An approach to communicating to teenagers in advertising campaigns

THE TEENAGE CONSUMER
I would like to thank my supervisor for indispensable guidance and listening to my, at times, rather diffuse ideas. Furthermore, I would like to thank my friends, partner and family for supporting me through the process of writing this master thesis. I owe you one!

I hope you enjoy reading this as much as I enjoyed writing it!

__________________________
Lilian Møller

This master thesis contains 112,701 signs equal to 51.2 pages of 2,200 signs
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Part 1

Introduction
1 INTRODUCTION

Throughout the years, a small number of companies have succeeded in creating, communicating, and maintaining a successful global brand. Examples of such successful brands could be Kodak, McDonalds, and Smirnoff. These companies have succeeded in continuously developing advertising campaigns that are able to attract and maintain the consumers' attention; thus keeping their positions as market leaders within their product areas. Inversely, several companies have failed in the attempt of obtaining market shares by creating or changing their brands. A great brand has several layers and communicating the brand to the public is one of the most important aspects of the process. If a company is not able to attract the attention of its public, nor is able to sustain it, the risk of experiencing decreasing market shares is imminent.

Over the last decade, branding has become a hot topic in discussions worldwide. A large number of marketers and theoreticians has written books and articles on branding and there has been a rising interest in the younger age groups. An example of this is Martin Lindstrom's books on tweens and children, which have made him one of the leading marketers in the field of communicating with the younger target groups.

The general opinion on advertising to the young audience has been that it is very easy. This attitude has led to some advertising campaigns not reaching the intended receivers. Today, marketing professionals are starting to realize that children and teenagers have much influence on the buying patterns in households where young people are living at home. Thus, focus is beginning to shift toward advertising strategies targeted at a young audience.

Today's teenagers are often described as very affluent, knowledgeable, and good at multitasking. Unfortunately, these characteristics imply that it is difficult to attract the attention of these teenagers. As a result, today's advertisers are facing the task of creating and communicating a branding strategy that not only differentiates their campaign from the rest of the campaigns, but also attracts the attention of the target group, and maintains it.

1 This can among other things be seen in the large amount of articles, books and seminars written and held on the topic, e.g. seminars held by Dansk Marketing Forum, books such as No Logo (Klein, N., 2001), Heartstorm® (Jensen, R., 2002), Brandchild (Lindstrom, M., 2003) and articles published by institutions and advertising agencies such as Sprog & Kommunikation and Kunde & Co.
“The explosion in the number of media and entertainment products in recent years is creating many challenges for marketers. One of the biggest is figuring out ways to reach teenagers who are consuming three or four media at the same time. It will remain a challenge for decades to come, as today’s teenagers become adult consumers and carry their media consumption habits with them”

(Source: Shoebridge 2005).

1.1 Problem statement

With a starting point in the current communication strategies when branding a product or company, this master thesis aims to investigate how a company most effectively communicates its brand(s) to teenagers in Denmark and Britain, respectively. By examining teenagers' lifestyle and consumption patterns in order to compare them with the general branding and communication strategies, this master thesis discusses the processes crucial to effectively communicating a brand to teenagers\(^2\).

The aim of this master thesis is to answer the following main question:

**How does a company most effectively communicate its brand(s) to teenagers?**

In order to solve the main question, these additional questions are essential:

- Why are teenagers an important group of consumers?
- Which social patterns define teenagers, and which consumption patterns do teenagers display in relation to a certain product?
- Which communicative elements are important when effectively communicating with teenagers?

The current branding strategies, and the communication of these, are compared with the findings of a qualitative and a quantitative survey, *cf.* section 1.2 [Method]. These findings lead to a conclusion regarding whether or not the current approaches, in connection with communicating a company's branding strategies, are effective when targeting teenagers. Based on deductive application of theory, the findings result in a communication model useful for targeting teenagers. This model is tested on empirical material, *i.e.* the Nokia N-Gage case study, *cf.* section 1.2 [Method], to see if it is applicable for

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\(^2\) Effective communication of a brand is defined by resulting in the target group recognizing the brand and subsequently buying the brand or product.
analyzing communication strategies in advertising campaigns targeted at teenagers and to ensure validity of the results found in the first part of the master thesis.

1.2 Method

This master thesis is a case study with a theoretical starting point. It offers a general indication of how to approach teenagers most effectively when communicating a brand. General branding approaches for communicating (a) brand(s) to a target group are compared to the findings in empirical material; namely a qualitative and a quantitative survey (Presented below). Combining general branding approaches, communicative approaches, and the empirical surveys makes it possible to produce a model for analyzing a specific company’s communication toward teenagers, cf. Figure 1.1 [Theoretical frame of reference].

Figure 1.1 Theoretical frame of reference

The general branding and communicative approaches included in the master thesis are primarily Kotler (1997) and the IMK model (Frandsen et al. 1997). Kotler provides the economic view on the communicative process and Frandsen et al. provide the communicative approach. The qualitative survey\(^3\) in this master thesis is a worldwide study on marketing to teenagers made by Euromonitor\(^4\)

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\(^3\) Functioning as desk research (secondary data).

\(^4\) The world’s leading provider of global consumer market intelligence (Euromonitor > About).
(Appendix 1: Introduction to the Euromonitor survey). The quantitative survey used in the comparison is a survey carried out in the first three months of 2005 in Denmark (The Danish Nokia N-Gage survey) with the sole purpose of retrieving data for this survey. The Danish Nokia N-Gage survey aims to uncover teenagers’ social patterns and their consumption patterns regarding mobile phones and computer games. The details behind the survey are presented in section 4.1 [The survey].

As described, the quantitative survey, i.e. the Danish Nokia N-Gage survey, provides the specific data needed for this master thesis; whereas the qualitative survey, i.e. the Euromonitor survey, has a more general and international angle for gathering data (Appendix 1: Introduction to the Euromonitor survey). The two surveys act as support and validation to each other to ensure the most valid data as the basis for the communication model in section 5 [Interim communication model for targeting teenagers in advertising campaigns] and section 7 [Final communication model for targeting teenagers in advertising campaigns].

Subsequently, the theory is tested on empirical material, i.e. the Nokia N-Gage case study, to ensure the model’s validity and usability. The aim of making the model is for it to bring insight in how to communicate effectively with teenagers. The company analyzed in the case study is Nokia since it is one of the highest profile teenage brands in the world, cf. section 6 [Case study]. Furthermore, the product, i.e. the N-Gage mobile phone, which can also be used as a game deck, clearly addresses the male teenagers.

### 1.2.1 Structure

The master thesis is divided into five overall parts, cf. Figure 1.2 [Structure of master thesis].

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5 Functioning as field research (primary data).
Figure 1.2 Structure of master thesis

Part 1 - Introduction
- Introduction
- Problem statement
- Method
- Concept clarification

Part 2 - Background
- Desk research
- Field research

Part 3 - Mode
- Interim communication mode

Part 4 - Case study
- Introduction to the case study
- Analysis
- Discussion

Part 5 - Conclusion
- Final communication model
- Conclusion
- Perspective
Part 1 [Introduction] introduces the master thesis, the structure, and the concepts used throughout the master thesis. Part 2 [Background] contains the theoretical and empirical\(^6\) foundation for part 3 [Model]. The interim model forms the basis for the analysis of the case study in part 4 [Case study]. The empirical material in the case study is the global N-Gage campaign launched in 2003 by Nokia. The results in the Danish Nokia N-Gage survey are related to the reactions the campaign received. After the analysis of the case study, it is possible to conclude whether the model is applicable when analyzing communicating situations targeted at teenagers and if adaptations should be made to the model. Finally, part 5 [Conclusion] sums up the model and introduces the final model along with its strengths and weaknesses. Furthermore, part 5 [Conclusion] concludes on the master thesis and provides a perspective to the topic.

1.3 Delimitation

The master thesis is an analysis of how communication is carried out toward teenagers. It does not contain an investigation of communication in general targeted at teenagers, but merely the communication of a company's branding strategy when targeting teenagers. Communication is a very broad and general topic and focusing on the communication of branding strategies targeted at teenagers results in a more thorough analysis of the topic.

Companies producing goods and services to young people are interested in children, tweens, and teenagers since these age groups have a large influence on the purchases made in households worldwide both indirectly and directly. This master thesis focuses on only one of these groups, i.e. teenagers in the age 15-19; since this group of teenagers are more affluent than the younger tweens and children. This is due to the fact that many of the older teenagers have jobs and do not have any expenses as such; so they have a high spending power, and they are old enough to make their own decisions. Thus, they are consumers themselves, not merely indirectly when influencing the parents to buy a certain TV or cereal brand, but also directly when making the actual purchases themselves. It is not possible to target teenagers, tweens, and children as a common group since interests and consumption patterns change drastically in these years.

The group of people investigated in this master thesis has been narrowed down even further. Focus is only on male teenagers because of the empirical material used in the latter part of the master thesis, i.e.

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\(^6\) The field research and desk research, i.e. the quantitative and the qualitative survey.
the Nokia N-Gage case study, *cf.* section 1.2 [Method]. Studies by Euromonitor (2003) showed that there are clearly marked differences in the consumption patterns of teenage boys and girls. The tendency to buy games consoles and the like is larger among teenage boys than among teenage girls. This makes the boys more interesting than girls in connection with the case study. Teenagers as a group can be divided into trendsetters and mainstreamers. However, this master thesis will not discuss the two groups separately, but treat the two groups as a whole.

The rationale for only conducting the survey in Denmark is primarily the assumption that teenagers in two Western cultures such as Denmark and Britain are not very different from each other. Teenagers communicate across borders every day via chatrooms and e-mails. These media create intercultural bonds and an understanding for other cultures. The assumption is that teenagers at the same age in different countries have more in common than different age groups in the same country due to the increasing globalization. Socio-economic factors should have an influence on the behavioral patterns in both countries; however, these differences are found throughout both countries, and random sampling should diminish this factor’s importance, *cf.* section 4.1.2 [Sampling].
2 CONCEPT CLARIFICATION

It is imperative to make a clarification of the concepts used in both the master thesis and in the literature that form the basis of this master thesis in order to be able to focus on the area of research in this master thesis, namely branding. The terms used throughout the master thesis can be divided into three main groups; subject specific, demographic, and technological.

2.1 Subject specific terms: marketing vs. branding

The concept of marketing was introduced in the middle of the 20th century as a response to the increasing amount of goods produced after World War 2. Since the beginning, marketing has been a response to human needs, wants, and desires (Kotler 1997, p. 9); as defined by Maslow in his Hierarchy of Needs (Maslow 1987, pp. 56-61). After the war, there was a shift in focus from the concept known today as the push effect to the pull effect, i.e. the companies started to produce the goods the customers required instead of simply producing a number of goods disregarding the opinion of the consumer. Today, companies implement both concepts.

Throughout the years, a large number of marketers have defined marketing in different ways. Philip Kotler has since the middle of the 20th century been the world's leading authority in the field of marketing, and in his book Marketing Management he defines marketing as follows:

"Marketing is a social and managerial process by which individuals and groups obtain what they need and want through creating, offering, and exchanging products of value with others."

(Kotler 1997, pp. 14-15)

This definition embraces both the fact that marketing is a response to the human needs, wants and desires, and that marketing is a process incorporating the product (creating), the promotion (offering), and the place/distribution (exchanging products of value).

Over the years, marketing of products has changed from mouth-to-mouth and small advertisements in the local newspaper to global campaigns and Internet advertisements. Today, global companies have a tendency to implement these mass marketing strategies due to cost effectiveness; and more now than ever, branding is a means for a company to differentiate its products from other companies' products in the mind of the consumer.
Branding dates all the way back to the Wild West. The act of branding first occurred on the prairie where the cattle were branded so the farmers could tell a difference between their stock. Today, branding is still an instrument for the companies to enable the consumers to differentiate between two products with the same physical functions or attributes. The products are sold on their abstract or symbolic attributes, such as a certain image, or simply on the brand name or logo that have different values attached to them.

As early as in 1955, David Ogilvy, founder of Ogilvy and Mathers\(^7\), emphasized that a brand is the consumer’s total perception of a product:

"A brand is a complex symbol. It is the intangible sum of a product's attributes, its name, packaging and price, its history, its reputation and the way it is advertised."

(Ogilvy 1955 cited Søndersted-Olsen 2003, p. 176)

This definition acknowledges the fact that a brand is a correlation of several attributes that together represent a brand and its values.

All in all, the main difference between the two terms is that marketing is the overall definition on making a product known to a public and branding is the process of differentiating the product from other similar products.

Throughout the master thesis, the terms *communicating a brand* and *advertising* are used as two similar terms. This is due to the fact that the communication of the N-Gage brand in the case study in section 6 [Case study] is carried out as an advertising campaign.

Finally, the term *advertisement* is defined as the overall definition of the genre and the term *commercial* is a sub-genre to the overall term. Both terms are used in connection with the N-Gage campaign in the case study in section 6 [Case study].

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\(^7\) An American marketing communication network.
2.2 Demographic terms

Today, books and articles referring to young people and children use various terms in connection with the different age groups. Terms such as teens, tweens, teenagers, tweenagers, and children are defined differently by different authors and other people commenting on this group of people. Even BBC, the renowned British news agent, does not always differ between the terms; using the terms tweens and teens indiscriminately when referring to young people (BBC 2003). Martin Lindstrom and Millward Brown\(^8\) define tweens as the group of young people in between childhood and being a teenager, \(i.e.\) in the age 8-14 years old (Lindstrom 2003, p. 2). Others, including BBC, define tweens as persons aged 8-12 years old. The definition of a teenager is everything from 10-21 to 16-24 and 13-19 to no specific definition (Euromonitor 2003, pp. 1 and 65).

Semantically, the terms teen and teenager have the same meaning. The term teen is the informal form of the word teenager (Longman 1998, p. 1385 - headword: teen). Only the term teenager is used in this master thesis to ensure consistency in the text. The definition of the term teenager is based on Euromonitor's definition of a teenager being a person in the age 13-19 years old. However, because of the case study that is analyzed in part 4 [Case study], the definition is a little more narrow to fit the Nokia N-Gage mobile phone's target group. The definition of a teenager, in this master thesis, is a person in the age 15-19, \(i.e.\) the latter part of teenagehood. These young people are more affluent than younger tweens or teenagers; thus making them more interesting as a target group for companies.

