



# **Ono Academic College**

**The Business School Working Paper series**

**Working Paper No. 2009-1**

# **A Qualitative Study of Mother-Adolescent Daughter-Vicarious Role Model Consumption Interactions**

Yossi Gavish<sup>1</sup>

The Faculty of Business Administration, Ono Academic College, Kiryat - Ono, Israel 55000

Aviv Shoham

Graduate School of Management, University of Haifa, Haifa, Israel 31905

Ayalla Ruvio

Graduate School of Management, University of Haifa, Haifa, Israel 31905

<sup>1</sup>Contact Author, Phone: +972 4 8401782. E-mail: [bsy4@bezeqint.net](mailto:bsy4@bezeqint.net)

# A Qualitative Study of Mother-Adolescent Daughter-Vicarious Role Model Consumption Interactions

## Abstract

*“My glass shall not persuade me I am old.” (Shakespeare)*

**Purpose** - The purposes of this research are to examine the extent to which daughters view their mothers as consumption role models, the extent to which daughters serve as consumption role models for their mothers, and the extent to which external role models are shared by mothers and their adolescent daughters.

**Methodology** - Two qualitative studies focused on mothers-adolescent daughters-vicarious role models interactions as drivers of consumption behaviors in Western cultures. Study 1 included 20 in-depth interviews with mothers and their adolescent daughters (conducted separately). Study 2 included five of the original dyads interviewed jointly and observed in fashion stores.

**Findings** - Regarding adolescent daughters' use as role models and fashion markers for their mothers, most mothers confirmed that their adolescent daughters' fashion opinion was very important. Second, based on consumer socialization arguments, mothers served as role models for their adolescent daughters. Most dyads shop for fashion items together and in the same stores. Regarding the issue of cognitive versus chronological ages, the studies suggest that there is a gap between mothers' cognitive and chronological ages in support of cognitive age theory and the youthfulness ideal of Western cultures. Notably, such a gap mostly failed to materialize for adolescent daughters. Hence, consumption similarity appears to be driven more by the gap for mothers than the gap for daughters. Finally, external role models such as celebrities did not have a great influence on mothers or their adolescent daughters.

**Limitations and future research** - The research for this article used in-depth interviews with and in-store observation of mothers and adolescents daughters. Future research might use similar

interviews with younger daughters. Another extension of the work reported here that can provide triangulation for the findings is to change from a qualitative to quantitative methodology.

**Practical implications** - The findings can be used by marketing managers in several ways. First, adolescent daughters do serve as important role models and fashion opinion leaders for their mothers. This finding can be useful in the design of products. Given that daughters lead their mothers suggests that products designed for the former can also be marketed to the latter. Second, marketers should be aware that the cognitive age gap between mothers and daughters is lower than the chronological age gap, driven by mothers' perceptions of themselves as younger than their actual ages would indicate. Coupled with the role of daughters as fashion markers for their mothers, marketers can use appropriate advertising themes.

**Keywords** – Consumer behavior, Consumer socialization, Mothers and adolescent daughters, dyadic and qualitative research.

**Paper type** – Research paper.

## Introduction

The traditional paradigm in marketing views parents as role models for their children in the consumption domain (Clark et al., 2001). This paradigm is based on the perspective that experienced parents serve as a primary source of information for their children. However, in today's Western cultures, an ever-increasing emphasis on a youthfulness ideal may cause a shift in role modeling, making children potential role models for their parents. Attempting to feel, look, and behave youthfully, parents might perceive their children as experts/role models.

Women engage in youthfulness-oriented activities and annually spend \$3000 more than men to stay young (Weiss, 2002). Additionally, maturing women seek reaffirmation of their self-concept of youthfulness as a normal, healthy, positive, and acceptable image of aging (Barak and Stern, 1985). They recalibrate their inner age to make youth important and tend to adopt consumption patterns fitting a younger cognitive rather than chronological age. Integrating a youth ideal with lower cognitive ages may lead mothers to view their adolescent's daughters as role models in certain consumption situations making the mother-daughter dyad a preferred unit of analysis (Moore et al., 1988). Additionally, vicarious role models, such as celebrities, can impact both mothers and their adolescent daughters' consumption behaviors.

This paper develops and qualitatively evaluates an integrative perspective on consumption interactions of mothers, adolescent daughters, and vicarious role models. These interactions are studied using three theoretical frameworks (consumer socialization, intergenerational influence, and role models) and focusing on the influence of adolescent daughters on their mothers' self-consumption.

The first framework, *consumer socialization*, suggests that parents serve as socialization agents to their children through consumer learning (Caruana and Vassallo, 2003; Moschis and Churchill, 1978). Though consumer socialization provides insights on how children acquire motivations, attitudes, and behaviors about the marketplace (Carlson et al.,

1994), it has focused mainly on a uni-flow of socialization from parents to their children.

The second framework, *intergenerational influences* (IGI), refers to the within-family transmission of information, beliefs, and resources across generations (Moore et al., 2001). Although studies under this framework have emphasized mostly transmission from older to younger generations, it can also explain adolescent daughters' influence on their mother's consumption, adding a dimension to socialization theory.

The third framework deals with the impact of *role models* on individuals' consumption behavior (Bush and Martin, 2000; Clark et al., 2001). Any person, who can potentially influence individuals' behaviors through direct or indirect contact, can be a role model (Bandura, 1977). Given Western cultures' increasing emphasis on youthfulness (Thompson and Hirschman, 1995), adolescent daughters and their mothers might use similar consumption role models (e.g., celebrities) for expressive products. Such products are consumed to fit one's personality and lifestyle and to make favorable social impressions (Shah and Mittal, 1997). Thus, the approach developed here extends beyond the mothers–adolescent daughters dyads.

In combination, children's influence on family consumption, children's socialization, IGI, role models, and the Western cultural environment might be useful in explaining if, when, and how adolescent daughters impact their mother's behaviors for products that are relevant to and used by the mothers. To the best of the authors' knowledge, this combined approach has not been studied before. The frameworks are described first. Then, the results of a two-phased qualitative study, conducted to assess consumption interactions, are presented, integrated, and discussed.

## **Literature Review**

### **Consumer Socialization**

Consumer socialization refers to the process by which individuals acquire skills, knowledge, and attitudes relevant to their consumption behavior (Viswanathan, Childers and

Moore, 2000). It is influenced by agents who have frequent contact with, are important to, or control rewards and sanctions given to consumers. In this context, children's consumer socialization is "the process by which young people acquires skills, knowledge, and attitudes relevant to their functioning in the marketplace" (Ward, 1974, p. 2). Studies have focused on children's learning process about the marketplace and changes in their learning over time. A focus on childhood socialization recognizes that learning of consumption skills could be impacted by new, post-childhood roles. Children have the opportunity to learn effective and ineffective behaviors by observing their parents' consumption practices in the family environment over time (Bandura, 1977; Heckler et al., 1989; Martin and Bush, 2000).

In addition, family communication styles affect children's consumer socialization and consumption (Caruana and Vassallo, 2003). Family communication studies have focused on two communication orientations: concept- and socio-orientation (Moschis, 1985, Moschis et al., 1988). Concept-oriented communication is "consistent with reciprocal, two-way communication and...incorporating children's opinions into family decisions" and socio-oriented communication is "characterized by deference to parental standards and the avoidance of social conflict" (Rose, Boush and Shoham, 2002, p. 869). Concept-oriented communication encourages children to develop autonomous views and socio-oriented communication to adhere to parental control. Adolescents have more influence on family purchasing decisions in a concept-oriented communication environment compared to socio-oriented one (Palan and Wilkes, 1997). Tozier et al. (1973) investigated the degree of agreement between mothers and daughters regarding school clothes and found a higher consensus for expressive items. However, since concept-orientation encourages children to behave autonomously, adolescent daughters' consumption might differ from their mothers'. In contrast, since in socio-orientation communication children are expected to obey their parents, it is probable that adolescent daughters may consume like their mothers.

In sum, childhood consumer socialization focuses on children's development of consumption skills. It has mostly assumed a uni-directional process from parents to children.

### **Intergenerational Influences (IGI)**

IGI refers to within-family, cross-generational transmission of resources, information, values/attitudes, and consumption behaviors (Chasmore and Goodnow, 1985; Childers and Rao, 1992; Heckler et al., 1989; Moore et al., 1996, 2001; Whitbeck and Gecas, 1988). IGI influence can be bi-directional; forward, from parents to adult children, and backward, from adult children to parents (Shah and Mittal, 1997).

