

Tweens as super consumers



‘Tweens’ influence on their parents and the family’s decision-making’



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ABSTRACT

The purpose of this thesis is to explore the consumer group tweens, children aged 8-12, in relation to their influence on their parents and the family's decision-making. The choice of this new target group is due to tweens' strong spending power and their significant influence on own purchases and family purchases made by the parents.

The point of departure in this thesis is to create a picture of an international tween based on current theoretical research, which is the focus of research question 1. Research question 2 will give a nuanced picture of a Danish tween derived from existing research and newfound empirical findings, collected mainly from semi-structured interviews. Furthermore, based on the knowledge from research question 1 and 2, advice to marketers concerning their marketing to tweens will be given. This is important in relation to tweens increasingly influence on family decisions in today's society which only increases with the tweens' age.

Tweens have a high degree of spending power through own money but existing research also shows that tweens have significant influence on everything from supermarket purchases to the family's car as well as indirect influence on family purchase. Parents today listen to their tweens and involve them in decisions, as parents want to be in dialogue with their children. In addition, tweens are influenced by both their peers and technology when engaged in a consumer situation - both very important elements in a tweens' life today.

Society pushes children through childhood at a much earlier age than prior generations, making tweens act as little adults with an opinion about everything. A tendency, which is due to technology change and great change in today's family structure. Especially the increase in adults' income, adults having fewer children and the increase in divorce rate have an impact on children's disposable income and their influence in the modern family. Findings show that Danish tweens also have great influence on family decision-making, but especially concerning inexpensive purchases. Additionally, it is evident that older tweens are stronger consumers than younger tweens as they are more brand-aware and have further opinions about purchases made in the family.

Hence, marketers need to open up to more unconventional marketing methods when communicating to tweens as they are very capable consumers and see through marketers' intent. A suggestion is double marketing aimed at parents and tweens, proactive methods in car dealerships or on social media sites, popular among tweens, and mobile marketing.

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1.0 INTRODUCTION

In recent decades, within the scope of research from a social and business perspective, focus on children as consumers has increased. Among marketers, the perception of children being a strong and rentable consumer group has steadfastly rooted itself as *“children begin developing brand preferences and store preferences in early childhood, even before they enter school”*. And not just for child-oriented products but also for such adult-oriented things as gasoline, radios and soaps” (McNeal 1992, p. 90). Within the last two decades, this awareness has only intensified since McNeal (1992) wrote the book ‘Kids as Consumers’.

As compared to earlier generations, today, young consumers have an extended influence on personal and household purchasing at an earlier stage than ever seen before. Even young at age, children open their eyes to e.g. preferred brands and products, which is why they are looked upon as active in today’s consumer society. According to Lindstrom (2003), children of today are exposed to a world of media, technology and commercialism from the day they are born. This enables them to interact with different media, especially online media, as opposed to previous generations. The economical corollaries of children entering the stage of consumers have caught the marketing industry’s devoted attention. Adding to this, children are considered independent purchasers with their own money and have a strong say in which consumer goods are bought in their families’ households. Tufte labels today’s *“child ‘the competent child’ who have a say in everything from the family’s purchase of cereal products to cars and computers”* (Tufte 2007, p. 10).

1.1 Choice of topic

The emergence of young consumers has created a new segmentation opportunity. Taken on by the marketing industry, a new term has been invented; ‘twens’. This consumer category will be the focal point of my thesis. Twens are commonly considered to be children between the ages of 8 to 13 years old, also referred to as preteens and preadolescents; with the nickname ‘tween’, stemming from *between*, insinuating they are between childhood and teenage age. A given example is the girl who thinks she is too old for toys, too young for boys - she is just in between (McNeal 2007).

“According to Thomas Cook and Susan B Kaiser (2004) the term ‘twens’ appears for the first time in 1987 in an article in the journal Marketing and Media Decisions” (Ekström & Tufte 2007, p. 13). In this context twens are defined as a market which includes children between the age 9 and 15 years who have ‘distinct characteristics and powers all its own’.

Later on the term tweens was commercialised in a branding experts book BRANDchild (Lindstrom 2003) where he illustrates the significant influence 8-14-year-olds have on all product groups as well as how children appear as selective and independent consumers. He defines tweens as children in pre-puberty, ranging up until the age of 14 years. However, American youth-marketing specialists (Siegel, Coffey & Livingston 2001) argue that generally marketing science operates with tweens as the age group 8 to 12 years. By others the age groups 7-14 years or 10-16 years are included too. Moreover, the aforementioned marketing specialists distinguish between young and old tweens by defining tweens as *emerging* from the age of 8 to 10 years and *transitioning* from the age of 11 to 12 years. They also argue that tweens are ‘a state of mind’ rather than limited by age, additionally noting that it is as much a psychological as a biological phenomenon even more valid today.

This elaborate discussion on the term tweens in the marketing industry bares witness to an immense interest in this segment and its profit potential – reasons both of which have lured my interest and created basis for this thesis on tweens. Evident from above, the existing differences on which age groups to include under the tweens’ umbrella are scattering the picture. Throughout the conductance of my research, I have defined tweens as ranging from 8 to 12 years supported by Piaget’s (Piaget & Inhelder 1969; Piaget 2003) four development stages for children’s cognitive, social and emotional competences. I define them as a whole, even though it is said, “*that a 12 year old has experienced 50 per cent more in life than our 8 year old*” (Siegel, Coffey & Livingston 2001, p. 3).

A large scale of research has targeted tweens since the term originated. In particular, it has focused on tweens’ use of media and electronic products and their brand knowledge. However, much remains to be learned about them. At a time of cultural change such as the proliferation of single-parent families, career-focused families, and technological changes - counting in the dependence on electronic products and least to say the Internet – revising existing findings about/on tweens and address new concerns in this field is necessary. Tweens are the segment of interest in today’s society. They earn a newfound attention earlier owned by teenagers as a segment very distinct from children and teenagers (Ekström & Tufte 2007).

Almost every aspect of today’s tween differs from past generations. Tweens are called the ‘MORE’ generation, attributed to growing up faster, being more connected, more direct and more informed. Moreover, “*they have more personal power, more money, influence and attention than any other generation before them*” (Lindstrom 2003, p. 1). It is all about more information, more entertainment, more communication and more brands for this generation of

tweens. Due to tweens demanding more, a new trend has arisen labelled *KGOY* – Kids Grow Up Younger (Sutherland & Thompson 2003; Lindstrom 2003). It is related to earlier exposure – earlier than any other generation before them. One minute they are playing with LEGO or Barbie, the next they are wrapped up in SimCity or listening to Eminem. However, tweens move more from a ‘MORE’ generation to a ‘*NOW*’ generation. In their world, the sky is the limit as long as the tween can achieve what he/she wants here and now. It is a 24/7-generation expecting 24/7 information and 24/7 brands, 7 days a week (Lindstrom 2003). *KGOY* and the “*NOW*” generation is just a few of the names labelled to tweens besides e.g. the *Generation Y*, *the Echo*, *the Net Gen* and *the Millennials* (Sutherland & Thompson 2003; Siegel, Coffey & Livingston 2001). In this thesis, however, focus will be only on the phenomenon of *KGOY*.

1.2 Problem Statement

The research questions below are extensively derived from the information given above on tweens terminology. It is evident that tweens have become an increasingly interesting segment for marketers in the last two decades as they can benefit from understanding them better as consumers. Actually, Lindstrom (2003) describes tweens as the richest and most influential generation in history. A lot of research has been done about tweens, but researchers’ attention has differentiated in the field of marketing. I do not question already existing data, but I point out an area where information is unsatisfactory; *tweens’ influence on their parents and thereby their influence on the family’s decision-making*.

Furthermore, namely research with an international angle is being conducted, especially research conducted in the US (Lindstrom 2003; Siegel, Coffey & Livingston 2001). Only few studies focus on Danish tweens and their consumer behaviour, leading me to conclude a gap of national insight into this subject area. I cannot transfer already existing results directly to Danish conditions due to cultural diversities among countries, even though Lindstrom (2003) states that tweens all over the world act and think identically. Hence, the possibility exists that a Danish study will render different results and portrait a more trustworthy picture of a Danish tween.. Consequently, I will identify a Danish tween and his/her behaviour and influence, especially with regard to a Danish family’s decision-making. I will identify possible reasons for tweens’ influence and clarify existing correlations, if any, between tweens’ consumer competences and their influence. The goal is to reach comprehensible results relevant for marketers’ marketing to Danish tweens and advise them in their communication to this narrow age group.

1.2.1 Problem statement

How much influence do an International and a Danish tween have in a consumer context, both with regard to influence on their parents and on the family's decision-making, and thereby what advice will I be able to give marketers?

1.2.1.1 Research Questions

RQ1: How will an international tween be pictured based on present theoretical research?

RQ2: How will a Danish tween be pictured today?

RQ3: How can I advice marketers in their marketing to tweens based on the knowledge I have reached from research question one and two?

1.3 Thesis structure

Below, I have illustrated my thesis structure with a short reading guide, providing the reader with a better overview of the thesis's key sections.

Part one deals with the introduction, leading down to a problem statement and three research questions concerning my research topic: *tweens*. The introduction includes a general outline of my selected methodology of which especially my choice of theory of science is highly relevant for the rest of the thesis. Hereafter, I will treat research question one separately; as analysis section one. I will provide the reader with an overview of The International Tween based on existing theoretical material and subsequently depict the 'theoretical' tween.

In part three I will, first and foremost, present existing material regarding The Danish Tween, and afterwards elaborate on my detailed methodology, representing the data collection methods most effective for this thesis' research problem. Based on the detailed methodology, I will present my empirical findings and make use of these newfound data to unfold analysis section two, ending with a picture of a Danish tween.

To end part two and three I will in part four address research question three, dealing with what advices to give marketers in their marketing to tweens. Since I will advice marketers based on already existing research as well as newfound through qualitative data collection methods, this section will develop into a perspective relevant for the marketing industry.

Last but not least, in part five and six I will present solutions to my three research questions as well as putting my thesis topic into perspective.

1.3.1 Thesis model

Part one

INTRODUCTION

Research questions & presentation of analysis sections



Structure



General Methodology

Part two

RQ1 / ANALYSIS SECTION 1

The International Tween



Theory



Picture of the international / 'theoretical' tween

Part three

RQ2 / ANALYSIS SECTION 2

The Danish Tween



Detailed Methodology



Findings / Analysis



Picture of a Danish tween

Part four

RQ3 / ANALYSIS SECTION 3

Advise to marketers

Part five

CONCLUSION

Part six

PERSPECTIVE

1.4 General methodology

1.4.1 Theory of science

In relation to my choice of topic it was not difficult for me to come up with the term tweens as a thesis possibility due to much focus on the age group. However, it proved more difficult to determine the direction of my focus as the vast majority of research in this field has already been conducted. The challenge was to identify the gaps. The purpose of this thesis is to learn more about tweens and figure out how they act and behave as consumers in a decision-making situation both with regard to their influence on parents as well as the whole family.

My academic interest is in the field of marketing. Thus, I strive for enlightening marketers and make them aware of changes happening in decision-making where tweens participate today – an awareness relevant when they market themselves to the segment, tweens. I want my thesis to be useful for marketers in a real life situation where they need experience about tweens as consumers – them as human beings and their behaviour. As my field of study is marketing, I conduct my research with the approach of sociology rather than with an economical view of the world in which all results can be measured while the range of answers is narrow. My approach is reflective.

The way I think about the development of knowledge is important to my choice of research philosophy, which is why I will clarify how I go about conducting this research. I see the world as complex near to that of an *interpretivist* who accepts the fact that all humans are different. I find it necessary to discover the details of the situation to understand the reality or perhaps a reality working behind the tweens – often associated with the term *social constructionism*. Furthermore, to understand the research participants' motives, actions and intentions as well as what interpretation they place on the situation in which they find themselves (Saunders, Lewis & Thornhill 2003). Moreover an “*interpretive approach offer a way of researching a given topic in depth and with sophistication without a statistically secure universalization of findings*” (Hackley 2003, p. 8). This is evident in my study. I only rely on qualitative data and no statistical data as in quantitative research methods.

Regarding how I want to conduct my research, I choose to make use of my background knowledge and preconception in the field. My paradigm, the way I perceive reality, is very different from someone who do not observe human beings with all senses available which is very important when working with children as a research subject. As mentioned above, my paradigm is interpretivism as I believe there exist more truths in the world and not just one

measurable truth. I believe that people should be studied in a social process, a process that I am a part of when collecting my data. Therefore, the conclusion is my truth whereas another interviewer would probable reach another conclusion based on his/hers interpretation. My analysis has its takeoff in my relationship to the respondents, in the way I talk to them and in the way I interact in conversation with them.

Moreover, several scientists (Saunders, Lewis & Thornhill 2003; Hackley 2003) name my research approach *induction*, belonging to the understanding of the meanings humans attach to events, owing more to interpretivism. I will collect data and develop theory as a result of my data analysis through collection of qualitative data to reach a close understanding of my research context. The inductive approach gives room for a more flexible structure to permit changes that is important since my group of respondents is mainly comprised of children whose minds I do not fully comprehend. This approach enables me to establish different views of phenomena and clarify the respondents' behaviour.

For the most part, inductive design is exploratory. This is also the case in my thesis. According to Hackley (2003) an exploratory research design is preferable if a student wishes to investigate a topic of which she/he has little prior knowledge, especially if a qualitative research approach is chosen. My exploratory research design seeks new insight in and understanding of my chosen topic, but it does not seek to confirm generalisable facts. If necessary, my exploratory research design gives me the flexibility to adapt the research to new knowledge and change my direction as the process proceeds (Saunders, Lewis & Thornhill 2003).

1.4.2 Source criticism

To give a better understanding of the segment tweens, I have made great use of Martin Lindstrom's global study, BRANDchild - the world's largest study on tweens across 15 countries (including Denmark). He focuses on their relationship with brands. However, even though my focus area is different from Lindstrom, his findings create a solid basis for a better understanding of tweens, their behavioural patterns and means to influence purchasing decisions.

Lindstrom's (2003) study is based on self-reported behaviour, questioning whether children and parents really are in a position to judge how big children's influence is – the consequence being imprecise results. Moreover, Lindstrom lacks exactitude in his use of methodology, which does not count to his advantage. His study is limited, including only urban children,

which I consider a disadvantage since for a global study to be reliable, it must include urban as well as rural children. The outcome may be a difference between the two groups as with regard to the family's economical status, structure as well as the children's knowledge of trends and new technology. Furthermore, the children in the BRANDchild study is 9-14 years old - an age group very different from my chosen segment (8-12-year-olds) - since some of the children have already reached teenage age. Hence, I have to be aware of this fact when quoting Lindstrom (2003) as 13 and 14-year-olds' cognitive abilities and insight are greater than those of a child aged 8-12 years, evident from John's (1999) research.

Previous studies on children's influence are mostly based on quantitative data collection methods. Hence, there is a need for qualitative data collection to get a deeper understanding of this subject area. Moreover, previous studies have mostly focused on the traditional nuclear family and more so the mother's view on the decision-making instead of both parents. Furthermore many studies ask only the parents about their child's role in the family as opposed to including the child's own view on his/her role. In contrast with Ekström's (1995) study based only on interviews with children, I additionally include parents in the questionnaire. The children in her study are between 13 and 30 years, thus they are above tween age, which is also of concern as with Lindstrom's study. Family structure may also influence the role of the child in the family's decision-making. Hence, this needs more attention as the traditional family structure with two parents is changing to children raised in stepparent and single-parent-families, elaborated later in section 2.1.7.

1.4.3 Qualitative vs. quantitative data collection methods

In this section I will discuss the numerous distinctions between the two research data collection methods, qualitative and quantitative and argue my choice of method, which is based mainly on the kind of information used to study a phenomenon (Blumberg, Cooper & Schindler 2008). *"It is important to note that there are no predeterminates for the appropriateness of either a qualitative or quantitative study"* (Blumberg, Cooper & Schindler 2008, p. 192). The implementation of a qualitative or quantitative research depends greatly on which study I attempt to conduct and on my research questions. The two methods can be applied either as separate studies or as alternative approaches to discover the same subject matter within a research. It can be highly effective to combine the two approaches by using a multiplicity of methodological tools suitable for gaining a more holistic knowledge of a subject (Mariampolski 2001). However, in this study I will only make use of a qualitative research approach.

Quantitative methods are applied when the research problem is measurable as this method attaches importance to as opposed to qualitative methods, collection of larger amounts of 'hard' data and information that can be measured and quantified. Most often the data is categorised by means of statistical methods and results, which can be presented numerical as well as the method necessarily involves one-way communication. This study is on the researcher's terms where a questionnaire frequently is sent to a group of respondents, reading and answering the questions themselves and returning the answers to the researcher who processes the answers statistically and subjectively.

Qualitative research, on the other hand explores the range and depth of attitudes towards for example a product category or the analysis of various consumer types (Mariampolski 2001). *"Qualitative methods provide a necessary and complementary perspective on human behaviour"* (Mariampolski 2001, p. 8). Compared to a quantitative study, a qualitative study is more likely to obtain unexpected information as the more structured approach of the quantitative study directs the researcher more, leaving less space to explore other paths. One of the substantive and practical advantages of a qualitative research study is for me to gain a deeper understanding through confrontation with the respondent. It is a strategy to go beneath the surface, which enables yielding a holistic overview of e.g. consumer behaviour that can provide insights into emotions and motivations. Through personal confrontation with respondents, insights are usually not channelled through graphs and statistical tables as with quantitative methods, but evolve as researchers confront actual consumers (Mariampolski 2001). Since the samples are rather small and managerial time can be tightly focused, qualitative studies provide a cost-effective alternative to quantitative studies.

Qualitative methods are used when it is difficult to observe and measure certain conditions. Methods as interviews and observations, as I will use in my thesis, is the most used within the hermeneutic paradigm, relating to that of an interpretivist. In qualitative methods you acknowledge that people relate deliberate and active to their surroundings, and that you have to involve test subjects' own understanding of the whole. By using a hermeneutic approach I will perform my interviews in natural surroundings, as I am interested in the interviewee's social experiences and their own interpretation of this. Moreover, there does not exist simple answers to my questions so in the process, I have to bear in mind not to influence the interviewee in a certain direction which is why more often several analyses are necessary as well as several interviewees.

The quality of any research does not depend on whether it is qualitative or quantitative, but rather on the quality and structure of the research design and how well it is conducted (Blumberg, Cooper & Schindler 2008). It is therefore important to collect a proper amount of information, ensure that data has been collected and analysed in a disciplined manner, and that I have confidence in the validity and reliability of the information.

1.4.4 Reliability and validity

Declared above, my empirical study will exclusively be of a qualitative nature, entailing different reliability and validity criteria as compared to those found in quantitative studies. However, even though my study is only qualitative, it will still be reliable and valid as I uncover a more in-depth understanding of my research topic, relating to the interpretivist paradigm, which I belong to (see section 1.4.1).

In general errors can occur as a result of lacking stringency in the selection of informants, in data sources or in data interpretations. Some of these errors can be avoided by e.g. using several people's perception of the phenomenon or data triangulation which are commonly used in qualitative research as well as a thorough consideration of the research design are necessary (Jørgensen & Kampmann 2000; Hackley 2003). I have to bear this in mind during the planning of my empirical study. In relation to triangulation, I will use several ranges of methods in my choice of qualitative data collection as I will perform both an expert interview, semi-structured interviews and to some degree observation. By using a range of methods, I will strike a balance between methods, preventing biases arising from overreliance on one method and thereby cross-check my collected data (Punch 2002). Hence, I will adopt different angles on the same study by using several research methods and theories to explain my thesis problem. I do this from the assumption that higher agreement between data from different sources about tweens equals higher reliability of my data.

One of numerous focal points in qualitative research is how my respondents perceive different things, and how they act in certain situations. The study is often conducted in the respondents' natural environment – in this case the tweens' family home – to avoid low reliability. Furthermore, qualitative research rests on the individual's experience of oneself, and the fact that the surroundings are unique and subjective. This is what makes reliability crucial in this context. However, one reaction made by Marshall and Rossman (Saunders, Lewis & Thornhill 2003, p. 253) *“is the issue of reliability is that the findings derived from using non-standardised research methods are not necessarily intended to be repeatable since they reflect reality at the time they were collected, in a situation which may be subject to change”*.

