected that were not generation specific, illustrated in Figure 14. . Each of the companies interviewed has a large Millennial interaction base, whether they claimed to target Millennials or happened to

have a large Millennial customer base. It could be argued, since these companies have large Millennial followings and customer bases, these marketing technique themes that were developed could pertain to the Millennial generation.

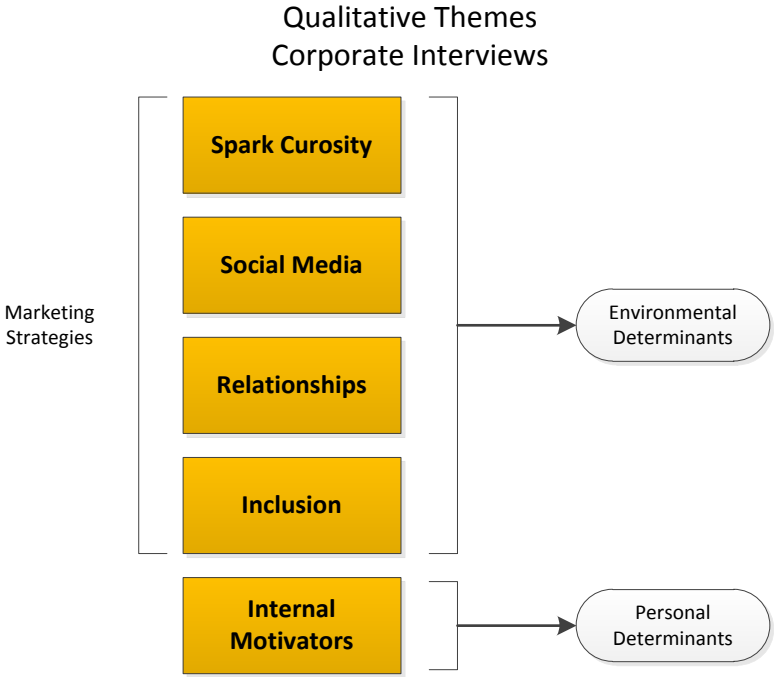


Figure 14. Qualitative Themes from corporate interviews and interactions as related to Bandura’s (1986) social cognitive theory.

Marketing strategies that sparked curiosity, had a heavy social media presence, helped foster relationships, and made consumers/supporters feel included were common among the companies interviewed. One company stated, “The news won’t run anything to downgrade their sponsors unless it is colorful enough to gain attention” (189-

Corporate) and “[Our marketing] is designed to appeal to an idea and spark curiosity, not just create dinner table discussions” (157-Corporate). The four marketing strategies found could be related back to Bandura’s (1986) social cognitive theory as environmental determinants. Bandura (1986) stated that a person’s environmental experiences and interactions affect their personal motivations, thoughts, and behaviors. Along with the marketing strategy themes found, each company interviewed mentioned they actively try to tap into individuals’ personal motivators, or the things they care about. If companies are able to understand customer motivations, lifelong customers and promoters of that company’s message and/or brand could be created.

Data analyses were presented in two sections. The first addressed the research questions related to Research Aim 1, both quantitatively and qualitatively. The second addressed research questions related to Research Aim 2, quantitatively and qualitatively, respectively. Additionally, marketing strategy themes that emerged among corporate interviews were presented. Chapter V summarizes the findings and results of this study. An explanation will be given of the meaning of the results for practitioners and researchers, as well as decision-making criteria moving forward. Recommendations for future research will be presented to increase scholarly productivity for the Millennial generation group.

CHAPTER V

DISCUSSION AND CONCLUSION

Summary of the Study

The primary purpose of this study was to explore how members of the Millennial generation perceived stereotypes about themselves (the Millennial generation) and how people of other generations (Traditionalists, Baby Boomers, and Gen X) perceived stereotypes of millennials. A secondary purpose of this study was to explore how each generation perceives socially responsible food and drink establishments, which will help to understand Millennials' food purchasing motivations and decisions. The generational groups involved were Traditionalists (born 1901 – 1944), Baby Boomers (born 1945 – 1960), Generation X (born 1961 – 1979), and Millennials (born 1980 – 1995).

Research has been conducted to discover studies that were created by practitioners, as well as in an academic setting. Due to the time lag of publication in academia, generational research has been conducted frequently by industry. Reviews of relevant scholarly works as well as industry reports and studies on generations have been reviewed (BCG, 2012; Nielsen, 2014; Pew, 2010; Deloitte, 2014). Many studies provided information on Millennials, describing who they are, as well as his or her thoughts, motivations, and behaviors. However, there appeared to be a gap in the literature comparing Millennial's self-perceptions to those of other generations. Therefore, this study used Bandura's (1986) social cognitive theory to guide our examination of the perceptions of Millennials as a generation.

A conservative approach was taken when analyzing the data and interpreting the results and findings by using adjusted alpha levels; because of unknown amounts and sources of error (e.g., sampling error, non-response error, frame error), the results and finding of this study were restricted to the participants of this study. This population may consist of but is not limited to employers hiring Millennials, customers who interact with Millennials in a professional setting, and companies who market their products to the Millennial customer base. The findings were relevant to Millennials (born between 1980 and 1995) in the specific or similar demographic areas of the United States as those selected for the larger study. Nielsen (2014) acknowledged the largest 10 U.S. markets for highly concentrated Millennials. Of the 10 locations, five were sampled in this study (San Diego, CA; Denver, CO; Houston, TX; San Francisco, CA; Dallas, TX).

The food market landscape is currently changing with the introduction and increased marketing emphasis on food products and food companies that are socially responsible, green, sustainable, and progressive (Smith, 2010; Smith & Brower, 2012). This is a topic that has sparked the interest of both academics and practitioners. Nielsen (2014) claimed Millennials will pay a premium for socially responsible products. Products that are considered environmentally friendly, use sustainable production techniques and decrease the carbon footprint during production are considered socially responsible (Keller, 1998). Smith (2010) claimed more than one-half of Millennials indicated they sometimes make an effort to buy green or socially responsible products. Research Aim 2 was devoted specifically to the concepts related to social responsibility and is addressed in the following sections.

This study can be relevant for individuals and companies involved in the food-agriculture industry, and beyond. Millennials will represent the largest share of U.S. spending power by 2017 (Pew, 2010) and it is important for food companies to be able to market to this segment of consumers. Understanding behaviors, motivations, and perceptions of a company's customers is one of the most important factors in a marketer's job. We acknowledge there is a segment of the food-agriculture community, as well as the agriculture industry that this information will not pertain to or interest. This study can be, however, relevant to companies that claim to be socially responsible in the products offered and/or the process of production and preparation. This study could also be relevant to companies that plan to focus marketing efforts to being socially responsible.

This study was a part of a larger study on data collection methods and, therefore, limitations in the sampling, methods, and processes existed. Following the social exchange theory, we noticed an increased response rate. However, this method was not the most efficient nor cost-effective way to obtain data for this study. For future and duplicate studies, web-based surveys should be considered for instrumentation. Also, by conducting this study in conjunction with five other projects, many questions included in the questionnaire did not directly pertain to this specific study. In the future, individualizing a project with this scope will allow more focused and specific data to be collected. Population and sampling may be able to be more refined and focused for the scope of the study.

Summary of Findings

In this section, a summary of the findings was presented for each of the two research aims associated with this study. Each aim was divided into its specific research questions and a respective summary of the descriptive and inferential statistics was given.

Aim 1

The purpose of Research Aim 1 was to understand and describe the perceived generational differences among Traditionalists, Baby Boomers, Generation X, and Millennials. For Research Question 1, we described the perceptions of Millennials, based on stereotypes, and the perception he or she had on the Millennial generation as a whole. Based on the quantitative results, we concluded Millennials most frequently associated themselves with being bargain shoppers, socially responsible, and healthy. This supported our qualitative findings that Millennials, as a whole, were viewed as healthy and socially responsible, as reported by Nielsen (2014), Pew (2010), Smith (2010). This study further provided evidence that Millennials were socially responsible and care about his or her health. Millennials did not, however, associate themselves or their generation, as a whole, as being urban or philanthropic. When Millennials were asked “what do you feel makes your generation unique,” most indicated the use of technology. Qualitatively, each interviewee mentioned technology use when describing Millennials, therefore, providing support for the quantitative data.

The purpose of Research Question 2 was to describe and compare how each generation perceived the Millennial generation. Each of the three generations

(Traditionalists, Baby Boomers, Generation X) viewed Millennials as urban, based on the quantitative results. This conclusion created a disconnect in perception, because Millennials did not describe themselves as urban in our quantitative results.

Traditionalists and Baby Boomers associated Millennials with being healthy, whereas, Generation X did not. Generation X associated Millennials with being diverse, which neither of the other generation groups (Baby Boomers and Traditionalists) did. Research Question 2.4 was comparative. Millennials were compared to a collapsed group of other generations (Traditionalist, Baby Boomer, and Generation X) by Millennial stereotypes. Based on the results of a MANOVA, we concluded there were significant differences between the two groups. Millennials believed their generation was socially responsible, bargain shoppers and social, but not philanthropic.

The purpose of Research Question 3 was to compare the perceptions of the Millennial generation from other generation groups, individually. Traditionalists, included in our sample, did not reach adequate cell size ($n \geq 30$) to be compared to Baby Boomers, Generation X, and Millennials; therefore, Traditionalists were excluded from this comparison. Based on quantitative results, significant differences existed, with adequate power of analysis ($1 - \beta \geq .80$), between the Baby Boomer and Generation X generations. Further, we concluded Baby Boomers did not believe Millennials were expressive or social, while Generation X did. Qualitatively, Millennials were viewed as expressive, social, socially responsible, and urban which provided support to the quantitative data. The qualitative interviews were collapsed into one group which was not generation specific. The results from the qualitative analyses were interpreted to

support the notion that Millennials were expressive and social, supported Generation X's perception, socially responsible with the Millennials' perception, and urban with Traditionalists, Baby Boomer, and Generation X's beliefs found in our quantitative data.