The terms \textit{children} and \textit{tweens} are not explained in this master thesis. These terms are merely defined as the age groups before teenagehood.

2.3 Technological terms

Several technological terms are used in connection with the Nokia N-Gage case study in part 4 [Case study]. Various terms are used indiscriminately in texts about the N-Gage mobile phone and other games consoles. These terms are among others: game console, games console, and gaming console. According to several sources, \textit{e.g.} dictionaries and frequency tests, all terms have the same semantic meaning and are used to explain the same features in all texts. Thus, the term games console is used in this master thesis since this is the word most commonly used in texts written by and for gamers.

\(^8\) A global market research company.
A gamer is a person playing games on devices such as a PC or a games console.

2.3.1 Mobile phones vs. games consoles vs. N-Gage

The N-Gage mobile phone is a niche product introduced by Nokia in 2003. The differences between mobile phones, games consoles, and the N-Gage mobile phone are briefly introduced below.

A mobile phone is a device that enables a person to speak on the telephone via a wireless net. A games console is a device that, when connected to a TV, enables a person to play a game; either alone against the machine, or against another gamer connected to the same games console. The N-Gage mobile phone is a combination of a mobile phone and a games console. This enables a person to not only speak to other persons via the wireless net, but also to play games online via the wireless net, i.e. playing games against another person not physically located the same place (N-Gage).
Part 2

Background
3 DESK RESEARCH

Before it is possible to conclude which elements that are important when communicating with teenagers, the existing branding methods must be evaluated. Two types of data are used in connection with comparing the general branding strategies with the quantitative and qualitative surveys; field research and desk research, cf. section 1.2 [Method]. The desk research, which is discussed in this section, primarily consists of the current branding and communication strategies and a survey made by Euromonitor in 2003. The field research, which is discussed in section 4 [Field research], is a survey conducted in the first quarter of 2005 in Denmark, cf. section 1.2 [Method].

Before presenting the general branding approaches communicative angle, there is an introduction to the communication theory.

3.1 Communication model

The first communication models, created in the mid 20th century, were models reflecting the advertising strategies of that era, i.e. they were not models showing communication in general, e.g. a conversation, between two people. The models defined the flow of communication, or more accurately, the flow of information from a sender to a receiver. Examples of these pioneers in communication theory are Lasswell and Shannon & Weaver (McQuail and Windahl 1982, p. 17). Several contemporary models are based on these early models. The basic elements in the original models, e.g. sender, receiver, message, code, context and genre/medium, are fundamental to all communication models; simply put, since there can be no communication situation without these factors present. However, since these two original models are both linear, they are not leaving any space for feedback or other interactive elements that have become a more important element in contemporary advertising campaigns contrary to previous advertising campaigns. Especially media such as the Internet and e-mail provide marketers with means for communicating and interacting with their publics.

The IMK model (Frandsen et al. 1997, p. 52) is one of the models that are based on the early communication models. The IMK model illustrates communication as a process that interacts on different levels of contextual situations. This makes it useful for analyzing different types of business communication situations, and explains the facets of such a communication situation, e.g. a conversation, a press release, an advertisement, or a brochure. This model is more applicable in connection with these situations than the Lasswell and Shannon & Weaver models since it takes into account that the situation is different from time to time, and that the sender and receiver do not always
share the same code and culture. However, as the other models, the IMK model is also a somewhat linear model that leaves little space for any interactivity; it merely indicates the flow of communication from sender to receiver.

3.2 Culture

When examining the communication applied in advertising campaigns in different countries, it is necessary to look at the cultural aspect as well.

Culture is a very abstract notion that is defined by different aspects. Culture can be defined by nationality. However, it has become rather difficult to define a person by his or her nationality due to the increasing globalization. Furthermore, transnational subcultures are more widespread than previously. Transnational subcultures have existed for numerous years, of which subgroups such as punk and ska are good examples (Appendix 6: Schuhmagazine article). However, the globalization, and especially the Internet, has strengthened these connections. Moreover, generational cultural differences have always been part of the agenda. Teenagers have fought with their parents and with the older generations in general, but today, it seems like this gap between the generations are widening (Euromonitor 2003, pp. 40 and 76). Teenagers are communicating in very different ways than the older generations, cf. 3.4.3 [Media]. Teenagers have become accustomed to the technological gadgets that enable anyone to get in touch with a person on the other side of the globe.

There will always be some sort of cultural background in a global campaign that will make the campaign more efficient in some countries than in others (De Mooij 1998, p. 9); especially if these cultural differences have not been accounted for in the process of making the campaign. The case study in this master thesis focuses on Britain and Denmark, and therefore this section will also only focus on these two countries.

Both Denmark and Britain are Western European countries, and their mentalities should not be very far apart according to Hall's ranking of high/low context cultures where the two cultures are listed relatively close (Victor 1992, p. 143). Even though this is an old theory, it can still be used as a general indication of the mentality in different cultures. Britain is listed as a country in the middle of the context sliding scale and Denmark is listed somewhat between the middle and low context communication (Victor 1992, p. 143). This indicates that the two countries, to a certain extent, would have a tendency to use the same level of context in their advertising styles.
When these values are transferred to the advertising styles used in Denmark and Britain, respectively, it can be concluded that there is a tendency to focus on the male/female roles in society in Britain where Denmark primarily focuses on soft values such as respect for the loser and not hurting other people's feelings (De Mooij 1998, pp. 80-83 and 273). Both cultures tend to use a large amount of humor and storytelling in their advertising styles (De Mooij 1998, pp. 273-274).

3.3 General branding approaches

Initially, the main types of desk research are discussed, and then there are an overview and a sum-up of the findings in the different areas.

Throughout the years, branding has developed from product branding to corporate branding. At the end of the 1990s, more and more authors and advertisers realized that children and tweens, cf. section 2.2 [Demographic terms], are affluent target groups. One of these marketing professionals was Martin Lindstrom, who has written several books on branding to tweens. At the moment, marketers are beginning to realize that communicating to teenagers is a delicate matter as well, and different organizations have started to carry out surveys on the topic marketing to teenagers; one of these organizations is Euromonitor.

A brand image must be communicated to the consumers somehow, and throughout the years, various people have introduced different models and strategies for the best possible way to communicate with the public.

Kotler (1997, p. 606) defines the key aspects of a communication situation as:

- Sender
- Receiver
- Message
- Media
- Encoding/decoding
- Noise
- Response/feedback

These seven elements are all important in connection with communicating a brand to the public, and later these elements are compared to the elements the surveys discovered to be important.
There are, of course, numerous ways of communicating one's brand to the public. Some companies choose to make a global campaign, trying to create a worldwide image. Others have a global brand name or logo that is communicated on a local scale. Others again diversify their brands on the different markets. For years, a number of marketing theoreticians have been fond of the glocal advertising strategy (Hoeklin 1995, p. 101). This strategy combines a global brand with a local communication strategy. Thus, a company is able to create a global image, and the local communication enables the company to reach groups of people that it would probably not reach with a global campaign. However, in practice a glocal campaign is seldom the companies' choice since it is very expensive to create a campaign tailored to each market. Global companies tend to create a global image and advertise via mass-marketing. This is a very cost-efficient strategy. However, the communicative result\(^9\) may not be very impressive, unless the company has a very large marketing budget. There are several examples of companies changing their strategy when trying to create a global image; e.g. the global mobile phone company Orange had a different name for each of its markets for many years (e.g. Mobilix in Denmark), and suddenly the company changed the names in all countries worldwide and introduced a global campaign. This global campaign was first of all meant to create recognition of the new company name but also to create a global image (Markedsføring 2001).

3.4 Findings

This section sums up the important factors found in connection with the existing branding methods. The current teenage generation has grown up in a very technological society. Most teenagers today do not remember a life without computers or the Internet. Furthermore, most teenagers use computers and the Internet in connection with school, homework, etc. every day. All this makes this generation increasingly more technologically knowledgeable compared with previous teenage generations. Today's teenagers correspond with each other via text messages and e-mails instead of talking on the phone or face-to-face. Approximately 542 million text messages are sent every month solely in Denmark (Njor 2005). Text messaging\(^10\) is a quick way to communicate with other people with the possibility of immediate responses. The medium has quickly become the primary teenage communication medium, and has been one of the primary communicative changes compared with previous teenage generations (Euromonitor 2003, p. 66).

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\(^9\) Communicative result = whether the communication is successful or not, i.e. do the advertisement create sales.

\(^10\) A short electronically transmitted written message, esp. those sent to a handheld device such as a pager, PDA or cell phone (www.dictionary.com).
At the same time, teenagers are constantly exposed to different types of advertising. Different media such as text messages, chatrooms, e-mails etc. are regarded as being some of the primary influences in a teenager's life. Contrary adults' practical use of text messages, teenagers use it as a social tool to keep contact with their friends (Njor 2005). It enables even shy teenagers to communicate with other teenagers since it is a very discrete and anonymous type of communication. However, this anonymity also enables teenagers to carry out peer pressure in a much higher degree than seen previously. Different television channels and programs targeting teenagers, such as MTV, the Box, and Rundfunk, show the reality for a minor group of people. Teenagers are influenced by these programs and channels thinking that this is everyday life for all teenagers (Euromonitor 2003, p. 66). Furthermore, reality shows such as Big Brother and Survivor have opened up a (fictional) “world of knowledge” for the teenagers at the same time as blurring the borders between fiction and reality. Teenagers are able to see how adults interact in different situations that have not previously been available for teenagers. This tends to make teenagers feel more confident and involved in the adult world (Euromonitor 2003, p. 66).

3.4.1 Spending power

It is important to establish how affluent the group of teenagers is before it can be concluded that this group is important to target when branding a product or a company.

The Euromonitor survey showed that contemporary teenagers have unprecedented spending power. This can partly be explained by the fact that they are children of the baby boomers in the 1950s. These baby boomers have lived through a bull market where savings and property have grown strongly making these people part of a very wealthy generation. Thus, being the children of these baby boomers, today’s teenagers have gained access to these financial advantages (Euromonitor 2003, p. 64).

Moreover, the Euromonitor survey showed that teenagers' spending power is affected by various factors. Most teenagers do not have fixed expenses and are able to spend whatever income they may have on luxury goods. The teenagers’ actual expenditures (direct purchases) are most often financed by allowances, part-time, or full-time jobs and gifts. When the purchases are made on behalf of the teenagers (indirect purchases), the purchases are most often financed by the parents; these expenditures most often represent purchases of large items for the teenager's room or similar, e.g. computers, games consoles and TVs (Euromonitor 2003, p. 7).

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11 A site on a computer network where online conversations are held in real time by a number of users (www.dictionary.com).
Finally, teenagers’ spending power usually complies with a country's personal disposable income. The personal disposable income (PDI) in 2002 for the British was approximately USD 19,000 per capita per year (Euromonitor 2003, p. 6). Comparatively, the Danes had approximately USD 20,000 per capita per year (Appendix 2: PDI for Denmark 2002Appendix 1: Introduction to the Euromonitor survey). Comparatively, the highest spend per capita by teenagers per week was found in Denmark (USD 56), Norway (USD 70), and Sweden (USD 62); Britain was placed as number nine on the list (Euromonitor 2003, p. 9). The difference between Denmark and Britain was approximately USD 10^{12} per capita per week (Euromonitor 2003, p. 9). These high figures are most likely impacted by the high disposable incomes in these countries and climatic factors, such as the rather cold climate most of the year. According to the Euromonitor survey (2003, p. 8), people are not inclined to spend a lot of time on the streets as they tend to do in the Southern European countries.

### 3.4.2 Teenagers as consumers

When having established that teenagers have a large spending power, it is imperative to define teenagers as consumers.

The products and services bought by this group can be divided into three main groups (Euromonitor 2003, p. 2):

- Lifestyle products
- Entertainment products/services/events
- Other products

A mobile phone belongs to the group of lifestyle products; as does the N-Gage since it is primarily a mobile phone, cf. section 2.3.1 [Mobile phones vs. games consoles vs. N-Gage]. Both the Euromonitor survey and other surveys have found that teenagers view their mobile phones as a fashion accessory and a person’s image is partly based on what mobile phone s/he carries (Euromonitor 2003, p. 2/Mahnfeldt 2004). Fashion accessories, including mobile phones, are part of the ultimate lifestyle category for teenagers:

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12 From approximately 46 to approximately 56 (Euromonitor, 2003, p. 9).
“My mother also has a mobile phone. She always forgets it but I have tried telling her that a mobile phone is like a pair of underpants – you do not go out without them either. It is like keys and a wallet, you do not think about it, you just bring it.”

Source: Male, 19 years old (cited Mahnfeldt 2004) [Own translation]

According to the respondents in the Euromonitor survey, phone services and telephone gadgets represent a key growth area among teenage products (Euromonitor 2003, p. 3). The mobile phone sector represented the single largest sector of actual teenage spending (direct purchases) whereas computers and games consoles represented the largest sector for teenage spending in total (both direct and indirect purchases); this includes products bought both by the teenagers and by other people for the teenager, e.g. the parents.

Teenagers represent tomorrow’s consumers and a company has the possibility to invest in the future by making these teenagers loyal toward the company brand. The current teenage population has more to say than previous generations have had at that age (Euromonitor 2003, p. 5), and they are quick to form opinions about companies and the way they advertise. This also makes the teenagers skeptical of messages that do not provide the reader or viewer with a type of legitimization of why it is important and valid for the reader/viewer.

There are different characteristics concerning teenage purchasing habits. It is important for a teenager not to be perceived differently than other teenagers. However, teenagers are also keen to define their own identity by being different from older generations, including their parents etc. There is a willingness among teenagers to try out new things and to experiment which makes it rather easy for a company to introduce new products. However, brand loyalty is not common among teenagers. If a newer or more interesting product or brand is launched, teenagers will discard a brand immediately without displaying any loyalty (Euromonitor 2003, p. 37).

