

UNDERSTANDING HOW COLLEGE-AGED MILLENNIALS RECEIVE AND
INTERPRET MESSAGES IN AGRICULTURAL ADVERTISEMENTS

A Thesis

by

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Submitted to the Office of Graduate and Professional Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

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December 2016

Major Subject: Agricultural Leadership, Education, and Communications

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ABSTRACT

This case study described how college-aged Millennials receive and interpret messages in agricultural advertisements. I also developed one sheet persona types based on participants' similarities in their summary definitions of agriculture and message interpretations. The college-aged Millennials in this study were undergraduate students at Texas A&M University, ages 18 to 24.

I needed to understand how college-aged Millennials defined agriculture to understand their interpretation of agricultural messages. Four summary definitions of agriculture emerged that represent types of college-aged Millennials: 1) The Generics, 2) The Healthys, 3) The Fooders, and 4) The Agvocates. I concluded that most college-aged Millennials related to The Generics definition because of their basic understanding of agriculture. Future studies need specific questions about food, fiber, and natural resources help participants think beyond food and farming, and establish a deeper connection to agriculture.

The Chipotle Mexican Grill's *The Scarecrow* video and the official Ram Trucks Super Bowl commercial *Farmer* were used to understand interpretation habits of college-aged Millennials. Participants interpreted what the message of each video was conveying, but lacked recognizing brand association. For future research, I recommend that more specific questions about the videos' content be addressed. It would be beneficial for researchers to have participants further explain the videos' examples that affect their responses.

This study laid the groundwork for one sheet Millennial persona types and how college-aged Millennials define agriculture and interpret messages in agricultural-related advertisements. College-aged Millennials in this study implied that advertisements that have real people involved in conveying the message makes the message more believable. College-aged Millennials desire an emotional connection because Millennials are an emotion-driven generation. If practitioners want to appeal to a Millennial audience, they will provide opportunity for an emotional pull to make the message more effective. The Millennial generation needs to be given a reason to share the message they come in contact with, so give them a message that they resonate with. Because most college-aged Millennials have very little agricultural knowledge and feel disconnected to agriculture, practitioners need to communicate agricultural-related information in a way that meets the college-aged Millennial's level of understanding.

DEDICATION

I would like to dedicate my work to my loving, supporting family and friends.
Thank you for never faltering in your belief that I would succeed.

ACKNOWLEDGEMENTS

It is hard to believe that after three years of being an undergraduate student and then two years of being a graduate student at Texas A&M University that I am in my final semester ever as a student. Although I am ready for a life of no homework, no tests, and no thesis, I have to admit I will miss my “student life.” My parents told me long before I continued the family tradition of wearing maroon that my years in College Station would be the best years of my life yet. As per usual, they were right.

Lord willing, when I walk across the stage at graduation in December in Reed Arena, I will receive another diploma to add to my list of tangible things from Texas A&M University. That list of tangible things already includes my most prized material possession, my Aggie Ring, or how I like to tell people, “my key to the world,” and my first diploma I received for completing my bachelor’s degree. As I will make my exit as a student, I am leaving with intangible things as well. I am taking with me the countless memories made, sleep lost, and life lessons learned that have helped shape me into the person I am today.

My tangible and intangible takeaways from my time at Texas A&M University would not be possible without the love, guidance, wisdom, and encouragement from so many people. I feel so blessed and undeserving to have people that have always believed in me, even on the days when I thought I had finally met my match with graduate school and wanted to throw in the towel. I am thankful for parents who did not raise a quitter.

With that being said, I would first like to acknowledge my parents. Mother and daddy, you both were the first people I ever counted on and I know I will always be able to count on you both for anything. I can never thank you enough for all you do. Thank you for doing whatever you can to make my dreams a reality. I love you both more than words.

Next, I would like to acknowledge my little sister, Lainie. Lainie, not only are you my little sister, but my best friend. Thank you for always backing me up and letting me know you have my back, especially when you say “You know I’ll put my boots on” when referring to handling a situation for me. Thank you for being the backbone I need at times. I love you, Bebe!

I would now like to acknowledge a person who has played such a big role in my time as a graduate student, my chair of committee, Dr. Billy McKim. I would not have made it through graduate school and completing a thesis without you because you and I both know I had no clue what I was doing when I first started this roller coaster ride. Thank you for investing your time in me and my work, for getting through the rough patches with me, and for all things research that you have bestowed upon me. You rock.

I also must acknowledge my committee members Dr. Holli Leggette and Dr. Mark Hussey. Thank you for being so patient with me through this process and for your constructive feedback. I cannot thank you enough for being a part of this journey with me.

If I took the time to acknowledge all of my friends who have made such an impact on my life and supported me through school and all aspects of life, I would

exceed the maximum number of pages allowed for this section. To my friends, thank you for the laughs, good times, late nights, support, encouraging texts, life talks, hugs, and shoulders to cry on. Y'all are seriously the best friends a girl could have. I love you all tons!

Finally, I would like to acknowledge and thank God for the life I have lived thus far. In a world that is always changing and as I move from one phase of life to the next, it is comforting to know that You are constant and have a plan for me. I just pray that I can do my best for You.

NOMENCLATURE

SCT	Social Cognitive Theory
SJT	Social Judgment Theory

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CHAPTER I

INTRODUCTION

Agricultural communicators need to know how to effectively communicate with their desired targeted audiences in order for a message to be effective. Targeted audiences do not all communicate in the same way or interpret information in the same way. The 50 million individuals that make up the Millennial generation (individuals born between 1980 and 2000) represent a target audience that needs to be understood by communicators, many of whom are the current generation of university students (Meyer & Bloom, 2011). Hartman and McCambridge (2011) reported “students do not all have the same communication style; they do not all process information in the same way” (p. 35).

Agricultural communicators can provide consumers with facts, but “[Consumers’] interpretation of those facts, [their] willingness to believe them, and the likelihood of [them] acting on [those facts] is influenced by a myriad of factors” (Capper & Yancey, 2015, p. 29). A solution to this problem may be to uncover how Millennials receive and interpret agricultural content in media pieces like the Chipotle Mexican Grill’s *The Scarecrow* video (Chipotle Mexican Grill, 2013) and the official Ram Trucks Super Bowl commercial *Farmer* (Ram Trucks, 2013). This study will also inquire about Millennials’ preferred message delivery.

I used Merriam-Webster’s (Merriam-Webster’s online dictionary, n.d.) definition of agriculture for this study because it was a generic definition applicable to most

people: “The science, art, or practice of cultivating the soil, producing crops, and raising livestock and in varying degrees the preparation and marketing of the resulting products.” Therefore, the agricultural content referred to in this study, as well as the two videos that were used, fit the criteria established by the definition of agriculture.

Videos were chosen to use in this study based on Bosse’s (2015) suggestion that a company could acquire the trust of Millennials by conveying a relatable message to them in a short video. By conveying a relatable message, Millennials may be more receptive to sharing the short video with their networks. By Millennials sharing a company’s short video, an increase of awareness could result for the company’s brand or product.

Purpose Statement

The purpose of this study was twofold: 1) describe how college-aged Millennials (ages 18 to 24) receive and interpret messages in advertisements portraying agriculture; and 2) develop one-sheet persona types that can be used to effectively deliver messages to early Millennials. To accomplish this purpose, the following research questions and objectives were developed:

RQ1: How do college-aged Millennials define agriculture?

RQ2: How do college-aged Millennials receive and interpret messages in agricultural advertisements?

RO1: Describe college-aged Millennials’ perceptions of Chipotle Mexican

Grill’s *The Scarecrow* video (Chipotle Mexican Grill, 2013) and the official Ram Trucks Super Bowl commercial *Farmer*.

RO2: Describe college-aged Millennials' preferred message delivery (i.e., Facebook, Instagram, magazine, radio, TV) based on survey results.

RO3: Develop one-sheet millennial persona types.

Significance of Study

Many researchers have contributed to understanding how to communicate to targeted audiences. In this study, I pursued a narrower focus on how agriculture-related advertisements are received and interpreted by college-aged Millennials. In addition, the end sought for this study was to provide researchers with base-level personas, in the form of one-sheets for how to reach different Millennial persona types. This is important because the Millennial generation is more ethnically and racially diverse than older generations and are on track to be the most educated generation in American history (Taylor & Keeter, 2010).

Organization of the Study

Chapter one of this study included the introduction, purpose statement, research questions and objectives, significance of the study, organization of the study, assumptions of the study, and lastly the framework. Chapter two included a literature review to support the need of this study. Chapter three included method, epistemology, ontology, sampling, data collection, persona development, one-sheet development, trustworthiness, and the analysis of this study. Chapter four is comprised of the findings and results from the study. Chapter five discussed the summary and conclusions.

Framework

Bandura's social cognitive theory (1986) served as a theoretical guide for this study. "[Bandura] wanted to focus on the way people construct their realities, adjust, understand the information, and undertake the task at hand" (Svatek, 2015, p. 16). The theory encompasses three determinants arranged in a triadic relationship: behavior, environment, and personal. This reciprocal model, as seen in Figure 1, can be used to investigate how individuals receive and interpret information, which is pertinent to this study.

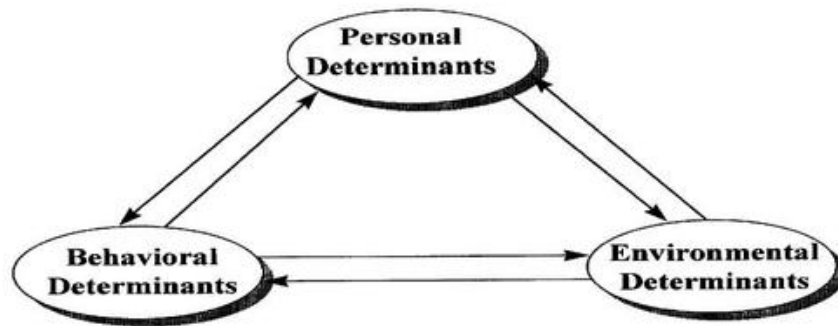


Figure 1. Social Cognitive Theory

The behavior component is the outward expression of what an individual is thinking and his or her environment. "The interaction between people and their environment is affected by their thoughts and actions" (Perry, 2014, p. 15). Relating to this study, this component addresses how a person reacts to agricultural advertisements assuming behavior is influenced by the way the message of the advertisement is received and interpreted. For example, if the same message were to be delivered through more

than one social media or media outlet, would a person interpret the message differently after receiving it in more than one way?

Environmental determinants are more than where a person is located, and “can be explained by the physical and social setting an individual is involved in” (Perry, 2014, p. 13). These determinants can consist of how people operate, think, and exist and can be influenced by culture, setting, mindset, and background. The environmental component explores participants’ background in agriculture and geographical location assuming that either of these things affect the way messages are received and interpreted. Perry (2014) stated that the amount of structure college students had growing up and the freedom they have at their university may be environmental determinants.

The personal aspect of Bandera’s SCT is made up of a person’s opinions, attitudes, and perspectives. These include how a person thinks and feels. “Personal experience assist in understanding how individuals relate to their surroundings (environmental determinants) and various event” (Froebel, 2015, p. 16). For this study, the personal aspect of SCT addresses how an individual’s opinions, attitudes, perspectives, thoughts, and feelings affects how he or she receives and interprets the messages in agricultural advertisements.

Social Judgment Theory

The study also incorporated Doherty and Kurz’s (1996) Social Judgment Theory to provide the conceptual guidance and rationale for this study and to better understand the SCT determinants.

Sherif and Hovland (1961) described the social judgment theory as “processes of judgment when an individual reacts to the type of stimulus material exemplified by communications advocating a stand on a social issue” (p. 177). Sherif and Hovland’s (1961) research showed that “the perceived position of a communication should be different for individuals with varying initial stands on the issue” (p. 148). This result relates to the purpose of this study of developing a reference resource to help advertisers understand how consumers of agricultural products receive and interpret messages in advertisements.

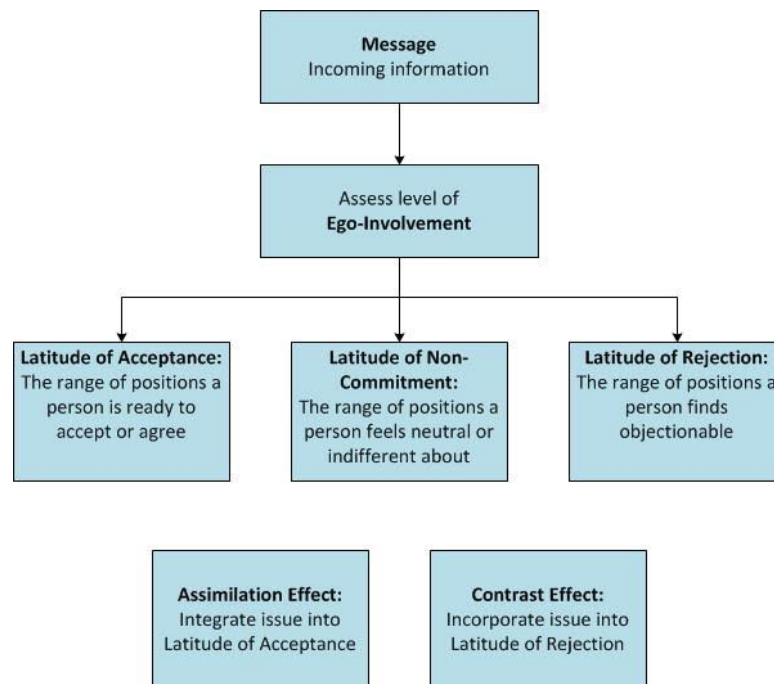


Figure 2. Social Judgment Theory

Assumptions

Theoretical Assumptions. The purpose of this study was to understand how college-aged Millennials receive and interpret messages in agriculture-related advertisements. Drawing on Bandura's (1986) SCT, the personal determinants are how individuals think (cognition) and feel (emotion). Therefore, how people think and feel about the messages in advertisements were the personal determinants for the purpose of this study. The other two determinants of Bandura's (1986) SCT, environmental and behavioral, form a triadic reciprocal relationship with the personal determinant. Therefore, for the purposes of this study, understanding how individuals think and feel about messages in advertisements, and identifying channels through which they receive advertisements, allowed a more accurate prediction of a person's behavior.