Validity is relevant in connection to the material used in the study – in particular if it reflects the reality. Moreover, interpretation of qualitative data is a subjective act and with my collection of data, I am the only one analysing/interpreting the findings. Hence, in the case of validity bias can occur. However, most importantly for me is to reach a true understanding of the respondent's world – in this study the individual tween's world. Furthermore, I have to ensure my interview guide, introduced to the tweens, is capable of measuring the research's purpose. My data collection has to deal with what I want to investigate as well as I have to make sure the research's results reflect phenomena in the tween's everyday life. A high level of validity is possible in my thesis as I make use of qualitative interviews to make room for flexible and responsive interaction between interviewer and respondents, allowing "*meanings to be probed, topics to be covered from a variety of angles and questions made clear to respondents*" (Sykes 1991, p. 8 in Saunders, Lewis & Thornhill 2003, p. 253).

Validity is also connected to documentation and interpretation of data. Profound interpretation of data occurs in the light of background literature, creating a frame for interpretation of the collected data. Hence, to avoid low validity I must ensure acquainting myself with all literature published on tweens. It is in my interest that the results I present reflect a truth-worthy version of the tween's reality as seen from the tween's perspective. Furthermore, while interpreting the data, secondary as well as empirical data, I apply my own knowledge, experience and world-view, which can influence the validity (Hackley 2003). However, it enables me to document my interpretation in relation to the collected data through several quotes in analysis section 2 and 3.

My biggest dilemma prior to beginning this study involves a clash between my beliefs about how I perceive this research with children ought to be conducted and how to execute it in a scholarly, scientific, accountable and responsible manner. It is a commonly held perception among academics and researchers that in order to extract reliable and valid data, which is untainted by researcher bias, one has to remain an emotional and emphatic distance from the research participants – a positivistic ideal. Positivists believe that reality is external and objective, unaffiliated by the human mind, opposite to the interpretivist ideal (Hackley 2003). However, even though this is a criticism of my ideals, I know as an interpretivist how to relate to my research participants.

As I will elaborate on later in section 3.2, I use semi-structured interviews both when conducting the interview with my tween expert as with the children and parents. Thus, by using this type of qualitative research I cannot generalise about the entire population as it is

based on a small and unrepresentative number of cases (Saunders, Lewis & Thornhill 2003). However, that is not of concern as my main purpose as an interpretivist is to gain a deep understanding of tweens' reality.

1.4.5 Limitations

In relation to my choice of data collection methods I limit myself only to focus on qualitative data collection methods as mentioned above. Moreover, I refrain from using more than three methods in my thesis as I feel they will fully complement each. Additionally to be considered is the fact that too many methods cause confusion. They will perfectly balance each other and create a true picture of tweens.

My time and resources as a thesis student are also limited as I am on a contract. Therefore it has been necessary for me to choose data collection methods relevant in correlation to my research questions and take into consideration that half of my respondents in the semi-structured interviews are children.

I also choose not to distinguish between female and male tweens as I see them as a whole, even though differences exist, evident in existing research with regard to their maturity and technology expertise. Furthermore, I will only take a few social and cultural differences in the selected families into consideration, as it is not my primary focus area. However, I initiate the interviews with the children and their parents, posing a couple of demographic questions concerning age, economical situation and family composition. All factors, which might impact how significant the children's influence in the family decision-making are, information that will help understand tweens in my context.

My respondents are all living in Copenhagen. Since all big trends start in the big cities and since Copenhagen is the capital of Denmark this will be the best place to start analysing tendencies. Hence, I limit myself to interviewing families, living in Copenhagen or its suburbs, but if I had the resources and time available, I would interview families in Denmark's major cities as well as in the rural areas to see if differences exist.

2.0 RQ1 / ANALYSIS SECTION 1

2.1 The International Tween

Tweens aged 8 to 12 years are a complex new consumer group. They stand on a bridge between two very different and important periods in their development: the early, playing childhood at one side and the old, cool teenage phase where attention changes from social relations and adulthood at the other side (Rydahl & Lauritsen 2010).

Today, this new segment of tweens is a multibillion business (Siegel, Coffey & Livingston 2001). Tweens are very interesting to look at, not only because they are the wealthiest generation of children ever, but also as a cultural phenomenon. They are a new economic force and the fastest growing market today - a market more popular than any other. Moreover, tweens are much more than just little consumer machines; they are also the most enlightened children ever. Not mini-adults, but consumers in training. *“Tweens do not want to think of themselves as younger children and, therefore, will not want to use the same products they perceive as being made for “babies”. However, equally important, they also know that they are not adults, or for that matter, older teens”* (Siegel, Coffey & Livingston 2001, p. 30).

“Children play an important role as consumers as they both have their own money influencing their own purchases as well as strong influence on the household purchases” (Ekström & Tufte 2007, p. 14). Hence, tweens are independent consumers as well as influential when it comes to the family's consumption. Actually, Sutherland and Thompson (2003) say that society cannot say no to its children.

There is a lot tweens do not know, but they know everything about this summer's trends and can sing and dance as Christina Aguilera and Britney Spears. However, being used to having their needs fulfilled straight away, they lack patience. Hence, as mentioned in section 1.1, a new name for the tween segment is born: the NOW-generation. This new distinction comes as no surprise since you can become a millionaire or popstar over night and chat with tweens your own age from a country, miles away. If tweens need clothes, computer games or rollerblades, saving is unfamiliar to many. *“They want it right here and now”* (Lindstrom 2003, p. 11).

The tween group is a very attractive segment for marketers, but disloyal. If marketers come to understand this group, they can profit from it. On the other hand, tweens can be a dangerous acquaintance because what is 'hype' today can be death tomorrow. They are still children and play, though not with traditional toys such as dolls and cars. Tweens have moved away from

traditional games as “Dad, Mum and Children”, Barbie Dolls and Lego. *“The tween is “on its way to adulthood”, where interests for and activities concerning clothes, fashion, music, famous people, magazines, youth programs in TV, secrets and good gossip and shopping are bound together and develop”* (Hansen et al. 2002b).

2.1.1 The first independent purchase

A study concerning tweens shows how decisions change at the age of eight as children progress from purchasing things with parents, co-purchasing, to making independent choices at around the tween age (Sutherland & Thompson 2003). Moreover, research by McNeal (1999) also shows that most children experience their first independent purchase at the age eight if not earlier. Children’s cognitive and physical development reaches a point where it operates independently in the marketplace (McNeal 2007). Children see their parents and other shoppers engage in purchasing, now they do it themselves after years of assisted purchase. However, in families where children overall play a large role in family purchasing they start buying alone, a year younger than what is normal.

2.1.2 Tweens’ influence

Children exert a tremendous amount of influence in everything from supermarket purchases and eating out to the hottest fashion trends and the best movies to see (Vecchio 1997). Little by little children are gradually involved in several consumption processes with their parents, their siblings or peers, thus being naturally trained to become skilled consumers. Accordingly, Lindstrom’s research (2003) shows that more than one in two tweens claim to express an opinion about grown-up purchase made in the household, and at least 20 per cent actually suggest that their parents ask for their opinion. Moreover, according to John (1999) children actually initiate the purchase, collect information about alternatives, suggest retail outlets and have a say in the final decision. She also claims that when children start wanting more influence than for just small and inexpensive wishes, they learn to reason, persuade and negotiate for what they want.

According to BRANDchild’s research data (Lindstrom 2003), tweens influence over 50 per cent of all purchases, a number that is increasing as children’s financial spending have almost doubled every ten years over the past three decades. Today, the tween segment alone is estimated to control and influence an astounding US \$1.88 trillion per year on their parents’ purchasing decision (Lindstrom 2003). This number is believed to increase with around 15 per cent or more a year as has been the case since the 1990s (McNeal 1999). Another \$300 billion or more is stemming from indirect influence where the parent makes a purchase taking

the children's needs and desires into account as parents are aware of which brands their children prefer and therefore buy them even without the children requesting them. Lindstrom (2003, p. 23) also indicates that tweens are "*affecting close to 60 per cent of all brand decisions taken by their parents*". At the same time children are more emotional than logic in a buying situation when appreciating and comparing products. Hence, their preference for familiar brands comes into place.

The ability to influence parents to a degree never seen before is what distinguishes this generation from tweens of the past. "*Laczinak and Palan report that children average a purchase-influence attempt every two minutes when shopping with their parents*" (Shoham & Dalakas 2006, p. 344). Additionally McNeal (1999) implies the number of parents consulting their children on what products to buy for the whole family has been steadily increasing over the years. Parents say that their child's approval has a stronger influence on their shopping patterns than advertising does. Not surprisingly 80 per cent of today's tweens regularly shop for groceries with their parents, 67 per cent are actually enjoying it, and 11 per cent are reported to fill out the grocery list (Siegel, Coffey & Livingston 2001, p. 72). Actually, today "*72 percent of food and beverage purchases are influenced by kids*" (Sutherland & Thompson 2003, p. 26). Furthermore, due to the tween segment's significant influence on the total consumption in the household, their purchasing power is very high.

Actually, "*The BRANDchild survey shows that parents are much more influenced by their children than first anticipated. The kids in the family influence more than 60 per cent of all car purchases*" (Lindstrom 2003, p. 253). Lindstrom's (2003, pp. 56-57) study also found that the age of children plays a significant role for children's influence. "*Overall, the likelihood that the child will express an opinion increases from 36 per cent at age nine, to 60 per cent at age 14*". In a study by Vecchio (1997) he finds that 70-90 percent of the decision-making process, when products are being bought for 8-12 years, is governed by the same tweens that the products are intended for. Further, he discovers that almost half of the older tweens have influence on purchase of products not intended for them. Additionally, McNeal (1992) says, as many other researchers, that parents relinquish more decisions to children, as they grow older, and children shift purchase requests from inexpensive items to expensive items.

Children influence both indirectly and directly; indirectly in a passive way by indicating what they like and what they do not like. Especially younger children influence indirectly by their mere presence and by their special needs, setting certain limits to and demands for what the

family can do. Children in general have the most influence on shopping relevant for themselves, moderate influence on activities and the least influence on durable consumer goods and expensive goods. Moreover, according to John (1999) and Ekström (1995) within the last categories, children have the most influence in the early stages of the decision-making process (recognition of problem and information search) and less influence when final decisions are made. Lindstrom (2003, p. 251) stresses the importance of children's indirect influence on family purchase. Even when children are not present they pose influence: *"Parents have a basic desire to please their children. So if they know that their child favours X over Y, they'll purchase X"*. Moreover, children influence parent's purchase everywhere, *in the shopping environment, children make purchase requests in the home, in the car, at the movies, during television viewing, on vacation, at mealtimes, even in church* (McNeal 1992, p. 63). Actually, a study shows that children make an average of 15 purchase requests to parents during a store visit.

Moreover, *"kids' new power in family decision-making may be less about kid force and more about parents requesting input"* (Sutherland & Thompson 2003, p. 118). Parents consider their children's point of view and let children influence the parents' decision but ultimately it is still the parents' decision. Furthermore in some families, children sometimes share their consumption experience with their parents, and parents learn different consumption roles from their children. Referred to as 'keeping up with the children' (Ekström & Tufte 2007) or children as frontrunners (Tufte, Rasmussen & Christensen 2005). Tweens are not considered to be little children anymore as they are better information processors and better understand and communicate what they want. Parents rely more on tweens to help them around the house, including grocery shopping (Siegel, Coffey & Livingston 2001). Accordingly, one study reveals that over the past decade, the number of children shopping for the family's groceries has doubled (Vecchio 1997).

Children's purchase influence during childhood is an important part of their development into the role as consumers. As consumers they start out to be very inactive but after years of listening to parents describing why certain requests can or cannot be privileged, more so learning to reason, persuade, and negotiate for what they want, they assume a more active role in purchase discussions. Moreover, *"qualitative observations from the US and Europe show that children's influence on purchase develop from passive dictation to take it yourselves to nagging to actual wish formulation "negotiating" to own purchase"* (Hansen et al. 2002a, p. 258). As the child grows older requests become more precise as the child develops true

preferences and is able to communicate them. An example by Vecchio (1997) is the fact that an eight-year-old girl wants a Baywatch Barbie doll and none other. She has reached a point where she has become a savvy consumer with clear preferences and the ability to know the limitations. She realises she cannot get everything and therefore makes selective requests.

During tween age, the child feels that he/she no longer needs the parent but the child will still keep the parent around to provide himself/herself with money to fund his newfound habit – being a consumer (McNeal 2007). Tweens still depend heavily on parent spending and money. Hence, their true power lies not within their purchasing power, but in the ability to influence their parents and grandparents to make purchase on their behalf (Siegel, Coffey & Livingston 2001). Increasing spending potential also affects influence among tweens; First, today's parents observe what tweens like to buy for themselves, items which they at times buy on behalf of their tween. Secondly, tweens use their own money to strike a deal with their parents; an example is to offer to pay for half of the item, especially for expensive items that they really want such as mobile phones (Siegel, Coffey & Livingston 2001). Children react to the world around them – to the beliefs of their parents and the opportunities placed in front of them. This is true of all generations (Sutherland & Thompson 2003). *“Unlike teens, tweens are more reliant on other's money and must rely on influence to secure the products they want and need. And, unlike teens, whose influence and concerns shifts towards bigger ticket items, tweens are still very involved with many day-to-day, lower-cost items”* (Siegel, Coffey & Livingston 2001, 67). Tweens capture more of the decision-making through influence, opposite teens that capture more by actually making purchase themselves.

Furthermore, the true power of today's tween influence is often far from obvious to parents or marketers as they are hidden persuaders. Tweens train parents without them noticing it as parents engage in re-purchase without the child actually requesting the product, but children also have several advanced techniques of influencing family purchase. One is the phenomenon 'pester power' and 'nag factor' which is children's ability to make their parents buy something for them by continuously asking them for it until they buy it (McNeal 1999). As described by Lindstrom (2003, p. 251): *“They'll slip it into the shopping cart or hand the item directly to the cashier or even throw a mini-tantrum causing the parent to capitulate rather than be embarrassed”*. Hence, tweens know how to influence their parents in every possible consumer situation.

2.1.3 Peer influence

Tweens become more vulnerable to peer pressure, as peers become a fundamental factor of tween life. Actually, Lindstrom (2003) establishes that 80 percent of all urban tweens state that it is important for them to feel part of a group. Tweens come to follow the herd rather than their own instincts as they have a *“growing concern to fit in and to be accepted by their peers. Any item that they wear or consume in front of peers becomes a potential risk”* (Siegel, Coffey & Livingston 2001, p. 28). They are concerned about consuming and wearing the “right” brands to gain the acceptance of their peers. They perceive the world as material and define themselves from material rather than human values. An example is the fact that tweens are very attentive to branded goods and define themselves qua the clothes and the brands they use. If the tween do not have the right brands, he/she will be left out of the group – and that is the worst thing for any tween. As such they do not differ from other adolescents, not even from their parents’ own youth. Tweens are still as insecure and exploring by nature as parents were at that age and need comfort and safety within the family.

Moreover, Ward (1974, p. 9) says *“parental influence decreases, and peer influence increases, with age, for a variety of purchase acts”*. Children learn basic rational aspects of consumption from parents, but expressive elements of consumption, such as the symbolic meaning of goods, are picked up from peers. Schools provide training in the “adaptive functions of consumption” meaning the *“functions of consumption in the context of broader social roles”* (Ward 1974, p. 5). This age group moves from a family-centred lifestyle where parents are at the centre of their life, to a life focused on peers. Other tweens often become the replacement of a role traditionally occupied by the family. Living a life driven by the desire of acceptance by peers, they search for independence and individuality away from the notion of being a ‘child’.

2.1.4 The influence of technology

Tweens have grown up using computers, mobile phones, text and chat and not surprisingly children of today speak in ‘dot com’ (Sutherland & Thompson 2003). They are computer savvy accustomed to a world of information and a social life based on e-mail just a mouse click away. Lindstrom (2003, p. 2) says that children today are, *“the first generation born with a mouse in their hands, and a computer screen as their window on the world”*. They are little globalists who understand English before they learn it in school, and they are a generation of increasable consumption in a global network of technology and information overload. Tweens do not have to learn the new technology from beginner level as their

parents - they have it in their blood from birth. In general tweens show more willingness to change and embrace new technology quicker than elder generations (Shoham & Dalakas 2006).

As far as consumption is concerned, children act as innovators as they introduce new items into the household, and they also contribute to transforming some consuming routines within the family. Hence, they influence especially technology household purchases, which indicates they are more proficient in technology usage as compared to their parents as well as they push their parents to consider the technical innovations offered by the market (Ekström & Tufte 2007). Accordingly, this will most likely affect family decision-making regarding purchase of mobile phones and other new media technologies - they will have a far more dominant role in the decision-making than previously generations of tweens. In the end this can change the roles within the family, as children become experts in acquiring and using this new technology (Ekström & Tufte 2007). Moreover, as children research the Internet for information concerning major household items, they participate in purchasing decisions that boosts children's confidence and gives them a feeling of contributing to the family in new ways. The Internet makes children more confident than ever (Sutherland & Thompson 2003). Furthermore, Ekström (2007) mentions that children of today is the first computer educated generation with access to global information and entertainment – 24 hours a day. Hence, *“aided by technology, young kids have a heightened awareness of the world around them”* (Sutherland and Thompson 2003, p. 39).

Moreover, it comes as no surprise that according to a report by the Magazine Publishers of America in 2001, *“37 per cent of children nine-17 years old were asked by their parents to surf the Internet to find out about products or services; in 2003, this number increased to 47 percent* (Magazine Publishers of America 2004, in Shoham & Dalakas 2006, p. 345). Actually the BRANDchild study shows that 41 per cent of all children worldwide believe they know more about computers than their parents. In Denmark, this number is 42 per cent (Lindstrom 2003, pp. 289-290). Hence, it is not unanticipated that parents' ask for their children's technology expertise.

Lindstrom (2003) also declares that 62 per cent of mobile phones are bought by parents who have been heavily influenced by the opinions of their children. These numbers are not only based on American children, but children across the globe in countries as diverse as India, Japan, Brazil, Spain, Turkey, German, Thailand and even Denmark. In short, the power that

this young generation exercise over their parents has proved to be nothing less than mind-blowing. Children are pulling their parents into a new age, the digital age.

2.1.5 Kids Grow Older Younger

As referred to in section 1.1, the new phenomenon KGOY, ‘Kids Grow Older Younger’, arises with the tween segment. This generation of tweens consider themselves grown-up consumers with their own mind and opinions (Sutherland & Thompson 2003; Lindstrom 2003). KGOY points to a tendency that children’s childhood today has shrunk while youth has been extended, meaning that children stop to play and behave as a child earlier, and in general their consumption is more and more like adults/their parents. Lindstrom (2003, p. 290) says, that tweens “*demand to be treated with respect and enough freedom to make up their own mind*”. “*Being 11 or 12 years old today means being young, having an opinion about music and clothes, and dressing like the ‘real’ young people*” (Ekström & Tufte 2007, p. 93).

It is individual at what age a child starts acting as a tween but one of the features are that the child is occupied by role models among teenagers in his/her own school or in TV shows as High School Musical and Hannah Montana and starts copying gurus in both clothing style, behaviour and language (Rydahl & Lauritsen 2010). This occurs at a much faster pace than for the parents’ generation. The difference between the parent generation and the consumer group tweens is that the parent could be a child for longer but now children grow older younger. Before, there was a more gradual transition between different childhood stages whereas today, society pushes the child through childhood at a much earlier age.

2.1.6 Tweens of today

“*What makes today’s tweens different from those of the past is their experiences*” (Siegel, Coffey & Livingston 2001, p. 16). Cognitively and physically today’s tweens are developing faster than ever as they are acquiring critical thinking skills and huge amounts of information in elementary school and via the Internet (Siegel, Coffey & Livingston 2001). While the adult world gets busier and more complicated, children are handed more responsibility and play an increasingly prominent role in the family. Moreover, the rise in children’s disposable income as well as a corresponding rise in their decision-making power has prompted a fundamental shift in children’s buying patterns over the last several years (Siegel, Coffey & Livingston 2001).

