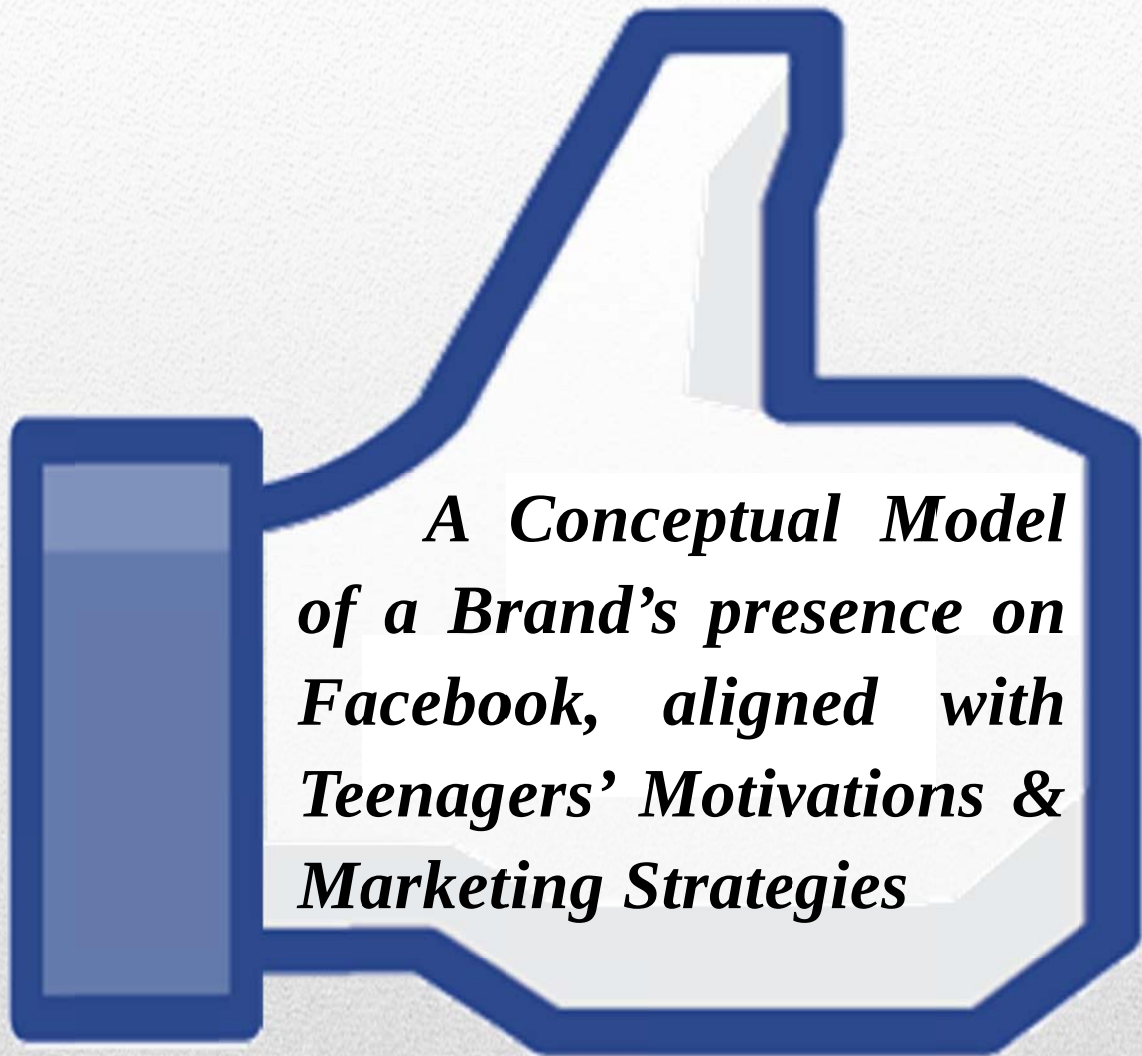


A Work Project, presented as part of the requirements for the Award of a Masters Degree in Management from the Nova- School of Business and Economics



Bruno Monteiro, nº 584

A Project carried out on the Marketing Field Lab – Children Consumer Behaviour
with the supervision of:

Professor Luísa Agante

“None of [the old rules of marketing] are true anymore. The Web has transformed the rules, and you must transform your marketing to make the most of the Web-enabled marketplace of ideas” [...] “Today, anyone with a story to tell can command an audience— and customers—on the Web. Your potential customers are looking for products and services like yours right now, today, this minute.”

— David Meerman Scott, author of The New Rules of Marketing and PR

“If you have more money than brains, you should focus on outbound marketing. If you have more brains than money, you should focus on inbound marketing.”

— Guy Kawasaki, cofounder of Alltop, and author of Reality Check.



Abstract

Purpose

This research aimed to propose a conceptual model of Relationship Marketing, embracing the stimuli and strategic marketing outcomes of the adolescent's engagement with a brand, in Facebook (considering teenagers from 15 to 18 years old).

Design/methodology/approach

Structured questionnaires and in-depth interviews were used. The questionnaire was answered by 106 adolescents aged from 15-18 years old and the interviews were conducted with 10 teens of the same age. Also, an interview with a psychologist of the consumerism area was conducted to analyse our findings.

Findings

Engagement of teens with brands on Facebook was discovered to be influenced by the brand love, involvement with the product category, information exchange, collective self-esteem and attitude of teens towards inbound marketing, with impacts on viral marketing, brand equity and purchase intention.

Research limitations/implications

Further studies should address this topic, by using larger samples and study of specific brands and campaign programs, over social media.

Originality/value

Brands are emphasising their interest in linking Social networks and Marketing to develop their promotional mix around Social Marketing.

Keywords: Facebook; Teenagers; Generation C; Relationship Marketing; Inbound Marketing; Viral Marketing.

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Looking back, I feel enthusiastically fascinated to sight the reaching point of this challengeable climbing. A cocktail of joyful emotions is taking me higher of the ground, as I reach to this stage with a conscious of an achieved objective.

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1. Introduction

Internet has revolutionised the way people communicate and share information. Among all internet applications, social networks earned the status of cultural phenomenon (Iyengar et al., 2009), and with Facebook's overwhelming diffusion, it has turn into a revolutionary new trend. A trend companies should take into high consideration for growth interests (Kaplan & Haenlein, 2010).

Brands and companies resistance to Facebook is futile (Ochman, 2009). The first fact supporting this reality, midpoints people's participation; if Facebook were to be a country, it would be the third most populated of the world, behind China and India only (TechXav/ Zhou Tong, 2010). This means that a huge number of brand's potential consumers are reunited in this same "space", waiting to be engaged (Kaplan & Haenlein, 2010). Furthermore, Facebook has proved its power on influencing people's mind and behaviour. One of the high moments in history, the Obama's campaign election for President of United states (2009), earned its huge success, mainly due to the role Facebook and other social media took in sponsoring the campaign (Halligan & Shah, 2009). If Obama, were to be treated as a brand, we may say his brand knowledge, both in terms of awareness and image, was developed on a strategic basis across social media; with Facebook in front of the line, to give people the knowledge about the existence and values of the Obama brand. Along the campaign, the continuous communication on Facebook by Obama, built a strong customer-brand (American-Obama) relationship, helping to shape the eloquent involvement people felt with Obama, at the time of the campaign. In the end, the candidate's marketing efforts in social media influenced the purchase intention (vote choice) of the American citizens, by electing Obama for President of United States, in 2009.

Finally and because engaging consumers via Facebook represents relatively low-cost and higher levels of efficiency, in comparison with traditional media, firms incentives to invest in this communication channel are quite significant (Kaplan & Haenlein, 2010). Moreover,

with the growing usage of internet changing a consumer's behaviour towards media, people are gradually becoming more in control of what information they receive and how they receive it; sapping the traditional marketing tools (Burnes et al., 2010) and empowering net users with the word-of-mouth phenomenon (Sun et al., 2006).

Facebook's idiosyncratic culture and raw power of its multiple viral channels, makes this social platform a unique and unprecedented marketing opportunity like no other (Smith, 2008). It is of this project interest to address and explore such opportunity; by studying the interactions of teenagers from "generation C" with brands, on Facebook. Born after 1990, these "digital natives" have grown up and show great familiarity with technology and desire to stay in contact with their network (family members, friends and others). This is the demographic group we call generation C - the "C" standing for connect, communicate and change. Precisely these characteristics point such segment as the most interesting and promising for an investigation in Relationship Marketing (RM), supported by the Facebook platform. Further, in 2020 generation C will constitute 40% of the population in Europe. U.S and BRICs, and will be responsible for transforming the way we work and consume things (Peterson et al., 2010).

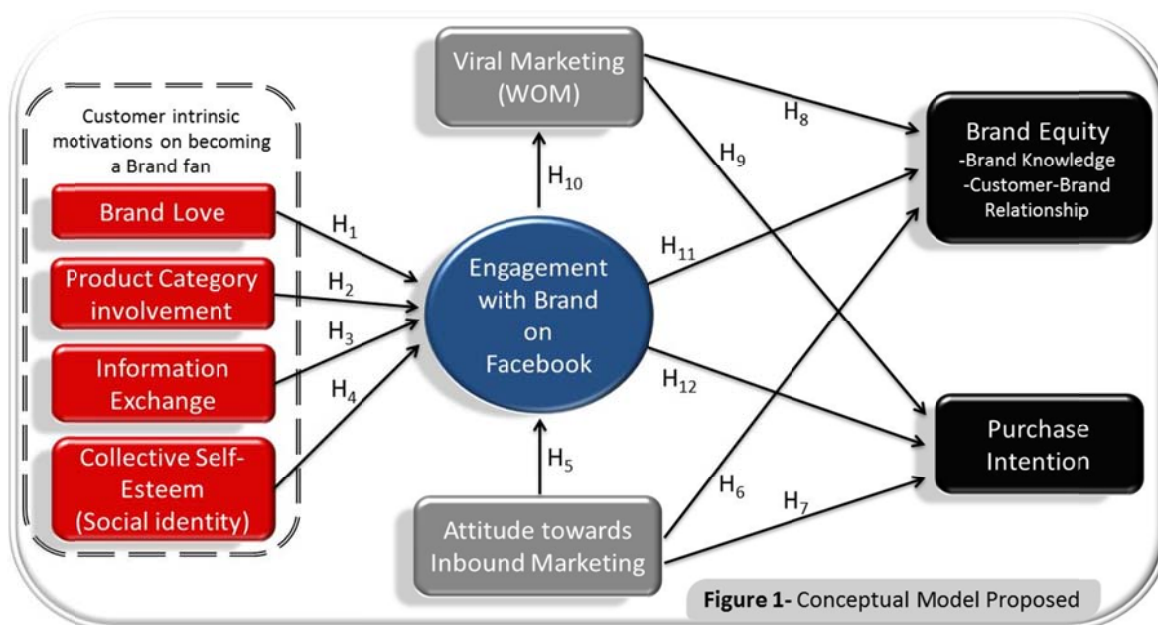
The main goal of this project is the development of a conceptual model of Relationship Marketing (RM); mixing the motivational factors of teenagers' engagement with brands, on Facebook, and representing the strategic marketing outcomes subsequent from the brand's virtual presence, in this 21st century innovation increasingly embraced by today's teens.

Coherent with the work project objectives, the analysis will follow an exploratory design, divided in two stages. First, in-depth interviews and literature review will contribute for the model construction, following a statistical analysis, based on questionnaires for validation and analysis of preceding hypothesis and conceptual model.

2. Literature review and Formulation of Hypothesis

2.1. Conceptual Model Revised

The main purpose of this research is the development of an explanatory model, enhancing the potential of social networks; more precisely the Facebook media, as backbone tool for a brand's communication in engaging the B2C¹ market, in the fields of RM and viral marketing. The model combines intrinsic stimuli of teenagers, such as brand love, product category involvement, information exchange and collective self-esteem (social identity), with the corresponding attitude towards inbound marketing. These factors lead to the path towards teens' engagement with a brand, on the virtual context of Facebook, and culminate in the dimensions of viral marketing (word-of-mouth marketing), purchase intention and brand equity, as presented in figure 1. This last variable is composed of the underlying dimensions of brand knowledge (brand awareness and brand image) and customer-brand relationship part of the Keller's model of customer based-brand equity² (2001).



2.2. Customers' intrinsic motivations to engage with brands on Facebook

2.1.1. Brand Love

The psychology literature already present us a solid and extensive theory of love, mainly with the combine studies of Sternberg's triangular model (1997), Maslow's hierarchy needs

¹ B2C – or business-to-customer, refers to businesses which sell primarily to the end consumer.

² Refer to appendix 1 for a definition of customer based-brand equity concept

(1962) and the theories of Reik (1944) and Freud (1922). Yet the Brand Love concept³, as distinct from romantic love, is a relatively “new-born” in the marketing literature, thus, it has received limited attention until recently (Broadbent et al., 2010). One of the first few explorations of the Brand Love origins was conducted by Shimp & Madden (1988). It was determined that consumers interact and form relationships with objects and brands, with which they develop feelings that range from “antipathy, to slight fondness, all the way up to what would, in a person's relations, amount to love” (Shimp & Madden, 1988:1). After this research, ‘love’ which tends to conjure up thoughts of romance and the feeling of love for another person, started also to characterize how one feels about an object, activity or even a brand (Ahuvia, 2005; Whang et al., 2004). Further, a harmonious relationship with the brand can lead consumers to seek-out and interact with like-minded consumers who share their enthusiasm and demonstrate an emotional cognition with the brand through declarations of love (Algesheimer, 2005; Ahuvia, 2005). Therefore, it is important to investigate if Facebook constitutes a ‘space’ where teenagers may express their love for the brands, through their engagement with the brand's page, on Facebook.

• **H₁: Brand Love constitutes a stimulus for Facebook users to engage with brands on Facebook**

2.1.2. Product Category Involvement

Product categories vary in their perceived importance to consumers; with cars allegedly perceived as more important than facial tissues (Hupfer & Gardner, 1971). These differences in importance, also viewed as differences in the product category involvement⁴, result from the subjective level and ratio of hedonic/ utilitarian value on a person's evaluation of a category (Chaudhury, 1995). Further, a review of the literature indicates that involvement is “an internal state variable that indicates the amount of arousal, interest, or drive evoked by a particular stimulus or situation” (Bloch & Richins, 1983:70). That is why involvement comprehends the understanding and appreciation of consumers' personal needs

³ Refer to appendix 1 for a definition of Brand love

⁴ Refer to appendix 1 for a definition of product category involvement

and lifestyle (Wansink, 2003). It is, therefore, of this research concern to investigate if the involvement teenagers have with certain product categories drives variances in the level of engagement with brands of those product categories, at Facebook.

• **H₂: Product category involvement constitutes a stimulus for Facebook users to engage with brands on Facebook**

2.1.3. Information Exchange

Literature's most cited reason for a person's decision in joining a virtual community, is the access to information (Furlong, 1989; Jones, 1995; Wellman, 1996). Moreover, it is the elected answer of many sociologists for group membership (Watson & Johnson, 1972).

The process of information exchange⁵ joins two kinds of related entities; the opinion seekers and the opinion leaders. In a situation involving a perceived risk, an unacquainted subject, or an occasion when other's experiences seem useful, opinion seekers tend to actively seek-out information, opinion or advice in a deed to develop an informed decision, sustain an attitude or simply to be informed, as preclusion (Ohanian, 1990; Murray, 1991; Rodgers & Chen, 2005). Further, information-seeking involves more than a functional value; it can be a pleasurable experience, and it can be a simple need to relax, kill time, or socialize with others by sharing ideas or news, akin to a day-out with friends on the mall (Ridings & Gefen, 2004). In all of Newman's studies (1977), information-seeking only increased when the consumer believed in a single or blend of three dogmas: the purchase as relevant, a need to learn more, and an easy access and use of information (Adjei et al., 2009). Conversely, those who share information are defined as opinion leaders, in terms of the extent that opinion seekers sought information (King & Summer, 1970). Finding motivation in expressing their views, providing or posting information, expressing feelings and suggesting solutions, opinion leaders engage in virtual communities (Herring, 1996). Moreover, the specific nature of virtual communities offers a unique setting for both opinion seekers and opinion leaders to exchange shared interests or values with relatively

⁵ Refer to appendix 1 for a definition of information exchange

unfamiliar 'faces' of current and potential community members (Wellman & Gulia, 1999; Ridings & Gefen, 2004). Therefore, it is relevant to investigate if the information exchange drives teenagers to engage a brand's virtual context that is a brand's page, on Facebook.

• **H₃: Information exchange constitutes a stimulus for teenagers to engage with brands on Facebook**

2.1.4. Collective Self-esteem (or Social Identity)

Harwood's social identity theory (1997) asserts that individuals use media seeking a positive way of reinforcing their identification with a specific social group, and enhance what is called (positive) collective self-esteem (CSE)⁶ (Tajfel & Turner, 1986). The manifestation of a negative CSE is also possible, when individuals perceive their social group as unpopular or threatening to their identity, and even more when the individual believes others also evaluate the group negatively. In these cases, individuals with a threatened social identity may leave or disassociate from the social group (Luhtanen & Crocker, 1992) and seek identification with other, more favourably regarded (Barker & Valerie, 2009). Fortman (2003) argues that membership is key for teenagers in finding support and acceptance, in the form of CSE. Hence, teens can selectively pick media to find information that is consistent with their social beliefs (Abrams, 2004). Further, social networks provide companionship for teens to raise their CSE; by engaging with similar people or with whom they wish to be alike (Barker & Valerie, 2009). This confirms Schau and Gilly's findings (2003), where the creation or posting of owned sites (e.g. Facebook page) acts as tool of self-representation. The authors found at least one association to an object, brand, institution or commercial enterprise on every website they investigated.

Henceforth, it is proposed that collective self-esteem acts as a stimulus for teenagers in engaging with a specific or set of brands that fill their social identity, through Facebook.

• **H₄: Collective self-esteem drives teenager's engagement with brands on Facebook.**

⁶ Refer to appendix 1 for a definition of collective self-esteem (CSE)

2.2. The Effects of Inbound Marketing

2.2.1. Inbound Marketing and Engagement with Brands on Facebook

Advertising in social media offers an amount of exciting and different guerrilla tactics to engage the audience, recruit people and evangelize brand's causes (Smith, 2008). Facebook inherited all these features and brands started to understand and implement strategies of directional advertising, involving actively engaged consumers (Briggs & Hollis, 1997), rather than passively received audiences (Stewart, 1992). These activities improve the effectiveness of internet-based advertising strategies and streamline the interaction between users and interactive media. Instead of driving a message to a crowd like a 'sledgehammer', the purpose of inbound marketing is to attract interested prospects, like a magnet that pulls consumers into the brand page, and fosters their engagement towards the brand (Burnes et al., 2010). Furthermore to be successful on Facebook, brands do not need to be iconic. What they really need is to engage consumers emotionally, with great content, to create a desire to participate, engage with the brand's page on Facebook, and through it build a relationship of trust with the brand (Chapman, 2008). Hence, it is of this project interest to investigate if the inbound marketing brands are carrying to Facebook is influencing the level of engagement with these brands, by accessing the dimensional set that is attitude towards inbound marketing of teenagers⁷.

• **H₅: Attitude towards inbound marketing constitutes a stimulus for teenagers to engage with brands on Facebook**

2.2.2. Inbound Marketing and Brand Equity, in the form of Brand Knowledge

Keller (2003) notes that firm's marketing communications contribute to brand knowledge⁸. That is, effective communication enables the formations of brand awareness and a positive brand image. Moreover, unique qualities of ads might result in brand building, favouring the increase of consumers' brand awareness without necessarily being associated with a positive brand attitude. On the other hand, a consumer may need to find certain merchants for his or her needs, priming a situation where social media (e.g. Brand's pages on Facebook) is strategic for building consumer's brand knowledge (Wang, 2002). Facebook

⁷ Refer to appendix 1 for a definition of attitude towards inbound marketing

⁸ Refer to appendix 1 for a definition of brand knowledge

offers an unprecedented feature of 'interaction', which has become a hot issue for brands usage of interactive advertising, in new marketing. Jefkins (1994) claimed that messages are said to be more readily seen than heard and visual messages have greater impact than those which require the effort of reading (Jefkins, 1994). Our investigation intends to confirm the potential of inbound marketing in building brand knowledge by studying the attitude of consumers towards inbound marketing of brand's pages on Facebook.

• **H₆: Attitude towards inbound marketing builds brand equity, in the form of brand knowledge**

2.2.3. Inbound Marketing and Purchase Intention

Advertising has a direct and positive impact on sales by persuading people to buy, creating and building brands, and differentiating brands with the sequential steps that move consumers toward a purchase (Yeshin, 1999; Weilbacher, 2001).

The Attitude towards the ad or likeability has an important effect on the viewing of a commercial and on its reach. As a result, advertising attitudes influence recall and buying interest, and consumer-related factors are important when evaluating how persuasive the advertising is (Frazen, 1994). The internet, particularly the Facebook context, displays a reality favouring interactive advertising for the content of browsers and searchers; where "object interactivity will lead to more vivid mental images and thus higher purchase intentions⁹ than will passive content" (Schlosser, 2003 :187). Thus, the present research seeks to confirm the expectancy that purchase intention is in-line with consumer attitudes towards inbound marketing, here representing, attitude towards directional advertising of a brand's page on Facebook.

• **H₇: Attitude towards inbound marketing positively impacts on the purchase intention**

2.3. The Effects of Viral Marketing

2.3.1. Viral Marketing and Brand Equity, in the form of Brand Knowledge

Viral marketing¹⁰ has become the defining marketing trend of the decade; setting the rebirth of word-of-mouth (WOM), buzz generation and communication strategies (Datta et al. 2005). Its compelling nature springs as it takes on the behaviour of spreading of a virus at an exponential fashion and portrays this spread as a positive sharing of information to

⁹ Refer to appendix 1 for a definition of purchase intention

¹⁰ Refer to appendix 1 for a definition of viral marketing

others within a network (Ferguson, 2008; Datta, et al., 2005). In respect to brand knowledge communication, the balance of power has shifted from the company to the consumer through new media formats. Empowered by online social technologies customers are now connecting with and drawing power from one another; defining their own perspective on brands, a view that is often at odds with the image a firm wants to project (Ferguson, 2008). “Viral marketing works because friends are better on target marketing than any database” (Bulkeley, 2002: 25). Thus, we seek to address this “statement” for brand knowledge building, in a context that reunites the higher net of friendly contacts, the Facebook.

• **H₈: Viral Marketing is responsible for building brand Knowledge**

2.3.2. Viral Marketing and Purchase Intention

Traditional WOM has been proven by several researchers to play a major role in consumer buying decisions through the influence of consumer choices (Katz & Lazarfeld, 1955; Arndt, 1967; Engel et al., 1969; Richins & Root-Shaffer, 1988).