A product is fashionable if it is popular and other teenagers wear it. Hairstyles, clothes, and even mobile phones define who a person is, and the image of the brand name or logo is part of what defines the teenager wearing the mobile phone or haircut (Euromonitor 2003, p. 37). The price is another very important factor because teenagers are very worried about not getting the image that s/he cannot afford a product, i.e. a product must not be too cheap in the eyes of the teenagers. On the other hand, the products cannot be too expensive. Even though teenagers are very affluent, they do not have limitless funds to spend on products. However, some teenagers are more than willing to go into debt to be able
to buy the wanted product if a product has the status of a ‘must-have item’\textsuperscript{13} in the mind of the consumer (Euromonitor 2003, p. 38).

A final characteristic that is important in connection with teenage purchasing behavior is ’pester power’\textsuperscript{14}. This diminishes according to the child/teenager’s age since older teenagers have more funds to spend than younger teenagers and children. However, the concept is popular in the younger group of teenagers. Most of the older teenagers have either part-time or full-time jobs and thus are able to buy their own products.

According to the Euromonitor survey, marketers should try to apply a subtle approach when it comes to marketing and advertising to teenagers. The teenagers should not feel targeted or patronized on any level. Humor and irony can be effective marketing tools in several European countries. However, it can be dangerous to assume that the same measures will work throughout the world. Finally, interaction is one of the key concepts when targeting teenagers (Euromonitor 2003, p. 68). Interaction can be included in a branding campaign on many levels, e.g. placing a reference to the company website on the print advertisement will entice the target group to visit the website where the company should have a contact feature. Furthermore, a contest is an interactive feature that is easily applicable when using some of the media possibilities that are available when communicating and advertising today. The distribution means is discussed in the next section.

\section*{3.4.3 Media}

Today, various products are marketed through mass media; however, a number of marketers have realized that the most effective way to reach contemporary teenagers is not through mass media since this is a group of people that unlike previous generations of teenagers is marketing knowledgeable. Thus, studies showed that teenagers are very good at spotting different marketing measures taken by companies to attract teenagers’ attention (Shoebridge 2005). Shoebridge states that this group of people is more cynical than other groups of people, and that they are unscrupulous when it comes to boycotting products on the basis of bad commercials etc. Thus, teenagers reject any company sending seemingly irrelevant, patronizing or insulting messages (Shoebridge 2005).

\textsuperscript{13} A product that has become an absolute essential where money is a secondary consideration (Euromonitor, 2003, p. 38)

\textsuperscript{14} Pester power is when a young person influences his/her parents to buy a certain product or brand (Euromonitor, 2003, p. 39). Pester = to harass with petty annoyances (Dictionary.com)
In the middle of the 1990s, the introduction of the Internet presented marketers with new means for advertising; e.g. banner ads, popup advertisements, e-mail, and product placement on different websites. These media quickly became widely used. However, the problem with these media is that most people dislike the advertisements on the Internet and via e-mail, and product placement is only efficient if placed in the right amount, i.e. too much will create antipathy toward the product/company and too little will not create any attention (Shoebridge 2005). So marketers must turn to different media types to attract the teenagers' attention. Recent years have introduced a large number of new media that would be perfect for reaching teenagers who tend to consume three to four media at a time. These media include video and computer games, iPods and mobile-phones. So far, these media have been advertising-free zones. However, some marketers are trying to introduce advertisements via these media. Another way of reaching teenagers may be via sponsoring of TV programs. Teenagers watch TV during a large portion of the day, and sponsorships of programs will by seen by numerous people, and often several times a day. This medium has proven to be a popular medium when companies introduce different contests. A commercial block on TV in Denmark often displays a couple of contests that a person can enter either via the company website or via a mobile phone.

The respondents in the Euromonitor survey, i.e. marketing directors and market research managers, stated that media such as outdoor advertisements, product placements, TV, magazines, radio, and Internet are some of the best ways to reach the teenagers as a group of consumers. Furthermore, viral marketing, also known as word-of-mouth, was also mentioned as one of the most desired ways of attracting teenagers' attention (Euromonitor 2003, p. 69). Word of mouth is difficult to obtain via commercial campaigns. It must be obtained via producing sound products and communicating a good image. Events are also listed as an efficient way of reaching the young target groups.

The advantage of outdoor advertisements, as the companies see it, is that the advertisements are located in the near presence of the teenagers e.g. when they are in the streets, i.e. strolling down the street when shopping, or hanging out at the corner with friends. Product placement is a commonly used medium in marketing since it is seldom recognized as advertising by most consumers. Furthermore, teenagers rarely listen to the radio anymore due to iPods and other MP3 devices; so product placement in movies and on TV is a way of getting a product or brand noticed. Furthermore, product placement in different electronic games is a feature that a number of the Euromonitor respondents would like to introduce. Placing a product in the right context can prove very useful since a product will most likely be associated with the context it is placed in (Euromonitor 2003, p. 69).
TV is still listed as the most important media by the respondents in the Euromonitor survey, but at the same time, the survey states that TV commercials are not as effective when targeting teenagers as when targeting other age groups. Instead the companies prefer the radio and magazines as useful media, closely followed by outdoor media and the Internet. As mentioned, the Internet is a medium that teenagers use on a day-to-day basis both as entertainment and as a means to find information. Britain and the Scandinavian countries all have a high penetration rate when it comes to the Internet compared with the rest of the European countries. This could be one of the reasons why most teenagers today expect a brand to have a website. If a company, or a brand, does not have a website teenagers are likely to be annoyed since they see a website as offering of information and added value to a product (Euromonitor 2003, p. 72).

To sum up, marketers have to reach the teenagers through various channels today; otherwise they may not reach them at all.
4 FIELD RESEARCH

As introduced in section 3 [Desk research], the field data collected for this master thesis was obtained through a quantitative survey carried out in Denmark in the first part of 2005. The questionnaire was primarily based on Oppenheim (2003), Bell (2002), and Zikmund (2000). Oppenheim provided the basic knowledge in connection with carrying out different types of surveys. Bell focused on education and social sciences in her book *Doing Your Research Project*, and Zikmund offered advice when carrying out e-mail surveys and online surveys.

The different factors that were part of the process of creating and carrying out the survey are presented below along with the data retrieved.

4.1 The survey

The purpose of conducting this survey was to investigate teenagers' lifestyle with a view to concluding if the teenagers' lifestyle conforms to the current strategies implemented by companies targeting teenagers with their advertising campaigns. A quantitative survey was carried out during the first months of 2005 in Denmark. Approximately 150 questionnaires were sent to various senior high schools and commercial schools and 135 questionnaires were gathered. The questionnaire that can be found as an appendix was sent out in Danish (Appendix 3: Questionnaire). Furthermore, a translation of the questions can be found in Table 4.1 [List of questions in the Danish Nokia N-Gage survey].

Different strategies were taken throughout the process to ensure the best quality and validation of the questionnaire and of the answers given.

4.1.1 Question types

Only closed questions were included in the questionnaire since closed questions ensure a more standardized analysis after the answers are gathered. Open questions would require a more extensive analysis which makes it difficult to obtain a standardized result for the comparison in section 5 [Interim communication model for targeting teenagers in advertising campaigns]. Only one open "question" was included in the questionnaire, *i.e.* the comment box at the end; which enabled the respondents to comment on the questionnaire or add information that it was not possible to include in the questions. Furthermore, the questions were divided into question groups to make it easier for the respondents to get an overview of the questionnaire, *cf.* Table 4.1 [List of questions in the Nokia N-Gage survey]:
Table 4.1 List of questions in the Danish Nokia N-Gage survey

<table>
<thead>
<tr>
<th>Section</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertisements</td>
<td>1a  Where do you most often see ads? (Choose 1 or more answers)</td>
</tr>
<tr>
<td></td>
<td>2a  How often a month do you buy something because you have seen it in an ad?</td>
</tr>
<tr>
<td></td>
<td>2b  Do you often buy something because one of your friends has it?</td>
</tr>
<tr>
<td></td>
<td>2c  On average, how many hours do you play computer games a day?</td>
</tr>
<tr>
<td></td>
<td>2d  On average, how much money do you spend on computer games a month?</td>
</tr>
<tr>
<td></td>
<td>2e  How many times have you bought a new mobile phone?</td>
</tr>
<tr>
<td>Nokia</td>
<td>3a  What do you think about the quality of the Nokia mobile phones, compared to other mobile phones?</td>
</tr>
<tr>
<td></td>
<td>3b  What do you think about the design of the Nokia mobile phones, compared to other mobile phones?</td>
</tr>
<tr>
<td></td>
<td>3c  What image does it give owning a Nokia mobile phone, compared to owning other mobile phones?</td>
</tr>
<tr>
<td></td>
<td>3d  Do you remember having seen Nokia ads within the last year?</td>
</tr>
<tr>
<td>N-Gage</td>
<td>4a  Do you remember having seen ads for the Nokia N-Gage mobile phone? (If not, go to question 5)</td>
</tr>
<tr>
<td></td>
<td>4b  Do you have a Nokia N-Gage mobile phone?</td>
</tr>
<tr>
<td></td>
<td>YES: Why? (Choose the most appropriate answer)</td>
</tr>
<tr>
<td></td>
<td>NO: Why not? (Choose the most appropriate answer)</td>
</tr>
<tr>
<td></td>
<td>4c  Do you think the Nokia N-Gage ads are:</td>
</tr>
<tr>
<td></td>
<td>4d  Do you think the text in the ads refer to something that has happened these places AND/OR something in connection with a game?</td>
</tr>
<tr>
<td></td>
<td>4e  Does the ad make you want to buy the mobile phone?</td>
</tr>
</tbody>
</table>

The Danish Nokia N-Gage survey [Danish version can be found in Appendix 3: Questionnaire]
There were four primary question groups in the questionnaire: *Advertisements, Lifestyle, Nokia* and *N-Gage*, cf. Table 4.1 [List of questions in the Nokia N-Gage survey]. The first two, and to a certain extent number three, were used for the comparison with the existing marketing strategies and communication model to investigate if they comply with each other. The fourth question group, and again to some extent the third question group, was used in connection with the case study in part 4 [Case study] to validate the analysis.

The broad question groups about lifestyle and advertisements were placed at the beginning of the questionnaire, succeeded by some questions concerning the teenagers' opinions on Nokia and Nokia's products. The final question group concerned the Nokia N-Gage case study, with questions about the N-Gage advertisements and products. This order of questions should create a more natural flow of the questions and create an overview for the respondents since the information/topic went from being broad to specific.

After the primary question groups, there were three additional question groups concerning information about the respondents (validation of data), a comment box for any additional comments the respondents might have, as well as a box for entering the competition (incitement). The comment box enabled the respondents to add extra information that they were not able to include elsewhere, *e.g.* if a respondent did not understand a question or if there was not enough choices in the answer boxes.

The wording of the questions is a very important factor when conducting a quantitative survey such as this one. The questions cannot be biased, subjective, have double-meanings, or not provide the respondent with sufficient options to choose from in a multiple-choice question.

One example of this would be question 2e: "*How many times have you bought a new mobile phone*, *e.g.* Table 4.1 [List of questions in the Nokia N-Gage survey]. This question did not assume that the respondent had ever owned a mobile phone. If the question had been worded otherwise, *e.g.*: "*Have you often replaced your mobile phone with a new mobile phone?*", the question would have been biased; thus making it impossible for a respondent to answer if s/he had never owned a mobile phone. The question included in the questionnaire did not assume that the respondent had ever owned a mobile phone which example number two did. It could be impossible for a respondent to answer the question if a biased question was included in the questionnaire.

Another example would be a question as follows: "*Nokia N-Gage ads are good*" with the multiple-choice answers: *true, don't know, and not true*. This would be very subjective. A subjective question could
influence the respondent's answer since the answer might not be the same if the question had said bad instead of good. Thus, question 4c was worded as follows: "Do you think the Nokia N-Gage ads are:" with the possible choices: very good, good, don't know, bad, and very bad, cf. Table 4.1 [List of questions in the Nokia N-Gage survey]. This question should not influence the respondent in either direction; thus ensuring a more valid answer.

Another problem that may arise in connection with making a questionnaire was not providing the respondent with enough answers to choose from. An example of this could be question 4d: "Do you think the text in the ads refers to something that has happened these places AND/OR something in connection with a game?", cf. Table 4.1 [List of questions in the Nokia N-Gage survey]. Too few alternatives would cause problems for the respondents. This question required quite a large amount of options, i.e. both, none, places, game, and don’t know.

Some questions might have double meanings, e.g. "Do you think Nokia ads are of a higher quality and better design than other mobile phones?" This question would make it difficult for a respondent to answer yes or no if s/he thought the quality was better but not the design or vice versa. Thus, the question in the questionnaire was divided into two questions to ensure that the respondents were able to answer all questions without problems. The questions are now: "Do you think Nokia mobile phones are of a higher quality than other mobile phones?" and "Do you like the design of the Nokia mobile phones better than the design of other mobile phones?", cf. Table 4.1 [List of questions in the Nokia N-Gage survey]. The choice of wording in these questions: higher quality and better design were deliberately chosen since Nokia has a history of focusing on producing high quality and uniquely designed mobile phones (Nokia > Phone models).

### 4.1.2 Sampling

Defining the target group for the survey was done by matching the Nokia N-Gage target group's demographic characteristics, i.e. their age and gender. The respondents that were chosen for this survey were chosen randomly throughout Denmark by contacting numerous senior high schools and commercial schools throughout the country to ensure that the answers were not merely from specific geographical and demographic groups. The only requirement given was that the respondent was a male in the age 15-19. Random sampling ensured that the result was not based on a certain demographically clustered group's opinions. It was a percentage of the entire population and should therefore be able to give an indication of the whole population's opinions on a given topic. In this case, the "whole population" was defined as all male teenagers in the age 15-19 in Denmark.
4.1.3 Code

Several measures were taken to match the linguistic codes commonly used among teenagers in order to ensure that as many respondents as possible would fill in the questionnaire. The questionnaire should communicate on the same level as the respondents, *i.e.* using the group's own code, and not patronizing them.