Research Questions 1, 2, and 3 provided evidence that there was a disconnect among generations when discussing perceptions of Millennials. Based on the quantitative results, we concluded the largest disconnect was not between individual generation groups, but rather, when comparing Millennials' perception to other generation groups. Our interpretation of the results further indicated Millennials did agree with claims from Deloitte (2014), Pew (2010), and Nielsen (2014) that indicated Millennials were driven, as a generation. However, the results of this study did not support Nielsen's (2014) and Pew's (2010) claims that Millennials had a greater philanthropic nature than other generations; we found no statistical difference. Smith's (2010) claim that Millennials care more about social responsibility was supported by our interpretation of the results of this study. Other generations (Traditionalists, Baby Boomers, and Generation X) disagreed that Millennials were socially responsible at all, and no statistical differences were found between the generation groups.

Aim 2

Research Aim 2 was to understand food consumption behavior of generations. The purpose of research question 4 was to determine if social responsibility effected food and drink establishment consumption habits, among generations. Based on the quantitative results, research questions associated with Aim 1 supported Smith's (2010) hypothesis that Millennials associated with and were more concerned with social

responsibility when it comes to his or her food choices. To address research question 4.1, we described each respondent's likeliness to visit food and drink establishments that varied in levels of publicized and marketed social responsibility (Chipotle, McDonald's, Starbucks, and Panera Bread).

Based on the results, there was a notable difference between positive support for the heavily-marketed, socially responsible food and drink establishments (Chipotle, Starbucks, and Panera Bread) among each generational group. Millennials were most likely to visit Chipotle, which was arguably the most socially responsible food and drink establishment included in this study. Based on the quantitative data and findings from Aim 1, we concluded Millennials were also more likely to support Panera Bread, in comparison to other generational groups. However, other generations had a greater likeliness to visit Panera Bread than Millennials. There were no statistical differences among generational groups' likeliness to visit one of the socially responsible food and drink establishments between Millennials and other generations. Therefore, researchers or practitioners should not base decisions or make assumptions that Millennials will be more likely to visit Starbucks or Chipotle, based on the findings and results of this study.

The interpretation of qualitative findings further supported that respondents based food purchasing decisions on whether the food was non-processed, and the production method used (e.g., organic, sustainable). Support from respondents to make non-processed and production method important criteria when purchasing food provides backing to the increased care for sustainable and go green marketing initiatives, as reported by Smith and Brower (2012), Smith (2010), and Regine (2011).

In addition to the findings from personal interviews, marketing technique themes emerged among corporate interviews. Each of these companies and organizations had a large Millennial following and/or claimed to market to Millennials, as a generation group. The themes of using social media (technology use) and inclusion were supported by the quantitative results of this study. Millennials, overall, positively viewed their generation as inclusive as well as agreed that technology use was the single most factor that separated his or her generation from others. The companies and organizations interviewed all relied somewhat on Millennials internal motivations (thoughts, beliefs, feelings) to market their products to the generation group. The findings and results of this study should be important to companies and organizations when creating new marketing strategies for its large Millennial-customer-base and following.

By using Bandura's (1986) social cognitive theory to understand the results and findings of this study, we concluded the triadic, reciprocal model of personal, environmental, and behavioral determinants each affect one another. Millennials' internal motivations (their thoughts, motivations, and beliefs) affected the environment in which they position themselves in, which thereby, affects the way they behave.

An example supported from this study was a Millennials' concern with socially responsible food choices effects where they decided to actively purchase food (Chipotle). By purchasing food at Chipotle, a Millennial may be more apt to take notice to Chipotle's image, actions, and marketing strategies in the marketplace.

Recommendations

Recommendations based on the findings and results of this study were separated into recommendations for industry and practitioners, and recommendations for academia and future researchers respectively.

Industry and Practitioners

Millennials, as a generation, differed from other generations, and should, therefore, be approached and marketed to differently. In this study, we concluded Millennials to be socially responsible, bargain seeking, and healthy. As marketers, these stereotypes should be included in marketing strategies and communications with Millennials. Millennials viewed themselves as being very different from other generations and did not want to be lumped into a category with Traditionalists, Baby Boomers, and/or Generation X.

Marketing strategies used by companies and organizations that have large Millennial followings and customer bases should be reviewed. Decision makers of marketing strategies should use consumer research to uncover the internal motivations of their Millennial customers, based on the results and findings of this study. Technology use is the best way to communicate with Millennials. However, it is crucial Millennials feel valued, and that a relationship is created with them as a customer (Keller, 1998). We further concluded mass marketing techniques that are not individually personalized will go unnoticed by the Millennial generation.

Millennials indicated they were health conscious and take a more active role in their food selection than other generation groups. It is important for companies to take

this into consideration, especially within the food-agriculture industry. Millennials care about socially responsible food choices, and will have loyalty to products and companies that support social responsibility in the marketplace. Marketers of food should highlight socially responsible factors in their marketing strategies with Millennials. Future industry studies to explore the levels and importance of social responsibility in the food-agriculture marketplace would be beneficial to the landscape of the market and its consumers.

Academia and Future Research

The Millennial generation has moved or is quickly moving out of the classroom and into the workplace. Continued research on the cusp of the Millennial and Generation Z generation groups should be conducted to further address communication trends and motivations among students. This sample would be able to be reached in the collegiate classroom setting, currently. Professors and researchers who emphasize in marketing should take this sample into consideration when developing new research scholarship.

The duplication of this study should use a more refined instrument that addresses only generational inquiries. Using a more developed instrument will allow data collected to be more focused and have fewer limitations. The sample of this study included five of the top ten highest concentrated Millennial cities (*Nielsen Pop Facts*[™], 2013). In future studies of Millennials, a sample of each of the ten cities with the greatest concentrations may provide a richer sample and more accurate assessment of the generation.

This study yielded a large quantity of quantitative data. However, data were not collected in the most efficient nor cost effective method. In future research, an online

survey may enable researcher to reach a larger percentage of Millennials in differing geographic areas in a more cost effective and efficient way. To further the understanding of Millennials, more qualitative interviews would benefit the research outcomes and give better thick, rich descriptions of the generation group and data saturation to be reached.

Additional studies should be conducted based on the findings of this study. Millennials believed they, as a generation, were socially responsible, bargain seeking, and healthy. These terms could be related to food consumption. Further studies addressing these factors of food consumption and purchasing decisions should be explored for the Millennial generation. This future research will give the food-agriculture industry a better understanding of the purchasing behaviors and motivations of their largest consumer group, Millennials. This research could also change the way food-agriculture companies market goods to their Millennial consumers, based on the results and findings.

The likeliness of generation groups visiting the selected socially responsible food and drink establishments did not report any statistical significance in this study. Therefore, future research pertaining to existing socially responsible food and drink establishments' customers is needed. We know Millennials care about social responsibility, based on the findings and results of this study, but do not know if other generations do as well. Nor do we know the level of care and loyalty Millennials have for socially responsible food and drink establishments. Millennial's devotion to social

responsibility is a valuable piece of information for these companies to have when creating budgets and new marketing strategies for its targeted customers.

Conclusion

The results and findings of this study allowed us to conclude there were some similarities between the stereotypes perceived from each generation group about Millennials. The descriptive results of this study allowed us to conclude that Generation X had a more positive view of Millennials than any other generation group. There was agreement and disagreement among generational groups’ perceptions of Millennial stereotypes. The stereotypes that yielded the highest mean scores when descriptive statistics were calculated for each generation are illustrated in Figure 15.

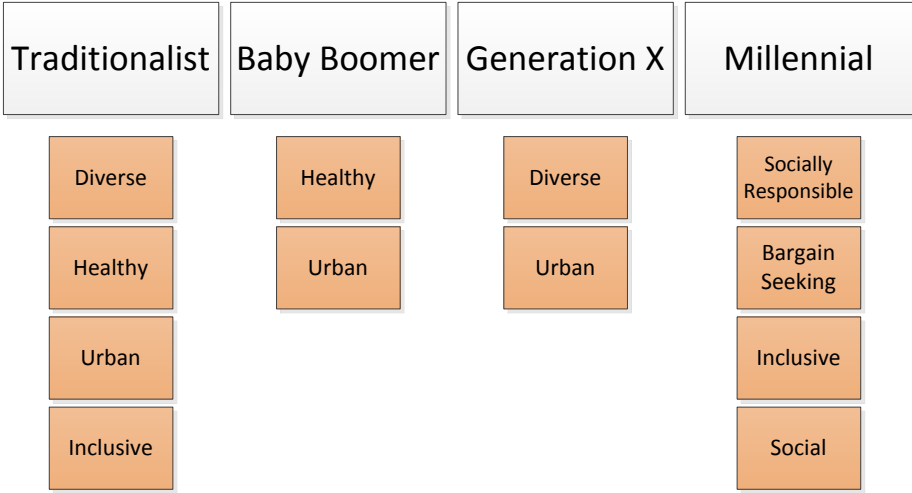


Figure 15. Most perceived stereotypes of the Millennial generation. Stereotypes were derived from each generation group’s descriptive statistics (mean and standard deviation).

Our interpretation of the MANOVA led us believe there were differences in how Millennials perceived themselves as compared to other generations about the stereotypes of social responsibility, health, and bargain seeking. Generation X also perceived Millennials were more positively, compared to the Baby Boomer generation. The MANOVA calculated to test the likeliness of Millennials to visit socially responsible food and drink establishments did not yield statistical differences when compared to other generations. However, it was found that consumers do care about the way their food is produced, its quality, and if it is non-processed. Socially responsible, sustainable, progressive, and/or green companies and organizations interviewed tend to use marketing strategies that are inclusive, build relationships with customers, spark curiosity, are rooted in some form of social media, and utilize customers' internal motivations in order to influence their decision making.

This study was a good first step in relating Bandura's (1986) social cognitive theory to generational research. Significant results for the Millennial generation were reported and given qualitative support. Claims of Millennial stereotypes as reported by Nielsen (2014), Pew, (2010), and Deloitte (2014) were confirmed or refuted, based on statistical tests and emergent qualitative themes.

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APPENDIX A

SCOPE OF THE LARGER STUDY

Overview

Undergraduate and graduate student researchers enrolled in a field data collection research course in the Department of Agricultural Leadership, Education, and Communications (ALEC) at Texas A&M University helped with the quantitative data collection for this study. For 37 days during the summer of 2014, researchers, consisting of six graduate students, eleven undergraduate students, and one faculty member were part of a domestic study away program conducting field research in the southwestern United States. During the fall 2014 academic semester another group of students enrolled in an ALEC research course and collected data in Texas, using the same methods from summer 2014. Students who were responsible for leading research projects (lead researchers) and the faculty member remained the same throughout both sets of data collection. The timeline of data collection is shown in Figure 1.