Furthermore, tweens' consumption, their influence on the family's consumption and knowledge of brands are all connected to the family's lifestyle, taste and rules. Tweens are not a phenomenon that has come into existence by its own, but a result of our own consumer pattern. The spending power of tweens has grown to such an extent that the toy retail sector has been forced into re-evaluating its business platform – retailers experience an age of compression in every move tweens make (Lindstrom 2003). Moreover, *“one of the biggest changes between today's tweens and those of just a few years ago involves their day-to-day experiences with computer technology”* and communication devices (Siegel, Coffey & Livingston 2001, p. 18). The information level in families has changed as children nowadays tend to be better informed through TV, Internet and peers – all of which have become essential elements in a tweens' life.

Our experience and lifestyle changes over the last few decades helped us become accustomed to tomorrow's world. Families move towards this goal. To begin with by parents' encouraging their children to participate in decision-making and now by looking to children to show them the way. The world of today is new territory for adults – a territory where their children rule (Sutherland & Thompson 2003).

2.1.7 Changes in family structure

There is a tendency of great change in today's family structure - a change that is influencing the children's role in the family, especially in the Western world. Adults earn more money per child, they have fewer children per family, parents are typically older when they get children and thereby more wealthy. All of these elements increase the household's disposable income – money that to a high extent is spent on children. Children have never had so much money to dispose of, and they have never caused as many purchases as they do today.

The higher income exists at the expense of the parents' time at home with the children, thus parents become guilty which influences family consumption as many parents buy themselves to a good conscience. This creates an evil circle because parents work hard to give children everything they wish, as they cannot spend time with them therefore giving them more things to make them happy. This is called 'the guilt factor'. Parents spend more time on their job and less time with their children, making them more inclined to buy more presents and do more things with their children when they are at home which all play a key role in family consumption (McNeal 1999). Furthermore, McNeal (1992, p. 8) also indicates that children pick up their consumer behaviour mainly from parents who introduce and indoctrinate them

into the consumer role, but surprisingly also from marketers. Marketers' *"influence continues to grow as parents have less time and marketers have more interest"*.

In an arising number of families where the parents are still together they also have two disposable incomes as it is not the norm anymore that the mother stay at home and look after the household and their children. An example is from the US back in 1999 where *"69 percent of married-couple families with children aged six and older reported both parents working"* (Siegel, Coffey & Livingston 2001, p. 72). Moreover, in most parts of the Western world half of every child live through their parents' divorce as the divorce rate in the Western world is very close to 50 per cent, forcing the children to grow up faster (Lindstrom 2003; Sutherland & Thompson 2003). Many divorcees spend more money on their children to make their children feel good despite the divorce by lavishing them with material goods.

The proliferation of single parents has also helped increase children's influence, as they are a bigger part of the household, which automatically gives them more power in the family. The single parent turns to the child in lack of a second adult, and single-parent households are also said to be more democratic than traditional family settings – the lines of power are unclear (Sutherland & Thompson 2003). McNeal (1999, p. 21) also sees a tendency of children in single-parent families receiving responsibility earlier than in two-parent families: *"children in single-parent households often make their first purchases almost a year earlier than those in two-parent households"*. Single-parent households move the age of independent purchasing forward. Accordingly, in 1998, Siegel, Coffey & Livingston (2001, p. 73) said that in the US *"almost 1 in 3 children did not live in households with two parents"*. Hence, single-parent households exist in many households today.

A growing tendency in the Western world is for adults to become more focused on their career than family life and postpone getting children. At the same time the number of children born decreases (Sutherland & Thompson 2003). They have fewer children at a later stage in life at a time in their life where their disposable income is higher. In these families children also assume the consumer role at an earlier stage – children are becoming more market-mature (McNeal 1999; Ekström 1995). Furthermore, as *"birth-rates have fallen in wealthy countries, children become what some call 'trophy children' who are seen to reflect their parent's identities and affluence"* (Tufté, Rasmussen & Christensen 2005, p. 88). Hence, it is not surprising that children have so much influence and get everything they want, and in accordance to Vecchio (1997): today's children are often responsible for tasks not expected of

the previous generation of children. Parents' hectic career life is pushing their private life to be easy, and that is why families buy what is most convenient.

Naturally this development in consumption influences the children who take on these values, which help the growing consumption on its way. *"Like their parents, these kids live in a consumer culture. To a degree never seen before, they are judged by the clothes they wear just as we are judged by the cars we drive"* (Sutherland & Thompson 2003, p. 2). Therefore tweens know what they like and how they can achieve this. The increase in divorces and dual-families make parents strive harder than ever to maintain the bond with their children, not to separate themselves from their children's life (Vecchio 1997).

In earlier generations the family structure was very strict as parents decided everything, and children followed these rules to the letter, very different from today (Sutherland & Thompson 2003). Modern parents set fewer limits for their children as their upbringing are more free and democratic, and children are encouraged to participate in decision-making, not just follow along. Additionally Tinson & Nancarrow (2007, p. 161) mention, *"It is possible families are becoming more liberal or egalitarian in their approach to decision-making not (just) because of time pressures but as a result of a more "modern" or "enlightened" outlook"*. Also Vecchio (1997) declares that families are becoming more democratic as families communicate and discuss more than usually as well as there exists respect between child and parent today. Children and parents influence each other and give more flexibility and opportunities to learn from each other. Where children take part in the family decisions, parents are becoming more receptive to their children's requests. *"Parents begin to honour request a little more often, particularly expensive requests, as children reach the 'tween' years of 10 to 12, apparently because they view the request more mature and less frivolous"* (McNeal 1999, p. 90).

Families are becoming negotiation families – cooperative parenting, where parent and child negotiate family decision-making (Cohen & Cahill 1999). This will influence family decision-making as children to a higher extent are listened to and encouraged to voice their point of views – not at least with regard to family purchase. Vecchio (1997) talks about an age of children where their opinion both are viewed and appreciated compared to a time where children were being told or expected to do things. Moreover, Cohen & Cahill (1999, p. 275) points out that *"many children are involved in making a range of decisions about their lives: from when to eat breakfast to where to go on vacation"* - a statement very relevant for

my thesis as it is linked to what I want to investigate in my study with tweens. Also underlined earlier in section 2.1.2.

Earlier studies also point out that the family type is of crucial importance for the family's purchase decision-making. Family type can be both defined as the traditional as well as the modern family where modern families give their children more responsibility and influence than earlier when parents were more authoritarian. John (1999) supports this by saying that children have the most influence when they come from high-income families, and from families with a less restrictive and authoritative style communication.

However, parents are still a very important factor in a tween's life as they are dependable on them, in particular for economical support, and therefore tweens are influenced and limited by their parents' attitudes. *"Understanding the household decision-making process is complex because decision makers in a family will change according to product type, attitudes to purchase decision-making roles in the family and especially family composition (e.g. single parent families, small and large families)"* (Tinson & Nancarrow 2007, p. 160). However, it is clear that today's parents are giving their children a greater voice in personal and family decision-making. One interpretation is that the future's nuclear family is moving towards a family where children earlier are becoming independent and their own master under the family's roof. Hence, the control with children is decreasing. Children become independent at an earlier stage, maybe already at the age of 12 years, which means their liberation from their parents starts at a much earlier stage and is at any rate finished when the child turns 18 years (Ekström & Tufte 2007).

2.1.8 Picture of the international / 'theoretical' tween

I will sum up here the central points from above, relating them to an international tween by illustrating it with a model. The model presents an international tween in the centre with all components of an international tween around him/she. Below the tween model is all the factual points stated in bullet point form, surrounding an international tween, to highlight these percentages and amounts.

* More willing to change and embrace new technology more quickly than older generations

* Parents increasingly ask for their opinion, and more so as they grow older

* More single-parent families and dual-families today

* Parents become guilty due to changes in the family structure today > give tweens more goods

* Parents are more influenced by their tweens than generally believed

* Negotiating families where parents communicate with their children

* Tweens have a greater voice in family decision-making today than generations ago

* They are Internet frontrunners

* Independent consumers as well as influential

* Parental influence decreases as peer influence increases

* Still as insecure and searching as their parents were at that age

* In between playing childhood and cool teenage phase

* KGOY – Childhood has shrunk while youth has been extended

* The NOW-generation – want things right here and now

* They are handed more responsibility and play an increasingly prominent role in the family today

* A generation of super consumers

* The Internet makes them more confident than ever and heightens their awareness of the world around them

* Their true power lies not in purchasing power, but in their ability to influence their parents

* They learn consumer behaviour both from parents and marketers

* Little by little they are involved in more consumption decisions



2.1.8.1 International tween factual points

- Tweens influence more than \$1.88 trillion on their parents' purchasing decisions (believed to increase with around 15 % or more a year) and account for \$300 billion in indirect influence per year
- Tweens influence over 50 % of all purchases
- 39 % usually influence grocery shopping and 72 % of food and beverage purchases are influenced by tweens
- They influence more than 60 % per cent of all car purchases
- The likelihood that a child will express an opinion increases from 36 % at age nine, to 60 % at age 14
- Children make an average of 15 purchase requests to parents during a store visit
- 50 % of every tween claims to express an opinion about grown-up purchase made in the household, and at least 20 % actually suggest that their parents ask for their opinion
- They affect 60 % of all brand decisions made by their parents
- 70-90 % of the decision-making is governed by the same tween the product is for
- 62 % of mobile phones are bought by parents who have been heavily influenced by the opinions of their children
- 80 % of every tween states it is important to feel part of a group
- 41 % believe they know more about computers than their parents

3.0 RQ2 / ANALYSIS SECTION 2

3.1 The Danish Tween

The tween segment is a fairly new phenomenon in Denmark. However, by collecting secondary data I am able to gather information about the tween segment here in Denmark, which as mentioned in section 1.1 are children in the age 8–12 years. As part of the wealthy Western world, Danish children are given a lot of new opportunities such as the possibility to buy to consume (Tufte 2007). Tufte (2007, p. 10) also says that the development of the media- and consumer society is taking place globally with greater similarities with regard to taste and culture between a 11-year-old in Copenhagen, New York, Beijing and Madrid, than between the same 11-year-old and their parents and maybe their grandparents. Societies are changing on a global level, Denmark including.

3.1.1 Tweens in Denmark

According to the newest numbers from Denmark's Statistic (2001), there is 337,672 tweens in Denmark. However, as seen in figure 1 below, the number of tweens has been decreasing in the last three years but at the same time the latest population forecast from Denmark's Statistic states that children and adolescents from the age 7-17 years will rise with around 13 per cent until 2011.

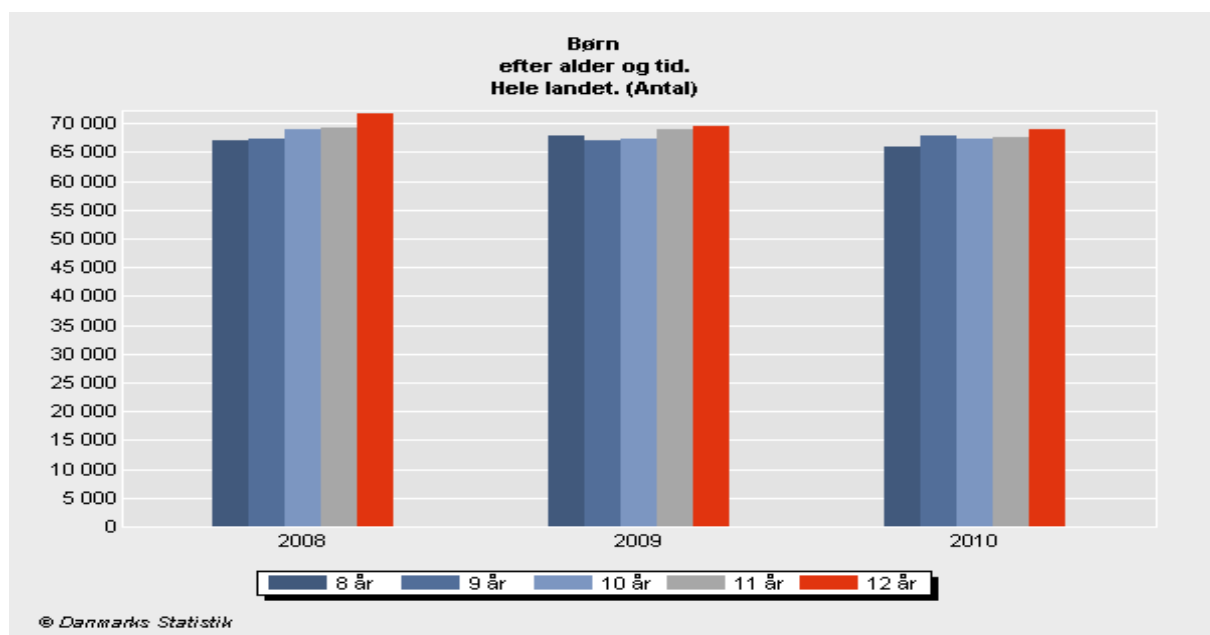


Figure 1: Children after age and time from 2008 to 2010 in Denmark (source Danmarks Statistik)

According to an article in Politiken, children in this age group have yearly a total buying power of 620 million DKK in own money (Gretlund & Puggaard 2009). This is certainly a lot

of money when taking into account the fact that this age group do not have many economical obligations in the household; e.g. research actually shows that 90 per cent of tweens with a mobile phone have their parents pay their bill. However, it is still evident (figure 2) that the financial crisis has influenced children's allowances and earnings in a negative direction as they too, are affected by their parents' reduced incomes due to the financial crisis. In 2009, this age group received and earned 151 DKK a month per child, which is the same amount as in 2004. However, today, children tend to receive a fixed amount of allowance, as a mother to tween children say: *"they do not care if they get allowance, as they of course get what they need – either by us buying it or by pestering us to buy it"* (Tuft 2007, pp. 44-45). The newest numbers in an article by Gretlund & Puggaard (2009) support this statement as fewer tweens get allowance from their parents but the majority of tweens still get allowance with a percentage of 78. Tweens spend their earnings and allowance on things for themselves, and the product group they spend the most money on is, not surprisingly, clothes.

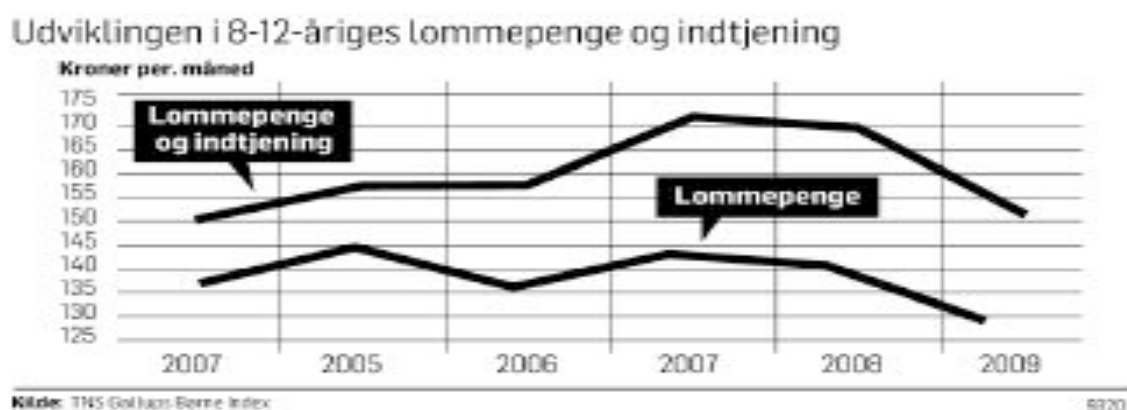


Figure 2: The development in 8-12-year-old's allowance and earnings (Source Gretlund & Puggaard 2009)

After the age of 13 years their disposable income increase drastically as they start to have leisure jobs – the minimum age for this employment is 13 years in Denmark. Up until this age, tweens are economically dependent on allowances and gifts from their parents and grandparents, which especially increase at the age 11-12 years (Hansen et al. 2002a). However, based on research by Hansen et al. (2002a), Danish children are early exposed to the material existence's realities as children already from the age 5-7 years learn to save and to dispose of own money and make consumer choices.

3.1.2 Danish tweens' influence

As mentioned in the introduction, children below adolescent are becoming a very attractive segment for companies' marketing which is due to several elements in the Danish society: The childhood is shortening, children have great buying power and an increasingly consumption, children are great consumers of media and commercials, and commercials influence children's wishes and purchase (Forbrugerredøgørelse 2005).

A new phenomenon - KGOY "Kids Grow Old Younger" - has evolved due to this new tendency - not just in Denmark, but also worldwide as mentioned in section 1.1 (Lindstrom 2003). The length of the childhood has shortened, and tweens behave as teenagers much earlier. In Denmark this has influenced Danish toy chains, as today's children earlier outgrow their toys – the girls earlier than the boys. It is only 17 per cent of the 11-12-year-olds who are interested in toys as they at this age especially start to spend their money on clothes and cd's, compared to e.g. candy, toys and games before the age of 11. Moreover, according to a report among 300 parents with children in the age group 3-18 years (Forbrugerredøgørelse 2005), children in all ages have great influence on parents' purchase. Actually, Danish tweens have great influence on parents' purchase - where e.g. 39 per cent of them usually influence the family's grocery shopping. This report also states that children as early as the age 9 years start to be interested in teenage products, making toys less interesting, an issue revealed earlier in section 2.1.6.

To bear in mind is the fact that the aforementioned research findings are a result of parents' estimate of their children's purchase influence, not the children's own estimate (Forbrugerredøgørelse 2005). In other research only including children, the younger children say they have more influence on the household's grocery shopping than expressed by the parents. Hence, it is evident that both parents and children agree that in several cases children have a say in what is bought in the household – also relating to more expensive products as the family's new car, computer or stereo. Children do not only spend their own money but they have also great influence on what their parents' spend their money on. Actually, today, parents are spending more money on their children than earlier - they spend 75 per cent more on children's clothes and 57 per cent more on games, toys etc. than in 1993 (Forbrugerredøgørelse 2005).

Children's influence on parents' purchase can be an expression of something called 'pester power' (Sutherland & Thompson 2003), mentioned in section 2.1.2, but it can also be an expression of parents' changing view on parenting. To some extent children have a say in

parents' purchase – Danish families are becoming negotiating families since parents to a higher extent than earlier listen to their children. Evident in figure 3 below, as in the rest of the world mentioned by Vecchio (1997, p. 23), is the fact that Danish children's influence increases, as they get older (Forbrugerredøgørelse 2005).

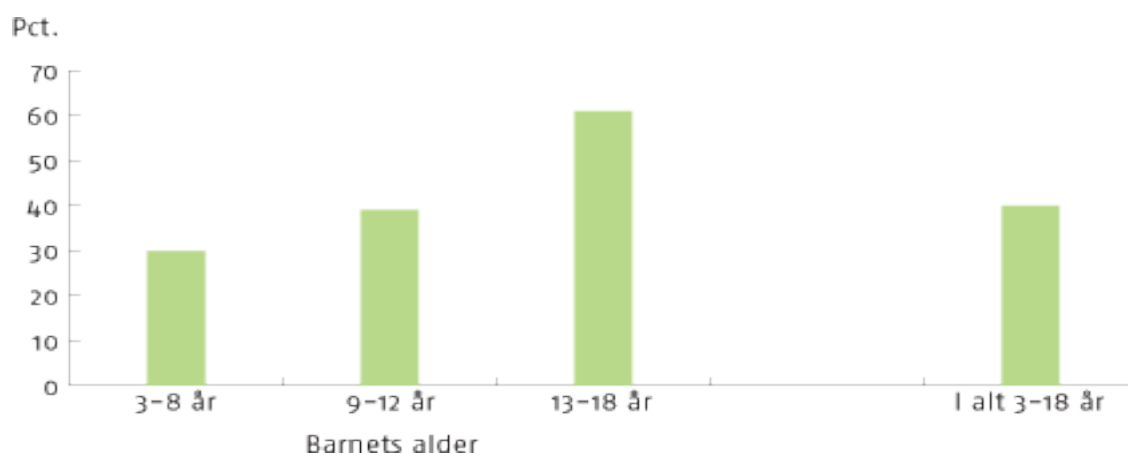


Figure 3: Children's influence on the family's grocery shopping (Source Forbrugerredøgørelse 2005)

The same research indicates that children's influence on the household purchase depends on family type. Children have more often influence on grocery shopping in families with only one or two children compared to families with more than two children. Moreover, the child has more influence if he/she lives with either his/her mother or father compared to living with two adults (Forbrugerredøgørelse 2005).