The code used in the questionnaire was informal since teenagers tend to communicate on a very informal level within their sphere. This included using the informal form of the word *you* in Danish and that the words chosen for the questionnaire should be words that were understood by any layperson. Furthermore, the word *cool* was used because this is a commonly used word among teenagers to widely describe that something is modern. Furthermore, previous studies showed that young people in Western cultures, such as Denmark and Britain, do not respond well to authority and that texts written in a lower context than used internally in the group will not be read (De Mooij 1998, pp. 74-75). Due to this, few explanatory notes were included in the questionnaire, *cf.* section 4.1.7 [Briefing].

Furthermore, it was very important not to sound patronizing when communicating with this group of people. According to the Euromonitor survey, teenagers do not respond well when they are referred to as being younger than they are. Throughout history, young people have always looked up to the older groups and have aspired to be older than they are. This has prompted the use of the terms male/female in the questionnaire instead of the terms boy/girl (Appendix 3: Questionnaire).

4.1.4 Medium

When distributing a questionnaire it was very important to choose media that the respondents can relate to and were familiar with. The questionnaires for the Nokia N-Gage survey were primarily distributed via e-mail. This was done due to several factors. First, it is a very cost effective way to reach a widely spread target group and the target group for this survey was located all over Denmark. Secondly, a large number of teenagers have e-mail addresses today, and are very accustomed with surfing on the Internet as well as corresponding via e-mail; so this is the medium they are familiar with. Sending the questionnaires with regular mail would first of all require retrieving addresses of numerous people all over Denmark. Moreover, this age group is used to things happening very quickly, *i.e.* mail being delivered instantly and not having to go to the mailbox to post the mail. This way, the e-mail should ensure a higher response rate than regular mail would. Telephone interviews and Internet surveys would be another way of carrying out the survey. However, these two types would require either the telephone numbers for a large number of people or informing a large number of people of the website.
The risk when sending out the questionnaires via e-mail is the large amount of spam mail sent out each day. Most people are very worried about e-mail from unknown senders, so an unknown sender might make some people refrain from opening the e-mail. In an attempt to avoid people not opening the e-mail, the subject in the e-mail was called *questionnaire survey*. This was an objective term that indicated that it was a serious e-mail and not an advertisement or another type of ‘spam mail’\(^{15}\).

4.1.5 Layout

As Oppenheim (2003) states in his book *Questionnaire design, interviewing and attitude measurement*, the length of a questionnaire can be an important factor affecting the response rate. A long questionnaire may make some respondents choose not to fill in the questionnaire, simply because it would be too time-consuming. The length of the questionnaire used in this survey was one page, containing 20 questions in total. This should ensure a higher response rate and therefore a more adequate result.

The layout of the questionnaire was very simple with blue and white colors which made the questionnaire’s layout look simple and easy to take in. Furthermore, the question groups were clearly divided by blue blocks marking the beginning, and end, of each question group. The possible answers were placed in scroll down menus to ensure, first of all, a less confusing layout, but also to ensure that no one checked more than one answer for each question. Moreover, a red text was added in the right side of the questionnaire to ensure that no one forgets to answer a question. It is easy to skip a question without noticing it, and the red text saying "Please choose an answer from the list!" was meant as a reminder. The color red was chosen because red is a very warm color compared to the blue shades used in the questions. This made the color red stand out and thus it should be difficult to ignore.

4.1.6 Pre-test

The creation and distribution of a questionnaire is not enough to ensure the best possible data for a project. As described by Oppenheim (2003), the first version of questionnaires is never fully-functional and perfect. It is necessary to carry out pilot work, also called a pre-test, before the questionnaire is sent to the respondents.

\(^{15}\) Spam mail = Unsolicited e-mail, often of a commercial nature, sent indiscriminately to multiple mailing lists, individuals, or newsgroups; junk e-mail (Dictionary.com).
After having made the first version of the questionnaire, it was sent out to different people for a pre-test. Different groups of people with different backgrounds were chosen to ensure the most qualitative responses as possible. There were three groups of people: six communication students, a project coordinator that works with surveys and questionnaires on a daily basis in both Denmark and abroad, and three boys in the same age as the intended respondents. These three groups of people were able to comment on the questionnaire in different areas; the communication students were able to comment on the communicative aspect, the project coordinator was able to comment on the functionality, and the three boys were able to comment on the functionality as well as on comprehensibility.

4.1.7 Briefing

It is a very good idea to brief the respondents of a survey before they fill in the questionnaire (Oppenheim 2003, p. 104). The first version of the questionnaire had a separate briefing attached to it. This briefing included an introduction to the master thesis and the background to the survey. Furthermore, it included the deadline for sending back the questionnaire as well as information on how to fill in the questionnaire. The formal briefing was discarded, and the important information such as the deadline and information on how to fill in the answers was included as a small internal briefing at the top of the questionnaire. This was done to make the survey more accessible to the respondents. As mentioned previously, this group of people does not spend time on something that seems like a waste of time to them. A separate briefing could have indicated too much effort "just to fill in a questionnaire". This also affected the use of incentives when carrying out the survey.

4.1.8 Incentive

According to Oppenheim (2003), there are a number of factors that could increase the response rate; one of these factors is to use incentives. As mentioned, it is quite difficult to attract teenagers' attention and maintain it. Thus, it was decided to include an incentive parameter, namely a contest. If the respondents would fill in their name and e-mail address, they would enter a competition where they could win two cinema tickets. Two cinema tickets are usually not considered a grand price. However, it should convince the group of teenagers who usually do not act without a reward to fill in the questionnaire.
4.1.9 Validation

When carrying out a survey, the retrieved data must be validated. Different measures were taken to ensure the best possible quality of the results and subsequently of the analysis. When the questionnaires were received, each questionnaire was given a number which was recorded in a database along with information about the respondent’s age, sex, and postal code.

Furthermore, the respondent’s e-mail address was recorded together with the number and other information. This ensured, to a certain degree, that each respondent only answered the questionnaire once. It is not foolproof since some people have more than one e-mail address; however, it was assumed in this case that the respondents would have no interest in filling in the questionnaire more than once, as well as sending it more than once. The price of two cinema tickets is relatively low and should not entice someone to go to great lengths to win it. Another aspect that ensured validity was that the questionnaires were checked to see if two questionnaires that were received within a short amount of time were alike. If two questionnaires received within a short timeframe are alike it could indicate cheating as well.

Since the survey was confidential, the e-mail addresses are not published along with the rest of the master thesis. The e-mail addresses were only recorded to ensure that the gathered data was trustworthy, and to pick a winner of the contest, and are therefore removed before print.

4.1.10 Database

The collection of data, as described in the above sections, merely constitutes the initial stage of a survey. The data must be assembled and analyzed for the result to be useful in this master thesis. The gathered data was assembled in a database made specifically for this survey (Appendix 4: Database). This makes it possible to draw the data needed for the master thesis.

The database contains the following elements (Appendix 4: Database):

- An overview of the respondents (Overview)
- The respondents divided into location (Location)
- The respondents divided into age (Age)
- The results for each age group (15, 16, 17, 18 and 19)
- The accumulated results for the whole country (In total)
As explained above, the overview provides validation of the data. The outline of the respondents divided into age and location was made to ensure that there was no clustering of respondents either in age or in location. The answers were also divided into age groups to check if there are any age differences in the answers. The data is presented in the following section.

4.2 Findings

The data collected from the 135 questionnaires that were gathered in the database is presented below. The data was divided into four areas of interest when investigating teenagers: general information, spending power, perceptions of a leading brand, and media.

4.2.1 General information concerning the respondents

Respondents from the entire country were contacted to fill in the questionnaire. The random sampling presented in section 4.1.2 [Sampling] ensured that there should be no geographical clustering of respondents. As can be seen in Figure 4.1 [Distribution of age and location in the Danish Nokia N-Gage survey], 56 percent of the respondents lived in Zealand and 39 percent in Jutland. Merely 5 percent of the respondents were located on Funen and the smaller islands. The respondents were in the ages 15-19 years old and the distribution of respondents can be seen in Figure 4.1 [Distribution of age and location in the Danish Nokia N-Gage survey]. There was an excess of respondents in the ages 16 (36 percent) and 17 (38 percent) compared with ages 15 (10 percent), 18 (9 percent), and 19 (7 percent) (Appendix 4: Database). However, when analyzing the data, no distinct fluctuations were found in the different age groups. Thus, the age groups investigated in this survey are discussed as a whole.
4.2.2 Spending power and lifestyle

The Danish Nokia N-Gage survey showed a clear tendency among male teenagers to focus on technical gadgets such as mobile phones and games consoles. The majority of the respondents, 44 percent, spent 0-1 hours per day playing computer games. This is a rather large amount of time considering other activities absorbing teenagers’ free time such as TV and other games consoles, e.g. Playstation. A similar tendency was seen when surveying how much money teenagers spend on computer games. 98 percent of the respondents spent between DKK 0 and 199 a month on computer games. Concerning mobile phones, 59 percent of the respondents had bought a new mobile phone more than 3 times whereas 28 percent had bought a new mobile phone 1-2 times and merely 13 percent had only owned 1 mobile phone. None of the respondents answered that s/he had never owned a mobile phone. To sum up, teenagers are accustomed to using technical gadgets such as mobile phones and computer games. The fact that all respondents in the survey had a mobile phone and that
more than half had bought a new mobile phone more than three times support the thesis that teenagers communicate in an increasing amount via the mobile phones.

There was no clear tendency when it came to purchasing goods or services. The respondents spread out somewhat equally on never buying products because of an advertisement (41 percent), doing it about 1-2 times a month (31 percent), and doing it about 3-4 times a month (23 percent), cf. Figure 4.2 [How often a month do you buy something because you have seen it in an ad?]. It should be mentioned that it cannot be certain whether these numbers reflect the fact that the teenagers do not buy products based on other teenagers owning the product, or if it is merely due to the teenagers not being influenced on a conscious level.

**Figure 4.2 Question 2a - How often a month do you buy something because you have seen it in an ad?**

Furthermore, the majority of respondents answered *don't know* (43 percent) or *disagree* (30 percent) to the question if s/he would buy something because one of his/her friends had it, *cf. Figure 4.3* [Do you often buy something because one of your friends has it?]. Again, it cannot be concluded whether it is a conscious choice or not but it can be concluded based on this question whether or not the teenager believes s/he buys products based on what his/her friends own.
4.2.3 Perceptions of a leading teenage brand

In 2002, Nokia was number 5 on the list of preferred teenage brands and Nokia is still one of the most preferred and recognized brands in the world today (Euromonitor 2003, pp. 77-79/Graversen 2004). The Danish Nokia N-Gage survey showed a somewhat similar placement for the Nokia company. A majority of the respondents stated that Nokia mobile phones are of a higher quality (59 percent) and a better design (52 percent) than competing brands. As for the quality, 24 percent believed the quality was no different than that of other mobile phone brands and 17 percent stated that the quality is worse than that of other brands. As for the design, 38 percent said the same and 10 percent said worse. This could indicate a slight brand loyalty toward the Nokia brand. However, the respondents did not regard the Nokia mobile phones to be cooler than other mobile phones which could be a set-back for the Nokia brand. 64 percent stated that they believed that there was no difference between the Nokia mobile phones and other mobile phones with regard to coolness. 95 percent of the respondents remembered having seen Nokia advertisements within the last year. (Appendix 4: Database)

4.2.4 Media

Distributing a branding campaign in the right media is a very important factor, cf. section 4.1.4 [Medium]. According to the Danish Nokia N-Gage survey, teenagers primarily watch, and notice, advertisements
published on TV, in newspapers, and in outdoor advertisements, cf. Figure 4.4 [Question 1a - Where do you most often see ads?].

**Figure 4.4 Question 1a - Where do you most often see ads?**

These data would indicate that the media that are most regularly used, *i.e.* TV, outdoor and newspapers, are the most effective places to advertise since these are the places teenagers notice advertisements. This result could be affected by the questionnaire only mentioning these five places to advertise. A number of respondents (24 percent) commented in the comment box at the end of the questionnaire that they also notice advertisements on the Internet. This would indicate that the Internet is also a rather effective place to advertise when targeting teenagers.
5 INTERIM COMMUNICATION MODEL FOR TARGETING TEENAGERS IN ADVERTISING CAMPAIGNS

The previous sections have presented the theoretical and the empirical background for making the communication model for targeting teenagers. The key elements found in both the qualitative and the quantative survey, cf. Figure 5.1 [Findings in the two surveys], were first of all that teenagers are technologically knowledgeable and that they are used to operating items such as mobile phones and computers. Teenagers primarily communicate via text messaging and e-mailing and spend many hours in front of the computer, either surfing on the Internet or playing games. Furthermore, the primary media mentioned by the marketers are approximately the same as the media teenagers mention as the primary medium for seeing advertisements.

Figure 5.1 Findings in the two surveys

Based on section 3 and 4

Another important aspect revealed by the Euromonitor survey is for a company to make its communication interactive so teenagers have the possibility to respond to the communication. This is possible if a company uses the Internet and mobile phones in the marketing plan. A good way to make a print advertisement or TV commercial more interactive is merely to place a reference to the website somewhere in the advertisement. Of course, when doing so, it is implicit that the company website is useful and up-to-date; otherwise the company might risk loosing potential clients. A website that does not provide any information or is useful in other ways does not send a very positive message. Teenagers expect a website to provide information, and if it does not there is a risk that the teenagers will turn their back on the company, and in that connection word of mouth is not going to increase sales.
5.1 Important elements for communicating with teenagers

In section 3.1 [Communication model], it is concluded that there are some basic elements that must be present in all communication models; i.e. sender, receiver, message, code (encoding/decoding), context and genre/medium. There are also elements, that are present in some communication models, in one form or another, but it is essential to reflect upon these factors when communicating with teenagers, cf. Table 5.1 [Additional elements in a communications model]. The factors culture, context, noise, and feedback are all found in other communication models in one form or another. Validation is included based primarily on the Euromonitor survey but also on the different views presented in section 3 [Desk research]. The different elements are presented below.