The primary determinant of IGI is the **Strength of Family Relationship (SFR)** (Shah and Mittal, 1997). SFR refers to the degree of respect and trust between parents and children and to the harmony of relations and communication between them. It is impacted by family environment, cohesion, and communication orientations (Moschis, 1988). IGI occurs when harmonious and mutually respectful relationships across generations are present (Shah and Mittal, 1997). Notably, consumer socialization studies emphasize parents' general communication orientation rather than the specific content of parent-child communication. Thus, they have dealt with dual communication quality, which can be a result of a high SFR and have mostly ignored the importance of SFR as a possible key to understanding the similarity between mothers and their adolescent daughters (Moore et al., 1996).

Another aspect of IGI refers to perceived expertise in a specific product area that someone believes another person possesses. IGI is stronger the more one generation perceives another as an expert on the brand, product, or store under consideration, as being similar on a product-relevant lifestyle, or for expressive over functional products (Shah and Mittal, 1997). Since teenagers are trendsetters for expressive products and might know more than their parents about certain products (e.g., the latest brands of designer jeans), adults often watch teens to spot what is "in" and emulate them (Zollo, 1995).

In sum, IGI suggests bi-directional parent-child influences whereas consumer socialization emphasizes one-directional influence from parents to children. Thus, a bi-directional flow should be recognized in studies of within-family consumption influences.

### **Role Models**

The term role model refers to “anyone an individual comes in contact with, directly or indirectly, who potentially can influence the individual decisions or behaviors” (Bush et al., 2000, p. 441). Intra-family, since Western cultures increasingly emphasize youthfulness and anti-aging, mothers may compare themselves to their adolescent daughters. Since mothers are driven to look young, their tendency to view their adolescent daughters as role models should increase (Zollo, 1995; Saucier, 2004; Weiss, 2002).

Adolescents use many consumption role models, including parents (King and Multon, 1996), teachers (Basow and Howe, 1980), movie stars (King and Multon, 1996), or athletes (Lockwood and Kunda, 1997). While parents influence adolescents’ attitudes and purchases (Bush and Martin, 2000; Mochis, 1985), non-family role models (e.g., entertainers) also affect adolescents’ behavior (Bush and Martin, 2000; Clark et al., 2001). “A superstar will become a source of inspiration or discouragement only if one compares oneself to this person. One is most likely to draw such comparisons...when the other is viewed as relevant to the self. These similarities are integrated and jointly affect the likelihood that one object, or in the case of social comparison, one person, will be mapped onto the other” (Lockwood and Kunda, 1997, p. 92). Thus, superstars may serve as role models for adolescent daughters *and* for their mothers driving the consumption behavior of both to converge.

Finally, mothers’ and adolescent daughters’ use of the same role models depends on the degree of their perceived resemblance (Holyoak et al., 1989; Major et al., 1991). Mittal (1988) distinguished between functional products, bought primarily for physical performance, and expressive products, consumed to fit one’s personality and lifestyle and

make favorable impressions. Consumers use role models to form opinions about expressive products (Shah and Mittal, 1997). Hence, youthfulness-driven mothers may see adolescent daughters as role models for expressive products more than for functional products.

### **Western Cultures**

Today, Western cultural standards impact women as they move through middle age and later. An emphasis on female youth and beauty is apparent in advertising, television, movies, and print media. Women are constantly bombarded with visual images of young females and ads promising youthful looks. Ageism is prevalent in Western cultures and women suffer more from a prejudice against older adults than men (Saucier, 2004).

Women tend to adopt youth-related characteristics (e.g., fashion interest) as an age denial mechanism and adolescent daughters have the opposite tendency since “the experience of an older age identity during adolescence would be consistent with the view that this life stage marks the transition from childhood to adulthood” (Montepare and Lachman, 1989, p. 73). In contrast, teenage girls might want to look older (higher cognitive age) than their chronological age and “strive toward a self-definition as independent, autonomous, and self-reliant” (Montepare and Lachman, 1989, p. 73). Therefore, the cognitive age gap between mothers and adolescent daughters can be narrowed as a result of a decreasing cognitive age of mothers and/or an increasing cognitive age of adolescent daughters.

In sum, consumer socialization has focused mainly on the role of parents as socialization agents for children and IGI has emphasized bi-directional influences with a focus on adult children. Coupled with the use of role models, these approaches are useful to the study of consumption interactions between mothers and adolescent daughters, especially, in Western cultures. These issues were addressed in a two-phased qualitative study, described below.

## **Qualitative Study – Phase 1: Method**

### **Design**

The first phase included in-depth interviews with twenty dyads (in two waves of ten dyads each; discussed further below) of mothers and adolescent daughters interviewed separately so that answers would not depend on the presence of the other dyad member. Several issues were examined: if and when adolescent daughters serve as role models for their mothers; if and when mothers serve as role models for adolescent daughters; and whether the youthfulness ideal of Western cultures exists and influences the consumption behavior of mothers and adolescent daughters. We note here that the second phase included five of the original dyads, who were interviewed *together* and were also observed shopping in fashion stores. The joint interviews were designed to reduce the possibility that perceived credibility of mother or daughter underlies consumption similarity and the in-store observations were designed to assess usage behavior as it happens (an issue revisited later).

### **Sample**

A convenience sample was used. The dyads included mothers and daughters at different ages (daughters: 15 - 18; mothers: 39 - 51), from different social strata (low to high), and in different geographical locations (two cities in Northern/Central Israel).

## **Qualitative Study – Phase 1: Analysis**

The interviews were analyzed using a content story approach to identify what the story is about, what are its central themes, and what happened. (Connelly and Clandinin, 1990).

The analysis transformed and reconstructed the field text to a research text resulting in a coherent storyline, which incorporated appropriate field texts. The research text, distanced somewhat from the field text, was used to identify a storyline, examples, or common themes. The text was read several times until the repeated foci and central themes of

the story were discovered (Lieblich, 1998). The goal was to combine pieces of information to create a whole namely, a story framework ordered in a significant manner. An illustrative writing style was used with the data presented in its literal form and serving as examples for analysis (Connelly and Clandinin, 1990).

The criteria for creating the story were derived from the goals of the study: to explore if adolescent daughters serve as role models for mothers, if mothers serve as role models for adolescent daughters, and if a youthfulness ideal influences the consumption of mothers and adolescent daughters. Six research criteria were used: similarity in product-relevant lifestyles; similarity in fashion items' usage; advertisements' influence on consumption behavior; cognitive ages' gap between mothers and their adolescent daughters; influence of non family role models on mothers' and their adolescent daughters' consumption of expressive products; and the strength of family relationship. A set of ten interviews was conducted first. Then, one of the authors read the detailed transcripts to identify themes. A first draft of the paper was written and read by the other two authors. The three authors discussed the interviews, themes, and examples and sought consensus on both themes and examples. Then, a second set of ten new interviews was conducted and analyzed by the same author. These new observations led to revising the themes and enriching the set of examples used. This continuous process of a description of the phenomenon and its interpretation (Hirschman, 1986) was used to clarify and challenge the emerging themes. A second draft of the paper emerged at this stage. This version was also read by the other two authors as a credibility check (Hirschman, 1986). This discussion, consensus-seeking phase was used to authenticate and enrich the interpretations, leading to confirmability of the findings (Hirschman, 1986). After accounting for this phase, the current version was written. The themes identified in the first ten interviews are marked throughout as "I" after quotes and additional ones from the other ten interviews are marked as "II" after quotes.

## **Cognitive Ages' Gap between Mothers and their Adolescent Daughters<sup>(1)</sup>**

Western cultures require individuals to remain young and many people attempt to extend their youth and engage in youth culture activities. This requirement has led to a reduction in individuals' *cognitive age*, which refers to *feel-, look-, do- and interest-age* (Barak, 1987; Barak and Sciffman, 1981). Perceived youth was described as the gap between chronological and cognitive ages (Barak et al., 1999). While the cognitive age concept is applicable to people of all ages, adult females' actual ages exceed their cognitive ages and the younger a woman's cognitive age the stronger her interest in fashion (Wilkes, 1992).

According to the interviews, mothers reported a gap of approximately ten years between their chronological and cognitive ages, with cognitive age being younger than the chronological one, as anticipated. The following quotes illustrate this tendency.

"Yes, for certain. At least ten years" (M: Ro.). "I"

"I don't feel my real age. At 43, do I have to dress like a grandmother?" (M: Ro.). "I"

"I feel younger than my chronological age. Sometimes I just don't believe that I really am my age" (M: Gi.). "I"

"This is true (the gap). In dressing, I think I am about 30 and my real age is 44" (M: Ln.). "II"

"Yes. I feel that there is a gap of ten years" (M: Ze). "II"

"I feel that I am ten years younger. Sometime more and sometime less" (M:Il.). "I"

"Yes. I feel like 30 years old. It's reflected in my dress and my thinking" (M:Ya.). "II"

"I feel younger. In fact, I do not believe that I am 39" (M:Liz.). "II"

In contrast, most adolescent daughters did not report a gap and felt that their chronological and cognitive ages were in sync (exemplified first below). However, a few did report older cognitive ages, as expected.