3.1.3 The capable tween

The last couple of decades, *“there has been a general change within some scientific disciplines, from considering the child as vulnerable to a concept of the child as a competent actor in his/her own life”* (Ekström & Tufte 2007, p. 15). The psychologist Jean Piaget (Piaget & Inhelder 1969; Piaget 2003) creates a picture of a child perceived as an inadequate vulnerable human being who gradually, with assistance from teachers and parents, develops into a competent grown-up, a concept defining the child as a ‘social becoming’. The conception of childhood has moved from perceiving the child as vulnerable to perceiving the child as a social being who are capable. In Danish families individualism is seen as a very important factor. Danish modern culture views very much the tween child *“as an individual to treat with respect, an natural partner in family decisions and a social being in its own right”* (Andersen et al. 2008, pp. 191-192). Moreover, in Denmark the public school is based on the notion that we wish to raise and develop our children to be independent and critical

individuals in a democratic society - an idea that Danish children are individual consumers with their own opinion (Tufte 2007).

Moreover, in recent years social interaction and negotiating between the child and parent have been of great interest. The word compromise is for example frequently repeated in Danish families reflecting the negotiation of different needs and wishes. Today's families are in need of time. Quality time is being strived for, and holiday is supposed to be a good time, ruling out forced decisions through parental conditions only. This is evident in Lindstrom (2003) and McNeal's (1999) research. They state that the family purchase decision-making is a two-way process. Supportive parents wish to have quality time with their children and to create children who participate actively and independently in daily life. These wishes enhance responsiveness to and negotiation of acceptable compromises, entailing all family members.

3.2 Detailed methodology

Before initiating the research, I focus on the problem formulation and locate the specific needs and opportunities that lie within the research area 'twens' (Blumberg, Cooper & Schindler 2008). Moreover, I review published secondary sources and conduct several exploratory interviews, with an information gatekeeper in the expert field twens and with families with children in the tween age. I do this to better grasp the challenges or problems faced by this consumer group.

To achieve a more in-depth understanding of the subject, exploratory interviews are required, and I find it therefore relevant to state the methodology of the interviews here as well as how I observe the families during the interviews.

3.2.1 Expert interview with professor Birgitte Tufte

After searching the market for experts within the topic of twens, I got an appointment with professor Birgitte Tufte, Head of Children Research at Copenhagen Business School (CBS). I have selected Birgitte Tufte as she has written several academic books and articles about twens, e.g. 'Frontrunners or Copycats' and *Børn, Medier og Marked: Om at være barn i et medie- og forbrugersamfund* – I have made use of both books in my thesis. Moreover, it is evident that her expertise lies within the area of children as consumers at CBS as she is teaching the selective "Children and Adolescents as Consumers".

We agree to conduct the interview at her office in order to make it as convenient and comfortable for her as possible. I play the role of both moderator and asking questions during the interview, but at the same time try not to interrupt her too much to have an open and freely

discussion about the topic area. As moderator it is also very important to set the appropriate tone and gain confidence with the respondent (Mariampolski 2001). Furthermore, I do not take notes during the interview, as I want to be 100 per cent focused on the respondent's reactions and body language. Instead I make use of a dictaphone to get the full value of the interview, and before the interview I make the respondent aware of my use of recorder.

Before the time of the in-depth interview with Birgitte Tufte, I prepare a discussion guide that state the intent about how I want the session to proceed in terms of the topic being covered. The discussion guide is sent to my respondent so that she has plenty of time to get acquainted with or updated on the topic I want to uncover, and at the same time I mention the estimated duration of the session (Mariampolski 2001). My discussion guide is constructed so that within each topic area the discussion will flow from general issues to more specific concerns. An approach also used in the tween family interviews below. This approach allows flexibility because I ask questions in a manner appropriate for the respondent and the situation. At the same time, I allow an even flow in the communication. The construction of the guide as a topic outline, and the fact that the respondent is aware of it beforehand, encourage the interviewee to enter into a discussion with me to explore both the conditions and limitations, but also the meaning of behaviour of certain relevant points concerning tweens.

The interview helps me gain valuable information. However, in order for me to get the most straightforward, honest and open answers and opinions, I need to keep a few factors in mind to either inhibit or facilitate the accommodating gesture of the interviewee (Mariampolski 2001). When understanding the interviewee's motivations for being interviewed, I avoid the interpersonal dynamics, situational factors and psychological forces, which are inhibitors of free, talk and open revelation. These factors are time pressures, ego threat, inhibiting etiquette, respondents forgetting things and confusion about topics (Mariampolski 2001). Acting out the role of moderator, I pay regard to these factors while making sure the pace is kept. The dilemma of staying focused on the topic at hand vs. moving the discussion along greatly affect the given answers that I end up with once the interview is terminated.

All of the above-mentioned conditions influence the structure of the interview, which is why I define it partly as a semi-structured interview where I ask open-ended questions, resulting in an open and freely discussion about the topic tweens. Finally, I will use the expert interview with Birgitte Tufte in my analysis to support or perhaps uncover new aspects in relation to what is uncovered in the tween families' interviews below. To see the completed interview guide please go to appendix 9.1.

3.2.2 Semi-structured interviews

3.2.2.1 *The respondents*

To get a better picture of the tween persona as a consumer, I have to address the children themselves and not only a field expert. Interviewing is the most obvious research method, which is why I combine my expert, tweens and parents interviews in relation to my research topic. I select interview families with children in the age 8-13 years to both cover *emerging and transitioning tweens* as mentioned in section 1.1 (Siegel, Livingston, Coffey 2001). The three thirteen-year-olds who I interview turned 13 the summer/fall of 2010. Hence, even though I define tweens to be 8-12 years old in the introduction, I include the age 13, as the dynamics between siblings are also relevant to my study. However, I need to keep in mind the fact that they have a greater insight, they are more mature and have more opinions than a tween aged 12 years. A 13-year-old is entering the teenage age.

Almost every family have two tweens in the age 8-13 years; some at the same age, some belong to the emerging tween group and some to the transitioning tween group. Moreover, I include one family consisting of young parents, under the age of 30 years with only one child in the tween age to see if she has more or less influence in the family – to maybe clarify a different consumer pattern in this family compared to the other families with two or more children. Families with both single and dual parents are also part of my choice of respondents. I estimate that this will give a more realistic picture of today's families where still more couples divorce, and family structures change as mentioned in section 2.1.7. This choice is supported by Ekström (1995) who uses the same approach in her study on children's influence on family decision-making, whereas previous studies most often focus on traditional families where both parents are still together.

In every family I choose to interview children and parents separately as previous studies show that children's perception of own influence differs from those of the parents' - equally with regard to the family's purchase decision-making (Ekström 1995). Moreover, research shows that children have a tendency to exaggerate in cases where parents understate. Early studies primarily focus on parents as informants, but after Ekström's study in 1995, several studies including children have been conducted. A group interview with the whole family is not suitable as I want to investigate both the tweens' as well as the parent's view of tween influence unaffected by each other. Furthermore, I want no exaggeration or understatement to exist. In four of the five interviews with the children, I interview two children at the same time. This is more often an advantage when conducting interviews as they support each other,

and it increases their feeling of security by participating in the interview (Jørgensen & Kampmann 2000). By conducting the interviews separately, the interview is likely not to be accompanied by any dominating part within the family that in most cases turns out to be the parents. This way, the child will be heard and get the chance to speak up. However, a dominating part can be present in the case of interviewing tweens at different ages as the youngest more often look up to the older sibling and maybe listen to his/her response before answering. Even though individual in-depth interviews are more resource demanding than group interviews, it is more appropriate in this instance.

3.2.2.2 Children as respondents

My research subjects are not younger than 8 years, making them able to answer for themselves, which are more preferable than parents speaking on behalf of their children. Experience also indicates that it is beneficial if the interview is conducted in an environment where the child feels safe and comfortable. Hence, the research setting needs to be considered with great care, awareness and sensitivity in research with children (Punch 2002). With this in mind, I choose the tween's own home. However, children can in their own home be influenced to answer according to their parents' approval, but this is something I avoid by conducting the interview alone with the children, without their parent present. Accordingly, a good relationship between the interviewer, and the child is easier to establish in a safe environment, as well as I have to adjust the interview's content, form and duration in connection to the child's age and competences (Andersen & Ottosen 2002).

I, as an interviewer, have to bear in mind the child's cognitive competences, as they do not have the same power of concentration and memory as adults do, which can make it more difficult for the interviewer to maintain the child's concentration during the interview. Children have a short attention and concentration span (Punch 2002). Moreover, John (1999) states that children have difficulties thinking abstract, but it is less important in relation to 8-year-olds and older as they are capable of thinking abstract and not only concrete, as younger children. Consequently, I believe that my research problem is within the tweens' area of experience and their concentration is maintained. Moreover, I am more attentive during the interview as I can influence the tween's power of concentration. I have to ensure that a certain degree of flexibility exist in my tone of voice, as well as the speed by which questions are asked. I will try to avoid an interviewer-child relationship where I as a grown-up will dominate the interview and talk down to the child, creating a power relationship. It has to be a relationship of trust between the interviewer and the child. The duration of the interview is

also important in relation to children's power of concentration, especially with children under the age of 9 as their interest at the end of the interview can be limited (Jensen 1988). Consequently, I start out with the interview with the tween/tweens at each family. I have to be observant in interviews with younger tweens but as a rule a short and natural interview is better.

Research also shows that I as an interviewer needs to be attentive to the child's memory as children have trouble remembering given information over longer time (Andersen & Ottosen 2002). Hence, it will be beneficial to limit the amount of information in the interview, as it will be easier for the child to remember little information. Moreover, pictorial material is often used in research with children as it triggers the child's creativity and spontaneity but as with children's power of concentration it increases with age (Jørgensen & Kampmann 2000). Hence, I will exclude pictorial material in my interviews, as it is only important for younger tweens as the child develops its perception, memory and reasoning between the ages 6-10. I will rather focus on questions based on examples linked to the tween's world of experience and interests but still to some extent be more attentive to the two tweens in the interview under the age of ten.

When dealing with children there will also exist some language differences between the interviewer and the respondents, compared to an interview with adults. Children's understanding and interpretation of my questions can differ from my own, which is why it is important to ensure an uniform understanding of the chosen words. As mentioned above, children's understanding of words depends on age and development. To meet these differences I can, as interviewer, explain the relevant questions in more depth to ensure correct understanding. Hence, face-to-face interviews are preferable when dealing with children as I can clarify the questions if they do not understand them (Punch 2002). Furthermore, I need to make use of the child's own language, not 'adult' language, and be conscious not to use authority when asking a question, as the child can perceive it as a demand or accurate. I have to find the balance between an adult moral and a childish tone when conducting the interview. The tweens both have to feel comfortable to be able to express their own view on the questions asked and not be influenced by the older sibling.

Children in the school age are used to communicating with adults, which means that school children can participate in research methods, close to methods used for adults. As my research subjects are 8 years and older I do not have to limit the demands towards the tweens. Today it is possible to interview children younger than adolescent as they are cognitive developed

(Ekström 1995). However, I have to make sure to praise the children as they need to feel that they are doing good and there is no right and wrong answers, as well as I need to remember that children also need to have fun when participating in the interview (Punch 2002).

Finally, I need to be aware of my lacking experience in interviewing children, and thereby take the above information about the child's cognitive and language skills into consideration when conducting the interview. Moreover, I need to take into consideration that informant bias can occur, as children can appear dishonest, as they have a tendency to overestimate their own influence. Conclusively, the suitability of particular methods to children depends as much on the research context as on the research subject's stage in his/her life course as well as the individual child and age, the questions asked, the research context and my own attitude and behaviour (Punch 2002).

3.2.2.3 *Adult respondents*

I choose to interview the parents together, in families where both parents can participate, as I prefer this. I conduct the interview with both parents present even though previous research indicates that parents will have two separate perceptions of children's influence. However, the parent's individual perception will be much closer related than with the child's, (Foxman, Tansuhaj & Ekström 1989) and as my focus is more on the difference between parent and child than the parents between, this is out of relevance. As mentioned above, problems can occur when interviewing several family members at the same time, as the mother or the father will perhaps take the role as moderator and prevent that the other parent get to say his/her sincere opinion.

The optimal solution would however be to interview all family members separately as it would increase the validity. The disadvantage hereby is that my analysis will be much more complicated if I had to make comparisons between three or more research subjects, as well as there is a time frame for my thesis. I will not take too much time from the families' quality time as I anticipate that the parents work full-time, and the only time they have with their children is after work, late in the afternoon, or in the weekends, where I will be able to conduct the interviews.

3.2.2.4 *Child versus Adult respondents*

As argued above, research including children is potentially different from research with adults. "*Mainly because of adult perceptions of children and children's marginalized position in adult society but least often because children are inherently different*" (Punch 2002, p.

321). When conducting research with children, one needs to go via an adult gatekeeper to gain children's consent and involvement in research, as they are minors. However, as I am conducting the interview with the tweens in the tweens' own home, I avoid too much trouble from the parents. Furthermore, all parents have been contacted beforehand and have given their consent, probably due to the fact that they are at home when the interview takes place, and as I have explained what the questionnaire will include. In some cases I have also sent the questionnaire beforehand because the parents requested it. Moreover, Punch (2002) also states that childhood as a social institution is constrained by adult society, where adults dominate children's life. Hence, adults do not consider children to be individuals with their own view on life and with the same sense of reality as an adult, emphasising the fact that children and their parents ought not be interviewed together.

3.2.2.5 Choice of respondents

I have strategically selected my respondents who I expect to have knowledge I do not already possess – the interviewee is the expert (Hackley 2003). The respondents are five families from the Copenhagen area with children in the age of 8-13 years. I will interview two tweens in each family, besides one family with a girl at the age of 11 years. Two families with twins, one boy and one girl aged 13 and twin girls aged 10 and one family with boys age 9 and 13, and the fifth family with a girl aged 8 and a boy aged 11. I have selected families with one child in the tween age, two girls, two boys, both genders and emerging as well as transitioning tweens to cover almost every family combination there is. Moreover, the families are both 'nuclear' families, where the parents still are together and a more common family type today – the divorce family - where the children live partly with their father, partly with their mother

Three of the families I do not know beforehand. Hence, the interview is our first meeting. I will probably feel like a stranger to the families, particularly the tweens, which will probably make them a little reluctant in the beginning of the interview. This indicates the importance of the introduction and making the participants feel comfortable as well as to show them that their answers have to be as genuine as possible for my thesis to show the reality. One of the two other families I know through a colleague, who is the mother in the family. Hence, I am on friendly terms with the mother and know some details about her family, as well as I have seen her husband and children at two separate occasions. The fifth family is my own family, who I know on a personal level and have been together with on several occasions - both as a family, alone with the parents and alone with the children.

In the two familiar situations bias can occur as I am on different terms with the families, and maybe the respondents cannot look beyond my personal role and take my professional role seriously. Especially regarding one of the families; I know both the parents and the children, and it is possible they will be dishonest with me as they might say what they think I want to hear instead of telling the truth. We have a close relationship, and we want to maintain it – even after the interview. However, at the same time they will most likely feel comfortable with me as they already know me, and they will be more keen to help me as they know the importance of my thesis and thereby their answers. Moreover, I need to clarify to this specific family that I am there not to control them or their answers, but that we are on equal terms, and I appreciate that they take their time to be part of my thesis. Research also shows that children lack confidence when communicating directly with strangers, especially in a one-to-one situation (Punch 2002). Hence, I have to pay attention to this fact when conducting the interviews with the unfamiliar tweens.

3.2.2.6 Research design

The questionnaire's structure is also of concern when dealing with children as respondents. It needs to be simple and logical from the child's point of view but at the same time children from the age of 8 can according to John (1999) handle two or more dimensions at once and have just learned to think conditional. This indicates that simplicity is not of such great importance in my interview.

I want to make use of a semi-structured questionnaire to conduct the in-depth interviews with the families, as it will be relevant to use this research method when interviewing children above the age of 7 years. My questionnaire will not contain precisely formulated questions as in a structured interview, but instead of subject areas elaborated with open-ended questions. This interview guide is useful to remember what topics to raise and to help jog the memory (Hackley 2003). I have to make sure that I do not formulate the questions too closed as it limits new information to be uncovered, and furthermore, I have to remember that examples from everyday life are ideal to use in interviews with children (Jørgensen & Kampmann 2000). This enables me to adapt the questions to the individual respondent, and the respondent will have the possibility to answer freely and independently of definite formulated answer possibilities - contrary to a structured research design. However, it can be difficult to compare the answers, which is why I draw up the research design to the parents and children as identical as possible. Moreover, research also illustrates that semi-structured interviews are the best choice as semi-structured interviews are common, when the interviewer only meets

the respondent once (Ekström 1995). To see the fully completed questionnaire, go to appendix 9.2 for the tweens' interview guide, and for the parents' interview guide, go to appendix 9.3.

3.2.2.7 Experience with interviews

I have designed the questionnaire with the convection that the respondents will be able to understand it and answer accordingly during the interviews. However, with regard to the children and their parents, during the process I observed that I was lacking questions relevant for my research topic. As the discussion progressed, especially during the first couple of interviews, I uncovered some unforeseen questions, which were not included in the semi-structured interview guide. Examples are questions regarding how tweens' play today, if it is childish or more grown-up games, how brand aware the tweens are, both by asking the child and the parent. Questions concerning the tweens' mobile phones were also included as it was interesting to identify at what age they had their first mobile telephone, and what reasons were behind the purchase. Moreover, as examples are relevant to use when interviewing children, I found it relevant to ask the tweens about their Christmas wishes, since the holiday is just around the corner. However, connected to the fact that my research is exploratory as identified in section 1.4.1, it is flexible and adaptable to change as the process progresses, and new insights occur.

Moreover, as my study entails a number of interviews, not surprisingly my interests and understanding grow as the research progresses, and in several cases interviewees raise unexpected and fruitful lines of thought and investigation (Hackley 2003). This is connected to my interpretivist paradigm, where I let myself be a part of the process and a dialogue is fostered between researcher and interviewees – the topic of interest is open to re-interpretation and negotiation through an open discussion.

3.2.2.8 Execution of interview study

First and foremost, I have conducted a pilot study to test my questionnaire and the included open-ended questions to make sure the respondents understand the greater meaning of the questionnaire, and that I do not formulate the questions targeted the tweens based on an adult logic (Jørgensen & Kampmann 2000). I sent my questionnaire to one of the mothers of two of the tweens, to one of my friends, who is a nursery assistant, and to another friend, who is a teacher and have experience with children in the age group 10-14 years. They helped me create a questionnaire fitted for children aged 8-13 years, and they came up with a couple of extra questions in relation to my research topic. Moreover, I do not feel that it is necessary to

practise the interview as the interview agenda to some extent is controlled by the interview guide, and I feel my qualitative research skills are adequate. *“On the other hand it is important not to be too prescriptive”*, when conducting a qualitative study (Hackley 2003, p. 118).

I will conduct the interviews in November. This month is no better than any other month of the year, but it is the most convenient to me as I am at the empirical stage of my thesis. Before the interviews I will contact the parents by e-mail or phone and shortly present myself and my thesis' overall topic. On the day of the interview, again, I will present myself, the interview, the purpose of the research, how long the interview is going to take, how the interviews in the particular family will elapse and finally inform the respondents that the interview is being taped, but all participants will remain anonymous. However, as the interviews are conducted in November, I ask the tweens' about their Christmas wishes since it will be easier for them to answer questions related to everyday life.

I will underscore the fact that I prefer to conduct the interview in a room where only the concerned respondent/s is/are present to ensure the questions are not influenced by the remaining members of the family. Moreover, I believe that the parents will give their children permission to be alone with me as they are eight years or older. No bias will exist under these circumstances.

Before the interview with the children it is also important to tell the children that they have a knowledge, which I as an adult is not in possession of. I could mention them as 'co researchers', that they are part of a research project where they help to throw light on an area, which is lacking research (Tuft 2007, p. 64). Same strategy, yet with a more mature approach, can be used on the parents.