Table 5.1 Additional elements in a communication model

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The sender rarely shares the same culture as the receiver. This includes both the cultural heritage and the cultural context in which the sender and the receiver find themselves. Most commercial advertising campaigns targeted at teenagers are produced by global corporations. These corporations rarely share the same cultural background as the target groups, i.e. the teenagers. Furthermore, teenagers do not share the same values and opinions as the people producing the advertisements and the teenagers communicate differently than adults do.

Contemporary teenagers are exposed to numerous advertisements, messages, and choices everyday; also called noise. Teenagers have numerous choices to consider everyday such as choice of education, opposite sex, parents' decisions and rules, and peer pressure from other teenagers. It is difficult to focus on everything, so not all messages are received or noticed by the teenager; the messages are "scanned" and content that does not seem relevant is dismissed. This makes a teenager a very difficult receiver to reach. It is crucial for a company today to do something extra to attract a teenager's attention.
Feedback is an important factor when advertising to contemporary teenagers. Teenagers today have grown up having numerous technological opportunities. The current generation of teenagers was born in the late 1980s and they were growing up when the Internet was introduced in the middle/late 1990s. Thus, these young people have had computers most their lives and they grew up practically side by side with the Internet. They are not intimidated by the Internet and computers like the older generations tend to be; they are comfortable around it and feel at home using it. As seen previously, teenagers primarily communicate through media such as the Internet and mobile phones everyday, and giving them the opportunity of feedback or response when communicating with them gives the teenagers a sense of control. This is also linked to the notion of not patronizing them, cf. 3.4.2 [Teenagers as consumers].

Validation of a message has become an important factor as well. As mentioned previously, teenagers are bound to ensure validity of the information they are given everyday, not to be overburdened by incoming messages, cf. section 3.4.2 [Teenagers as consumers]. This places a larger pressure on marketers than previously since previous generations of teenagers have not had to take a stand on this amount of messages and have consequently not had the same attitude toward advertising.

Based on the findings in section 3.4.2 [Teenagers as consumers], there are different ways a company can validate the information given in an advertising campaign:

- If the company/product/brand is well-respected in society
- If the company use support from a trusted source (Testimonial)
- If the company use events or samples to show the public the product's features

Teenagers have no problem turning their back on a company if the information given by the company in an advertisement or via the actions taken is not valid. The same happens if a product does not live up to the promises in an advertisement. Teenagers are only brand loyal until something better comes along or until a company does something that makes the teenagers loose their confidence in the company/brand.

### 5.2 Interim communication model for targeting teenagers in advertising campaigns

The elements presented above are gathered to form a communication model, cf. Figure 5.2 [Interim communication model for targeting teenagers in advertising campaigns]. The model is inspired by Kotler's (1997, p. 606) model of communication and Frandsen et al.'s (1997, p. 52) IMK model. The
model is an interim model since it is tested on a case study and adaptations are made to the model afterwards if necessary.

Figure 5.2 Interim communication model for targeting teenagers in advertising campaigns

Own creation based on the IMK model (Frandsen et al. 1997, p. 52)
and Kotler's communication model (Kotler 1997, p. 606)

The cultural element in the interim model is divided into two parts to strengthen the notion that the two cultures have different characteristics. In the same way, the code is divided into two adjacent parts. The two parts are adjacent and closely related since the code is imbedded in the message and is thus not an independent element as such. Validation is also added as a sub-element to the message since it can be defined by both abstract and concrete features, cf. section 4.1.9 [Validation].
6 CASE STUDY

The empirical material was chosen based on several factors. In 2002, the mobile phone sector represented the second largest sector in terms of teenage expenditure, including both direct teenage spending (purchase by teenagers) and indirect teenage spending (purchase on behalf of teenagers). Furthermore, the mobile phone sector represented the single largest sector in terms of direct teenage spending in 2002 (Euromonitor 2003, p. 9). Finally, Nokia is one of the world's highest profile teenage brands only surpassed by Nike and Adidas and closely followed by Sony (Euromonitor 2003, p. 80).

Before analyzing the Nokia N-Gage campaign, the company and the N-Gage campaign are presented briefly.

6.1 Presentation of the company

Nokia is a privately owned Finnish company dating back to the late 1800s. In the early 1990s, the Nokia corporation left the old niches of being a merger between a wood pulp mill, a rubber works, and Nokia Ab, and started focusing solely on telecommunication (Nokia > History). Today, Nokia employs approximately 51,000 people worldwide and is the world's largest supplier of mobile phones with a 40 percent global market share (Lindstrom 2005, p. 34). Moreover, Nokia was number five on the list of best known brands in the world in 1995 (Søndersted-Olsen 2003, p. 185).

Even though competition is increasing, Nokia is still the strongest brand in Denmark according to a survey conducted by Mindshare in the last part of 2003, (Graversen 2004). However, other reports show that Nokia is losing market shares due to other companies improving their designs (Børsen 2003).

Only recently, Nokia changed the focus from being human friendly to connecting people (Lindstrom 2005, p. 52). Some of the key values in connection with the Nokia mobile phones have always been quality and design. In the description about the company on the global website, Nokia defines quality as:

“...the heart of everything we do at Nokia. It is the essence of our products, our brand, and our business. It plays a crucial role in maintaining our competitive edge [...] quality has to be expressed in every possible way and through every possible action”

(Nokia > quality)
Furthermore, Nokia states that they lead industry development and has become synonymous with the terms usability, reliability, and style (Nokia > press packet).

6.2 Presentation of the campaign

The Nokia N-Gage mobile phone is the world's first mobile game deck; thus it is a gaming device that enables a person to play a game on the mobile phone against other gamers located somewhere else, cf. section 2.3.1 [Mobile phones vs. games consoles vs. N-Gage]. The key features in connection with the Nokia N-Gage are mobile and online. This is the innovative part of the product (Nokia N-Gage press services 2003).

The Nokia N-Gage campaign was launched worldwide on September 30 2003 worldwide. The campaign was meant to entice and inspire the public prior to the product launch on October 7 2003 (Nokia N-Gage press services 2003).

The global advertising campaign spread out to a wide audience through features in cinemas, on TV, print, the Internet, and as outdoor billboard advertisements. Sari Tollet, Director of Global Marketing Services, Entertainment and Media at Nokia Mobile Phones, stated in a press release on the day of the campaign launch that the campaign was meant to be an edgy and grown-up campaign that would demonstrate an understanding of the gamer and the gamer's desire to play (Nokia N-Gage press services 2003).

The primary communicative purpose behind this campaign was to draw the consumers' attention to the fact that this product/brand would be introduced in a short amount of time. Furthermore, the campaign's purposes were to inform the public that this product was different from previous products or brands within this product range. Finally, the campaign was meant to inform the public when and where the mobile phones could be purchased.

6.2.1 The commercials shown on TV and in cinemas

Nokia created different advertisements featuring the same theme to be shown on TV and in cinemas worldwide (Appendix 5: Nokia N-Gage commercials). The advertisements can be divided into four groups of advertisements constructed in basically the same way. The first type of commercial, i.e. the one named Logo (Appendix 5: Nokia N-Gage commercials) only features a moving visual of the phone
and the N-Gage logo. The second type of commercial is represented in the appendices by the commercial named street (Appendix 5: Nokia N-Gage commercials). This advertisement initially show a parking basement with the text: “This is where they ran me down”, then a camper in the woods with the text: “This is where I left Kate, Lucy and Michelle begging for more”, a basement with the text: “This is where I took on three guys and made them cry like babies”, then a street with the text: “This is where I cried for help”, and finally a picture of the new Nokia N-Gage mobile phone with the text: “N-Gage Nokia Anyone anywhere” (Appendix 5: Nokia N-Gage commercials). The third type of commercial is structured in the same way as the second type; however, it is not as long as the one named street. An example of this group of commercials is the commercial named Park (Appendix 5: Nokia N-Gage commercials). The final group of is more clear in the reference to the gaming genre. These commercials are characterized by showing a place with a sentence, like in the commercials named Street and Park, and then there is an extract from a game and finally the N-Gage logo. An example is the commercial called Backseat (Appendix 5: Nokia N-Gage commercials). The advertisement named Backseat shows images similar to the ones in the advertisement called street; namely a backseat with the text: “This is where I tried my best moves on Rebecca” and then the next frame is a computer game played on a Nokia N-Gage mobile phone (Appendix 5: Nokia N-Gage commercials).

6.3 Analysis of the Nokia N-Gage case

The Nokia N-Gage case study is analyzed based on the interim model for communicating to teenagers, cf. section 5 [Interim communication model for targeting teenagers in advertising campaigns]. The result of the analysis is compared to the reactions the campaign received after the launch to determine if the model is useful for communicating with teenagers.

6.3.1 Sender

The Nokia company acts as both the text-external and the text-internal sender16 in this advertising campaign. Nokia is the company behind the advertising campaign, and the N-Gage niche product profits off the well-known and popular Nokia brand by placing the Nokia logo at the end of the advertisement just under the N-Gage name. This relates the one to the other. There are also other linguistic features acting as the text-internal sender. The words I and we indicate that a gamer is behind or at least is part of this advertisement. This is done to entice familiarity and recognition in the receivers. The gamer in the

16 The text-external sender refers to the specific sender of the market communication and the text-internal sender refers to the factors used in the text to refer to the sender (Frandsen et al. 1997, pp. 52-53).
advertisement is based on gamers' stereotypical features\textsuperscript{17}, \textit{e.g.} the code used in the advertisements, \textit{cf.} section 4.1.3 [Code]. The primary sender is the Nokia corporation since this is the company that has initiated this campaign, and the secondary sender is the anonymous gamer in the advertisement.

\subsection*{6.3.2 Receiver}

In addition to determining the text-internal/text-external receivers\textsuperscript{18}, the receivers of this advertising campaign are analyzed through socio-economic variables.

The text-external receivers are male teenagers in the age 15-19 or 15-25 years old. They are defined as people that spend most their time and money on technological gadgets such as computer games and games consoles. Since the N-Gage mobile phone is also defined as a game deck, it clearly addresses the people interested in playing games with other people. Articles and reviews written by gamers clearly state that the N-Gage mobile phone is not very useful as a mobile phone; it should be bought on it's technical features which are okay (Megagames 2003). The use of \textit{l} and \textit{me} in the advertisements indicate a solidarity between the viewer and the "person" in the advertisements. This way, Nokia has succeeded in placing a text-internal receiver in the advertisement without making it too obvious.

The intended target group for this product is young men in the late teens or early 20s. This product addresses people in the middle of the social classes; not people living in ghettoes or other low class societies. The mobile phone is in the midrange of mobile phone prices which should not scare off the people who really want it. And at the same time, it does not seem too cheap which would also scare off potential customers, \textit{cf.} section 3.4.2 [Teenagers as consumers].

\subsection*{6.3.3 Message}

The message is the advertisements that were published shortly before the Nokia N-Gage mobile phone was released worldwide. The basic goal of the advertisements is to create awareness and interest in the new type of mobile phone.

\textsuperscript{17} Stereotyping means mentally placing people in categories (De Mooij 1998, p. 49).

\textsuperscript{18} The text-internal receiver is marked in the text either visually or by use of textual reference and the text-external receiver is the actual receiver (Frandsen \textit{et al.} 1997, p. 53).
The message is the combination of rhetorical and visual strategies. The linguistic rhetorical strategies that are used in the TV and cinema commercials are primarily redundancy, informal use of words, and intimacy. Repetition of certain words is applied in the commercials which creates redundancy which again ensures a main thread throughout the commercials. However, it also ensures a higher frequency of recognition and memory in the minds of the consumers. Throughout the advertisements, personal pronouns such as I, we, and they are used to create an intimate atmosphere between the anonymous person in the advertisements and the viewer. Furthermore, the use of personal pronouns and first names when referring to people gives the advertisements an informal atmosphere which again strengthens the intimacy in the advertisements. Finally, the way the images are structured in the commercials makes the commercials function as a story. It gives the impression that the person in the advertisements is telling a story about the places s/he has won/lost different games.

The advertisements not only have a pure denotative interpretation as presented above; a connotative message can also be found in the advertisements which was also the reason why the advertisements were not greeted well in Britain, cf. section 6.4.1 [The ASA’s reactions to the campaign]. The twist in these advertisements is that the places chosen for the advertisements, e.g. a parking garage, a bus shelter, and a deserted street, all provide another interpretation than the denotative interpretation. These images all refer to places where there is a relatively high risk of being robbed, sexually abused, or attacked in other ways. Lines such as "This is where I got further with Lara than anyone else", "This is where I cried for help", or "This is where they ran me down" only strengthen that image (Appendix 7: Screen shots of selected N-Gage commercials). This is also what the British association ASA complained against when the campaign was launched in Britain, cf. section 6.4.1 [The ASA’s reactions to the campaign].

The visual rhetorical strategies used in the N-Gage advertisements are closely related to the linguistic rhetorical strategies in the way that both strengthen the purpose of the other. The images used in the advertisements are all of deserted places which do not entice a pleasant feeling in most people. The colors used in the advertisements are in most of the images dark pessimistic colors that do not entice positive feelings/emotions.

**6.3.4 Medium**

The Internet, and text messaging and GPRS on mobile phones, have provided companies with possibilities they did not have decades ago. It is possible to attract the attention of the consumer with
advertisements not mentioning the product at all; giving the consumer the possibility to get information about the product on the company website, or maybe broadcasting a competition on TV where the consumers can enter via the mobile phone. This increases visibility for the company. These options have been present for a long time; however, not many companies have exploited these opportunities taking full advantage of the possibilities.

Especially product placement and sponsoring TV-shows watched by teenagers could be an effective way of reaching this group of people. Advertising on the Internet could prove efficient as well; however, there are pitfalls, and there are quite a few of them. Many people, including teenagers, dislike marketing efforts like pop-up advertisements and spam e-mails. However, a subtle approach when advertising on the Internet should ensure positive exposure instead of negative exposure. Viral marketing would of course be the most effective way of enticing people to buy a product. However, it is not possible to make people say something good about a company or its products unless the products really are good. So the best way of ensuring the word-of-mouth effect is still to communicate effectively, and live up to the promises.