“No. I think I’m 16 years old in cognitive and chronological ages (D:Ni).  
“II”

“I don’t try to change myself or my age. Both ages are similar” (D:Ma.). “I”

“Most time I feel the same. However, when I want to enter clubs on Fridays, I put more make-up to feel and look older” (D:Sh.). “I”

“You really found the person to ask. Seriously, I feel 18 or at least 17.5” (D: Ad.). “II”

Finally, in three cases adolescent daughters reported younger cognitive ages:

“I feel younger than 18” (D: Ha.). “I”

“Sometimes I feel at my age and sometimes even younger” (D: Ir.). “II”

“I feel that I am a little childish. It looks like my cognitive age is lower than my real age” (D: No.). “I”

In sum, cognitive ages’ differences between mothers and adolescent daughters seem to be smaller than the chronological age differences would indicate. In general, this narrower gap is an outcome of mothers feeling younger than their actual age, rather than daughters feeling older. Regardless, a narrower gap might lead to bi-directional consumption influences.

### **Similarity in Product Relevant Lifestyles<sup>(2)</sup>**

Recall that IGI should be stronger the more one generation perceives the other as an expert or as being similar in a product-relevant lifestyle (Shah and Mittal, 1997). In addition, such an impact should be stronger for expressive than for functional products.

In most cases, mothers and daughters viewed themselves as sharing a similar lifestyle and therefore shopped for fashion items together. Mothers and daughters tended to find suitable clothes for both, especially fashion accessories, such as belts, necklaces and shawls, in fashion store chains, prevalent in shopping centers.

“Our dressing style is very similar...I think we both dress sportive” (M: Ni.). “I”

“There is similarity between my and my daughter’s lifestyle, but it is not identical. Our similarity is reflected in that we both do not tend to go too ‘strip’” (M:Il.). “II”

“Our style is similar, we are both very conservative” (M: Ma.). “I”

“Our style is similar. We both find items in the same stores like Lutz. I found there a shirt and my daughter found jeans and undershirt” (M: Liz.). “II”

There was a resemblance between mothers and daughters on dressing style. However, in some cases joint usage is limited to shirts or fashion accessories resulting from size differences (particularly in the lower part of the body). In many cases, mothers reported that their daughters update them about what is fashionable. The following statements also provide evidence for mothers’ learning from adolescent daughters. This daughter→mother learning process can be viewed as exemplifying IGI (but not socialization) processes because of its direction.

“I am very influenced by what is fashionable and the one who updates me is Ga., my fashion barometer. If there is any change in fashion she takes care to inform me” (M: Ro.). “I”

“Now if I have doubts I ask my daughter: ‘Is it beautiful?’ and if she tells me that it’s disgusting I remove it. This is influential” (M: Ni.). “I”

“My daughter is much more updated than I. She has more time” (M: Lim.). “II”

In other situations, adolescent daughters reported about their influence on their mother’s consumption of fashion items. The examples below illustrate that the daughters’ views converged with the mothers’.

“I advise her more than she advises me” (D: Ga.). “I”

“I have a lot of influence on my mother; I think that if I was not around she wouldn’t dress like she does” (D: Ba.). “I”

“Mother always asks me if it looks good on her” (D: Ad.). “I”

“Yes, I just say that this is not pretty and that it looks old and in most cases that’s enough” (D: Ro.). “I”

“I am much more updated than my mother and I tell her that it suits her or that it is out of fashion” (D: Sh.). “II”

“The truth is that I don't imitate my mother's style but she imitates my style” (D: Lin.). “II”

In addition, some mothers reported that they are role models for their daughters. The quotes below suggest either a bi-directional flow of influence in line with IGI *and* socialization, or a uni-directional flow expected under socialization.

“In clothes, I have the same style as a 16 year old. Now my daughter adopted this kind of style” (M: Ni.). “I”

“I make sure that I buy fashion items that can suit both of us” (M: Ha.). “I”

“My closet is in her room” (M: Ln.). “I”

“Our dressing style is very similar. We both buy at the same stores in the mall (M: Ya.). “II”

Likewise, several daughters discussed their mother's influence. These reports reinforced the viewpoints expressed by the mothers.

“When I buy, many times it is with my mother. If she says that it's nice, then I buy” (D: Da.). “I”

“My mother's opinion is very important to me but basically I choose my clothes” (D: Ha.). “I”

“I think that my mother is more updated than me” (D: No.). “I”

“I usually go shopping with my mother. When I find something I ask for her opinion and she is the same, asking for my opinion” (D: Lin.). “II”

These statements support a mother→daughter learning process underlying the theory of consumer socialization. Adolescent daughters learn from their mothers and their mothers' fashion opinion affects their consumption behavior.

“Yes, socks, shoes, scarves, and also perfumes, make-up, jacket” (M: Liz.). “II”

“Yes, we went to a fashion store and my daughter showed me a beautiful jacket. I told her that it is very beautiful and that it fit my pants. She laughed and told me that she asked me about the jacket for her. Then, we bought it for both of us” (M: Ma.) “II”

However, in one case, the ages' gap was 39 years (the adolescent daughter was a late youngest child). In this case, the mother and daughter reported no similarity in lifestyle.

“We have different lifestyle since she is my youngest child” (M: Ze.) “II”

“No. We have different lifestyle” (D: Ni). “II”

In sum, a uni- or bi-directional flow of influence exists between mothers and daughters. Learning can emanate from the mother, the daughter, or be bi-directional, as anticipated by the theory of consumer socialization and/or the IGI framework.

### **Similarity in Fashion Items' Usage<sup>(3)</sup>**

The themes identified to this point led to an assessment if mothers and daughters tend to use the same fashion items. In most cases, mothers and daughters, who shopped for fashion items together, tended to find suitable clothes for both, especially fashion accessories, such as belts, necklaces, and shawls, in popular fashion store chains in shopping centers.

“Yes, belts, necklaces, and other fashion items that fit our sizes. In fact, we share almost everything” (M: Li). “I”

“My mother and I share fashion items. Most times, I use hers” (D: Ta.). “II”

“Yes, mainly belts and accessories” (D: No.). “I”

“She takes my items” (M: Ay.). “I”

“We use the same cosmetics” (M:Ev.). “II”

“We share make-up and shoes” (D:Ro). “I”

“Yes sometimes. We both buy things at Fox. We also use the same facial soap” (M:Da.). “II”

“Sometime my daughter takes my scarf” (M:Da.). “II”

“Accessories like scarves and hats...we share” (M:Lim.). “II”

However, in the one case alluded to earlier of an extreme age gap, the mother and adolescent daughter reported no similarity in fashion items usage.

“We go together to the shopping center only for her...we do not use the same items since she is my youngest child” (M: Ze.) “II” and: “No. Even if I find something it will not be in my size” (D: Ni). “II”

In sum, mutual use of fashion items occurs between mothers and their adolescent daughters. This tendency was observed mostly in fashion accessories.

### **Influence of Non-Family Role Models<sup>(4)</sup>**

Non-family role models (e.g., entertainers) can affect adolescents' consumption (Bush et al., 2001; Clark et al., 2001). Superstars can be used as consumption benchmarks, especially when they are seen as relevant (Lockwood and Kunda, 1997). Hence, celebrities may serve as role models for adolescent daughters *and* for their mothers, leading their consumption behaviors to converge. Bandura (cited in Dittmann, 2004) emphasized that behaviors can change by following TV heroes. According to his social learning theory, people learn from role models whose behavior they wish to emulate. Thus, TV programs can lead people to make changes in their lives. Such learning supplements the learning processes underlying the consumer socialization theory and the IGI framework.

As we have already mentioned, today's Western cultures and mass media emphasize a youthfulness ideal. This ideal leads individuals to use different means to feel or look younger than their age. Hence, in contrast to the parent-child direction mostly assumed previously, some mothers emulate their daughters and consume similar perfumes, make-up, or clothes to look younger. This dimension was tested in phase 1 using in-depth interviews with mothers and their adolescent daughters. In addition, the influence of vicarious role models (e.g. fashion models) may also represent another socio-cultural aspect.

In the current study only two interviewees referred to this issue. In contrast to expectations, both indicated that they refrain from imitating celebrities. Notably, adolescent daughters' most important role models were their school friends, suggesting a social influence/learning facet.

“If there is something beautiful and the price is reasonable, then I buy. Girlfriends influence me, but celebrities-no!” (D: Ta.). “I”

“No, no celebrities serve me as role models, not really. I can see something on someone and get excited but I don’t imitate anybody” (D: Ba.). “I”

“When I need a shirt or something else I go to the store and buy. Sometimes my friends advise me but it is never based on celebrities” (D:Ni). “II”

Mothers’ attitudes towards non-family role models were similar to their daughter’s.