Moreover, the parents will be asked for permission to tape the interviews with a dictaphone as it will make it easier for me to focus on the actual interview at hand. The families are also promised full anonymity, and I will point out to them that if they wish, the results from the collected data can be passed on to them on agreed terms. I will start by interviewing the children as their concentration and attention span is shorter than adults, and their interest will probably already be woken as soon as I step inside their home. Then I will interview the parents, preferable both parents in families where this is possible. The duration of the individual interviews will be around 30 minutes for the children and a bit more for the

parents. The lesser time for children are again due to their shorter concentration span, referred to section 3.2.2.2.

In two of the interviews I will be more aware of the interview's duration as I interview children of different age, representing emerging and transitioning tweens, which indicates great cognitive differences. Moreover, as some of the respondents belong to both emerging and transitioning tweens (Siegel, Coffey & Livingston 2001), I have to be more attentive to the younger tweens as much research indicates that they are not as developed as older tweens with regard to e.g. language abilities, concentration and attention span.

By the end of each interview I will surprise the children with some chocolate or candy as a small token of my gratitude of the family's participating.

3.2.2.9 Data analysis

I will use a dictaphone during each interview to ensure always having the interview available if I later lack information relevant to my thesis problem. The further analysis of the collected data will be based on the abovementioned interviews as well as relevant literature. It could be an advantage to have more interviewers present during the interview as more researchers will have more and different interpretations of the respondents' questions as well as there will be more people present to observe. However, this is not possible as I write this paper, alone which implies that I have to be more aware and observant during the interview. Hence, writing keywords down during the interview will be avoided as I need to be fully present and my attention needs to be fully focused on my respondents.

3.2.3 Observation

One of the oldest research tools for studying children's behaviour is observation according to McNeal (1999) and it is also mentioned to be a good tool for researchers who are new in the field of children research. Observational research is the choice for those who seriously study children's behaviour. Especially since they belong to an age group less open to many research techniques. However, there is a question of research ethics to be dealt with in the case of observation technique. It relates to invasion of privacy. At home, as in this case, the respondents are aware of me observing their behaviour as opposed to observation conducted in public sphere. Hence, in my case such ethic problems do not exist.

There are both pros and cons when dealing with observation. With observation there is no exchange of words, implying no communication errors, as with e.g. interviews as well as there does not exist any reasoning from the subject. Errors due to intimidation and

unintentional answers from the child are also avoided, especially since all of the tween interviews are conducted by an adult interviewer. The subjects of observational research are unaware of the researcher observing them, which makes the subjects react in a natural matter and thereby gives me insight into actual, not reported, behaviours. However, as my situation is different, I have to be aware of this fact. Observation is more accurate than other research techniques, but maybe not in my case as children often feel pressured to answer to appear cool opposite their siblings and parents.

In observation there is no chance of recalling errors, as it is not asked what they remember about a certain action. Instead, they are observed while engaged in the act. Hence, with children, who cannot yet verbally express themselves as clear as adults, observation is the method to choose. However, observation techniques work the best as a supplement and complement with other research techniques. Used in combination with other techniques, each approach can serve as a check on the results obtained by the other – in this case two elements of in-depth interviews (Burns & Bush 2006). In my case I will observe my subjects as they answer the questions, interact with each other as well as their interactions with their parents before and after the interview.

There are also disadvantages when using observational research. One needs to take into consideration how accurate those observed represent all consumers in the target population. Furthermore, interpretation of the observed behaviour is subjective, but this will not be a disadvantage to me as I also include their objective opinion by interviewing them. Hence, I avoid the major disadvantage of observation research's inability to determine consumers' motives, perceptions and intentions as this method only assesses cognitive activity. Only when these feelings are relatively unimportant or are readily inferred from the behaviour, it is appropriate to use observational research methods. One possibility is the tween's facial expressions or their interaction with each other, which might be used as an indicator of its true attitudes or feelings towards a particular question because children often react with conspicuously physical expression. The interviewed respondent often conceals his/her reasons and true reactions in public, which also shows that observation, cannot stand alone. Observation on its own cannot draw a complete picture of why and how people act the way they do (Burns & Bush 2006).

3.3 Findings / Analysis

A Danish tween is a ‘funny size’, which I will exemplify below with interviews from five tween families and a highly recommended tween expert, professor Birgitte Tufte, who I interviewed on the 18th of Nov. 2010. As there exist similarities, there exist differences between my respondents, as every family is different with regard to economical situation, family structure and upbringing etc. My findings and analysis will show if earlier studies on Danish tweens hold true, or if I uncover some unforeseen elements in relation to the tweens’ influence on the family decision-making.

3.3.1 Background variables about the interviewed families

Table 1: Background variables about the interviewed families (Source attached interviews)

Interview no. and date	The tween’s age	The child’s name	Family structure	Parents’ age	Parents’ job position
No. 1a 5 th Nov.	10	Cecilie	Married with three children	Jeanette: 35 Lars: 34	Jeanette: Works in a kitchen Lars: Accountant
No. 1b 5 th Nov.	10	Amalie	Married with three children	Jeanette: 35 Lars: 34	Jeanette: Works in a kitchen Lars: Accountant
No. 2a 6 th Nov.	9	William	Married with three children	Phie: 41 Torsten: 53	Phie: Teacher Torsten: Works with administration and counselling of private institutions
No. 2b 6 th Nov.	13	Christian	Married with three children	Phie: 41 Torsten: 53	Phie: Teacher Torsten: Works with administration and counselling of private institutions
No. 3 15 th Nov.	11	Olivia	An unmarried couple	Pamela: 27 Rasmus: 28	Pamela: Student (Nurse) Rasmus: Economist
No. 4a 17 th Nov.	8	Emma	Divorced with two children & a new boyfriend	Pernille: 33	Pernille: Works as a family and youth consultant
No. 4b 17 th Nov.	11	Sebastian	Divorced with two children & a new boyfriend	Pernille: 33	Pernille: Works as a family and youth consultant
No. 5a 17 th Nov.	13	Phillip	Divorced with two children	Anne: 44	Anne: Works part time at an office and part time as disabled caretaker
No. 5b 17 th Nov.	13	Sandra	Divorced with two children	Anne: 44	Anne: Works part time at an office and part time as disabled caretaker

3.3.2 Danish tweens' influence today

Generally for every interviewed tween they greatly influence the family's decision-making, which supports Danish and international research about tweens' major influence in the family. The interview with prof. Tufte, on the 18th of Nov. 2010, supports this fact, as she declares *"all research show that children are part of the family decisions, from the groceries in the supermarket to larger purchases as computers for the family"*. However, tweens' influence on the family's decision-making also depends on the family's income, as there are much more decisions to be made in families with a healthy economy compared to one with a low economy. For example is Pamela and Rasmus' statement, in their interview on the 15th of Nov. 2010, *"the situation would be very different in our family if we had 1000 DKK more a month, as we would have more consumer decisions to make where our daughter Olivia potentially could be involved, and probably would be involved in, as there would be more things we can afford to get her"*. This supports John (1999) point, mentioned in section 2.1.7 – tweens from high-income families have more influence. Hence, more money equals more consumer decisions in the family, which I will underline later on, as my interviewed families' economic situations are very different.

In general every interviewed tween has a great deal of influence on the family's grocery shopping. In some families the tweens suggest what cereals or what to buy for packed lunch, but more often the parents know which products they like and therefore buys those. In the interview with Pamela & Rasmus, on the 15th of Nov. 2010, they actually say that it is more indirectly their daughter dictates what is bought for the household, *"you buy something, because Olivia likes it"*. A statement, which is not uncommon for any of the interviewed parents as things are being bought for their children's sake – parents buy what their tweens like as they do not force them to eat something they do not like. Hence, subconsciously parents buy things for their tweens without them being present, which I also explore in section 2.1.2.

In the interview with Anne on the 17th of Nov. 2010, regarding the question of her twin tweens' influence on grocery shopping, she says: *"I am definitely governed by what they like, also because they are children of divorce parents and I am only with them every second week, thus I enjoy making food they like"*. Other parents ask their tween before they go shopping or when they are in the store shopping with them. When interviewing Emma and Sebastian, on the 17th of Nov. 2010, they both say that: *"mom is very good at buying what we like"*. However, the interviewed parents also say no as their tweens requests have to be reasonable,

as Pamela and Rasmus, interviewed on the 15th of Nov. 2010, mention: *“Olivia has influence in relation to the daily grocery shopping, as she wants them to buy things which taste good, as toasts, but that is something they rarely buy for her, as it is unhealthy”*. It seems as it is important for the parents to clarify that they also say no to their tweens and that the tweens cannot get everything they want, which is also supported by other of the interviewed families (Anne 2010, pers. comm., 17th Nov.; Jeanette & Lars 2010, pers. comm., 5th Nov.).

Staple goods are seen as inexpensive goods, which more often are impulse as well as the interviews indicate tweens know they can influence their parents while in the store, to buy these inexpensive things. As Anne (pers. comm., 17th Nov. 2010) mother of tween twins, puts it: *“it is more with the little things, which are not as costly, she is inclined to just buy the item they want, but with the expensive things she is more hesitant and then of course she will also ask for their advice”*. Especially clothes, is a favourite for tweens to ask for while in the store, which is also indicated in section 3.1.2, as parents spend increasingly more on their children’s clothes today than years ago. Especially girl tweens are good at influencing their mothers when shopping. Accordingly, Jeannette (pers. comm., 5th Nov. 2010) says *“she will usually buy her twin girls a blouse costing 125 DKK in the store”* or as, the 13-year-old tween, Sandra utters (pers. comm., 17th Nov. 2010): *“if it is a shirt costing 200 DKK she can get the shirt”*. Moreover, there is a tendency towards minimum persuasion from the tweens with regard to clothes and shoes, as well as these items are more important for the interviewed tweens, than groceries are (Sandra & Phillip 2010, pers. comm., 17th Nov.). Hence, tweens are more inclined to voice their opinion with regard to purchases meant for themselves as stated in section 2.1.2. However, not every tween family is in the same economical situation to impulsively buy clothes for their tweens whenever the tween asks for something new. For Pamela and Rasmus it is a case of priority, as they have to wait for child benefit before they buy Olivia a pair of winter boots or clothes in general. Today they do not have the economical possibilities to give her, everything they want to (pers. comm., 15th Nov. 2010).

Furthermore, tweens more often get what they want and seldom the parents buy clothes for their tweens without them being present, as tweens do not wear it, if they do not like it (Jeanette & Lars 2010, pers. comm., 5th Nov.). Parents to two tween boys, Phie and Torsten, (pers. comm., 6th Nov. 2010) add that: *“they do not stand in the boys way if they want a shirt in a particular colour, they get that shirt”*. In fact, several of the parents say that the tweens are very firm when it comes to what they want to wear, down to the age 10, they have a clear opinion and attitude to how their clothes must look and fit (Jeanette & Lars 2010, pers.

comm., 5th Nov.). Especially, with regard to the older tweens, as the interviews show that they are more brand aware and determined, e.g. mother of two 13-year-olds say that: *“I do not buy clothes and shoes to take home anymore, as I do not get it right any longer”* (Anne 2010, pers. comm., 17th Nov.). Jeanette (pers. comm., 5th Nov. 2010) mother of two 10-year-old twins also mentions, that: *“I would never dream of buying something without the girls being present, the girls decide the appearance of the clothes or shoes 100 per cent within a certain amount”*. Hence, children today are very brand aware at a very early age, especially with regard to which brand of shoes or clothes to wear, clarified in the interviewed families and by prof. Tufte.

Tweens do not settle for inexpensive products, they also want more expensive ones, which today often are electronics, such as mobile phones, game consoles and iPods. However, here the parents put their foot down in relation to products, which are not a necessity – in these cases it is ‘Need before Greed’. *“The expensive things they have to wish for their birthday or for Christmas”*, a statement by Jeanette and Lars during my first tween interview (pers. comm., 5th Nov. 2010), repeated by many of the other interviewed parents and understood by the tweens. The tweens can also buy their mobile phones or iPods with their own money, as Christian (pers. comm., 6th Nov. 2010) says, *“I bought my iPod, printer and mobile phone myself whereas my TV, computer and stereo is something I have received as a gifts, most often from my parents”*. However, in a couple of families the parents also mention that they will only dodge from this notion if the tween has lost or broken the electronic (Pamela & Rasmus 2010, pers. comm., 15th Nov.; Jeanette & Lars 2010, pers. comm., 5th Nov.). It is also evident from all the interviews that the tweens generally get what they want for Christmas or their birthday. However, Jeanette and Lars (pers. comm., 5th Nov. 2010), state that *“at the same time it is important that the girls understand that they cannot point out anything and then expect to get it, but they also want them to be happy if they get a small thing someday”*. Jeanette and Lars are the same parents, whom I mentioned also said no to their tweens, as they want their tweens to understand that some things they need to wish for, as they cannot just get it all. Nevertheless, today children are raised with parents who in general buy their children very expensive things, which makes the children expect big things for their birthday and for Christmas, even if it is something worth several thousand DKK, a reality supported by prof. Tufte and my tween family interviews.

The most expensive purchases within the families are probably the family’s vacations and cars, which is also why I have asked both the interviewed tweens and their parents about the

tweens' influence in the decision-making, with regard to such an expensive purchase. It is evident from the interviews that it is very different whether the parents include their tweens in the decision or not. In several of the families, tweens have no influence with regard to car purchases, besides maybe the fact that the parents will consider their suggestion of colour - even though research in section 2.1.2 say otherwise. However, in the interview with Pernille (pers. comm., 17th Nov. 2010) and her two tweens, Emma and Sebastian, the situation is completely different. In this family the tweens had great influence on which car their mother and her boyfriend should buy last time. When interviewing Pernille, on the 17th of Nov. 2010, she declared that: *"I include them, e.g. when we bought our new car, Sebastian had much to say, because it is Sebastian & Emma who have to sit in the car, thus it is important that they sit properly and high in the car, not to get car sick. Hence, it was very much Sebastian's decision, yes"*. In the interview, on the 17th of Nov. 2010, with Sandra and Phillip, they also mention that their father is soon going to buy a new car and they have been with him at the car dealer to see what the different cars can and look like. Actually, they both say that: *"it is very nice that our father asked us about the car"*. Hence, in some families tweens are included in the decisions about the family's car but it depends on the parents if they want to involve them or not and probably the older they get the more it important it is for tweens to be involved.

Moreover, there are also many decisions to be made when a family is going on vacation and research in section 2.1.2 actually states that tweens are very much involved. The interviews indicate that the tweens do not decide anything specific but they get to have contributory influence, as they get to say what they want to do and as Anne (pers. comm., 17th Nov. 2010) says: *"today I would never choose their summer vacation for them"*. However, it is the parents' final decision as they are bringing home the money but at the same time every single parent also states that the vacation has to be pleasant for the whole family, not only for the parents. Therefore, the parents make sure that there is something to do for the tweens close by, such as miniature golf or a swimming pool. However, in one family the parents' oldest tween Christian, age 13, in fact booked the family's hotel in Prague online and after looking in a brochure, the whole family, including the two tween boys, decided on a hotel on another of their vacation destinations (Phie & Torsten 2010, pers. comm., 6th Nov.). Moreover, Phie and Torsten also say, in the interview on the 6th of Nov. 2010, that it is important that everyone's needs are considered and of course if the children find something, which looks nice, it can influence the parents' final decision.

In the interview with William and Christian, on the 6th of Nov. 2010, they told me that they were included in the decision about the family's new flat screen, as their father took them with him to the store, and when the parents' decide that they need something new for the home, both boys help research about it beforehand. This is not surprising for tween boys, as studies show that boys are more interested in electronics, whereas girls are more into clothes (prof. Tufte 2010, pers. comm., 18th Nov.). Moreover, Christian and William's parents asked both tweens about their opinion when buying a new sofa for their home *"thus, they can have influence as they also are part of this family"* (Phie & Torsten 2010, pers. comm., 6th Nov.). A statement, which several of the interviewed parents agree on, as their tweens have influence when it is relevant for them, not when e.g. it is a decision about a new bed for Pernille and her boyfriend (pers. comm., 17th Nov. 2010). In the interview with Anne, on the 17th of Nov. 2010, single-parent of two tweens, she says that: *"much along the way everyone is part of the family's decision-making process"*. They are not on equal terms about everything, but on many things, and as Anne also points out, *"if you need something for the house, it is more fun if Sandra and Phillip think it is pretty and nice, as everyone is going to use it"*. Hence, to a great extent the tweens are included in decisions relevant for the whole family.

Prof. Tufte, on the 18th of Nov. 2010, also identifies tweens' great role in the family's decision-making and the importance of the fact that every family member is a part of the decision but she also points out that of course it is the parents' final decision as they are bringing home the money, which I also stated earlier. Moreover, it is understandable that children play a great part in family decisions today, as they know a lot of things, mentioned in section 2.1.4, and as mentioned in 3.1.3. Parents want to be in dialogue with the 'competent child', which is why parents ask for their children's advice concerning family decisions and visa versa. Prof. Tufte also spoke of it in the interview on the 18th of Nov. 2010: *"Before you needed to protect the child as if they were fragile but now the attitude has changed, now they are seen as strong and competent children, a change which particularly has occurred over the last twenty years"*. E.g. Pernille, mother of two tweens, tells me that it is very nice that Emma and Sebastian enlighten her about things she does not know anything about, which they think are cool (pers. comm., 17th Nov. 2010). This is also evident in the other interviews with tween parents and in section 2.1.2, which states parents learn different consumption roles from their children.

As indicated above, parents also experience that their tweens' influence increase the older they get. Jeanette and Lars actually articulate that: *"we get further if the girls have a say, as*

they are so old today that they control many things in the family and in many ways the girls have a say if it is something in relation to them, because that will be easier for us” (pers. comm., 5th Nov. 2010). It is important for them to communicate with their girls, talk to them about things and negotiate in the family, even though they make the final decision. Moreover, Phie and Torsten is probably correct when they say that their tweens increase in influence is a natural development, as they are included from an age where they have the ability to embrace it (pers. comm., 6th Nov. 2010). At the same time, they also say that they do not feel that Christian have more influence than his younger brother but that he has some different needs in relation to his age, thus he gets other things than his younger brothers. Pamela and Rasmus also come up with an interesting point, as they mention the older Olivia gets the more joint interests they have and especially as they are young parents: *“Olivia’s interests have gone from centred around herself, as toys, to things which are centred on the family and what the parents’ interests are, thus she is more interesting in decisions, which the parents have influence on”* (pers. comm., 15th Nov. 2010). This is also evident from the interview, on 18 Nov. 2010, with prof. Tufte and research explored in section 2.1.2 and 3.1.2 that children are more included in family decisions, as they grow older. Moreover, prof. Tufte says that the 8-year-old tween is not involved in big decisions, emphasised earlier in the analysis in the families with young and older tweens, as they are often not included in the same family decisions.

It is evident from my interviews as well as present research, that parents mould their children into consumers by their own consumer behaviour. An examples from the interviews, is the fact that Pamela and Rasmus do not feel a pressure to buy branded clothes for Olivia, as she has a very pragmatic view on things – H&M is good enough for her mother and it is also good enough for her (pers. comm., 15th Nov. 2010). They value price over quality, as they are young parents with two children and only one stable income. Moreover, Olivia is used to the fact that her parents do not have a lot of money or for that matter a car, as many of her classmates and friends, which sometimes can be tough. E.g. *“someone from my class often get a new mobile phone or other expensive things, as their parents are older and can afford it”* (Olivia 2010, pers. comm., 15th Nov.). Contrary one of the other interviewed families who belong to the ‘wealthy’ category, as the parents are many years older and have a good economy. In this family the tweens are very brand aware, as they are brought up with a father who is very extravagant and luxurious in his consumer choices (Phie & Torsten; William & Christian 2010, pers. comm., 6th Nov.). Moreover, it is very obvious that Torsten teaches the

boys that expensive things equal quality, which Christian's wishes for Christmas support, e.g. a specific Bose stereo for his iPod, costing more than 2000 DKK.