The N-Gage advertisements were shown in a large variety of media, e.g. TV, cinema, Internet, magazines, and billboards. The different media types add different supplementary values to the advertisements. For example, the Nokia corporation added value and credibility to their new sub-brand and product by placing the advertisements in popular specialist magazines. By doing so, the consumers are more likely to adopt the brand and the product.

Word-of-mouth is a marketing tool that most companies strive to implement. However, in the case of the Nokia N-Gage product launch, viral marketing has not been very helpful in gaining profit. The consumers have not been happy about the usability of the N-Gage mobile phone as a mobile phone. And partly not for its usability as a game deck either; in different reviews the N-Gage mobile phone has not received the best comments (Megagames 2003). One of the reasons given was that the microphone and the receiver are placed on the side of the mobile phone which makes it very difficult to use the mobile phone for calling someone. Like most products in the introductory stage of the product lifecycle, the N-Gage mobile phone was not received well by the consumers (Megagames 2003). Thus, the product will not be recommended by owners to friends, etc.
6.3.5 Genre

The N-Gage campaign is spread out on more than one genre. The campaign belongs to the overall genre called an advertisement, cf. Figure 6.1 [Outline of subgenres in connection with advertisements]. This overall genre is divided into subgenres and the Nokia N-Gage campaign contains different subgenres, e.g. TV and cinema commercials, print advertisements in magazines and newspapers, banner advertisements on the Internet, articles in magazines and newspapers, and the N-Gage website. Furthermore, different events have been launched in various capital cities worldwide. Especially the N-Gage tour has been highly promoted both in the media and on the N-Gage website. Moreover, the tour has got its own website where interested people can find information about the next happening and see pictures from previous happenings (N-Gage Tour).

Figure 6.1 Outline of subgenres in connection with advertisements

![Diagram of subgenres in connection with advertisements](image)

Based on Frandsen et al. (1997, p. 132)

The N-Gage advertisements primarily belong to the group of advertisements called product advertisements, cf. Figure 6.1 [Outline of subgenres in connection with advertisements] since it is
basically an introduction of a new Nokia product. However, the N-Gage campaign could also be viewed as a combination of a product advertisement and an image advertisement since N-Gage is introduced as a brand name for a new product line as well as merely being a product. The N-Gage is introduced as a sub-brand to Nokia which is a very familiar brand worldwide. The N-Gage mobile phones belong to the group of high-involvement products that have an emotional appeal. As concluded elsewhere in the master thesis, teenagers regard mobile phones as a fashion accessory; and fashion items have always added to or strengthened teenagers’ image. Thus, teenagers tend to buy fashion items based on the emotional appeal and the values the product adds to the teenager's image. This can also be seen in the rhetorical strategies used in the overall campaign, cf. section 6.3.3 [Message].

Frandsen et al. found that that there are elements that characterize different genres (Frandsen et al. 1997, p. 139), cf. Table 6.1 [Move structure for advertisements]. It appears that not all the N-Gage advertisements were structured the same way.

Table 6.1 Move structure for advertisements

1. Attraction of Attention
2. Marketing of product/brand/company
3. The product's price
4. The product's advantage
5. Legitimizing of the product's advantage
6. Procurement of the product

(Frandsen et al. 1997, p. 139)

The advertisements shown only in Britain featured nearly all the moves. However, the international advertisements did not show what the price would be (3), nor where to buy the products (6). All the advertisements only indirectly showed the products advantage. It was not spelled out that it is a mobile phone as well as a game deck. This was not revealed until later in the campaign.

Some of the advertisements in the N-Gage campaign were created to imitate computer games. This can be seen in the commercial called Backseat (Appendix 5: Nokia N-Gage commercials). The main part of this advertisement is part of a computer game.
6.3.6 Code

The code is the set of rules used when communicating with other people. Moreover, the code is also influenced by the medium and genre used when distributing and creating the message. There are different types of codes in a communication situation: linguistic, non-linguistic, and language barriers.

First of all, the sender and the receivers' codes do not match in this case. The sender belongs to an older generation than the target group and the two groups do not communicate in similar ways. Both the style and the formality are different but also the means used for communicating are different, cf. section 3.4.3 [Media].

Nokia tried to imitate the linguistic codes used by young gamers in both the different advertisements and on the website. The language use in the advertisements is clearly influenced by a gamer's mindset. Sentences like "This is where I got further with Lara than anyone else" are clear stereotypical efforts to imitate when a gamer talks to a friend after having reached a level in the Tomb Raider game that none of the friends have. Furthermore, the reference to Lara Croft is one that a person not familiar with computer games at all will have a difficult time recognizing. This way, Nokia narrowed down the group of people understanding their advertisement. Only people with some kind of knowledge about games would understand and remember the advertisement.

A problem that might occur with the encoding and decoding of this message in Denmark is the fact that the language in the advertisements is English. Recent studies showed that young people in Denmark do not speak foreign languages, including English, very well (Pauli 1999). It could prove to be a serious problem for Nokia, if the target group does not understand the language in the advertisements. The factor speaking in favor of the advertisements being in English could be that many computer games are in English and even boys in the age of 10 years old can play these games without speaking the language. This could prove that the people in the target group would understand the gist of the message even though they do not speak the language fluently. Of course, this was not an issue in Britain.
6.3.7 Context

The situational context\textsuperscript{19} behind this advertising campaign is the launch of a new niche product. The company behind the launch is one of the world’s leading manufacturers of mobile phones which has created a new type of product never seen before on the market; an online mobile game deck. It is crucial for the company to create awareness as well as interest in the product from the beginning. However, it was not only a campaign to strengthen the Nokia brand name, it was a campaign that had the objective of explaining the concept of the new type of mobile phone as well as introducing the new Nokia sub-brand. The campaign was launched in September 2003 prior to the product launch in October 2003 (Nokia N-Gage Press Services 2003).

6.3.8 Culture

As in connection with the code used in the two groups, there are two very different cultural backgrounds present in connection with the sender and the receiver in this campaign. There are the marketers vs. the teenagers and the global campaign vs. the different national cultures. The generational differences between the two groups make it very difficult for the Nokia corporation to communicate as efficiently as possible to the group of teenagers forming the target group. As concluded in section 6.3.6 [Code], Nokia tried to imitate the linguistic codes used internally in the groups of teenagers frequently playing computer games. However, there is a fine line between communicating with a group of people on their level and merely imitating their special language or code. The N-Gage campaign only reaches the target group if the language use in the advertisements is decoded as it is meant to be decoded; otherwise the target group will miss the point or worse, misunderstand the purpose of the advertisements.

A global campaign will always face the risk of not reaching the target group because of the national differences. A global campaign will also always show signs of its origin culture and people with a different cultural background may not read the signs correctly; thus misunderstanding the advertisements (De Mooij 1998, p. 9).

6.3.9 Noise

Teenagers live very stressed lives today with school, after school activities such as sports, homework and hanging out with friends, and a large amount of messages brought to them on their mobile phones

\textsuperscript{19} \textit{i.e.} the specific situation that forms the settings of the production and reception of the message.
in the form of text messages, via the TV as commercials, and via the Internet as pop-up advertisements, websites, spam e-mail, and regular e-mails. Thus, teenagers have to decide practically every minute if the messages they receive are worth the time and effort.

As seen above, there are many sources of noise when discussing teenagers. And especially in connection with this campaign the notion of noise is distinct. There are advertisements for other regular mobile phones and mobile phone subscriptions everywhere. The mobile phone company launched its campaign for another new mobile phone technology, the new 3G mobile phone, at approximately the same time as the N-Gage mobile phone was introduced. Furthermore, Sony Ericsson and Samsung have started to produce mobile phones that are very popular among teenagers (Mahnfeldt 2004). These campaigns all remove focus from the N-Gage campaign. Furthermore, the N-Gage mobile phone faces competition, i.e. noise, from other games consoles such as the Nintendo GBA and Sony’s PSP (Megagames 2003).

Furthermore, the financial aspect can also be regarded as noise. Even though teenagers are affluent, why should they choose to buy an N-Gage mobile phone instead of going out on a Saturday night? Moreover, teenagers are often engaged in multiple tasks at a time and generally advertisements on TV and in magazines are not given much time of the day. Teenagers tend to skip the advertisements in favor of another program until the show they were watching comes back on or flip to another page instead of looking at the print advertisement.

The N-Gage advertisements are not very loud in terms of colors, surprising elements, or sound (Appendix 5: Nokia N-Gage commercials). These advertisements are very low key which is not effective in terms of attracting the attention of someone not looking.

6.3.10 Response/feedback

Feedback is an aspect that more and more companies are starting to implement when making advertisements and other texts. Feedback enables the receiver to respond. It is also what makes the communication interactive instead of linear. Without the possibility of response, it is merely information flowing from one entity to another.

20 3 = A third generation mobile network (3)
21 Game Boy Advance.
22 Playstation Portable.
All the advertisements in the global campaign have links or other referrals to the N-Gage website. This makes the whole campaign very interactive and this is one of the features that are very effective in this campaign. The website has everything related to the N-Gage mobile phones that is interesting for the target group, e.g. a product area, an area with games for the N-Gage mobile phone, a reference to the N-Gage Tour website, and extras, i.e. downloads of film clips, screensavers, etc. One of the things that make the N-Gage website very interactive is the boards where everyone can post a comment or read other people’s comments. Furthermore, the website features Post your pics, Player of the month, and Top ten players. All these features link the consumers to the website. This way, Nokia N-Gage invites everyone interested in joining their forum of gamers and other games interested people.

6.3.11 Validation

Validation of the statements put forward in the given message and validation of the products are very important elements when communicating with teenagers. As mentioned in section 3.4.3 [Media], teenagers are very marketing knowledgeable and are able to spot if a company do not live up to what it has presented in a message, e.g. in an advertisement. If a company does not live up to these standards or if a company does not validate the presence of their products on the market, teenagers have no problem turning their back on that company without notice.

There are two types of validation in connection with the N-Gage product launch; validation of the message and validation of the product. First of all, the company validates the message in the advertisements by letting a "gamer" comment the images shown. However, there is no real person validating what is being said and it could easily be viewed as a marketing joke instead of communicating what the mobile phone can do. On the other hand, the anonymous gamer acting as a testimonial can add to a positive image for the Nokia company since the situations shown and the things that are uttered in connection with the situations seem real.

There is no validation of the product's presence on the market in the advertisements. The product is validated on the website to some extend. The website, to which the advertisements also refer, offers all types of information about the product. This includes FAQ, software downloads, technological specifics, glossary, as well as an explanation and guidance to using the mobile phone as a game deck (N-Gage > Game decks). But it is not possible to find any legitimization of why this product has been introduced on the market.
6.4 Discussion of the Nokia N-Gage case

The different elements in the model have been applied to the case study, and the result of the analysis is compared to the reactions the campaign received after the launch to determine if the model is applicable for analyzing communication situations targeted at teenagers.

6.4.1 The ASA's reactions to the campaign

The campaign turned out to be very edgy, cf. section 6.2 [Presentation of the campaign]. Some of the advertisements were condemned in Britain by the Advertising Standards Authority (ASA)\textsuperscript{23}. The ASA believed that the advertisements encouraged sexual violence toward young women, especially the image of a bus shelter with the words: “This is where I got farther with Lara than anyone else” and the image of a camper with the text: “This is where I left Kate, Lucy and Michelle begging for more.” (Richardson 2004).

Nokia’s response to the ASA was that the aim of the advertisements was to create a memorable advertisement for Nokia’s first sub-brand, \textit{i.e.} the Nokia N-Gage mobile game deck. Furthermore, Nokia argued that the advertisements were typical for the gaming genre (Richardson 2004). In the end, Nokia made a statement to the press apologizing for the campaign having offended anyone. The statement argued:


d{\textquote}Our sole aim was to produce advertising that supported the multiplayer capabilities of the N-Gage platform and used typical gaming language and imagery to reflect gaming victories.\textquotend

\textit{(Richardson 2004)}

Nokia explained in the statement how the scenes in the different advertisements related to gamers’ thoughts and/or expressions when loosing or winning a game. It was an attempt to attract the campaign's specific target group's attention (Richardson 2004). Section 6.4.2 [The public’s reactions to the N-Gage campaign] concludes how the public reacted to the campaign.

\textsuperscript{23} The ASA is an independent organization that ensures and controls the self-regulatory system for non-broadcast advertising in Britain (ASA > About ASA).
6.4.2 The public’s reactions to the N-Gage campaign

Different gamer magazines such as Megagames, PC World, and Playstation Magasinet do not recommend the Nokia N-Gage mobile phone to the consumers for different reasons. For example, an author in the magazine Megagames\textsuperscript{24} states in an article about Nokia that the Nokia N-Gage should be compared to the Nintendo Game boy; thus the target group chosen by Nokia is not suitable (Megagames 2003). The Game boy target group is primarily 10-year-olds and even though the Nokia N-Gage has other features, it imitates many of the Game boy features (Megagames 2003).

6.4.3 Findings in the Danish Nokia N-Gage survey

The findings in the Danish Nokia N-Gage survey are presented in this section. When no reference is given in this section, the results can be found in Appendix 3: Questionnaire.

A very large portion of the respondents remembered having seen advertisements for the Nokia N-Gage mobile phone (90 percent) which would indicate that the campaign has got a rather high memory rate. The advertisements were primarily regarded as being Okay (63 percent) or Bad (25 percent), cf. figure 6.2 [Question 4c - Do you think the Nokia N-Gage ads are:]. This could be due to the fact that 57 percent of the respondents had no idea what the text in the advertisements referred to. 25 percent believed the text was both a reference to something that happened in these places and a reference to the games played. Finally, 13 percent believed the advertisements referred to the games and nothing else, cf. Figure 6.3 [Question 4d - Do you think the text in the ads refers to something that has happened these places AND/OR something in connection with a game?]. According to these percentages, the general group of male teenagers did not respond very well to the Nokia N-Gage campaign. There is only a slim chance that the target group will buy the phone if the target group does not understand the campaign’s message.