Using Doherty and Kurz's (1996) SJT, a person's reaction may be caused by the communication material he or she receives through the media (Sherif & Hovland, 1961). Environments are often considered an individual's physical surroundings; however, an environment can be created from the influence of messages delivered through specific channels. Therefore, for this study, the environmental determinant from the SJT included channels through which people receive messages.

According to Ajzen's (1991) Theory of Planned Behavior, by understanding a person's intention to perform a given behavior and motivational factors, human behavior can be predicted. For example, if communicators knew what motivated a targeted audience to share or promote a message, then they could predict ahead of time how successful a message would be before it is delivered to an audience. Therefore, for this

study, an individual's willingness to tell someone about an idea or belief from the advertisements included in this study was considered a behavioral determinant. The amount of effort individuals were willing to exert to share their idea or belief to someone, and the individual's perceptions of societal norms were also considered the behavioral determinants.

Conceptual Assumptions. To fully develop an understanding of how certain messages are received and a person's interpretation of those messages exceeds the limits of one study. Because of this study's limitations, Adlin and Pruitt's (2013) framework for creating personas was adapted to divide the stages of development and confine the bounds of this study. Adlin and Pruitt's (2013) framework is similar to the human lifecycle because just as humans grow and evolve over time, so do personas until they reach adulthood where they provide the greatest contribution to society and advertisers.

The empirical work related to knowing how Millennials receive and interpret messages in agricultural advertisements through the media is limited. Therefore, this study will stop after the earliest stage of persona development. Researchers will be able to use the personas developed from this study as a starting point for future persona studies.

CHAPTER II

LITERATURE REVIEW

Millennials are individuals born between 1980 and 2000 who make up the largest cohort of college students in the United States (Hartman & McCambridge, 2011). Not only do Millennials make up the largest group of college students, but they are quickly becoming the majority of decision-makers in the marketplace, which makes it increasingly important to market to their consumer group and understand how to effectively do so (i.e., their information-seeking behavior and information processing) (Bosse, 2015). Another reason for marketing to Millennials is that by 2020 they will be the largest working class in the U.S. workforce representing about 40% (Lynkins & Pace, 2013) and are predicted to exceed all other generations in total earnings (Pew, 2010).

This review of literature will reference two common themes from previous works that focus on how to effectively market to Millennials: a) ways to engage Millennials through communication and b) their preferred message delivery. Among the works cited in this chapter are theses produced from graduates of the Department Agricultural Leadership, Education, and Communications (ALEC) in the College of Agriculture and Life Sciences at Texas A&M University. This study builds off the earlier work by using what has already been determined about Millennials to further understand how they receive and interpret messages in agricultural advertisements.

Before discussing two ways to effectively market to Millennials, a summary of relevant ALEC theses is provided to describe recent inquiries related to the Millennial generation conducted by ALEC researchers.

Understanding Millennials

Farias and Hernandez (2014) research topic was *Millennial Native Spanish-Speakers' Decision to Listen to English and/or Spanish Radio Programming*. The purpose of their study was to describe what influenced Millennial, native Spanish speakers when they chose to listen to English and/or Spanish radio programming. The results from data collected from Spanish-speaking Millennials revealed four different themes: assimilation, nostalgia, spirituality, and music importance. Farias and Hernandez (2014) noted Spanish-speaking Millennials enjoy listening to Spanish programming and music when they want to remember their childhood or feel homesick. "Native Spanish-speaking Millennials are in-touch with their emotions and base their choice to listen to certain types of music on their mood" (Farias & Hernandez, 2014, p. 46).

Perry (2014) pursued to understand her interest in the topic *College Students' Involvement in Advocacy: Engaging Millennials*. The aim of this study was to investigate the effects of Millennial involvement in student advocacy, specifically wanting to figure out what exactly engages Millennials in advocacy. Millennials that Perry (2014) focused on were college students involved in agriculture advocacy efforts at agriculture influenced universities. The responses that emerged from Millennials about what engages them in agriculture advocacy consisted of having a passion for

agriculture, wanting to educate the public about agriculture, and the influence from their families.

Bosse (2015) thesis is about *Perceptions of the Stereotypes of the Millennial Generation*. The purpose of this study was to assess perceptions of Millennial stereotypes by other generational groups. Bosse (2015) evaluated Millennials' self-perceptions and how other generations viewed them based on stereotypes to note any similarities or differences. "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" (Bosse, 2015, p. 52). A key finding from this study is that Millennials most often associated themselves with being bargain shoppers, healthy, and socially responsible (Bosse, 2015, p. 82).

Svatek (2015) thesis topic was "*Dialed-in or Disconnected: Millennials' Perceptions of Radio*". The intent of this study was to "understand Millennials' listening habits, specifically, the cognitive and affective (emotional) connections a listener has when consuming radio programming" (Svatek, 2015, p. ii). Svatek's (2015) study found that Millennial listeners wanted to connect to the music they listened to and the radio programming they consumed on an emotional level (p. iii).

In summary, Millennials are an emotion-driven generation. Millennials want to connect on an emotional level with the media programming they consume (Farias & Hernandez, 2014; Svatek, 2015) and support their passion by becoming engaged in advocacy efforts (Perry, 2014). Additionally, to successfully target a Millennial

audience, an advertisement message must inform Millennials how a product or service will benefit their healthy and socially responsible lifestyle (Bosse, 2015).

Engaging Millennials

“Communication is an interactive process—a two-way sharing and understanding of information” (Hartman & McCambridge, 2011, p. 28), but that two-way street of communication is traveled differently for different kinds of people. Marketers and communicators need to know how different target segments prefer the content that is delivered to them to provide a message more suited for each target segments’ information needs (Froebel, 2015). If information needs are met for the desired audience, then it is expected that consumers will become engaged with the information.

In a brand study, Brodie, Ilic, Juric, and Hollebeek (2013) used the terms *engage* and *engagement* to describe the nature of participants’ specific interactions and/or interactive experiences. “Consumer engagement is a multidimensional concept comprising cognitive, emotional, and/or behavioral dimensions, and plays a central role in the process of relational exchange” (Brodie et al., 2013, p. 107). Millennials take their engagement level beyond simply communicating because “it is important in building consumer relationships that [Millennials] personally be involved and be able to make decisions” (Bosse, 2015, p. 5; Keller, 1998).

For Millennials to engage in communication, it is important to make sure marketing messages, brand communications, and tone resonate (Barton, Koslow, & Beauchamp, 2014). A way to make Millennials resonate with what is being

communicated, is to make the connection to how the brand, product, or service will fill a void in their everyday life (Matousek, 2015). Another way to engage with Millennials is to have an “authentic voice” (Matousek, 2015) when communicating brand messages. Tyson (2016) said “[Millennials] want authentic messages, authentic brands, and authentic interactions” (para. 22). Tyson (2016) devised a list of four things brands can do to be more authentic: a) communicate, b) be transparent, c) be relevant, and d) care. When communicating, communicators need to remember that when using social media, Millennials know you can see the interactions they are having with your brand. Tyson (2016) recommended that communicators take the opportunity to interact, engage, and communicate with the audience who is commenting, liking, or posting about their brand because Millennials value brands that will listen on an individual level (Matousek, 2015).

For communicators to be transparent with their audience, the format of messages needs to be very described and clear (Matousek, 2015). Bosse (2015) said that Millennials seek “specific, transparent information about how a company or a product effects the well-being of the environment” (p. 4). Transparency is showing consumers what’s happening behind the scenes and letting consumers know they are dealing with real people, not faceless corporations (Tyson, 2016).

Barton et al., (2014) said Millennials desire to interact with brands. To desire to interact with brands, brands must be relevant to the Millennial consumer. Tyson (2016) said that relevant means producing content that lines up with Millennials’ needs, wants, and goals. Being relevant, as well as communicate and be transparent, plays into the last

suggestion on Tyson's (2016) list for being more authentic: care. Simply put by Tyson (2016), care is not only caring about the consumers, but proving to be more concerned about providing them something of value.

Davis (2013) and Patterson (2015) each described five tips to effectively communicate with Millennials. The ten total tips can also be described as ways to get Millennials engaged with communication. Davis's (2013) tips begin with stating that communicators should not dumb their message, but should recognize Millennials' intelligence. Secondly, Davis (2013) said to include a bit of playfulness in the content by giving messages "quirk in an authentic voice." Her idea coincides with Patterson (2015) when he said that marketers should make communication interesting so that Millennials' interest is peaked and they want to read what is being said. The last two tips that Davis (2013) provides marketers and communicators is to create flexible content and give Millennials an opportunity to engage with the brand, something they want to share. An example of flexible content is a tweet that can be consumed in seconds.

Patterson's (2015) last four tips could be described as objectives to fulfill his first tip of making content interesting. Patterson (2015) recommends that communication content have a magnetic title because the title is a Millennial's first impression of the content. He then goes on to say that content should begin with the punchline so Millennials will want to know the details (Patterson, 2015). The last two tips from Patterson (2015) to communicators and marketers are to make content visual and personal. Making communication content include visuals, helps Millennials understand and connect with the message (Patterson, 2015). In regards to content being personal,

Patterson (2015) said that the outcome of the message and steps to get there need to be made as relevant as possible for Millennials.

In summary, communicators and marketers need to remember that different target segments have different information needs, and therefore, will require different tactics to get engaged in communication. Millennials will engage with communication messages when the messages resonate with how they can fill an empty space in everyday life. Engagement is also possible with Millennials when a brand has an authentic voice. An authentic voice is evident when a brand communicates, is transparent, relevant, and cares for its audience. Lastly, Millennials will engage in communication if content is quick to the point, contains appealing visuals, is interesting, and is something they will want to share with their peers.

Millennials' Preferred Message Delivery

The way the Millennial generation communicates can be described in one word: technology (Meyer & Bloom, 2011). A potential reason for this is “Millennials grew up communicating electronically, and they know firsthand how intuitive and often more efficient this kind of communication can be” (Hoffman, 2015, p. 2). In a 2013 survey noted by Barton et al., (2014), one of the most common responses from Millennials when asked to describe their generation was “technologically savvy.” Hoffman (2015) can back up the fact that Millennials are “technologically savvy” when he said that Millennials willingly adopt electronic and digital ways of communication to interact socially or professionally.

Using technology to communicate with Millennials satisfies their want for efficient and convenient ways to make life easier because they value their time (Matousek, 2015). Hoffman (2015) said that Millennials prefer using technology when communicating because of the “immediacy” and “concision” it provides. The immediacy factor continues to allow Millennials to be connected and have access to information at all times. The concision aspect of using technology to communicate provides shorter dialogue than what perhaps Millennials would receive in face-to-face communication.

When interacting with brands through social networks, Millennials are able to engage with brands more deeply (Barton et. al, 2014). Matousek (2015) provided an example of this deep engagement when he said that consumers can engage with a brand on a more humanized level when an authentic voice is present via social platforms. “Social media is not only a great platform to share your brand voice, it also provides an outlet where Millennials can come to ask their questions—and receive real-time responses” (Matousek, 2015, para. 8).

Based on the literature references regarding Millennials’ preferred message delivery, Millennials prefer using technology when communicating because it satisfies their want for efficient and convenient ways to make life easier. Also, Millennials are able to engage more deeply with brands through social networks because they can ask questions and receive real-time responses (Matousek, 2015).

CHAPTER III

METHODS

I describe the research design, sampling, data collection, and persona development in this chapter as well as the one sheets, trustworthiness, and data analysis.

Design

I approached this cross-sectional, descriptive study inductively. I used qualitative methods to discover how college-aged Millennials receive and interpret messages in agricultural advertisements because I wanted to better understand college-aged Millennials by asking them questions. Merriam and Tisdell (2016) better explain why I used qualitative methods by saying “having an interest in knowing more about one’s practice, and indeed in improving one’s practice, leads to asking researchable questions, some of which are best approached through a qualitative research design” (p. 1). I also chose to perform qualitative research because of the end product being the one sheets developed after data collection. The one sheets will contain words and pictures rather than numbers to show what I learned about college-aged Millennials (Merriam & Tisdell, 2016).

Epistemology is how researchers view the world and how they think research should be conducted (Bryman, 2012). Epistemological questions ask researchers to reflect on how the social world should be studied and if a scientific direction is

necessary. This study was described as naturalistic epistemology; because what happened was observed and not manipulated. This is further explained in data collection.

Ontology deals with the nature of social entities that can and should be considered objective entities (Bryman, 2012). Those entities have a reality to external actors or whether they can and should be considered social constructions developed from the insights and actions of social actors (Bryman, 2012). Two approaches to ontology are objectivist and constructivist. Objectivist is when the researcher is an external factor, independent from the study and does not influence in any way, which decreases bias in responses. A constructivist approach is always building and refining the statements in a study (Bryman, 2012). Constructivist ontology was incorporated when collecting statements from face-to-face interviews.