3.3.3 How tweens get what they want

Evident from section 3.1.1, my interviews with Prof. Tufte and the tween families is the fact that Danish tweens do not only have direct and indirect influence but they also have a high amount of spending power themselves. Actually, research states three out of four get allowance which my interviews also are an indication of: Four tweens get a fixed amount, two get allowance if they help in the household, one says she get allowance opposite her parents who say she does not receive a fixed amount and only two tweens do not get any allowance. Christian & William do not get allowance, but I interpret that is not a problem for the tweens as the two boys get what they want with or without allowance (pers. comm., 6th Nov. 2010). An example is the fact, that they each get a haircut every second month costing 500 DKK and the fact that the day before the interview Christian got winter boots costing 1000 DKK and William a cardigan at 500 DKK. They get very expensive things from their parents, however this is not surprising as the parents spend the most on their tweens compared to all the interviewed parents. In the interview with Phie and Torsten, on the 6th of Nov. 2010, they estimate that they expect they spend an average of 1000 DKK a month per tween, compared to two of the other families spending below 500 DKK a month on each tween (Pamela & Rasmus 2010, pers. comm., 15th Nov.; Anne 2010, pers. comm., 17th Nov.).

However, it is worth mentioning that none of the interviewed parents feel that they spend too much money on their tweens, as they highly prioritise their tweens, especially in the families with two stable incomes. Contrary Pamela and Rasmus, interviewed on the 15th of Nov. 2010, who have a relatively tight economy as they only, have one stable income with two children to provide for. Hence, if they had more money they would probably also spend more money on their tween daughter, Olivia.

Tween girls, Amalie & Cecilie, interviewed on the 5th of Nov. 2010, say *"our parents should probably pay for more things, if we did not get allowance and maybe we would also pester more if we did not have our own money"*. Hence, the two tweens understand the reason behind their allowance and as their parents say: *"the girls have begun to buy a lot of things themselves the last couple of years, which they save up to – they like spending their own money and buy things for themselves"* (Jeanette & Lars 2010, pers. comm., 5th Nov.). In this family it seems as if the principle of allowance works, not as a way to teach the tween girls to work for their money, which the tweens who get allowance do, but for the girls to have their

own money – so they can say ‘I have bought this for my own money’. Olivia, age 11, also asks her parents about how much allowance she has saved up or she asks if she can help some more to get e.g. a new video game, but in general she just asks directly for something (pers. comm., 15th Nov. 2010). She knows that she has to argue to get something, but she also understands that they will sometimes say no if they think she does not need it, *“but that is also okay”*. However, this statement is not something which surprises me, as Olivia during the whole interview seems very mature and has a good understanding of what to ask her parents for, compared to the other tweens. Due to her parents’ tight economical situation, she knows better than any of the other tweens that she cannot get everything she points at and she rarely asks for unnecessary things. There are limits to what the parents can afford, which Olivia understands and therefore accepts that her parents say no to her.

Contrary, allowance also has a negative effect as children learn that whatever they do in the household, they get money for it, which is also the case for Emma and Sebastian, as they want to get money for everything they do (pers. comm., 17th Nov. 2010). At the same time tweens get the opportunity to buy more things for themselves as well as save up for a thing they really want right here and now by doing extra chores at home. However, one of the twin girls is actually saving her allowance so that she can buy the mobile phone she wants, whereas Sebastian is good at saving for skateboard stuff, connected to his profound interest in skateboarding. Only Emma, aged 8, mentions that she buys candy for her money or toys if she has enough money. Furthermore, as Christian, Sebastian also bought his iPod himself (Sebastian 2010, pers. comm., 17th Nov.). For his last birthday he specifically wrote on his wish list that he wanted money for an iPod, money that he has from his grandparents - grandparents who play the part as financial supporters in families with children (prof. Tufte 2010, pers. comm., 18th Nov.). A very specific wish list is only for the older tweens I have interviewed, whereas the younger tweens in general just write ‘a shirt’ and not a particular brand or style. An example is from the interview with Anne, on the 17th of Nov. 2010, mother of two 13-year-olds, who says *“they are more aware today also with the clothes as they have concrete wishes about that shirt, colour and brand”*. Prof. Tufte supports this statement, as she mentions in the interview, on the 18th of Nov. 2010, that 12 to 13-year-olds write brands on everything from clothes to mobile phones on their wish list, something which she thinks start after the age 10. A belief matching what I found out earlier in section 3.3.2, tweens are very brand aware, especially older tweens.

Prof. Tufte also mentions, in the interview on the 18th of Nov. 2010, that in the last couple of years a change has occurred with regard to the notion of allowance. Children pester to get things if they want something expensive, such as an iPod or computer, as they cannot afford it with the allowance they get. Children today, to a lesser degree get a fixed amount compared to earlier generations. However, besides saving for an item, wishing for it, pester for it, tweens also convince their parents to pay half, or say that they can help more in the household to get more allowance. One of the tween girls, Cecilie, say that: *“once I wanted a new shirt in H&M, I asked if I could help some more at home to get it, and then I got it, or sometimes the parents suggest that we can wish for it, or if our birthday or Christmas is far away, we can save up for the shirt ourselves. It also occurs that mother and father pay for it and then we will pay them back next time we get allowance”* (pers. comm., 5th Nov. 2010).

Moreover, the interviewed parents also assess in relation to their tweens’ needs and what the tweens say they need. The parents buy items for them when they feel the need exists and if the tweens do not need it, they have to pay for it themselves, wish for it or they slit the payment with their parents. E.g. Jeanette and Lars (pers. comm., 5th Nov. 2010) teach their girls, that with more expensive things, they can pay half *“also to teach them, that everything cannot just come to them when they want to, once in a while you need to save up for it”*, something which they feel is important to pass on to Amalie and Cecilie. However, it is also evident in the interviews that the youngest of all my interviewees, Emma age 8, feels that she get a lot of things just by asking for them (pers. comm., 17th Nov. 2010). It also seems as if Emma is better than her older brother at achieving things from her parents, for example Emma sometimes persuades her father to buy something for her, while she is at her mother’s house, by saying that some of her friends have it and she really wants it too. As I do not interview Emma and Sebastian’s father I do not know if this holds true, but while observing them I get the impression that Emma probably persuades her parents with her childish behaviour, compared to older tweens, and as her mother says *“Emma knows what to do to get things”* (Pernille 2010, pers. comm., 17th Nov.). Pernille also informs me that there is a difference between her two tweens, in the way they influence her. Sebastian does not act up in the same way Emma does, she is a little princess, who acts up a lot.

However, it is not only young tweens, who know how to manipulate their parents; also older tweens have their ways. Christian, Phie and Torsten’s oldest tween, sometimes orchestrates a situation, as he will say that they have promised something they have not, e.g. *“in Christian’s world, if you agree to visit Magasin you also agree to buying him a new pair of pants or a*

sweater for him” (pers. comm., 6th Nov. 2010). Christian also manipulates his parents, as he sometimes brings his parents to a store to show them something he wants, but then it always ends up with Christian not having any money with him. In another situation he borrowed money from his mother to pay her back, for what he owed her. Phie says that: *“the whole situation was too confusing that she could not disclose him and he has also become better at outplaying us, as he grows older* (pers. comm., 6th Nov. 2010). Opposite younger tweens as Olivia, Amalie and Cecilie and even Emma and Sebastian, who say that if there is something they really want, they point out to their mother that they can help some more to get it. However, prof. Tufte (pers. comm., 18th Nov. 2010), research by John (1999) and Siegel, Coffey and Livingston (2001) state that children argument to get things while the older ones make it more of a negotiation process, for example ‘if I do this or that I can get the item’ or ‘if I pay half myself, can I get it?’ This is obviously not the case for all my interviewees. Pernille, mother of Emma and Sebastian, also declare that: *“their influence just changes when they get older as they start to have more weight behind their arguments ”* (pers. comm., 17th Nov. 2010). Every parent also state that their children’s influence in the family increases naturally as they grow older, since they become more independent and have an opinion about more things in the household and they do not put up with everything. Jeanette and Lars put it this way *“the girls want an explanation and for us, when there is reason behind a purchase and they can argument for, then there is a greater chance they will get the concerned item”* (pers. comm., 5th Nov. 2010).

As mentioned above, in section 2.1.2 and 3.1 pestering is also a favourite technique for tweens to get what they want. Every tween pester to some degree, but Emma age 8 does it to a greater degree than any of the other interviewed tweens. Emma says that *“I sometimes pester, but mum knows that if I pester I really want it”*, whereas her three years older brother says that *“I only pester in case I have wished for something for a long time, like a year or something”* (Emma & Sebastian 2010, pers. comm., 17th Nov.). Their mother also tells me that she cannot be bothered with pestering but it is okay to say that they want a new shirt or to show it to her (Pernille 2010, pers. comm., 17th Nov.). Other tweens say that they sometimes ask for the same thing several times if they get a no the first time but they do not see that as pestering, nor do their parents. An example is Anne, mother of two older tweens, who says several times that she, does not experience their behaviour in the stores as pestering (pers. comm., 17th Nov. 2010). Phie, mother of two tweens age 9 and 13, also mentions that: *“it is not so bad to go to the stores anymore, as the boys do not act up anymore”* moreover it depends on her mood if she lets herself influence by the children, sometimes she just don’t

wants to hear about it (pers. comm., 6th Nov. 2010). However, in this family they also emphasise that the boys' arguments are not as important as their behaviour at home, then the parents feel more prepared to buy the things they want (Phie & Torsten 2010, 6th Nov. 2010). A fact, which also Jeanette and Lars point out in the interview on the 5th of Nov. 2010, as they are more willing to give things to their girls, if they are helpful and sweet at home.

3.3.4 Peer influence

Research also states, that tweens are influenced by their peers, as well as prof. Tufte says that tweens' classmates play a big part in their life, especially from the age of 11-12, as they are children before that age after all (pers. comm., 18th Nov. 2010). However, my interviews tell me that this is very individual to what the degree the tweens are influenced by their peers. Phie and Torsten tell me in the interview on the 6th of Nov. 2010 that they cannot see that their boys are influenced by their friends, not even their youngest at age 9. They feel that *"it is good that the boys have their own independent opinion"*. Amalie and Cecilie, age 10, also say that they don't often want things their friends have but at the same time they tell me that it still exists with a particular shirt or mobile phone, which they want because one of their friends has it (pers. comm., 5th Nov. 2010). However, their parents say that it often occurs that they wish for something that their friends have, which they think has got something to do with them being girls, as it is important for them to be fashionable and look like their friends with tight pants and make-up (Jeanette & Lars 2010, pers. comm., 5th Nov.). Thus, it is important for these two 10-year-olds to be part of a group as well as their peers' approval is important to them. On the other hand, the parents can also see a change today, as it is *"not as important for them to have the same mobile phone as their friends as it probably was a couple of years ago, now that they have their own independent opinions"*. Hence, several parents say that their tweens are independent consumers and do not get influenced much by their peers, opposite the research used in section 2.1.3. The mature 11-year-old Olivia's parents also tell me that for some things she is influenced by what her classmates have but not to the same degree as years ago, *"she is not one of those who just follow suit, she relates critically to things"* (Pamela & Rasmus 2010, pers. comm., 15th Nov.). Anne, mother of two 13-year-olds, also mentions that her tweens increase in influence is connected to the fact that they talk more about things at home, are better at argumenting, and they see more things on TV and see more things in other homes, at friends and classmates (pers. comm., 17th Nov. 2010).

However, in the interview with the two 13-year-olds Sandra and Phillip, on the 17th of Nov. 2010, I learned that the iPod Phillip has, he discovered because one of his friends had it and

thereafter he bought one himself. Sandra also wishes for a specific sports bag this Christmas, because many of her friends have it. Their mother tells me that for some things, it is very important for them to have the same things, e.g. if there is a hair wax, which is trendy and everybody has, then Sebastian wants it too (Anne 2010, pers. comm., 17th Nov.). However, the twins actually say later in the interview that if they need something, they never ask for their friends' opinions before buying it. Olivia, age 11, does not have an iPod yet, as the older tweens Sebastian and Christian, but she wishes for one this Christmas (pers. comm., 15th Nov. 2010). She wants her iPod because many of her classmates have one and she thinks that she will probably get it. Moreover, Cecilie and Amalie think the family's next car should be a silver car as one of their friends has a silver car, which they think looks nice (pers. comm., 5th Nov. 2010). Hence, it is not only young tweens as Emma age 8 who are influenced by their peers but also the older tweens are influenced and they all want the electronic hit of the year, which clearly is the iPod.

From the interviews there is also a tendency towards the fact that younger tweens are influenced by their older siblings, which prof. Tufte supports as she mentions that there is no doubt that older siblings set the agenda for their younger siblings (pers. comm., 18th Nov. 2010). Hence, the younger tweens will enter the consumer universe more quickly than tweens with no older siblings. However, she emphasises that classmates influence the most, especially when it comes to older tweens, but the parents still play a part - it stands between the parents and the older siblings. As mentioned in section 3.1.1 children are still dependent on their parents, especially for economical support and advice, e.g. Christian and William, in the interview on the 6th of Nov. 2010, say that they still want their mother's advice about what clothes she thinks is cool.

This is reinforced by research in section 2.1.3, which explains that parental influence decreases as peer influence increases. Older siblings have a lot of influence, as they will say 'my big sister/brother has this and that', which is especially clear in my interviews with tween boys age 9 and 13. Christian says in the interview on the 6th of Nov. 2010: "*William constantly wants the same things that I have, which I find very annoying as it is not cool to have a clone walking around*". William on the other hand says that it is because Christian chooses some cool things but Christian feels, as if William is just waiting to grow big enough to fit the clothes he wears. Their parents confirm this, as they say that William is tired of the fact that G-star do not make clothes for children, a brand he knows about through his older brother (Phie & Torsten 2010, pers. comm., 6th Nov.).

William asks Christian for advice in purchase situations and he sometimes wishes for things appropriate for older children, because his older brother has it. As an example is the fact that William now wants an iPod because Christian has one but to Christian that is no problem. It becomes more of a problem when his younger brother wants a specific thing, as similar clothes or linen. They both say that they do not copy and wear the same clothes as their friends, but with regard to electronics they will sometimes ask their friends for advice. However, during the interview I observed that William does not seem as independent as his older brother and he sometimes waits for Christian's answers before answering himself. Hence, William is not as independent in his consumer choices as Christian and he will probably use Christian's advice, contrary to his peers', as he is older and has cooler things, than his friends and classmates. For Emma, age 8, and Sebastian, age 11, the older sibling's influence is not as apparent, as they are not the same gender but at the same time Emma likes to inherit her brother's old sneakers, as she finds them cool (pers. comm., 17th Nov. 2010). Thus, older siblings have a great deal of influence on younger siblings, probably more than their peers, not to misinterpret that peers do not have influence, they certainly do.

3.3.5 Tweens' technology expertise

The three 13-year-olds spend time on the Internet to search for information about items they wish for and to a higher degree, than younger tweens, they spend time online. For example Christian who is very curious and sometimes goggle until 11-12 o'clock in the evening (Phie & Torsten 2010, pers. comm., 6th Nov.). The younger tweens do not use their computers much and thereby the Internet, e.g. Cecilie and Amalie only use their computer to play games, look at dogs and a few times they have used the Internet to order some clothes of a particular brand (pers. comm., 5th Nov. 2010). Their parents strengthen this, as they inform me that electronics and the computer is a big part of their everyday life today and both girls are actually also on Facebook, even though they are only 10 years old and you need to be 13 to set up a profile (Jeanette and Lars 2010, pers. comm., 5th Nov.). The three 13-year-olds are all on Facebook but it is surprising that parents allow their children to be on Facebook as young as 10 and even 9, as William's mother after the interview tells me that William also has a profile. Parents let their children lie to stay at the cutting edge of things. The reason for this is that the parents feel that they can control their tweens' activity on Facebook and they tell me that their tweens do not use their profile much. This is definitely a surprise to me and also to prof. Tufte, as she thinks that children use social media, as Facebook and Twitter, at the age 12-14 (pers. comm., 18th Nov. 2010).

Olivia, age 11, is influenced by the fact that she is not allowed to be on Facebook or Arto for that matter as many of her classmates and volley teammates, as she misses out. In addition, Olivia has also tried to convince her parents to let her be on Facebook but they explained to her that it is too early (Pamela & Rasmus 2010, pers. comm., 15th Nov.). She actually accepted that she had to wait, which does not come as a surprise to me, as several things in the interview with her points to Olivia being very understanding and mature, as mentioned before. According to Sandra and Phillip, they spend a lot of time on Facebook after getting a profile a year ago but even though their mother says that they do not pester, they were pestering her a lot to get a profile (Anne 2010, pers. comm., 17th Nov.). In the end Anne allowed her tweens, in consultation with their father, to get a profile, as she saw that many of the children Sandra and Phillip know were allowed. Anne is also on Facebook and is friends with her children as well as many of their friends, to follow them on the site and keep an eye on their activities. Accordingly, prof. Tufte also informs me, in the interview on the 18th of Nov. 2010, that many parents are on Facebook and that it is not an uncommon phenomenon that parents set up a profile to keep an eye on their children, which she thinks is unethical as it is the children's personal space.

However, it was not only pestering which influenced Anne to allow her tweens to be on Facebook a year before they were old enough but half the reason. She tells me, it was because many of their friends and classmates were on Facebook, regardless of them not being 13. Hence, Anne feels that *"it becomes more and more difficult to argue against it at some point, as many others are allowed to be on Facebook and you can say it is a vicious spiral, which you in the end contribute to keep"*. With regard to Sandra and Phillip's first mobile phone, Anne and her ex-husband also felt pressured to buy a mobile phone for them a year before they wanted to, as they *"were influenced by the fact that a lot in Sandra's class already had a mobile phone"* (pers. comm., 17th Nov. 2010). The same was the case for Jeanette and Lars, when their girls wanted their first mobile phone. They felt pressured to buy them a mobile phone 1-2 years before they had decided to (pers. comm., 5th Nov. 2010). The parents say, *"at that time we had to buy it for them as everyone else had one"* and one other time, this time with a game console, they felt pressured to buy it for their girls, as they did not want them to be left out, as everyone in their class had one. In this family they have no problem fulfilling their children's wishes, which is not the case in Olivia's home, where her parents cannot afford a lot of expensive things, mentioned several times before.

Pamela and Rasmus bought Olivia's first mobile phone, not because they felt pressured, as she was one of the last in the class to get one, but because they wanted to be able to reach her (pers. comm., 15th Nov. 2010). Furthermore, it is not surprising that Olivia is the tween, who got her first mobile phone the latest of all the interviewed tweens, around the age of 9, whereas Emma and Sebastian tell me that they remember they were only 7-year-olds when they got their first mobile phone. However, Emma and Sebastian's mother actually informs me that they got their first mobile phone because she wanted them to be able to call home, as they cycled home alone from school at that time (Pernille 2010, pers. comm., 17th Nov.). Prof. Tufte supports the fact that everyone in the tween age has a mobile phone but the parents' motives behind the purchase are different and the older the tweens are the more important it is for them to have the latest models. Tweens think it is cool to be the first in the class with e.g. a particular model or to have a particular mobile phone brand (Olivia 2010, pers. comm., 15th Nov.; Sebastian 2010, pers. comm., 17th Nov.).

I also find it relevant to explore Lindstrom's (2003) statement about the fact that today's tweens are 'born with a mouse in their hand', mentioned in section 2.1.4. Prof. Tufte firmly says that it is an exaggeration that children are technological experts but that it is more about the fact that children master other things than their parents and use the Internet differently (pers. comm., 18th Nov. 2010). Furthermore, prof. Tufte says that parents often say that it is the children who are the experts that the children know more than them in relation to computers, mobile phones, programmes, blogs etc. However, most of the interviewed parents do not think that their tweens know more than them about computers and the Internet but that the children only know more about sites, such as YouTube and Facebook, where to watch series online, how to create a document and a presentation. Accordingly, Rasmus tells me, in the interview on the 15th of Nov. 2010, that he thinks it is overrated that children and adolescents know more about computers and the Internet: *"it is true that it comes more natural to them to use these media but that does not make them super users"*. Moreover, it is also obvious that the parents' age and job come into play, as parents who work with computers feel more comfortable with it and do not ask their children for their expertise. Also younger parents, as Pamela and Rasmus, tend to have a more firm knowledge about computers and the Internet, than older parents.