\textsuperscript{24} A gaming online magazine.
Merely 6 percent of the respondents owned a Nokia N-Gage mobile phone. The reasons given for owning a Nokia N-Gage mobile phone were: that the phones are cool (29 percent), and other reasons than the ones listed in the questionnaire (71 percent), cf. figure 6.4 [Question 4b WHY?/WHY NOT?].
The reasons for not owning a Nokia N-Gage mobile phone were primarily that the respondents were not interested in the gaming features (44 percent) or other reasons (41 percent). The price was mentioned by 11 percent as the reason for not owning a Nokia N-Gage mobile phone. These percentages indicate that young males in the age 15-19 do not regard a combination of a mobile phone and an online game deck interesting.

**Figure 6.4 Question 4b - WHY?/WHY NOT?**

**WHY?**

- Cool: 29%
- Good for games: 0%
- Price: 0%
- Other: 71%

**WHY NOT?**

- Not interested in games: 44%
- Too expensive: 15%
- Other: 41%

*The Danish Nokia N-Gage survey*
Furthermore, merely 9 percent would buy the Nokia mobile phone based on these advertisements whereas 72 percent would not buy the mobile phone based on the advertisements, cf. figure 6.5 [Question 4e - Does the ad make you want to buy the mobile phone?]. This connects very well with the fact that the main part of the respondents did not understand the message in the advertisements.

Figure 6.5 Question 4e - Does the ad make you want to buy the mobile phone?

6.4.4 Sum-up of discussion

The Nokia N-Gage campaign was successful in one point; the respondents’ memory rate in connection with the advertisements was very high (90 percent). However, the campaign was not successful in a number of other points. The ASA condemned the campaign, the public believed the target group was the wrong one for this type of product, and most teenagers did not understand the campaign. Based on the analysis, there were both positive and negative elements in the Nokia N-Gage campaign.

The analysis showed that there is a quite high level of interactivity and possibility for response in the Nokia N-Gage campaign. This is very positive concerning the target group, cf. section 3.4.2 [Teenagers as consumers]. According to the teenagers’ lifestyle, as defined by Euromonitor (2003) and the Danish Nokia N-Gage survey (Appendix 4: Database), the way response and interactivity are included in the campaign, by referring to the website, should be the most effective way of reaching teenagers. This is
mostly due to the fact that teenagers are very technological knowledgeable individuals, cf. section 3.4.3 [Media].

Furthermore, the analysis showed that there is some validation of the product on the website. There is a guideline on how to use the product on the website as well as a glossary and other technological features (N-Gage > Game decks). Furthermore, the N-Gage Tour, with the website especially built for the purpose, provides information on how to meet other N-Gage gamers worldwide (N-Gage Tour). The advertisements do not provide the viewer with any validation of the product. If the consumer is interested in the product, s/he will have to look for the information him-/herself (Appendix 5: Nokia N-Gage commercials). However, the advertisements include a small amount of validation of the message by including the gamer in the advertisements. The text in the advertisements is formed to imitate quotes from (a) gamer(s). This type of testimonials is meant to strengthen the message by including an expert or a person with the same background as the viewer. However, as concluded in section 6.4.3 [Findings in the Danish Nokia N-Gage survey], most teenagers did not understand the advertisements. The lack of explanation in the advertisements led to uncertainty among the target group what the situations in the advertisements referred to. Furthermore, the advertisements' possible double meanings also led to the ASA condemning the advertisements.

The analysis concluded that the N-Gage campaign faced noise from multiple sides. One of these sides was the competition from other brands and advertisements. Furthermore, the analysis showed a lack of legitimization of the product's presence on the market. These two factors could explain the negative response the product received after the launch. Some sources believed Nokia targeted the wrong group of people and the target group did not seem to be interested in this type of product neither before having seen the advertisements, nor after.

Nokia used media that are easily accessible for the teenagers which should ensure a higher penetration rate. This was supported by the Danish Nokia N-Gage survey which showed a 90 percent memory rate, cf. section 6.4.3 [Findings in the Danish Nokia N-Gage survey]. Furthermore, as concluded in section 6.3.5 [Genre], the products belong to the emotional product class, and the advertisements represent that notion by not explaining anything but merely showing the emotion a person could have while playing on the N-Gage game deck.

The analysis concluded that Nokia tried to create a code that would be effective when communication with teenagers and gamers, by using the linguistic codes that gamers often make use of themselves.
One of the more negative aspects in the N-Gage campaign is the use of English as the language in all advertisements. This might cause a language problem in e.g. Denmark. Furthermore, the connotative interpretation of the advertisements does not give a very good impression of the Nokia company and the N-Gage products, cf. section 6.4.1 [The ASA’s reactions to the campaign].

Finally, as seen in section 6.3.5 [Genre], the campaign was clearly based on brand knowledge which implies that the target group knows the brand and that the target group seemingly does not need any explanations on what type of product this is. This corresponds to the surveys concluding that Nokia is a well-known brand in both Denmark and Britain, cf. section 6 [Case study].
Part 5

Conclusion
7 FINAL COMMUNICATION MODEL FOR TARGETING TEENAGERS IN ADVERTISING CAMPAIGNS

7.1 Relevance in connection with the analysis of a case study

After having applied the model to a case study, it is possible to conclude if the model is useful for analyzing a communication situation targeted at teenagers.

Many of the elements in a communication situation between two generations, as it often is when communicating a branding strategy to teenagers, are the same as in any other communication situation. However, it was concluded that elements such as noise, validation, culture, and medium are very important aspects to consider when creating a campaign targeted at teenagers. These four points in particular are important when considering the context in which a campaign targeted at teenagers take place. There is a great deal of noise channels in a teenager's life, and a company needs to take these channels into account when communicating with teenagers; otherwise the message will drown among the other messages. This is also a fact when communicating with other age groups; however, teenagers communicate via multiple channels every day and this makes them harder to reach through the typical channels used in advertising campaigns. Furthermore, it was also concluded that validation of a message is an important element in the model. When legitimizing its presence on the market a company has a better chance of getting through to the target group.

7.2 Adjustments to the model and presentation of the final model

The final communication model can be seen in figure 7.1 [Final communication model for targeting teenagers in advertising campaigns].
The case study did not reveal any elements that should be removed from the model, nor any elements that are missing in the model. However, a few alterations are made to make the model clearer. In the interim model the element culture is separated in two parts. The division between the two parts has been made clearer in the final communication model by defining the two parts Source culture and Target culture. This is a minor change that is made to clearly define to which parts these two elements refer. Furthermore, it is clarified which elements within culture are the most important in connection with communicating with teenagers. The primary element is the difference between the sender's and the target group's social behavioral patterns. If the sender does not take these differences into consideration, s/he cannot choose the correct code etc. in the advertisement. These clarifying points are added since they differ from the typical definition of the culture element in other communication models.

The secondary consideration within culture is the sender's and target group's cultural background. This is placed as the secondary factor since age differences often create larger gaps than geographical differences do, cf. section 3.2 [Culture]. Finally, in order to specify more clearly what the element context implies, it is named situational context instead.
8 DISCUSSION OF MASTER THESIS

Before concluding on the master thesis, there is an evaluation of the master thesis, i.e. of the sources used and of the method applied in the master thesis.

8.1.1 Sources

Euromonitor
Euromonitor carried out a worldwide study on teenage lifestyle and marketing to teenagers in July/August/September 2002. The goal was to determine how to market teenage products the best way possible. The survey brings insight to the teenage market, and is useful for understanding the reasoning behind advertising campaigns targeted at teenagers. The respondents in the survey were primarily marketing managers and marketers targeting teenagers. Thus, the survey contains mainly speculations on how teenagers think and respond to different marketing efforts. At the same time, this approach gives the alternative view on teenagers compared to the Danish Nokia N-Gage survey. This enables the master thesis to combine the two angles giving a better understanding of teenagers' lifestyle and marketing preferences.

Philip Kotler
Philip Kotler delivers insight to the marketing concept as a whole. His point of view is the economic view on the concept and thus only touches lightly on the communicative part of it. He has been included in the master thesis because his approach reflects the general marketers' view on communicating to a target group.

Finn Frandsen
Finn Frandsen has studied different aspects of communication for many years which has resulted in a number of books on the topic. His studies provide the communicative aspect of analyzing business related "situations" such as advertisements and press releases, which has been useful for comparing with Kotler's economic view.

8.1.2 Method

Most stages of the process in this master thesis were well-functioning where others could have been optimized for a better result. More than one case study could have enabled a more precise result.
However, this master thesis is meant to provide a tool for analyzing communication situations targeted at teenagers, and the test is meant as an indication of the model's applicability. A more thorough analysis could make the result more valid. The field research in this master thesis merely covered teenagers in Denmark. Alternatively, if the research had included teenagers in both Britain and Denmark, plus marketing managers targeting teenagers on a daily basis in both countries as well, again the result could have been more valid.

The empirical material used to create the model, *i.e.* the Danish Nokia N-Gage survey and the Euromonitor survey, provided a sound foundation for creating a model for this specific type of communication. The two surveys provided two different approaches and angles. Furthermore, validating the model through empirical material, *i.e.* the Danish Nokia N-Gage survey, gave a more trustworthy result than if there had been no test.
9 CONCLUSION

Communicating with teenagers is not a topic that has been investigated in depth previously. This master thesis set out to investigate how a brand is communicated most effectively to teenagers. This was done by comparing empirical material with the current branding and communication strategies. This formed the basis of a model that was tested on a case study and subsequently altered according to the findings in the case study.

Throughout the master thesis, it was possible to conclude first of all that teenagers are part of a very affluent group of people functioning as very conscious consumers. Teenagers' social patterns were found to be characterized by lack of brand loyalty, peer pressure, and pester power. The consumption patterns were characterized by the teenagers' spending a rather large amount of time and money on games and mobile phones. These technological items belong to the group of products called lifestyle products, which were found to have a large impact on teenagers' lives.

It was concluded in section 5.1 [Important elements for communicating with teenagers] that the general elements such as sender, receiver, and message were basic elements in any communication situation. However, other elements were found to be equally important when communicating with teenagers. Culture was included as an element in two parts. Noise and feedback were found to be very important when communicating to teenagers. Finally, validation was included as an extra element in the model.

The communication model that was created based on the empirical material in part 2 [Background] is a means for a company to communicate effectively to teenagers. The model enables a company to define the whole process of a communication situation before launching an advertising campaign, thus, increasing the chance of a more effective result in terms of for example getting a positive image, or increasing sales.

Validation of the model was ensured by combining field research with desk research when making the model and subsequently testing the interim model on a case study.

As any other model, this model has strengths and weaknesses. The strengths include elements such as culture and response/feedback. The cultural element, that can be seen in the final model, was divided into primary and secondary. This enables a person to go into depths in an analysis or when creating an advertising campaign. Both surveys showed that it is very important not to place teenagers in the same
box as other age groups when creating an advertising campaign. Teenagers have become a compound group worldwide where teenagers in one country have more in common with teenagers in another country than with another age group in the same country. Another strength is that the model acknowledges the fact that there is often not any element of feedback or interactivity in advertisements, but the model strengthens the opportunity to include it by making it a separate element in the model. The primary weakness in connection with the model is validation. It can be difficult to determine how much a company should validate its product or brand name, and on what level they should be validated. However, it proved to be an important element.

The outcome of this master thesis was a theoretically based and empirically tested communication model for advertising campaigns targeted at teenagers. It can be concluded that the communication model is generally applicable for targeting teenagers and that it can be seen as a tool for analyzing advertising campaigns targeted at teenagers.
10 PERSPECTIVE

The research behind this master thesis uncovered several angles when examining teenagers. It was concluded that communicating to teenagers must be approached differently than when communicating with other age groups. As mentioned in the evaluation of the method, more tests of the model created in this master thesis could provide a more validated model. It would be interesting to investigate if a more thorough test of the model would provide the same result as found in this master thesis.

Another aspect found when carrying out research for this master thesis was the lack of brand loyalty among teenagers. It would be interesting to examine if teenagers are really as brand illoyal as the Euromonitor survey and other studies indicate.

Finally, the research behind this master thesis showed that the globalization seems to be stronger among teenagers and younger age groups than among older age groups. An interesting topic for a master thesis would be to investigate if the cultural differences between two groups of teenagers in two different cultures are really more closely related than with other age groups belonging to the same cultural background.
11 SUMMARY

Throughout the years, companies have developed different tools for selling more products than competing companies. Branding is one of those tools. A company's brand is communicated in different ways to different target groups. However, previously, there has been a tendency to ignore the younger age groups when branding a product which has resulted in teenagers not responding well to branding. Companies have started to realize that teenagers are an affluent group of people that have the potential of being tomorrow's brand-loyal consumers.

The aim of the master thesis is therefore to investigate how a company most effectively communicates its brand(s) to teenagers. The master thesis discusses the processes crucial to effectively communicating a brand to teenagers by examining teenagers' lifestyle and consumption patterns and comparing them with the general branding and communication strategies. This includes investigating why teenagers are important as a group of consumers; which social patterns define teenagers; how the social patterns are displayed in relation to a certain product; and finally which communicative elements are important when effectively communicating with teenagers.

General branding approaches for communicating (a) brand(s) to a target group are compared to the findings in empirical material; namely a qualitative and a quantitative survey. The general branding approaches consist of an economic view by Kotler, and a cultural/communicative view by Frandsen et. al. (the IMK model) whose model has been based on the original communication models such as Lasswell and Shannon & Weaver. The IMK model is used instead of the original models, since it provided an additional contemporary input to the original models. The qualitative survey is made by Euromonitor and the quantitative survey made for this master thesis was carried in the beginning of 2005. These approaches enable the production of a model for analyzing the communication of a brand targeted at teenagers. Subsequently, this model is tested on empirical material, namely a case study, to ensure validity and usability.