For example:

“I do not behave according to celebrities” (M:Ev.). “II”

“Celebrities have no influence on me” (M:Mi.). “II”

In sum, non-family role models exert minimal, if any influence, which is incompatible with the literature reviewed. Perhaps imitating celebrities was perceived as a weakness leading to a gap between interviewees’ answers and their actual behavior. This explanation accounts for the nature of data collection (in-depth interviews, rather than anonymous questionnaires).

### **Advertisements’ Influence on Consumption Behavior** <sup>(5)</sup>

The interviews uncovered an interesting phenomenon. While all mothers clarified that their fashion items’ consumption behavior was not influenced by advertisements (exemplified first below), some adolescent daughters noted that advertisements serve them as a source of information.

“I have my own line. Advertisements do not influence me” (M: Ze.). “II”

“I am not influenced by ads. I look at the mirror and know” (M: Ya.). “II”

“I hope that advertisement do not impact me” (M: Lim.). “II”

“No. I’m not a person who uses advertisements” (M: Da.). “II”

“I spend many hours watching TV, especially the fashion channel” (D: Ad.). “I”

“Advertisements influence me. I read fashion journals and watch TV” (D: Sh.). “II”

These views can be explained by analyzing the role of adolescent daughters in guiding their mothers about up-to-date fashion. Adolescent daughters behave like fashion “sensors” as they receive information from the environment (e.g. advertisements, peers, or school) and transmit it to their mothers. Such a flow fits learning as expected by the IGI approach.

### **Strength of Family Relationship (SFR) <sup>(6)</sup>**

SFR evolves from parents-child mutual respect/trust, harmonious/cohesive family relationships, and positive intra-family communications (Moschis, 1988; Shah and Mittal, 1997).

However, SFR was not a dominant theme in the interviews. When it emerged, it suggested a friendly relationship bounded by the authority of the mothers. The interviews suggested minor gaps between mothers’ and daughters’ perceptions regarding their relationships. Most daughters viewed their relationships with their mothers as a combination of friendly and authoritative.

“I think that my relationship with my mother is a combination of authoritative (when it’s necessary)...but still very friendly” (D: Ga.). “I”

“My mom always tells me that ‘I’m your friend but first of all I’m your mother’. This is true” (D: Ro.). “I”

“My relationships with my mom are mostly authoritative” (D: Ni). “II”

“Friendly with limits” (D: Ma.). “I”

“Friendly with limits. Sometimes she is my friend but she knows very well how to restrict me” (D: Sh.). “II”

“Friendly with limits. Sometimes we talk on things that are not between mother and daughter.” (D: No.). “I”

The viewpoint expressed by mothers was similar. The relationships were characterized as friendly, friendly with some limits, or even authoritative:

“Very friendly. We talk about everything” (M: Ro.). “I”

“I tell my daughter that if the distance between mother and daughter will be right, it is an integral part of our being friends” (M: Or.). “I”

“We are not friends. In general, I am authoritative. However, we have true and loyal mother - child relationships – but we are not friends (M: Ze.). “II”

“There is a combination of friendly and authoritative” (M: Il.). “I”

“Friendly-authoritative. It means that our relationships are friendly with a very clear boundary” (M: An.). “II”

“Friendly with limits. We are good friends and go out to movies or a restaurant together. We also tell each other very personal things. However, there are limits” (M: Liz.). “II”

In sum, the relationships are perceived similarly by mothers and daughters. Both see the relationship as friendly, for the most part, subject to mothers being authoritative when necessary. However, since SFR played a minor role in the interviews compared to other concepts, such as “mother’s youthfulness” and “similarity in product relevant lifestyle”, it appears in our model (Figure 1) with lined arrows, representing weak relationships.

## **Qualitative Study – Phase 2: Method**

### **Design**

As was noted earlier, the second phase assessed the interactions between mothers and daughters *together* at home (unlike the separate interviews in Phase 1) and in fashion stores. Phase 2 sought to analyze the same phenomenon with both dyad members simultaneously for several reasons. First, joint interviews and shopping interactions were needed to assess if additional themes would emerge (e.g., credibility of the daughter in the eyes of the mother). Second, they served as checks on the themes identified in the Phase 1. Finally, in-store observations were used to provide a rigorous test of the relationships, being recorded “live” rather than relying on recall in interviews.

## **Sample**

One of the authors met five of the original dyads in their homes and then recorded their interactions during subsequent shopping trips. The results of the second phase are reported separately for the interviews and the fashion store visits.

## **Phase 2 - Joint Interviews: Analysis**

The following support the findings of the first phase and add some new aspects of mothers'-adolescent daughters' consumption interactions. The analysis follows the same order of themes as in Phase 1.

### **Cognitive Ages' Gap between Mothers and their Adolescent Daughters<sup>(1)</sup>**

Regarding cognitive age gaps between mothers and their daughters, the dyads' answers were consistent with Phase 1. Mothers' chronological and cognitive ages' difference averaged 13 years (45 versus 32); most daughters reported similar chronological and cognitive ages.

“No. I think I'm 16 years old in cognitive and chronological ages (D: Ni).

### **Similarity in Product-Relevant Life-Styles<sup>(2)</sup>**

The joint interviews supported the findings of Phase 1. In many cases, mothers and daughters share the same product-relevant life-style.

“The trousers I wear belong to her. I can use her blouses (not all), shoes, scarf, wallets, almost anything women need in fashion. We buy together in fashion stores”. (M: Ya)

“My mother and I have the same style in fashion. We often go together to fashion stores and get excited about the same items. Sometimes I choose an exposing blouse that my mother will not wear, but she likes it” (D: Ba.)

“We buy fashion items in the same stores. I go with my daughter to buy for her and I find myself buying for me and her. I love my daughter's style”. (M: Liz.)

### **Similarity between Mothers and their Adolescent Daughters in Consumption** <sup>(3)</sup>

Consistent with our findings from Phase 1, mothers and daughters reported that in many cases they buy fashion items in the same stores and share fashion items.

“We love to shop together in the Shdera and in Castro”. (D:Ad.).

“The story behind the clothes I wear is that I search for them for about half an hour and finally find them in her wardrobe. In fact my wardrobe is in her room”. (M:Li.).

“Many of our clothes were bought in the same stores”. (D: Ga.).

“When we have the opportunity to use it together we feel that the investment is worth it. We buy together in Zara, Paul and Bear, Castro... We use the same belts, bags. Last year when we traveled to USA I bought a bag for myself. Ga. took it from me. In fact, I did not use it at all” (M: Ro.)

“Mom uses my bag and also she took my sunglasses.” (D:Ga.).

In addition, we found a difference when mothers’ size is similar to their daughters’. In such cases, the similarity in consumption and joint use rises dramatically.

“Look, I’m a very sportive woman and my sizes are just like my daughter’s. As a result we can share trousers, blouses and other fashion items”. (M:Ya.).

“I am lucky to be tall (1.75 meters), my weight is only 55 kg, and my size is 36. It is very similar to my daughter so I don’t see any reason why I have to stop wearing young fashion. I’m very young in my body and in my head”. (M:Ro.).

In other cases mothers admitted that they like their adolescent daughters’ style. However, they had no intention to share their clothes because they were too provocative for them.

“My style is more conservative when I buy shoes for me but I love her style. I just do not have the courage to buy it for myself”. (M:Gi.)

“Some clothes she buys are too provocative and despite the fact that I like them I can’t use them. Regarding fashion accessories (bags, belts...) definitely we share. Particularly, I take from her”. (M: Liz.)

In sum, in many cases mothers and daughters buy fashion items in the same stores and even share some items. However, sometimes size differences or daughters' provocative style (as perceived by their mothers) lead to different consumption behaviors.

### **The influence of Vicarious Role Models <sup>(4)</sup> and Advertisements <sup>(5)</sup> on Mothers and Daughter's Consumption Behavior**

In Phase 1 we found a weak influence of vicarious role models and advertisements on the consumption behavior of mothers and daughters. Similarly, most dyads did not refer to these sources as factors that shape their consumption behavior in Phase 2. In only one case, a daughter explained her influence on her mother by saying that she watches more TV than her mother making her a more up-to-date and credible source of information for her mother.

“My mother works all the day and she does not have the time to go shopping in the malls. I watch TV, see on the internet what is fashionable and when my mother and I go shopping, she is counts on my style”. (D:Lin.)

### **Strength of Family Relationships <sup>(6)</sup>**

Consistent with Phase 1, when mothers' and daughters' relationships were good, the similarity in consumption between mother and daughter was higher.