In addition, I think that the parents' technology expertise will influence their children's knowledge, as children who are brought up with parents who are comfortable with today's technology will have a better knowledge of the Internet's seemingly unlimited possibilities as

well as the computer's many abilities. For example, Anne tells me that Sandra and Phillip are used to working with the computer every day, as her and her ex-husband both taught them about how the computer works from when they were little children (pers. comm., 17th Nov. 2010). Hence, as the tweens are brought up with the technology and learn about it in school, and use it in their spare time, they will become better users than their parents. As prof. Tufte mentions, in the interview on 18th Nov. 2010, fundamentally it is about parents and children's interests, if the children know more than their parents.

3.3.6 Kids Grow Older Younger

In section 1.1, 2.1.5 and section 3.1.2 I write about the new phenomenon KGOY. Children grow older younger according to new research, as they leave their childhood much earlier than in previous generations. In my interviews I see much proof of this, as well as prof. Tufte supports during my interview on the 18th of Nov. 2010 *"it has changed from children playing in a certain way to much of it taking place on the Internet – the youngest at ages 8-9 play, but the Barbie doll today is for children in preschool"*. The Internet is the new playground.

This is a concern for many parents, as the tweens become independent and little adults too quickly. Jeanette and Lars talk about how important it is to tell their girls that it is okay to play childish games and not to be ashamed when one of the girls want to play 'Families', as they are only 10 years old – *"of course they are not little children but they are not adults either"* (pers. comm., 5th Nov. 2010). It also seems from the interviews with families with girl tweens as well as the interview with prof. Tufte (pers. comm., 18th Nov. 2010) that they are more inclined to grow up quicker than boys, with their makeup and tight clothes at the age of 10. Moreover, the parents feel that their childhood passes by too quickly and that the girls need to unplug and be a child. Pamela and Rasmus, Olivia's parents, inform me, in the interview on the 15th of Nov. 2010, that it is clear that Olivia plays a lot less than they did when they were her age. Rasmus says *"if you look at Olivia's room it looks much more like the room I had when I was a teenager and not the room I had when I was eleven. I do not think it is funny that tweens walk around as little adults"*. However, his concern has changed the last couple of years as she is very mature for her age and she is a very tall girl, which makes the parents change their view on Olivia, as she is not a little girl being an adult today but a big girl who acts correspondingly. Hence, they do not consider it is as problematic today, as it was a couple of years ago. On the other hand we have Emma, age 8, who is still a 'child' and play childish games and to a lesser extent use the computer and Internet, compared to her older brother who uses the Internet a lot. Older tweens' preferable 'toys' are

electronics, evident from my research, prof. Tufte and the interviews. Actually, my interviews show me that 10 and 11-year-olds seldom play childish games today or watch cartoons. Instead they play Wii, Playstation and iPod or watch series, which more often are aimed at audiences older than themselves.

3.3.7 Changes in family structure

Emma and Sebastian, who are children of divorced parents, inform me that decisions in their family is a family decision, which their mother supports as she mentions that in decisions concerning the family, they are included (pers. comm., 17th Nov. 2010). It is important for their mother, Pernille, that the children are included as there are mutual decisions and as she has been alone with them for several years, they are used to doing a lot of things together, just her and them. However, I observed a different tendency in Phie and Torsten's family, as their boys came up with suggestions about decisions but in the end the decision was not theirs to make, which indicates that an agreement about the family decisions is not of importance. Moreover, Pernille does not think that she has included her children more after her divorce but she thinks *"either you stay in the situation when you get divorced that you do not have the energy to involve them or you involve them in everything"* (pers. comm., 17th Nov. 2010). She is one of those who involves her children as much as possible in relation to the things she thinks are most important – she is not alone when deciding things in their family. Contrary, Anne, who is a single-parent with two tweens, feels that her children have gotten more influence after her divorce, or she says *"their increase in influence is probably a combination of them being older and the fact that we are only three in the family now"* (pers. comm., 17th Nov. 2010). This supports the notion in section 3.1.2 about the fact that a child's influence increases if he/she lives with one parent compared to living with two. She likes to have Sandra and Phillip to negotiate things with and that they can look forward to things together. Without the other adult in the house, it seems as if she uses her tweens more than parents would do if they were two and due to their age of 13, they have more opinions about adult things, opposite Emma and Sebastian who are respectively five and two years younger than Sandra and Phillip.

Moreover, prof. Tufte also articulates her professional opinion about children of divorced parents' influence in the family (pers. comm., 18th Nov. 2010). She mentions that parents in these families do everything to meet the demands of the other parent and what the children's friends and classmates have. The children of divorced parents shall not miss out on anything, which I observe Emma probably has figured out due to her behaviour towards both her

parents. Prof. Tufte also talks about a tendency towards the children of divorced parents becoming more involved in the decisions as there is no second adult to talk to, something which she thinks will increase in the years to come. In addition, from section 2.1.7 it is also evident that almost half of all families today are divorced, which supports prof. Tufte's statement concerning divorce children's increase in influence compared to children in traditional families.

3.3.8 Picture of a Danish tween

To better illustrate how a Danish tween is pictured today I have chosen to outline the key points in a model with the Danish tween in the centre. This model will summarise the most important points from my empirical findings above as well as the points from the theoretical research in section 3.1. I have stressed my empirical findings by underlining the points in the model. The theoretical factual points are set in bullet point just below to give the reader an idea of how a Danish tween is portrayed, before seeing the model in full.

3.3.8.1 Danish tween factual points

- Total buying power of 620 million DKK in own money
- 78 % of tweens get allowance from their parents
- Only 17 % of the 11-12-year-olds are interesting in toys
- Tweens influence a total of 39 % of the family's grocery shopping
- In 2005 parents' spend 75 % more on children's clothes and 57 % more on games, toys etc. than in 1993

* Parents also feel pressured to buy items to their tweens

* Minimum persuasion from tweens are required with regard to inexpensive purchases

* Indirectly influence is often present

* Tweens have influence on what is relevant for them

* Parents mould their children into consumers by their own consumer behaviour

* Younger tweens pester more than older tweens, older tweens ask for items

* The Internet is the new playing field

* In one family the tweens decide on the family's car

* Danish families are negotiating families who see their tween as a natural part in family decision-making

* Shortening of their childhood - 'KGOY'

* Social beings who are capable, making them competent consumers

* Parents set limitations – they say no sometimes

* Economically dependent on allowance and gifts

* Tweens are active on social media, as Facebook

* Not all tweens are influenced by their peers

* Tweens influence on family decisions depend on the family's income

* Older siblings have a great deal of influence on younger siblings

* Their influence increase in families with no second adult present

* They are more inclined to voice their opinion with regard to items meant for themselves

* Tweens know a lot of things today but they are not technology experts

* Spend their own money and have great influence on what parent's spend their money on

* Their influence increase with age, in families with few children and in single-parent families

* They have influence on inexpensive and expensive purchases



4.0 RQ 3 / ANALYSIS SECTION 3

4.1 Advise to marketers

As pointed out in section 3.1 tweens are a fairly new phenomenon in Denmark, a phenomenon that the profit-oriented marketers have discovered. They have discovered that today's tweens not only have their own money but they also exert a considerable direct influence on the family's decision-making as well as indirect influence.

If research is correct about the valuation of tweens as competent consumers who are capable of decoding and understanding marketing aimed at them, it becomes more difficult to influence tweens with traditional marketing. Hence, marketers need to rethink their marketing strategy in their attempt to reach this complex group of consumers, especially for older tweens whose cognitive abilities are more developed than younger tweens, emphasized in e.g. section 2.1 and 3.2.2. Thus, they are more mature consumers with a deeper understanding of the marketing messages' intent as well as they are more capable at decoding marketing messages directed at them. A notion, which is supported by my interviews with tweens and their parents, as they state that tweens in general are not influenced much by commercials and one parent also informs me, that he teaches his daughter Olivia to be critical and suspicious, when she sees a commercial (Rasmus 2010, pers. comm., 15th Nov.). However, it is unavoidable that tweens will be influenced by a small fraction of the 40,000 commercials they are exposed to a year (Lindstrom 2003, p. 23) but nevertheless I do not think that communication to tweens must be forced, as they are very competent consumers.

I suggest that marketers use double marketing in their communication to parents and tweens, to impact both the parent and their child. Behind every parent there is at least one child, who is very much involved in family decisions as they to a great extent influence their parents. Contrary, behind every tween there is a parent who still is a great part of the tween's life, as they are still children who are dependent of their parents' financial support and need their guidance in life, clarified earlier. When for example marketers want to launch a new car or computer it is obvious to make sure that the product is attractive to both children and the parents, as research shows that one part has an influence on the other part's decisions. By using a double marketing strategy, marketers will, in theory at least, have double the chance to fully impact one of the segments.

Marketers need to be more proactive and think ahead in relation to their marketing to the segment tweens, as research shows that they are consumers in their own right as well as they have great importance in many purchase decisions made by their parents and within the

family. Based on research in section 2.1.2, parents are more influenced by their children than first anticipated, an example is tweens' major influence on adult products, such as the family's car where tweens only are passengers, not the drivers. Hence, it is certainly an area of interest for marketers, as there is a lot of money to be earned if they target their marketing not only on the drivers of the car but also on the highly influential passengers. As pointed out in section 3.3.2 two of my tween respondents, actually had the final say in which car their mother and her new boyfriend should buy for the whole family. The two adults brought the oldest tween with them to the car dealer, as him and his sister are going to use it as much as they are and as the oldest tween, age 11, he is old enough to express which car he wants his mother and her boyfriend to choose.

The car industry needs to consider this information and take advantage of tweens' significant influence in a car purchase situation. Especially in situations with older tweens as my interviews and research show that they are more involved in expensive purchases with more consideration behind, than younger tweens. The car dealers need to specialise their personnel in communication to tweens and heighten their awareness of this segment's needs, as tweens decide the colour, size and content of the car, as noted in my interviews. Moreover, the parents probably have already decided on the car brand relative to their economical situation but they will include their tweens in the remaining decisions. Hence, it is at the car dealers there is the most money to be earned, which indicates that car dealers need to make the surroundings attractive for tweens. A possibility is to make a corner of the car dealership the tweens' area with a play area with the car dealer's own car brands in miniature for the younger tweens to play with.

However, another approach is necessary for older tweens, as older tweens have changed their play patterns away from child's play to more computer- and Internet based games, stated in the interviews and in section 2.1.7 and 3.1.2. Instead I suggest an area with computers where tweens can create the car they wish their parents to buy for the whole family, a possibility to choose from different types, sizes, colours etc. within the car dealership's car brands – making the tweens have almost endless possibilities just a mouse click away. This will make the process much easier for the parents and the tweens will be having fun, while deciding which car they prefer. Especially for boy tweens, who I regard as much more interested in cars and electronics compared to girls. However, games on the Internet will probably only gain more ground in the future, also for girl tweens.

Moreover, it is also evident from the interview, on the 17th of Nov. 2010, with Pernille and her tweens that comfort is very important for the tweens. Thus, family car producers need to think of the passengers on the backseat and not only of the adults in front. Children are much more comfortable if they sit higher in the car and can look out the window, to avoid car sickness, and if there is a lot of gadgets in the car, as cup holders, small tables, secret rooms, jacks for video games, DVD screens, just to mention a few, that is definitely a plus for all parties in the car.

As mentioned, the Internet is the tween playground today. They use the Internet for a lot of things, most importantly for marketers is their use of searing the Internet for alternatives, when e.g. deciding which hotel to choose for the family's next holiday and which camera the parents should buy (Christian & William 2010, pers. comm., 6th Nov.), and their substantial activities on social media, as Arto and Facebook. Tweens today are comfortable with the Internet and in many situations they prefer searching the Internet for information about a product instead of asking their peers, evident from my interviews. However, to search the Internet for alternatives is not unaccustomed for most parents today, as they are used to the world of technology but the next generation of tweens will probably be much more technology accustomed than their parents.

Arto is not unfamiliar in the world of tweens, as it is a social media targeted at children from the age of 10 years and older, which is apparent on the site as mobile operators as TELIA and 3 advertise there, this is not surprising as every tween owns a mobile phone and use it frequently (om Arto). However, the fact that most of my interviewed tweens are online on the site Facebook, even though the site is only for users above the age of 13 years, is a huge surprise to me as well as prof. Tufte, as stated in section 3.3.5. Thus, marketers have to open their eyes for commercials targeting tweens on the social media site Facebook, as for example the mobile operators, which also advertise on the Arto, applicable for a younger age group than Facebook. Especially, my interviewed older tweens are great users of social media and will therefore be an apparent target group for marketers, also on Facebook.

Moreover, I am convinced that in the future, children's influence is going to explode to a level not seen before and in particular the modern method of word of mouth, viral marketing, will gain more ground in the future, no doubt about it. I also have a profile on Facebook as many of my interviewed tweens and see the great use of fan clubs and links to videos on YouTube, news stories and other websites, which members frequently post and thereby hold the snowball effect alive. Consequently, Facebook is an ideal site for marketers to use for their

marketing to tweens, who, as mentioned several times before, are highly influenced by what their peers tell them, is 'in' at the moment and therefore the thing to have for every tween in their class and circle of acquaintances.

The use of technology will only be reinforced in the future and the use of new media, such as social media and the mobile phone, for marketing purpose will undoubtedly increase. I predict that mobile marketing will have a great future as a marketing tool for tweens, who are great users of the mobile phone and see the mobile phone as a solid companion in their everyday life. The mobile phone will no longer only be used for the tweens' communication with their friends and families, it will also be used by marketers as a media to communicate directly to tweens. For example, I believe that mobile phone applications will constantly be developed, which will contribute to an increase in the use of the tweens' mobile phone for other purposes than to text and call.

It is also clear that tweens today are more critical and suspicious in relation to what marketers communicate to them, which indicates that marketers need to be much more creative than earlier and follow suit on the tweens' new media.

5.0 CONCLUSION

The new consumer group tweens, aged 8-12, is on a majority of marketers' mind - an attention which I believe will only be intensified in the years to come, based on the research in this thesis. A lot of research in the area of tweens has been done, which has created the foundation of forming a picture of an international tween and above all, to form a nuanced picture of a Danish tween based on existing research and new findings.

Tweens are not simple consumers, but they are little adults involved in many consumer decisions in the family from inexpensive grocery decisions to expensive purchases, like vacations and cars. Tweens have lived through a childhood of participant purchase to an age where they are independent consumers with their own money and incredible degree of direct and indirect influence on the family's decision making. Pestering is still a chosen negotiating tool for tweens to influence their parents but more advanced manipulating techniques are developed. Moreover, tweens are at an age where parents' influence decreases while peer influence increases and having the newest gadget becomes of essential importance for tweens to be part of the group. Parents involve their children in family decisions to a degree never seen before which this thesis shows is partly caused by tremendous societal changes over the last two decades. Tweens live in a wealthy society accustomed to get what they want and with parents who have the economy to fulfil their needs and desires.

Today, adults are a group of individualists who focus on their career, postpone having children and when family life begins decisions have to be easy for the parents. New family structures arise from this new generation of individualists as the number of divorces has increased dramatically. Hence, today single-parents or dual-families are not uncommon and research shows that children of divorced families have more influence on the family's decision-making than in traditional families. Families are often negotiating families where parents have a democratic view on the family's decisions and thus include tweens in every decision relevant for them, resulting in increased dialogue.

In addition, tweens are formed to be independent consumers at a much earlier age than previous generations as the society pushes their children out of childhood and into teenage life. Thus, a new phenomenon has appeared, called 'Kids Grow Older Younger' which underlines the fact that childhood today has shrunk. The majority of tweens no longer play with LEGO and Barbie but instead they play games on their computer and are online all the time, in this digital age. Tweens become little frontrunners that their parents turn to for technological advice as research states that tweens are the experts in this area, not the parents.

Tweens, internationally as well as in Denmark, have a buying power never seen before, which comes from own earnings and allowance. However, research and findings from the data collection show that not every Danish tween receives allowance but they get what they wish for regardless of this. However, the findings from the data collection illustrate that tweens need minimum persuasion with regard to inexpensive purchase and voice their opinion more in relation to products meant for themselves. Older tweens also show a tendency to be more brand aware and determined in a consumer decision compared to younger tweens who are not as experienced consumers.

However, even though research suggests that parents include their tweens in a range of family decisions, the family structure influence how much Danish parents involve their tweens. In fact two children of divorced parents had a key role in the family's car purchase decision. Furthermore, the interviewed parents emphasize that because they are earning the money they have the final say in the family decisions. The findings also support the fact that tweens' influence increase, as they grow older. Further, the better the economical situation in the family, the more consumer choices exist and thereby the children will get more products.

Peers are important to tweens as they get influenced by their friends and classmates in their consumer choices, but there is no conclusive results saying that this is the case for every tween. However, apparent from the findings is the fact that older siblings have great influence on younger siblings as they copy their older siblings' consumer choices. Additionally, tweens influence their parents in different ways, as the interviews demonstrate that younger tweens still behave childish in a consumer decision compared to older tweens' more manipulating ways. Tweens technology expertise is also of great interest, even though the findings state that their technology knowledge does not make them experts. Social media as Arto and Facebook is also often visited by tweens and this increases, as they grow older.

In order to reach the tweens I recommend that marketers use more untraditional marketing methods as my research shows that they are very capable consumers with great influence on even the biggest decisions in the family. Double marketing will be beneficial, to double the impact on the two segments as tweens also are included in decisions about the family's car. Hence, I suggest that car dealerships arrange an area only for tweens where younger tweens can play and a platform to engage the older tweens in their own online car dealership. Finally, I believe that tweens' use of technology will only be more apparent in the future. Hence, online marketing on social websites as Arto and Facebook and mobile marketing are focus areas for marketers when communicating to tweens.

6.0 PERSPECTIVE

As accentuated several times in my thesis, my study is based on a qualitative research method where I uncover how significant a Danish tween's influence is in relation to the family's decision-making. However, I only uncover a tendency in the Danish society, as my study is only a small-scale study where I give a nuanced picture of a Danish tween. Thus, a future large-scale study is necessary to see if it is more than a tendency, if it is reality. In the future it will be interesting to look at a larger scale quantitative research of tweens' influence on the family's decision-making, to validate or invalidate the arguments in my thesis. However, I do not think that my chosen data collection method, the qualitative research method, is deficient but that more interviews in tween families will be appropriate to complement a large-scale quantitative research.

Moreover, I interpret from my findings that the tween age group is too broad in my study, that the difference between emerging tweens, age 8-10 years, and transitioning tweens, aged 11-12, are too significant. My interviews support the fact that older tweens have experienced much more in life than the younger, mentioned in section 1.1, and their abilities as consumers and their influence in the family's decision-making is thereby much greater for older tweens, like Christian, Phillip and Sandra than for younger tweens, as William and Emma. In relation to older and younger tweens it would have been interesting to see the bedroom for every interviewed tween, while I was in their home, to see what posters and things they had in their bedroom and to observe at what age 'child's' play ends and 'teenage' behaviour begins.

I also find it important to interview more tweens with older siblings, as the dynamics between the siblings are relevant to look further into, as tweens with older siblings appear to be more experienced consumers as they make more 'teenage' consumer choices. Likewise it is interesting to look into families with several tweens, along with families with a 'trophy child', to see if the only child is included less or more in the family's decision-making. The tendency is not very clear in Pamela and Rasmus' family, even though Olivia is the only tween in the family and has been an only child for almost ten years, as their economical situation influences her involvement in the family's decision-making. In their family, there are not a lot of family decisions, which they feel Olivia should be a part of. It will also be interesting to look more into a notion mentioned in section 3.1.2, which states that children have more influence on grocery shopping in families with only one or two children compared to families with more than two children. I only interviewed one family with three children, thus I cannot say if these research results hold true.

There exist a need to focus more on the differences between families in Denmark and less on differences between countries, as research in section 2.1.7 points out that the Danish family structure is widely dispersed today. In the last 20 years the Danish family structure has changed and thereby the children's importance in the family's decision-making. Today both parents work, a career is primary and children secondary, children are born later in life and a 'trophy' child is the case for many parents. Moreover, the increase in divorces and thereby single-parents and dual-families also impact the children's influence in a consumption situation, giving them more influence as a second adult in the family where this is otherwise absent. In addition, my own research as well as Prof. Tufte's research shows that because of the societal differences in Denmark, there is a need for a larger study, looking at Danish tweens in relation to family structure. Hence, the chosen data collection method has to be aimed for this purpose for the results to show that for example marketers need more ways to communicate with tweens, to target them more precisely. Based on my newfound knowledge, researchers will probably find that tween families can be placed in groups in relation to their differences in family structure and economical situations, as I find that tweens from divorce families and tweens with wealthy parents are involved in more consumption decisions, than tweens from families where both parents still are together and/or have a tight economy.