Because WOM is a consumer-dominated channel of marketing communication where the sender is independent of the market, it is therefore perceived to be more reliable, credible, and trustworthy by consumers compared to firm-initiated communications (Schiffman & Kanuk, 1995; Arndt, 1967; Bone, 1995; Bickart & Schindler, 2001; Lau & Ng, 2001; McKnight & Kacmar, 2006). A consumer who believes online information to be credible has no reason not to adopt it. Thus, it is with no surprise that friends and acquaintances, people to whom consumers talk every day, are the most influential sources of opinions and subsequent behaviours, as personal contacts provide the most effective form of WOM (Brooks, 1957). Even further, a Nielsen survey (2009) referred virtual strangers as more trusted than ads.

WOM has been shown to have a substantial impact on product choice (Kiel & Layton, 1981), as well as in choosing services (Ennew et al., 2000; Keaveney, 1995). Therefore, we intend to confirm this underline aspect, in a Facebook context.

• **H₉: Viral marketing has a direct influence on purchase intention**

2.4. Effects of Teenage Engagement with Brands on Facebook

2.4.1. Engagement with brands on Facebook and Viral Marketing

Different virtual communities have flourished on the Internet and researchers are increasingly recognizing that these virtual communities are an unexplored resource of WOM (Evans et al., 2001; Godes & Mayzlin, 2004; Pitta & Fowler, 2005; Hung & Yiyan, 2007). However, brands need to come up with creative ways to facilitate engagement before they can request people to become a “friend” or “fan”. Once this condition is satisfied, a brand can engage further, by providing more creative content for engaged consumers to discuss amongst fellow connections. If this creative content is good enough, then the brand will have a chance of achieving the viral effect whereby users pass on the content or encourage others to participate in a dialogue (Chapman, 2008).

• **H₁₀: Engagement with a brand on Facebook drives positively the spread of Viral Marketing**

2.4.2. Engagement with Brand in Facebook and Brand Equity

2.4.2.1. - in the formation of Brand Knowledge

Social and interactive media, such as Facebook, can dramatically enhance the breadth and depth of brand awareness and salience, through its distinct ability to target consumers during the information seeking process (Keller, 2001; 2009; Mangold & Faulds, 2009). Also, Facebook can be used to expand brand image, as it represents a direct link to engage consumers by allowing for instant status updates, video footage, notes, and website customization. Major companies like Coke or Starbucks, and products of Procter & Gamble have already joined Facebook (Morrissey, 2007), using the social medium to connect with consumers and to build their brands (Algesheimer, 2005; McAlexander et al. 2002; Muniz & O'Guinn, 2001). This investigation proceeds to confirm the brand knowledge formation through teens' engagement with the corresponding brand, on Facebook.

2.4.2.2 - in the formation of Customer-Brand Relationship

The need to create and nurture relationships between customers and the brand has been a main issue in marketing research (Fournier, 1998; Aaker et. al, 2004). The reason entails in the impact of this relation on the company's profitability, through the customer retention concept (Fajer & Schouten, 1995). Corporations that pursue in a way of developing

communities for customer-brand relationship¹¹ (Fournier, 1998), believe in developing marketing strategies around products or services that can link the consumers together following the idea of a tribal marketing (Maffesoli, 1998, Cova & Cova, 2002). They have their advantages in satisfying the requirements of relationship marketing (Gronröos, 1994): engaging consumers with their interests, passions and enthusiasms, which is affected to the lifestyles and dreams of a consumer (Roberts, 2004).

• **H₁₂: Engagement with brands on Facebook has impacts positively on Brand Equity**

2.4.3 Engagement with Brand on Facebook and Purchase Intention

Social media revolutionised the life of the consumer, with dramatic influences on every stage of the consumer decision-making process from information seeking all the way to purchase intention, and beyond, towards influencing other's general opinions and attitude formation (Mangold & Faulds, 2009). Furthermore, a Nielsen Survey (2010) about the value of a social media has concluded that Facebook engagement system consisting in becoming a "Brand Fan" has a positive effect on the purchase intention of that same brand. In addition, if social advocacy is implied, that purchasing intention is reinforced (Nielsen, 2010). Hence, this research aims to corroborate; if teenagers engagement with a brand on Facebook fosters their purchase intention towards that brand.

• **H₁₂: Engagement with brands on Facebook has a direct impact on purchase intention**

3. Methodology

3.1. Research Paradigm

The research implied, in a first stage, the selection of a positivist or interpretivist paradigm¹², on behalf of a research encircling teenagers and their engagement with brands in a Facebook context (Greig et al., 2007). Given the fact that both paradigms complement each other, in an epistemological continuum (Miles & Huberman, 1994), it was decided to prepare a 'cocktail' of different techniques, combining both paradigms in this research. Such procedure explores multiple perspectives of the phenomenon under study, through the triangulation of mixed findings for more valid conclusions (Greig et al., 2007; Yin, 2009).

¹¹ Refer to appendix 1 for a definition of customer-brand relationship

¹² Refer to appendix 2 for a detailed description of positivist and interpretivist paradigms

3.2. Research Method

Electing the most compatible and consistent methodology, this investigation adopts a multi-disciplinary perspective consistent with the teachings of Greig et al. (2007). Because the research objective is to develop an explanatory model, the quantitative approach seemed like the most reasonable to proceed with (e.g. questionnaires). However and because this study ensues a recent subject within the investigation field, together with the inexperience in the topics of analysis (mainly the relationship of teenagers with brands and the complexity of the Facebook context), and the wide-number of constructs (involving many studies presented in the literature review); indorsed the use of qualitative methodologies to access ideas and insights (Saunders et al., 2009). Therefore, it was decided to conduct semi-structured interviews to better understand the processes of thoughts and motivations of teens (Malhotra & Birks, 2007).

Considering all methodological premises, this research comprehended two phases:

- 1st phase:** semi-structured interviews with ten teens, to understand the process of teens' engagement with brands on Facebook (interpretivist paradigm);
- 2nd phase:** survey, in the form of questionnaire, and subsequent data analysis to measure the relationship strength of the constructs that compose the model (positivist paradigm).

3.3. Research Design

3.3.1. Semi-structured interviews

Semi-structured individual interviews were conducted to ten teenagers of the target population. An interview guide¹³ was previously prepared, integrating all the necessary stages: filters, warm-up, initial question ("Could you please tell me the last time you become a friend/fan of a brand at Facebook?"), topics to be developed during the interview, and additional questions (Malhotra & Birks, 2007). In addition, a structured interview was conducted to a Psychologist of the consumerism area; to enrich and contrast the findings from this research with the knowledge and experience of a professional, aware of the beliefs, attitudes, behaviours and changes of the teenage consumer.

¹³ Refer to appendix 3 for the interview guide to teenagers

3.3.2. Survey – Questionnaire design

The instrument used in the second part of this study was structured questionnaires. Because teenagers of 15 to 18 years old are in an advanced cognitive stage, they are able to make evaluations about intangible aspects as affective, cognitive and relational disposition, and therefore capable of answering to paper questionnaires (Greig et al., 2007).

Written questionnaires in paper are considered among the methods with less bias in responses (Podsakoff et al., 2003). Further, certain techniques were employed in this survey to reduce method bias; namely the reference to anonymity and the 'no right or wrong answers' to increase a respondent's honesty (Podsakoff et al., 2003). Also, the questionnaire was personalized, concerning the brand that the teen was related to, on Facebook, and the background colour embraced the Facebook's blue to appeal to teen's engagement in filling the form, a decision based in Dillman's studies (1978). Finally and because subjects distort their perceptions when expressing their overall attitudes before evaluating the details that contribute to their formation, in what is called the 'halo effect' (Beckwith & Lehmann, 1975; Cooper, 1981), all items concerning attitudes (e.g. purchase intention), were presented only after the items of other constructs, with the exception of related self-esteem dimensions (e.g. collective self-esteem), which Kilianski (2008) recommends to be answered at the end, to expunge all effect bias that could blunder the following responses.

The questionnaire¹⁴ begins with the filters (if the teen has a Facebook account and if he or she is a fan of a brand, at Facebook), and the respondent's profile in terms of age, gender, frequency they visit Facebook, and number of brands he or she has in its Facebook account. Then, the survey is structured in eleven parts; the first requests the respondent to select the reasons for engaging a brand on Facebook, refer the name of a brand that he or she has in its Facebook account, and if he or she is a consumer of that same brand. Each of the following parts presented all items specific for each one of the constructs of the proposed model.

¹⁴ Refer to appendix 4 for the questionnaire to teenagers

3.3.3. Survey –Pre-testing

A pilot questionnaire was applied to five teenagers, planned to validate their ability to understand each question and its relevance. Results indicated that the form took within 15-20 minutes to be completed, and contributed to the reformulation of the anchors used in the brand knowledge dimension of the brand equity construct¹⁵. Also, the language presented throughout the questionnaire was slightly modified, according to the five teens' suggestions, a valuable contribute so that the survey integrated a more 'teen's language and attitude'.

3.3.4. Survey – Measures

The choice of multi-item scales to measure all ten constructs forming the proposed explanatory model, followed standard procedures (Nunnally & Bernstein, 1994), with item-generation based on existing scales or studies in the literature that were adapted to suit the context of this investigation. Along the search for these items, it was considered crucial to pool only multi-item scales in consideration with Guilford's interval of high reliability - Cronbach alpha higher than 0,7 - a recommended decree in search of reliable metrics for all constructs in this research (Hair et al., 2006). Afterwards, all items were reformed and translated into Portuguese, with high content for teenagers' interpretation.

Furthermore, 5-point likert scales were used in the measure of most constructs, according to Vagias (2006) research. The only exception was the attitude towards inbound marketing, measured, in the form of a semantic differential scale. Because teenagers are not too familiar with expressing their views through questionnaires; 7-point or higher likert scales would constitute an obstacle, smaller scales would jeopardize the statistical analysis and scales with a middle-point show more accurate results (Malhotra, 2006), therefore, 5-points scales were elected for this study. Also, the labelling of all likert items increases responses accuracy (Malhotra, 2006), with the most typical anchors in this survey, ranging from strongly disagree (=1) to strongly agree (=5)¹⁶.

¹⁵ Brand Knowledge, previously measured by a 5-point likert scale, ranging from "not at all influential" (=1, "não influenciou nada") to "extremely influential" (=5, "influenciou extremamente") was substituted for the anchors of "much worse" to "much better" (5-point likert scale).

¹⁶ Refer to appendix 5 for a description of constructs operationalization

3.4. Ethical procedures

Once the majority of the children in this research were under 18 years old, all legal requirements were respected by gathering the proper consent from the participating teenagers' parents, through a written authorization¹⁷. Also, all ethical issues regarding the use of children in research were addressed, so that all children's rights and interests were taken into consideration by following UNICEF's guidelines for children's participation in research¹⁸ (UNICEF, 2002). The questionnaire was distributed with the parent consent letter so that parents could see which type of information was being asked to teenagers.

3.5. Data Collection

The questionnaire was given to 137 teenagers comprising the target population of this study, but only 106 returned the questionnaire with the parent's authorization filled. Thus, the final sample comprised 106 teenage respondents within the age of 15 to 18 years old, and with each one of these respondents being fan of at least one brand, on Facebook. The sample size (n=106) fills the requests of the Yamane (1967) specifications¹⁹ of representativeness and the Hussey and Hussey (1997) interpretations. Therefore, it is settled that this sample constitutes a viable pool of information ready to incur in data analysis.

4. Results from in-depth interviews

4.1. Findings from interviews with teenagers

The proposed model found its origins and empirical support in the interviews with teens (all names referred in this study are fictional ones to protect the anonymity of participants).

One of the key findings was the motivational factors of teenagers for engaging with a brand on Facebook. According to the interviewees, the first stimulus to consider is the love for the brand, as most of the teens expressed their high level of affectivity, identification and regard for brands as one of their main reasons for engaging a brand, on Facebook. One of the respondents (João, male, 18 years) , actually stated that his love came from his childhood, when he first started drinking his Capri-Sonne juice²⁰, while Joana (female, 17 years) said

¹⁷ Refer to appendix 6 for the parent's authorization form

¹⁸ Refer to appendix 7 for an illustration of the UNICEF's guidelines for children's participation in research

¹⁹ Refer to appendix 8 for the Yamane's test of sample viability

²⁰ Refer to quote 1 of João's interview, in appendix 9

her attraction for Zara clothing style and products drove her to meet the brand, at Facebook²¹. The other teens reported a similar position to Joana's arguments²².

As second stimulus, the product category involvement raised the interest of teenagers to engage with their respective brands, on Facebook. Manuel (male, 17 years) argued his level of engagement in Facebook was higher with the HTC Tattoo than with Nutella, because he is a real passionate for gadgets²³. For Rita (female, 18 years), the fact that she is a collector of Bracelets moved her to look for Pandora on Facebook²⁴. Some of the other respondents also referred that their involvement with the category contributed for a higher interest in engaging the brand at Facebook²⁵.

Information exchange was also regarded by teenagers as one of their top reasons to engage a brand, on Facebook. Tiago (male, 17 years), for example, wanted to initiate in the practice of surfing and decided to observe and ask other participants of the Rip Curl's surfing community of Facebook; what would be the best equipment for him to start²⁶. In Manuel's (male, 17 years) case, he looked for HTC Tattoo on Facebook to decide between this cell phone and other from a competitor brand, where the comments present in the brand page of the HTC Tatoo were decisive²⁷. Other cases were reported in the interviews, where a need for exchanging information played a key role in teens' engagement with brands, on Facebook²⁸. The last intrinsic stimulus, identified in the interviews, was the building of collective self-esteem (or social identity). Teenagers like Maria (female, 17 years) engage with a brand as Gucci in Facebook, because of the social gratification that the association to that brand transfers to her image or identity, in what is called positive collective self-esteem (CSE)²⁹.

On the other hand, Tiago (male, 17 years) did not engage with a version of an Adidas page

²¹ Refer to quote 1 of Joana's interview in appendix 9

²² Refer to interview quotes: 2-Tiago; 7- Maria, 1 & 2- Ana; 1- André; and 1- Diana, in appendix 9

²³ Refer to quote 1 of Manuel's interview in appendix 9

²⁴ Refer to quote 3 of Rita's interview in appendix 9

²⁵ Refer to interview quotes: 1- Ana and 2- Diana, in appendix 9

²⁶ Refer to quotes 1 and 3 of Tiagos's interview in appendix 9

²⁷ Refer to quote 4 of Manuel's interview in appendix 9

²⁸ Refer to interview quotes: 5 from Tiago, 4 from Joana, 4 from Pedro and 1 from André in appendix 9

²⁹ Refer to quote 3 of Maria's interview in appendix 9

on Facebook, because it was built in the image of “Morangos com Açúcar”, which he dislikes and not relate with, thus, his attitude in dissociating from that Adidas page, an effect of a negative CSE. Then again, Tiago also stated that he engages with other Adidas page, this one built in the image of soccer players, with whom he as sportsman desires to identify with³⁰. Other respondents also manifested positive CSE as key in their engagement with their respective brand, on Facebook³¹.

Furthermore, the marketing techniques incorporated in the page of a brand on Facebook are highly valuable not only to engage teenagers, but also to increase the customer-based brand equity and the purchase intention in respect to a brand. For example, Rita (female, 18 years) mentioned an application in Pandora's page where she could create her own bracelet, emphasizing her engagement with the brand³². Additionally, Pedro (male, 17 years) changed the image he had of brand Sumol, after seeing the “summer fest” event the brand was launching on Facebook³³. In the past, Pedro acknowledged Sumol as a brand for old guys, but now he associates the brand to a more vivid and juvenile image, more of his like and content of Sumol's customer-based brand equity. In a last effect of inbound marketing, André (male, 15 years) observing the Kinect camera abilities for xBox on Facebook incited him to buy the product, which actually ended happening³⁴. The other interviewees also showed at least one of these effects caused by the inbound marketing brands display, in their respective pages on Facebook³⁵.

Regarding viral marketing, the interpretation from the interviews leads us to believe that the engagement of teens with a brand on Facebook induces an effect in viral marketing. Diana (female, 16 years) illustrates this effect, when she decided to put a video of RFM in her Facebook's wall, after seeing it on the Facebook page of RFM. Her friends, eventually,

³⁰ Refer to quote 6 of Tiago's interview, in appendix 9

³¹ Refer to interview quotes: 3-Tiago; 1- Joana; 4- Maria, 1- Ana, in Appendix 9

³² Refer to quote 3 of Pedro's interview in appendix 9

³³ Refer to quote 4 of Rita's interview, in appendix 9

³⁴ Refer to quote 5 of André's interview, in appendix 9

³⁵ Refer to interview quotes: 2, 3 & 5-João; 3-Tiago; 3-Joana; 5-Maria; 1-Ana; and 5-Diana, in appendix 9

commented the video in her wall, with some of them also adding the video to their Facebook³⁶. Other teens also stated their engagement, or the engagement of their friends as a factor that triggered the spread of viral information across the network onto them or a friend³⁷. Viral marketing also manifested an impact on brand equity and purchase intention. In Ana's (female, 16 years) case, she did not know at all the brand Ambercrombie & Fitch, which she would end-up in becoming a fan on Facebook, after seeing a link to the brand's page in the Facebook of a friend³⁸. For João (male, 18 years), seeing a video about the iPhone in the Facebook of a friend, increased his willingness to purchase it³⁹. These are two examples of the viral marketing effect in brand knowledge (part of brand equity) and purchase intention. Finally the engagement with teens was presented to have impact on both brand equity and purchase intention. Tiago (male, 17 years), for example, the more time he engaged in the Rip Curl surf community, the more he perceived that the brand had something special about it, and that made him trust the brand⁴⁰. Diana (female, 16 years) also felt her relation with RFM closer when she asked the brand through Facebook if it would be possible to play 30 seconds to Mars music, which the brand complied⁴¹. On the other hand, Rita (female, 18 years) engaged in the Pandora's Facebook app to create its own personalized bracelet, which incited her in buying from Pandora⁴². The other teens also reported cases where their level of engagement on Facebook impact on the brand equity and/or purchase intention⁴³.

4.2. Findings from the interview with the psychologist

The psychologist was interviewed after the collection of the data from the questionnaires, and the purpose was to validate our findings. She started by defining the contemporary teenager as a highly materialistic and informed individual, influencing many consumption behaviours in families⁴⁴. According to her opinion, the teen 'power' as a consumer,

³⁶ Refer to quote 6 of Diana's interview, in appendix 9

³⁷ Refer to interview quotes: 2 and 3- Joana; 3- Manuel; 3- Maria; 1-Ana; and 5- Pedro, in appendix 9

³⁸ Refer to quote 1 of Ana's interview, in appendix 9

³⁹ Refer to quote 5 and 6 of João's interview, in appendix 9

⁴⁰ Refer to quote 2 of Tiago's interview, in appendix 9

⁴¹ Refer to quotes 3 and 4 of Diana's interview, in appendix 9

⁴² Refer to quote 6 of Rita's interview, in appendix 9

⁴³ Refer to interview quotes: 4- João; 2 and 5 - Manuel; 3 - Ana; 1- Pedro; and 7- Rita, in appendix 9

⁴⁴ Refer to quote 1 of the interview with the psychologist, in appendix 10

emerged from the consumerism boom Portugal experienced two decades ago (which is now suffering a side strafe), together with the developments in our society (e.g. less time spent with teenagers, leads parents to compensate them in other ways, in a materialistic manner), and the growing interest of brands to targeting this segment⁴⁵. The materialism of teenagers these days was also pointed to be in parallel with a need of shaping their social identity. Because of this, teens look to be more of grown-ups, than in the past; we see “teens with make-up and high heels in such young age”⁴⁶.

The interview continued with a discussion around the Facebook context, highlighting that its equilibrium within the informal and the private life is very complex. But this is also what makes Facebook idiosyncratic and eloquent⁴⁷. Regarding the relation teenagers have with Facebook, the psychologist said that it is more homogeneous than in adults, because teens have higher affinity, free time and motivation for exchanging information via this system⁴⁸. Regarding the specific findings of our model, the psychologist highlighted the engagement with the brand; it seems natural that teenagers look to interact with brands they relate with and have a pre-existent affection (or love for the brand)⁴⁹. With regard for product category involvement, it was concluded that besides the general tendency of some categories to be more involving than others, on an idiosyncratic level; brands like Evax, which initially would not evoke much of category involvement, may actually have a significant engagement with pre-adolescents on internet⁵⁰. But this is also relative to the teenage attitude towards inbound marketing that Evax developed with great success, by offering high and rich content for girls to engage with the brand, in Facebook. In this age, girls encounter a first need for using products of the Evax category, which contributes for their motivation in exchanging information and, therefore, engaging the brand, in internet⁵¹.

⁴⁵ Refer to quote 2 of the interview with the psychologist, in appendix 10

⁴⁶ Refer to quote 3 of the interview with the psychologist in appendix 10

⁴⁷ Refer to quote 4 of the interview with the psychologist, in appendix 10

⁴⁸ Refer to quote 5 of the interview with the psychologist, in appendix 10

⁴⁹ Refer to quote 6 of the interview with the psychologist, in appendix 10

⁵⁰ Refer to quote 7 and 8 of the interview with the psychologist, in appendix 10

⁵¹ Refer to quote 9 and 10 of the interview with the psychologist, in appendix 10

Furthermore, it is interesting to realize that because teenagers have easy access to information, the way they receive it is in some sort passive, as the value for getting the information is neglected and its permanency in memory could be mostly of short-run⁵². Moreover, in adolescence, there is a huge need to build the social identity (or collective self-esteem), which subsequently results in “showing and interacting with whom we identify with, but also with those who we do not identify with”⁵³.

As a last point of the interview, the results of viral marketing were pointed to probably be related with the items measuring it, because its nature was too broad and not specific to study the potential impact into the brand equity and purchase intention dimensions⁵⁴.

5. Data Analysis

5.1. Descriptive results

The survey comprehended 106 respondents (46% female, 54% male), from 15 to 18 years old, with 19%, 23%, 30% and 28%, respectively 15, 16, 17 and 18 years old. The teenagers, in this survey, showed great aptitude to visit Facebook, with 84% of respondents, visiting once a day or several times a day the social network. On a more brand level, descriptive analysis indicates teenagers search with moderated frequency brands via Facebook; with 9% of teens in an often basis, 29% sometimes, 30% a few times, and 31% rarely. Further, teenagers perceive to have great propensity in becoming a ‘friend/fan’ of many brands, on Facebook. In this research, 31% of teens are friends of more than ten brands, 55,7% within two to ten brands, and only 12,3% with one brand, in Facebook.

The reasons why teens become ‘friends/fans’ of brands on Facebook are varied, but the top three in this study were the emotional attachment to the brand (85,7% of respondents select the option “likes the brand”), to know more about the brand and its products/services or to be updated (56,6%) and to share information with friends (37,7%)⁵⁵. It was asked to the respondents to pick one brand which they were a ‘friend/fan’ on Facebook, in order to

⁵² Refer to quotes 11 and 12 of the interview with the psychologist, in appendix 10

⁵³ Refer to quotes 13 and 14 of the interview with the psychologist, in appendix 10

⁵⁴ Refer to quote 15 of the interview with the psychologist, in appendix 10

⁵⁵ Refer to appendix 11 for a detailed description of descriptive results

respond to all items measuring the constructs. Within this part of the study, the sectors that stand-out the most were the apparel sector (33% of brands referred), with brands such as Zara, Nike or Pepe Jeans, and the food & beverages sector (16%), involving brands such as Sumol or Coca-cola⁵⁶.