Through the analysis and discussion of the teenagers' social patterns and consumer lifestyle, based on the empirical surveys and the general branding approaches, it was discovered that the following elements are essential in a communication model targeted at teenagers: sender, receiver, message, code (encoding/decoding), context, genre, medium, culture, noise, feedback and validation. These elements were gathered in an interim communication model, and were further defined by different theories. The basic elements: sender, receiver, message, code (encoding/decoding), context,
genre/medium were inspired and defined mainly by Kotler and Frandsen et al. The remaining elements were defined primarily through the analysis and discussion, but also by Kotler and Frandsen et al. to some extend. The element culture was divided in two to reflect the increasing gap between the sender and the receiver when targeting teenagers in an advertising campaign. The elements noise, feedback and validation were defined by the teenagers' social patterns that were revealed in the empirical surveys.

The case study confirmed that the communication model was applicable when communicating with teenagers as a target group. Elements such as noise, validation, culture, and medium proved to be very important aspects to consider when creating a campaign targeted at teenagers. There is a great deal of noise channels in a teenager's life, and a company needs to consider these channels when communicating with teenagers. Teenagers communicate via multiple channels every day and this makes them harder to reach through the typical channels used in advertising campaigns. Furthermore, validation of a message is also an important element in the model. When legitimizing its presence on the market, a company has a better chance of reaching the target group.

The case study did not reveal any elements that should be removed from the model, nor any elements that were missing. However, a few alterations were made to make the model clearer. In the interim model the element culture was separated in parts. The division between the two parts has been made clearer by defining the two parts Source culture and Target culture. Furthermore, it was clarified which elements within culture are the most important in connection with communicating with teenagers. The primary element is the difference between the sender's and the target group's social behavioral patterns. The secondary consideration within culture is the sender's and target group's cultural background.

The outcome of this master thesis was a theoretically based and empirically tested communication model for advertising campaigns targeted at teenagers. The communication model is generally applicable for targeting teenagers and it can be seen as a tool for analyzing advertising campaigns targeted at teenagers.
12 LITTERATURE

12.1 Books


12.2 Articles


### 12.3 Websites

3

www.three.co.uk

ASA

www.asa.org.uk/asa

ASA > About ASA

Available from: www.asa.org.uk/asa/about/

[Accessed April 15]
Dictionary.com
www.dictionary.com

Euromonitor
www.euromonitor.com

Euromonitor > About
Available from: http://www.euromonitor.com/contact.asp
[Accessed April 15]

N-Gage
www.n-gage.com

N-Gage > Game decks
[Accessed April 15 2005]

N-Gage Tour
Available from: http://web.n-gage.com/tour/
[Accessed April 15 2005]

N-Gage > downloads > Video clips
[Accessed March 3 2005]

Nokia
www.nokia.com

Nokia > About Nokia > Company > History
Available from: http://www.nokia.com/nokia/0,8764,1125,00.html
[Accessed December 16 2004]
12.4 Press releases

Nokia N-Gage press services, 2003. *This is where... Nokia N-Gage advertising goes live* [online], (September 30). Available from:
[Accessed December 9 2004]
12.5 Reports

Available from: www.dst.dk/danmarkital
[Accessed April 10 2005]

Euromonitor (2003): Marketing to teenagers [online], (April). Available from:
[Accessed March 16 2005]
APPENDIX 1: INTRODUCTION TO THE EUROMONITOR SURVEY

Euromonitor carried out a worldwide study on teenage lifestyle in July/August/September 2002. The goal was to determine how to market teenager products the best way possible. The sources used for the survey were a mixture of in-house resources, desk research and a qualitative survey carried out among marketing directors and market research managers (Euromonitor, 2003, p. 2).

The Euromonitor survey is very applicable in connection with this master thesis, since it is up-to-date and the topic surveyed is relevant for this master thesis. Euromonitor gathered global statistical data that it was not possible to gather during this project. This has enabled this master thesis to focus on Denmark in the survey, drawing similarities between the two surveys afterwards.
APPENDIX 2: PDI FOR DENMARK 2002

\[
\frac{\text{Number of households} \times \text{household income}}{\text{Number of people}} = \text{PDI}
\]

\[
\frac{2,852,400^1 \times 263,900^2}{5,363,840^3} = \text{DKK140,337 / USD 20,418}^4
\]

1 (Danmarks statistik 2005, p. 24).
2 This is the figure for 2001 (Danmarks statistik 2005, p. 25).
3 Only 2000 and 2004 was available, so this is the median number based on these the figures (Danmarks statistik 2005, p. 5).
4 The exchange rate was found at www.valutakurser.dk – the rate was based on the rate for April 10th 2003 since this was the month the survey was published.
APPENDIX 3: QUESTIONNAIRE

(Can also be found on the cd)

Nokia N-Gage undersøgelse februar 2005

Svar venligst på alle spørgsmål for at sikre skemaets brugbarhed. Husk at du vil være med i konkurrencen om 2 biogribalder, så etat du også udgøder dit navn og din e-mail adresse i bunden af skemaet.

Kunne venligst skemaet inden d. 15. marts.

Drop-down listen vælges ved at klikke på det gråne felt og for spørgsmålene!

MANGE TAK FOR HJÆLPEN!

1. Reklamer
   a. Hvornår disse reklamer? (Hvis gengivelse forskellige hver)
   b. TV
   c. Bogplad
   d. Udenkurs reklamer
   e. Avis,
   f. Rádio
   g. Andre

2. Ægtefælle
   a. Hvornår gange om måneder løber du en vare, fordi du havde deres reklamer?
   b. Hvornår gange du en vare, fordi du havde deres reklamer?
   c. Hvornår gange du karakter af computerplut og tag?
   d. Hvornår gange du karakter af computerplut og tag?
   e. Hvornår du løber en mobiltелефon?

3. Nokia
   a. Hvornår du konsumere de reklamer til Nokias mobiltelefoner?
   b. Hvornår du konsumere de reklamer til Nokias mobiltelefoner?
   c. Hvornår du konsumere de reklamer til Nokias mobiltelefoner?
   d. Hvornår du konsumere de reklamer til Nokias mobiltelefoner?

4. N-Gage
   a. Hvornår du konsumere de reklamer for Nokias N-Gage telefon? (Hvis ikke, så på spørsmålsgruppe 5)
   b. Hvornår du konsumere de reklamer for Nokias N-Gage telefon? (Hvis ikke, så på spørsmålsgruppe 5)
   c. Hvornår du konsumere de reklamer for Nokias N-Gage telefon? (Hvis ikke, så på spørsmålsgruppe 5)
   d. Hvornår du konsumere de reklamer for Nokias N-Gage telefon? (Hvis ikke, så på spørsmålsgruppe 5)
   e. Hvornår du konsumere de reklamer for Nokias N-Gage telefon? (Hvis ikke, så på spørsmålsgruppe 5)

5. Information
   a. Er du her for en reklamer?
   b. Hvornår du konsumere de reklamer?
   c. Hvornår du konsumere de reklamer?

6. Evt. kommentar

7. Konkurrence
   Hus du skrive med i konkurrencen om 2 biogribalder. Sæt dine vens og dine e-mail adresse herunder:

Navn:
E-mailadresse:
APPENDIX 4: DATABASE
(Is found on the cd)

APPENDIX 5: NOKIA N-GAGE COMMERCIALS

Overview of the commercials found on the cd:

1. Logo (The N-Gage phone).
2. Street (Parking lot, camper, basement, street, the N-Gage phone).
3. Park (Park, office, grave yard, the N-Gage phone).
4. Backseat (Backseat, game, the N-Gage phone).
APPENDIX 6: SCHUHMAGAZINE ARTICLE

From ‘bovver boys’ to Britpop, Dr. Martens boots have been a ubiquitous part of pop culture. Celebrating their 40th birthday next year, Barry McDonald looks at the role DM’s played in both reflecting and shaping youth subculture...

Fashion and popular culture have been bedfellows since the day Chuck Berry first struck a rock ‘n’ roll chord. From leather jackets in the fifties, drain pipes in the sixties, flares in the seventies, ra ra skirts in the eighties and combat trousers in the nineties, clothing has both echoed and lead the culture of youth. Fashions, however, come and go and inevitably bite the cultural dust. What may have been de rigueur for the man/woman about town on Friday is sometimes passé and outdated come Saturday night. One ‘fashion’ item, on the other hand, has endured the kind of longevity other clothing manufacturers can only daydream about. From punks, skinheads, goths, headbangers, through rockabilly, indie kids, grunge and skate kids, a single item of footwear has both reflected and lead cultural change: The Dr. Marten boot.

‘Docs’ as they have become affectionately known immediately conjures up images of aggressive skinheads, colourful punks and a rather unfortunate Alexei Sayle song. Scratch the surface of this popular shoe, however, and its history runs deeper.

A prototype version of the boot we know today was the brainchild of a 25 year-old German soldier during the Second World War, named Dr. Klaus Maertens. During a spell of leave from fighting at the front, Dr. Maertens was convalescing following a skiing accident during which he broke his foot. It was during this recovery time he thought of a remedy for his injury - a sole made of an air-filled material, rather than the conventional, hard leather.

When the war ended, the doctor formed a partnership with the rather cool-monikered Dr. Funck, a mechanical engineer, to manufacture this unique sole. Speaking in 1985, Maertens reflected on the pair’s fortunes. “Our timing was perfect. The whole of Europe had just spent five years in army boots and everyone knew how uncomfortable they were. The shoe was the right answer at the right time.”

British boot makers Griggs and Co. soon acquired the exclusive license to produce the air-cushioned sole, made a few minor adjustments to the boot and the modern ‘Doc Martens’ as we have come to know and love was born on the 1st of April, 1960.

In the first few years of sale, DM’s were almost exclusively provided to postmen, factory workers, builders and the police. Today, this still rings true. They were, after all, a workwear shoe, designed for practicalities rather than fashion. Indeed the first public figure to be seen consistently wearing Docs was not a pop star, actor or cultural icon, but the irrepressible Tony Benn MP. Even in the early youth movements such as the Teddy Boys and the Mods v Rockers era, other shoes were championed.

“When this violent phase died down, after its peak in 1963-4, splinter groups emerged within the mod ranks, and from this sprang a culture that was to paradoxically prove the making of the Dr. Martens boot and also, in later years, its potential destroyer - skinheads.
It was not until the skinheads picked up on the Dr. Martens boot that its place in modern subculture began. The simple appeal of being very comfortable also sold them to the skinheads, plus the fact that they polished up better than any rival boot. This is one element of skinheads that is often overlooked - the attention to detail in their presentation, a characteristic inherited from the Mods."

One of the first high profile icons to wear DM’s was Pete Townshend, guitarist, songwriter and onstage acrobat with The Who.

“Set against a decade of flowery, effeminate styles, Townshend’s choice of Dr. Martens was a beacon of austere style. Due to The Who’s volatile live show and his characteristic guitar jumps and kicks, the boots were captured in scores of pictures. Townshend even wrote about the boots in his song ‘Uniform.’"

Perhaps one of the most recognisable images of Dr. Martens boots was also courtesy of The Who, when Elton John was seen parading around in a 54 inch high pair during a cameo appearance in Ken Russell’s screen adaptation of The Who’s rock opus, Tommy.

By now, the arena of youth culture had began to accept this workwear boot as its own and with the arrival of scooter boys (another offshoot from the mod movement) came the variation of the black boot: the cherry red.

By the early seventies, DM’s were ingrained in footwear history and began to find themselves in songs, books and films. Another slice of pop culture that was to increase the popularity of the boot arrived in the shape of Stanley Kubrick’s controversial Clockwork Orange film. Based on the novel by Anthony Burgess, the tale of Alex Delarge and his chums wreaking havoc on the innocent and volatile, the film was criticised so heavily, the director eventually banned it from these shores. The DM reference was the visually stunning ‘droogs’ decked out in white dungarees, bowler hats and threatening Dr. Martens.

Come 1976, cultural change had stepped up a gear with the arrival of the Sex Pistols and the burgeoning punk rock movement. The media soon descended into a frenzy and were quick to condemn the most provocative youth movement to date. With their sneers, ripped jeans, chains and sleeveless T-Shirts, the ubiquitous 18 holer Dr. Martens boot was an essential part of the uniform.

Fashion played as an important role in the punk era as the music, with Malcolm McLaren and Vivienne Westwood’s ‘Sex’ shop being the main focus in the capital.

“The availability of punk fashion was extremely limited. Londoners had an elite choice of a handful of shops, but in the provinces, however, there were no such outlets, and kids were forced to plunder Salvation Army and other charity shops for ideas. One item of punk gear that was available on a national scale, however, and at a uniform price, was the Dr. Martens boot.

As such, the black DM’s boot became a constant feature of most punk’s wardrobes, crammed as they were with thrift shop style. Punk’s two defining fashion statements - badly cut short hair and any trousers except flares - helped the boot as they were uncannily suitable.”

Maintaining their popularity through a constant change in cultural tides, Dr. Martens were adopted by each new movement in turn. By the early eighties, many skins and punks had splintered into the increasingly popular ska movement. Taking their roots from Jamaican reggae and championed by such luminaries like Bad Manners, The Specials and The Selecter, DM’s had once again found a new home. However, the new public face of DM’s were to be north London’s own magnificent seven, Madness.
Bringing ska to a new populist edge, the ‘Nutty Boys’ did much to reinstall Dr. Martens into the hearts and minds of the nation’s subculture.

“The ’70s and the start of the ’80s saw Dr. Martens rule Britain’s schoolyards. In some senses, 1979 was the year of the youth cult with a bizarre mix of parkas, punks, Mods, 2 Tone Rude boys, and even heavy metal denim jackets, inspired by the new wave of British heavy metal bands. Upgrading from your monkey boots to your first pair of DM’s was almost a cherished rite of passage.”

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(Schuhmagazine, 1999)
APPENDIX 7: SCREEN SHOTS OF SELECTED N-GAGE COMMERCIALS

(Busshelter)

This is where I got further with Lara than anyone else.

(Street)

This is where I left Kate, Lucy and Michelle begging for more.
This is where I cried for help.

(Street)

(Bus shelter)