“Our interests and lifestyle are very similar so sometimes we feel like friends” (D:Ta.).

### **Mother's Credibility for her Daughter's Choice <sup>(7)</sup>**

In Phase 2, we found a new theme absent from Phase 1. In some cases, mothers confirmed their adolescent daughters' fashion opinion as *credible*. Apparently, when daughters' credibility was higher, they had a stronger impact on their mothers' fashion consumption.

“Ga is very knowledgeable in fashion and she never lets me down when I ask her opinion what fits me and what is not” (M: Ro).

“I don't tend to buy clothing for myself in the 'Shdera' (famous Acre store). However, I do buy there when I go with my daughters to buy for them. I definitely listen to their advice about the color and style fitting me....” (M:Gi.).

“Sometimes before an important date I ask for her opinion; if she tells me that it is not nice I will not wear it”. (M:Liz.).

### **Summary of Joint Interviews**

In sum, the joint interviews paint the following picture, which was mostly similar to Phase 1's. In many cases, mothers and adolescent daughters shop for fashion items together and in the same stores. Joint usage mostly occurs in fashion accessories. Additionally, mothers confirmed that their daughters' fashion opinion is very important to them. Moreover, some mothers liked their daughters' style but found it too provocative for them. Finally, a new theme emerged, namely that of daughters' credibility, without which their influence was diminished.

### **Phase 2 - Analysis of In-Store Observations**

The five in-store observations were designed with two goals in mind. First, they were carried out in search of new themes of mothers'-daughters' consumption interactions. Second, they allowed a triangulation of the themes identified in the interviews.

As we have already mentioned, in-store observations helped us to learn about the behavior's and the sensation's dimensions.

### **Mothers' Credibility for Daughters' Choices**

As was noted earlier, the theme of mothers' credibility for daughters' fashion choices was new to Phase 2. In-store observations provided additional support for this theme. In most cases, when daughters' choices were viewed as credible, mothers asked for their daughters' fashion opinions. These opinions strongly affected mothers' consumption behavior. The dialogs between mothers and their adolescent daughters below illustrate this theme:

“I want to buy this blouse but I do not know if its blue color will fit me. What do you think?” (M:Ya.); “It is very nice. It suits your blue eyes”. (D:Ba.)

“I must find shoes. What do you think about this pair?” (M:Li.); “Mom, you surprise me. This is totally old fashioned” (D:Ta.); “O.K. let’s find something else” (M:Li.)

“You shock me! You want to be my mother or my grandmother???” (M:Liz.); “OK. What about this one?” (D:Lin.)

“Let’s see the winter fashion. What do you say about this blouse?” (M:Ro.); “Too old” (D:Ga.); “This is a winter color. Your opinion killed my desire for it”. (M:Ro.)

### **Similarity in Product Relevant Life-Style**

Mothers and daughters shared similar lifestyle and shopped for fashion items together in the same stores. This theme is consistent with the findings from the separate and joint interviews. The dialogs between mothers and their adolescent daughters below illustrate this theme:

“This is a nice bag, isn’t it?” (M:Gi.); “It can suit me too”. (D: Ad.)

“What do you think about this shirt?” (M:Ro.); “It is beautiful. Maybe I will take it” (D:Ga.); “I want it for myself” (M:Ro.); “OK, but you probably knew that I will love it – it is exactly my style”.(D:Ga.)

### **Consumption Similarity of Mothers’ and Adolescent Daughters’**

In many cases, mothers’ and adolescent daughters’ consumption behavior was similar, as was found in the interviews. In one case, a saleswoman also noticed it: “I know you two very well. You have the same taste and style, and you are not behaving like typical mothers and daughters. You are friends”.

“We can share it. It comes with rubber and we can use it together” (M:Ya.)

“Did you see the bags here? I must buy a bag for Friday. This one is for you and for me. It is a very good color, it fits everything”. (M:Ya.)

“You forgot that I have a very similar blouse. Buy it for yourself and I will borrow it from you”. (D:Ta.)

“The small size is cute. Let’s buy it for both of us”. (D:Lin.)

“It is hard to know. Try it on. If it fits you, I will try it too. After all, we are the same size.” (M:Ro)

### **Limits on Acceptable Level of Provocative Clothes**

As seen in the interviews, some mothers liked adolescent daughter’s fashion style but found it too provocative for them. The cases below refer to low-cut or skinny jeans, found to be too provocative for the mothers.

“They have very nice trousers but they are cut too low”. (M:Gi.)

“I need jeans. You need jeans too. Maybe you will choose something not cut too low that I can take too?” (M:Ya.)

“It is really nice but cut too low for me”. (M:Li.)

“Too skinny for me. I like different shapes”. (M:Liz)

In sum, the in-store observations triangulated the interviews’ findings. In support of the interviews’ comprehensiveness, no new themes were found. The observations illustrated that many mothers and adolescent daughters found fashion items for both in the same stores. Some mothers perceived items such as skinny jeans as too provocative and refused to wear them.

### **An Emerging Consumption Interaction Model**

We developed a framework based on the seven themes identified throughout the research process. The framework summarizes Phase 1 and Phase 2 and includes the themes and their inter-relationships. It is summarized graphically in Figure 1.

According to the framework, when the gap between mothers’ and adolescent daughters’ cognitive ages decreases due to youthfulness of mothers and/or oldfulness of daughters, their fashion consumption’s similarity tends to increase. However, since most adolescent daughters felt that their chronological and cognitive ages were the same, the lined arrow represents a weak relationship between daughters’ oldfulness and similarity in relevant life style. Smaller cognitive age gaps between mothers and daughters lead to similarity in

product-relevant lifestyles and, through such similarity, to a resemblance in consumption of expressive products (subject to limits on acceptable level of provocative clothes). Similarity of consumption behavior also results from weak influences of shared vicarious role models and exposure to the same advertisements. Regarding credibility, we found a relationship between cognitive age and credibility. However, in some cases credibility did not lead to similarity in product relevant life styles, mainly due to mother's conservative attitudes.

[Insert Figure 1 about Here]

## **Discussion, Future Research, and Implications**

### **Discussion**

As previously noted, several issues were examined. The first was to assess if adolescent daughters serve as role models for their mothers. The second was to examine if mothers serve as role models for their adolescent daughters. The third was to explore if the youthfulness emphasis in Western cultures exists and if it influences the consumption behavior of mothers and their adolescent daughters.

The separate interviews, joint interviews, and the in-store observations provided partial answers to these questions.

Regarding adolescent daughters' use as role models and fashion markers for their mothers, most mothers confirmed that their daughters' fashion opinion was very important. This is compatible with Zolo (1995), who suggested that teenagers serve as trendsetters for their parents. The second question, drawing on the consumer socialization literature, asked if and when mothers serve as role models for their adolescent daughters. This question was answered positively. Most interviewed dyads shop for fashion items together in the same stores and share fashion items.

Regarding the issue of cognitive versus chronological ages, the data suggest that there is a gap between mothers' cognitive and chronological ages in support of cognitive age

theory and the youthfulness ideal of Western cultures. Notably, such a gap mostly failed to materialize for adolescent daughters. Hence, consumption similarity appears to be driven more by the gap for mothers than the gap for daughters.

Finally, external role models such as celebrities did not have a great influence on mothers or their adolescent daughters. Thus, the cognitive ages' gap, which is narrower than the cognitive ages' gap, did not lead to the use of shared role models.

### **Future Research and Limitations**

Future research can take several directions. First, the research for this article used interviews with mothers and *adolescents* daughters. Future research might use interviews with younger daughters. Such research is needed in light of accumulating anecdotal evidence that children are maturing earlier than they did in the past. Likewise, it would be instructive to examine if similar themes emerge for fathers-sons dyads. Another extension that can provide triangulation for the findings is to use quantitative methodology. Such research can build on the results reported above by including scales for the major constructs uncovered qualitatively. Such constructs can include product expressive qualities, chronological and cognitive ages, communication styles, and mothers' and daughters' influence. Ideally, both mothers and daughters should be queried in such research to assess the extent to which they agree/disagree on the structure of relationships arising from the findings reported here.

This Israeli study included Jewish dyads. Studies in additional sub-cultures and in other countries/cultures are needed to enhance the generalizability of the findings. Hofstede's work on cultural values can be used to identify cultures that are maximally different from Israel on relevant dimensions for this purpose. For example, Israel is the second lowest nation on power distance (Hofstede, 2001). Low-power-distance nations are typified by family relationships in which children are treated as equal and in which they treat parents and older relatives as equal (Hofstede, 2001, p. 107). It would be interesting to examine how dyadic

relationships develop in high-power-distance nations (e.g., many South American nations).