Regarding descriptive analysis of the variables within the model, results show means within the values of 3 and 4,5, with brand equity on the top ($\mu=4,03$), and the engagement with the brand, the lowest ($\mu=3,23$). Also, this last variable present the highest volatility ($\sigma=0,875$), indicating high disparities in the engagement level among teens with brands, on Facebook⁵⁷. As a final remark, the correlation analysis confirms significant relationships between all the constructs composing the model ($p<0,01$)⁵⁸.

5.2. Measurement model computation and evaluation

After processing all data from questionnaires⁵⁹, some items were outcast in result of factor analysis; 28 from the initial 84 items were eliminated, because they presented a reduced significance in the measurement of related dimensions⁶⁰ (Hairs et al, 2007). Afterwards, the relationships between all constructs within the conceptual model were tested as a whole, with the support of 'SmartPLS 2.0', developed for such procedures. This last software (PLS) provided the strength of the relationship (β) and test-values that will be presented in the next subchapter. Moreover and because the PLS methodology assumes no assumptions regarding the probability distribution of the observations and model errors; the parametric tests based on traditional Chi-square statistics are not appropriate for model reliability measure. According to Vilares and Coelho (2005), the coefficient of determination (R^2) and average variance extracted (AVE) constitute the PLS measures for assessing the goodness of fit and predictive power. Estimates of AVE greater than 0,5 are usually considered to support internal consistency of the model, or goodness of fit (Bagozzi & Yi, 1988). All constructs'

⁵⁶ Refer to appendix 12 and 13 for a description of mentioned brands, individually and per sector

⁵⁷ Refer to appendix 14 for a radial graph with construct means and table with standard deviations

⁵⁸ Refer to appendix 15 for the correlation matrix of the model's constructs

⁵⁹ Refer to appendix 16 for a detailed description of the data treatment procedures

⁶⁰ Refer to appendix 17 for a detailed description of the confirmatory factor analysis (CFA) results

AVE values were greater than the stipulated criteria and therefore are indicative of good internal consistency⁶¹. Regarding the reliability of the constructs, the Cronbach α (Cronbach, 1951) and the Compositive Reliability (Fornell & Lacker, 1981) were applied, simultaneously. Estimates of Cronbach α and Compositive reliability greater than 0,7 are usually considered to support the reliability of a construct (Nunally, 1978). As the stipulated criteria are respected, all constructs are reliably fit to integrate in further statistical analysis and subsequent interpretations⁶² (Fornell & Larcker, 1981).

5.3. Structural Model Estimation

The strength of the relationships between constructs, its significance and the predictive power (R^2) of the model are presented in figure 2⁶³, where, the research found statistical support for seven out of ten hypotheses, confirming the initial proposed model.

On the intrinsic motivations, results show that brand love has a significant positive effect on the engagement of a teen with a brand, on Facebook ($\beta=0,297$, $t=3,999$), thus providing support to H_1 . When testing H_2 , results also suggest a significance positive impact of the product category involvement on the engagement of a teen with a brand, on Facebook ($\beta=0,204$, $t=3,129$), therefore confirming the adjacent hypothesis. The expected positive impact of information exchange on the teen engagement with a brand, on Facebook, was confirmed ($\beta=0,345$, $t=4,69$), thus, providing support to H_3 . The last of the intrinsic motivations, collective self-esteem, revealed a significant positive effect on the engagement of a teenager with a brand, on Facebook ($\beta=0,133$, $t=2,287$), hence, H_4 is confirmed.

Furthermore, the attitude towards Inbound Marketing is confirmed to have a positive significant effect on the teen engagement with a brand, on Facebook ($\beta=0,144$, $t=2,504$), and supporting hypothesis H_5 . Surprisingly, the attitude towards inbound marketing showed no significant effect on brand equity ($t=0,004$); hence, it was not found support for H_6 . On the other hand, a positive significant effect of attitude towards inbound marketing on

⁶¹ Refer to appendix 18 for the AVE results of all constructs

⁶² Refer to appendix 18 for the Compositive reliability and Cronbach alpha of all constructs

⁶³ Refer to figure 2 in page 29; and appendixes 19 and 20 for a display of SmartPLS outputs

purchase intention was confirmed ($\beta=0,253$, $t=2,992$), thus providing support to H_7 .

Unexpectedly, viral marketing showed no significant effect in both brand equity ($t=1,010$) and purchase intention ($t=0,365$); hence, it was not found support for H_8 and H_9 , respectively.

Finally, the teen engagement with the brand, on Facebook, found in results a positive significant impact on viral marketing ($\beta=0,720$, $t=10,576$), on brand equity ($\beta=0,520$, $t=3,620$) and on purchase intention ($\beta=0,369$, $t=2,493$), therefore, proving support for hypotheses H_{10} , H_{11} , H_{12} , respectively.

Moreover and in regard for the predictive power of the model, the R^2 indicates the percentage of variance explained by the endogenous variable model. The condition presented in the literature for the percentage of variance explained defines that this must be greater than or equal to 10% for each endogenous latent variable (Falk and Miller, 1992). Once, all R^2 values of the endogenous variables within the model are higher than the stipulated criteria, the predictive power of the model is significant. More specifically, 82,54% of the entire variance in the variable of engagement with brand on Facebook, 51,85% of the variance in Viral Marketing, 33,95% of the variance in brand equity and 40,49% of the variance in purchase intention are explained by the model.

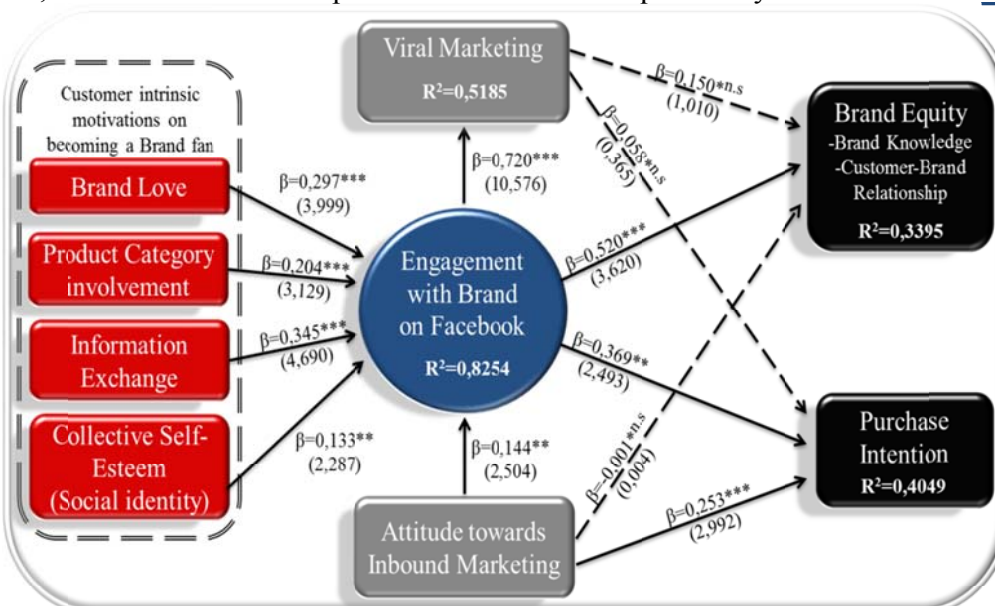


Figure 2
Conceptual
Model with
Betas &
T-values

Notes: *p-value>0,05

**p-value<0,05

***p-value<0,01

Standardized T-values are in parentheses, where values above 1,96 for 95% confidence level and 2,576 for 99% confidence level, represent a significant effect on one construct onto another; perforated rows represent relationships of the proposed model without statistical support

5.4. Cross of the model variables with socio-demographic variables

When testing the cross of demographic variables with the constructs composing the model⁶⁴, results show only a significant difference in the means of some of the constructs with the number of brands a teenager is fan, on Facebook, and the frequency a teenager searches for brands via Facebook. Surprisingly, no significance difference in the constructs was verified among ages and genders⁶⁵. More precisely, it was found that:

- product category involvement and brand equity are higher in teenagers with more than 10 brands, in comparison with teenagers with only two to five brands, on Facebook;
- collective self-esteem, engagement with the brand on Facebook and viral marketing are higher in teens with 'more than 10 brands', than with only 'one brand', on Facebook;
- information exchange is higher for teenagers that search 'sometimes' for brands, in comparison with teenagers which 'rarely' search brands, on Facebook;
- engagement with the brand on Facebook is lower for teens that search brands 'rarely' in comparison with teens that search 'often', 'sometimes' or a 'few times' brands on Facebook.

6. Conclusion

This research presented a conceptual model of the motivational factors that impact on the engagement of teens with brands on Facebook, enlightening strategic brand aspects that should be part of the communication entailed on Facebook for strategic marketing⁶⁶.

Based on the context of Facebook, brands should adopt a more informal and personal way of communication, coping with the usage teenagers give to this social network. Because Facebook is about people showing what they are, and projecting themselves onto the world, a brand on Facebook has the same opportunity to project its image and personality, reaching an audience with whom it most relates with; where the target population can be compare to the circle of friends a brand has on Facebook. This target population, eventually, is composed mainly of the brand lovers, who on Facebook act as the main circle of "friends"

⁶⁴ In methodological terms, a one-way Anova test was conducted, in the way of analysing if there were any significant differences on the variables composing the model, caused by variances in each of the socio-demographic variables. All variables follow a normal distribution.

⁶⁵ Refer to appendixes 21-25 for the Anova and related tests results

⁶⁶ Refer to appendix 26 for a summary table of the model results

of the brand. These individuals, because they have an already developed affection for the brand, become their higher supporters and endorsers, “presenting the brand” to other people across the network. Therefore, it is crucial to keep the interest of these consumers that act as endorsers of the brand, and for this, interaction is the key rule.

Interaction or engagement may come in many ways, depending on the inbound marketing strategy a brand chooses to perform. The brand may enclose a relationship of proximity with consumers by replying to their demands in Facebook, or engage teens in a conversation of one-to-many by simply asking their opinion to a certain aspect related with the brand, getting prospects of the audience. But the most significant way of providing engagement in Facebook is through the build of a community, around the brand or something the brand represents. Building a community implies gathering people in turn of shared interests. From the findings, we may salient the Sumol summer fest event, which in Facebook prove to be a success, gathering people around an event in turn of music that teenagers have high proximity. Consequently, teenagers feel captivated to share and engage with the brand and other enthusiasts. Another example is the Rip Curl community, which found in its culture of surf a way of reuniting people that share a passion for the sport, in its Facebook page, with prospects of a very unique community that is associated with the brand, in a much elaborated strategy that brand and participants enjoy. In this example a lifestyle characteristic helps shaping the feeling of a community around the brand or what the brand represents, a strategy that offers a well-managed targeting strategy.

As a side effect from people engaging in a community, the flow of information is substantially increased and reaching across the network.

One of the high motivations of teenagers in Facebook is the exchange of information. Discussion forums and teenager's comments is something brands should foment in Facebook, because teenagers appreciate and trust, in the opinion of peers, and even

strangers that have a “history” to tell. Furthermore, teens play high interest in being well informed about the brands, especially the ones they love. Pictures and video that create vivid images of the brand and its products is welcomed in engaging teenagers, especially in Facebook, where these two apps are among the most used and explored. This implies a constant update of the brand page, because today's information flows very quickly. However, concentrating in some key aspects is fundamental. Because the access to information is too easy nowadays, the value people put in acquiring information is worth less than in the past, and so the retained information of a consumer is shorter.

Furthermore, teenagers are constantly looking for funny and interesting material to share with their friends and build their Facebook page. This is highly valuable for triggering the spread of viral marketing, where guerrilla techniques may compensate.

In a last remark, Facebook lifts the presence and influence of opinion leaders. Celebrities like Messi, Ronaldo or Lady Gaga have a high influence on Facebook and can star brands by attracting teenagers onto the Facebook page of a brand, built in the image of this celebrity, or driving interest in turn of the brand by sponsoring in their own Facebook. Besides the usual celebrity type, we must not forget that at school some teenagers act as opinion leaders, by becoming role models for others. Nowadays, the number of friends in Facebook may highlight these individuals from the crowd, so brands could engage them, in order to attract them to evangelize the brand.

It was of this project interest to provide a learning experience for its readers, in the way of showing the potential Facebook offers to brands in the relationship marketing and viral marketing, fields, with a notion that all people in this planet are separated by only six other people (John Guare, six degrees of separation).

7. Limitations and further research

There are some limitations to consider, regarding the results. First the limited dimension of the sample and the fact that only the teenage view is implicit. Further research with a wider

sample, enclosing all social network (SN) users should be applied. Second, the impact of viral marketing was not found statistically supported. It is recommended to follow the psychologist suggestion and reform the items measuring the variable, in a more specific way of studying the potential impact in the brand equity and purchase intention. Third, only Facebook was analysed, leaving Twitter and other SNs left to be study. Fourth, the data are not longitudinal. Future research with a longitudinal design could strengthen the model.

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9. Appendixes

Appendix 1- Definition of constructs

• **Customer based-brand equity** – according to Keller building a strong brand, or building a solid brand equity involves four steps: develop Brand knowledge through a (1) strong brand awareness and the (2) creation of strong, favourable and unique brand associations, (3) eliciting positive, accessible brand responses, and (4) forging customer-brand relationships with active loyalty (Keller, 2001).

• **Brand Love** – defined as “the degree of passionate emotional attachment a satisfied consumer has for a particular trade name” (Carrol & Ahuvia, 2006:81). Consistent with the theories of Sternberg, Shimp & Madden (1988) state that brand love includes passion for the brand, attachment to the brand, positive evaluation of the brand, positive emotions in response to the brand, and declarations of love for the brand (Carrol & Ahuvia, 2006).

• **Product category involvement** – is defined as the affective and/or functional value a customer values a category, type or range of products. In other words, the degree of personal relevance or importance of the product based on inherent needs, values and interests (Zaichkowsky 1985, Park and Young 1986)

• **Information exchange** – is manifested in a person's behaviour in searching for information that is perceived valuable to that person, together with the disposition for sharing information. In this study, information exchange is analysed simply in the search and post of information across the internet, with the Facebook platform included.

• **Collective self-esteem (CSE)** - acknowledged as social identity in the psychological literature, is defined as the trace of individuals' self-concept, which comes from their membership in a social group together with the value and emotional significance attached to that membership. (Crocker and Luhtanen, 1990). Croker and Luthanen (1992), when developing a scale that measured the collective self-esteem variable, identified four factors that weighted this variable: membership self-esteem, private collective self-esteem, public collective self-esteem, public collective self-esteem, and importance to identity. Membership self-esteem respects to an individual's judgement of how worthy he/she is, as member of a group. Private collective self-esteem refers to the evaluation of his/her group. The public collective self-esteem denotes how non-members evaluate the group. Lastly, importance to identity relates to how important a group's membership is to a person's self-concept or identity (Crocker and Luhtanen, 1990).

• **Attitude towards inbound marketing** - inbound marketing relies on the principle of creating content and conditions that attract people to the brand, or in this research case, direct to the brand's page on Facebook (Halligan & Shah, 2009). Thus, inbound marketing is defined as a pull strategy in advertising; looking to attract consumers by giving them what they want, generally at no charge, free, and expecting the rise of a relationship, implying giving to the consumer more of what they want, at the same excellent price. Henceforth, the present research comes to approach the advertising character of inbound marketing, through a consumer's perspective; where advertising may not motivate further action if it is not perceived to be relevant to his or her current needs, and unique qualities of the ad might result in brand building. Eventually, this research implies measuring the attitude, or perceptions and evaluations of teenagers (population in research), regarding the page a brand displays on Facebook.

• **Facebook engagement with the brand**- relates with the engagement, involvement and interaction levels, an individual undertakes upon visualising and interacting with the digital content of a brand in the internet (e.g. Facebook page of a brand), together with the value for a person in becoming a fan of the brand, at Facebook.

• **Brand knowledge**- Brand knowledge is defined by descriptive and evaluative brand-related information that it is individualistic inference about a brand stored in consumer memory. It comprises brand related notions, brand awareness, and brand image that correlating diverse information such as awareness, attributes, benefits, images, thoughts, feelings, attitudes and experiences to a brand constitutes brand knowledge and directly affect consumer responses (Keller, 1993, 2003). Moreover, Keller conceptualizes brand awareness as "the strength of the brand trace in memory that is reflected by the consumer's ability to identify the brand under different conditions" and defines brand image as "perceptions about a brand as reflected by the brand associations held in consumer memory" (e.g, Keller, 2003).

• **Purchase intention**- Spears and Singh (2004) define the term of purchase intention as "an individual's conscious plan to make an effort to purchase a brand". Because purchase intentions are people's predictions about their own behavior, people likely base these predictions on their ability to envision themselves consuming the product.

• **Viral marketing** – defined as "marketing techniques that seek to exploit pre-existing social networks to produce exponential increases in brand awareness, through processes similar to the spread of an epidemic" (Datta, et al., 2005: 72). The phenomena

typically starts with the marketer creating some form of electronic content such as a video or a mini-site, the aim of which is usually brand-building. The link (web address) for the electronic content is made available to Internet users, who after viewing the content will decide whether they want to pass the link along to their friends. If the link gets forwarded and the Internet users receiving it also keep passing the link along, the electronic content has the potential to reach a large group of Internet users at an exponential rate (Watts and Peretti, 2007).

• **Customer-brand relationship-** A relationship between a customer and a brand emerges through consumer's interactions with messages related to the brand (Gronröos, 2007). Moreover, the consumer brand-relationship is defined in terms of three key dimensions: interdependence, interaction over time and bond (instrumental and/or affective) (Fournier, 2004).

Appendix 2- Positivist paradigm Vs. Interpretivist paradigm

The positivist paradigm or constructivist paradigm asserts that real events can be observed empirically and explained with logical analysis, hence, electing quantitative methods to test hypothesis from samples, followed by a generalization (Agante, 2009). Alternatively, the interpretivist paradigm assumes a belief in the prevalence of multiple realities and avows qualitative methods as more qualified to interpret the social world of the teenager, by studying individual points-of-view (Schoenfelder and Harris, 2004)

Appendix 3- Interview guide to teenagers (semi-structured interview)

Filters

FILTER 1	Do you have a Facebook account?	-Yes: FILTER 2 -No: Stop Interview
FILTER 2	Are you a friend/fan of a brand at Facebook	-Yes: FILTER 3 -No: Stop Interview
FILTER 3	Enter gender quota	-50% male -50% female
FILTER 4	Enter age quota	-15 years old (25%) -16 years old (25%) -17 years old (25%) -18 years old (25%)

Warm-up

“Good morning/evening, I am a student from Nova School of Business and Economics; and I am conducting a Research study for my thesis project about cases of friends/fans of brands at Facebook. For this Research, I will start with a question; you will be free to tell me whatever comes to your mind on the subject.

If you don't mind, I will record the interview. This interview will last approximately half an hour. So my question is the following:

Initial question: “Could you please tell me the last time you become a friend/fan of a brand at Facebook?”

Topics to be developed

- Importance of internet for “Generation C” as:
 - Information search tool before purchase and interaction with brands
 - Community importance of Facebook
 - What excites teens when they are on Facebook. What they like to do most with it?
 - Opinion of brands presence on Facebook
- Differences between customers attitudes towards brands in TV and Facebook
 - Teens advertisement perception of brands on Facebook and differences with TV commercials
 - Do teens trust more on Facebook? Why?
- Motivations behind the choice of becoming a friend/fan of a brand at Facebook
 - Are brand love and product category involvement determinant for a teen to become fan/friend of a brand
 - Are brand love and product category involvement determinant for the level of engagement a teen may experience when becoming a friend/fan of a brand at Facebook?
 - Factors teens consider when becoming a friend/fan of the brand
 - Importance of brands on Facebook for a fan social identity- does expectations from peers evaluation and opinion matter upon the decision of becoming a fan of a brand at Facebook
 - Importance of the Facebook page structure and contents, in terms of information and entertainment
- Consumers engagement on Facebook
 - A momentary experience or a lasting relation
 - Attitudes towards Facebook and inbound marketing
 - Perceptions from a Facebook page of a brand

- o Interaction with a Facebook page (posting, "liking", commenting, events participation...)
 - o The importance and significance of the "like" button application of Facebook-can it be a measure of the real opinion consumers have from a
- Attitude towards viral marketing
 - o Influence degree of a Facebook friend in the decision-making process of joining a brand community of fans
 - o The importance of a viral message from a friend
 - o Motivations to forward something to a Facebook peer
- Outcomes from engaging in the Facebook page of a brand
 - o Emotions, cognition and relational disposition from becoming a fan and interacting with a brand on Facebook
 - o Impact on brand awareness and brand image
 - o Purchase intention of a fan

Additional questions

- Why did you become a fan of the brand on Facebook?
- What did you like the most on the page of the brand on Facebook?
- What do you like the most to do on Facebook?
- After becoming a fan what changed?
 - o Did you change your opinion about the brand?
 - o Did you become a customer or a more regular customer of the brand?
 - o Did you feel a higher connection and proximity with the brand?
- What would you like a brand to do, to post on its Facebook page?

Respondent profile

- Age and Gender
- Internet usage:
 - o Search for information before purchase
 - o Experience in purchasing online
- Brands from which the respondent is fan
- Is the respondent a consumer of the brand?
 - o Before and after becoming a fan of the brand on Facebook
 - o Did the respondent new the brand?
- Facebook participation (light/ medium/ heavy user)
- Page of subscription where the respondent became friend/fan of the brands:
 - o On the Facebook page of the brand
 - o On a link to the brand page on Facebook
 - o On a link displayed in a friend's Facebook page
 - o On the brand's Website
 - o Other

Appendix 4- Questionnaire to teenagers

		Inquérito Universidade Nova School of Business and Economics
Este estudo está integrado numa tese de mestrado que está a ser realizada na Universidade Nova School of Business and Economics, Lisboa. Pretende-se estudar a tua relação com as marcas no Facebook que fizeste “gosto” ou “like”. Os questionários são anónimos, não terás de identificar o teu nome. Todos os dados fornecidos ficarão estritamente no âmbito desta investigação, não sendo usados para outros fins. Não existem respostas certas ou erradas - todas as respostas são válidas. O importante é saber a tua opinião sobre as marcas no Facebook. Peço-te portanto que respondas com sinceridade <u>AGRADEÇO DESDE JÁ A TUA PARTICIPAÇÃO</u> Sem ela este trabalho não seria possível Muito Obrigado!		
Para o esclarecimento de qualquer dúvida relativamente ao preenchimento do questionário ou informações sobre a investigação, por favor contacte: Bruno Monteiro: monteiro.bruno.innov@gmail.com		

Filtros, quotas e dados sócio - demográficos

F.1.- Tens conta no Facebook?

