A Work Project presented as part of the requirements for the Award of a Masters Degree in Management from the Nova School of Business and Economics

Ben & Jerry's

A case study on children's social awareness and its impact on corporate strategy

#571   Inês Peso de Oliveira Barros

June 2011

A Project carried out on Children Consumer Behaviour
with the supervision of: Professor Luísa Agante

Abstract

Purpose: Address whether children are aware of socially responsible action taken by companies, commonly named Corporate Social Responsibility (CSR). Additionally, the study will analyse which type of CSR actions (environmental or social actions) has greater impact on children.

Methodology: Structured questionnaires were conducted to a sample composed by 191 5th and 6th graders from a Portuguese public school after a presentation of the brand. A real brand was used and an industry of interest to children. Ben & Jerry's was chosen due to its CSR initiatives and the general liking of ice creams by children. Children had no previous awareness of the brand.

Findings: The results suggest that, in the parameters of this study, CSR actions do not create increased equity to the brand and based on these results managerial implications were analysed.

Research Limitations/Implications: This study faults in the fact that it considers a very limited sample in a limited environment. Further studies should consider a broader sample and a brand with higher levels of awareness.

Originality: While there is extensive research regarding the impact of CSR initiatives in adults, there is not so much focus on the effect on children. As children represent an enormous market opportunity, it became relevant to access how the exposure to this type of actions affects the child-brand relationship, in terms of brand perceptions, namely image, and in terms of purchase intentions regarding the brand.

Keywords: Corporate Social Responsibility (CSR), Children, Brand Image, Future Purchase Intentions

Literature Review

Corporate Social Responsibility initiatives are becoming a trend nowadays and gaining place as a high value strategic move by companies. According to Business Week (Berner, 2005), companies are doing substantial investments in CSR initiatives and, quoting Luo and Bhattacharya (2006:1), "as many as 90% of the Fortune 500 companies now have explicit CSR initiatives". Yet, even with this increasing importance of CSR, there still is uncertainty as how CSR should be defined both in the corporate and academic world (Dhalsrud, 2006). There are several possible definitions and, for the purpose of this paper, we adopted the one from the European Commission, which conveys CSR as "a concept whereby companies integrate social and environmental concerns in their business operations and in their interaction with their stakeholders on a voluntary basis"[1].

Many studies have been done regarding the effect of CSR in adults' attitudes towards the brand, and as Lichtenstein, Drumwright and Braig (2004) found, CSR initiatives by the company result in an array of corporate benefits, such as more favourable corporate evaluation by consumers, and increased purchase behaviour. However, Bhattacharya and Sen (2004:12) consider that "CSR activities have greater impact on outcomes "internal" to the consumers (e.g. awareness, attitudes and attributions) than its impact on "external" or visible outcomes (e.g. purchase behavior)".

Although the scientific community agrees that CSR has an impact in consumers' mindset and evaluation of companies, conclusive research is still needed on whether that impact translates to purchase behavior.

Regardless, an extensive amount of research has been done on CSR effects on consumers, and we can already find several well documented dimensions were CSR

---

[1]http://www.eurofound.europa.eu/areas/industrialrelations/dictionary/definitions/CORPORATESOCIALRESPONSIBILITY.htm

influences people's perception. In fact, many of those dimensions have been clearly expressed by Luo & Battacharya (2006) as either direct or indirect consumer product responses, customer-company identification, customer donations to nonprofit organizations and customers' product attitude.

Given the prior influences proven to exist in adults, it is relevant to understand if and how CSR affects children's relationship with brands.

Children buying power has been increasing exponentially over the years both by their discretionary income and their power to influence parents' purchases (Calvert, 2008). Globally the children's market is worth $1.33 trillion (Nairn, 2009), thus companies need to go forward in this market. Basically, when advertising to children, following Ranjbarian et al. (2010), there are three main objectives: affect children directly as consumers, affect parents indirectly through children's pester power and influence children with positive brand association since they represent a future market, meaning influencing three markets at once.

Another factor that can justify the need for such a study is that advertising a brand to children through CSR initiatives may also be less criticized by society. Advertising to children is being truly condemned in part because marketing to children essentially promotes behavioural norms and now companies' motivation seem to be only profit driven (Preston, 2005), thus the use of CSR may show other stimulus.

It is pertinent, however, to study the impact of CSR on children in an industry that is relevant to them. Considering McNeal (1992), the food industry is the one where children spend most of their money. Ben & Jerry's (B&J) seemed to be an interesting brand for study since it gas CSR actions and belongs to and industry that truly captivates children. B&J's CSR focus and initiatives are both in social (fair-trade

policy) and environmental (recycling, climate neutral freezers, etc.) issues[2]. Even though B&J do not advertise its actions directly to children since its target is from 18 to 34 years old, after a discussion with the brand manager it became possible to use the ideal of the brand for the purpose of this study. Therefore B&J brand was used.

Hypotheses

The aim of the study is to understand the impact of CSR initiatives on the child-brand relationship, being child brand relationship defined as "a voluntary or imposed bond between a child and a brand characterized by a unique history of interactions and is intended to serve developmental and social-emotional goals in the child's life" (Ji, 2008:605). With this in mind, the hypotheses are formed, concerning the main variables regarding a consumer-brand relation, being them **brand image** that assess how customers perceive and evaluate brands and **purchase behaviour**, and a third hypothesis that concerns the most effective matter of CSR to reach children.