Sampling

In qualitative research, the sample selection is typically nonrandom, purposeful, and small opposed to larger, simple-random samples often used in inferential studies (Merriam & Tisdell, 2016.) The purposeful sample for this study was Texas A&M University students within the Millennial generation whose ages range from 18 to 24. Using Texas A&M students as the sample population can also be described as convenience sampling because they were easily obtainable for this study and because this research was conducted on a college campus (Saunders, 2012).

Texas A&M is one of the largest universities in the United States, with a student population of 60,438 on the College Station campus, according to the *Fall 2016 Enrollment Profile* (Texas A&M University, 2016). I used the top 10 college majors

identified by *The Princeton Review* (Top 10 College Majors, 2016) to increase the likelihood of including representatives from across campus. Because my study had an agricultural focus, I excluded agricultural-related majors to avoid bias in my results.

Using *The Princeton Review* was a reasonable approach because, last year alone, it helped 3.5 million students gain admission into a college or graduate school (*The Princeton Review*, 2016) and has been published in online news sources including the *Huffington Post*, which was ranked number one in the Top Digital-Native News Entities in January 2015 (Pew Research Center, 2015). The majors from *The Princeton Review* were revised to fit the majors offered at Texas A&M University. Table 1 summarizes the majors and their enrollment at Texas A&M University.

Table 1

Texas A&M University Fall 2016 Enrollment Profile

The Princeton Review Major as Listed	Major offered at Texas A&M University	Major's College at Texas A&M University	Enrollment by Major ¹
Biology	Biology	Science	1,035
Business	Business	Mays Business School	5,059
Chemical Engineering	Chemical Engineering	Engineering	709
Communications	Communications	Liberal Arts	990
Computer Science	Computer Science	Engineering	641
Economics	Economics	Liberal Arts	804
English Language & Literature	English	Liberal Arts	534
Government/Political Science	Political Science	Liberal Arts	919
Nursing	Nursing	Nursing	306
Psychology	Psychology	Liberal Arts	1,365

Note. ¹ = Enrollment by major information is from the Fall 2016 Enrollment Profile for Texas A&M University (p. 52), which is available at <http://dars.tamu.edu/Data-and-Reports/Student/files/EPFA16.aspx>.

For a starting point for sampling purposes, I identified the locations of the core courses that were taught during the summer for each of the selected majors. I attempted to intercept students before and/or after scheduled class meetings from each major to participate in the survey. However, when summer session courses were ending for the semester, I had not yet intercepted enough students to complete the sample. After intercepting 36 students, I began to solicit referrals for other students by asking the individuals who had completed the survey, until at least five individuals from each major completed the questionnaire. From the five individuals who completed the questionnaire, I randomly selected one male and one female to participate in a semi-structured interview.

The specific data considered for choosing the interview participants were if students used social media daily and if they used more than one form of social media. In some cases, one female and one male were not able to participate in an interview because when contacted about being interviewed by cell phone, no response was returned. When I did not receive a response from a student, I just moved on to the next potential interviewee in the major. The process of moving on to the next potential interviewee was acceptable because that interviewee met the specific criteria of using social media daily and using more than one form of social media. The majors Computer Science and Economics consisted of two male interviewees. English, Biology, and Psychology consisted of two female interviewees.

Before beginning interviews, the sample of two individuals per major (20 individuals total) was determined. I reached data saturation after interviewing

approximately 12 individuals. Data saturation is defined as “where new data merely confirm the emergent concepts without actually adding new insights” (Burda, Akker, Horst, Lemmens, & Krottnerus, 2016, p. 3). However, I continued to interview students until completing 20 interviews, despite no new themes or ideas emerging from the interviews.

Data Collection

To address the research questions for this study, I used an electronic questionnaire and semi-structured interviews. I collected both types of data from participants. Figure 3 shows the order of the data collection process.

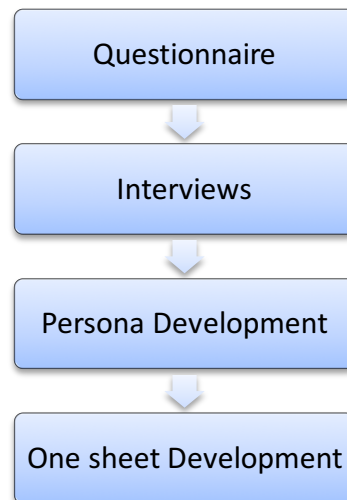


Figure 3. This figure shows the flow of data collection. Questionnaires were used to identify the sample for interviews, and collect demographic and media consumption data. Interviews were conducted to understand individuals’ definitions of agriculture and how they interpreted messages included in videos. Personas were developed based on the similarities in the definition of agriculture and message interpretations of the videos. One sheets were then developed using the personas and included the personas’ characteristics, typical quotes, and media consumption.

Before I conducted the interviews, five participants from each of the 10 majors completed an electronic questionnaire (Appendix A). Two of the five were randomly selected to participate in an interview based on if they use more than one social media platform and use social media daily. The questionnaire was used “to gather common sociodemographic data from participants” (Merriam & Tisdell, 2016, p. 110) because “personas must be based on ethnographic data and demographic data from the user” (Junior & Filgueiras, 2005, p. 279).

The purpose of the questionnaire was to collect demographic and psychographic information, including age, gender, race, income, education level, occupation, marital status, social media and media outlet usage. I administered the questionnaire using an iPad and the commercially available Qualtrics offline survey software (Qualtrics, Provo, UT).

Interviews. Interviews are “a process in which a researcher and participant engage in a conversation focused on questions related to a research study” (DeMarrais, 2004, p. 55). For this study, I used a semi-structured interview protocol to guide the interview process and line of questioning (Appendix A). When conducting semi-structured interviews, a list of questions guides most of the interview, but the exact wording or order of the questions is not determined ahead of time because to allow the researcher to react to the situation at hand and for new ideas to emerge depending on where the participant takes the conversation (Merriam & Tisdell, 2016).

During the interviews, two videos were shown to elicit responses from the interviewees. Those videos being the Chipotle Mexican Grill’s “The Scarecrow” video

(Chipotle Mexican Grill, 2013) and the official Ram Trucks Super Bowl commercial “Farmer” (Ram Trucks, 2013). The categories of questions asked during the interviews about the videos were: reactions to both videos after being watched, identify what aspects of videos are influential to interviewees’ beliefs, and how believable these types of videos are.

To better understand how college-aged Millennials receive and interpret messages in agricultural advertisements, it was beneficial to discover how college-aged Millennials defined agriculture. Participants who were involved in the semi-structured interviews were asked if they were familiar with the term agriculture and if so, they were meant to explain what it means to them. Interview participants were also asked if he or she felt connected to agriculture which led to more insight about college-aged Millennials feel about agriculture. After interview participants watched the videos, they were again asked what agriculture was to them and to describe the term in their own words. The researcher gave the example “what first comes to mind when you think of agriculture” to help participants understand what was being asked of them.

Before the interview began, I asked interviewees if the conversation could be recorded and to sign a consent form. Data were kept confidential to respect participants’ privacy and encourage them to be straightforward with their responses. I conducted the interview and took conversation and observational notes.

“Validity is an overall evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of interpretations and actions based on test scores or other modes of assessment” (Messick,

1995, p. 6). Content validity refers to the degree that the instrument covers the content that it is intended to measure (Yaghmaie, 2003). It is established by proving the test items are a sample of a population that the researcher is interested in (Messick, 1995). For this study, content validity was established because the demographics and media consumption questions were based on previous studies done by Nielsen (2014) and the Pew Research Center (2010).

Bryman (2012) noted reliability “refers to the consistency of the measure of a concept” (p.169). During the summer of 2014, the reliability of the questions was assessed by conducting a pilot study using participants with similar demographics (age, student status, and geographic location). Because the demographic and psychographic questions were not summatable-type items, a test-retest approach estimated the coefficient of stability. The r coefficients of the items in the questionnaire ranged from .79 to .96 (Froebel, 2015), which was an indication that the items were stable across measures.

Participant Characteristics

All participants completed the demographic and media consumption questionnaire. Then, a subsample was selected to participate in interviews. The sample of individuals surveyed for this study was relatively even in comparison with the individuals interviewed (surveyed male = 45.5%, surveyed female = 54.5%; interviewed male = 45.0%, interviewed female = 55.0%).

A total of 55 students completed the questionnaire. From those 55 survey participants, 20 participated in semi-structured interviews. Following the American

Psychological Association (APA) (2010) recommendations, I reported the survey and interview participants' major demographic characteristics (age, gender, ethnic and/or racial group, level of education, and socioeconomic status) in Table 2. I also reported the college and class standing for participants because this study pertains to students with certain majors.

I also reported the undergraduate demographics found in Texas A&M University's Fall 2016 Enrollment Profile Report produced by Texas A&M University's Data and Research Services (DARS) to compare to the study's demographics to see how representative the sample was of the university. I reported the undergraduate demographics because all participants in my study were undergraduates (Table 2).

Table 2

Subject Characteristics of Students Surveyed (n = 55) and Students Interviewed (n = 20)

	Surveyed		Interviewed		DARS Statistics	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Age ¹						
18	4	7.3	1	5.0	37,450	78.1
19	5	9.1	1	5.0		
20	16	29.1	7	35.0		
21	14	25.5	3	15.0		
22	11	20.0	6	30.0	9,889	20.6
23	1	1.8	0	0.0		
24	2	3.6	2	10.0		
26	1	1.8	0	0.0	603	1.3
27	1	1.8	0	0.0		
Gender						
Female	30	54.5	11	55.0	23,488	48.6
Male	25	45.5	9	45.0	24,860	51.4
Race/Ethnicity						
Asian	3	5.6	-	-	3,110	6.4
Black or African American	3	5.6	-	-	1,829	3.8
Native Hawaiian or other Pacific Islander	1	1.9	-	-	54	.1
White or Caucasian	40	74.1	17	85.0	30,209	62.5
Other	1	1.9	1	5.0	76	.2
Hispanic and/or Latino/Latina	15	27.8	4	20.0	10,999	22.7
Major						
Biology	7	12.7	2	10.0	1,035	94.4
Business	5	9.1	2	10.0	5,059	50.6
Chemical Engineering	7	12.7	2	10.0	709	79.3
Communications	5	9.1	2	10.0	990	95.7
Computer Science	5	9.1	2	10.0	641	74.6
Economics	5	9.1	2	10.0	804	76.6
English	5	9.1	2	10.0	534	86.3
Political Science	5	9.1	2	10.0	919	94.8
Nursing	5	9.1	2	10.0	253	66.6
Psychology	6	10.9	2	10.0	1,365	96.2

Table 2 Continued

Subject Characteristics of Students Surveyed (n = 55) and Students Interviewed (n = 20)

	Surveyed		Interviewed		DARS Statistics	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Class Standing						
Senior	-	-	13	65.0	15,951	26.4
Junior	-	-	3	15.0	11,409	18.9
Sophomore	-	-	2	10.0	10,572	17.5
Freshman	-	-	2	10.0	10,126	16.8
Household Income						
Less than \$30,000	8	15.7	3	15.0	-	-
\$30,000 - \$49,999	5	9.8	2	10.0	-	-
\$50,000 - \$99,999	13	25.5	4	20.0	-	-
\$100,000 - \$249,999	13	25.5	5	25.0	-	-
More than \$250,000	12	23.5	6	30.0	-	-

Note. ¹ = Age of all students surveyed ($M = 20.85$, $SD = 1.75$) and students interviewed ($M = 21.00$, $SD = 1.52$); All of the data reported in the table is specifically undergraduate statistics from Texas A&M University.

I surveyed a total of 55 students. Of those surveyed, 21 students (71.0%) were 18 to 21 years of age and 20 students were interviewed. Of which, 12 students (60.0%) were 18 to 21 years of age. During the fall 2016 semester, 37,450 students (78.1%) were 18 to 21 years of age. Fourteen (25.4%) out of the 55 students surveyed fell between the age range of 22 to 25 years of age; whereas, eight (40.0%) out of the 20 students interviewed were aged 22 to 25 years of age. A total of 9,889 (20.6%) undergraduate students between the ages 22 to 25 were reported for the 2016 fall semester. My study contained two (3.6%) students who were ages 26 to 30 who were surveyed, but zero students in that age range were interviewed. The 2016 fall semester included 603 (1.3%) undergraduates ages 26 to 30 years of age.

Thirty of the 55 students surveyed in my study were females (54.5%) and 11 females out of the 55 were interviewed (55.0%). Twenty-five (45.5%) out of the 55 students surveyed were males and nine (45.0%) out of the 20 interviewed were males. During the fall 2016 semester, there were 23,488 (48.6) undergraduate females and 24,860 (51.4%) undergraduate males who attended Texas A&M University.