- ☐ Sim (passar para F.2.) ☐ Não (parar com realização de inquérito)

F.2.- És amigo/fã de alguma marca no Facebook?

- ☐ Sim (passar para F.3.) ☐ Não (parar com realização de inquérito)

F.3.- Idade ____

F.4.- Género:

Masculino ☐

Feminino ☐

F.5.- Com que frequência estás no Facebook (selecciona a tua resposta com um círculo)?

- ☐ várias vezes ao dia
☐ uma vez por dia
☐ duas ou mais vezes por semana
☐ uma vez por semana
☐ pelo menos uma vez em cada duas semanas
☐ Raramente

F.6.- No Facebook quantas marca fizeste “gosto” ou “like” (tens esta informação disponível na secção de “info” do teu Facebook, caso não te lembres)?

Atenção: não incluas marcas de bandas ou músicas, nem filmes, nem séries, nem personagens ou pessoas da vida real, por favor.

- ☐ 1 marca
☐ 2 a 5 marcas
☐ 6 a 10 marcas
☐ Mais de 10 marcas

F.7.- com que frequência procuras ou vês marcas no Facebook)?

Atenção não contes com marcas de bandas ou músicas, nem filmes, nem séries, nem personagens ou pessoas da vida real, por favor.

- ☐ muitas vezes
☐ algumas vezes
☐ poucas vezes
☐ raramente

Parte 1- selecção da marca

Atenção: todo o questionário que se segue é relativo às marcas em que fizeste “gosto” ou “like” no Facebook. Atenção não incluas marcas de bandas ou músicas, nem filmes, nem séries, nem personagens ou pessoas da vida real, por favor.

Q.1. Indica as razões que te levaram a adicionares marcas no Facebook (selecciona todas as opções que aches correctas):

- ☐ Saber mais acerca dos produtos e da marca/estar actualizado sobre a marca
- ☐ Saber ou receber promoções e ofertas da marca
- ☐ Porque gostei da página da marca no Facebook
- ☐ Por causa de um evento da marca no Facebook
- ☐ Para as outras pessoas saberem que gosto da marca
- ☐ Porque os meus amigos também são amigos/fãs da marca
- ☐ Para partilhar informação com os meus amigos
- ☐ Porque gosto da marca/produtos

Q.2. Por favor, indica em baixo apenas uma marca de que fizeste “gosto” ou “like” no Facebook.

novamente, não incluas marcas de bandas ou músicas, nem filmes, nem séries, nem personagens ou pessoas da vida real, por favor.

Q.3. compras, usas ou tens a marca que seleccionaste?

- ☐ Sim ☐ Não ☐ Não, mas gostaria

Atenção: Por favor, em todas as questões que se seguirem, responde com base na marca que escreveste. Considera essa marca como a “marca X”

Muito obrigado pela tua colaboração, até agora! Por favor, avança para a próxima página

Parte 2 – amor pela marca

Indica o teu grau de concordância ou discordância (“com um círculo”) em relação a cada uma das seguintes questões. Por favor, lembra-te que deves responder com base na marca que escolheste anteriormente (marca x).

Q.1. Esta marca é maravilhosa.

Discordo totalmente	Discordo	Não concordo, nem discordo	Concordo	Concordo Totalmente
---------------------	----------	----------------------------	----------	---------------------

Q.2. Esta marca faz-me sentir bem.

Discordo totalmente	Discordo	Não concordo, nem discordo	Concordo	Concordo Totalmente
---------------------	----------	----------------------------	----------	---------------------

Q.3. Esta marca é totalmente espectacular.

Discordo totalmente	Discordo	Não concordo, nem discordo	Concordo	Concordo Totalmente
---------------------	----------	----------------------------	----------	---------------------

Q.4. sou indiferente em relação a emoções por esta marca

Discordo totalmente	Discordo	Não concordo, nem discordo	Concordo	Concordo Totalmente
---------------------	----------	----------------------------	----------	---------------------

Q.5. Esta marca faz-me feliz.

Discordo totalmente	Discordo	Não concordo, nem discordo	Concordo	Concordo Totalmente
---------------------	----------	----------------------------	----------	---------------------

Q.6. Amo esta marca

Discordo totalmente	Discordo	Não concordo, nem discordo	Concordo	Concordo Totalmente
---------------------	----------	----------------------------	----------	---------------------

Q.7. Não tenho nenhum sentimento em particular por esta marca.

Discordo totalmente	Discordo	Não concordo, nem discordo	Concordo	Concordo Totalmente
---------------------	----------	----------------------------	----------	---------------------

Q.8. Esta marca é puramente fascinante

Discordo totalmente	Discordo	Não concordo, nem discordo	Concordo	Concordo Totalmente
---------------------	----------	----------------------------	----------	---------------------

Q.9. Sou apaixonado por esta marca

Discordo totalmente	Discordo	Não concordo, nem discordo	Concordo	Concordo Totalmente
---------------------	----------	----------------------------	----------	---------------------

Q.10. _Estou muito ligado a esta marca

Discordo totalmente	Discordo	Não concordo, nem discordo	Concordo	Concordo Totalmente
---------------------	----------	----------------------------	----------	---------------------

Parte 3- envolvimento com a categoria de produto/serviço

Em relação à gama/categoria de produtos ou serviços que a marca X tem, responde às seguintes questões:

Q.1. estou muito envolvido com _____ (produtos da categoria X)?

Discordo totalmente	Discordo	Não concordo, nem discordo	Concordo	Concordo Totalmente
------------------------	----------	-------------------------------	----------	------------------------

Q.2. compro, uso ou recorro a _____ (produtos da categoria X) muito frequentemente?

Discordo totalmente	Discordo	Não concordo, nem discordo	Concordo	Concordo Totalmente
------------------------	----------	-------------------------------	----------	------------------------

Q.3. sou um especialista (conheço tudo) de _____ (produtos da categoria X)?

Discordo totalmente	Discordo	Não concordo, nem discordo	Concordo	Concordo Totalmente
------------------------	----------	-------------------------------	----------	------------------------

Q.4. não estou interessado em _____ (produtos da categoria X)?

Discordo totalmente	Discordo	Não concordo, nem discordo	Concordo	Concordo Totalmente
------------------------	----------	-------------------------------	----------	------------------------

Parte 4- troca de informação

Eu costumo:

Q.1. ver anúncios ou vídeos publicitários na internet?

Nunca	Raramente	De vez em quando	Algumas vezes	Muitas vezes
-------	-----------	------------------	---------------	--------------

Q.2. ler sobre produtos ou marcas na internet?

Nunca	Raramente	De vez em quando	Algumas vezes	Muitas vezes
-------	-----------	------------------	---------------	--------------

Q.3. procurar por uma marca ou produtos/serviços online

Nunca	Raramente	De vez em quando	Algumas vezes	Muitas vezes
-------	-----------	------------------	---------------	--------------

Q.4. postar/comentar sobre marcas na página da marca no Facebook ou noutro local da web?

Nunca	Raramente	De vez em quando	Algumas vezes	Muitas vezes
-------	-----------	------------------	---------------	--------------

Q.5. deixo o post do “gosto” de uma marca no meu mural do Facebook?

Nunca	Raramente	De vez em quando	Algumas vezes	Muitas vezes
-------	-----------	------------------	---------------	--------------

Q.6. Clico no botão “gosto” de uma marca sempre que gosto do que vi ou li sobre essa marca?

Nunca	Raramente	De vez em quando	Algumas vezes	Muitas vezes
-------	-----------	------------------	---------------	--------------

Parte 5- “engajamento” com a marca X no Facebook

As próximas questões referem-se a tua relação com a marca X no Facebook:

Q.1. Costumo procurar, interagir e explorar a marca X no Facebook.

Discordo totalmente	Discordo	Não concordo, nem discordo	Concordo	Concordo Totalmente
------------------------	----------	-------------------------------	----------	------------------------

Q.2. Gostei de adicionar a marca X no Facebook

Discordo totalmente	Discordo	Não concordo, nem discordo	Concordo	Concordo Totalmente
------------------------	----------	-------------------------------	----------	------------------------

Q.3. O Facebook é uma maneira de receber informação dos meus amigos ou da página da marca X no Facebook.

Discordo Totalmente	Discordo	Não concordo, nem discordo	Concordo	Concordo Totalmente
------------------------	----------	-------------------------------	----------	------------------------

Q.4. Costumo postar/comentar quando visito a página da marca do Facebook.

Discordo totalmente	Discordo	Não concordo, nem discordo	Concordo	Concordo Totalmente
------------------------	----------	-------------------------------	----------	------------------------

Q.5. sinto que faço parte de uma comunidade da marca X.

Discordo Totalmente	Discordo	Não concordo, nem discordo	Concordo	Concordo Totalmente
------------------------	----------	-------------------------------	----------	------------------------

Q.6. Ficaria triste se a marca X deixasse o Facebook?

Discordo Totalmente	Discordo	Não concordo, nem discordo	Concordo	Concordo Totalmente
------------------------	----------	-------------------------------	----------	------------------------

Parte 6 – Marketing viral

Q.1. Se vir uma marca no mural do Facebook de um amigo, sou capaz de clicar no link da página.

Discordo Totalmente Discordo Não concordo, nem discordo Concordo Concordo Totalmente

Q.2. se um amigo adicionar uma marca no Facebook, também adiciono a marca no meu Facebook.

Discordo Totalmente Discordo Não concordo, nem discordo Concordo Concordo Totalmente

Q.3. Geralmente, vejo o mural do Facebook dos meus amigos.

Discordo Totalmente Discordo Não concordo, nem discordo Concordo Concordo Totalmente

Q.4. Normalmente deixo o “gosto” ou “like” da marca que adicionei no mural do Facebook.

Discordo Totalmente Discordo Não concordo, nem discordo Concordo Concordo Totalmente

Q.5. Gosto que as outras pessoas vejam as marcas que adicionei no Facebook.

Discordo Totalmente Discordo Não concordo, nem discordo Concordo Concordo Totalmente

Q.6. Costumo ver marcas no Facebook dos meus amigos.

Discordo Totalmente Discordo Não concordo, nem discordo Concordo Concordo Totalmente

Parte 7- relação cliente-marca

Para cada uma das questões seguintes selecciona “com um círculo” a opção que indica o teu grau de concordância ou discordância em relação a cada uma das seguintes questões. Por favor, lembra-te que deves responder com base na marca que escolheste que aqui referimos como marca X e na tua experiência com a marca no Facebook.

Q.1. Sinto-me bem com X.

Discordo Totalmente	Discordo	Sou indiferente	Concordo	Concordo Totalmente
------------------------	----------	-----------------	----------	------------------------

Q.2. Confio na marca X.

Discordo Totalmente	Discordo	Sou indiferente	Concordo	Concordo Totalmente
------------------------	----------	-----------------	----------	------------------------

Q.3. Estou totalmente satisfeito com a marca X.

Discordo Totalmente	Discordo	Sou indiferente	Concordo	Concordo Totalmente
------------------------	----------	-----------------	----------	------------------------

Q.4. Penso continuar a consumir, usar ou ter X quando precisar deste tipo produtos/ serviços que a marca oferece.

Discordo Totalmente	Discordo	Sou indiferente	Concordo	Concordo Totalmente
------------------------	----------	-----------------	----------	------------------------

Q.5. X faz-me feliz.

Discordo Totalmente	Discordo	Sou indiferente	Concordo	Concordo Totalmente
------------------------	----------	-----------------	----------	------------------------

Q.6. Eu dependo da marca X quando preciso do tipo da gama de produtos/serviços que a marca oferece

Discordo Totalmente	Discordo	Sou indiferente	Concordo	Concordo Totalmente
------------------------	----------	-----------------	----------	------------------------

Q.7. Estou muito contente com a marca X.

Discordo Totalmente	Discordo	Sou indiferente	Concordo	Concordo Totalmente
------------------------	----------	-----------------	----------	------------------------

Q.8. Estou disposto(a) a recomendar a marca X aos meus amigos.

Discordo Totalmente	Discordo	Sou indiferente	Concordo	Concordo Totalmente
------------------------	----------	-----------------	----------	------------------------

Q.9. X dá-me prazer.

Discordo Totalmente Discordo Sou indiferente Concordo Concordo Totalmente

Q.10. X é uma marca honesta.

Discordo Totalmente Discordo Sou indiferente Concordo Concordo Totalmente

Q.11. Apoiarei X quando estiver em dificuldades

Discordo Totalmente Discordo Sou indiferente Concordo Concordo Totalmente

Q.12. comprar, usar, ter ou consumir a marca X é uma experiência agradável.

Discordo Totalmente Discordo Sou indiferente Concordo Concordo Totalmente

Q.13. Para mim, X é das melhores marcas que há naquilo que faz.

Discordo Totalmente Discordo Sou indiferente Concordo Concordo Totalmente

Q.14. X é de confiança.

Discordo Totalmente Discordo Sou indiferente Concordo Concordo Totalmente

Q.15. após ter visto a marca no Facebook, X está melhor do que eu esperava.

Discordo Totalmente Discordo Sou indiferente Concordo Concordo Totalmente

Q.16. X é a minha primeira escolha entre outras marcas da mesmo género.

Parte 8- conhecimento da marca (notoriedade + imagem da marca)

Em relação ao teu conhecimento da marca, depois de teres visto a página da marca X no Facebook a tua opinião sobre:

Q.1. X ser uma marca boa.

Muito Pior pior neutro melhor Muito Melhor

Q.2. Conheceres a marca X.

Muito Pior pior neutro melhor Muito Melhor

Q.3. X ser confiável (segura).

Muito Pior pior neutro melhor Muito Melhor

Q.4. X ser uma marca próxima de ti.

Muito Pior pior neutro melhor Muito Melhor

Q.5. X ser de confiança.

Muito Pior pior neutro melhor Muito Melhor

Q.6. Estar, geralmente, mais ciente (lembrares-te mais e melhor) da marca.

Muito Pior pior neutro melhor Muito Melhor

Q.7. X ser uma marca desejável (uma marca que queiras ter)

Muito Pior pior neutro melhor Muito Melhor

Q.8. X ser uma marca mais atractiva.

Muito Pior pior neutro melhor Muito Melhor

Parte 9- atitude para com o marketing direccional						
Assinala com um “círculo” a posição 1, 2, 3, 4 ou 5 que se inclina mais com a tua opinião em relação à página da marca. A tua opinião em relação à página da marca X é:						
a)	Boa	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u> Má
b)	Inútil	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u> Útil
c)	Positiva	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u> Negativa
d)	Não gostei	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u> Gostei
e)	Agradável	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u> Desagradável
f)	Não tem qualidade	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u> Tem qualidade
g)	Tem valor	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u> Não tem valor
h)	Desfavorável	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u> Desfavorável

Parte 10- intenção de compra

Após teres feito “gosto” ou “like” na marca X no Facebook:

Q.1. Gostarias de experimentar X?

Definitivamente Não	não	Sou indiferente	sim	Definitivamente Sim
------------------------	-----	-----------------	-----	------------------------

Q.2. Comprarias essa marca se a visses numa loja ou site?

Definitivamente Não	não	Sou indiferente	sim	Definitivamente Sim
------------------------	-----	-----------------	-----	------------------------

Q.3. Procurarias X numa loja para a comprares?

Definitivamente Não	não	Sou indiferente	sim	Definitivamente Sim
------------------------	-----	-----------------	-----	------------------------

Q.4. Patrocinarias X.

Definitivamente Não	não	Sou indiferente	sim	Definitivamente Sim
------------------------	-----	-----------------	-----	------------------------

Parte 11- identidade social

Q.1. sou um membro digno/merecedor dos grupos a que pertenço no Facebook (marcas e amigos).

Discordo
Totalmente

Discordo

Não concordo,
nem discordo

Concordo

Concordo
Totalmente

Q.2. é frequente arrepende-me de adicionado algumas marcas no Facebook.

Discordo
Totalmente

Discordo

Não concordo,
nem discordo

Concordo

Concordo
Totalmente

Q.3. A(s) marca(s) de que adicionei no Facebook são consideradas boas pelas outras pessoas.

Discordo
Totalmente

Discordo

Não concordo,
nem discordo

Concordo

Concordo
Totalmente

Q.4. no geral, a(s) marca(s) de que sou membro no Facebook têm muito pouco a ver comigo.

Discordo
Totalmente

Discordo

Não concordo,
nem discordo

Concordo

Concordo
Totalmente

Q.5. sinto que não tenho muito a dar às marcas de que sou membro no Facebook.

Discordo
Totalmente

Discordo

Não concordo,
nem discordo

Concordo

Concordo
Totalmente

Q.6. em geral, estou contente por fazer parte da comunidade fã da(s) marca(s) que tenho no meu Facebook.

Discordo
Totalmente

Discordo

Não concordo,
nem discordo

Concordo

Concordo
Totalmente

Q.7. muitas pessoas que conheço consideram as marcas de que sou fã no Facebook inferiores a outras, também no Facebook.

Discordo
Totalmente

Discordo

Não concordo,
nem discordo

Concordo

Concordo
Totalmente

Q.8. A(s) marca(s) que adicionei são um importante reflexo da pessoa que sou.

Discordo
Totalmente

Discordo

Não concordo,
nem discordo

Concordo

Concordo
Totalmente

Q.9. participo (vejo, exploro, comento ou posto sobre marcas) no Facebook.

Discordo
Totalmente

Discordo

Não concordo,
nem discordo

Concordo

Concordo
Totalmente

Q.10. Em geral, sinto que os grupos de fãs do Facebook que sou membro não são importantes.

Discordo
Totalmente

Discordo

Não concordo,
nem discordo

Concordo

Concordo
Totalmente

Q.11. em geral as outras pessoas respeitam o facto de ser amigo/fã da(s) marca(s) que tenho no Facebook.

Discordo
Totalmente

Discordo

Não concordo,
nem discordo

Concordo

Concordo
Totalmente

Q.12. As comunidades de marca do Facebook não são importantes para o tipo de pessoa que sou.

Discordo
Totalmente

Discordo

Não concordo,
nem discordo

Concordo

Concordo
Totalmente

Q.13. Penso que nunca mais entrei em contacto via Facebook com as marcas que adicionei no passado

Discordo
Totalmente

Discordo

Não concordo,
nem discordo

Concordo

Concordo
Totalmente

Q.14. Sinto-me bem com as marcas que tenho no Facebook..

Discordo
Totalmente

Discordo

Não concordo,
nem discordo

Concordo

Concordo
Totalmente

Q.15. Em geral, as outras pessoas pensam que as marcas que tenho no Facebook são uma parte importante da minha própria imagem

Discordo
Totalmente

Discordo

Não concordo,
nem discordo

Concordo

Concordo
Totalmente

Q.16. em geral, as marcas que tenho na página do meu Facebook são uma parte importante da minha própria imagem.

Discordo
Totalmente

Discordo

Não concordo,
nem discordo

Concordo

Concordo
Totalmente

FIM

Muito obrigado por teres participado
neste estudo!



Appendix 5- Constructs and operationalization (sources):

Construct	Items	Article Source	Cronbach α
Brand Love	1. This is a wonderful brand. 2. This brand makes me feel good. 3. This brand is totally awesome. 4. I have neutral feelings about this brand. (-) 5. This brand makes me very happy. 6. I love this brand! 7. I have no particular feelings about this brand. (-) 8. This brand is a pure delight. 9. I am passionate about this brand. 10. I'm very attached to this brand.	Carroll & Ahuvia (2006)	0,91
Product Category Involvement	1. I am very involved with product category X 2. I use (wear) product category X very often 3. I am a product category X expert 4. I am not interested in the product category	Yoo & Donthu (1999)	0,82
Information Exchange	1. Watch commercials or video advertisements on youtube 2. Read blogs produced by products or brands 3. Search for a brand online 4. Post product or brand reviews on websites (e.g. Facebook) 5. Provide feedback to a brand , either through its web site or a third-party service (e.g. Facebook mural) 6. Interact with a banner ad on internet (e.g. click on Facebook's "LIKE" button)	The Razorfish digital brand experience report (2009)	n.a
Collective self-esteem (Social identity)	Membership self-esteem.	Luhtanen & Crocker (1992)	0,75
	Private collective self-esteem		0,72
	Public collective self-esteem.		0,88
	Importance to Identity		0,84
Viral Marketing (WOM)	1. If I see a brand in the Facebook wall of a friend, I might click on the link of the page. 2. If a friend adds a brand in its Facebook, I also add the brand on my Facebook. 3. Usually, I watch the Facebook Wall of my friends. 4. Normally, I leave the like of the brand I added on my Facebook wall. 5. I enjoy other people to look at the brands I added on Facebook. 6. I use to see brands in the Facebook of my friends.	Created according to the data from interviews with teenagers	n.a

Facebook engagement		1. Facebook is part of my everyday activity 2. I am proud to tell people I am on Facebook 3. Facebook has become part of my daily routine 4. I feel out of touch when I have not logged onto Facebook for a while 5. I feel I am part of the Facebook community 6. I would be sorry if Facebook shut down	Ellison et al. (2007)	0,83
Attitude towards Inbound marketing		In general how would you describe [insert brand] advertising? 1. Good-Bad 2. Useful-Useless 3. Positive-Negative 4. Agreeable-Disagreeable 5. Like-Dislike 6. High quality-Low quality 7. Pleasant-Unpleasant 8. Valuable-Worthless 9. Beneficial-Not Beneficial 10. Favourable-Unfavourable	Batra & Stayman (1990)	0,94
Brand knowledge	Brand Awareness	1. I am generally aware of this brand 2. I am aware of this brand 3. I am familiar of this brand	Lehmann et al., 2008)	0,87
	Brand Image	1. [Brand] is trustworthy. 2. [Brand] is reliable. 3. [Brand] is likeable. 4. [Brand] is a very good brand. 5. [Brand] is a very attractive brand.	Woisetschläger (2006); Woisetschläger et al. (2007)	0,951
Purchase intention		1. Would you like to try this [brand/product]? 2. Would you buy this [brand/product] if you happened to see it in a store? 3. Would you actively seek out this [brand/product] (in a store in order to purchase it)? 4. I would patronize this [brand/product].	Baker and Churchill (1977)	0,73-0,91
Customer-Brand Relationship	Brand Affect	1. I feel good when I am in [brand]. 2. [brand] brand makes me happy 3. [brand] brand gives me pleasure 4. Consuming in [brand] is an enjoyable experience	Chaudhuri and Holbrook (2001)	0,888
	Brand Trust	1. I trust [brand] brand 2. I rely on [brand] brand 3. [brand] is an honest brand 4. [brand] is reliable	Chaudhuri and Holbrook (2001)	0,902
	Satisfaction	1. I am completely satisfied with [brand] brand 2. I am completely pleased with [brand] brand 3. [Brand] is turning out better than I expected	Xie & Peng (2010)	0,899
	Commitment	1. I think I will continue to visit [brand] when I need this service category 2. I am willing to recommend [brand] brand to my friends 3. I will support [brand] when it is in difficulty 4. For me, [brand] is among the best brands in its service category 5. [Brand] is my first choice in its service category	Xie & Peng (2010)	0,875

Appendix 6 – Parent's authorization form for interview/ questionnaire participation



Bruno Monteiro, Aluno de Mestrado
Universidade Nova School of Business and economics
Campus de Campolide
1099-032

Assunto: **Pedido de autorização para participação em estudo sobre marcas no Facebook.**

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

Sou estudante do Mestrado de Gestão, na especialidade de Marketing, da Universidade Nova School of Business and Economics, antiga Faculdade de Economia da Universidade Nova de Lisboa.