It is relevant to look at the different social classes, however, since we are considering the influence of CSR - an added value of a brand - on children. According to Belk et al. (1984), children from lower social classes have a greater material concern than those from higher social classes where material possessions are more readily available and thus are not sufficient for prestige. Therefore we can infer that the existence of CSR actions may have greater impact on children from higher social classes, and this was taken into account when hypothesizing. Additionally, the same authors (Belk et al., 1984) mention that females are more sensitive and observant judges of human character and value socially relevant cues more highly when comparing to males. Given that CSR

---

[2] http://www.benandjerrys.pt/site/ourvalues/

actions consider social values, it also allows to infer that the existence of CSR actions may have greater impact on female children.

CSR actions & Brand Image

Brand image is defined a symbolic construct created in consumers' minds which includes both product information and expectations (Keller, 2008).

A new research commissioned by Costa (2010:13) for Marketing Week reveals that "children are reacting to brands with a sophisticated awareness and strong opinions about its coolness", additionally they are "practiced consumers with detailed knowledge of brands and its values".

Considering that CSR actions bring positive brand perceptions on adults and that children accumulate perceptions that create images regarding the brand (Ji, 2002), it is expected that:

H_1: CSR actions have a positive effect on the **brand image** of children in the age considered.

H_{1a}: CSR actions will have a **higher** positive effect in **brand image** when **higher social class** is considered.

H_{1b}: CSR actions will have a **higher** positive effect in **brand image** when **females** are considered.

CSR actions & Brand Purchase

Children are gaining a place as consumers. Around age 5 children are increasingly making individual purchases (Valkenburg and Cantor, 2001), additionally, they are skillful at encouraging parents to purchases (Ranjbarian et al., 2010).

Consumers' purchase behaviour can be accessed through two dimensions (Esch et al., 2006): current behaviour that refers to the purchase and usage of the brand, and

intended future behaviour that refers to the intentions of purchase of the brand in the future. Our hypothesis will be to test future purchase intention. Although it should be considered that intentions may provide biased measures by underestimating or overestimating actual purchase, it is the best estimate of actual behaviour (Young et al., 1998) and it is an appropriate measure to examine psychological changes (Wright and MacRae, 2007).

In adults the influence of CSR in purchase behaviour is not as noticeable as it is in brand perceptions but it is still positive. Likewise when regarding children we can hypothesize that the same will happen, thus:

H_2: CSR actions have a positive effect in **future purchase intentions** of the brand by children.

H_{2a}: CSR actions will have a **higher** positive effect in **future purchase intentions** when **higher social class** is considered.

H_{2b}: CSR actions will have a **higher** positive effect in **future purchase intentions** when **females** are considered.

Environmental issues & Social issues

Looking at the definition of CSR, and following Sandhu and Kapoor (2010), it is observable that CSR actions focus on social, environmental and financial success of the company.

In today's world children are being increasingly exposed to environmental issues. Furthermore, as Malkus and Musser (1997) state, research findings led to the premise that children can feel positive about environmental issues and about their role in helping the environment. Given children's growing involvement with environmental issues, the third hypothesis comes into sight:

H$_3$: CSR actions related to **environmental issues** have **greater impact** on children than CSR actions related to **social issues**.

Methodology

Legal and Ethical issues

All legal and ethical requirements were taken into account. First of all, the age considered is above six, which is considered by the food industry the minimum age to conduct marketing actions, according to the EU Pledge signed by major food advertisers. Also, a proper consent was gathered from the Portuguese Education Ministry, the school where the study was conducted and the participating children's parents.

Additionally, all ethical issues regarding the use of children in research (Greig, Taylor and MacKay, 2007), namely their rights and interests, mentioned in the UNICEF's guidelines (UNICEF, 2002) were considered.

Sample

The sample selected included children from age 10 and 11 to guarantee their full development in the Piaget's concrete operational stage and in the John's analytical stage. Looking at Piaget's theory of cognitive development (1972) there are four operational stages in child development. The third of the four stages is the concrete operational stage that includes children from age 7 to age 11. In this stage children are able to solve problems and apply reasoning to concrete objects and situations and can consider several dimensions in a thoughtful and abstract way, which goes accordingly to the need of the study. Additionally, looking at John (1999) and the three stages of consumer socialization, it is observable that it is in the analytical stage (children from 7 to 11 years old) that children gain a more sophisticated understanding of the

marketplace and begin to make thoughtful decisions due to the ability of analysing multiple stimuli.

308 authorizations were sent to parents of children from the 5th and 6th grade from a public school near Lisbon. After receiving 204 authorizations from parents, the questionnaire was conducted and there were 191 valid questionnaires. Some children were missing class and some questionnaires were removed from the sample due to not being completely filled or to not fulfil the parameters of the study. Children were equally distributed per gender and per each of the three groups (Table 1).