Forty (74.1%) out of the 55 students surveyed identified themselves as white or Caucasian. Of the students interviewed, 17 (85.0%) out of the 20 identified themselves as white or Caucasian. The total number of white or Caucasian undergraduate students reported from the fall 2016 semester were 30,209 (62.5%). Of the 55 students surveyed, one student (1.9%) and one (5.0%) of the 20 interviewed selected “other” for his or her race/ethnicity. The fall 2016 semester consisted of 76 (0.2%) students who identified as “other” or did not report their race/ethnicity. Out of the 55 students surveyed, 15 (27.8%)

were Hispanic and/or Latino/Latina; whereas, four (20.0%) of the 20 interviewed identified as Hispanic and/or Latino/Latina. Overall, 10,999 (22.7%) of undergraduate students identified as Hispanic and/or Latino/Latina in the 2016 fall semester. In my study, the races/ethnicities Asian, Black or African American, Native Hawaiian or other Pacific Islander were not represented in the interview portion. Three of the 55 students surveyed (5.6%) were Asian as well as Black or African American. A total of 3,110 (6.4%) students in the fall of 2016 were Asian and 1,829 (3.8%) were Black or African American. Of the 55 students surveyed, one (1.9%) student identified as Native Hawaiian or other Pacific Islander compared to the 54 (0.1%) students who related to that race/ethnicity.

The majors Biology and Chemical Engineering required seven (12.7%) students to complete the survey in order to find two (10.0%) students from those majors to be interviewed. The number of Biology majors in the 2016 fall semester was 1,035 (94.4%) and the number of Chemical Engineering majors were 709 (73.3%). Six (10.9%) Psychology majors had to complete the questionnaire to find two (10.0%) students who would agree to be interviewed. The sum of Psychology majors during the fall 2016 semester was 1,365 (96.2%). The remaining seven majors met the pre-determined sample size of five (9.1%) undergraduate students who completed the survey.

The class standings for the 55 students interviewed were not reported because students were only asked to select if they were an undergraduate student on the questionnaire, not specifying class standing. Of the 20 students interviewed, 13 (65.0%) were seniors, three (15.0%) were juniors, two (10.0%) were sophomores, and two

(10.0%) were freshmen. DARS reported that 15,951 (26.4%) of undergraduates in the fall of 2016 were seniors; 11,409 (18.9%) were juniors; 10,572 (17.5%) were sophomores; and 10,126 (16.8%) were freshmen.

The major differences between my all surveyed and interviewed data, and DARS statistics is seen by looking at the percentages of the majors and class standings. My sample size was too small to represent the total number of students enrolled in a particular major or with a certain class standing.

Persona Development

After the data collection process, persona development began. Junior and Filgueiras (2005) said “personas are fictitious user representations created in order to embody behaviors and motivations that a group of real users might express, representing them during the project development process” (p. 277). Chang, Lim, and Stolterman (2008) described a persona as being “originally composed of text and a picture representing the user” and is designed in “various media, such as posters, websites, and real-size cardboards” (p. 439).

In whatever way the persona is designed, it is typically created to aid designers in understanding, describing, focusing, and clarifying the user’s goals and behavior patterns (Chang et. al., 2008). Miaskiewicz and Kozar (2011) said the persona narrative has two goals: (1) to make the persona appear like a real person, and (2) to provide a vivid story about the needs of the persona in the setting of the product being designed; in relation to this study, the communication piece that was produced. Personas were a vital part of this study after data collection happened when it was time to develop the one sheets. The

personas emerged from the interview and survey responses. “After gathering information on users, it is possible to build a set of personas, identifying recurring patterns within the users” (Junior & Filgueiras, 2005, p. 279).

Persona Lifecycle. “The persona lifecycle is a metaphoric framework that breaks the persona process into phases similar to those of human procreation and development” (Adlin & Pruitt, 2010, p.7). Adlin and Pruitt’s (2010) persona lifecycle stages are:

- Family planning
- Conception and gestation
- Birth and maturation
- Adulthood
- Lifetime achievement and retirement

Each stage plays a role in persona development. “Each stage builds on the next, culminating but not ending at the *adulthood* phase” (Adlin & Pruitt, 2010, p. 7). The adulthood stage is the goal for personas to reach because then personas have reached maturity and have a job to do (Adlin & Pruitt, 2010). As a persona matriculates through each stage of the persona lifecycle, additional information is discovered and added to the persona, which results in a deeper understanding of the beliefs and behaviors of the individuals who would be represented by each persona.

The persona lifecycle was adapted to fit the needs for this communications study by taking the lifecycle descriptions and making them apply to communications. Because this study is a starting point for future research, the family planning stage is the only stage the personas went through in this study. Figure 4 shows the stopping point for this

study as well as the remaining stages of the persona lifecycle. After adapting what Adlin and Pruitt (2010) said about family planning for product development, family planning for this communication study consisted of identifying what is wanted by the target audience (type of Millennial), how to effectively reach that target audience, and developing the persona in one-sheet form.

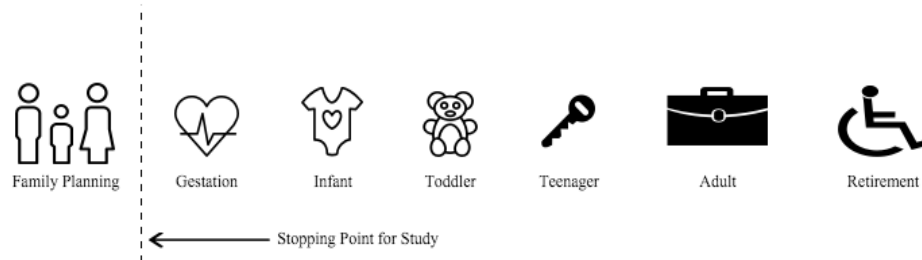


Figure 4. Adlin and Pruitt’s (2010) persona lifecycle consists of seven stages. The dotted line depicts the stopping point for this study showing that the personas produced from this study are in the first stage of the lifecycle and not mature enough (adult stage) to be used to effectively communicate to target audiences.

One Sheet Development

To fulfill the sought outcome of my study, I developed one sheet persona types that can serve as a starting point for other researchers to get the persona types “changed, refined, and finally completed” (Chang et al., 2008, p. 441). One sheet is a generic term used by marketers, including the American Marketing Association, and is best described as a one-page summary of information. (Davis, 2015). The summarized information for the one-sheets produced from this study include the persona’s characteristics, media consumption, and typical quotes.

I followed the *14 Dos and Don'ts of Marketing One Sheets* (Beever, 2012) to develop the one-sheet personas. I chose to use these guidelines because Beever is an experienced marketing professional who provided marketing consulting to B2B companies since 1997, including manufacturers, technology companies, service companies, and ad agencies (New Incite).

The 14 Dos and Don'ts of Marketing One Sheets (Beever, 2012):

1. Do be strategic.
2. Do have a great headline.
3. Do have some personality.
4. Do include testimonials.
5. Do design with the Z in mind. (The “Z” refers to the format that ads are read.)
6. Do use a professional designer. (The researcher will design the one sheet for this study.)
7. Do include a call to action.
8. Don't use up all the space on the one-page.
9. Don't use clip art for your one sheet images.
10. Don't be text heavy.
11. Don't pose artificially for your photo.
12. Don't use ubiquitous business photos for your 1-pager. (Not applicable to this study.)
13. Don't try to say it all.

14. Don't leave your marketing one sheet on the shelf.

Trustworthiness

Trustworthiness is important because it provides evidence of the study's confidence (Lincoln & Guba, 1986). Lincoln and Guba (1986) defined trustworthiness as including four criteria: credibility, transferability, dependability, and confirmability. Credibility was established in this study through peer debriefing, triangulation, and member checks (Lincoln & Guba, 1986). Peer debriefing exposes the researcher to a peer that is disassociated to the study to keep the researcher honest in developing hypotheses. Peer debriefing includes discussing the interview notes with the other researcher after interviews. Triangulation is crosschecking data by using "different sources, different methods, and at times, different investigators" (Crutchfield, 1986, p.77). Triangulation was ensured by using two different methods of data collection and referring back to the data from each. Member checks are the process of constant, informal testing of information by enquiring reactions of participants and comparing them to what the researcher already knows and what other participants have offered. I carried out member checks by emailing each interviewee's interview transcript to them to look over to be sure everything was correct.

Transferability was addressed by having one disinterested peer at each interview collecting field notes while audio recorded and by using participants' direct quotes (Farias & Hernandez, 2014). Dependability in the study allows other researchers to replicate the study (Lincoln & Guba, 1985). Another way to ensure transferability and dependability is having two researchers conduct each qualitative interview, this

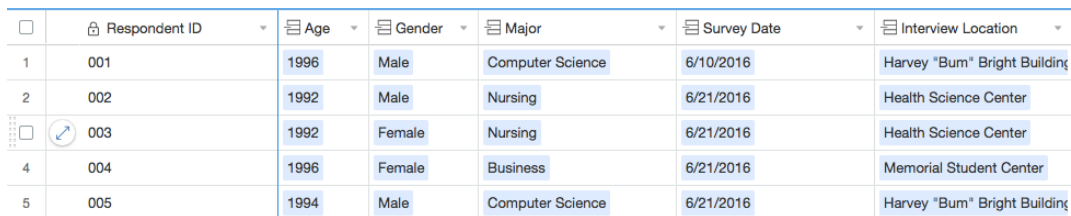
researcher always included in the pair (Bosse, 2015). Confirmability of data was presented because researchers will keep individual reflexive journals to document researcher bias and observations during face-to-face interviews with participants.

Analysis

I performed a content analysis to analyze the data. I chose to use a content analysis approach because communication content was the primary subject of investigation (Neuendorf, 2002). “Formally, a content analysis is a research technique for making replicable and valid inferences from data to their context” (Krippendorff, 1989, p. 403). Krippendorff (1989) also mentioned that content analysis seeks to view data within a certain context in view of the meanings someone attributes to them. For this study, I used a content analysis to analyze the responses from the interviews. The quotes used in the content analysis most closely helped answer the research questions and objectives. I identified quotes in this study by giving the question type and participant ID. For example, DOA010 is a quote from the question type definition of agriculture from Participant 010.

Interviews were transcribed and saved in a Microsoft® Word document after each day of data collection. The format of the transcriptions went in the same order as the interview and line numbers were turned on in the document to easily locate where participants’ quotes came from. While data collection and transcriptions continued, I began uploading the responses from the interviews and organizing them by question type (define agriculture, Chipotle Video, Dodge Video) and interview participant data into the online database, Airtable (Airtable, San Francisco, CA). Airtable is a web-based

database application and was used to organize and analyze qualitative data. Interview participants were referred to as participants in the Airtable database and were identified as 001 through 020. Participant ID was assigned in the order that the participants were interviewed. The following screenshot of Airtable shows the layout of the recorded participant data. See Figure 5.



	Respondent ID	Age	Gender	Major	Survey Date	Interview Location
1	001	1996	Male	Computer Science	6/10/2016	Harvey "Bum" Bright Building
2	002	1992	Male	Nursing	6/21/2016	Health Science Center
3	003	1992	Female	Nursing	6/21/2016	Health Science Center
4	004	1996	Female	Business	6/21/2016	Memorial Student Center
5	005	1994	Male	Computer Science	6/21/2016	Harvey "Bum" Bright Building

Figure 5. The Airtable layout of recorded participant data was organized by participant ID, age, gender, major, the date the survey was completed, interview location, interview date, a record of their media release, and participants’

The content analysis process started after the first five participants showed similarities in thought processes and interpretations of the term agriculture and the two videos shown during the semi-structured interviews. I took the common and most used terms and ideas when describing agriculture, Chipotle’s *Scarecrow* video, and Dodge Ram’s *Farmer* video to make up the first three coding strategies that were used to begin making connections between participant data. The coding strategies can be described as open coding because I searched for specific concepts and categories to form the foundation of my analysis. A coding strategy is used to identify the categories because “coding data allows the researcher to make connections or links between data” (Svatek,

2015, p. 41). Multiple coding strategies were created because participants had multiple ways of defining agriculture and interpreting the videos.

Definition of Agriculture Analysis

To better understand how college-aged Millennials receive and interpret messages in agricultural advertisements, it was beneficial to understand how college-aged Millennials defined agriculture. Participants who were involved in the semi-structured interviews were asked if they were familiar with the term agriculture and if so, they were meant to explain what it means to them. Interview participants were also asked if he or she felt connected to agriculture, which led to more insight about how college-aged Millennials feel about agriculture. After interview participants watched the videos, they were again asked what agriculture was to them and to describe the term in their own words. I gave the example “what first comes to mind when you think of agriculture” to help participants understand what was being asked of them.

I first performed a content analysis on interview responses that pertained to how college-aged Millennials define agriculture. I went through each interview response that was recorded in Airtable under the “define agriculture” question type and identified similar terms and ideas from responses. The terms and ideas identified represent the first round of codes that allowed me to make connections between the data.

Ten terms and ideas emerged from the interview responses about how college-aged Millennials define agriculture. Animals, plants, and food were three of the terms and ideas that emerged from interview responses. Participants also mentioned the term “home” when defining agriculture because they thought about where they were from,

where they grew up around agriculture. “Farms” were another term used by participants who related the term to a place where agricultural practices took place. When the term “farming” emerged from interview responses, participants referred to it as the practice of growing crops or food. The idea that agriculture is important came from participants that explicitly stated the importance, necessity, or sustainability of agriculture. The family connection idea came from participants who had family involved in agricultural processes. The idea that participants were “not interested” when asked about agriculture was due to the fact that they expressed no interest in learning more about it. The last idea that emerged from the interview responses was that participants were not aware of where their food came from or about agricultural processes.

Codes were assigned to participants’ quotes to describe the terms or ideas to show how college-aged Millennials define agriculture. In most cases, multiple codes were assigned to participants because multiple terms or ideas were described in responses. For example, *“Agriculture usually means food, like processing, usually like growing. I usually think about farming, like plants and animals, and raising them”* (DOA010) was assigned the codes plants, animals, and food. Additionally, I added line numbers to each code (e.g., DOA010, line 20), which corresponded to the line number of the individual’s interview transcript and served as an audit trail. See Figure 6 for a visual of the coding process for how college-aged Millennials define agriculture.