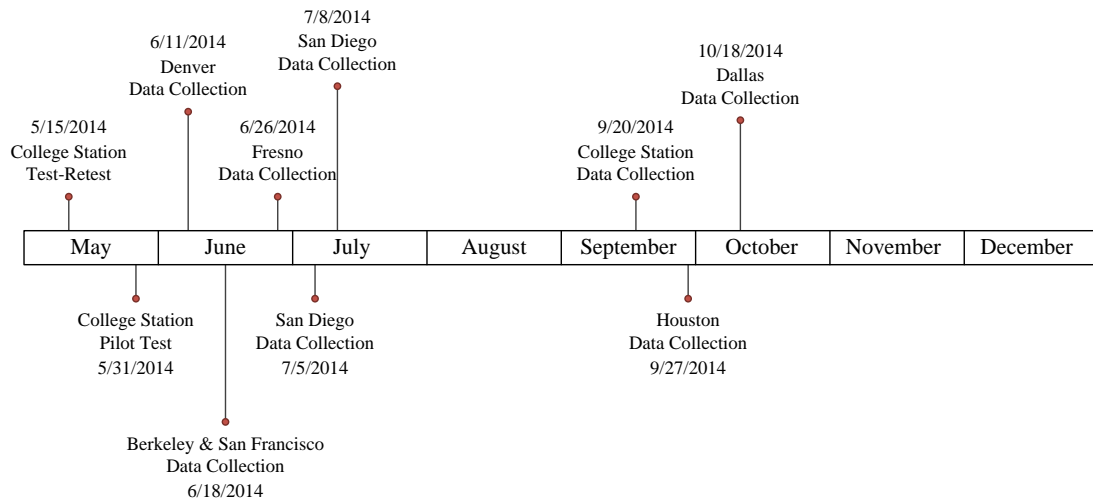


Figure 1. Data collection timeline. Data collection for this study as well as the larger study were collected using this timeline.

Instruments

During the spring 2014 academic semester, the lead researchers met to discuss the aims of each research project involved in the larger study. The theoretical frameworks and guidance for each project were established to address the aims of each project. Each of the lead researchers developed a draft list of survey questions and the respective responses, based on the aims and theoretical guidance of her project. After several iterations of reviewing, editing, and revising the draft lists of questions, six questionnaires were developed; one questionnaire per research project. Due to limited time, funds, access to geographic areas, and safety risks, it was recognized there had to be a plan developed to distribute questionnaires as a team rather than individually. The influence of media was common among each of the research projects. Therefore, six forms of a two-section questionnaire; the first section of each form was identical

assessing demographics; whereas, the second section contained questions unique to each research project.

In the first (standardized) section of each questionnaire, one set of media consumption and demographic questions was developed. Many of the media consumption, frequency of media consumption, and demographics questions included the first section were drawn from Nielsen's *U.S. Digital Consumer Report*; (e.g., How many working radios do you have in your home?). Using questions drawn from Nielsen (2014) and Pew (2010) questionnaires allowed data collected to be comparable to the data collected by Nielsen (2014) and Pew (2010). A conceptual diagram of the forms of the questionnaire is included in Figure 2. The second section of the each questionnaire was unique to the individual research projects:

- Form 1: Perceptions of live music events (Millennials)
- Form 2: Perceptions of Millennial stereotypes
- Form 3: Public perceptions of animals and use
- Form 4: Perceptions of meat products in grocery store advertisements
- Form 5: Perceptions of agriculture
- Form 6: Perceptions of radio (Radio listening habits of the public)

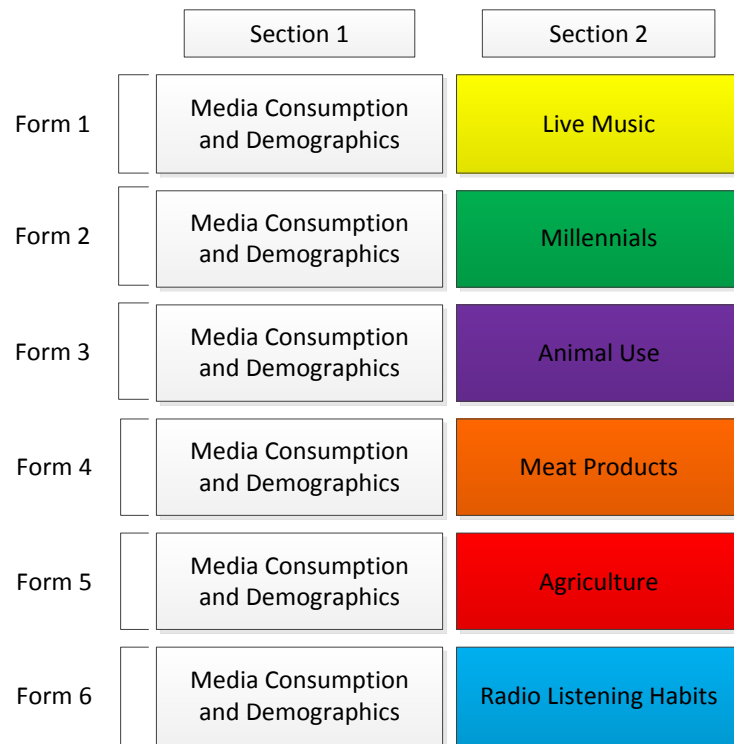


Figure 2. Questionnaire forms for the larger study. Each form’s section 2 was designed by the lead researcher.

The design and layout of the questionnaires were kept consistent to avoid altering the response rate. Dillman et al. (2009) stated that the design and layout of a questionnaire could influence a participant’s decision to take the questionnaire and affect the way they answer the questions. Each questionnaire was made into an 8.5” X 7” booklet using the same heavy weight color cover, and was kept consistent (Appendix B).

After the questionnaires were printed, they were organized for distribution. Before each round of data collection, the student researchers met and assembled the questionnaire packets. To randomly distribute the six forms of the questionnaire, researchers sequentially aggregated the questionnaires in numerical order from form one

to form six. The Julian date (day of the year 001 to 365), zip code, and sample number were recorded on the back page of each questionnaire as we assembled the packets. The Julian date, zip code, and sample number allowed researchers to determine when and where the questionnaires were delivered. Each questionnaire was packed in plastic door hanging bag with a cover letter (Appendix F). The cover letter, that was included in the packets, was hand-signed by one of the student researchers.

Sample

Probabilistic and non-probabilistic sampling strategies were used in this study. The specific sampling methods used in this study could be interpreted in multiple ways. Multi-stage sampling was used in the quantitative part of this study. A convenience sample of metropolitan areas in the western United States were selected: Denver, CO; San Diego, CA; San Francisco, CA; Fresno, CA; Houston, TX; Dallas, TX; and College Station, TX. Locations selected for data collection were based on the population and personal lifestyles of the residents inhabiting these areas, decided on by the faculty member in charge of the larger study. Each location selected for data collection had a large metropolitan and suburban population, and small rural population. Selecting diverse populations for data collection produced a stratified sample. Collecting data in these areas could be somewhat representative of a convenient sample because they were cities visited during the domestic study away program. Locations in Texas were selected when the need for more data arose after returning from the domestic study away program after the summer of 2014.

Sample sizes varied among methods because of the size of the larger study being conducted. A sample size of $n = 2,100$ per zip code visited was used for DOPU and DOMB for all summer 2014 data collection. A sample size of $n = 900$ per zip code visited was used for DOPU, DOMB, and mail surveys during the fall 2014 data collection. Sample sizes were calculated based on the six projects data were being collected for.

Measures/Protocol

Four quantitative data collection methods were used in this study, each with a different variation of survey retrieval method. Each zip code was divided into three differing methods for the purpose of testing different data collection methods. Figure 3 shows an example zip code breakdown.

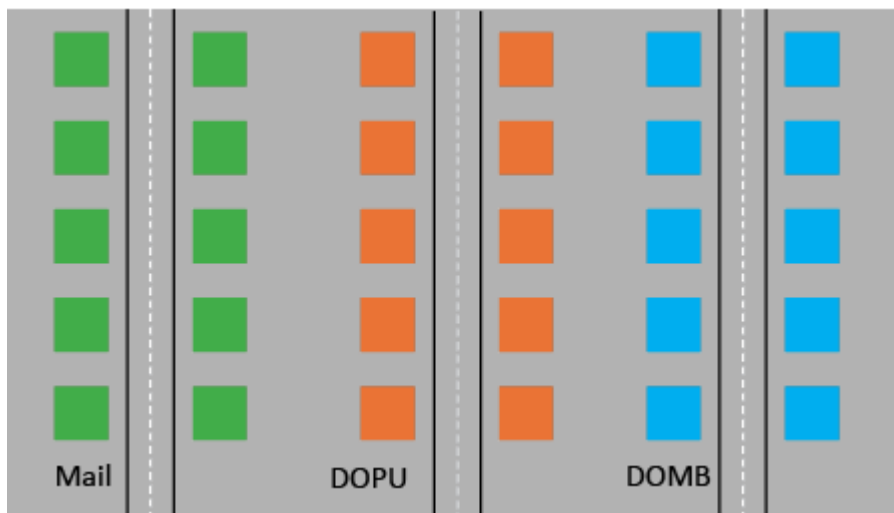


Figure 3. Example zip code layout. This was used for three method variations during data collection.

Although data collection was completed for six different projects during the summer and fall of 2014 ALEC research trips, it was difficult to determine the exact number of each form distributed. Due to experimental design of the larger study (survey distribution methods experiment) the methods used varied greatly. Table 1 outlines each location, the type of drop-off/pick-up method, the number of questionnaires distributed and retrieved, number of contacts made, and the days of the week drop-off and pick-up occurred.

Table 1

Variations between drop-off and pick-up varieties, for larger study data collection.