Table 1: Sample composition

	Control Group		Experimental Group I		Experimental Group II	
	Male	Female	Male	Female	Male	Female
#	34	32	30	32	30	33
% within group	51,5%	48,5%	48,4%	51,6%	47,6%	52,4%

Research Design

For the purpose of this study, a small questionnaire was sent to parents with the consent letter (appendix 1) and children were accessed through a structured questionnaire (appendix 2).

The parents' questionnaire gathered information on social class, measured by the level of education, and the familiarity of children with Ben & Jerry's brand to access children's level of brand awareness.

The children's sample was randomly divided in three similar groups, one control group and two different experimental groups. The three groups of children were exposed to different presentations of the Ben & Jerry's ice cream brand. For the control group the brand was presented with no reference to any CSR action; for the experimental group I the brand was presented as having CSR actions regarding the environment and, finally, for the experimental group II the brand was presented as having CSR actions about social issues. The brand was presented with the aid of animated storyboards (appendix

3) since it is appropriate and functions as a stimulus when researching with children (Bakir et al., 2008; Belch and Belch, 2004). The three different presentations were done in the PowerPoint software and were discussed with the educational psychologist of the school to verify its appropriateness for the sample. After the presentation children from the three groups filled the same questionnaire.

Measures

Likert scales were used in the questionnaire since it is a common mean to analyze children's level of agreement when exposed to a statement (Malhotra and Birks, 2007).

To measure **brand image**, a common approach is personification or metaphor of personality traits (King, 1973), so it was proposed a projective technique that asks the respondents to imagine that the company comes to life as a person and then rank its personality in a likert scale from 1 "I totally disagree" to 5 "I totally agree".

We used the Aaker (1997) scale of Brand Personality which assesses five dimensions (Excitement, Sincerity, Competence, Sophistication and Ruggedness) and consists of 42 items (appendix 4). More recently Davies et al. (2004) created another scale named "Corporate Character Scale" consisting of 7 dimensions and 49 items, however for the purpose of this paper Aaker (1997) was the one used following the recommendations in the literature (Syed Alwi and Da Silva, 2007) saying that this is a well established scale, with a longer track record and with widely acceptance in the branding literature that can be used across different cultural settings.

There were two options to apply the scale, either using the 42 items or, measuring the brand image using only the 5 dimensions (Leão, 2007). In order to decide which would be the best option, we conducted a pre-test with children to access their understanding of the items and dimensions and their tolerance to evaluate 42 items. Three children in the age considered were given the 42 items to evaluate their level of agreement with

each item when considering their favourite brand of ice cream and later, they were asked to do the same but only considering the 5 dimensions. Regarding the items, 10 of them were not understood by the children or it was hard for children to associate them with a person (family-oriented, sentimental, original, daring, spirited, contemporary, corporate, technical, western and rugged); while for the 5 dimensions they were easily understood and rapidly answered, when compared to the items.

Moreover, the two final versions of the questionnaire, one with the items and the other with the dimensions, were shown to an educational psychologist of the school which said that the use of the 5 dimensions was equally appropriate however, it was less time consuming for children which meant they would be more focused when answering. Thus this was the chosen one.

In measuring **future purchase intention** it was considered two dimensions: probability to buy the product and probability to ask their parents to buy the product. In estimating purchase intentions we adapted the Juster Scale (Juster, 1966) which is a 11-point probability scale that verbal, numerical and probability descriptors (appendix 5) have shown to consistently outperform other type of scales (Brennan, 2004). However, children in the age considered do not yet possess fully capacity to handle many categories (John, 1999) and therefore we adapted to a 5 point probability scale from 1 "I will definitely not buy/ask" that represented a probability of 1 in 100 (1%) to 5 "I will definitely buy/ask" that represented the probability of 99 in 100 (99%). Furthermore, they were asked their willingness to consume the products where the variables were 1 "I would hate to eat this ice cream" to 5 "I would love to eat this ice cream".

Results

From the authorizations received, the first limitation of this study appeared since only 8,3% (17 authorizations) of the sample have at least one of the parents with a degree. Therefore, analysing the differences among social classes would not be very accurate and thus this will not be further developed in this study.

In terms of the level of awareness of children regarding the brand Ben & Jerry's only 4,4% (9 authorizations) consumed and knew the brand beforehand. Although we intended to measure this brand awareness through both questionnaires (parents and children), we had to use only the parents' questionnaire because, during the experience, after seeing the storyboard children started correcting their answers in the beginning of the questionnaire and filled the space where they were asked if they knew Ben & Jerry's. The questionnaires of the 9 children whose parents mentioned that they knew B&J were removed so that 100% of the sample was not aware of the brand.

CSR actions & Brand Image

Looking at the first hypothesis stated, children should evaluate the brand Ben & Jerry's on a scale of 1 to 5 according to the different adjectives given. The descriptive statistics comparing the control group with both experimental groups are shown in table 1. The results show a small positive difference of judgement of the brand when CSR is present, although this difference is very small in most of the cases. We conducted a Chi-Square test (appendix 6) with a level of significance of 5% ($\alpha=0,05$) to test the association between the groups and the results confirm that there is no significant difference between samples, except on the "sincerity" dimension and only for the female subsample (χ^2 ($\alpha=0,05$,d.f.$=4$) $= 9,49$, and the observed χ^2 value was of 12,521).