<input type="checkbox"/>	Quote	Question Type	Definition of Agricult...
1	"I usually just associate it with more food because that's what I think about and	Define Agriculture	Food
2	"I'm gonna say farming in this example because I just watched the video about	Define Agriculture	Farming (practice of) Ar
3	"I am familiar with the term agriculture. I'm not fond of it, but I do have friends wh...	Define Agriculture	Not Interested
4	"Growing food in different ways of doing that and stuff like that or having to do wit...	Define Agriculture	Food Animals

Figure 6. To begin understanding how participants defined agriculture, I went through participants' quotes and assigned the terms and/or ideas that best fit what the participants' quotes stated to identify connections between participant data.

After analyzing the first round of codes and participant quotes, four summary definitions of agriculture were created. After the summary definitions were created, one definition was assigned per participant quote. I believed that the summary definitions adequately summarized the main themes related to agriculture because the summary definitions encompass all aspects of agriculture described by participants. To help other researchers and readers understand why certain Millennials fit into certain summary definitions of agriculture and to address their differences, the four summary definitions were expanded.

The definitions were expanded by taking the different pieces of the definition and breaking them further down. For example, the piece "distant thought" included in the first definition is further described as agriculture not being something that type of person thinks about on a daily, weekly, or even monthly basis. To better identify the summary definitions of agriculture, each definition was given a name. The first definition of agriculture is named "The Generics"; the second, "The Healthys"; the third, "The Fooders"; and fourth, "The Advocates." It was acceptable for one participant to relate to more than one concise summary definition of agriculture. The process of assigning codes

to participants in Airtable is shown in Figure 7. The summary definitions are further explained in the next chapter.

<input type="checkbox"/>	Quote	Definition of Agriculture	Summary Definition of Agriculture
1	"I usually just associate it with more..."	Food	1. Distant thought, primarily farms and an...
<input type="checkbox"/>	"I'm gonna say farming in this"	Farming (practice of) Animals	1. Distant thought, primarily farms and an...
3	"I am familiar with the term"	Not Interested	3. Disinterested or disconnected in regar...
4	"Growing food in different ways of"	Food Animals	1. Distant thought, primarily farms and an...

Figure 7. This view in Airtable shows how participants were assigned a definition of agriculture. In the second column, participants' quotes were first assigned terms and ideas that emerged from how they defined agriculture. The definitions were formed based off the terms and ideas that emerged from participants' and then assigned. The third column shows the assigned definitions that were numbered 1-4.

Video Message Interpretation Analysis

The process of creating codes for the definition of agriculture was repeated for the responses concerning Chipotle Mexican Grill's *The Scarecrow* video (Chipotle Mexican Grill, 2013) and the official Ram Trucks Super Bowl commercial *Farmer*. I identified common themes and ideas from participants' quotes to start the coding process for each video. The first round of codes (the themes and ideas) for Chipotle Mexican Grill's *The Scarecrow* video (Chipotle Mexican Grill, 2013) begin with participants referring to the theme "fresh food" as a need for more fresh food as consumers and associated the theme to Chipotle claiming to have fresh food. Secondly, the theme "treatment of animals" emerged from interview responses because participants noticed that the video showed animals treated in a negative way. The idea "grow my own food" came from participants who commented that the video made them want to grow their

own food to get away from processed food. The idea “better products” emerged from participants’ statements about the video making them think consumers need better products than what they are getting from industry.

Another idea, “production of food,” from participants was related to how the video showed food being mass produced. “Production agriculture” was an idea that emerged from interview responses because the video lead participants to believe that production agriculture was depleting resources. The Chipotle video also gave participants the idea that it was an “extreme message” because they recognized that the way the video portrayed food being produced and animals treated, was an over-exaggeration used to get the video’s point across. Finally, the idea of “food awareness” came from participants because they interpreted the video as raising awareness about where food really comes from.

Seven themes and ideas emerged from performing a content analysis on the quotes related to the official Ram Trucks Super Bowl commercial *Farmer*. First, the video lead participants to interpret its message as appreciating farmers and all that they do, therefore, the theme “farmer appreciation” emerged from participants’ responses. Because the *Farmer* video was a truck advertisement, participants also said “trucks for farmers” as a theme. Similar to “trucks for farmers,” participants also gathered the theme “farmers use trucks” from the video. Also, a few participants made the connection that the video was promoting Ram trucks, so the theme “Ram trucks for farmers” emerged from responses. Eight participants’ responses emerged the theme “no appeal” because the video did not have an effect on them. For example, the video had no appeal to some

of the participants because it was a truck advertisement and they were not interested in trucks. In contrast to the “no appeal” theme, the video caused 12 participants to have an emotional appeal towards the video because of its content and/or message. For example, the images of real people caused participants to think about their family who was or had been involved in farming. Lastly, five participants’ responses made connections to the the video’s theme to the “farmer in all of us”.

I took the themes and ideas from each of the videos and turned them into sentences that represent the participants’ message interpretations of the videos. To help build the sentences using the themes and ideas, I referenced participants’ quotes that were entered into Airtable for better clarification of how participants felt about the videos. I further discussed the message interpretations in the next chapter.

Like the summary definitions of agriculture, I assigned the video message interpretations to participants’ quotes in Airtable. It was acceptable for one participant to relate to more than one message interpretation for Chipotle Mexican Grill’s *The Scarecrow* video (Chipotle Mexican Grill, 2013) and the official Ram Trucks Super Bowl commercial *Farmer*. The process of assigning codes to participants in Airtable for the videos is shown in Figure 8.

	Quote	Chipotle	Ram Trucks	Chipotle Message Inter...	Dodge Message Inter...
1	"It was showing that Chipotle is claiming to be ..."	1 Fresh Food Better products		2 1. Chipotle has fresh food.	
2	"Chipotle is claiming to be fresh as opposed to ..."	Better products		1. Chipotle has fresh food.	
3	I probably would have because it was interestin...				
4	"I'd say it was believable because I've actually ..."	Fresh Food		1. Chipotle has fresh food.	
5	"I guess Dodge is trying to reach out to like one ..."		Farmers use trucks		1. Farmers use trucks.

Figure 8. A visual of the coding process for the videos in Airtable is shown in two steps. Step 1, participants were assigned themes and ideas that emerged from their responses. Step 2, after themes and ideas were assigned to participants, the appropriate message interpretations were then assigned to participants to begin understanding how college-aged Millennials interpreted the videos in this study.

When all participants had been assigned a summary definition of agriculture and message interpretations of the video, I then repeated that process in Airtable to better view the similarities among how participants defined agriculture and their message interpretations of the vides to begin identifying persona types. Two participants did have changes made to their summary definition of agriculture because I went back through the data and found that based on the participants' backgrounds, they fit better into a different definition. The technique used in this phase of analysis to determine persona types was one = No, two = Maybe, and three = Yes. If a participant was assigned a one under a definition of agriculture (DOA), Chipotle Video (CHV), or Dodge Ram Video (DRV) summary definition or message interpretation column then the participant did not fit into that definition or theme. If a participant was a three under a DOA, CHV, or DRV summary definition or message interpretation column then the participant did fit into that category. No participant was assigned a two in my study. See Figure 9 for a snapshot of the definition and message interpretation coding for persona types.

▼ Definition Coding View

18 hidden fields

▼ Add filters

≡ Group records

↕ Apply sort

📄

⋮

<input type="checkbox"/>	<div>🔒 Respondent ID</div>	<div>⚙️ DRV1</div>	<div>⚙️ DRV2</div>	<div>⚙️ DRV3</div>	<div>⚙️ DRV4</div>	<div>⚙️ DRV5</div>	<div>≡ Persona Types</div>
1	001	1	3	1	1	1	Type 4
2	002	1	1	3	1	1	Type 2
3	003	1	1	3	1	1	Type 2
4	004	1	3	3	1	1	Type 7
5	005	3	3	1	3	1	Type 7

Figure 9. Definition and message interpretation coding for persona types in Airtable. Cells with a one meant that the participant did not relate to the definition or message interpretation, whereas, cells with a three mean that the participant does relate to the definition or message interpretation.

When all participants were assigned either a one or a three, the Airtable data were copied and pasted into a Microsoft® Excel worksheet to better reveal similarities between participants by color-coding the data to reveal the persona types. The cells that possessed a three were filled green to better differentiate from the cells that were filled with ones. Cells that were filled yellow with threes showed crossover through the cells that were side by side in the same categories. This process is displayed in Figure 10.

DOA 1	DOA2	DOA3	DOA4	CHV1	CHV2	CHV3	CHV4	CHV5	DRV1	DRV2	DRV3	DRV4	DRV5
3	1	1	3	3	3	1	1	1	1	3	1	1	1
3	3	1	1	1	1	3	3	1	1	1	3	1	1
1	1	1	3	1	1	3	3	1	1	1	3	1	1
3	3	3	3	1	1	1	3	3	1	3	3	1	1
3	1	3	1	1	3	3	1	3	3	3	3	3	1

Figure 10. The color-coding process in Microsoft® Excel worksheet was used to identify similarities among participants in order to form the persona types. Crossover is noted by the yellow cells that contain the number three. The red box outlines an example of crossover among participants.

Preferred Message Delivery Analysis

Participant data from the questionnaire were imported into the Statistical Package for the Social Sciences (SPSS®) and analyzed using SPSS® version 22 for Windows® platform computers. I created tables using Microsoft® Word to display key output data for this study. I further explained college-aged Millennials' preferred message delivery in the next chapter.

Developing One Sheet Millennial Persona Types

The final step in data analysis was to form persona types by looking at the summary definitions of agriculture, Chipotle Mexican Grill's *The Scarecrow* video (Chipotle Mexican Grill, 2013), and the official Ram Trucks Super Bowl commercial *Farmer* message interpretations. As stated in chapter two, "personas are fictitious user representations created in order to embody behaviors and motivations that a group of real users might express, representing them during the project development process" (Junior & Filgueiras, 2005, p. 277). Therefore, I analyzed the data to seek similar behaviors in defining agriculture and interpreting the videos among participants to group them together to form different persona types. After I completed the content analysis, seven different persona types emerged from the data. The persona type findings are discussed in the next chapter.

CHAPTER IV

FINDINGS AND RESULTS

RQ1: How Do College-aged Millennials Define Agriculture?

To better understand how college-aged Millennials receive and interpret messages in agricultural advertisements, it was beneficial to understand how college-aged Millennials defined agriculture. I created four summary definitions of agriculture to reflect participants' main ideas. I gave the definitions names to better identify each summary definition.

The Generics. The first definition of agriculture was defined as individuals having distant thought, thinking primarily farms and animals when describing agriculture, have little thought about the process, and little or no interest in learning more about agriculture. The individuals that are associated with The Generics can be described as individuals who do not think about agriculture on a daily, weekly, or even monthly basis. They think broadly about agriculture, mostly associating agriculture with farms and animals. I named this definition The Generics because of their broad thinking about agriculture being primarily farms and animals. These individuals do not think about how agricultural processes work or how food may be processed or transferred from a farm to a grocery store. Because The Generics do not often think about agriculture and do not know about agricultural processes, there is little or no felt need to learn more about agriculture or where food comes from.

The Healthys. The second definition of agriculture was defined as individuals having some interest in where food comes from and the people behind the process of

how food is produced, and these individuals think people should be aware of where food comes from. The Healthys are further described as consumers who care about where food comes from and are aware of the people involved in the process of getting food from “farm to table.” Because The Healthys care about where food comes from, they think other consumers should be aware of where food comes from too.

The Fooders. The third definition of agriculture was defined as Millennials being disinterested or disconnected to agriculture, but still related the term to where food comes from, primarily farming. The Fooders have a lack of interest and disconnection to agriculture because they did not grow up on a farm or ranch experiencing agricultural processes, but lived in suburbs or cities. These individuals associated agriculture with farming as how people get their food

The Agvocates. The fourth definition of agriculture was defined as participants being familiar with agriculture, they recognize its importance in the process of where food comes from, primarily relate it to food, farming, and livestock, and think people should know more about it. The Agvocates are familiar with agriculture because they have family involved in it or lived in a rural area. The Agvocates understand how important agriculture is in the food process because their family was involved in the process. I named this definition group The Agvocates because these individuals would most likely advocate for agriculture in a positive way because they understand its importance and have a personal connection with agriculture. The term agvocate is broken down as: “ag” representing agriculture and “vocate” coming from the word advocate.

RQ2: How Do College-aged Millennials Receive and Interpret Messages in Agricultural Advertisements?

RO1: Describe college-aged Millennials' perceptions of Chipotle Mexican Grill's The Scarecrow video (Chipotle Mexican Grill, 2013) and the official Ram Trucks Super Bowl commercial, Farmer.

I created five message interpretations to reflect the main ideas from participants' interpretations of the videos. Chipotle Mexican Grill's *The Scarecrow* video (Chipotle Mexican Grill, 2013) message interpretations are identified as Chipotle Video 1, Chipotle Video 2, Chipotle Video 3, Chipotle Video 4, and Chipotle Video 5 and included:

- Chipotle Video 1: Chipotle has fresh food.
- Chipotle Video 2: Concerned with the quality of food and treatment of animals in industrialized agriculture.
- Chipotle Video 3: Concerned that people don't care about where their food comes from and need to be more aware of the food process.
- Chipotle Video 4: Concerned with the need for more home-grown, local, fresh products.
- Chipotle Video 5: Concerned with the treatment of animals in the food process.