Neste momento, estou a realizar um estudo sobre marcas no Facebook. Como tal, gostaria que autorizasse o seu/sua educando(a) a responder, a um(a) entrevista/ questionário sobre as motivações dos adolescentes para se tornarem amigos/fãs de marcas no Facebook e o seu impacto nas suas atitudes e decisões relativas a marcas. Neste sentido, **peço-lhe a sua autorização através da assinatura e entrega ao seu educando para devida recolha deste pedido de autorização.**

Toda a informação recolhida será analisada exclusivamente por mim e todos os dados relativos à identificação quer do aluno, quer de sua pessoa serão mantidos em total confidencialidade. Os resultados serão publicados sem qualquer menção à identidade dos alunos ou encarregados de educação e poderão ser consultados por todos os participantes.

Obrigado pela sua atenção,

Cumprimentos,
Bruno Monteiro

Nota: Por favor não separe a autorização do questionário.

Contactos: 962980005; monteiro.bruno.innov@gmail.com

Autorizo/Não autorizo o(a) o(a) meu/minha educando(a),

_____, a participar

do estudo sobre marcas no Facebook.

Data: ____/____/____

Ass: _____

Appendix 7 – the UNICEF's guidelines for children's participation in research (UNICEF, 2002)



Children participating in Research, M&E	Page 6
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Questions For Managers Of Monitoring, Evaluation & Research Activities:

The following is adapted¹ from P. Alderson (1995), "Listening to Children: Children, ethics and social research", Barnardos, primarily from "Ten Topics in Ethical Research" (p.2-6) with detailed extracts on key issues in boxed text. While the original questions refer to research, they are equally relevant for UNICEF monitoring and evaluation work.

UNICEF offices are responsible for ensuring that these questions are considered in the design of the monitoring, evaluation and research activities in which they are involved.

1. Purpose

- Is the topic worthwhile? How are the findings likely to benefit children? How will they add to what is already known?
- If the findings are meant to benefit certain children, who are they and how might they benefit?
- Assuming findings are to be used to facilitate decision-making, who do they target? Is children's role in decision-making facilitated by this activity?

2. Costs and hoped-for benefits

- What contributions are children asked to make, such as activities or responses to be tested, observed or recorded? Is this a one-off contribution or, as in the case of some monitoring activities, will this be repeated?
- Might there be risks or costs — time, inconvenience, embarrassment, intrusion of privacy, sense of failure or coercion, fear of admitting anxiety? Also, consider retribution in contexts of conflict.
- Might there be benefits for children who take part — satisfaction, increased confidence or knowledge, time to talk to an attentive listener, an increased role in decision-making processes affecting them?
- Are there risks and costs if the research, monitoring or evaluation activity is not carried out?
- How can the researchers or managers of research and M&E promote possible benefits of the work?

"Are attempts made to avoid or reduce harms? Such as rehearsing with children a way of saying 'no' when they do not want to reply, assuring them that this will be respected and they will not be questioned about why they say 'no', or ensuring that children who feel worried or upset about the research can talk to someone about it afterwards? It can be useful to try to find out gently why young people want to refuse. Does the research seem boring or irrelevant? Could it be improved with their help?" (Alderson, 1995 -19)

¹ Questions were rephrased and adapted, and a very few additions made, to apply to both monitoring and evaluation as well as to make the list more appropriate to developing country contexts. Some sections considered less relevant to UNICEF work have been deleted.



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- What is planned to prevent or reduce any risks? What is the guidance regarding data collectors/researchers response to children who wish to refuse or withdraw? What will be the procedure with children who become distressed (e.g. if they simply feel uncomfortable, or if participation requires them to relive or experience emotional or psychological trauma) on the spot and in terms of referrals and follow-up? What steps are taken to ensure the protection and supervision of the children involved, including against bad practices by data collectors/researchers?
- Are the methods being tested with a pilot group? Will risks and costs be reassessed after piloting and what protection is offered to children involved in the pilot?

3. Privacy and confidentiality

- How will the names of children be obtained, and will they be told about the source?
- Does the selection method allow children and parents to opt into the activity (e.g. to volunteer for selection)? Is the selection method intrusive or coercive?
- Will interviews directly with individuals be conducted in a quiet, private place?
- Can parents be present or absent as the child prefers?
- In rare cases, if front line researchers/evaluators think that they must report a child's confidences, such as when they think someone is in danger, will they try to discuss this first with the child? Do they warn all children that this might happen? Who will they report to and who/how many people will be involved? Who will guide this process?
- Will personal names be changed in records and in reports to hide the child's identity? What should be done if children prefer to be named in reports?
- Will the data collection records, notes, tapes, films or videos, be kept in lockable storage space? Who will have access to these records, and be able to identify the children?
- When significant extracts from interviews are quoted in reports, should researchers/evaluators first check the quotation and commentary with the child or parent concerned? What should be done if respondents want the reports to be altered?
- Is there some verification that the field researchers in direct contact with the children do not represent a risk to children, i.e. have the appropriate values, attitudes and skills to deal with each child ethically and compassionately?
- Should records be destroyed when the research or M&E activity is completed or when related programme activity ends?
- Will the children be re-contacted at different points during the course of the programme for ongoing monitoring or evaluation, or is it ethical to ask the same children to take part in another research activity? In either case, how will the list of contact names be managed, stored?

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4. Selection, inclusion and exclusion

- Why have the children concerned been selected to take part in the activity?
- Have efforts been made to reach marginalised, indigenous or disadvantaged children? Are issues of accessing these children satisfactorily dealt with in the methodology?
- If some of the children selected do belong to disadvantaged groups, have the researchers made allowance for any extra problems or anxieties they may have? Does the methodology accommodate their differing capacities?
- Have some children been excluded because, for example, they have speech or learning difficulties? Can the exclusion be justified?
- Are the findings intended to be representative or typical of a certain group of children? If so, have the children in the study been sufficiently well selected to support these claims?
- Do the design and planned numbers of children to be involved allow for refusals and withdrawals? If too many drop out, the effort may be wasted and therefore unethical. Consider also the possibility of withdrawals at different points in repeated monitoring activities.
- If the issue or questions being investigated are about children, is it acceptable only to include adult subjects?

5. Funding

- Are the children's and parents' or carers' expenses repaid?
- Should children be paid or given some reward after helping with the activity? Does the role of the children play a factor in whether or not they are paid, i.e. if children are active decision-makers as opposed to interviewees?
- How do these practices compare to those of other organisations working in the same region?
- How do the practices of paying children compare with payment of adults involved (e.g. parents, teachers, other community members)?

6. Process of review and revision of ToRs and methodological proposal

- Have children or their carers helped to plan or comment on the methodological proposal?
- Has a committee, a small group or an individual reviewed the protocol specifically for its ethical aspects and approach to children?
- Is the methodological design in any way unhelpful or unkind to children?
- Is there scope for taking account of comments and improving the design?
- Are the researchers accountable to anyone, to justify their work? Are researchers', managers' and other stakeholders' responsibilities vis-à-vis ethical practices clearly established?
- What are the agreed methods of dealing with complaints?



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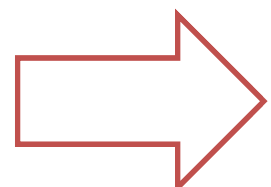
7. Informing children, parents and other carers

- Are the children and adults concerned given details about the purpose and nature of the research or M&E activity, the methods and timing, and the possible benefits, harms and outcomes? If children are not informed, how is this justified?
- Does a researcher/evaluator also encourage children and adults concerned to ask questions, working with an interpreter if necessary?
- If the research is about testing two or more services or products, are these explained as clearly and fully as possible?
- Are key concepts, such as 'consent', explained clearly?
- Are children and/or adults given a clearly written sheet or leaflet to keep, in their first language? If literacy is an issue, how is this handled in terms of ensuring children and their carers can access and review information provided about the activity at a later time?
- Does the leaflet give the names and address of the research/data collection/ evaluation team? How can children contact someone from the team if they wish to comment, question or complain?

One balance to consider is between over- and under-informing subjects, in either case preventing them from making a well-founded decision. A core of basic information in a leaflet, with suggested questions and further discussion can help to achieve a reasonable balance. This can combine what the reasonable researcher would tell, what a prudent subject would ask, and what the individual subject wants to know. (Alderson, 1995 - 20)

8. Consent

- As soon as they are old enough to understand, are children told that they can consent or refuse to take part in the activity?
- Do they know that they can ask questions, perhaps talk to other people, and ask for time before they decide whether to consent?
- Do they know that if they refuse or withdraw from the activity this will not be held against them in anyway?
- How do the researchers/evaluators help the children to know these things, and not to feel under pressure to give consent?
- How do they respect children who are too shy or upset to express their views freely?
- Are parents or guardians asked to give consent?
- How will the situation be handled if a child wants to volunteer but the parents refuse?
- Is the consent written, oral or implied? What is legally required and appropriate in the context?
- If children are not asked for their consent, how is this justified?





9. Dissemination

- Will the children and adults involved receive short reports on the main findings or other forms of feedback?
- Are the capacities of children and their preferences for how they receive feedback taken into consideration?

10. Impact on children

- Does the research, monitoring or evaluation activity have any impact on children's capabilities, on the degree to which their environment is supportive of their participation (e.g. a change to attitudes of parents or other adults, to customs or to laws) or on future opportunities for participation (e.g. a change to practices in schools or other fora where children may participate; the creation of new fora, organisations etc.)? Was any such impact planned for in the design?
- Have children involved been realistically prepared for the expected impact, whether small or large?
- Besides the effects of the activity on the children involved, how might the conclusions affect larger groups of children?
- What models of childhood are assumed, e.g. children as weak, vulnerable and dependent on adults; as immature, irrational and unreliable; as capable of being mature moral agents; as consumers? How do these models affect the methods of collecting and analysing data.
- Is the approach reflexive, in that those involved in data collection and analysis critically discuss their own prejudices?
- Do they use positive images in reports and avoid stigmatising, discriminatory terms?
- Do they try to listen to children and in children's own terms, while aware that children can only speak in public through channels designed by adults?
- Do they try to balance impartial assessment with respect for children's worth and dignity?

"What will the intended and possible impact be on children? How will the research be done? And, in some cases, should it be done at all? These questions entail taking account of the status of children in society. An 'impact on children' statement for each research proposal would examine the likely effects of the research questions, methods and conclusions on the child subjects and on all young people affected by the findings. Will the research reinforce prejudice about children's inabilities and faults by portraying them as victims or villains? Or will researchers examine these beliefs and devise methods which investigate children's capacities and their needs and interests from the children's points of view?" (Alderson, 1995 - 41)

Appendix 8 – The Yamane formula for sample size determination of a viable sample

According to the Yamane formula for proportion⁶⁷ (Yamane, 1967:258):

$$n_o = \frac{z^2 p(1-p)N}{z^2 p(1-p) + N e^2}$$

Where

n_o = sample size

z = confidence interval corresponding to a level of confidence

p = population proportion

N = population size

e = precision or error limit

It is possible to determine if the size of the sample ($n=106$) is statistically viable. The Yamane formula works with normal distributions, and

Figure 2- Yamane's formula for sample viability test this research sample

($n=106$) is assumed to be normally distributed according to the central limit theorem, which assumes normal distributions for a sample size superior to 30 elements. Further,

there are 1.100.952 teenagers within the age of 13 to 24 years old ($=3669840 \times (8\% + 7\% + 23\%)$)⁶⁸.

Unfortunately, the percentage of the population of interest in this research (teens within 15 to 18 years old) is not available. However, it is possible to know the percentage from

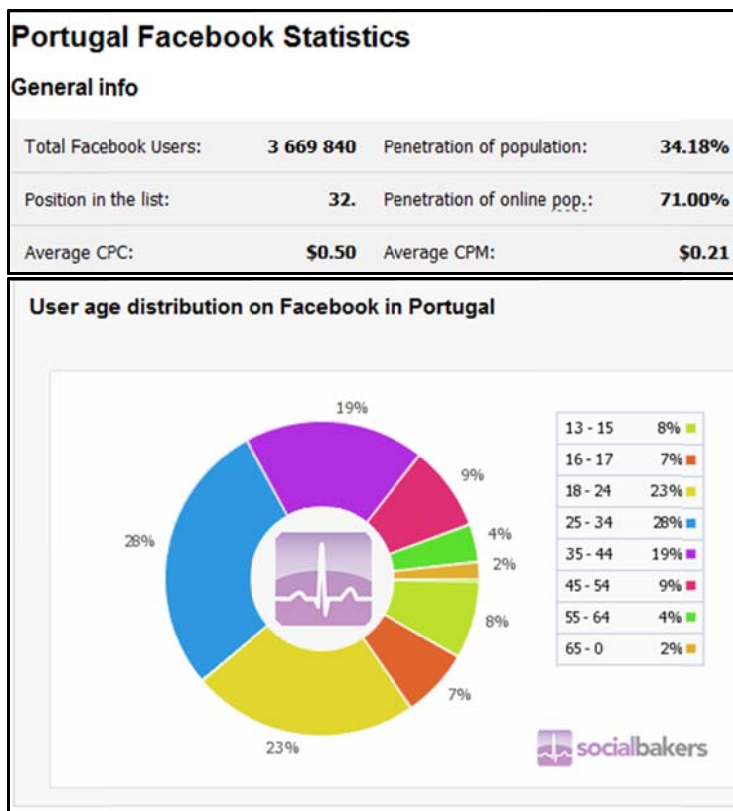


Figure 3- Facebook descriptive statistics

⁶⁷ See figure 2. Source: Yamane (1967:258)

⁶⁸ According to the data in figure 3- facebook descriptives data taken from the SocialBakers website Link: <http://www.socialbakers.com/facebook-statistics/portugal>

13-24, which in the Yamane formula will overestimate the minimum sample size needed to perform the research. A reasonable procedure for the testing the representativeness of this research actual size ($n=106$), once the minimum value of the minimum sample size to proceed with this research will be overestimated for our population of interest (teenagers within 15 to 18 years old). Considering 95% confidence level is deemed acceptable and, thus, statistically $z=1,96$. The proportion of responses that would be relevant to the survey is assumed to be $p=0,5$ which offers the biggest possible response rate and confidence and risk levels can be maintained. Thus, given this research sample size of 106 respondents (derived from the questionnaire collection) the potential error limit is:

$$106 = \frac{1,96^2 \times 0,5 \cdot (1 - 0,5) \times 1100952}{1,96^2 \times 0,5 \cdot (1 - 0,5) + 1100953 \times e^2} (=) e^2 = 0,009433 \approx 9,433\%$$

According to Hussey and Hussey (1997:226) no survey can ever be deemed to be free from error or provide 100% surety and error limits than 10% and confidence levels of higher than 90% can be regarded as acceptable.

Therefore is settled that the sample size ($n=106$) of this research constitutes a viable sample ready to incur in statistical analysis.

Appendix 9 –Findings of the interview with teenagers (quotes)

João's Interview (male, 18 years old, Capri-sonne & Sumol)

1. "...adicionei-a [marca Capri-sonne] no Facebook porque cresci a beber sumo [da Capri-sonne] quase todos os dias...e continuo a adorar, quando o encontro..." (...) "...é de certa forma importante ter a marca porque cresci com ela..."
2. "...não dei muita mais importância a isso ...[visitar a capri-sonne], porque estava tudo em Alemão, até...por isso não percebia nada e deixei aquilo um tanto de lado..." (...) não é que não tenha ficado desapontado, mas continuo a gostar na mesma dos sumos e, sempre que encontro, pois não é fácil...aaah! Compro [Capri-Sonne]..."
3. "...[a tua relação com a marca alterou-se] nem por isso ,simplesmente deixei de ver a página...ainda voltei a ver uma segunda vez, haver se a Capri-Sonne tinha feito uma página em português, mas como isso não aconteceu, simplesmente desliguei-me disso..."
4. "Também adicionei a Sumol..." (...) "...achei porreiro o facto da Sumol entrar naquela onda da música e dos festivais de Verão que...e que publicitou no Facebook, oferecendo bilhetes para o festival através de passatempos..."
5. Acho que as marcas no Facebook pode-se tornar muito interessante...(...) "porque o pessoal está cada vez mais habituado a fazer e ver vídeos na net que são engraçados... (...) por exemplo vi um há uns tempos um vídeo no Facebook de um colega que era uma banda de músicos os quais tinha sido roubados...levaram-lhes as guitarras e os outros instrumentos...então o que eles fizeram foi um vídeo no youtube a tocarem uma das suas músicas no metro com os iPhones que tinham (...) sim, eles tinham uma aplicação instalada no iPhone que os permitia tocar como se tivessem instrumentos de verdade, cada um deles tocava um instrumeneto diferente, um tinha as teclas di piano noiPhone, outro era as cordas de uma guitarra, epá tava muito louco..."
6. "Soube disto por um amigo [vídeo da banda a tocar uma música com os seus iPhones] que tinha no mural do Facebook..."
7. "Por acaso depois de ter visto esse anúncio tive ainda mais vontade de comprar um iPhone, mas o investimento é um bocado pesado..."

Tiago's Interview (male, 17 years old, Rip Curl & Adidas)

1. "...usei o Facebook para entrar em contacto com a Rip Curl na tentativa de saber qual a melhor prancha e o fato [para começar a praticar surf]..."
2. "À medida que fazia networking com... e participava na comunidade de surf [da página da Rip Curl] senti que a marca tinha algo de diferente... estou muito satisfeito e sinto que posso confiar na marca [Rip Curl]..."

3. “Aquilo é uma comunidade de pessoas que partilham a paixão pelo surf...pelo menos é como eu vejo a página...”(...)... podes trocar impressões com as outras pessoas e saber as experiências deles com um certo tipo de prancha...ouuuu...como é que tão as ondas na Austrália, por exemplo...” (...) “Sim, a página está em Inglês, mas não é isso que me impede, até que assim sempre vou treinando o inglês(...) e acho muito mais interessante o facto de tares a falar com outras pessoas do outro lado do mundo que têm o mesmo interesse que tu...”
4. “Também adicionei a Adidas...” (...) “...foi a minha afinidade com a marca [razão para adicionar a Adidas], gosto imenso do estilo de chuteiras Adidas, não são tão estilosas como as da Nike, mas para mim são superiores...o material de que é feito e a forma como se ajusta ao teu pé, epá! É excelente e não tem comparação com a Nike...”
5. “...procuro essencialmente ver as novas chuteiras que a Adidas tem...”(...) “...é muito usual os jogadores de Futebol como o Messi com a camisola Argentina ou o Nani agora também apresentarem as suas chuteiras que são da Adidas...” (...) “... acho que é uma forma de fazer publicidade, mas ao mesmo tempo tem algo de diferente de um anúncio de televisão...” (...) “pois sentes..., sentes que tás numa comunidade de pessoas que gostam da marca, ao passo e parece não ser tão abusivo como num anúncio de televisão...”
6. “agora a Adidas criou outra página com um estilo muito há morangos com açúcar e que não me agradou nada (...) “...tá muito acriançada e não me vejo a adicionar naquilo...” (...) não isso não me desapontou muito, até porque tenho as outras páginas [da Adidas] para ver que já têm mais a ver comigo...” (...) “...enquanto desportista...”

Joana's Interview (Female, 17 years, Zara)

1. “Gosto imenso da roupa da Zara, acho que é uma marca juvenil...” (...) “...sabe do que é que os jovens gostam...” (...) “...quando entro numa das lojas há sempre qualquer coisa de que goste a preços mais ou menos acessíveis...” (...) “Sim essa foi a principal razão, gosto imenso da marca o que me levou a procurá-la no Facebook e também de certa modo para mostrar o meu apoio à marca...” (...) “...e para mostrar às outras pessoas que gosto da marca...”
2. “...também as minhas amigas do Facebook adicionaram a Zara, algumas delas talvez tenham adicionado porque viram o meu link e como gostamos de ir todas juntas às compras ver o que é que a Zara tem de novo...”
3. “...apesar de gostar dos produtos da Zara, acho que a página deixa muito a desejar, pelo que me lembro...” (...) “...não tem muito por onde explorar, não mostra quase nada...hummm! parece que fizeram aquilo simplesmente só por fazer sem se preocupar muito com o aspecto e com as imagens...”(...) acho que deviam de colocar mais fotos de roupa...coleções de diversos tipos e desenvolver eventos com as jovens, com talvez concursos e outros para captivar mais as pessoas.”
4. “Além disso, lembro-me de comentar com as minhas amigas que a Zara devia mostrar no Facebook as novidades que ia tendo e as novas tendências...aaah! Era uma forma de

sabermos o que é que a Zara tinha de novo e de podermos comentar sobre as coisas entre nós enquanto estamos no Facebook...”

Manuel's Interview (Male, 17 years, HTC Tattoo & Nutella)

1. “...a Nutella é algo que adicionei por graça, [já] o HTC tatoo passo mais tempo porque...gosto de mexer nos telemóveis...gosto de explorar as aplicações...”
2. “Por acaso quando penso em Nutella, lembro-me de imediato da fotografia com o frasco que aparece no Facebook...”
3. “Isto da Nutella também foi uma coisa que começou a espalhar-se muito especialmente no Canadá, porque os meus primos de lá contaram-me que toda a gente tava a adicionar a Nutella, e de certa forma foram eles que me convenceram a juntar-me à comunidade Nutella...”
4. “Quando adicionei o HTC Tattoo no Facebook, procurei pela página no Facebook para saber a opinião de outras pessoas sobre o telemóvel, pois estava indeciso entre esse e outros dois...”
5. “Deu-me uma certa confiança ver os comentários das pessoas que estavam bastante contentes com os telemóveis da HTC...” (...) “...como a página também tinha tanta gente a minha opinião da marca melhorou pois se tanta gente está satisfeita com um HTC, então deve ser porque a marca é mesmo boa, né?”

Maria's Interview (Female, 17 years old, Gucci)

1. “Cliquei na marca Gucci porque gosto imenso das malas, apesar de serem caras...” (...) “e para mostrar às outras pessoas de que gosto da marca”(...) “...porque é uma marca de prestígio e que eu quero ter no Facebook...”(...) “porque quero ser bem vista pelas outras pessoas...”
2. “Sim é uma marca mais para adultos, mas para mim e para os meus amigos é uma marca infernal.” (...) “...‘infernal’ quer dizer que é muito boa, que tem malas e vestidos excepcionais e que nos faz sentir especiais.” (...) “... para mim as malas da Gucci são das melhores, só tenho uma mas é a minha favorita...” (...) “... quando posso levo-a para a escola, mas só de vez em quando...”
3. “Sim gostei imenso de adicionar a marca ao meu Facebook e também deixei estar no meu mural o comentário de que gostava da Gucci”(...) “...sim, gosto que as minhas amigas vejam que tenho a Gucci no meu Facebook e que gosto da marca...”
4. “É claro que as pessoas clicam nas melhores marcas... não vou adicionar uma marca que seja fatela ou que seja para miúdos...”
5. “A página da Gucci tem um link para uma galeria de malas, está muito profissional e com ‘glamour’ como eles [Gucci no Facebook] dizem...”