Thereafter, we **reject H$_1$** that stated that CSR actions would bring higher image to children, and there is also statistical evidence to **reject H$_{1b}$**, with one exception. It is

advisable for further studies to go deeper in the facets or even items of the Brand Personality Scale.

Table 1: Means for H_1 and H_{1b}

		Sincerity	Excitement	Competence	Sophistication	Ruggedness
Ben & Jerry's (Control group)	All (N=66)	3,667	3,9091	3,697	3,576	2,379
	Male (N=34)	3,6176	3,6471	3,5	3,5	2,6765
	Female (N=32)	3,7188	4,1875	3,9062	3,6563	2,0625
Ben & Jerry's with CSR actions (Experimental groups 1 + 2)	All (N=125)	3,904	3,928	3,712	3,664	2,04
	Male (N=60)	3,75	3,8167	3,433	3,7	2,0167
	Female (N=65)	4,0462	4,0308	3,9692	3,6308	2,0615

CSR actions & Brand Purchase

During the application of the questionnaire, two questions arose that I believe can influence children's intention to ask or purchase the brand. They were constrained by the fact that they did not know the price of the ice cream neither where to buy it, and they were reluctant to buy something they have not tried. To surpass this, a separate analysis was performed to evaluate their likability to consume the ice cream in both groups. Table 2 presents the mean results for each variable and subsample.

Looking at the results (appendix 7) for the variable purchase intentions (both intentions to buy and intentions to ask) no association was found for the whole sample, and thus there is evidence to **reject H_2** which stated that CSR actions would create higher intentions to purchase of a brand. Nevertheless, and as mentioned above, it was also analysed their likability to eat, which resulted in higher means (table 2) when compared to when money was a factor. However, when performing the Pearson Chi-Square test (appendix 7), the results indicated that there is no association and reinforcing the rejection of H_2 (the observed value was 2,687, much lower than the critical one).

Looking at the sub-hypothesis H_{2b} (gender differences) the descriptive statistics shown in table 2 illustrate a slight decrease in intentions in males when CSR is presented and a slight increase in females intentions in the same situation. A Pearson Chi-Square (appendix 7) was again performed and the results indicate that the only situation where the hypothesis of association will not be rejected is for females intentions to buy (χ^2(d.f.=4,n=191)=9,603 higher than the critical χ^2 value of 9,49). The strength of this association was measured by the Phi test and the φ _females' intentions to purchase_=0,289 signifying a slight association.

In terms of likability to consume the brand, both genders reveal higher mean when CSR actions are present. However, these differences are not statistically significant.

Even though there is a slight association in females' intentions to purchase the brand in both groups, on the whole there is evidence to **reject H_{2b}.**

Table 2: Means for H_2 and H_{2b}

		Intentions to buy the brand	Intentions to ask the brand	Likability to consume the brand
Ben & Jerry's (Control group)	All (N=66)	3,5758	3,6515	4,3182
	Male (N=34)	3,558	3,6765	4,3235
	Female (N=32)	3,5938	3,6250	4,4167
Ben & Jerry's with CSR actions (Experimental groups 1 + 2)	All (N=125)	3,5440	3,6640	4,4640
	Male (N=60)	3,3167	3,5667	4,3125
	Female (N=65)	3,7538	3,7538	4,5077

Environmental issues & Social issues

To evaluate this hypothesis, it was necessary to look at the relation of each of the experimental groups with the control group, and then analyse only the two experimental groups with one and other to see if there is any difference among them, both in terms of brand image as in terms of purchase intentions, to see if one typo of action has a greater impact when compared to the other.

The first step was to compare the means, of all the variables in study, of the control group with the experimental group I (environmental), and the control group with the experimental group II (social) (table 3 and 4). By merely observation of the means, the experimental group I is the one that has a slightly better evaluation in most variables, which goes accordingly to what had previously been hypothesized.

Considering the control group against the experimental group I, the variable ruggedness is the only where the Levene's test shows equal variance assumed (F=10,626) with 5% of significance. An independent sample t-test (appendix 8) was performed to test equality of means, with 95% confidence meaning a critical value of t=1,96. Following the previous result, only for the variable ruggedness (t=2,661), the equality of means is rejected. This leads to the assumption that there is not a significant difference between the control group and experimental group I.

The same procedure was repeated but now to compare the control group with the experimental group II. In this case, we cannot consider equal variances by the Levene's test in all variables, and the following results of t-test (appendix 9) to compare means leads to the rejection of different means between the two groups.

Given the previous results, there is evidence to **reject H₃**, with the exception of one dimension of brand personality where we found a slightly better judgement for the environmental group but which needs further research.

Table 3: Means of Brand Image in the Control Group and Experimental Groups.