Israel had a fairly high score on uncertainty avoidance (Hofstede, 2001, p. 169). Such a score is important as Hofstede reported that children in such cultures are guided by many rules; if they fail to adhere to them, the children need to change their behavior. Thus, research is needed in low-uncertainty avoidance cultures (e.g., Scandinavian countries), in which there are few rules, which are subject to change when children fail to meet them.

In addition, Israel captured the middle ground on masculinity/femininity (Hofstede, 2001). Importantly, especially in cultures emphasizing femininity, parents are expected to earn their children's respect (Hofstede, 2001, p. 308). Further research in such nations (e.g., Costa-Rica or Chile) is needed as well.

Finally, our research focused on mothers-adolescent daughters—vicarious role models consumption interactions and not on factors such as brand loyalty and peers' influence on fashion consumption. Furthermore, given the relative minor influence of ads and role models identified here, future studies should assess their impact, as well as additional factors.

### **Managerial Implications**

Our findings can be used by managers in several ways. First, as was noted, adolescent daughters serve as important role models and fashion opinion leaders for their mothers. This finding can be useful in the design of products, for example. Given that daughters lead their mothers, products designed for the former can also be marketed to the latter. However, sizes of clothing, especially for pants/skirts most subject to post-birth-giving changing bodies, and provocative levels might need to be adapted before being marketed to mothers.

Second, the gap between mothers' and daughters' cognitive ages is lower than the chronological gap. The narrowing of the gap is driven mostly by mothers' perceptions of themselves as younger than their actual ages. Coupled with the role of daughters as fashion markers for their mothers, marketers can use appropriate advertising themes. For example,

mother and daughter can be depicted together in ads for fashion products. Such ads can show both in the process of exchanging information on products or shopping together.

Third, the flow of influence appears to be bi-directional. In other words, in many cases, the mothers also impact their daughters' decision-making for expressive products. When coupled with the finding that the mother-daughter relationship is typified by a combination of friendly and authoritative styles, advertisers might use messages that stress the friendliness of the relationship, as well as one in which mothers still limit their daughters' decisions to an extent. Additionally, such a combination implies that targeting only adolescent daughters in advertising campaigns might be insufficient. Ads must also be directed at mothers, who, in some cases, have the final say about daughters' fashion choices.

## **Conclusions**

Our research supports the idea that most mothers view their adolescent daughters as role models for fashion items. In addition, most interviewed dyads shop for fashion items together in the same stores and share fashion items. Regarding the cognitive-chronological ages' gap there is a gap between mothers' cognitive and chronological ages in support of cognitive age theory and the youthfulness ideal of Western cultures. Finally, external role models such as celebrities did not have a great influence on mothers or their adolescent daughters.

## References

- Adams, Rayn E., and Brett Laursen (2007), "The Correlates of Conflicts: Disagreement Is Not Necessarily Detrimental," *Journal of Family Psychology*, 21(3), 445-58.
- Anderson, James C., and David W. Garbing (1988), "Structural equation modeling in practice: A review and recommended two-step approach," *Psychological Bulletin*, 103, 411-423.
- Apter, Terri (2007), "You Don't Really Know Me: Why Mothers and Daughters Fight and How Both Can Win," *Child and Adolescent Mental Health*, 12(4), 198-9.
- Bagozzi, Richard P., and Todd E. Heatherton (1994), "A general approach to representing multifaceted personality constructs: Application to state self-esteem. *Structural Equation Modeling*, 1, 35-67.
- Bandura, Albert (1977), *Social Learning Theory*, Englewood Cliffs, NJ: Prentice-Hall.
- Barak, Benny (1987), "Cognitive Age: A New Multidimensional Approach to Measuring Age Identity," *Journal of Death and Dying*, 17(3), 109-28.
- \_\_\_\_\_ and Don R. Rahtz (1999), "Perceived Youth: Appraisal and Characterization" *Journal of Aging and Development*, 49(3), 231-57.
- \_\_\_\_\_ and Leon G. Schiffman (1981), "Cognitive Age: A Nonchronological Age Variable" *Advances in Consumer Research*, 8, 602-6.
- Basow, Susan A., and Karen G. Howe (1980), "Role Model Influence: Effects of Sex and Sex-Role Attitude in College Students," *Psychology of Women Quarterly*, 4(4), 558-72.
- Bravo Rafael, Elena Fraj, and Eva Martinez (2007), "Intergenerational Influences on the Dimensions of Young Customer-Based Brand Equity," *Young Consumers*, 1(8), 58-64.
- Baumrind, Diana (1978), "Parental Disciplinary Patterns and Social Competence in Children," *Youth and Society*, 9(March), 239-76.
- \_\_\_\_\_ (1980), "New Directions in Socialization Research," *American Psychologist*, 35(July), 639-52.
- Beaudoin, Pierre, and Marie J. Lachance (2006), "Determinants of Adolescents' Brand Sensitivity to Clothing," *Family and Consumer Sciences Research Journal*, 34(4), 312-31
- Becker, Wesley C. (1964), "Consequences of Different Kinds of Parental Discipline, " in *Review of Child Development Research*, 1, Martin L. Hoffman and Louis W. Hoffman (eds.), NY: Sage, 169-204.
- Belch, George E., Michael A. Belch, and Gayle Ceresino (1985), "Parental and Teenage Child Influences in Family Decision Making, " *Journal of Business Research*, 13, 163-76.
- Betty, Sharon E., and Salil Talpade (1994), "Adolescent Influence in Family Decision Making: A Replication and Extension," *Journal of Consumer Research*, 21(3), 332-41.

- Brand, Rachel (2000), "Advertisers Examine Teens and their Spending Clout," [URL: <http://www.tcpalm.com/business/01jteenu.shtml>]
- Bravo, Rafael, Elena Fraj, and Eva Martinez (2006), "Modeling the Process of Family Influence on the Young Adult Consumer Behavior," *Journal of International Consumer of Marketing*, 19(1), 35-55.
- Bredbenner, Carol B., Jessica Murray, and Yvette R. Schlusser (2005), "Temporal Changes in Anthropometric Measurements of Idealized Females and Young Women in General," *Journal of Women and Health*, 41(2), 13-29.
- Brim, Orville G. (1966), *Socialization after Childhood: Two Essays*. New-York: John Wiley and Sons.
- Bristol, Terry, and Tamara F. Mangleburg (2005), "Not Telling the Whole Story: Teen Deception in Purchasing," *Journal of the Academy of Marketing Science*, 33(1), 79-95.
- Bush, Alan J., Rachel Smith, and Martin Craig (1999), "The Influence of Consumer Socialization Variables on Attitude toward Advertising: A Comparison of African-American and Caucasians," *Journal of Advertising*, 28(3), 13-24.
- Bush, Alan J., Martin A. Craig, and Victoria D. Bush (2004), "Sports Celebrity Influence on the Behavioral Intentions of Generation Y?" *Journal of Advertising Research* 44(3), 108-18.
- Carlson, Les, and Sanford Grossbart (1988), "Parental Style and Consumer Socialization of Children," *Journal of Consumer Research*, 15(2), 77-94.
- Carlson, Les, Russell N. Laczniak, and Ann Walsh (2001), "Socializing Children about Television: An Intergenerational Study," *Journal of the Academy of Marketing Science*, 29(3), 276-88.
- Carlson, Les, Ann Walsh, Russel N. Laczniak, and Sanford Grossbart (1994), "Family Communication Patterns and Marketplace Motivations, Attitudes, and Behaviors of Children and Mothers," *Journal of Consumer Affairs*, 28(1), 25-53.
- Carr, Deborah (2004), "'My Daughter Has a Career; I Just Raised Babies': The Psychological Consequences of Women's Intergenerational Social Comparisons," *Social Psychology Quarterly*, 67(2), 132-54.
- Caruana, Albert, and Rosella Vassallo (2003), "Children's Perception of Their Influence Over Purchases: The Role of Parental Communication Patterns," *Journal of Consumer Marketing*, 20(1), 55-66.
- Cashmore, Judith, and Jacqueline J. Goodnow (1985), "Agreement Between Generations: A Two-Process Approach," *Child Development*, 56, 493-501.
- Chang, Chingching (2008), "Chronological Age Versus Cognitive Age for Younger Consumers," *Journal of Advertising*, 37(3), 19-32.
- Childers, Terry L. , and Akshay R. Rao (1992), "The Influence of Familial and Peer-Based Reference Groups on Consumer Decisions," *Journal of Consumer Research*, 19(2), 198-211.
- Clark, Paul W., Martin A. Craig, and Alan J. Bush (2001), "The Effect of Role Model Influence on Adolescents' Materialism and Marketplace Knowledge," *Journal of Marketing*, 65(4), 27-36.