Most of the participants shared the similarity of thinking that the Chipotle Mexican Grill's *The Scarecrow* video (Chipotle Mexican Grill, 2013) was about fresh food being healthier and that society needs to move away from processed foods. On the other hand, 12 out of 20 participants were assigned the code "treatment of animals" in regards to Chipotle Mexican Grill's *The Scarecrow* video (Chipotle Mexican Grill,

2013) because the video pulled at their emotions concerning the animals shown in the video. For example, “I just thought it was sad because they’re still cows and stuff. It was just the animal treatment I guess is what stuck with you” (CHV011, line 107). With most of the participants thinking about the video in the same ways of fresh food and getting away from processed foods, as well as the treatment of animals, the Chipotle Video two message interpretation of being concerned with the quality of food and treatment of animals in industrialized agriculture, and Chipotle Video four interpretation of being concerned with the need for more home-grown, local, fresh products were most assigned to participants.

The official Ram Trucks Super Bowl commercial *Farmer* message interpretations are referred to as Dodge Ram Video 1, Dodge Ram Video 2, Dodge Ram Video 3, Dodge Ram Video 4, and Dodge Ram Video 5. The message interpretations reflect participants’ main ideas about the video. The message interpretations for the official Ram Trucks Super Bowl commercial *Farmer* are explained as:

- Dodge Ram Video 1: Farmers use trucks.
- Dodge Ram Video 2: Ram trucks can keep up with the farmer lifestyle.
- Dodge Ram Video 3: We need to appreciate farmers; farmers do more than people think.
- Dodge Ram Video 4: Farmers work hard and use Ram trucks, so hard working people who are not farmers should too.
- Dodge Ram Video 5: It’s a truck commercial that uses farmers to portray the message.

All but five individuals related to the Dodge Ram Video three message interpretation of we need to appreciate farmers and farmers do more than people think after watching the official Ram Trucks Super Bowl commercial *Farmer*. Participants noticed the video showed what a farmer's lifestyle consisted of and the hard work involved, which helped them realize that farmers do more than people think, and therefore people need to appreciate farmers. A quote from Participant 007 who fit into the third message interpretation of the Dodge Ram video was "[Farmers] just do a lot more stuff than what we really think that they do. It's not just driving around on a tractor" (DRV007, line149).

When analyzing quotes from participants about Chipotle Mexican Grill's *The Scarecrow* video (Chipotle Mexican Grill, 2013) and the official Ram Trucks Super Bowl commercial *Farmer*, I found that some individuals did not express any association with either companies that produced the videos. In most cases, participants commented on the product that was trying to be sold, but did not tie it back to the Chipotle or Dodge brand. For example, after some interviewees watched Chipotle Mexican Grill's *The Scarecrow* video (Chipotle Mexican Grill, 2013), he or she would comment on the fact that the video was promoting fresh food, but did not relate that back to Chipotle claiming its food was fresh. Some participants noted that trucks were evident in the Dodge Ram video but would not specifically recognize that it was the Dodge Ram brand being promoted. I think the no brand association could be connected back to the idea of environmental determinants from the SJT (Doherty & Kurz, 1996). Environmental determinants can be channels through which people receive messages, therefore future

researchers could look at different forms of media from Chipotle and Dodge and see whether or not if participants were able to brand associate.

Creators of agricultural content should take into consideration using images of real people in their advertisements. A consistent thought among participants was that the images of real people in the Dodge Ram video made the advertisement believable. The images of real people also made some participants connect on a personal level to the advertisement. If they had family involved in agriculture who were farmers or if they grew up around agriculture, then they thought about their families and homes.

RO2: Describe college-aged Millennials' preferred message delivery (i.e., Facebook, Instagram, magazine, radio, TV) based on survey results.

The findings of this study conclude that Millennials' preferred message delivery is through technology. Survey results indicated Facebook, Snapchat, and Instagram are the three most frequently used social media platforms on a daily basis. Spotify, Netflix, and AM/FM Radio are other forms of media used on a daily basis by college-aged Millennials. Magazines are the only form of media not consumed by participants on a daily basis. Table 3 provides a summary of interview participants' media consumption.

Table 3

Participants' Reported Media Consumption Behaviors (Interviewed Subjects = 20)

	Yes		No		Use Freq.		1		2		3		4	
	<i>f</i>	%	<i>f</i>	%	<i>M</i>	<i>SD</i>	<i>F</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Magazines	20	100.0	-	-	1.87	0.92	-	-	-	-	-	-	-	-
SMOD														
Pandora	8	40.0	12	60.0	1.75	0.71	3	37.5	4	50.0	1	12.5	-	-
Spotify	13	65.0	7	35.0	1.08	0.28	12	92.3	1	7.7	-	-	-	-
SVOD														
Hulu	4	20.0	16	80.0	1.75	0.50	1	25.0	3	75.0	-	-	-	-
Netflix	18	90.0	2	10.0	1.50	0.71	11	61.1	5	27.8	2	11.1	-	-
Radio														
AM/FM	17	85.0	3	15.0	1.53	0.72	10	58.8	5	29.4	2	11.8	-	-
XM	3	15.0	17	85.0	2.33	1.16	1	33.3	-	-	2	66.7	-	-
iTunes	11	55.0	9	45.0	2.18	0.87	2	18.2	6	54.5	2	18.2	1	9.1
Social														
Facebook	20	100.0	-	-	1.10	0.31	18	90.0	2	10.0	-	-	-	-
Twitter	10	50.0	10	50.0	1.30	0.48	7	70.0	3	30.0	-	-	-	-
Instagram	15	75.0	5	25.0	1.13	0.52	14	93.3	-	-	1	6.7	-	-
Pinterest	9	45.0	11	55.0	1.89	0.60	2	22.2	6	66.7	1	11.1	-	-
Snapchat	20	100.0	-	-	1.15	0.37	17	85.0	3	15.0	-	-	-	-
YouTube	15	75.0	5	25.0	-	-	6	40.0	6	40.0	2	13.3	1	6.7
Television	14	70.0	6	30.0	1.64	.75	7	50.0	5	35.7	2	14.3	-	-

Note. 1 = Once per Day (or more); 2 = Once per Week; 3 = 2 – 3 Times a Month; 4 = Once per Month; SMOD = Streaming Music on Demand; SVOD = Streaming Video on Demand

RO3: Develop one-sheet Millennial persona types

The one-sheet persona types were created based on the findings and results from the study and the *14 Do's and Don'ts of Marketing One Sheets* (Beever, 2012). Because seven persona types emerged from the data, seven one-sheets were produced as the end products of this study. The persona types were not given a name, only identified as persona type one, persona type two, etc. because this study only takes place in the family planning stage of Adlin and Pruitt's (2010) persona lifecycle. More research is needed to find out more detailed information to be able to effectively name the persona types. I organized the following section by discussing each persona type and then providing the persona type in one sheet form. I included the persona types' characteristics which represent how the personas defines agriculture, typical quotes from the personas, and the personas' media consumption.

Persona Type One. Persona type one is comprised of four individuals who shared the second definition of agriculture—"Individuals having some interest in where food comes from and the people behind the process of how food is produced"—and believed people should be aware of where they get their food. In addition to the second definition of agriculture, one participant also related to first definition of agriculture, The Generics. Participants 001, 014, and 016 shared the commonality of thinking about where their food comes from and caring about the quality of their food. Conversely, another participant stated, "I usually don't think about where my food comes from, I guess I just eat it which is probably bad" (DOA015, line 34). All four Millennials from persona type one said they do not feel connected to agriculture because they live or have

lived in cities, suburbs, or urban areas, and Participant 014 said she is aware of agriculture but does not have a connection.

The persona type one individuals interpreted Chipotle's *Scarecrow* video as the Chipotle Video two message interpretation, with two exceptions: The male participant also interpreted the video as the Chipotle Video three message interpretation; whereas, all other three participants fit into the fourth message interpretation of the Chipotle video. When looking at how the Persona type one members interpreted Dodge Ram's *Farmer* video, all four related to the Dodge Ram Video three interpretation, with the exception that one Millennial also interpreted the video as the Dodge Ram Video four message interpretation.

All four members of persona type one used Instagram, Facebook, and Snapchat once per day or more. Other forms of media they use included Television. Two said they used television once per day or more, one said once per week, and another participant selected that they use Television two to three times a month. The other two most common and consistent forms of media used by persona type one members are Netflix and AM/FM Radio, which are either used once per day or more or once per week.

Millennials: Persona Type 1

Communications One Sheet



Typical Quotes

"I just think about corn, corn crops. I don't know why, just crops, thinking about food and where our food comes from..."

"So for the word agriculture it's just like the growing of crops, I guess it's animals too, so getting our food to our table.."

"I [have] just gotten in to looking at where things come from instead of just like getting it from the grocery store or whatever so I try to just like go to farmers' markets..."



Characteristics

- Think about where their food comes from and care about the quality of food they receive
- Does not feel connected to agriculture because they live or have lived in cities, suburbs, and urban areas



Media Consumption



Persona Type Two. Persona type two consisted of five individuals. Three individuals shared the first The Generics definition of agriculture with the exception that the other two individuals both related to The Agvocates definition of agriculture. That exception is because of the family connections in agriculture that participants 003 and 009 have in common and their personal involvement in agricultural practices. Participant 009 stated, “I grew up in a very agricultural, ag-affiliated family and culture. I was involved in FFA in high school and then 4-H” (DOA009, line 60). Participants 002, 008, and 017 all felt connected to agriculture at a minimal level. Participant 002 felt connected because of the food he eats, but said that he did not think in-depth about agriculture. “Distantly connected” (line 46) was the phrase used by Participant 008 as she described her connection to agriculture because “College Station and then the agriculture department, and then [she works] at the vet school so [she is] surrounded by agriculture terminology” (line 46). Lastly, participant 017 said she guessed she was connected to agriculture, but then at the same time not really because she was never involved in FFA.

The five members of Persona type two all interpret the video as Chipotle Video three and Chipotle Video four message interpretations. One individual also related to Chipotle Video two and five message interpretations; whereas, another individual just had crossover into the second Chipotle Video message interpretation. When it came to interpreting the Dodge Ram *Farmer* video, all five members interpreted the video as the Dodge Ram Video three message interpretation.

For persona type two, their common social media sources were Facebook, Instagram, and Snapchat. Facebook and Snapchat are used by all five individuals once per day or more, and three individuals used Instagram once per day or more. Different from persona type one, persona type two participants do not commonly use Television as a form of media. Spotify is used by four individuals once per day or more, Netflix is used by three individuals once per day or more, and three also selected that they use AM/FM Radio once per day or more while two selected their radio use as once per week.

Millennials: Persona Type 2

Communications One Sheet



Typical Quotes

"Yeah, we eat. I don't necessarily like think in-depth about agriculture, more just like 'I'm super hungry. Give me some food.'"

"Agriculture I definitely think of like cows, chickens, corn, growing vegetables, things like that..."

"My husband comes from a ranching and farming family so to me [agriculture] means getting some sort of food off the land basically."



Characteristics

- Can consist have individuals who are familiar with agriculture because of family involved in agricultural processes
- For the most part, individuals feel connected to agriculture at a minimal level
- Thinks broadly about agriculture, primarily relates it to farming, food, and livestock



Media Consumption



Persona Type Three. Persona type three consisted of three individuals who shared similarities from their definition of agriculture to how they interpreted Chipotle's *Scarecrow* and Dodge Ram's *Farmer* video. None of the three participants all related to the same definition of agriculture. Participants 011 and 019 shared the fourth definition of agriculture, The Agvocates. Participants 013 and 019 shared the second definition of agriculture, The Healthys. The shared definitions come from the commonalities that participants share. Two participants admitted that they do think about where their food comes from and all participants said they did not feel connected to agriculture except through the food they purchase and consume. For example, "My real only encounter with agriculture is in the grocery store" (DOA019, line 58). Two of the participants also expressed that they feel disconnected from agriculture because they did not grow up on a farm nor had visited farms much.

The way Persona type three members interpreted Chipotle's *Scarecrow* video left members spread out into the five message interpretations, all three shared the message interpretation that the video makes them concerned with the treatment of animals in the food process (Chipotle Video 5). Participants 011 and 019 shared the Chipotle Video message interpretations one, four, and five. Participants 011 and 013 shared Chipotle Video message interpretations two and five. Participants 013 and 019 were included in the same message interpretations at Chipotle Video three and five. In regards to Dodge Ram's *Farmer* video, once again, all three participants share only the Dodge Ram Video three message interpretation about appreciating farmers and understanding that farmers do more than people think. Participant 011 was a stand alone relating to the second

Dodge Video message interpretation, but then shared Dodge Ram Video message interpretations four and five with Participant 019.

The social media habits of persona type three reflected the use of Facebook once per day by all three Millennials and two claimed to use Twitter once per day as well as Instagram. When asked about their use of Snapchat, two participants answered that they use Snapchat once per day and the other once per week. Other forms of media used most frequently by participants includes television and Netflix used by two of the individuals once per day, and two answered using YouTube once per day and the other said once per week.

Millennials: Persona Type 3

Communications One Sheet



Typical Quotes

"My [only real] encounter with agriculture is in the grocery store."

"And agriculture, I think of like, it's what keeps countries and people running, it's food, it's necessary..."

"So much goes into the products that I just go pick up at H-E-B or something like that..."

"Naturally the more fresh and less chemically involved foods taste better."