Drop-off/Pick-up Duration Schedule							
Method	Location	Duration between DO/PU	# Contacted ^a	# Distributed ^b	# Retrieved	DOW DO	DOW PU
DOPU	Bryan/College Station, TX (Pilot)	48 hours	31	60	27	Sat	Mon
DOMB	Denver, CO	24 hours	457	2,015	180	Tues	—
DOPU	Berkeley, CA	48 hours	289	1,498	148	Wed	Sat
DOPU	San Francisco, CA	48 hours	203	1,270	115	Wed	Sat
DOPU	Fresno, CA	3 hours	464	1,307	122	Wed	Wed
DOPU	Ramona, CA	3 hours	257	179	124	Thurs	Thurs
DOPU	San Diego, CA	3 hours	541	341	205	Sun	Sun
DOPU	Bryan/College Station, TX	3 hours	186	157	120	Sat	Sat
DOPU	Houston, TX	2 hours	214	152	104	Sat	Sat
DOPU	Dallas, TX	2 hours	157	103	66	Sat	Sat

Note. ^a # Contacted represents the number of residents we made face-to-face contact with and verbally accepted the survey. ^b # Distributed represents the number of questionnaires given out, face-to-face contact was not necessarily made in the DOPU variety. However, face-to-face contact was a qualifier for # Distributed for the VDOPU variety.

Using the DO(48)PU, DO(24)PU, and DOMB variety, questionnaire packages were left on every door that was deemed safe, whether the resident was home or not. Packages were not left with residents that face-to-face contact was made who verbally declined to participate. Using the DO(03)PU and DO(02)PU varieties, questionnaire packets were only left with residents who face-to-face contact was made with, and verbally accepted to participate. Table 2 represents the quantitative portion of the larger study and therefore encompasses all six projects.

Table 2
Distribution and retrieval of the larger study

Method	Location	# Contacted ^a	# Distributed ^b	# Retrieved
DO(48)PU	Bryan/College Station, TX (Pilot)	31	60	27
DOMB	Denver, CO	457	2,015	180
DO(48)PU	San Francisco, CA	601	2,768	263
DO(24)PU	Fresno, CA	464	1,307	122
DO(03)PU	San Diego, CA	798	520	329
DO(02)PU	Bryan/College Station, TX	186	157	120
DO(02)PU	Houston, TX	214	152	104
DO(02)PU	Dallas, TX	157	103	66

Note. ^a# Contacted represents the number of residents we made face-to-face contact with and verbally accepted the survey. ^b# Distributed represents the number of questionnaires given out, face-to-face contact was not necessarily made in the DO(48)PU or DO(24)PU variety. However, face-to-face contact was a qualifier for # Distributed for the DO(03)PU and DO(02)PU variety.

Method Overview and Limitations

Drop-off/Pick-up: Long Duration

Using DO(48)PU and DO(24)PU, researchers went door-to-door and encouraged potential respondents to complete the given questionnaire and informed residents they would be back in two days at a specified time to retrieve the completed questionnaire. Each researcher used for the DOPU method will receive the same materials and training to ensure transferability or external validity (Lincoln & Guba, 1985). Respondents were also given/left with a brochure and cover letter about the scope of the projects for his or her reference indicating they could use the clear plastic door hanger bag to place the questionnaire in the event of not being home. This method was used for data collection activities conducted in San Francisco, CA and Fresno, CA. Questionnaires were left at every household, even if the residents were not home. Questionnaires were not left at the homes where residents opted out (said no) to participating or had an obstacle to safely delivering the questionnaire to the front door (e.g., loose dog, locked gate, unsafe surrounding – including drug dealers).

Limitations

Residents not being home, locked gates not allowing the researcher to get to the door, unsafe surroundings, and obstructions to the residence were all limitations to the DOPU method. The amount of time taken to drop-off packages as well as picking them up ranged anywhere between six and 12 hours per research group. This time was dependent on if residents were home and continued conversation after face-to-face rapport was made. Conversations lasted anywhere between 15 and 45 minutes. The

inability to confirm if the resident received the questionnaire was an issue without creating face-to-face contact. When retrieving questionnaires, some residents encountered said he or she never received the questionnaire.

Drop-off/Pick-up: Short Duration

Using DO(03)PU and DO(02)PU, researchers went door-to-door during the morning hours and encouraged potential respondents to complete the given questionnaire and informed residents they would be back that same afternoon to retrieve the completed questionnaire. Only residents who agreed to participate in the questionnaire were given a copy with a door hanger bag to place their completed questionnaire in to be picked up. By giving out questionnaires only to residents who agreed to participate allowed for much more efficient and cost effective disbursement of questionnaires. Upon request, a brochure was given about the scope of the projects for their reference. This method was used for residents in San Diego, CA; Bryan/College Station, Texas; Houston, Texas; and Dallas, Texas.

Limitations

Residents not being home, locked gates not allowing the researcher to get to the door, unsafe surroundings, and obstructions to the residence were all limitations to the DO(03)PU/DO(02)PU method. The amount of time taken to drop-off packages as well as picking them up ranged anywhere between two to six hours per research group. This time was dependent on if residents were home and continued conversation after face-to-face rapport was made. Conversations lasted anywhere between 15 and 45 minutes. When retrieving questionnaires, some residents encountered said he or she never

received the questionnaire although face-to-face communication was created with all residents using DO(03)PU/DO(02)PU.

Drop-off/Mail-back

Using DOMB, researchers went door-to-door and encouraged potential respondents to complete the given questionnaire and mail it back by placing the completed questionnaire in the pre-paid envelope provided at or before the date stated on the cover letter given, which gave respondents a one week time window. Respondents were also given a brochure and cover letter about the scope of the projects for their reference. This method was used for residents in Denver, CO; Bryan/College Station, TX; Houston, TX; and Dallas, TX. Questionnaires were left at every household, even if the residents were not home. Questionnaires were not left at the homes where residents opted out (said no) to participating or had an obstacle to safely delivering the questionnaire to the front door.

Limitations

Residents not being home, locked gates not allowing the researcher to get to the door, unsafe surroundings, and obstructions to the residence were all limitations to the DOMB method. The amount of time taken to drop-off packages ranged anywhere between six and 12 hours per research group. This time was dependent on if residents were home and continued conversation after face-to-face rapport was made. Conversations lasted anywhere between 15 and 45 minutes. The inability to confirm if the resident received the questionnaire if no one was at home was an issue without creating face-to-face contact.

Mail survey

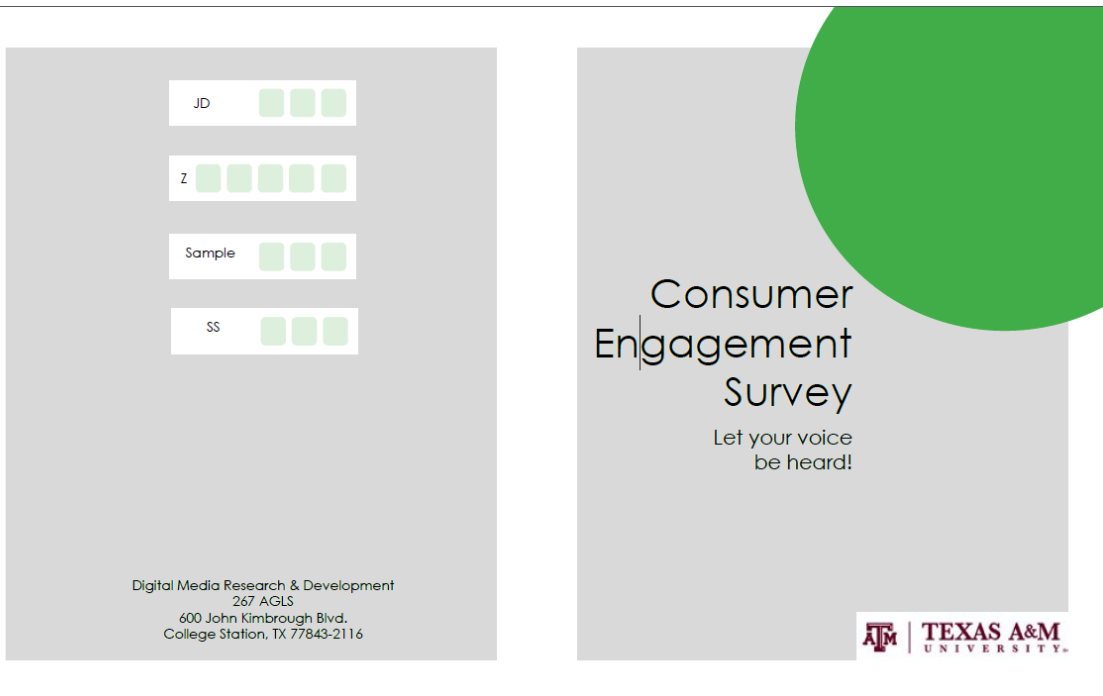
A copy of the questionnaire was sent out via traditional USPS mail. Enclosed in a Digital Media Research & Development Lab (a Texas A&M affiliation) envelope (Appendix G) with the following contents: a questionnaire (Appendix B), pre-paid return envelope (Appendix H), and a cover letter (Appendix F). Although phone or mail surveys are often more cost efficient, they do not provide any sense of responsibility (social exchange) to complete the questionnaire to potential respondents. Mail based surveys were used to try to achieve different response rates using the same sample derived for the other data collection methods, which are beyond the scope of this study and not reported herein.

These resident addresses were selected using the MELISSA database. This database system is a free database that provides clear, concise, and correct information based on residential geographic locations. For this study, a random zip code was selected using a random number generator in Microsoft® Excel. The randomly selected zip codes were entered into the MELISSA database to generate street names and house numbers to complete a mail survey sample. Head researchers met and created a mailing list using those selected addresses, printed labels, and packaged questionnaires to mail out.

Limitations

A mail survey does not allow face-to-face communication to take place, and therefore does not support the social exchange theory. The inability to confirm if the resident received the questionnaire was an issue without creating face-to-face contact.

APPENDIX B



Questions?

Your input is very valuable to us. Be assured that we will not share any of your information, as confidentiality is very important to us. Remember this survey is completely optional.

If you have any questions regarding this project please contact us at:

Digital Media Research & Development
267 AGLS
600 John Kimbrough Blvd.
College Station, TX 77843-2116

Deanna Bosse
Project Lead
deannabosse@tamu.edu
(979) 458-7990

Thank you for your input!

We appreciate the time you took to answer our survey. Your input is very valuable to us. Be assured that we will not share any of your information, as confidentiality is very important to us.

If you have any further questions regarding this project please contact us at:

Digital Media Research & Development
267 AGLS
600 John Kimbrough Blvd.
College Station, TX 77843-2116

Deanna Bosse
Project Lead
deannabosse@tamu.edu
(979) 458-7990

If you answered "no" to Question 5 please skip Question 6.