Ana's Interview (Female, 16 years old, Ambercrombie & Fitch)

1. "Fiz "gosto" na marca [Ambercrombie & Fitch] porque vi no mural de uma amiga e cliquei para ver...gostei da página e da roupa e adicionei-a [Ambercrombie & Fitch]....até porque adoro comprar roupa nova e ver o que está na moda..."
2. ...adoro comprar roupa nova
3. "...no início, nem sabia o que era isto da Ambercrombie & Fitch mas perguntei à [nome de amiga] e ela é que me explicou..."
4. "se a tivesse de descrever [a marca Ambercrombie Fitch]?" (...) "Aaaah! diria que é uma marca que tem de tudo, desde casacos a biquínis...(...) "...sim, que é jovem, tem estilo, parece-me divertida (...) se fosse uma mulher? Diria que é bela, que se sabe vestir, energética, sorridente..."
5. "Sim, cheguei a encomendar uns vestidos do site deles [Ambercrombie & Fitch]" (...) chegaram sem qualquer problema.

Pedro's Interview (Male, 17 years old, Sumol)

1. "A Sumol está muito melhor, parece-me mais atractiva...agora tem o Sumol Summer Fest e parece-me estar mais interessada nos jovens do que antes por este motivo de estar em força no Facebook..." (...) já muitas das pessoas que conheço assistiram ou ouviram sobre o summer Festival já antes até da publicidade na TV por causa da página do Sumol no Facebook que falava sobre o festival..."
2. "de Facto fiz "gosto" na Sumol quando vi o link no mural do Facebook de um amigo...cliquei no link e fui parar à página da Sumol, onde tavam a publicitar o festival da Summer Fest..."
3. Ainda tive a explorar a página porque achei-a interessante, chamava a atenção (...) "...parecia ter sido feita para o jovens..." (...) "Gostei de ver a Sumol no Facebook...até porque antes parecia-me uma bebida para velhos, mas com os eventos da "summer fest" que tavam a passar no Facebook, mudei a minha opinião, agora vejo a Sumol mais activa, energética e...e jovem."
4. "...mas sobretudo [explorou a página] porque queria ver quem é que ia actuar e quando é que o festival ia decorrer..."
5. "...descobri depois que aquilo vai dar na altura dos exames..." (...)...ouvi por um colega que estavam a tentar recolher assinaturas dos jovens [no Facebook] para pedir à Sumol que está a organizar o festival para mudarem a data..."

Rita's Interview (Female, 18 years old, Pandora)

1. Fiz “gosto” no Facebook da Pandora, essencialmente porque gosto das pulseiras, são muito originais e bonitas (...) “...e porque gostei imenso como a página estava construída...”
2. “...a Pandora, não é propriamente para jovens, mas eu pelo menos gosto das pulseiras deles e sinto que essa questão não é relevante, porque no final trata-se de tu gostares do produto ou não, e eu pelo menos gosto bastante do que eles fazem...hummm...para além do facto de adorar pulseiras e de fazer colecção delas.”
3. “Sim, faço colecção [de pulseiras], já tenho à volta de vinte e poucas...” (...) “...comecei quando tinha pra ai uns 15 ou 16 anos...”
4. “...a página é muito directa e simples de se perceber e tem uma coisa muito gira que é uma aplicação em que tu podes construir a tua própria pulseira... “(...)”... também tem montes de fotos de pulseiras e anéis e agora também tem um espaço dedicado ao dia da mãe que te leva para um site com várias colecções da Pandora para escolher... tem muita coisa, a página e para mim é uma das melhores marcas no Facebook...”
5. “Estas pulseiras [enquanto a adolescente apontava para o seu pulso], comprei-as na Pandora depois de as ver no Facebook [da página da Pandora]...”
6. “Na semana passada, entrei no Facebook da Pandora para criar uma pulseira só para mim [no configurador de pulseiras na página da marca Pandora]... gostei e pensei logo que a tinha de a ter...”
7. “... há uns tempos haviam mudado a pessoa que estava encarregue de gerir a página, e quando a alteraram disseram isso no Facebook do género de dizerem que a Cristina que...era essa pessoa que tratava to Facebook da Pandora tinha entrado em licença de parto ou qualquer coisa do género e que havia sido substituída...”
8. “Sim ficaria triste se a Pandora saísse do Facebook, porque aa...a página está muito bem feita, está simples e informativa.”

André's Interview (Male, 15 years old, Xbox)

1. “Uma marca que adicionei foi a xBox.” (...)”tenho uma em casa e adoro jogar nela,(...) isso foi praticamente a razão porque fiz “gosto” no Facebook. (...) “...mas também fui à página no Facebook porque queria ver alguns jogos novos para a xBox e pensei que lá estivessem...”
2. “Encontrei lá o ‘Gears of War’ que é o jogo que estou a jogar agora...”
3. “a página não é assim nada de especial tem o comentários de alguns jogos como o ‘Prince of Persia’ e também tem lá a apresentação da Kinect.” (...) “...[kinect] é uma câmara que imita os teus movimentos, aaa...é do género do comando da Wii (...) “...já

tinha ouvido falar, mas foi no Facebook que vi memo o que era isto da Kinect e o que é que fazia...”

4. “sim, acabei por pedir aos meus pais para a comprarem [kinect] junto com uns jogos próprios que utilizam a câmara para captar os meus movimento ...”

Diana's Interview (Female, 16 years old, RFM)

1. “A RFM passa muitas músicas de que gosto, o que foi a principal razão para fazer “gosto” no Facebook,além disso também dá para ouvir a emissão em directo, que uso normalmente quando estou no Facebook a conversar com as amigas...”

2. Sinto uma grande ligação com a música de forma que estou sempre a ouvir quando estou no Facebook...”

3. “...já pedi uma vez pelo Facebook que pusessem uma música dos 30 seconds to mars (...) sim depois chegaram a passar a música ‘closer to the edge’, fiquei muito contente porque satisfizeram o meu pedido...”

4. “ Sim, acho que depois disto a opinião que tenho da rádio é ainda melhor, já via esta rádio como...muito próxima de mim, pelas músicas que passava, eee...e a página deles ainda veio a confirmar mais a ligação que tenho com a RFM, também por ser uma marca dos jovens como eu.”

5. “a página tem fotografias de jovens e está organizada deee...de uma forma muito simples de navegar, tá tudo muito à mão...”

6. “A última da RFM foi um vídeo a cantarem uma música que fizeram sobre o Facebook...” (...) vi-o na RFM no Facebook e coloquei-a no mural [do meu Facebook] porque achei piada (...) “o que é que os meus amigos acharam?...acho que também acharam piada, pelo menos pelos comentários acho que gostarem...aaah, alguns deles também chegaram a meter o vídeo nos seus murais...”.

Appendix 10 – Findings of the interview with psychologist (quotes)

1. “O consumidor adolescente presa-se muito pelo que compra, pelo que faz e pelo que tem, estando muito preocupados com a sua aparência, como tal está muito bem informado do que está na moda e conhece muitas marcas...” (...) “...vê nas marcas uma forma de se exprimir...” (...) ao mesmo tempo as crianças e se calhar os jovens mais ainda influenciam os seus pais no tipo de produtos e marcas que devem comprar...”
2. “Existem várias razões para a geração de adolescentes ser diferente das passadas, mas pode-se dizer que há 15 ou 20 anos atrás, os jovens não tinham o mesmo que agora, pois o nível de consumismo aumentou e muito com o consumo exponencial praticado desde os anos 90...se bem que agora vivemos outros tempos com a crise...” (...) “...também o facto de os pais estarem mais absorvidos com o trabalho e passarem menos tempo com os filhos...aah! comprar e ceder a certos desejos dos filhos é uma forma de os compensar pelo tempo em que estão ausentes.” (...) “...e depois também há as marcas que aumentaram e muito o seu foco para com os adolescentes... deu-se origem a uma nova classe e tudo, os tweens que nem são bem crianças, nem adolescentes, têm aspectos de um e doutro...”
3. “Os jovens vêm nas marcas uma forma de se exprimirem, uma necessidade de preencherem a sua auto-estima e de construir a sua própria imagem quando sentem que se identificam com uma marca...e também de construir a sua identidade social, na medida dos grupos de referência...” (...) “...portanto existe uma grande preocupação, até que as raparigas parecem-me mais mulherezinhas do que aqui há uns anos, já existem raparigas com maquilhagem, saltos altos...muito maquilhadas... com tão tenra idade...”
4. “O contexto do Facebook entre o informal e a vida privada...é um equilíbrio muito complexo...” (...) “A cultura do Facebook é muito informal, um exemplo pessoal e que achava estranho...tenho alunos meus a pedirem-me para os adicionar no Facebook, na minha altura de aluna, nunca me passaria pela cabeça fazer isso a um professor meu, ou seja o Facebook acaba por ser público mas também é privado...aah!...é um meio que se está a desenvolver nos jovens pois tenho um primo adolescente que me explicou que é muito usual para tirar dúvidas ou para o professor alertar que vai faltar...” (...) “ Os jovens, principalmente, põem lá a vida toda, às vezes até colegas minhas põem o sitio onde vão almoçar...” (...) “...mas daí também resulta a unicidade e originalidade que é esta rede social, ou seja, daí resulta a sua cultura idiossincrática...”
5. “o tempo e a motivação que é necessário para partilhar toda a informação da minha vida é provável que seja mais homogenia e maior nos jovens, pois por uma questão de tempo, os jovens em contraste com os adultos, como o meu caso tem mais tempo livre (...) nesta faixa etária a utilização do Facebook é mais homogenia, portanto, é um meio de comunicação que talvez tenha vindo a substituir aaaah! as mensagens de telemóvel ou, ou parte delas pelo menos...”

6. “Sim! O amor pela marca pode ser entendido como um motivo para uma pessoa interagir com essa marca no Facebook, uma vez que se gosta da marca, que se tem uma afectividade pela marca, é natural que uma pessoa procure por ela, daí que entre em contacto com a marca e queira estar ligado a essa marca, uma vez que se identifica com ela e valoriza de certo modo uma relação que tem já existente ...”
7. “Em relação ao product category involvement, o que prevalece na literatura é algumas categorias de produtos são mais envolventes que outras, se bem que uma categoria de produtos que eu acharia que seria mínima em termos de envolvimento é a da Evax, por exemplo, quando andava há procura de comunidades online...” (...) “...é extremamente curioso porque contraria um bocado a ideia, embora o envolvimento seja susceptível à pessoa, mas à partida pensaríamos este tipo de produtos seria menos propícios a isto. Outro exemplo é a Nutella, que não pensaríamos que teria aquela comunidade tão extensa...”
8. “A categoria de produtos tem duas dimensões no que conta ao envolvimento, tem a nível tendência geral com categorias à partida com maior potencial de envolvimento e depois tem um nível idiossincrática que são aquelas excepções à regra como é este caso da Evax”
9. “Eles têm uma espécie de rede social da Evax com pré-adolescentes, lá está que é aqueles se dirigem mais, já que as mulheres adultas, não é um produto em que as pessoas mudem de marca só para variar põem vídeos delas a dançar, a marca aposta na filosofia: “a tua vida é hoje, o que fizeste hoje”...
10. “O Target nesta faixa etária [campanha nas redes sociais destinada a pré-adolescentes] deverá ter haver com a troca de informação e esclarecimento de dúvidas. Acho interessante porque até um tipo de produto como este, não é à partida algo que as pessoas, isto é, não é um assunto que as pessoas adorem abordar e, portanto, até uma marca deste tipo consegue beneficiar deste tipo de posição em comunidades online porque a construção da página e todo o conteúdo é muito apelativo e foi feito de maneira muito inteligente...” (...) “[Em comparação com a Evax] É como na Nutella que existe um espaço, uma galeria de pessoas a comer Nutella, obviamente não tem as pessoas a mostrar como se usa Evax, mas têm videos das pré-adolescentes a dançar ao som da música da Evax, a comentar como se sentiam hoje, como é que estavam, com partilha de informação muito pessoal. É uma excepção da ideia que a rede social apenas beneficiaria algumas categorias de produtos e não outras...”
11. “[Serão os jovens actuais mais curiosos que gerações passadas no que toca à procura e troca de informação?] Eu acho que é mais o acesso tão fácil há informação, quer dizer tem o reverso da medalha, acho que os jovens, e os adultos também... se por exemplo se tivesse a pensar como era o nome do actor daquele filme demora-me um segundo a saber essa resposta com a internet, no entanto não quer dizer que a informação fique retida mais tempo, é tão fácil nós recebermos a informação, que a recebemos de uma forma um tanto ou quanto passiva, não tenho de procurar muito...se eu quiser saber uma resposta a uma

pergunta vou ao Google, já não vou há biblioteca, ou seja o meu investimento é muito menor. Portanto, por um lado é isso a facilidade da informação que acaba por ser passiva neste sentido, é tão fácil obter a informação que não é preciso um grande investimento, por outro lado somos bombardeados com tanta informação que a probabilidade de cada uma delas [informação bombardeada] ficar retida, diminuiu.” (...) “Permanentemente a informação está disponível, mas ao mesmo tempo há uma desvalorização da informação e do que se obtém...”

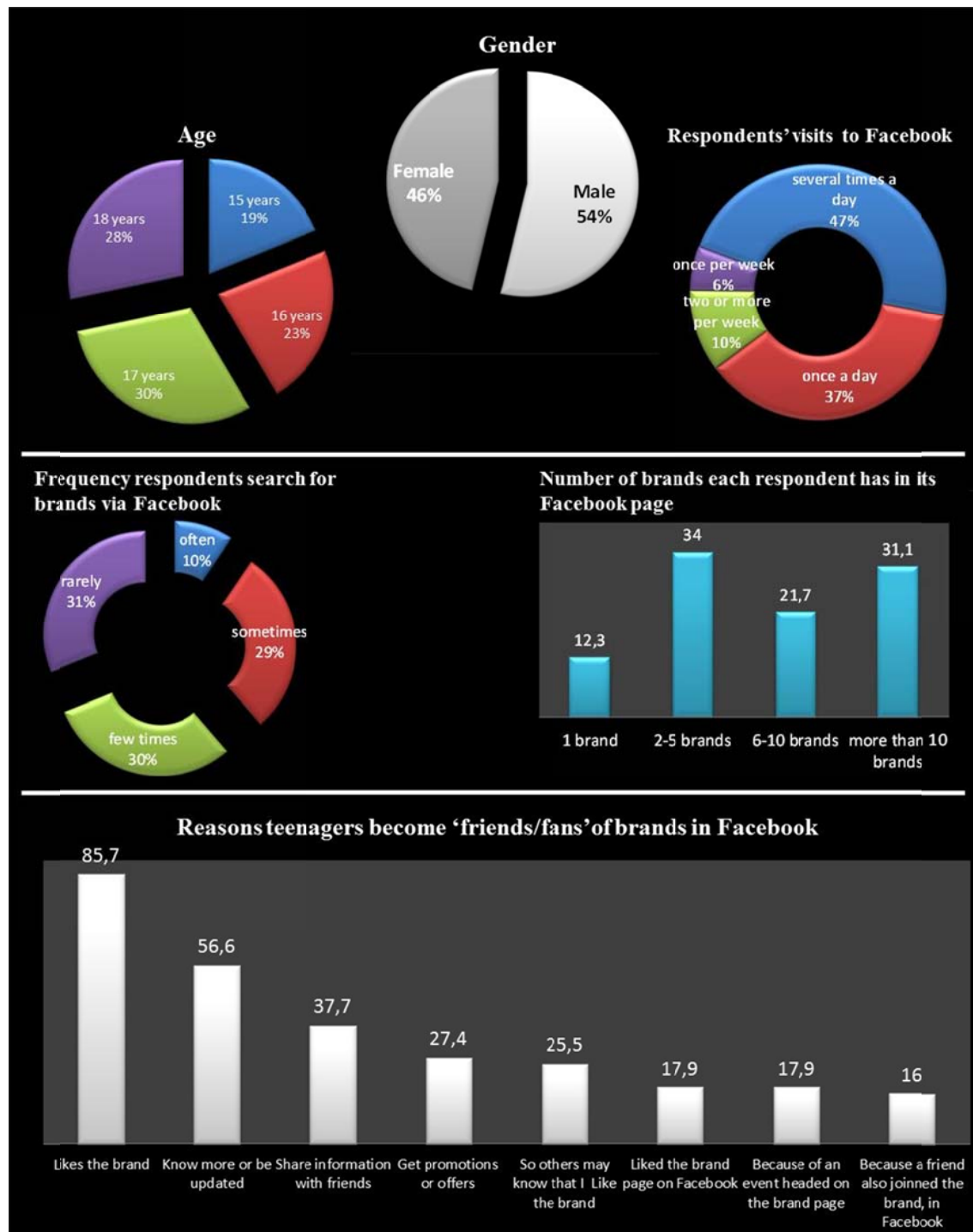
12. “É tão fácil ter-se acesso a tudo que se acaba por se valorizar menos as coisas e se reter menos a informação”

13. “A adolescência que é uma identidade curiosa, no sentido em que há muita necessidade de se afiliarem ao grupo, é muito importante estar ligado e em contacto com os amigos. Mas por outro lado estabelecer o seu individualismo, portanto é um equilíbrio um pouco complicado e acho que o Facebook facilita isso, ou seja, permanentemente eu posso mostrar as bandas que eu gosto, quais é que são as marcas que eu valorizo, é definir para o ‘mundo’ e definir para eles próprios quem eles são...”

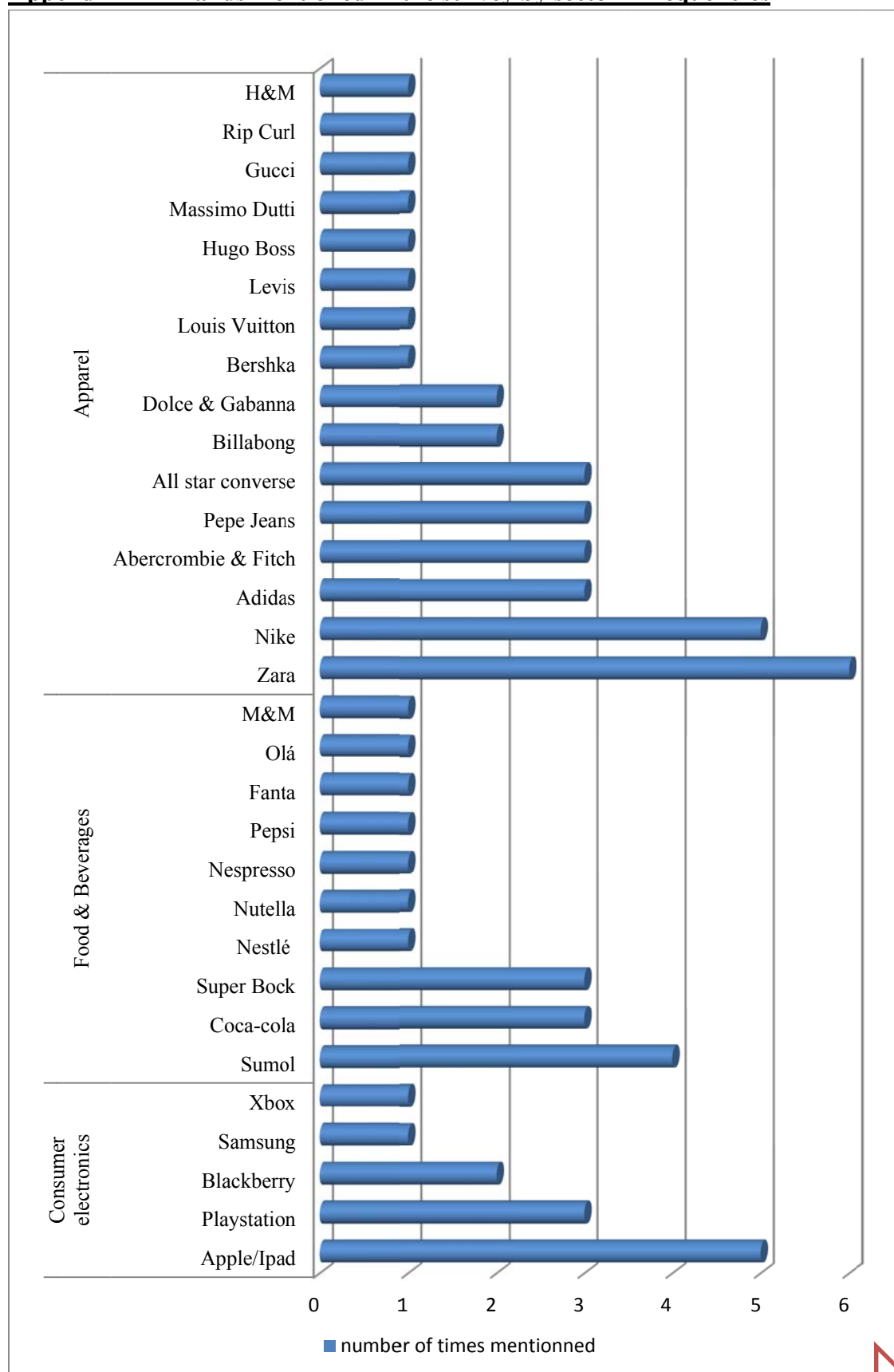
14. “...na adolescência tem-se muito a necessidade de mostrar quem é que somos, portanto, não só de mostrarmos e interagirmos com quem é que nos identificamos, mas também com quem não nos identificamos, às vezes até é mais importante mostrar eu não sou como aqueles ou eu não gosto disto, às vezes é tão informativo como o eu gosto disto.”