	N	Sincerity	Excitement	Competence	Sophistication	Ruggedness
Control Group	66	3,6667	3,091	3,6970	3,5758	2,3788
Experimental Group I	62	3,9355	3,8871	3,9677	3,7742	1,8387
Experimental Group II	63	3,8730	3,9683	3,4603	3,5556	2,2381

Table 4: Means of Purchase Intentions in the Control Group and Experimental Groups

	N	Intentions to buy the brand	Intentions to ask the brand	Likability to consume the brand

Control Group	66	3,5758	3,6515	4,3182
Experimental Group I	62	3,5968	3,5968	4,4677
Experimental Group II	63	3,4921	3,7307	4,4603

Discussion

The purpose of this study was to understand if CSR actions have an influence on children's brand image and purchase intentions. The rejection of all hypotheses does not represent a failure or disappointment, and sheds as much light about children's valuation of CSR, as the acceptance of all hypotheses. This section covers how the results can impact brand strategies, as my objective was, from the beginning, to look at how this affected corporate strategies.

Children in this specific age group do not demonstrate a higher evaluation of the brand nor a higher intention to purchase the brand's products due to the brand's CSR efforts. Furthermore, it appears that they are not naturally biased towards social or environmental CSR actions, and although females exhibit slightly higher reactions to CSR, this is not statistically relevant, and as such, males and females can be considered to be equally unaffected by this sort of actions.

Therefore, if the target are children of this age group, a focus on CSR, does not seem to be a sound investment. It does not constitute a competitive advantage, does not affect children's perceptions and intentions and, as such, does not represent a significant return on investment. This analysis is considering marketing purposes alone and excluding legal requirements, the companies' own sustainability policies and other factors

A possible reason for this lack of impact on children is that CSR actions for children are focusing solely on an informative aspect and not on an educative aspect. Although children in this age group are able to understand what social and environmental actions are, they do not seem to grasp exactly what it represents, exactly why those actions are

preferable, or how much good they bring as, from the results, they do not appear to take CSR actions into consideration and as an important factor when evaluating the brand. In terms of corporate strategy this is definitely an important wrinkle that represents a possible direction for companies that intent to send a message in a way that children appears not to be able to interpret correctly. Educative programs or initiatives, designed specifically to make children understand why CSR actions matter so much might be a way to make children more sensible to these issues, and as such increase the return of CSR investments by companies targeting children, as opposed to simply abandoning these investments outright.

Limitations and Further Research

There are some important limitations in this study that are worth mentioning and that can lead to improved researches when considered.

First of all, this was a case study based on a brand that had no awareness within children. Children familiarity with the brand is an important bias since, as Machleit and Wilson (1988) found, brand familiarity moderates the brand attitude after an exposure. Thus, even though it can be said that for brands with low levels of awareness, CSR activities do not present any influence on children in the age considered, further research should study this influence when a brand with high level of awareness (e.g. McDonalds) is considered.

Another limitation is its limited cultural application. The research was conducted in one country and in a cosmopolite city, which has a very specific culture and way of living. In this specific context it was shown that CSR actions do not impact children. However cultural context influences the success or failure of CSR actions in different countries

(Wei et al., 2009). These results should be further developed considering other cultures and habits.

Further studies should access the influence on different stages of the child development, thus including different ages. Also, it became impractical to study if there were any differences among social classes, and therefore future studies should evaluate these differences.

To summarize, this research has been done by calibrating a series of parameters in order to make it more specific and therefore more measurable. Altering one or more of these parameters might bring different conclusions, and better define the admittedly large children group as targets of CSR initiatives.

In terms of reaching the objective of this paper – seeing how children's perceptions of CSR brands can affect corporate strategy – it is definitely worth exploring why children seem to be unaffected by regular CSR actions, so companies can better adapt themselves to children's perceptions. A possible reason for this is mentioned in the previous topic, namely the implication that there is a lack of education in relation to social responsibility. This, along with other avenues of research, can bring value on this subject, as CSR actions have become widespread, companies' investments and focus in this area are significant, and it is preferable to adjust the message so children can better understand it, increasing its effectiveness and return than simply abandon projects that have already consumed valuable time and resources, and present actual benefits for society at large.

References

Aaker, J. L. (1997). Dimensions of Brand Personality. *Journal of Marketing Research*. Vol. 34, 347-356.

Bakir, A., Blodgett, J. G., Rose, G. M. (2008). Children's Responses to Gender-Role Stereotyped Advertisements. *Journal of Advertising Research*. Vol. 48, issue 2, 255-266.

Bhattacharya, C. B., Sen, S. (2004) Doing Better at Doing Good: When, Why, and How Consumers Respond to Corporate Social Initiatives. *California Management Review*. Vol. 47, 9-24.

Belk, R., Mayer, R., Driscoll, A. (1984). Children's Recognition of Consumption Symbolism in Children's Products. *Journal of Consumer Research*. Vol. 10, issue 4, 386-397.

Belch, G. E., Belch, M. A. (2004). *Advertising and Promotion: An Integrated Marketing Communication Perspective*. McGraw-Hill/Irwin. New York.

Berner, R. (2005). Smarter Corporate Giving. *Business-Week*. 68–76.

Brennan, M. (2004). The Juster Purchase Probability Scale: A Bibliography. *Marketing Bulletin*. Vol. 15, 1-11.

Calvert, S. L. (2008). Children as Consumers: Advertising and Marketing. *Future of Children*. Vol. 18, n1, 205-234.