6. Thinking about languages you speak in the home, would you say you speak?

- Only Spanish in the home
- Mostly Spanish, but some English
- Spanish and English equally
- Mostly English, but some Spanish
- Only English

7. How many people live in your household? (Please fill in the blanks)

Adults Children (under 18 years of age)

8. What is your household income?

- Less than \$30,000
- \$30,000 - \$49,999
- \$50,000 - \$99,999
- \$100,000 - \$249,999
- More than \$250,000

9. Including yourself, does anyone in your home have a working cell phone?

- Yes No

10. Including yourself, does anyone in your home have a working smartphone?

- Yes No

2

38. What characteristic makes your generation most unique? (Please select one)

- Inclusive
- Technology use
- Culture
- Political views
- Tolerant
- Education level
- Work ethic
- Open minded

Please rate each of these items 1-5 in reference to yourself. 1 being "Not at all like Me" and 5 being "Exactly like Me."

Marking Instructions:
 Correct: Incorrect: When answering questions completely fill in the box.

48. Rate each of these items 1-5

	Not at all like me				Exactly like me
	(1)	(2)	(3)	(4)	(5)
Expressive	(1)	(2)	(3)	(4)	(5)
Social	(1)	(2)	(3)	(4)	(5)
Diverse	(1)	(2)	(3)	(4)	(5)
Bargain Seeking	(1)	(2)	(3)	(4)	(5)
Socially Responsible	(1)	(2)	(3)	(4)	(5)
Healthy	(1)	(2)	(3)	(4)	(5)
Urban	(1)	(2)	(3)	(4)	(5)
Inclusive	(1)	(2)	(3)	(4)	(5)
Philanthropic (charitable giving)	(1)	(2)	(3)	(4)	(5)

11

Please rate each of these terms 1-5 in reference to the likeliness that you would visit each of these restaurants. 1 being "Not Likely" and 5 being "Very Likely."

Marking Instructions:
 Correct: Incorrect: When answering questions completely fill in the box.

40. What is the likeliness that you would visit each of these restaurants?

	Not Likely				Very Likely
	(1)	(2)	(3)	(4)	(5)
Chipotle	(1)	(2)	(3)	(4)	(5)
McDonald's	(1)	(2)	(3)	(4)	(5)
Starbucks	(1)	(2)	(3)	(4)	(5)
Panera Bread	(1)	(2)	(3)	(4)	(5)

41. In case you are selected for a future consumer engagement study, please provide your email address and phone number below. Be assured that this information will be kept confidential and that we will not reveal or sell your information to anyone. (Please fill in the blanks)

() -

(Email Address)

12

Please fully answer all of the questions using a mark or writing in the answer. These questions refer to only you, so please answer accordingly. All answers will be kept confidential.

Marking Instructions:
 Correct: Incorrect: When answering questions completely fill in the box.

1. In what year were you born?

Y Y Y Y (Example)

2. What is your sex?

- Male Female

3. What is your race? (Please select "yes" or "no" for each)

- Yes No
- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or other Pacific Islander
- White
- Other

4. Are you of Hispanic, Latino, and/or Spanish origin?

- Yes No

5. Do you speak Spanish in the home?

- Yes No (If no, skip next question)

If you answered "No" to Question 5, please skip Question 6.

1

34. Who makes the purchasing decisions in your home? *(Please select one)*

- You
- Spouse or partner
- A parent or guardian

35. What criteria do you most base your purchasing decisions on?

(Please select one)

- Value
- Quality
- Price
- Convenience
- Need
- Trendy

36. Would you personally endorse a brand on social media?

- Yes
- No

37. How do you receive information on consumer products? *(Please select one)*

- The news (TV and/or radio)
- Print (newspapers and/or magazines)
- Social media
- The Internet

10

11. How many working TV sets are in your home?

- 0
- 1
- 2
- 3
- 4
- 5+

12. What time of day do you usually watch TV on weekdays and weekends?

(Please select "yes" or "no" for each item)

- | Yes | No | Weekdays | Yes | No | Weekends |
|-----------------------|-----------------------|-----------|-----------------------|-----------------------|-----------|
| <input type="radio"/> | <input type="radio"/> | Morning | <input type="radio"/> | <input type="radio"/> | Morning |
| <input type="radio"/> | <input type="radio"/> | Afternoon | <input type="radio"/> | <input type="radio"/> | Afternoon |
| <input type="radio"/> | <input type="radio"/> | Evening | <input type="radio"/> | <input type="radio"/> | Evening |

13. What are the top three TV shows you currently watch on a regular basis?

1.
2.
3.

14. How many working computers with Internet access are in your home (including tablets, desktops, and laptops)?

- 0
- 1
- 2
- 3
- 4
- 5+

3

15. What time of day do you usually access the Internet on weekdays and weekends? *(Please select "yes" or "no" for each item)*

- | Yes | No | Weekdays | Yes | No | Weekends |
|-----------------------|-----------------------|-----------|-----------------------|-----------------------|-----------|
| <input type="radio"/> | <input type="radio"/> | Morning | <input type="radio"/> | <input type="radio"/> | Morning |
| <input type="radio"/> | <input type="radio"/> | Afternoon | <input type="radio"/> | <input type="radio"/> | Afternoon |
| <input type="radio"/> | <input type="radio"/> | Evening | <input type="radio"/> | <input type="radio"/> | Evening |

16. What are the top three websites you visit on a regular basis?

1.
2.
3.

17. How many working radios are in your home (not including cell phones and/or smart phones)?

- 0
- 1
- 2
- 3
- 4
- 5+

18. What time of day do you usually listen to the radio on weekdays and weekends? *(Please select "yes" or "no" for each item)*

- | Yes | No | Weekdays | Yes | No | Weekends |
|-----------------------|-----------------------|-----------|-----------------------|-----------------------|-----------|
| <input type="radio"/> | <input type="radio"/> | Morning | <input type="radio"/> | <input type="radio"/> | Morning |
| <input type="radio"/> | <input type="radio"/> | Afternoon | <input type="radio"/> | <input type="radio"/> | Afternoon |
| <input type="radio"/> | <input type="radio"/> | Evening | <input type="radio"/> | <input type="radio"/> | Evening |

4

If you were born **after** 1980, please complete pages 9-12. **Start here!**
(If you were born before 1980, please go back to pages 5-8)

31. Which of the following best describes your highest level of education?

- High school diploma
- Some college
- Associate's degree
- Bachelor's degree
- Master's degree
- Ph.D. or professional degree (e.g., Physician, Veterinarian, etc.)
- None of the above

32. Are you currently?

- Employed for wages
- Self-employed
- Out of work and looking for work
- Out of work but not currently looking
- A student

33. What is your current income level?

- Less than \$20,000
- \$20,000 - \$49,999
- \$50,000 - \$79,999
- \$80,000 - \$99,999
- \$100,000 - \$149,999
- \$150,000 - \$199,999
- More than \$200,000

9

29. What characteristic most differentiates the millennial generation (born 1980-1995) from yours? (Please select one)

- Inclusive
- Technology use
- Culture
- Political views
- Tolerant
- Education level
- Work ethic
- Open-minded

Please rate each of these terms 1-5 in reference to the likeliness that you would visit each of these restaurants. 1 being "Not Likely" and 5 being "Very Likely."

Marking Instructions:
 Correct: Incorrect: When answering questions completely fill in the box.

30. What is the likeliness that you would visit each of these restaurants?

	Not Likely			Very Likely	
	1	2	3	4	5
Chipotle	1	2	3	4	5
McDonald's	1	2	3	4	5
Starbucks	1	2	3	4	5
Panera Bread	1	2	3	4	5

Please continue to page 12, question 41.

8

19. What genre best describes the radio station you listen to most often? (Please select one)

- Country
- Hip Hop / R&B
- Mix / Adult Contemporary
- News / Talk / Sports
- Rap / Urban
- Rock
- Christian
- Other

20. Before you received this survey, had you ever heard of Texas A&M University?

- Yes
- No

If you were born before 1980, please complete pages 5-8. Start here! (If you were born after 1980, please go to pages 9-12)

In this section you will be asked about Millennials - people born between 1980 and 1995.

21. Which of the following best describes your highest level of education?

- High school diploma
- Some college
- Associate's degree
- Bachelor's degree
- Master's degree
- Ph.D. or professional degree (e.g., Physician, Veterinarian, etc.)
- None of the above

5

22. Are you currently?

- Employed for wages
- Self-employed
- Out of work and looking for work
- Out of work but not currently looking
- Retired

23. What is your individual income level?

- Less than \$20,000
- \$20,000 - \$49,999
- \$50,000 - \$79,999
- \$80,000 - \$99,999
- \$100,000 - \$149,999
- \$150,000 - \$199,999
- More than \$200,000

24. Would you personally endorse a brand on social media?

- Yes
- No

25. How do you receive information on consumer products? (Please select one)

- The news (TV and/or radio)
- Print (newspapers and/or magazines)
- Social media
- The Internet

26. Who makes the purchasing decisions in your home?

- You
- Spouse or partner
- Joint decision making

6

27. What criteria do you most base your purchasing decisions on?

- (Please select one)
- Value
 - Quality
 - Price
 - Convenience
 - Need
 - Trendy

Please rate each of these items 1-5 in reference to Millennials (born 1980-1995). 1 being "Not at all like Millennials" and 5 being "Exactly like Millennials."

Marking Instructions:
 Correct: Incorrect: When answering questions completely fill in the box.

37. Rate each of these items 1-5

	Not at all like Millennials			Exactly like Millennials	
	1	2	3	4	5
Expressive	1	2	3	4	5
Social	1	2	3	4	5
Diverse	1	2	3	4	5
Bargain Seeking	1	2	3	4	5
Socially Responsible	1	2	3	4	5
Healthy	1	2	3	4	5
Urban	1	2	3	4	5
Inclusive	1	2	3	4	5
Philanthropic (charitable giving)	1	2	3	4	5

7

APPENDIX C

Interview Questions

Millennials

1. What do you feel makes your generation unique?
 - a. How is are you different from other generations?
2. Word Association: How much like you are each of these characteristics?
 - a. Expressive
 - b. Social
 - c. Diverse
 - d. Bargain Seeking
 - e. Socially Responsible
 - f. Healthy
 - g. Urban
 - h. Inclusive
 - i. Philanthropic (charitable giving)
3. How do you receive news?
4. How do you seek information?
5. Have you ever endorsed a brand on social media?
6. What criteria are most important to your buying decisions?