Characteristics

- Think about where their food comes from
- Does not feel connected to agriculture
 - Except through the food they purchase and consume
 - Because didn't grow up on a farm or visited farms much
- Thinks about food, farming, and livestock when thinking about agriculture
- Think people should know more about agriculture



Media Consumption



Persona Type Four. Persona type four consisted of two individuals who both had family ties to agriculture, but related to different definitions of agriculture. Participant 001 related best to the first definition of agriculture, The Generics, because he just described agriculture as farming and did not seem very familiar with agriculture. The unfamiliarity aspect comes from him stating “I feel a little connected. I know about it; it’s not like I’m oblivious to it” (DOA001, line 34). Participant 012 related better to the fourth definition of agriculture, The Agvocates, because she clearly stated “I’m very familiar with agriculture” (DOA012, line 39). She furthered explained that her family owns farmland in Iowa and rent it out to other people to farm. This participant was aware of where food comes from and “how it was cared for before it was food and that kind of thing” (DOA012, line 39) because her mother is a dietician and vegetarian who provides her with agricultural information. In contrast to Participant 012’s statements that she is familiar with agriculture, has family who farms, and comes into contact with agricultural information, she does not feel connected to agriculture because she has always lived in urban areas and never showed livestock.

Both participants from Persona type four interpreted Chipotle’s *Scarecrow* video in similar ways leading them to fall into the same message interpretations of Chipotle has fresh food and concerned with the quality of food and treatment of animals in industrialized agriculture. In regards to the Dodge Ram *Farmer* video, both participants interpreted the video as Ram trucks can keep up with the farmer lifestyle with participant 012 also relating the message interpretation that the video is a truck commercial that uses farmers to portray the message. Social media consumption for the two participants

of persona type four can be described as using both Instagram and Snapchat once per day or more. The other two most frequently used forms of media are Netflix and Spotify which were also used by both participants once per day or more.

Millennials: Persona Type 4

Communications One Sheet



Typical Quotes

"I feel a little connected. I know about it; it's not like I'm oblivious to it."

"I would say [I'm not connected to agriculture]...I've always lived in urban areas..."

"To me [agriculture] just means farming since that was just kind of around me growing up, like where I live."



Characteristics

- Have family ties to agriculture, but no personal experience with agriculture
- Aware of agriculture, but either feel a little connected to it because of family involved in it or not at all because of growing up in urban areas
- Thinks about farming when thinking about agriculture



Media Consumption



Persona Type Five. Persona type five consisted of two individuals who both related to The Generics definition of agriculture and also felt disconnected from agriculture. The terms food and farming were common among both individuals when they described agriculture. Participant 020 mentioned she was involved in FFA in high school for one year, but then her interests changed and she grew up in suburbs and around the city, so that is why she does not feel connected to agriculture. Participant 006 said, “I don’t do anything with agriculture besides just buying stuff from the store” (DOA006, line 34).

The persona type five participants both interpreted Chipotle’s *Scarecrow* video as Chipotle claiming it has fresh food. One of the participants also related to the message interpretation of being concerned with the treatment of animals in the food process because not only was she aware that Chipotle was claiming to be fresh, but she appealed to how the animals seemed to be treated in the video. For example, “I know that I eat a lot of food that comes from those factories and I really think it’s wrong how they treat animals” (CHV020, line 80). Even though both participants from persona type five shared the same definition of agriculture and also shared a message interpretation in regards to Chipotle’s *Scarecrow* video, neither of them shared the same thoughts about the Dodge Ram *Farmer* video. One participant related to the interpretation that farmers use trucks, while the other one fit better into the interpretation that the video is a truck commercial that uses farmers to portray the message.

The two most common and frequently used forms of social media for persona type five were Snapchat and Instagram which are used by both participants once per day

or more. Netflix was a form of media that participants used frequently, both selecting they used it once per week. Lastly, television was the other form of media most frequently used. One participant selected that she used it once per day or more and the other participant selected once per week.

Millennials: Persona Type 5

Communications One Sheet



Typical Quotes

"I don't do anything with agriculture besides just buying stuff from the store."

"I usually just associate [agriculture] with more food because that's what I think about and farming."

"I grew up in suburbs basically and around the city so I never really felt that connected to agriculture I guess."

"I guess agriculture is just farming and um, the whole industry of just getting food and things we need from like land."



Characteristics

- Food and farming are common terms among individuals when describing agriculture
- Feel disconnected to agriculture because of growing up in suburbs and around the city
- Only interaction with agriculture is when they purchase goods from the store



Media Consumption



Persona Type Six. One individual belonged to persona type six because he took a definite stance toward Chipotle after watching the video. Participant 018 resonated with The Agvocates definition of agriculture because he grew up in a farming family, therefore, he is connected to agriculture. To him agriculture meant “farming and ranching, anything that helps to produce food or the clothes we wear” (DOA018, line 34). Even though only one individual belonged to persona type six, it was still beneficial to create the persona type because he was a possible target. With future research, more individuals like persona type six could be found.

Participant 018 from persona type six best fit into the interpretations that Chipotle has fresh food and being concerned with the treatment of animals in the food process after watching Chipotle’s *Scarecrow* video. A key quote from the participant after watching the video that makes him stand alone is “I’m repulsed by [the video] because it’s not really accurate at all...it’s destroying humanity and that does not draw me to Chipotle” (CHV018, line 62). Participant 018 interpreted Dodge Ram’s *Farmer* video as we need to appreciate farmers and that farmers do more than people think, as well as interpreted the video as farmers work hard and use Ram trucks, so hard working people who are not farmers should too. The participant reacted to the video by saying “I’ve always really liked this commercial because my family is a farming family and it makes me feel like people value what we’ve done” (DRV018, line 134). The social media habits for the persona type six participant are using Facebook and Snapchat once per day or more. Spotify and AM/FM Radio were two other forms of media that are both used once per day or more by the individual.

Millennials: Persona Type 6

Communications One Sheet



Typical Quotes

"Yes, I am familiar with agriculture. To me that means farming and ranching, anything that helps to produce food or the clothes we wear.."

"Yes, my family used to farm and so I've kinda grown up around it, been it."

"Not to watch it. Or if I did, to show this is the kind of stuff Chipotle is doing, lets not eat there."

"I've always really liked this commercial because my family is a farming family and it makes me feel like people value what we've done."



Characteristics

- Familiar with agriculture because of direct experience with agricultural processes
- Will take a stance against negative information regarding agriculture
- Can be described as an agriculturalist



Media Consumption



Persona Type Seven. Three individuals were grouped as persona type seven because they shared many similarities with one another. All three participants fit into The Generics definition of agriculture, while participant 004 also fit into the second, third, and fourth definitions. Participant 005 also fit into the third definition of agriculture, The Fooders. All three participants said they do not feel connected to agriculture. Participant 005 stated “I am Computer Science. I am probably furthest away from agriculture as you can get” (DOA005, line 52). None of the individuals grew up involved in agriculture.

Persona type seven individuals spanned across the message interpretations of Chipotle Video two, three, four, and five. Participants 005 and 010 interpreted the video as concerned with the quality of food and treatment of animals in industrialized agriculture. Participant 004 interpreted the video as concerned that people don’t care about where their food comes from and need to be more aware of the food process. Participant 004 also related to the message interpretation of being concerned with the need for more home-grown, local, fresh products with Participant 010. Participants 004 shared another message interpretation, concerned with the treatment of animals in the food process, with Participant 005. Participant 005 also interpreted the video as concerned with the treatment of animals. Once again, participants from Persona type seven stretched across multiple interpretations after watching the Dodge Ram *Farmer* video. All participants shared the message interpretation that Ram trucks can keep up with the farmer lifestyle, while Participants 004 and 005 also interpreted the video has we need to appreciate farmers and farmers do more than people think. Participant 004

also interpreted the video as farmers use trucks and farmers work hard and use Ram trucks, so hard working people who are not farmers should too.

The survey data indicated that the social media consumption for persona type seven included Facebook and Snapchat. All three participants selected that they used Facebook once per day or more. However, only two participants indicated that they use Snapchat once per day or more, and the other participant answered to using Snapchat once per week. Two out of the three participants also answered to using Netflix, Spotify, and YouTube once per day or more. In regards to Netflix, one individual only uses it two to three times a month, and then uses YouTube once per week.

Millennials: Persona Type 7

Communications One Sheet



Typical Quotes

"I don't think about [agriculture] too much because sometimes it does kinda freak me out like when you see this is where your food comes from."

"[Agriculture is] growing food in different ways of doing that...having to do with raising animals and how to do that properly.."

"Not really connected I guess immediately to agriculture, uh in terms of actually seeing food like being grown and raised..."



Characteristics

- Does not feel connected to agriculture
- Did not grow up involved in agriculture
- Thinks broadly about agriculture, primarily relates it to farming, food, and livestock
- No felt need to learn more about agriculture



Media Consumption



CHAPTER V

DISCUSSION/SUMMARY

Although research has been conducted to better understand how to communicate to targeted audiences, this study had a narrower focus on how agriculture-related advertisements are received and interpreted by college-aged Millennials. In addition, the end product for this study was to provide researchers and communicators with base-level personas, in the form of one sheets to begin understanding how to reach different Millennial persona types. To accomplish this study's purpose, the following research questions and objectives were developed:

RQ1: How do college-aged Millennials define agriculture?

RQ2: How do college-aged Millennials receive and interpret messages in agricultural advertisements?

RO1: Describe college-aged Millennials' perceptions of Chipotle Mexican Grill's *The Scarecrow* video (Chipotle Mexican Grill, 2013) and the official Ram Trucks Super Bowl commercial *Farmer*.

RO2: Describe college-aged Millennials' preferred message delivery (i.e., Facebook, Instagram, magazine, radio, TV) based on survey results.

RO3: Develop one-sheet Millennial persona types.

I will discuss the recommendations and limitations of this study under the corresponding research questions and objectives. The biggest limitation to this study is its small sample size. Only 20 college-aged Millennials were asked about how they defined agriculture which is not a sufficient sample to make generalizations for the

college-aged Millennial population. Future researchers need to increase the sample size to gain a more wide-spread understanding about how college-aged Millennials define agriculture in order to better understand how they interpret agricultural advertisements. Future studies could increase the sample size by going beyond the 10 college majors used in this study and sample students from all college majors. Researchers could use the 10 college majors list and just increase the sample size of 20 interviewees to include more participants.

RQ1: How Do College-aged Millennials Define Agriculture?

My findings concluded that 10 out of the 20 college-aged Millennials involved in this study had a generic understanding of agriculture. Agriculture was a distant thought and there was little or no felt need in learning more. Participants' first thoughts about agriculture were farms and animals. In this study I asked participants surface-level questions about agriculture; therefore, participants responded with surface-level answers. Future studies need to include more specific questions about agriculture to gain a deeper understanding of how college-aged Millennials define the term.

I recommend asking questions that use the words food, fiber, and natural resources to see if participants think beyond the terms food and farming, and establish a deeper connection to agriculture. Participants could be asked about the clothes they wear instead of about the food they eat. Instead of being asked questions, participants could be shown pictures that depict agricultural processes and be asked if they consider this picture an agricultural process or not. Thinking more about agricultural processes, participants could be asked to describe what they think the process is of getting their

food from farm to table, or what they think goes into making a pair of blue jeans. It would be beneficial to ask more thought provoking questions as mentioned above to get participants to thinking deeper than just surface-level.

Another recommendation to understand how college-aged Millennials define agriculture is to establish a list of qualifying questions for interview participants. Those qualifying questions could include asking individuals if they were involved in 4-H, FFA or if they received an agricultural-related scholarship. By asking participants qualifying questions, future researchers may be able to distinguish if participants' responses correlate to if they were involved in 4-H, FFA or if they received an agricultural-related scholarship.

A limitation to this study is that agriculture-related college majors were not included in the sample. If agriculture-related majors had been included in the sample, then the definitions of agriculture could have been different. Future researchers could benefit from including agriculture-related college majors in their sample to see how those individuals can add to the definitions of agriculture.

RQ2: How Do College-aged Millennials Receive and Interpret Messages in Agricultural Advertisements?

ROI: Describe college-aged Millennials' perceptions of Chipotle Mexican Grill's The Scarecrow video (Chipotle Mexican Grill, 2013) and the official Ram Trucks Super Bowl commercial Farmer.

To better understand how college-aged Millennials receive and interpret messages in agricultural advertisements, I had participants watch two videos and answer questions about each. Participants were asked what they thought the message/purpose of the video was, how did they react to that message/purpose, and what they thought the

video was trying to get people to believe and why. By having participants answer those types of questions, I gained insight into how college-aged Millennials interpret agricultural advertisements on a basic level. This study and its findings provide a foundation to begin better understanding college-aged Millennials' interpretation habits.

I concluded brand association was lacking among most participants after they watched Chipotle Mexican Grill's *The Scarecrow* video (Chipotle Mexican Grill, 2013) and the official Ram Trucks Super Bowl commercial *Farmer*. I found that some individuals did not express any association with either companies that produced the videos. In most cases, participants commented on the product that was trying to be sold, but did not tie it back to the Chipotle or Dodge brand. For example, after participants watched Chipotle Mexican Grill's *The Scarecrow* video (Chipotle Mexican Grill, 2013), they commented on the fact that the video was promoting fresh food but did not relate that back to Chipotle claiming its food was fresh. On the other hand, some participants noted that trucks were evident in the Dodge Ram video but would not specifically recognize that it was the Dodge Ram brand being promoted. The no brand association could be connected back to the idea of environmental determinants from the SJT (Doherty & Kurz, 1996). Environmental determinants can be channels through which people receive messages; therefore, future researchers could look at different forms of media from Chipotle and Dodge to determine if participants were able to brand associate.