Costa, M. (2010). Brand awareness comes as a part of growing up. *Marketing Week*. Vol. 33, issue 24, 12-16.

Davies, G., Chun, R., Da Silva, R. V., Roper, S. (2004). A Corporate Character Scale to Assess Employee and Customer Views of Organization Reputation. *Corporate Reputation Review*. Vol. 7, issue 2, 125-146

Dhalsrud, A. (2008). How Corporate Social Responsibility is Defined: an Analysis of 37 Definitions. *Corporate Social Responsibility and Environmental Management*. Vol. 15, issue 1, 1-13.

Esch, F., Langner, T., Schmitt, B. H., Geus, P. (2006). Are brands forever? How brand knowledge and relationships affect current and future purchases. *Journal of Product & Brand Management*. Vol. 15, issue 2/3, 98-105.

Greig, A., Taylor, J., MacKay, T. (2007). *Doing Research with Children*. Sage Publications.

Ji, M. F. (2002). Children's Relationships with Brands: "True Love" or "One-night" Stand. *Psychology & Marketing*. Vol. 19, issue 4, 369-387.

Ji, M. F. (2008). Child-brand relations: a conceptual framework. *Journal of Marketing Management*. Vol. 24, issue 5/6, 603-619,

John, D. R. (1999). Consumer Socialization of Children: A Retrospective Look at Twenty-Five Years of Research. *Journal of Consumer Research*. Vol. 26, issue 3, 183-213.

Juster, F. T. (1966). Consumer Buying Intentions and Purchase Probability: An Experiment in Survey Design. *Journal of the American Statistical Association*. Vol. 61, issue 315, 658-696.

Keller, K. L. (2008). Strategic brand management: Building, measuring and managing brand equity (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

King, S. (1973). Developing New Brands. Pitman: London.

Leão, B. (2007). Image, Identity and Recommended Marketing Plan for REDKEN for Men Brand in Portugal. Nova School of Business and Economics.

Lichtenstein, D. R., Drumwright,M. E., Braig, B. M. (2004). The Effect of Corporate Social Responsibility on Customer Donations to Corporate-Supported Nonprofits. *Journal of Marketing*. Vol. 68, 16-32

Luo, X., Bhattacharya, C. B. (2006). Corporate Social Responsibility, Customer Satisfaction, and Market Value. *Journal of Marketing*. Vol. 70, 1-18.

Machleit, K. A., Wilson, R. D. (1988). Emotional Feelings and Attitude Toward the Advertisement: The Roles of Brand Familiarity and Repetition. *Journal of Advertising*. Vol. 17, issue 3, 27-35.

Malhotra, N., Birks, D. F. (2007) Marketing Research: An Applied Approach, 3rd European Edition. Pearson Education.

Malkus, A. J., Musser, L. M. (1997). Environmental Concern in School-Age Children. (Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997)).

McNeal, J. U. (1992). Kids as Costumers: a Handbook of Marketing to Children. Lexington Books.

Nairn, A. (2009). Consumer kids – the influence of the commercial world on our children. *Education Review*. Vol. 22, issue 1, 54-60.

Piaget, J., Inhelder, B. (1969). The Psychology of The Child. New York: Basic Books.

Preston, Chris (2005) Advertising to children and social responsibility. *Young Consumers: Insight and Ideas for Responsible Marketers*. 6 (4), 61-67.

Ranjbarian, B., fathi, S., Shekarchizade, Z. (2010). Age Influence on Information Processing of TV Advertisement Messages by Elementary Students. *European Journal of Economics, Finance & Administrative Science*. Issue 23, 76-86.

Sandhu, H. S., Kapoor, S. (2010). Corporate Social Responsibility Initiatives: An Analysis of Corporate Disclosure. South Asian Journal of Management. Vol. 17, issue 2, 47-80.

Syed Alwi, S. F., Da Silva, R. V. (2007). Online and Offline Corporate Brand Images: Do They Differ?. *Corporate Reputation Review*. Vol. 10, issue 4, 217-244.

UNICEF Evaluation Office. (2002). Children Participating in Research, Monotoring and Evaluation (M&E) – Ethics and Your Responsibilities as a Manager, Evaluation Technical Notes. No.1, 1-11.

Valkenburg, P. M., Cantor, J. (2001). The development of a child into a consumer. *Applied Developmental Psychology*. Vol. 22, 61-72.

Wei, Y., Egri, C. P., Lin, C. Y. (2009). Do Corporate Social Responsibility Practices Make a Difference in Eastern and Western Contexts?. *Academy of Management Annual Meeting Proceedings*. 1-6.

Wright, M., MacRae, M. (2007). Bias and variability in purchase intentions scales. *Journal of the Academy of Marketing Science*. Vol. 35, issue 4, 617-624.

Young, M. R., DeSarbo, W. S., Morwitz, V. G. (1998). The Stochastic Modeling of Purchase Intentions and Behavior. *Management Science*. Vol. 44, issue 2, 188-202.