- Conger, John J. (1988), "Youth, Values, and the Public Interest," *American Psychologist*, 43(4), 291-300.
- Connelly, Michael F., and Jean D. Calndinin (1990), "Stories of Experience and Narrative Inquiry," *Journal of Business Venturing*, 19(5), 241-53.
- Cotte, June, and Stacy L. Wood (2004), "Families and Innovative Consumer Behavior: A Triadic Analysis of Sibling and Parental Influence," *Journal of Consumer Research*, 31(2), 78-85.
- Craig, Martin A., and Alan J. Bush (2000), "Do Role Models Influence Teenagers' Purchase Intentions and Behavior?" *Journal of Consumer Marketing*, 17(5), 441-453.
- Dickerson, Marry D., and James W. Gentry (1983), "Characteristics of Adopters and Non-Adopters of Home Computers," *JCR*, 10 (September), 225-235.
- Doney, Patricia M., and Joseph P. Cannon (1997), "An Examination of the Nature of Trust in Buyer-Seller Relationships," *Journal of Marketing*, 61(April), 35-51.
- Dittman Melissa (2004), "Changing Behavior through TV Heroes," *Journal of American Psychology*, 35(9), 70.
- Hair Joseph E., Ralph E. Anderson, Ronald L. Tatham, and William C. Black. (1998), *Multivariate Data Analysis*, New Jersey, Prentice – Hall.
- Hawes, Jon M., and James R. Lumpkin (1984), "Understanding the Outshopper," *Journal of the Academy Marketing Science*, 12(Fall), 200-18.
- Flurry, Laura A. (2007), "Children's influence in Family Decision-Making: Examining the Impact of the Changing American Family," *Journal of Business Research*, 60, 322-30.
- Fornell, Cleas, and David F. Larcker (1981), "Evaluating Structural Equation Models with Unobservable Variables and Measurements Error," *Journal of Marketing Research*, 39(1), 39-50.
- Foxman, Ellen R., Patria S. Tansuhaj, and Karin M. Ekstrom (1989), "Adolescents' Influence in Family Purchase Decisions: A Socialization Perspective," *Journal of Business Research*, 18, 159-172.
- Francis, Sally K., and Leslie D. Burns (1992), "Effects of Consumer Socialization on Clothing Shopping Attitudes, Clothing Acquisition, and Clothing Satisfaction," *Clothing and Textiles Research Journal*, 10(4), 35-9.
- Garland, Ron, Jan Charbonneau, and Andrew Hercus (2006), "Celebrity Athlete Endorsement: What Drives Choice?," In A.Yunus, M. Van Dessel (Ed.), Australian and New-Zealand Marketing Academy (ANZMAC) Conference 2006, Brisbane: Queensland University of Technology, Australia.
- Goulding, Christina, and Avi Shankar (2004), "Age Is Just A Number," *European Journal of Marketing*, 38(5), 641-58.
- Guiot, Denis (2001), "Antecedents of Subjective Age Biases among Senior Women," *Psychology and Marketing*, 18(10), 1049-71.
- Heckler, Susan E., Terry L. Childers, and Ramesh Arunachalem (1989), "Intergenerational Influences in Adult Buying Behaviors: An Examination of Moderating Factors," in *Advances in Consumer Research*, 16, Thomas Srull (ed.), Provo, UT: Association for Consumer Research, 276- 84.

- Hill, Reuben (1970), *Family Development in Three Generations*, Cambridge, MA: Schenkman.
- Hirschman, Elizabeth C. (1986), "Humanistic Inquiry in Marketing Research: Philosophy, Method, and Criteria," *Journal of Marketing Research*, 23, 237-49.
- Hofstede, Greet (1984), *Cultures Consequences: Comparing Values, Behaviors, Institutions and Organizations across Nations*, London: Sage Publications.
- Hofstede, Greet (2001), *Cultures Consequences: Comparing Values, Behaviors, Institutions and Organizations across Nations*, London: Sage Publications.
- Holyoak, Keith J., and Paul Thagard (1989), "Analogical Mapping by Constraint Satisfaction," *Cognitive Science*, 13, 295-355.
- Jadish, N. Sheth, and Rajendra S. Sisodia (2005), "Marketing Renaissance: Opportunities and Imperatives for Improving Marketing Thought, Practice, and Infrastructure," *Journal of Marketing*, 69 (October), 1-25.
- Jones, Melinda J., and David W. Schumann (2000), "The Strategic Use of Celebrity Athlete Endorsers in Sports Illustrated: An Historic Perspective," *Sport Marketing Quarterly* 9(2), 65-76.
- Judge, Timothy A., Chad A. Higgins, Carl J. Thoresen, and Murray R. Barrick (1999), "The Big Five Personality Traits, General Mental Ability, and Career Success Across the Life Span," *Personnel Psychology*, 52 (3), 621-51.
- King, Michelle M., and Karen D. Multon (1996), "The Effects of Television Role Models on the Career Aspirations of African-American Junior High School Students," *Journal of Career Development*, 23(2), 111-25.
- Lachance, J. Marie., Beaudion, Pierre, and Jean Robitaille (2003), "Adolescents' Brand sensitivity in Apparel: Influence of three socialization agents," *International Journal of Consumer Studies*, 27(1), 47-57.
- Lumpkin, James R., and William R. Darden (1982), "Relating Television Preference Viewing to Shopping Orientations, Lifestyles, and Demographics," *Journal of Advertising* , 11(4), 56-67.
- Lieblich Alan (1998), "The -Content Perspective," In: Alan Lieblich, R. Tuval-Masciach, and T. Zilber (Eds.). *Narrative Research: Reading, Analysis and Interpretations*. Thousand Oaks, CA: Sage. 62-87.
- Lockwood, Penelope, and Ziva Kunda (1997), "Superstars and Me: Predicting the Impact of Role Models on the Self," *Journal of Personality and Social Psychology*, 73(1), 91-103.
- Lueg Jason E., Nicole Ponder, Sharon E. Beatty, and Michel L. Cappella (2006), "Teenagers' Use of Alternative Shopping Channels: A Consumer Socialization Perspective," *Journal of Retailing*, 82(2), 137-153.
- \_\_\_\_\_ and Zachary R. Finny (2007), " Interpersonal Communication in the Consumer Socialization Process: Scale Development and Validation," *Journal of Marketing Theory and Practice*, 15(1), 25-39.
- Major, Brenda, Anne Marie Sciacchitano, and Jenifer Crocker (1993), "In-Group Versus Out-Group Comparison and Self-Esteem," *Personality and Social Psychology Bulletin*, 19, 711- 21.

- Martens, Lydia, Dale Southerton, and Sue Scott (2004), "Bringing Children (and Parents) into the Sociology of Consumption," *Journal of Consumer Culture*, 4(2), 155- 82.
- Mathur, Anil, and George P. Moschis (2005), "Antecedents of Cognitive Age: A Replication and Extension," *Psychology and Marketing*, 22(12), 969-94.
- McNeal, James U. (1987), *Children as Consumers: Insight and Implications*, Lexington, Massachusetts: D. C. Heath and Co.
- Menezes, Isabel, and Bartolo P. Campos (1997), "The Process of Value –Meaning Construction: Across-Sectional Study," *European Journal of Social Psychology*, 27, 55-73.
- Mittal, Banwari (1988), "The Role of Affective Choice Mode in Consumer Purchase of Expressive Products," *Journal of Economic Psychology*, 9, 499-524.
- Montemayorm, Raymond (1983), "Parents and Adolescents in Conflict: All Families Some of the Time and Some Families Most of the Time," *Journal of Early Adolescence*, 3(1-2), 83-103.
- Montepare, Joann M., and Margie E. Lachman (1989), "'You're Only as Old as You Feel': Self-Perceptions of Age, Fears of Aging, and Life Satisfaction from Adolescence to Old Age," *Psychology and Aging*, 4(1), 73-8.
- Moses, E. (2000), *The 100\$ Billion Allowance: Accessing the Global Teens Market*. New-York: John Wiley.
- Moore, Elizabeth S., and Britto M. Berchmans (1996), "The Role of the Family Environment in the Development of Shared Consumption Values: An Intergenerational Study," In *Advances in Consumer Research*, 23, Kim P. Corfman and John G. Lynch (eds.), Provo, UT: Association for Consumer Research, 484-90.
- \_\_\_\_\_, William L. Wilkie, and Richard G. Lutz (2002), "Passing the Torch: Intragenerational Influences as a Source of Brand Equity," *Journal of Marketing*, 66(2), 17-37.
- \_\_\_\_\_, and Richard J. Lutz (1988), "Intergenerational Influences in the Formation of Consumer Attitudes and Beliefs about the Marketplace: Mothers and Daughters," in *Advances in Consumer Research*, 15, Houston M., (ed.), Provo UT: Association for Consumer Research, 461-7.
- \_\_\_\_\_, Wilkie, William L., and Julie A. Alder (2001), "Lighting the Torch: How Do Intergenerational Influences Develop?" in *Advances in Consumer Research*, 28, Mary C. Gilly, Meyers-Levy John (eds.), Provo UT: Association for Consumer Research, 287-93.
- Moschis, George P. (1976), "Social Comparison and Informal Group Influence," *Journal of Marketing Research*, 13(August), 237-44.
- \_\_\_\_\_, (1985), "The Role of Family Communication in Consumer Socialization of Children and Adolescents," *Journal of Consumer Research*, 11(4), 898-913.
- \_\_\_\_\_, (1988), "Methodological Issues in Studying Intergenerational Influences on Consumer Behavior," in *Advances in Consumer Research*, 15, Houston J. Michael, Association for Consumer Research, 569-73.
- \_\_\_\_\_, and Gilbert A. Churchill, (1978), "Consumer Socialization: A Theoretical and Empirical Analysis," *Journal of Marketing Research*, 15(4), 599-609.