From the video portion of this study, I also concluded that college-aged Millennials will more likely believe the message being delivered to them if there is

opportunity for connection. A consistent thought among participants was that the images of real people in the Dodge Ram video made the advertisement believable. The images of real people made some participants connect on a personal level to the advertisement. If they had family involved in agriculture who were farmers or if they grew up around agriculture, then they thought about their families and homes. Creators of agricultural content should use images of real people in their advertisements.

For future research, I recommend that more specific questions about the videos' content be addressed. It would be beneficial for researchers to have participants further explain the examples from the videos that effect their responses. For example, in *Chipotle Mexican Grill's The Scarecrow video* (Chipotle Mexican Grill, 2013), there is an image that displays the phrase "100% BEEF-ISH!" that was seen by participants. In future studies, that phrase and other terms alike need to be better understood in order to gain a further understanding of the video's message. See figure 11 for an image of the "100% BEEF-ISH!" phrase.



Figure 11. The image that appears in the Chipotle Mexican Grill's *The Scarecrow* video (Chipotle Mexican Grill, 2013) at 0:44 time that needs to be better understood in future research to better understand the video's message.

A technique that future researchers could use to better understand what aspects of a video leads participants to respond in a certain way would be to use DialSmith's Perception Analyzer Online. This technique would also be beneficial in reaching participants from different locations as well because it can be conducted online, compared to in-person interviews, reaching a larger sample size. DialSmith is a team of technologists and consultants that develop research tools to "uncover moments of truth" (Dialsmith, 2016). Their Perception Analyzer Online provides continuous media evaluation by using an on-screen slider embedded in the media player that study participants are able to use while being exposed to particular media. For example, while watching a video, participants could use the on-screen slider to indicate their interest moment by moment through the video.

Another recommendation for future studies would be to use additional current agricultural-related videos. It would also be interesting to see if using a different Chipotle and Dodge sponsored video, if participants' message interpretations would change. Would participants be able to recognize that Chipotle and Dodge are still trying to get the same message across for their brands if they were to watch a different video or receive the message through a different channel?

Chipotle Mexican Grill's The Scarecrow video (Chipotle Mexican Grill, 2013) and the official Ram Trucks Super Bowl commercial Farmer did not have the same effect on participants. The Chipotle video negatively depicted agricultural processes, while the Dodge video made participants think positively about agriculture. For example, animals being mistreated were shown in the Chipotle video, whereas farmers

in the Dodge video were extending care to the animals shown. Because of the different views about agriculture being shown by each of the videos, participants' definition of agriculture had the chance to vary. After participants watched the videos and answered questions about each, the last question they were asked was to again explain what agriculture was to them by describing the term in their own words. In most cases, participants' definition of agriculture did change after watching the videos. For example, Participant 002 said, "When I think about agriculture, I just think about farming, um I guess mostly just farming stuff" before watching the videos, but then said, "Now I'm thinking about the food and the people that are involved in [agriculture]" after he watched the videos.

A limitation to saying that the videos caused participants' definitions of agriculture to change is that they were not asked to explain what agriculture was to them after each video. I believe it would be better in future studies to have participants define agriculture again after watching each video to be sure that one video does not have more influence over the participants' definition. In this study, when participants were asked again to define agriculture after watching the videos, they referred more to the Dodge video which is likely because that was the video they had just watched.

RO3: Develop one-sheet Millennial persona types.

Future researchers need to keep in mind that the seven one-sheet persona types created from this study are in the family planning stage of Adlin and Pruitt's (2010) persona lifecycle and are not mature to effectively be used to target Millennials as an audience. The personas will need to matriculate through each stage of the persona

lifecycle, discovering additional information and adding to the persona type, which will result in a deeper understanding of the beliefs and behaviors of the individuals who would be represented by each persona. Therefore, it is recommended that future research about how college-aged Millennials receive and interpret messages in agricultural advertisements be carried through the remainder of the persona lifecycle until they reach adulthood.

Practitioners can also use the one sheet persona types to begin identifying different target segments in the college-aged Millennial generation. The one sheets provide a persona types' characteristics, typical quotes, and media consumption. Practitioners can tailor messages to fit the persona types characteristics and use phrases that are similar to the persona's typical statements in order to communicate on the same level as individuals in the persona type. By knowing the persona types media consumption, practitioners can push content through the social media and media outlets to reach the persona types. As mentioned, the one sheet persona types are not mature enough to be used effectively to target Millennials, but serve as a starting point for practitioners and future researchers.

The results and findings from this study supports previous theses work done by the ALEC department at Texas A&M University. As previously stated in the literature review, Millennials are an emotion-driven generation. Millennials want to connect on an emotional level with the media programming they consume (Farias & Hernandez, 2014; Svatek, 2015), and support their passion by becoming engaged in advocacy efforts (Perry, 2014). Additionally, to successfully target a Millennial audience, an

advertisement message must inform Millennials how a product or service will benefit their healthy and socially responsible lifestyle (Bosse, 2015).

The participants in this study supported the fact that Millennials are an emotion-driven generation when he or she made would comment on how the official Ram Trucks Super Bowl commercial *Farmer* made them feel. For example, “*I reacted to that one more because it reminds me of my husband’s grandfather*” (DRV003, line 126). Another participant also noted that “*I thought [the video] was good because it gave you a face to like a person and you could kind of relate to them like oh that’s another human being*” (DRV017, line 220).

Perry (2014) reported that a Millennial’s family may cause him or her to engage in agriculture advocacy efforts. The findings reported in this study support Perry’s findings because the participants who have family involved in agriculture who are continually involved in agricultural processes. Even though participants in this study were not asked if they would participate in agriculture advocacy efforts, I drew the conclusion that those with family connections in agriculture would. A supporting quote for this conclusion came from Participant 018 when he said, “Not to watch [the video]. Or if I did, to show this is the kind of stuff Chipotle is doing, let’s not eat there” after being asked what he would tell a friend about the Chipotle Mexican Grill’s *The Scarecrow* video (Chipotle Mexican Grill, 2013).

Six participants in this study claimed to be conscious about where their food comes from and that they practice healthy habits, which supports Bosse’s (2015) finding that Millennials do often associate themselves with being healthy. A supporting quote is

“I like more fresh food and not all the hormones that are injected into the chickens and cows that they showed” (CHV001, line 59). Another participant stated that instead of just purchasing food from the grocery store, she tries to go to farmers’ markets because where her food comes from means something to her.

The findings and results from research objective two under research question two regarding college-aged Millennials’ preferred message delivery supports Meyer and Bloom’s (2011) idea that the way the Millennial generation communicates can be described in one word: technology. Survey results indicated that Facebook, Snapchat, and Instagram are the three most frequently used social media platforms on a daily basis. Spotify, Netflix, and AM/FM Radio are three other forms of media that are used on a daily basis by college-age Millennials. Magazines are the only form of media not consumed by participants on a daily basis. Therefore, if practitioners want to reach college-aged Millennials, they will create content for Facebook, Snapchat, and Instagram. A magazine advertisement would not be effective.

Relating Back to Framework

Drawing from Bandura’s SCT, an individual’s behavior is influenced by the way a message is received and interpreted. Because of Millennials’ being an emotion-driven generation, college-aged Millennials who interpret a message on an emotional level are more likely to act on or believe the message. The emotional appeal from the message makes the individual feel connected. The personal determinant from the SCT is that a person’s opinions, attitudes, perspectives, thoughts, and feelings affect how he or she receives and interprets messages. Individuals who relate to The Advocates summary

definition of agriculture have first-hand experience with agriculture, therefore are more likely to interpret agricultural messages on a deeper level, compared to individuals that have a generic understanding of agriculture. The environmental aspect of the SCT represents participants' backgrounds in agriculture and geographical location assuming that those things have an effect on the way individuals receive and interpret messages. Individuals who grow up in urban areas and cities may be less receptive to agricultural messages because they are unfamiliar with agricultural practices.

In this study, Ajzen's (1991) Theory of Planned Behavior was used to guide that if an individual's intention to perform a given behavior and motivational factors is understood, their behavior can be predicted. I related this theory to how participants defined agriculture and interpreted the videos in this study. For example, if communicators understand how a person defines agriculture, then they can predict how he or she would react to an agricultural related message because the person's definition of agriculture was portrayed. Conversely, if the way individuals interpret messages is understood, then their behavior of how they will interpret a message can be predicted because interpretation habits are already known.

In conclusion, this study laid the groundwork for one sheet Millennial persona types and how college-aged Millennials define agriculture and interpret messages in agricultural-related advertisements. College-aged Millennials in this study implied that advertisements that have real people involved in conveying the message makes the message more believable. College-aged Millennials desire an emotional connection because Millennials are an emotion-driven generation. If practitioners want to appeal to

a Millennial audience, they will provide opportunity for an emotional pull to make the message more effective. The Millennial generation needs to be given a reason to share the message they come in contact with, so give them a message that they resonate with. Because most college-aged Millennials have very little agricultural knowledge and feel disconnected to agriculture, practitioners need to communicate agricultural-related information in a way that meets the college-aged Millennial's level of understanding.

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APPENDIX A

Interview Script

Purpose

The purpose of this interview is to guide the interviewee through a semi-structured interview to help uncover how college-aged Millennials receive and interpret messages in agricultural advertisements to provide data for my communication study.

The Set-Up

There will be one moderator leading the discussion and probing, and one person taking notes. A cell phone will be used to record the interview, and one iPad will be used to show the two videos during the interview. The interview will be recorded to enable us to check our notes for accuracy. The videos are Chipotle Mexican Grill's *Scarecrow* and the official Ram Trucks Super Bowl commercial *Farmer*.

Begin Here

Welcome: Thank you for agreeing to visit with me, today. Before we begin, I want you to know, everything we discuss will be kept confidential. You do not have to answer any question or questions you do not want to answer. Also, you are free to end the interview at any time. I'd like this to be a conversation. There are no right or wrong answers—I only want to accurately understand your thoughts and opinions about the videos we will show you. Please let me know if you agree to sign the consent form.

Introductions: I am _Katie McGraw_____, and will be moderating this interview today. I am a second year graduate student studying communications. My thesis topic is "How College-aged Millennials Receive and Interpret Messages in Agricultural Advertisements". You were chosen because you are a college-agedd millennial pursuing an undergraduate degree in one of the 10 majors that I am using as a guideline to identify my research sample.

Ground Rules:

- First, we want you to be honest in your responses.
- Next, there are no right or wrong answers! Every person's experiences and opinions are different, yet all are equally important. Every thought you think is important, so please say whatever is on your mind regarding the topic.
- Third, what is said in this interview environment, stays in this interview environment. We want you to feel comfortable discussing any emotions and feelings.
- And lastly, my friend(s) _____ here will be transcribing our discussion, and we will also be recording the session to make sure we get every bit. But I will

NOT identify anyone by name in my report. You will remain anonymous through everything.

- Do you have any questions before we get started?

Warm Up Questions:

- 1) Tell me about yourself. Where are you from? Why did you choose to come to school at Texas A&M?
- 2) What are your most common sources for information? Give me an example of something you looked for recently. Where did you find it?
- 3) Do you ever find information on YouTube? If yes, can you give me an example? If no, have you ever seen a commercial on YouTube?
- 4) What do you share on social media and why?
- 5) Are you familiar with the term agriculture? If yes, what does it mean to you? If no, what do you think about the food you eat? Where does it come from?
- 6) Do you feel connected to agriculture? Please explain why or why not.
- 7) Where do you get information about agriculture from? Do you trust the information?

Process Questions:

Show Chipotle Mexican Grill's *Scarecrow* video

- 1) Have you seen or heard of this video before?
- 2) What do you think is the message/purpose of this video? Can you point out examples in the video that support your answer?
- 3) How do you react to its message/purpose? Why?
- 4) What information did you gather from this video? Can you point out examples in the video that support your answer?
- 5) If you were to tell a friend about this video, what would you tell them?
- 6) What was the most interesting part of the commercial?

- 7) What was the least interesting part of the commercial?
- 8) If you found the commercial on the Internet, would you have watched the entire commercial? Why or why not?
- 9) How believable was the commercial? Why? What makes it believable?
- 10) What do you think this video is trying to get people to believe and why? What makes you think that? Can you point out examples in the video that support your answer?

Show official Ram Trucks Super Bowl *Farmer* video

- 1) Have you seen or heard of this video before?
- 2) What do you think is the message/purpose of this video? Can you point out examples in the video that support your answer?
- 3) How do you react to its message/purpose? Why?
- 4) What information did you gather from this video? Can you point out examples in the video that support your answer?
- 5) If you were to tell a friend about this video, what would you tell them?
- 6) What was the most interesting part of the commercial?
- 7) What was the least interesting part of the commercial?
- 8) If you found the commercial on the Internet, would you have watched the entire commercial? Why or why not?
- 9) How believable was the commercial? Why? What makes it believable?
- 10) What do you think this video is trying to get people to believe and why? What makes you think that? Can you point out examples in the video that support your answer?

Wrap Up Question:

- 1) What is agriculture to you? Describe it in your own words. What first comes to mind?

Conclusion:

Well, thank you for your time today. We got some awesome input and are looking forward to incorporating all this in my study! Please be sure that you signed and returned your consent form back to me.