Other generations

1. How would you describe Millennials?
2. Word Association: How much do you feel each of these characteristics describe Millennials?
 - a. Expressive
 - b. Social
 - c. Diverse
 - d. Bargain Seeking
 - e. Socially Responsible
 - f. Healthy
 - g. Urban
 - h. Inclusive
 - i. Philanthropic (charitable giving)
3. What makes your generation unique?
4. What makes Millennials different from your generation?
5. How do you receive news?
6. How do you seek information?
7. Would you ever endorse a brand on social media?
8. What criteria are most important to your buying decisions?

APPENDIX D

DOPU Researcher Script

Hi, my name is *(insert name)*, and I am a student at Texas A&M University. Your neighborhood has been randomly selected to receive our consumer engagement survey. This survey is completely optional, but your participation will help graduate and undergraduate research projects.

(hand the resident the packet)

In this packet there is a survey, a brochure explaining more about the project, and a letter that tells you who you can contact if you have any questions.

Option 1: We will be back by on *(specific date and time)* to pick you survey up. If you will please complete it and place it back in the plastic bag and hang it on your door, we will pick it up. Do you feel this is something you will be able to complete for us?

If yes: *(hand the resident the packet)*

If no: *(thank resident for their time and leave)*

Option 2: This is very easy to participate. All you have to do is fill out the survey and place it in the pre-paid envelope in your bag and drop it in any USPS location or in your mailbox. Do you feel this is something you will be able to complete for us?

If yes: *(hand the resident the packet)*

If no: *(thank resident for their time and leave)*

If researcher is uncomfortable and/or has questions they do not know the answer to, the lead researcher (group leader) should be consulted with. |

APPENDIX E

QUANTITATIVE DATA CODING SHEET DEMOGRAPHICS

Variable	Description (Label)	Type	Coding	Item
D001	[VA - Q1] Year Born	Scale	(YYYY)	CE-D1
D001_RC_B	Generation [D001-Bosse Coding]	Nominal	1=Traditionalist (1901-1944) 2=Baby Boomer (1945-1960) 3=Generation X (1961-1979) 4=Millennial (1980-1995) 5=Generation X (>1995)	CE-D1
D001_RC_C	Generation M vs. Other [D001-Bosse Coding]	Nominal	1=Other generation (1901-1979) 2=Millennial (1980-1995) 5=Generation Z (>1995)	CE-D1
D002	[VA - Q2] Sex	Nominal	1=Male 2=Female	CE-D2
D003_A	[VA - Q3] Race: American Indian/Alaskan Native	Nominal	American Indian or Alaska Native: Yes=1; No=2	CE-D3
D003_B	[VA - Q3] Race: Asian	Nominal	Asian: Yes=1; No=2	CE-D3
D003_C	[VA - Q3] Race: Black/ African American	Nominal	Black or African American: Yes=1; No=2	CE-D3
D003_D	[VA - Q3] Race: Native Hawaiian or other Pacific Islander	Nominal	Native Hawaiian or other Pacific Islander: Yes=1; No=2	CE-D3
D003_E	[VA - Q3] Race: White	Nominal	White: Yes=1; No=2	CE-D3
D003_F	[VA - Q3] Race: Other	Nominal	Other: Yes=1; No=2	CE-D3
D003_G	[VA - Q3] Race: Other	String		CE-D3
D004	[VA - Q4] Spanish Descent	Nominal	Yes=1 No=2	CE-D4
D005	[VA - Q5] Speak Spanish in the home	Nominal	Yes=1 No=2	CE-D5
D005_A	[VA - Q6] Languages in the home	Nominal	Only Spanish=1; Mostly Spanish=2; English and Spanish=3; Mostly English=4; Only English=5	CE-D6
D006_A	[VA - Q7] Members in Household: Adult	Scale	Adult: (NN)	CE-D7
D006_B	[VA - Q7] Members in Household: Children	Scale	Children: (NN)	CE-D7
D007	[VA - Q8] Household Income	Ordinal	<\$30,000=1; \$30,000-\$49,999=2; \$50,000-\$99,999=3; \$100,000-\$249,999=4; >\$250,000=5	CE-D8
D008	[VA - Q9] Working cell phone	Nominal	Yes=1 No=2	CE-D9
D009	[VA - Q10] Working smartphone	Nominal	Yes=1 No=2	CE-D10
D010	[VA - Q11] Working TV sets	Ordinal	0=1; 1=2; 2=3; 3=4; 4=5; 5+=6	CE-D11
D011_A	[VA - Q12] TOD TV Weekday Morning	Nominal	Weekdays: Morning Yes=1 No=2	CE-D12
D011_B	[VA - Q12] TOD TV Weekday Afternoon	Nominal	Weekdays: Afternoon Yes=1 No=2	CE-D12
D011_C	[VA - Q12] TOD TV Weekday Evening	Nominal	Weekdays: Evening Yes=1 No=2	CE-D12

QUANTITATIVE DATA CODING SHEET
DEMOGRAPHICS

D011_D	[VA – Q12] TOD TV Weekend Morning	Nominal	Weekends: Morning Yes=1 No=2	CE-D12
D011_E	[VA – Q12] TOD TV Weekend Afternoon	Nominal	Weekends: Afternoon Yes=1 No=2	CE-D12
D011_F	[VA – Q12] TOD TV Weekend Evening	Nominal	Weekends: Evening Yes=1 No=2	CE-D12
D012_A	[VA – Q13] Top 3 TV shows: 1	String		CE-D13
D012_B	[VA – Q13] Top 3 TV shows: 2	String		CE-D13
D012_C	[VA – Q13] Top 3 TV shows: 3	String		CE-D13
D013	[VA – Q14] Working Computers	Ordinal	0=1; 1=2; 2=3; 3=4; 4=5; 5+=6	CE-D14
D014_A	[VA – Q15] TOD Internet Weekday Morning	Nominal	Weekdays: Morning Yes=1 No=2	CE-D15
D014_B	[VA – Q15] TOD Internet Weekday Afternoon	Nominal	Weekdays: Afternoon Yes=1 No=2	CE-D15
D014_C	[VA – Q15] TOD Internet Weekday Evening	Nominal	Weekdays: Evening Yes=1 No=2	CE-D15
D014_D	[VA – Q15] TOD Internet Weekend Morning	Nominal	Weekends: Morning Yes=1 No=2	CE-D15
D014_E	[VA – Q15] TOD Internet Weekend Afternoon	Nominal	Weekends: Afternoon Yes=1 No=2	CE-D15
D014_F	[VA – Q15] TOD Internet Weekend Evening	Nominal	Weekends: Evening Yes=1 No=2	CE-D15
D015_A	[VA – Q16] Top 3 websites visited: 1	String		CE-D16
D015_B	[VA – Q16] Top 3 websites visited: 2	String		CE-D16
D015_C	[VA – Q16] Top 3 websites visited: 3	String		CE-D16
D016	[VA – Q17] Working Radios	Ordinal	0=1; 1=2; 2=3; 3=4; 4=5; 5+=6	CE-D1731
D017_A	[VA – Q18] TOD Radio Weekday Morning	Nominal	Weekdays: Morning Yes=1 No=2	CE-D18
D017_B	[VA – Q18] TOD Radio Weekday Afternoon	Nominal	Weekdays: Afternoon Yes=1 No=2	CE-D18
D017_C	[VA – Q18] TOD Radio Weekday Evening	Nominal	Weekdays: Evening Yes=1 No=2	CE-D18
D017_D	[VA – Q18] TOD Radio Weekend Morning	Nominal	Weekends: Morning Yes=1 No=2	CE-D18
D017_E	[VA – Q18] TOD Radio Weekend Afternoon	Nominal	Weekends: Afternoon Yes=1 No=2	CE-D18
D017_F	[VA – Q18] TOD Radio Weekend Evening	Nominal	Weekends: Evening Yes=1 No=2	CE-D18
D018	[VA – Q19] Radio Station Genre	Nominal	Country=1; Hip Hop/R&B=2; Mix/Adult Contemporary=3; News/Talk/Sports=4; Rap/Urban=5; Rock=6; Christian=7; Other=8	CE-D19
D019	[VA – Q20; V4 – Q45; V5 – Q120] Texas A&M	Nominal	1=Yes 2=No	CE-D20