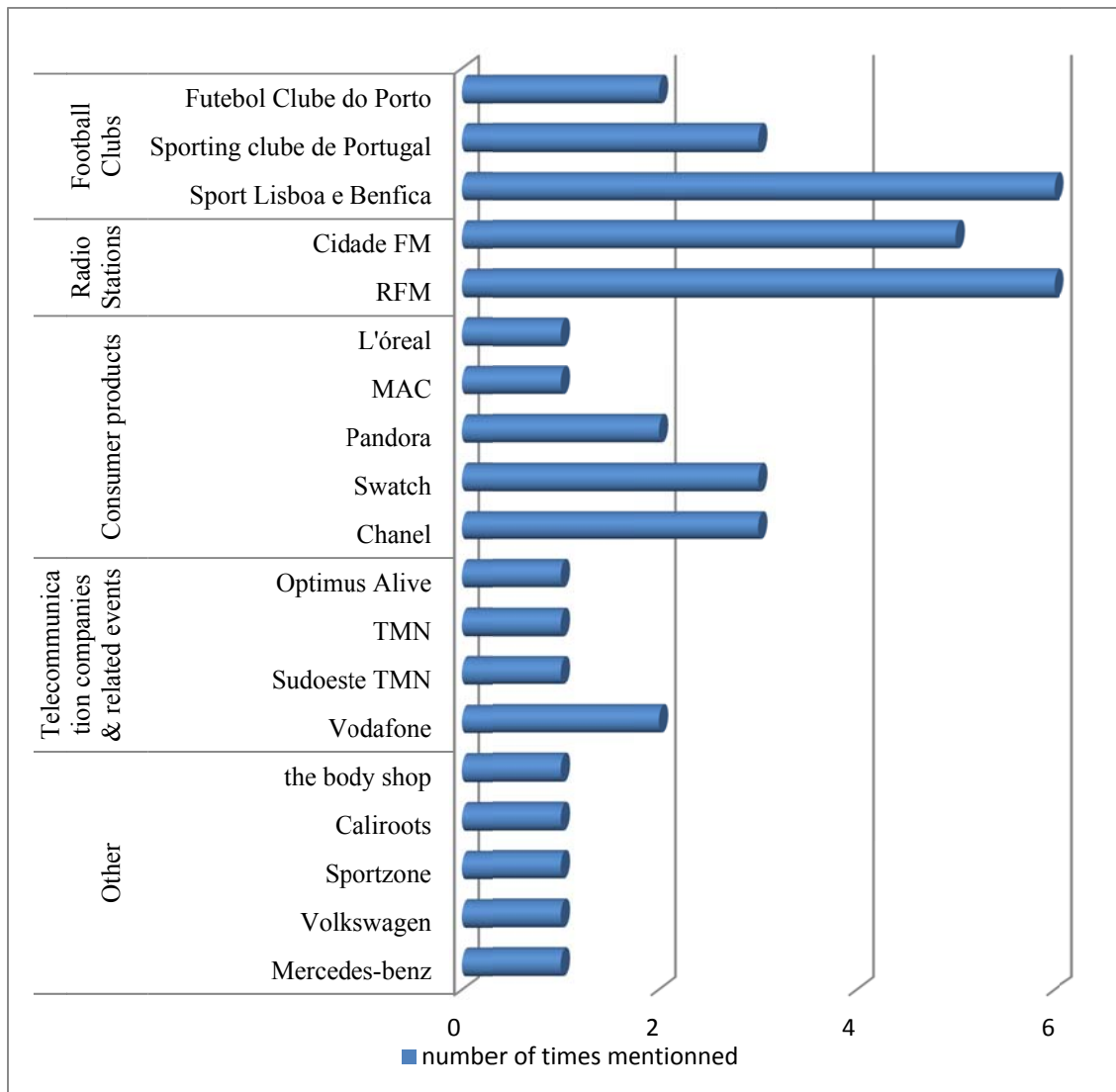
15. “...os resultados do viral marketing, talvez possam ser explicados pela forma como mediu o constructo...” (...) “talvez o facto de não serem mais específicos em relação a possíveis impactos na internet tenham contribuído para o ruído da análise no impacto que o Marketing viral terá na notoriedade e imagem da marca [part of the brand equity] e na intenção de compra que pode despertar nos jovens...”

Appendix 11 –Descriptive statistics

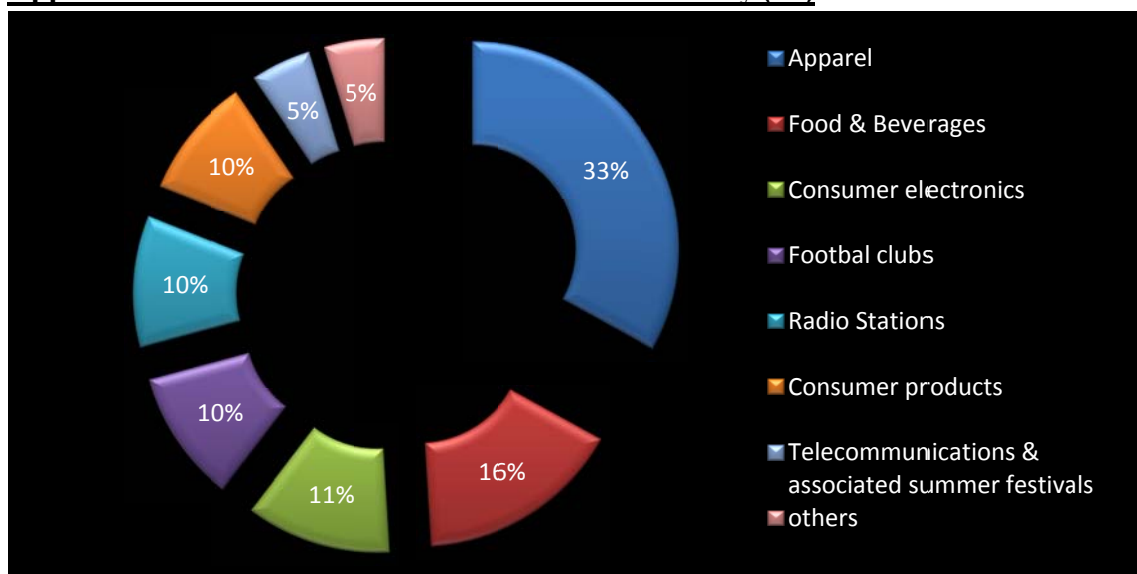


Appendix 12 –Brands mentioned in the survey by sector– Frequencies

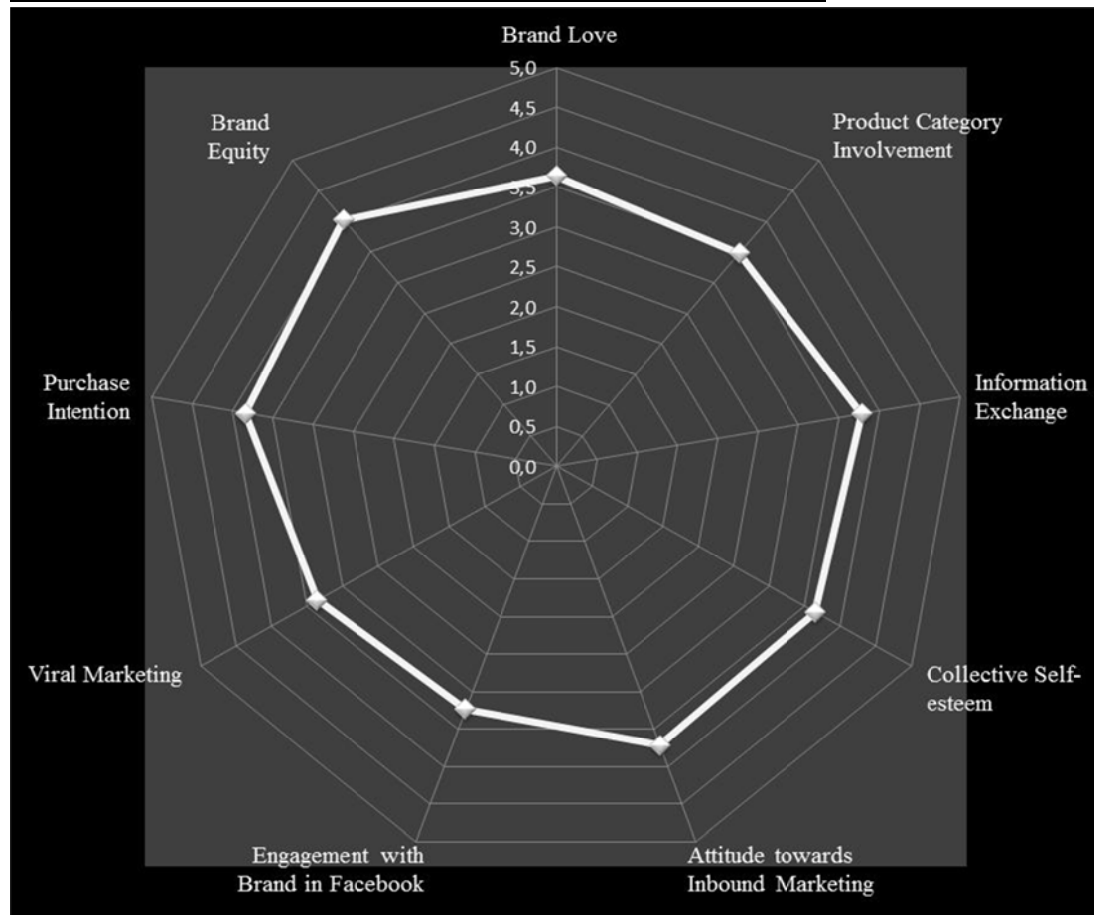




Appendix 13 –Brand's sectors mentioned in the survey (%)



Appendix 14 –Constructs Means displayed in Radial Graph



Variable	N	Minimum	Maximum	Mean	Std. Deviation
Brand Love	106	2,00	5,00	3,6309	0,59246
Product Category Involvement	106	1,67	5,00	3,4843	0,66370
Information Exchange	106	1,33	5,00	3,7796	0,87513
Collective Self Esteem	106	2,67	4,83	3,6525	0,53508
Attitude towards Inbound Marketing	106	2,33	5,00	3,7138	0,49535
Engagement with the Brand on Facebook	106	1,33	4,83	3,2296	0,68755
Viral Marketing	106	1,75	5,00	3,3538	0,65726
Purchase Intention	106	2,50	5,00	3,8349	0,68129
Brand Equity	106	3,00	5,00	4,0254	0,51648

Appendix 15 –Correlation Matrix (Pearson coefficients of correlation)

CORRELATION MATRIX	Brand Love	Product Category Involvement	Information Exchange	Collective Self-Esteem	Attitude towards Inbound Marketing	Engagement with Brand on Facebook	Viral Marketing	Purchase intention	Brand Equity
Brand Love	1								
Product Category Involvement	,594**	1							
Information Exchange	,690**	,573**	1						
Collective Self-Esteem	,567**	,344**	,557**	1					
Attitude towards Inbound Marketing	,493**	,429**	,422**	,300**	1				
Engagement with Brand on Facebook	,802**	,678**	,800**	,592**	,560**	1			
Viral Marketing	,608**	,537**	,678**	,467**	,416**	,713**	1		
Purchase intention	,518**	,565**	,486**	,464**	,351**	,605**	,513**	1	
Brand Equity	,610**	,562**	,477**	,353**	,452**	,516**	,395**	,494**	1

** . Correlation is significant at the 0,01 level (2-tailed)

Note: As a rule of thumb, values between 0 and 0,3 present a weak correlation, between 0,3 and 0,7, a moderate correlation, and higher than 0,7, a strong correlation.

Results interpretation:

Teens engagement with the brand on Facebook is strongly correlated with Brand love ($r=0,802$), information exchange ($r=0,800$) and viral marketing ($r=0,715$); a moderately high correlation with product category involvement ($r=0,678$), collective self-esteem ($r=0,592$), attitude towards inbound marketing ($r=0,560$), purchase intention ($r=0,605$) and brand equity ($r=0,516$). Further the correlations of viral marketing with purchase intention and brand equity were moderately weak ($r=0,351$ and $r=0,395$, respectively). Lastly, the correlations of attitude towards inbound marketing with purchase intention and brand equity, were moderately high and moderately weak ($r=0,395$), respectively.

Appendix 17 –representativeness tests of model and constructs

The analysis of data comprehended in a first stage, the insertion and coding of the questionnaire format and all respondent's data (n=106) in the 'PASW Statistics 18'. This software asserted for all descriptive analysis, cross of each one of the model's constructs with socio-demographic variables (e.g. gender, age), correlation analysis and confirmatory factor analysis, which were refined in 'Excel 2011' for presentation.

Appendix 16 –Confirmatory factor analysis (CFA) results

All items with no significant impact on the variation of a variable were outcast of the research.

Constructs	Number of items before the CFA	Number of items after the CFA	Number of outcast items
Brand Love	10	8	-2
Product Category Involvement	4	3	-1
Information Exchange	6	6	0
Collective Self-esteem	16	6	-10
Attitude towards Inbound Marketing	6	6	0
Engagement with Brand on Facebook	8	6	-2
Marketing Viral	6	4	-2
Brand Equity	24	13	-11
Purchase intention	4	4	0
Total	84	56	-28

Outcast items:

Brand Love

1. Q.4. sou indiferente em relação a emoções por esta marca
2. Q.7. Não tenho nenhum sentimento em particular por esta marca.

Product Category Involvement

1. Q.4. não estou interessado em _____ (produtos da categoria X)?

Collective Self-esteem

1. Q.1. sou um membro digno/merecedor dos grupos a que pertenço no Facebook (marcas e amigos).
2. Q.2. é frequente arrepende-me de adicionado algumas marcas no Facebook.
3. Q.3. A(s) marca(s) de que adicionei no Facebook são consideradas boas pelas outras pessoas
4. Q.4. no geral, a(s) marca(s) de que sou membro no Facebook têm muito pouco a ver comigo
5. Q.6. em geral, estou contente por fazer parte da comunidade fã da(s) marca(s) que tenho no meu Facebook
6. Q.8. A(s) marca(s) que adicionei são um importante reflexo da pessoa que sou
7. Q.10. Em geral, sinto que os grupos de fãs do Facebook que sou membro não são importantes.
8. Q.12. As comunidades de marca do Facebook não são importantes para o tipo de pessoa que sou
9. Q.13. Penso que nunca mais entrei em contacto via Facebook com as marcas que adicionei no passado
10. Q.16. em geral, as marcas que tenho na página do meu Facebook são uma parte importante da minha própria imagem.

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Attitude towards Inbound Marketing

1. b) Inútil-útil (semantic differential scale)
2. d) Não gostei-gostei (semantic differential scale)

Marketing Viral

1. Q.2. se um amigo adicionar uma marca no Facebook, também adiciono a marca no meu Facebook.
2. Q.3. Geralmente, vejo o mural do Facebook dos meus amigos

Brand Equity

From Brand Knowledge:

1. Q.3. X ser confiável (segura).
2. Q.4. X ser uma marca próxima de ti.
3. Q.5. X ser de confiança.
4. Q.7. X ser uma marca desejável (uma marca que queiras ter)

From Customer Brand Knowledge:

1. Q.5. X faz-me feliz.
2. Q.6. Eu dependo da marca X quando preciso do tipo de gama de produtos/serviços que a marca oferece
3. Q.9. X dá-me prazer.
4. Q.10. X é uma marca honesta
5. Q.11. Apoiarei X quando estiver em dificuldades
6. Q.15. após ter visto a marca no Facebook, X está melhor do que eu esperava.
7. Q.16. X é a minha primeira escolha entre outras marcas do mesmo género

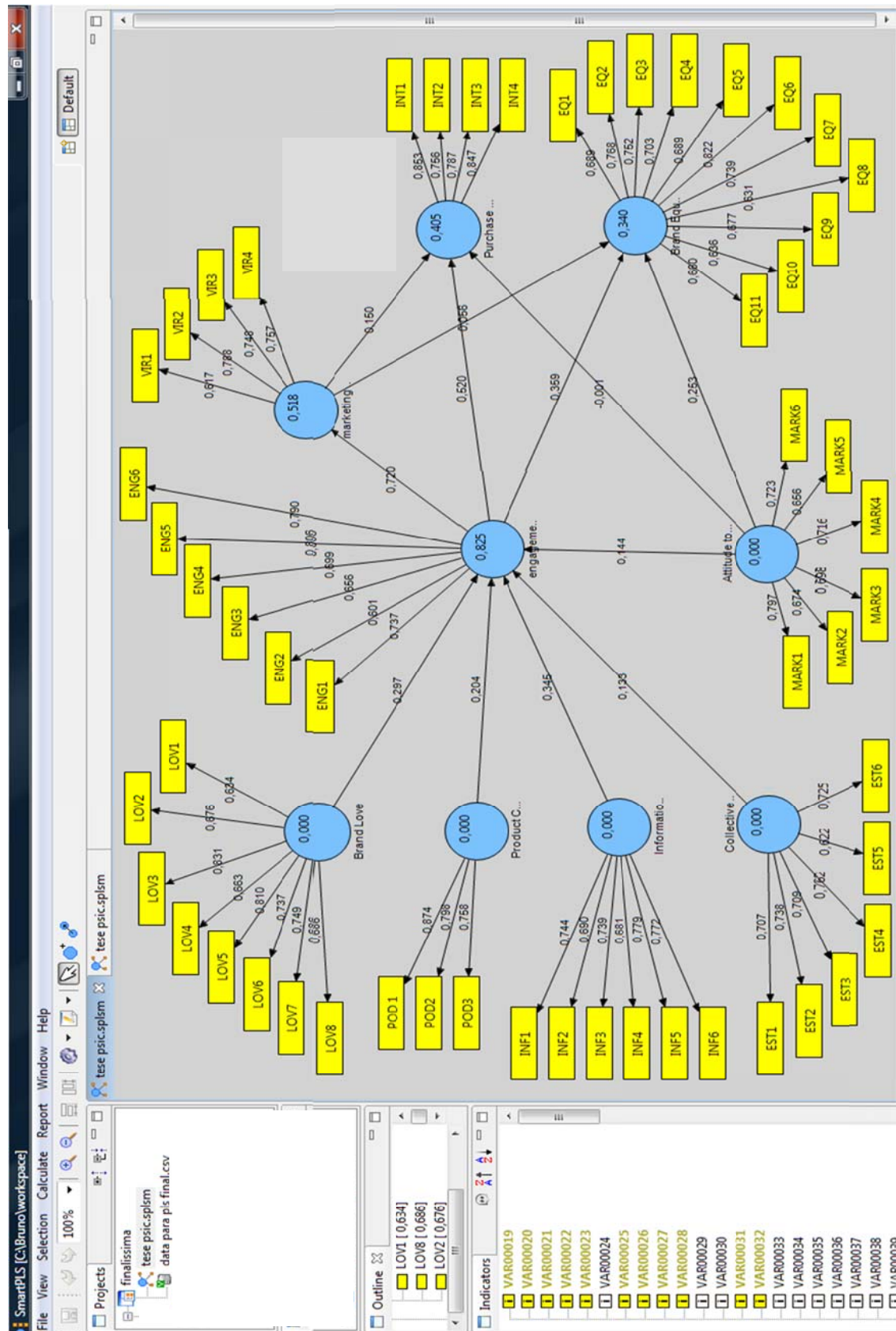
Appendix 18 –representativeness tests of model and constructs

Construct	Number of items	Mean	Std. deviation	AVE	R ²	CR	Cronbach Alpha
Brand Love	8	3,6309	0,59246	0,5278	0,000	0,8986	0,8700
Product Category Involvement	3	3,4843	0,66370	0,6585	0,000	0,8522	0,7381
Information Exchange	6	3,7796	0,87513	0,5403	0,000	0,8755	0,8300
Collective Self-Esteem	6	3,6525	0,53508	0,5066	0,000	0,8599	0,8087
Attitude towards Inbound Marketing	6	3,7138	0,49535	0,5069	0,000	0,8600	0,8043
Engagement with Brand on Facebook	6	3,2296	0,68755	0,5165	0,8254	0,8638	0,8089
Viral Marketing	4	3,3538	0,65726	0,5334	0,5185	0,8194	0,7049
Brand Equity	13	3,8349	0,68129	0,5015	0,3395	0,9167	0,9001
Purchase intention	4	4,0254	0,51648	0,6590	0,4049	0,8853	0,8279

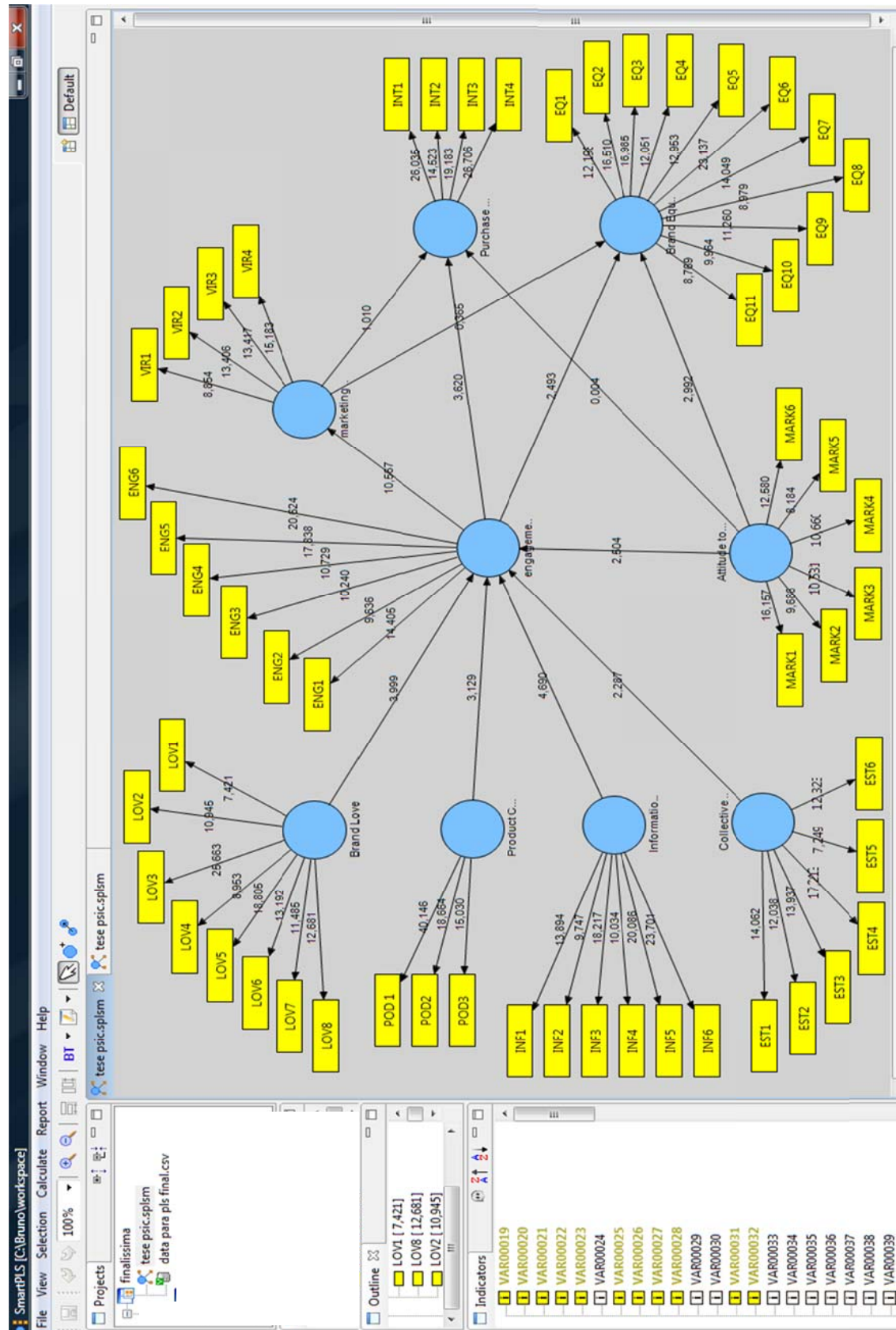
*Note: CR = compositive reliability.