APPENDIXES

Appendix 1 – Parent's consent letter and questionnaire

Inês Barros, aluna de Mestrado
Nova School of Business and Economics

Assunto: Pedido de autorização para participação em estudo sobre o comportamento do consumidor infantil

Exmo(a). Sr(a). Encarregado(a) de Educação,

Sou aluna do Mestrado em Gestão na Nova School of Business and Economics e estou a fazer a minha tese no âmbito do comportamento do consumidor infantil. Concretamente, estou a levar a cabo um estudo sobre a influência das actividades de responsabilidade social das empresas na percepção das marcas por parte do consumidor infantil.

Precisava então, que o seu educando(a) colaborasse no estudo preenchendo um questionário que irei distribuir na escola. Para tal, solicito a sua autorização e a devolução deste documento devidamente preenchido.

Os dados recolhidos serão analisados por mim e a sua confidencialidade é total, sendo apenas publicados na tese os resultados do estudo sem a referência aos dados dos alunos e sem a identificação das escolas onde o estudo foi realizado (apenas se mencionará a localidade e o tipo de escola - pública ou privada). Os resultados do estudo poderão ser apresentados em conferências, artigos/livros ou notícias relacionadas com o tema e serão enviados para as escolas participantes, podendo o trabalho ser consultado pelos Encarregados de Educação.

Com os melhores cumprimentos,

1. Assinale o nível de escolaridade que possui cada um dos pais, colocando uma cruz na opção correcta.

	Sem estudos ou primária incompleta	Primária (antiga 4ª classe)	Ensino Secundário (9ºano)	12º Ano	Licenciatura ou Bacharelato	Estudos Pós-Graduados
Mãe						
Pai						

2. Assinale com uma cruz as marcas de gelado que o seu filho consome (pode assinalar várias).

Olá _____   Haggen Dazs _____   Continente _____

Carte D'Or _____   Ben & Jerrys _____   Pingo Doce _____

Nestlé _____   Outra(s): _____

Autorizo o(a) meu filho(a), _____ do ___º ano, turma ___ a participar neste estudo.

_____, _____ de _____ de 2011

Assinatura do(a) Enc. de Educação: _____

Appendix 2 – Children's questionnaire

Questionário

Dados do aluno:

Idade: _____   Sexo: F[ ] M[ ]   Ano: _____

Atenção:
Neste questionário não há respostas certas ou erradas.
Apenas quero saber a tua opinião! ☺

1. **Gostas de gelados?** (Assinala com um X a tua resposta)
    Sim ____ Não ____

2. **Comes gelados?** (Assinala com um X a tua resposta)
    Sim ____ Não ____

3. **Que marcas de gelados conheces?**
    Assinala com um X as marcas que conheces.

	Olá	
	Carte D'Or	
	Nestlé	
	Haagen-Dazs	
	Ben & Jerry's	
	Continente	
	Pingo Doce	
	Outro…	

4. **Qual é o teu gelado preferido?** _____

Agora, antes de mudares de página e continuares a responder ao questionário, assiste a uma pequena apresentação.

Instruções: Vamos fazer um jogo. Vê os adjectivos à esquerda e depois faz um X no círculo que corresponde à tua resposta, tendo em conta a escala de 1 a 5 apresentada.

Imagina que os gelados Ben & Jerry's são uma pessoa. Então, essa pessoa seria...

	1 = discordo totalmente	2 = discordo	3 = concordo + ou -	4 = concordo	5 = concordo totalmente
Sincera	O	O	O	O	O
Entusiasmante	O	O	O	O	O
Competente	O	O	O	O	O
Sofisticada	O	O	O	O	O
Dura	O	O	O	O	O

Instruções: Pinta o círculo que corresponde à tua resposta, tendo em conta as escalas de 1 a 5 apresentadas para cada uma das questões que se seguem.

1. Gostavas de comer os gelados Ben & Jerry's?

(1=não gostava nada, 3=gostava mais ou menos, 5=gostava muito)

(1) (2) (3) (4) (5)

2. Vais comprar os gelados Ben & Jerry's?

(1) (2) (3) (4) (5)

1 - não vou comprar de certeza, só 1 vez em 100 vezes é que vou comprar este gelado

2 - possivelmente vou comprar, 3 em 10 vezes vou comprar este gelado

3 - talvez compre, 5 em 10 vezes vou comprar este gelado

4 - provavelmente vou comprar, 7 em 10 vezes vou comprar este gelado

5 - vou comprar de certeza, 99 em 100 vezes vou comprar este gelado

3. Vais pedir aos teus pais para comprarem os gelados Ben & Jerry's?

(1) (2) (3) (4) (5)

1=não vou pedir de certeza, só 1 vez em 100 vezes vou pedir este gelado

2=possivelmente vou pedir, 3 em 10 vezes vou pedir este gelado

3=talvez peça, 5 em 10 vezes vou pedir este gelado

4=provavelmente vou pedir, 7 em 10 vezes vou pedir este gelado

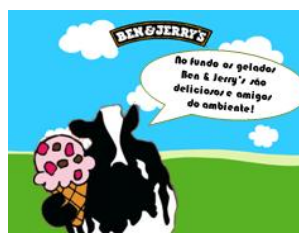5=vou pedir de certeza, 99 em 100 vezes vou pedir este gelado

Obrigada pela tua ajuda!! ☺

Appendix 3 – Animated Storyboards

1. Control Group:

2. Experimental Group 1:

3. Experimental Group 2:

Appendix 4 – A Brand Personality Framework (Aaker, 1997)