QUANTITATIVE DATA CODING SHEET
 DEANNA BOSSE

Variable	Description (Label)	Type	Coding	Item
V2_Q001	[V2 – Q21/Q31] Education Level	Nominal	High School Diploma = 1; Some college = 2; Associate's = 3; Bachelor's = 4; Master's = 5; Ph.D. or Professional = 6	CE-Q21 CE-Q31
V2_Q002	[V2 – Q22/Q32] Employment status	Nominal	Employed for wages = 1; Self-employed = 2; Looking for work = 3; Not looking for work = 4; Retired/Student = 5;	CE-Q22 CE-Q32
V2_Q002_RC	Employment status		Value 5 is either retired or student	
V2_Q003	[V2 – Q23/Q33] Current Income Level	Scale (interval)	<\$20,000 = 1; \$20,000-\$49,999 = 2; \$50,000-\$79,999 = 3; \$80,000-\$99,999 = 4; \$100,000-149,999 = 5; \$150,000-\$199,999 = 6; >\$200,000 = 7	CE-Q33 CE-Q23
V2_Q004	[V2 – Q26/Q34] Purchasing decision maker	Nominal	You = 1; Spouse or partner = 2; Joint decision making/a parent or guardian = 3; A parent or guardian = 4	CE-Q34 CE-Q24
V2_Q004_RC	Purchasing decision maker		Value 3 is either parent or guardian or joint decision making	
V2_Q005	[V2 – Q25/Q37] Consumer Product Information	Nominal	The News=1; Print=2; Social Media=3; Internet=4	CE-Q35 CE-Q25
V2_Q006	[V2 – Q24/Q36] Social Media Brand endorsement	Nominal (Dichotomous)	Yes=1 No=2	CE-Q36 CE-Q26
V2_Q007	[V2 – Q27/Q35] Purchasing decision criteria	Nominal	Value=1; Quality=2; Price=3; Convenience = 4; Need=5; Trendy=6	CE-Q37 CE-Q27
V2_Q008_A	[V2 – Q37/Q48] Expressive	Scale (interval)	"Not at all like Me" = 1 thru "Exactly like Me" = 5	CE-Q38
V2_Q008_B	[V2 – Q37/Q48] Social	Scale (interval)	"Not at all like Millennials" = 1 thru "Exactly like Millennials" = 5	CE-Q28
V2_Q008_C	[V2 – Q37/Q48] Diverse	Scale (interval)	"Not at all like Millennials" = 1 thru "Exactly like Millennials" = 5	CE-Q38
V2_Q008_D	[V2 – Q37/Q48] Bargain Shoppers	Scale (interval)	"Not at all like Millennials" = 1 thru "Exactly like Millennials" = 5	CE-Q28
V2_Q008_E	[V2 – Q37/Q48] Socially Responsible	Scale (interval)	"Not at all like Millennials" = 1 thru "Exactly like Millennials" = 5	CE-Q38
V2_Q008_F	[V2 – Q37/Q48] Healthy	Scale (interval)	"Not at all like Millennials" = 1 thru "Exactly like Millennials" = 5	CE-Q28
V2_Q008_G	[V2 – Q37/Q48] Urban	Scale (interval)	"Not at all like Millennials" = 1 thru "Exactly like Millennials" = 5	CE-Q38
V2_Q008_H	[V2 – Q37/Q48] Inclusive	Scale (interval)	"Not at all like Millennials" = 1 thru "Exactly like Millennials" = 5	CE-Q28
V2_Q008_I	[V2 – Q37/Q48] Philanthropic	Scale (interval)	"Not at all like Millennials" = 1 thru "Exactly like Millennials" = 5	CE-Q38
V2_Q008_RC	Summated Perception of Millennials	Scale (interval)	"Not at all like Me" = 1 thru "Exactly like Me" = 5	CE-Q38 CE-Q28
V2_Q009	[V2 – Q29/Q38] What make your generation unique	Nominal	Inclusive=1; Technology use=2; Culture=3; political views=4; Tolerant=5; Education level=6; Work Ethic=7; Open Minded=8	CE-Q39 CE-Q29
V2_Q010_A	[V2 – Q30/Q40] Likeliness to visit: Chipotle	Scale (interval)	"Not at all likely"=1 thru "Very likely"=5	CE-Q40 CE-Q30
V2_Q010_B	[V2 – Q30/Q40] Likeliness to visit: McDonalds	Scale (interval)	"Not at all likely"=1 thru "Very likely"=5	CE-Q40 CE-Q30
V2_Q010_C	[V2 – Q30/Q40] Likeliness to visit: Starbucks	Scale (interval)	"Not at all likely"=1 thru "Very likely"=5	CE-Q40 CE-Q30
V2_Q010_D	[V2 – Q30/Q40] Likeliness to visit: Panera	Scale (interval)	"Not at all likely"=1 thru "Very likely"=5	CE-Q40 CE-Q30

APPENDIX F



**DIGITAL MEDIA RESEARCH
AND DEVELOPMENT LAB**
TEXAS A & M UNIVERSITY

Your household was randomly selected to participate in a consumer engagement survey. As you've probably heard in the news lately, market research is incredibly valuable to our economy and to the success of many industries. This summer, our research team, from Texas A&M University, is traveling across the Western U.S. conducting this important market research.

In this bag, there is one consumer engagement survey. We ask that you please take approximately 15 to 20 minutes to complete the survey. Other than your time, there is NO cost to you and your participation is completely voluntary. However, your participation is very valuable and enables undergraduate and graduate students at Texas A&M University to engage in research that contributes to solving real-world problems.

How does this work?

We will only be in your area for three days. We have left you a consumer engagement survey with you today, along with more information regarding the study. After you complete the survey, please place it in the clear bag and hang it on your door. One of the student researchers will stop by your home to pick up your completed survey **Sunday, July 6, 2014** during the **between 12:00 p.m. and 4:00 p.m.**

We truly value your participation and trust. Thank you for being an anonymous voice of consumer research.

Sincerely,

APPENDIX G



APPENDIX H



APPENDIX I

*****Bosse Thesis Syntax January 2015*****

*****Use only Deanna Surveys*****

```
USE ALL.  
COMPUTE filter_$=(Form = 2).  
VARIABLE LABELS filter_$ 'Form = 2 (FILTER)'.  
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.  
FORMATS filter_$ (f1.0).  
FILTER BY filter_$.  
EXECUTE.
```

*****Use only Deanna Surveys AND Generation*****

```
USE ALL.  
COMPUTE filter_$=(Form = 2 AND D001_RC_B <= 4).  
VARIABLE LABELS filter_$ 'Deanna Surveys and Generation (Form = 2 AND D001_RC_B <= 4 (FILTER))'.  
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.  
FORMATS filter_$ (f1.0).  
FILTER BY filter_$.  
EXECUTE.
```

*** recode new generation variable to exclude trad, Millennial and other ***

```
USE ALL.  
RECODE D001 (SYSMIS=SYSMIS) (1901 thru 1944=1) (1945 thru 1960=2) (1961 thru 1979=3) (1980  
thru 1995=4) (ELSE=5) INTO D001_RC_B.  
VARIABLE LABELS D001_RC_B 'Generation [D001 - Generational Groups - Bosse Coding]'.  
EXECUTE.  
FORMATS D001_RC_B (F1.0).  
VARIABLE LEVEL D001_RC_B (NOMINAL).  
VALUE LABELS D001_RC_B 1 'Traditionalist.' 2 'Baby Boomer' 3 'Gen X' 4 'Millennial' 5 'Other'.  
EXECUTE.
```

*** recode new generation variable to exclude trad, Millennial and other ***

```
USE ALL.  
RECODE D001_RC_B (1=0) (2=2) (3=3) (4=0) (5=0) (SYSMIS=SYSMIS) INTO D001_RC2_B.  
VARIABLE LABELS D001_RC2_B 'Generation [D001 - Bosse Coding - excludes trad, Millennial & other]'.  
EXECUTE.  
FORMATS D001_RC2_B (F1.0).  
VARIABLE LEVEL D001_RC2_B (NOMINAL).  
VALUE LABELS D001_RC2_B 0 'Trad., Mill., or Other.' 2 'Baby Boomer' 3 'Gen X'.  
EXECUTE.
```

```

*** recode new generation variable to exclude Gen Z ***

USE ALL.
RECODE D001_RC_C (1=1) (2=2) (3=SYSMIS) (4=SYSMIS) (5=SYSMIS) (SYSMIS=SYSMIS) INTO D001_RC2_C.
VARIABLE LABELS D001_RC2_C 'Generation [D001 - Bosse Coding - excludes Gen Z]'.
EXECUTE.
FORMATS D001_RC_C (F1.0).
VARIABLE LEVEL D001_RC2_C (NOMINAL).
VALUE LABELS D001_RC2_C 0 'Gen Z.' 1 'Other - Trad, BB, & Gen X' 2 'Millennial'.
EXECUTE.

*****Begin Descriptive Analyses*****
***** RQ1.1 Describe Millennials self-perception of the Millennial generation*****

USE ALL.
SPLIT FILE OFF.

USE ALL.
COMPUTE filter_$=(Form = 2 AND D001_RC_B = 4).
VARIABLE LABELS filter_$ 'Form 2 only AND D001_RC_B = 4 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.

DESCRIPTIVES VARIABLES=V2_Q008_A V2_Q008_B V2_Q008_C V2_Q008_D V2_Q008_E V2_Q008_F V2_Q008_G
V2_Q008_H V2_Q008_I
/STATISTICS=MEAN STDDEV.

***** RQ1.2 Describe Millennials perception of the Millennial generation*****

USE ALL.
COMPUTE filter_$=(D001_RC_B = 4).
VARIABLE LABELS filter_$ 'Form 2 only AND D001_RC_B = 4 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.

CROSSTABS
/TABLES=V2_Q009 BY D001_RC_B
/FORMAT=AVALUE TABLES
/CELLS=COUNT
/COUNT ROUND CELL.

```

```

*****RQ2 Describe perceptions of Millennials by each generation*****

***** RQ2.1 For Traditionalists*****

USE ALL.
COMPUTE filter_$=(D001_RC_B = 1).
VARIABLE LABELS filter_$ 'Form 2 only AND D001_RC_B = 1 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.

DESCRIPTIVES VARIABLES=V2_Q008_A V2_Q008_B V2_Q008_C V2_Q008_D V2_Q008_E V2_Q008_F V2_Q008_G
V2_Q008_H V2_Q008_I
/STATISTICS=MEAN STDDEV.

*****RQ 2.2 For Baby Boomers*****

USE ALL.
COMPUTE filter_$=(D001_RC_B = 2).
VARIABLE LABELS filter_$ 'Form 2 only AND D001_RC_B = 2 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.

DESCRIPTIVES VARIABLES=V2_Q008_A V2_Q008_B V2_Q008_C V2_Q008_D V2_Q008_E V2_Q008_F V2_Q008_G
V2_Q008_H V2_Q008_I
/STATISTICS=MEAN STDDEV.

***** RQ2.3 For Generation X*****

USE ALL.
COMPUTE filter_$=(D001_RC_B = 3).
VARIABLE LABELS filter_$ 'Form 2 only AND D001_RC_B = 3 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.

DESCRIPTIVES VARIABLES=V2_Q008_A V2_Q008_B V2_Q008_C V2_Q008_D V2_Q008_E V2_Q008_F V2_Q008_G
V2_Q008_H V2_Q008_I
/STATISTICS=MEAN STDDEV.

```

```

*****Begin Multivariate Analyses*****
*****RQ2.4*****

****MANOVA to compare Millennials and Everyone else's perceptions of Millennials****

USE ALL.
COMPUTE filter_$=(Form = 2).
VARIABLE LABELS filter_$ 'Form = 2 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.

GLM V2_Q008_A V2_Q008_B V2_Q008_C V2_Q008_D V2_Q008_E V2_Q008_F V2_Q008_G V2_Q008_H V2_Q008_I BY
  D001_RC2_C
  /METHOD=SSTYPE(3)
  /INTERCEPT=INCLUDE
  /PRINT=DESCRIPTIVE ETASQ OPOWER HOMOGENEITY
  /CRITERIA=ALPHA(.05)
  /DESIGN= D001_RC2_C.

*****follow up ANOVAs for significant MANOVA*****
****calculate Bonferroni Correction for multiple comparisons ****

*****This analysis is included to give us a simple table - Additional ANOVAs are calculated for each variable to provide power*****

ONEWAY V2_Q008_A V2_Q008_B V2_Q008_C V2_Q008_D V2_Q008_E V2_Q008_F V2_Q008_G V2_Q008_H V2_Q008_I BY
  D001_RC2_C
  /MISSING ANALYSIS.

****For POWER of Analysis ONLY****

UNIANOVA V2_Q008_A BY D001_RC2_C
  /METHOD=SSTYPE(3)
  /INTERCEPT=INCLUDE
  /PRINT=OPower ETASQ HOMOGENEITY DESCRIPTIVE
  /CRITERIA=ALPHA(.05)
  /DESIGN=D001_RC2_C.

UNIANOVA V2_Q008_B BY D001_RC2_C
  /METHOD=SSTYPE(3)
  /INTERCEPT=INCLUDE
  /PRINT=OPower ETASQ HOMOGENEITY DESCRIPTIVE
  /CRITERIA=ALPHA(.05)
  /DESIGN=D001_RC2_C.