- \_\_\_\_\_ and Linda G. Mitchell (1986), "Television Advertising and Interpersonal Influences on Teenagers Participation in Family Consumer Decisions," in *Advances in Consumer Research*, 13, Richard Lutz (ed.), Provo, UT: Association for Consumer Research, 181-91.
- \_\_\_\_\_ and Roy Moore (1979), "Decision-Making Among the Young: A Socialization Perspective," *Journal of Consumer Research*, 6(3), 101-12.
- \_\_\_\_\_ and Roy Moore (1984), "Anticipatory Consumer Socialization," *Journal of the Academy Marketing Science*, 12(Fall), 109-23.
- Mowen, John C. (1993), *Consumer Behavior*, Ontario, Canada: Macmillan Publishing.
- Noom, J. Mark, Maja Dekovic, and Wim Meeus (2001), "Conceptual Analysis and Measurement of Adolescent Autonomy," *Journal of Youth and Adolescence*, 30(5), 577-95.
- Nunnally, Jum C. (1978), *Psychometric Theory*, 2<sup>nd</sup>.ed. New York: McGraw-Hill.
- Palan, Kay M., and Robert E. Wilkes (1997), "Adolescent-Parent Interaction in Family Decision-Making," *Journal of Consumer Research*, 24(3), 159-69.
- Palan, Kay M. (1998), "Relationships between Family Communication and Consumer Activities of Adolescents: An Exploratory Study," *Academy of Marketing Science*, 26(4), 338-49.
- Rafeedie Christina, Lynn Godkin, Valentine Sean, and Robert A. Swerdlow (2006), "The Development of a Model Specifying the Differences in Hispanic and White Adolescent' Consumer Behavior," *International Journal of Management*, 23(3), 597-605.
- Rich, Gregory A. (1997), "The Sales Manager as Role Model: Effects on Trust, Job Satisfaction and Performance of Salespeople," *Journal of the Academy of the Marketing Science*, 25(4), 319-28.
- Ritchie, David L. (1991), "Family Communication Patterns: An Epistemic Analysis and Conceptual Reinterpretation," *Communication Research* 18 (4), 548-65.
- Rose, Gregory M. (1999), "Consumer Socialization, Parental Style, and Developmental Timetables in the United States and Japan," *Journal of Marketing*, 63(3), 105-119.
- \_\_\_\_\_ Vassilis Dalakas, and Fredric Kropp (2002), "A Five-Nation Study of Developmental Timetables, Reciprocal Communication and Consumer Socialization," *Journal of Business Research*, 55, 943-9.
- Saucier, Maggi G. (2004), "Issues for Aging Women," *Journal of Counseling and Development*, 82(4), 420-5.
- Shah, Reshma H. and Mittal Banwari (1997), "Toward a Theory of Intergenerational Influence in Consumer Behavior: An Explanatory Essay," in *Advances in Consumer Research*, 24, Merrie Brucks and Deborah J. MacInnis, (eds.), Provo, UT: Association for Consumer Research, 55-60.
- Shoham, Aviv, and Vassilis Dalakas (2003), "Family Consumer Decision-Making in Israel: The Role of Teens and Parents," *Journal of Consumer Marketing*, 20(2), 238-51.
- \_\_\_\_\_ Gregory M. Rose, and David Boush (2002), "Family Communication and Children's Purchasing Influence: a Cross-National Examination," *Journal of Business Research*, 55, 867-73.

- Simpson Jeffrey A., David A. Kenny, Deborah A Kashy, and William L. Cook (2006), *Dyadic Data Analysis*, Guilford Press.
- Shuv-Ami, Avichai (2006), "Cognitive Age, Self-Image and Advertising," In A.Yunus, M. Van Dessel (Ed.), Australian and New-Zealand Marketing Academy (ANZMAC) Conference 2006, Brisbane: Queensland University of Technology, Australia.
- Smith, Broke J., and Donald W. Barclay (1997), "The Effects of Organizational Differences and Trust on the Effectiveness of Selling Partner Relationships," *Journal of Marketing*, 61 (January), 3-21.
- Stephens, Nancy (1991), "Cognitive Age: A Useful Concept for Advertising?" *Journal of Advertising*, 20(4), 37- 47.
- Suls, Jerry M., and Richard L Miller. (1977), *Social Comparison Processes- Theoretical and Empirical Perspectives*, Chapter 9, p. 209-33, Hemisphere Publishing, Washington.
- Taeho, Yoh (2005), "Parents, Peer, and TV Influences on American Teens' Athletic Shoes Purchasing," *International Journal Sport Management and Marketing*, 1(2), 180-9.
- Tárkányi, Eszter, Józsa László, and István Szechényi (2006), "Reference Group influence on teenagers' consumer behavior," In A.Yunus, M. Van Dessel (Ed.), Australian and New-Zealand Marketing Academy (ANZMAC) Conference 2006, Brisbane: Queensland University of Technology, Australia.
- Thompson, Craig J., and Elizabeth C. Hirschman (1995), "Understanding the Socialized Body: A Poststructuralist Analysis of Consumer Self Conceptions, Body Images and Self Care Practices," *Journal of Consumer Research*, 22(2), 139-53.
- Vertinsky, Ilan, David Tse, and Lee Kam-Hon (1988), "Does Culture Matter? A Cross-Cultural Study of Executives' Choice Decisiveness, and Risk Adjustment in International Marketing," *Journal of Marketing*, 52(4), 81-95.
- Viswanathan, Madhulbalan, Terry L. Childers, and Elizabeth S. Moore (2000), "The Measurement of Intergenerational Communication and Influence on Consumption: Development, Validation, and Cross-Cultural Comparison of the IGEN Scale," *Academy of Marketing Science*, 28(3), 406-24.
- Waldkirch, Andreas, Serena Ng, and Donald Cox (2004), "Intergenerational Linkage in Consumption Behavior," *The Journal of Human Resources*, 39(2), 355-81.
- Wang, Sijun, Betsy B. Holloway, Sharon E. Beatty, and William W. Hill (2005), "Adolescent Influence in Family Purchase Decisions: A Re-Inquiry and Cross-National Extension," *American Marketing Association*, 2005 (summer),14-5.
- Ward, Scot (1974), "Consumer Socialization," *Journal of Consumer Research*, 1(2), 1-16.
- \_\_\_\_\_ (1978), "Contributions of Socialization Theory to Consumer Behavior Research," *American Behavioral Scientist*, 21(4), 501-15.
- \_\_\_\_\_ Daniel B. Wackman, and Ellen Wartella (1977), *How Children Learn to Buy*, Beverly Hills, CA: Sage Publications.
- Weiss, Michael J., (2002), "Chasing Youth," *American Demographics*, (October), 35-41.
- Whitebeck, Les B., and Victor Gecas (1988), "Value Attributions and Value Transmission between Parents and Children," *Journal of Marriage and the Family*, 50(August), 829-40.

Wilkes, Robert E. (1992), "A Structural Modeling Approach to the Measurement and Meaning of Cognitive Age," *Journal of Consumer Research*, 19(3), 292-300.

Wolburg, Joyce M., and James Pokrywczynski (2001), "A psychographic Analysis of Generation Y," *Journal of Advertising Research* 41(5), 33-53.

Zigler, Edward F., and Irwin L. Child (1969), "Socialization," in *The Handbook of Social Psychology; The Individual in a Social Context* (2<sup>nd</sup> ed.), vol. 3, edited by G. Lindzey and E. Aronson, 450-89. Reading, MA: Addison-Wesley.

Zollo, Peter, (1995), "Talking to Teens," *American Demographics*, 17(11), 22-7.

Figure 1: An Emerging Framework of Mothers' and Daughters' Consumption Interactions

Mothers

Adolescent Daughters