Dimensions	Facets	Items (traits)
Sincerity	Down-to-earth	down-to-earth, family-oriented, small-town
	Honest	honest, sincere, real
	Wholesome	wholesome, original
	Cheerful	cheerful, sentimental, friendly
Excitement	Daring	daring, trendy, exciting
	Spirited	spirited, cool, young
	Imaginative	imaginative, unique
	Up-to-date	up-to-date, independent, contemporary
Competence	Reliable	reliable, hard-working, secure
	Intelligent	intelligent, technical, corporate
	Successful	successful, leader, confident
Sophistication	Upper class	upper-class, glamorous, good-looking
	Charming	charming, feminine, smooth
Ruggedness	Outdoorsy	outdoorsy, masculine, western
	Tough	tough, rugged

Appendix 5: Juster Scale (Juster, 1966)

Descriptors		
Numerical	**Verbal**	**Probability**
10	Certain, practically certain	99 in 100
9	Almost sure	9 in 10
8	Very probable	8 in 10
7	Probable	7 in 10
6	Good possibility	6 in 10
5	Fairly good possibility	5 in 10
4	Fair possibility	4 in 10
3	Some possibility	3 in 10

2	Slight possibility	2 in 10
1	Very slight possibility	1 in 10
0	No chance, almost no chance	1 in 100

Appendix 6: Chi-Square Results for H_1 and H_{1b}

Brand Image Adjectives * CSR_No CSR			
Chi-Square Test (d.f.=4, N=191)			
		Pearson chi-square	Likelihood ratio
Sincerity	All	7,320	**7,551**
	Male	2,698	**2,713**
	Female	10,828	**12,521**
Excitement	All	0,269	**0,269**
	Male	3,404	**4,081**
	Female	5,234	**5,958**
Competence	All	**3,734**	3,764
	Male	0,251	**0,255**
	Female	5,812	**5,881**
Sophistication	All	**2,475**	2,452
	Male	5,302	**5,598**
	Female	0,621	**0,929**
Ruggedness	All	**3,825**	3,732
	Male	8,961	**8,764**
	Female	0,436	**0,437**

Appendix 7: Chi-Square Results for H_2 and H_{2b}

Intentions to purchase * CSR_No CSR			
Chi-Square Test (d.f.=4, N=191)			
		Pearson chi-Square	Likelihood ratio
Intentions to buy the brand	All	**1,135**	1,184
	Male	**4,438**	4,449
	Female	8,091	**9,603**
Intentions to ask the brand	All	**2,165**	2,168
	Male	4,658	**4,873**
	Female	0,623	**0,636**
Likability to eat the brand	All	2,400	**2,687**
	Male	1,991	**2,300**
	Female	**2,503**	2,422

Appendix 8: Independent Sample t-test: Control Group vs Experimental Group I

		Levene's Test for equality of variances		t-test for equality of means	
		F	Sig.	t	df
Sincerity	Equal variances assumed	,000	0,989	-1,609	126
	Equal variances not assumed			-1,603	121,506
Excitement	Equal variances assumed	,003	0,954	0,133	126
	Equal variances not assumed			0,133	125,130
Competence	Equal variances assumed	,009	0,923	-1,433	126
	Equal variances not assumed			-1,431	124,880
Sophistication	Equal variances assumed	,015	0,902	-1,076	126
	Equal variances not assumed			-1,076	125,371
Ruggedness	Equal variances assumed	10,626	0,001	2,661	126
	Equal variances not assumed			2,684	120,869
Intentions to buy the brand	Equal variances assumed	,348	0,556	-0,110	126
	Equal variances not assumed			-0,110	123,555
Intentions to ask the brand	Equal variances assumed	1,405	0,238	0,278	126
	Equal variances not assumed			0,279	125,715
Likability to eat the brand	Equal variances assumed	2,070	0,153	-0,980	126
	Equal variances not assumed			-0,983	125,940

Appendix 9: Independent Sample t-test: Control Group vs Experimental Group II

		Levene's Test for equality of variances		t-test for equality of means	
		F	Sig.	t	df
Sincerity	Equal variances assumed	,912	,341	-1,207	127
	Equal variances not assumed			-1,202	121,025
Excitement	Equal variances assumed	,142	,0707	-0,362	127
	Equal variances not assumed			-0,362	126,594
Competence	Equal variances assumed	3,878	0,051	1,170	127

	Equal variances not assumed			1,165	121,598
Sophistication	Equal variances assumed	0,055	0,813	0,111	127
	Equal variances not assumed			0,111	126,828
Ruggedness	Equal variances assumed	0,071	0,790	0,632	127
	Equal variances not assumed			0,632	126,985
Intentions to buy the brand	Equal variances assumed	0,902	0,344	0,429	127
	Equal variances not assumed			0,428	123,430
Intentions to ask the brand	Equal variances assumed	0,014	0,905	-0,387	127
	Equal variances not assumed			-0,387	126,950
Likability to eat the brand	Equal variances assumed	0,436	0,501	-0,892	127
	Equal variances not assumed			-0,892	126,481