```

```
UNIANOVA V2_Q008_C BY D001_RC2_C
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/PRINT=OPOWER ETASQ HOMOGENEITY DESCRIPTIVE
/CRITERIA=ALPHA(.05)
/DESIGN=D001_RC2_C.
```

```
UNIANOVA V2_Q008_D BY D001_RC2_C
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/PRINT=OPOWER ETASQ HOMOGENEITY DESCRIPTIVE
/CRITERIA=ALPHA(.05)
/DESIGN=D001_RC2_C.
```

```
UNIANOVA V2_Q008_E BY D001_RC2_C
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/PRINT=OPOWER ETASQ HOMOGENEITY DESCRIPTIVE
/CRITERIA=ALPHA(.05)
/DESIGN=D001_RC2_C.
```

```
UNIANOVA V2_Q008_F BY D001_RC2_C
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/PRINT=OPOWER ETASQ HOMOGENEITY DESCRIPTIVE
/CRITERIA=ALPHA(.05)
/DESIGN=D001_RC2_C.
```

```
UNIANOVA V2_Q008_G BY D001_RC2_C
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/PRINT=OPOWER ETASQ HOMOGENEITY DESCRIPTIVE
/CRITERIA=ALPHA(.05)
/DESIGN=D001_RC2_C.
```

```
UNIANOVA V2_Q008_H BY D001_RC2_C
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/PRINT=OPOWER ETASQ HOMOGENEITY DESCRIPTIVE
/CRITERIA=ALPHA(.05)
/DESIGN=D001_RC2_C.
```

```
UNIANOVA V2_Q008_I BY D001_RC2_C
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/PRINT=OPOWER ETASQ HOMOGENEITY DESCRIPTIVE
/CRITERIA=ALPHA(.05)
/DESIGN=D001_RC2_C.
```

```

*****RQ3.1 compare how trad, BB, and GX perceive the Millennial generation*****

USE ALL.
SPLIT FILE OFF.
COMPUTE filter_$=(D001_RC2_B > 0).
VARIABLE LABELS filter_$ 'Form 2 only AND D001_RC2_B > 0 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.

****Test of adequacy of Cell Size for Generational Comparisons****

*** split file for analysis by generation ***

SORT CASES BY D001_RC_B.
SPLIT FILE LAYERED BY D001_RC_B.

DESCRIPTIVES VARIABLES=V2_Q008_A V2_Q008_B V2_Q008_C V2_Q008_D V2_Q008_E V2_Q008_F V2_Q008_G
V2_Q008_H V2_Q008_I
/STATISTICS=MEAN STDDEV MIN MAX.

****We have adequate cell size in Boomers and Gen X for Multivariate Analyses****

SPLIT FILE OFF.
USE ALL.

*** exclude "trad, Millennial and other" category from generational analysis ***

USE ALL.
COMPUTE filter_$=(D001_RC2_B > 0).
VARIABLE LABELS filter_$ 'Form 2 only AND D001_RC2_B > 0 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.

*****Begin Multivariate Analysis*****

***MANOVA to compare Gen X and Baby Boomers' perceptions of Millennials****

GLM V2_Q008_A V2_Q008_B V2_Q008_C V2_Q008_D V2_Q008_E V2_Q008_F V2_Q008_G V2_Q008_H V2_Q008_I BY
D001_RC2_B
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/PRINT=DESCRIPTIVE ETASQ OPOWER
/CRITERIA=ALPHA(.05)
/DESIGN= D001_RC2_B.

```

```

*****follow up ANOVAs for significant MANOVA*****
****calculate Bonferroni Correction for multiple comparisons ****

ONEWAY V2_Q008_A V2_Q008_B V2_Q008_C V2_Q008_D V2_Q008_E V2_Q008_F V2_Q008_G V2_Q008_H V2_Q008_I BY
D001_RC2_B
/MISSING ANALYSIS.

****For POWER of Analysis ONLY****

UNIANOVA V2_Q008_A BY D001_RC2_B
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/PRINT=OPOWER ETASQ HOMOGENEITY DESCRIPTIVE
/CRITERIA=ALPHA(.05)
/DESIGN=D001_RC2_B.

UNIANOVA V2_Q008_B BY D001_RC2_B
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/PRINT=OPOWER ETASQ HOMOGENEITY DESCRIPTIVE
/CRITERIA=ALPHA(.05)
/DESIGN=D001_RC2_B.

UNIANOVA V2_Q008_C BY D001_RC2_B
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/PRINT=OPOWER ETASQ HOMOGENEITY DESCRIPTIVE
/CRITERIA=ALPHA(.05)
/DESIGN=D001_RC2_B.

UNIANOVA V2_Q008_D BY D001_RC2_B
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/PRINT=OPOWER ETASQ HOMOGENEITY DESCRIPTIVE
/CRITERIA=ALPHA(.05)
/DESIGN=D001_RC2_B.

UNIANOVA V2_Q008_E BY D001_RC2_B
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/PRINT=OPOWER ETASQ HOMOGENEITY DESCRIPTIVE
/CRITERIA=ALPHA(.05)
/DESIGN=D001_RC2_B.

UNIANOVA V2_Q008_F BY D001_RC2_B
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/PRINT=OPOWER ETASQ HOMOGENEITY DESCRIPTIVE
/CRITERIA=ALPHA(.05)
/DESIGN=D001_RC2_B.

```



```

UNIANOVA V2_Q008_G BY D001_RC2_B
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/PRINT=OPOWER ETASQ HOMOGENEITY DESCRIPTIVE
/CRITERIA=ALPHA(.05)
/DESIGN=D001_RC2_B.

UNIANOVA V2_Q008_H BY D001_RC2_B
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/PRINT=OPOWER ETASQ HOMOGENEITY DESCRIPTIVE
/CRITERIA=ALPHA(.05)
/DESIGN=D001_RC2_B.

UNIANOVA V2_Q008_I BY D001_RC2_B
/METHOD=SSTYPE(3)
/INTERCEPT=INCLUDE
/PRINT=OPOWER ETASQ HOMOGENEITY DESCRIPTIVE
/CRITERIA=ALPHA(.05)
/DESIGN=D001_RC2_B.

*****AIM 2, RQ4*****

***RQ 4.1 Describe restaurant food consumption by generation*****
***Filter to exclude Gen Z ***

***** for Traditionalists*****

USE ALL.
COMPUTE filter_$=(Form = 2 AND D001_RC_B = 1).
VARIABLE LABELS filter_$ 'Deanna Surveys and Generation (Form = 2 AND D001_RC_B <= 4 (FILTER))'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.

DATASET ACTIVATE DataSet1.
DESCRIPTIVES VARIABLES=V2_Q010_A V2_Q010_B V2_Q010_C V2_Q010_D
/STATISTICS=MEAN STDDEV MIN MAX.

***** for Baby Boomers*****

USE ALL.
COMPUTE filter_$=(Form = 2 AND D001_RC_B = 2).
VARIABLE LABELS filter_$ 'Deanna Surveys and Generation (Form = 2 AND D001_RC_B <= 4 (FILTER))'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.

```

```

DATASET ACTIVATE DataSet1.
DESCRIPTIVES VARIABLES=V2_Q010_A V2_Q010_B V2_Q010_C V2_Q010_D
  /STATISTICS=MEAN STDDEV MIN MAX.

**** for Generataion X*****

USE ALL.
COMPUTE filter_$(Form = 2 AND D001_RC_B = 3).
VARIABLE LABELS filter_$ 'Deanna Surveys and Generation (Form = 2 AND D001_RC_B <= 4 (FILTER))'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.

DATASET ACTIVATE DataSet1.
DESCRIPTIVES VARIABLES=V2_Q010_A V2_Q010_B V2_Q010_C V2_Q010_D
  /STATISTICS=MEAN STDDEV MIN MAX.

**** for Millennials*****

USE ALL.
COMPUTE filter_$(Form = 2 AND D001_RC_B = 4).
VARIABLE LABELS filter_$ 'Deanna Surveys and Generation (Form = 2 AND D001_RC_B <= 4 (FILTER))'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.

DATASET ACTIVATE DataSet1.
DESCRIPTIVES VARIABLES=V2_Q010_A V2_Q010_B V2_Q010_C V2_Q010_D
  /STATISTICS=MEAN STDDEV MIN MAX.

```

*****MANOVA to compare Social Responsibility of Millennials compared to everyone else****

USE ALL.

RECODE D001_RC_C (1=1) (2=2) (3=SYSMIS) (4=SYSMIS) (5=SYSMIS) (SYSMIS=SYSMIS) INTO D001_RC2_C.

VARIABLE LABELS D001_RC2_C 'Generation [D001 - Bosse Coding - excludes Gen Z]'.
EXECUTE.

FORMATS D001_RC_C (F1.0).

VARIABLE LEVEL D001_RC2_C (NOMINAL).

VALUE LABELS D001_RC2_C 0 'Gen Z.' 1 'Other - Trad, BB, & Gen X' 2 'Millennial'.
EXECUTE.

GLM V2_Q010_A V2_Q010_B V2_Q010_C V2_Q010_D BY

D001_RC2_C

/METHOD=SSTYPE(3)

/INTERCEPT=INCLUDE

/EMMEANS=TABLES(D001_RC2_C) COMPARE ADJ(LSD)

/EMMEANS=TABLES(OVERALL)

/PRINT=DESCRIPTIVE ETASQ OPOWER HOMOGENEITY

/CRITERIA=ALPHA(.05)

/DESIGN= D001_RC2_C.

***** no significant differences were found*****