(n=106)

Appendix 19 – model with Betas (inner and outer model)



Appendix 20 – model with T-values (inner and outer model)



Appendix 21 –test of normality verification of the constructs

	Construct	N	Kolmogorov-Smirnov Z	Asymp. Sig. (2-tailed)
One-Sample Kolmogorov-Smirnov Test	Brand Love	106	,790	<u>,561</u>
	Product Category Involvement	106	1,069	<u>,203</u>
	Information Exchange	106	,800	<u>,544</u>
	Collective Self-esteem	106	,925	<u>,359</u>
	Attitude towards Inbound Marketing	106	,864	<u>,445</u>
	Engagement with Brand on Facebook	106	,875	<u>,429</u>
	Viral Marketing	106	,834	<u>,491</u>
	Purchase Intention	106	,923	<u>,362</u>
	Brand Equity	106	,822	<u>,508</u>

According to the Kolmogorov-Smirnov test of normality, all constructs present a p-value (Asymp. Sig.) higher than 0,05. Considering 95% confidence level, all constructs follow a normal distribution, which is key for the development of subsequent tests, involving Anova for example, that will follow.

Appendix 22 – one-way Anova test to measure the difference evoked by Gender in the constructs of the model

To conduct a one-way Anova test some requisites must be fulfilled:

1. The dependent variable(s) must follow a normal distribution;
2. There must be homogeneity of variances between the samples that are divided according to the factor or independent variable, this case to be gender.

As the dependent variables, which are the constructs of the model have been proven to follow a normal distribution⁶⁹, it is only needed to check the variance homogeneity to further in the Anova table.

Test of Homogeneity of Variances				
Construct	Levene Statistic	df1	df2	Sig.
Brand Love	,003	1	104	<u>,955</u>
Product Category Involvement	1,276	1	104	<u>,262</u>
Information Exchange	,891	1	104	<u>,348</u>
Collective Self-esteem	1,209	1	104	<u>,275</u>
Attitude towards Inbound Marketing	,001	1	104	<u>,977</u>
Engagement with Brand on Facebook	,363	1	104	<u>,549</u>
Viral Marketing	1,431	1	104	<u>,235</u>
Purchase Intention	,036	1	104	<u>,850</u>
Brand Equity	3,942	1	104	<u>,051</u>

According to the 'Test of Homogeneity of Variances' table, all p-values (sig.) are higher than 0,05. Considering 95% confidence level, the second requisite is fulfilled, therefore, the Anova table results can be now observed and analysed.



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⁶⁹ See test of normality verification of the constructs, in appendix 19

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Brand Love	Between Groups	,014	1	,014	,027	<u>,870</u>
	Within Groups	53,079	104	,510		
	Total	53,093	105			
Product Category Involvement	Between Groups	,291	1	,291	,635	<u>,428</u>
	Within Groups	47,548	104	,457		
	Total	47,548	105			
Information Exchange	Between Groups	1,540	1	1,540	2,086	<u>,153</u>
	Within Groups	76,770	104	,738		
	Total	78,310	105			
Collective Self Esteem	Between Groups	,037	1	,037	,133	<u>,717</u>
	Within Groups	28,712	104	,276		
	Total	28,748	105			
Attitude towards Inbound Marketing	Between Groups	,033	1	,033	,123	<u>,727</u>
	Within Groups	27,662	104	,266		
	Total	27,694	105			
Engagement with the Brand on Facebook	Between Groups	,011	1	,011	,026	<u>,872</u>
	Within Groups	44,861	104	,431		
	Total	44,872	105			
Viral Marketing Diffusion	Between Groups	,025	1	,025	,058	<u>,811</u>
	Within Groups	44,809	104	,431		
	Total	44,833	105			
Purchase Intention	Between Groups	,080	1	,080	,174	<u>,678</u>
	Within Groups	47,675	104	,458		
	Total	47,755	105			
Brand Equity	Between Groups	,029	1	,029	,111	<u>,740</u>
	Within Groups	27,395	104	,263		
	Total	27,424	105			

In the Anova table all constructs present p-values (Sig.) above 0,05. For a confidence interval of 95%, it is not possible to reject the null hypothesis, thus gender does not influence in a significant way the constructs of the presented model.

Appendix 23 – one-way Anova test to measure the difference evoked by Age in the constructs of the model

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Brand Love	,193	3	102	<u>,901</u>
Product Category Involvement	,848	3	102	<u>,471</u>
Information Exchange	2,092	3	102	<u>,106</u>
Collective Self Esteem	1,352	3	102	<u>,262</u>
Attitude towards Inbound Marketing	1,406	3	102	<u>,245</u>
Engagement with the Brand on Facebook	2,030	3	102	<u>,114</u>
Viral Marketing Diffusion	1,080	3	102	<u>,361</u>
Purchase Intention	,530	3	102	<u>,663</u>
Brand Equity	1,638	3	102	<u>,185</u>

According to the 'Test of Homogeneity of Variances' table, all constructs' p-values (sig.) are higher than 0,05. Considering 95% confidence level, the second requisite is fulfilled, therefore, the Anova table results can be now observed and analysed.

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the next page

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Brand Love	Between Groups	,408	3	,136	,381	,767
	Within Groups	36,447	102	,357		
	Total	36,856	105			
Product Category Involvement	Between Groups	,556	3	,185	,414	,743
	Within Groups	45,695	102	,448		
	Total	46,252	105			
Information Exchange	Between Groups	,364	3	,121	,154	,927
	Within Groups	80,051	102	,785		
	Total	80,414	105			
Collective Self Esteem	Between Groups	,403	3	,134	,462	,710
	Within Groups	29,659	102	,291		
	Total	30,062	105			
Attitude towards Inbound Marketing	Between Groups	,709	3	,236	,962	,414
	Within Groups	25,056	102	,246		
	Total	25,764	105			
Engagement with the Brand on Facebook	Between Groups	,103	3	,034	,070	,976
	Within Groups	49,534	102	,486		
	Total	49,636	105			
Viral Marketing Diffusion	Between Groups	,323	3	,108	,554	,646
	Within Groups	19,836	102	,194		
	Total	20,159	105			
Purchase Intention	Between Groups	,198	3	,066	,313	,816
	Within Groups	21,463	102	,210		
	Total	21,660	105			
Brand Equity	Between Groups	,831	3	,277	1,039	,378
	Within Groups	27,178	102	,266		
	Total	28,009	105			

In the Anova table, all constructs present p-values (Sig.) above 0,05. For a confidence interval of 95%, it is not possible to reject the null hypothesis, thus gender does not influence in a significant way the constructs of the model.

Appendix 24 – one-way Anova test to measure the difference evoked by the number of brands a respondent is ‘friend/fan’ on Facebook in the constructs of the model

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Brand Love	2,162	3	102	,100
Product Category Involvement	,383	3	102	,765
Information Exchange	1,499	3	102	,222
Collective Self-esteem	1,362	3	102	,261
Attitude towards Inbound Marketing	,249	3	102	,862
Engagement with Brand on Facebook	,427	3	102	,734
Viral Marketing	,819	3	102	,488
Purchase Intention	2,908	3	102	<u>,040</u>
Brand Equity	,733	3	102	,536

According to the test of homogeneity of Variances, the purchase intension dimension does not fulfil the prerequisite for the analysis of this construct in the analysis of the Anova, thus, nothing can be confirm regarding this dimension. In regard to the other dimensions, the homogeneity of variances is verified ($p\text{-value} > 0,05$), therefore, it is fit to analyse and take conclusions of all these dimensions' results, in the Anova table.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Brand Love	Between Groups	1,529	3	,510	,999	,399
	Within Groups	52,049	102	,510		
	Total	53,578	105			
Product Category Involvement	Between Groups	3,943	3	1,314	3,124	,031
	Within Groups	42,912	102	,421		
	Total	46,855	105			
Information Exchange	Between Groups	2,495	3	,832	1,111	,350
	Within Groups	76,327	102	,748		
	Total	78,822	105			
Collective Self- esteem	Between Groups	3,641	3	1,214	5,251	,002
	Within Groups	23,578	102	,231		
	Total	27,219	105			
Attitude towards Inbound Marketing	Between Groups	,540	3	,180	,672	,572
	Within Groups	27,344	102	,268		
	Total	27,885	105			
Engagement with Brand on Facebook	Between Groups	5,133	3	1,711	4,554	,006
	Within Groups	38,324	102	,376		
	Total	43,457	105			
Viral Marketing	Between Groups	4,124	3	1,375	3,677	,016
	Within Groups	38,136	102	,374		
	Total	42,260	105			
Purchase Intention	Between Groups	1,958	3	,653	1,448	,236
	Within Groups	45,977	102	,451		
	Total	47,935	105			
Brand Equity	Between Groups	2,231	3	,744	3,074	,033
	Within Groups	24,683	102	,242		
	Total	26,914	105			

An analysis of the Anova table demonstrates that the constructs: product category involvement, collective self-esteem, engagement with brand on Facebook, viral marketing and brand equity show a significant difference, regarding the number of brands a teenager is fan, on Facebook.

To understand better that difference, it is normal to resort to one or more of various methods such as Tukey (Tukey-Kramer if unequal group sizes), Scheffé, Bonferroni and Newman-Keuls methods (Armitage and Berry, 1994; Wallenstein, 1980; Miller, 1981; Hsu, 1996; Kleinbaum et al., 1998). The Bonferroni method is completely general; it can be used for unplanned (a posteriori) or planned (a priori) multiple comparisons, thus, the following analysis proceeds to a multiple comparison analysis, resorting to the Bonferroni method.

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the next page

Multiple comparisons

Bonferroni

Dependent Variable	(I) number of brands a teenager is 'friend/fan' on Facebook	(J) number of brands a teenager is 'friend/fan' on Facebook	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Product Category Involvement	Only one brand	2 to 5 brands	-,05840	,25085	1,000	-,7393	,6225
		6 to 10 brands	-,23704	,27348	1,000	-,9793	,5052
		More than 10 brands	-,56148	,25214	,175	-1,2458	,1229
	2 to 5 brands	Only one brand	,05840	,25085	1,000	-,6225	,7393
		6 to 10 brands	-,17863	,21030	1,000	-,7494	,3922
		More than 10 brands	-,50308	,18168	,043	-,9962	-,0100
	6 to 10 brands	Only one brand	,23704	,27348	1,000	-,5052	,9793
		2 to 5 brands	,17863	,21030	1,000	-,3922	,7494
		More than 10 brands	-,32444	,21184	,780	-,8994	,2505
	More than 10 brands	Only one brand	,56148	,25214	,175	-,1229	1,2458
		2 to 5 brands	,50308	,18168	,043	,0100	,9962
		6 to 10 brands	,32444	,21184	,780	-,2505	,8994
Collective Self-esteem	Only one brand	2 to 5 brands	-,48575	,18594	,066	-,9904	,0189
		6 to 10 brands	-,51481	,20272	,080	-1,0650	,0354
		More than 10 brands	-,73704	,18690	,001	-1,2443	-,2298
	2 to 5 brands	1	,48575	,18594	,066	-,0189	,9904
		6 to 10 brands	-,02906	,15589	1,000	-,4522	,3940
		More than 10 brands	-,25128	,13467	,397	-,6168	,1142
	6 to 10 brands	Only one brand	,51481	,20272	,080	-,0354	1,0650
		2 to 5 brands	,02906	,15589	1,000	-,3940	,4522
		More than 10 brands	-,22222	,15702	,968	-,6484	,2040
	More than 10 brands	Only one brand	,73704	,18690	,001	,2298	1,2443
		2 to 5 brands	,25128	,13467	,397	-,1142	,6168
		6 to 10 brands	,22222	,15702	,968	-,2040	,6484
Engagement with Brand on Facebook	Only one brand	2 to 5 brands	-,62322	,23706	,063	-1,2667	,0202
		6 to 10 brands	-,69630	,25845	,053	-1,3978	,0052
		More than 10 brands	-,87630	,23828	,003	-1,5230	-,2296
	2 to 5 brands	Only one brand	,62322	,23706	,063	-,0202	1,2667
		6 to 10 brands	-,07308	,19874	1,000	-,6125	,4664
		More than 10 brands	-,25308	,17170	,869	-,7191	,2129
	6 to 10 brands	Only one brand	,69630	,25845	,053	-,0052	1,3978
		2 to 5 brands	,07308	,19874	1,000	-,4664	,6125
		More than 10 brands	-,18000	,20019	1,000	-,7234	,3634
	More than 10 brands	Only one brand	,87630	,23828	,003	,2296	1,5230
		2 to 5 brands	,25308	,17170	,869	-,2129	,7191
		6 to 10 brands	,18000	,20019	1,000	-,3634	,7234

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Viral Marketing	Only one brand	2 to 5 brands	-,57799	,23648	,102	-1,2198	,0639
		6 to 10 brands	-,65556	,25781	,079	-1,3553	,0442
		More than 10 brands	-,78222	,23769	,009	-1,4274	-,1371
	2 to 5 brands	Only one brand	,57799	,23648	,102	-,0639	1,2198
		6 to 10 brands	-,07756	,19826	1,000	-,6157	,4605
		More than 10 brands	-,20423	,17128	1,000	-,6691	,2606
	6 to 10 brands	Only one brand	,65556	,25781	,079	-,0442	1,3553
		2 to 5 brands	,07756	,19826	1,000	-,4605	,6157
		More than 10 brands	-,12667	,19970	1,000	-,6687	,4154
	More than 10 brands	Only one brand	,78222	,23769	,009	,1371	1,4274
		2 to 5 brands	,20423	,17128	1,000	-,2606	,6691
		6 to 10 brands	,12667	,19970	1,000	-,4154	,6687
Brand Equity	Only one brand	2 to 5 brands	,08580	,19025	1,000	-,4306	,6022
		6 to 10 brands	,08205	,20741	1,000	-,4809	,6450
		More than 10 brands	-,29231	,19122	,785	-,8113	,2267
	2 to 5 brands	Only one brand	-,08580	,19025	1,000	-,6022	,4306
		6 to 10 brands	-,00375	,15950	1,000	-,4367	,4292
		More than 10 brands	-,37811	,13779	,046	-,7521	-,0041
	6 to 10 brands	Only one brand	-,08205	,20741	1,000	-,6450	,4809
		2 to 5 brands	,00375	,15950	1,000	-,4292	,4367
		4	-,37436	,16066	,136	-,8104	,0617
	More than 10 brands	Only one brand	,29231	,19122	,785	-,2267	,8113
		2 to 5 brands	,37811	,13779	,046	,0041	,7521
		6 to 10 brands	,37436	,16066	,136	-,0617	,8104

Interpreting the results of the Bonferonni method, results below 0,05 show a significant difference between the means of each construct, regarding some types of teenager, in terms of the number he or she has as 'friend/fan' on Facebook. Considering a 95% confidence level, it is deemed, together with the observation of the mean difference, that:

- product category involvement and brand equity are higher in teenagers with more than 10 brands, in comparison with teenagers with only two brands, on Facebook;
- collective self-esteem, engagement with the brand on Facebook and viral marketing are higher in teenagers with more than 10 brands, in comparison with teenagers with only one brand, on Facebook

Appendix 25 – one-way Anova test to measure the difference evoked by the frequency a teenage searches for brands via Facebook, in the constructs of the model

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Brand Love	1,441	3	72	<u>.238</u>
Product Category Involvement	1,050	3	72	<u>.376</u>
Information Exchange	,231	3	72	<u>.874</u>
Collective Self-esteem	,958	3	72	<u>.417</u>
Attitude towards Inbound Marketing	,618	3	72	<u>.606</u>
Engagement with Brand on Facebook	,117	3	72	<u>.950</u>
Viral Marketing	2,691	3	72	<u>.053</u>
Brand Equity	2,126	3	72	<u>.104</u>
Purchase Intention	,930	3	72	<u>.431</u>

According to the 'Test of Homogeneity of Variances' table, all constructs' p-values (sig.) are higher than 0,05. Considering 95% confidence level, the second requisite is fulfilled, therefore, the Anova table results can be now observed and analysed.

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ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Brand Love	Between Groups	,963	3	,321	,628	,600
	Within Groups	52,160	102	,511		
	Total	53,123	105			
Product Category Involvement	Between Groups	2,683	3	,894	2,049	,115
	Within Groups	44,539	102	,437		
	Total	47,223	105			
Information Exchange	Between Groups	7,261	3	2,420	3,563	<u>,018</u>
	Within Groups	69,281	102	,679		
	Total	76,542	105			
Collective Self-esteem	Between Groups	1,159	3	,386	1,441	,238
	Within Groups	27,351	102	,268		
	Total	28,510	105			
Attitude towards Inbound Marketing	Between Groups	1,546	3	,515	2,043	,115
	Within Groups	25,739	102	,252		
	Total	27,285	105			
Engagement with Brand on Facebook	Between Groups	8,149	3	2,716	8,224	<u>,000</u>
	Within Groups	33,691	102	,330		
	Total	41,840	105			
Viral Marketing	Between Groups	3,658	3	1,219	3,108	<u>,032</u>
	Within Groups	40,020	102	,392		
	Total	43,679	105			
Brand Equity	Between Groups	,253	3	,084	,315	,814
	Within Groups	27,298	102	,268		
	Total	27,551	105			
Purchase Intention	Between Groups	1,810	3	,603	1,349	,265
	Within Groups	45,606	102	,447		
	Total	47,416	105			

An analysis of the Anova table demonstrates that the constructs: information exchange, engagement with brand on Facebook and viral marketing show a significant difference, concerning the frequency a teenager searches for brands, on Facebook ($p\text{-value} < 0,05$).

The following analysis proceeds to a multiple comparison analysis, resorting to the Bonferroni method, to determine exactly where there is a significant difference of the dimensions: information exchange, engagement with brand on Facebook and viral marketing, in regard to the frequency a teenage searches for brands, on Facebook.

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the next page

Multiple Comparisons

Bonferroni

Dependent Variable	(I) Frequency a teenager searches for a brand, on Facebook	(J) Frequency a teenager searches for a brand, on Facebook	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Information Exchange	Often	Sometimes	-,08575	,37780	1,000	-1,1108	,9393
		A few times	,17677	,37958	1,000	-,8531	1,2066
		Rarely	,65889	,37466	,497	-,3576	1,6754
	Sometimes	Muitas vezes	,08575	,37780	1,000	-,9393	1,1108
		A few times	,26252	,24578	1,000	-,4043	,9293
		Rarely	,74464	,23812	,015	,0986	1,3907
	A few times	Often	-,17677	,37958	1,000	-1,2066	,8531
		Sometimes	-,26252	,24578	1,000	-,9293	,4043
		Rarely	,48212	,24092	,295	-,1715	1,1358
	Rarely	Often	-,65889	,37466	,497	-1,6754	,3576
		Sometimes	-,74464	,23812	,015	-1,3907	-,0986
		A few times	-,48212	,24092	,295	-1,1358	,1715
Engagement with Brand on Facebook	Often	Sometimes	,21860	,26346	1,000	-,4962	,9334
		A few times	,32071	,26470	1,000	-,3974	1,0389
		Rarely	,91222	,26127	,005	,2034	1,6211
	Sometimes	Often	-,21860	,26346	1,000	-,9334	,4962
		A few times	,10211	,17139	1,000	-,3629	,5671
		Rarely	,69362	,16605	,000	,2431	1,1441
	A few times	Often	-,32071	,26470	1,000	-1,0389	,3974
		Sometimes	-,10211	,17139	1,000	-,5671	,3629
		Rarely	,59152	,16801	,005	,1357	1,0473
	Rarely	Often	-,91222	,26127	,005	-1,6211	-,2034
		Sometimes	-,69362	,16605	,000	-1,1441	-,2431
		A few times	-,59152	,16801	,005	-1,0473	-,1357
Viral Marketing	Often	Sometimes	,18659	,28714	1,000	-,5925	,9656
		A few times	,28788	,28849	1,000	-,4948	1,0706
		Rarely	,64833	,28476	,155	-,1242	1,4209
	Sometimes	Often	-,18659	,28714	1,000	-,9656	,5925
		A few times	,10128	,18680	1,000	-,4055	,6081
		Rarely	,46174	,18098	,077	-,0293	,9528
	A few times	Often	-,28788	,28849	1,000	-1,0706	,4948
		Sometimes	-,10128	,18680	1,000	-,6081	,4055
		Rarely	,36045	,18311	,317	-,1363	,8572
	Rarely	Often	-,64833	,28476	,155	-1,4209	,1242
		Sometimes	-,46174	,18098	,077	-,9528	,0293
		A few times	-,36045	,18311	,317	-,8572	,1363

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Interpreting the results of the Bonferonni method, results below 0,05 show a significant difference between the means of each construct, regarding some types of teenager, in terms of the frequency he or she searches for a brand, on Facebook. Considering a 95% confidence level, it is deemed, together with the observation of the mean difference, that:

- information exchange is higher for teenagers that search 'sometimes' brands, in comparison with teenagers which rarely search on Facebook;
- engagement with the brand on Facebook is lower for teenagers, who search for the brand rarely in comparison with teenagers that search the brand often, sometimes or a few times, on Facebook;
- the Bonferroni method did not detect a single significant difference between the frequency a teenager searches for a brand, on Facebook, although the Anova table inferred the contrary. The reason lies perhaps in the fact that this dimension showed a p-value for the homogeneity of variances test too close from the 0,05 limit of the equal's variances hypothesis rejection, thus, nothing can be confirmed regarding the differences of this construct for different frequencies of teenagers' search for brands, on Facebook.

Appendix 26 – Summary table of Model results

Hypotheses	Implicit relationship of hypotheses	Result	Beta
H ₁	Brand Love $\Rightarrow$ Engagement with Brand on Facebook	✓	0,297
H ₂	Product Category Involvement $\Rightarrow$ Engagement with Brand on Facebook	✓	0,204
H ₃	Information exchange $\Rightarrow$ Engagement with Brand on Facebook	✓	0,345
H ₄	Collective Self-esteem $\Rightarrow$ Engagement with Brand on Facebook	✓	0,133
H ₅	Attitude towards Inbound Marketing $\Rightarrow$ Engagement with Brand on Facebook	✓	0,144
H ₆	Attitude towards Inbound Marketing $\Rightarrow$ Brand Equity	✗	—
H ₇	Attitude towards Inbound Marketing $\Rightarrow$ Purchase Intention	✓	0,253
H ₈	Viral Marketing $\Rightarrow$ Brand Equity	✗	—
H ₉	Viral Marketing $\Rightarrow$ Purchase Intention	✗	—
H ₁₀	Engagement with Brand on Facebook $\Rightarrow$ Viral Marketing	✓	0,720
H ₁₁	Engagement with Brand on Facebook $\Rightarrow$ Brand Equity	✓	0,520
H ₁₂	Engagement with Brand on Facebook $\Rightarrow$ Purchase Intention	✓	0,369

Legend:



—Hypothesis confirmed



—Hypothesis not confirmed