Another interesting point to investigate further is the notion of divorces. For example, it could be to interview the divorce children's mother and father and not only consider e.g. Emma and Sebastian's point of view, when they talk about their influence on their father's decisions. The father's perspective will probably reveal a completely different family pattern. In particular, if one of the divorce parents is more with the children than the other and the parent, who has them the least, will feel a need to spoil the children more or give the children more influence in family decisions.

The spread of the interviews are also recommended to be wider than with mine, where I only conducted interviews in the Copenhagen area. The rural areas also need to be included and not only the urban areas, as other tendencies will probably be apparent, as I mention in section 1.4.2, to what are found in the Copenhagen area. E.g. differences will probably be in regards to tweens' competences as consumers, as I believe that tweens from the urban areas will have a better understanding of what is 'in' among their age group, with regard to electronics and fashion, and thereby be more experienced consumers. Moreover, I suppose that there will exist differences in family structure with regard to number of children in the family, if the parents are old or young, divorced or not. I also imagine that urban and rural families'

economical situation will be different, as people who settle down in urban areas, more often are people with higher educations and as a result earn more money. However, all of the above is only a result of my own speculations about rural and urban family differences.

Based on my research I also see that children in the tween age behave as competent consumers on equal terms as their parents and they should be treated accordingly. Tweens today are, as highlighting in section 3.1.3, capable with their own opinions and attitudes towards consumption decisions. Hence, future research needs to change their perspective from the notion that children are vulnerable, to the notion that they are more than competent in a consumer situation. Something, which their parents also have opened their eyes to, as their tweens are being heard with regard to family decisions, in both small and large decisions. However, there are also consequences associated with this new view on tweens, as they are perceived and treated as little adults who are experienced consumers with a high consumption of different media but at the same time I do not think that every tween is aware of the consequences. E.g. their membership on the adult social site Facebook, where their information can be used for marketing targeted precisely at them. Actually, some of the new marketing tools can be difficult for tweens to comprehend, just like it is the case for adults under some circumstances. Hence, new moral dilemmas arise, as we do not know, which consequences tweens' activity on adult sites will imply and if they in fact should be screened from these sites. A dilemma, which marketers to a higher degree will be faced with in the future, as tweens' media use only will increase.

Additionally, I find that in respect to the new phenomenon KGOY, mentioned throughout the thesis, that it becomes more difficult to divide children into different age groups as John (1999) does, in her research about consumer socialisation of children – inspired by Piaget. Today, it is much more complex to divide children into fixed boxes, because the time where children are real children has shrunk and the phenomenon KGOY holds true. A phenomenon, which I think only, will be discussed more in the years to come based on the aforementioned changes in today's society.

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8.0 APPENDIX

8.1 Interview guide to professor Birgitte Tufte (attached as audio file)

Oplys Birgitte Tufte om formål, varighed (ca. 30 min), at hun bliver optaget på diktafon, at hun er anonym, og at mit speciale er fortroligt!

Kære Birgitte,

Først mange tak fordi du vil stille op til dette interview.

Mit navn er Tine Mortensen, og jeg er i gang med mit speciale på Copenhagen Business School. Mit speciale omhandler segmentet ”tweens”.

Jeg har valgt dette emne, da jeg finder det særdeles interessant. Der er kommet meget mere fokus på dem inden for det sidste årti, internationalt som i Danmark. Tweens har fået rigtig stor købekraft, de har meget direkte og indirekte indflydelse på forældrenes såvel som hele familiens købsbeslutning, hvilket er mit fokus i mit speciale.

Jeg håber derfor, at du vil være behjælpelig med at danne et billede af en dansk tween i forhold til denne ændring i segmentet. Endvidere deltage i en diskussion med mig omkring tween segmentet, deres adfærd og indflydelse i forbrugssammenhæng.

Generelle spørgsmål

- Tror du alle tweens i denne aldersgruppe får lommepenge?
- Hvad tror du, at de bruger deres lommepenge på?
- Tror du, at tweens får penge af deres bedsteforældre (mange/få)?
- Hvornår får denne aldersgruppe deres første mobiltelefon?
- På hvilken baggrund tror du, at de får denne mobiltelefon (sikkerhed/pres)?
- Hvilke lege tror du, at denne aldersgruppe leger (hvor skiller det)?

Indflydelse

- Tror du, at børnene er med i families købsbeslutninger eller er det forældrenes fulde beslutning?
- Tror du, at børnene spiller en væsentlig rolle (ligeligt/forældrene)?

- Tror du, at det er forældrene der spørger deres børn til råd, eller er det børnene selv, der giver deres mening til kende?
- Hvorfor er det således?
- Tror du, at det er vigtigt, at børnene er med til at bestemme, hvad der skal købes til familien (både for tweens og forældre)?
- Tror du, at børnene ofte ubevidst influerer mere, end forældrene tror?
- Tror du påvirkningen af købet sker hjemme eller i den pågældende butik?
- Tror du, at det er forskelligt alt efter køkets størrelse og pris, hvornår forældrene vil have deres børns indflydelse/råd?
- Tror du, at der forskel på, hvordan børnene influerer deres forældre afhængig af produkt?
 - Dagligvareprodukter?
 - Legetøj (inkl. play station, computer, mobiltelefon, wii)?
 - Tøj og sko?
 - Dyre køb (bil, ferier)?

Hvem bestemmer i familien

- Tror du, at det er vigtigt, at alle i familien er enige, når der skal købes noget i familien?
- Tror du, at børnenes indflydelse stiger, jo ældre de bliver?
- Tror du, at det ændrer sig i hvilke købsituationer, forældrene behøver deres børns indflydelse, jo ældre de bliver?

Børnene

- Tror du, at det er vigtigt for børnene, at det pågældende produkt har et bestemt mærke?
- Hvordan tror du, at børnene opnår, at forældrene køber det, de ønsker (plager, overtaler, argumenterer, lover noget igen)?
- Hvad tror du, virker bedst for at overbevise forældrene om et køb (plager, overtaler, argumenterer, lover noget igen)?
- Tror du, at børnene ved mere end forældrene om nogle ting?
- Hvis, hvorfra tror du så, at de får denne viden (gennem venner eller Internettet)?
- Hvad tror du, det betyder for forældrene og børnene, at de nogle gange ved mere end deres forældre?

Børnenes influenter

- Tror du, at det betyder meget for tweens, at de har det samme som deres ligesindede (venner)?
- Tror du, at en tween lader sig influere af deres ældre søskende?
- Tror du, at en tween lader sig influere af reklamer på TV, skrift og Internettet?
- Hvad tror du, at en tween bruger Internettet til, eks. Youtube, google, facebook, spil, film m.m.?
- Tror du, at der er betydelig forskel på, hvad en tween bruger Internettet til afhængig af alder?

Hvad tror du, er den største forskel mellem en dansk tween og en international tween?

8.2 Interview guide to tweens (attached as audio file)

Oplys alle respondenter om formål, varighed (20-30 min), at de bliver optaget på diktafon, at de er anonyme, og at mit speciale er fortroligt!

Hej xxx,

Det er så dejligt, at I to vil hjælpe mig med min opgave. Det er jeg rigtig glad for.

Jeg hedder Tine, og jeg er i gang med en stor opgave på min skole. Min opgave handler om børn i jeres alder. Jeg vil f.eks. gerne vide, at når I gerne vil have noget, får I det så, og hvordan får I jeres forældre overtalt. Et eksempel kan være, at når I siger, I gerne vil på skiferie/charterferie, så kommer I det.

Jeg håber derfor, at I vil hjælpe mig med min opgave og fortælle mig lidt om, hvad det betyder, at være på jeres alder. For det er jo længe siden, at jeg har været jeres alder, og mange ting var jo anderledes den gang, så jeg ved ikke, hvordan det er at være 8-13 år i dag.

Demografi

- Hvor gammel er du/I?
- Får du/I lommepenge?
- Hvor mange lommepenge får du/I om måneden?
- Skal du/I gøre noget for dem?
- Får du/I noget af jeres bedsteforældre?
- Hvilke lege leger du (LEGO, Barbie, SimCity)?
- Har du en mobiltelefon?
- Hvornår fik du den mobiltelefon?

Indflydelse

- Bestemmer du/I hvilke dagligvareprodukter, der skal købes ind til familien (drikkelse, pålæg, morgenmadsprodukter m.m.)
- Bestemmer du/I selv hvilket tøj og sko, der bliver købt til jer?
- Bestemmer du/I hvilke tekniske produkter, som mobiltelefon, computer, play station, stereo og wii, jeres forældre skal købe til jer/familien?
- Var du/I med til at bestemme hvilken bil, familien skulle have sidste gang?
- Er du/I med til at bestemme hvilken ferie/familietur, I skal på næste gang?

- Hvem bestemmer mest I jeres familie (jer, jeres forældre eller er det ofte en familiebeslutning)?

Overtalelse

- Når der er noget, du/I gerne vil have, hvad gør du/I så for at få det (plager, truer, argumentere, lover noget igen)?
- Hvordan får du/I jeres forældre overtalt?
- Er der forskel på, hvad der virker bedst på dine/jeres forældre (situationen, mor/far)?
- Er der forskel på hvordan du/I gør, afhængig af produkt?
 - Om det er mad og slik (dagligvarer) til familien?
 - Om det er legetøj til jer selv (inkl. play station, computer, mobiltelefon, wii)?
 - Om det er tøj og sko til jer selv?
 - Om det er familiens bil eller ferie?

Børnenes influenter

- Når dine/jeres venner får noget, vil du/I så gerne have det samme?
- Hvis ældre søskende, vil du/I så gerne have det, din storebror/storesøster har (spg. til unge tweens)?
- Når du/I ser noget i reklamerne, på Internettet eller hos/på dine/jeres venner, vil du/I så gerne have den samme ting?
- Hvem/hvor spørger du/I om råd inden et køb (på Internettet eller jeres venner)?
- Spørger dine/jeres forældre dig/jer om, hvad du/I synes, de skal købe til familien (nyt elektronisk produkt, ferie, bil)?

Brands

- Ved du/I hvad et brand/mærke er?
- Hvilket brand/mærke kan du/I bedst lide?
- Ønsker du dig til jul noget fra et bestemt brand/mærke?

Eksempel

- Hvad er dit/jeres største ønske til jul?
- Hvorfor vil du/I have det?
- Hvem tror du/I, at du/I får det af?

8.3 Interview guide to parents (attached as audio file)

Oplys alle respondenter om formål, varighed (ca. 30 min), at de bliver optaget på diktafon, at de er anonyme, og at mit speciale er fortroligt!

Hej xxx,

Først mange tak fordi dig og din familie tager jer tid til at stille op til dette interview.

Mit navn er Tine Mortensen, og jeg er i gang med mit speciale på Handelshøjskolen i København. Mit speciale omhandler segmentet "tweens", som er børn i alderen ca. 8-12 år. De betegnes således, da de befinder sig midt imellem barndommen og teenagealderen, og de tilhører hverken den ene eller den anden af disse to grupper.

Jeg har valgt dette emne, da jeg finder det særdeles interessant, da der er kommet meget mere fokus på dem inden for det sidste årti, internationalt som i Danmark. Der er sket store forandringer i dette segment, især pga. deres teknologiske viden, ændringer i familiestrukturen, familieindkomsten og børnenes stigende indflydelse.

Jeg håber derfor, at I vil være behjælpelig med at danne et billede af en dansk tween ved at svare så oprigtigt og åbent som muligt på nedenstående spørgsmål og deltage i en diskussion med mig omkring tween segmentet, deres adfærd og indflydelse i forbrugssammenhæng.

Demografi

- Hvad er jeres alder?
- Hvad arbejder I med?
- Hvor meget vil I antage, at I bruger på jeres børn om måneden?
- Bruger I ofte ekstra penge på jeres børn, end I har budgettet med?
- Mener I, at I bruger for mange penge på jeres børn?
- Hvis jeres børn/barn har en mobiltelefon, hvorfor fik børnene/barnet så I sin tid mobilen?

Indflydelse

- Vil I ofte gerne have jeres børns råd ved et nyt køb i familien?
- Hvorfor/hvorfor ikke?
- Har jeres børn nogen indflydelse på familiens køb?

- Er det vigtigt for jer, at jeres børn er med til at bestemme jeres familiekøb?
- Tror I, at jeres børn ubevidst influerer mere, end I tror?
- Hvornår oplever I, at børnene påvirker et køb (hjemme, i butikken)?
- I hvilke situationer, behøver I jeres børns indflydelse (ved dyre eller billige indkøb)?
- Er der forskel på, hvordan jeres børn influerer jer afhængig af produkt?
 - Dagligvareprodukter – mad, slik m.m.?
 - Legetøj (inkl. play station, computer, mobiltelefon, wii)?
 - Tøj og sko?
 - Dyre køb – bil, ferier m.m.?

Hvem bestemmer i familien

- Hvem er med til at tage beslutningerne i hjemmet?
- Er der en, der bestemmer mest?
- Er I altid enige, når der skal købes noget i familien?
- Er det vigtigt at alle i familien er enige, når der skal købes noget i familien?
- Stiger jeres børns indflydelse i hjemmet, jo ældre de bliver?
- Ændringer det sig i hvilke indkøbssituationer I behøver jeres børns indflydelse, jo ældre de bliver?

Børnene

- Er det vigtigt for jeres børn/barn, at det pågældende produkt har et bestemt mærke?
- Hvordan opnår børnene, at I køber det, de ønsker (plager de, overtaler jer m.m.)?
- Når der er noget børnene rigtig gerne vil have, hvad gør de så for at få det?
- Hvad virker bedst for at overbevise jer om et køb (plager, truer, argumentere, lover noget igen)?
- Ved jeres børn mere end jer, som forældre, om nogle ting?
- Hvis, hvorfra tror I så, de får denne viden (gennem venner eller Internettet)?
- Går jeres børn op i mærker/er jeres børn mærkebevidste?

Eksemplar fra hverdagen

- Hvem bestemte, hvilken ferie/familietur I skulle på, på jeres sidste ferie?
- Hvem bestemte, hvilken bil I skulle have sidste gang?

Må jeg tage kontakt til jer og jeres familie igen, hvis jeg behøver en uddybning af nogle af spørgsmålene?

8.4 Interview summary

Cecilie og Amalie på 10 år:

- De får 100 kr. om måneden i lommepenge ved at hjælpe lidt til derhjemme – de får et fast beløb, men ved ekstra gøremål kan de få ekstra (f.eks. 10 kr.)
- De bruger de ekstra penge på henholdsvis tøj, legetøj og ny mobil, f.eks. sparer den ene af pigerne op til en ny mobil, da den hun har er ved at gå i stykker
- Bestemmer nogen gange hvad der skal købes ind; de er med ud og handle, så spørger forældrene pigerne om, hvad de vil have, for det meste får de ja, når de spørger, mest mad, drikke og slik men også billigt tøj (hjemmesko, strømper)
- Er med til at bestemme morgenmadsprodukter, får toastbrød eller krydderboller, de får det de gerne vil have
- Bestemmer tøj og sko, mor spørger om de kan lide tøjet, og hvis ikke kigger de på noget andet, de får ofte det tøj og sko de gerne vil have, minimum overtalelse
- Mobiltelefon bestemmer de selv, så længe de har råd til det, har fået computer gratis igennem fars arbejde uden deres indflydelse, Wii fik de i julegave af mor og far fordi de ønskede sig det
- Forældrene betaler noget af mobilen, hvis de ikke har råd til den, og lidt af taletid betaler forældrene også og de har også indflydelse på taletid
- Havde ikke indflydelse på bilkøb sidste gang pga. de var 2-3 år, de vil begge gerne have en sølvbil næste gang, da en af deres veninder har den og de synes den er flot og har mange ting indeni
- Var med til at bestemme ferie sidste gang (Kreta), de ville gerne et nyt sted hen (by), forældrene spurgte inden de bestilte, det ville de gerne, da det så lækkert ud
- Hvis en af pigerne ville have en ny bluse i H&M spurgte hun om hun måtte få den, hvis hun lavede lidt ekstra derhjemme for den, så fik hun den, eller forældrene foreslår at de kan ønske sig det, og hvis der er lang tid til jul eller fødselsdag sparer de selv op til blusen + forældrene kan også finde på at lægge ud og så betaler pigerne dem tilbage næste gang de får lommepenge
- Mor og far bestemmer mest, nogen gange må de gerne bestemme noget, de sidste par år har de fået mere at bestemme
- Har fået lommepenge de sidste par år
- Forældrene skulle betale mere, hvis ikke de fik lommepenge og måske de også ville plage mere, hvis ikke egne penge
- Mor er den bedste at gå til med tøj, men de spørger begge forældre og både i supermarkedet og derhjemme
- Mest tøj de spørger om og juice, saft, sodavand, ikke så meget slik
- Ofte så får de tingen de spørger om, hvis den koster under 100 kr. men nogen gange får de 50 kr. mere, hvis den anden også har fået det
- De kan godt finde på at spørge om en ting de rigtig gerne vil have flere gange, men ellers siger de bare ”at de jo bare kan ønske sig den” eller så sparer de om til tingen, nogen gange sammen hvis det er en fællesting – plager ikke igen og igen
- De vil ikke så tit mere have den samme ting som deres venner, det ville de mere i 2. klasse, hvis de havde en ting de ikke havde, så synes pigerne det var snyd
- Den ene af pigerne har ønsket sig en bluse, fordi hendes veninde havde den
- I reklamerne bliver de påvirket af reklamer for Wii, ny mobil eller nintendo, ikke en bluse
- De bruger ikke computeren så meget, andet at kigge på hunde og spille, men en af pigerne bestiller selv tøj fra et bestemt mærke på Internettet, som hun godt kan lide og de kan også selv bestille tøj hjem til butikker i Rødovre centret
- Forældrene har dog hjulpet pigerne på nogle hjemmesider

- Spørger nogen gange veninderne om de synes strømper, halskæde eller bukser er sejt, for at købe det samme
- Den ene af pigerne ville gerne have haft samme mobil som en veninde, men den var for dyr i taletid
- Kiggede i reklamerne/katalogerne sammen, da familien skulle have fladskærm
- De er gode til at ønske ting i gave
- De har selv bestemt hvorfor en seng, de ville have og så fik de den

Jeanette og Lars, forældre til Amalie og Cecilie på 10 år:

- 35 og 34 år, smørrebrødsjomfru og revisor
- Forældrene bruger i gennemsnit ca. 500-600 kr. per måned per tween
- De bruger penge på dem ift. hvad de står og mangler, eller hvis de skal noget ekstra, som en tur i Tivoli med veninderne
- De får ikke alt, der bliver også sagt nej, men de får da ting
- Forældrene prioriterer højt at de får lov til en del og de gerne vil give dem som meget som muligt, de behøver ikke tænkte på at de ikke har råd, da det står fint til for dem
- De er også begyndt at købe mange ting selv, som de sparer op til, de kan godt lide at bruge deres egne penge og selv købe ting
- Forældrene kan mærke, at pigerne synes det er sejt at have penge til selv at købe deres egne ting – det er især kommet de sidste par år og det bliver nok kun værre ☺
- Pigerne er ikke store nok til at være med til at bestemme større ting som tv til familien, de vil gerne have det skal være pænt men ikke mere end det, forældrene tager beslutningen uden pigerne medbestemmelse så længe det ikke er til dem specifikt
- Indflydelse på køb generelt; Sidste år til jul fik pigerne en Wii, de ting der bliver købt til hjemmet er på basis for at børnene skal kunne bruge dem for børnenes skyld
- Pigerne ønsker sig ting, de store ting er de nød til at ønske sig, men forældrene prioriterer børnene højt, da de f.eks. har betalt 1000 kr. til en ny DS'er da den gik i stykker, og det ikke var hendes skyld, den gamle fik lillebror, som havde færre behov
- ”De ting der vedrører dem har de selvfølgelig medindflydelse på”, det er vigtigt for forældrene, da de er så store, så det vil nok skabe splid, så de snakker om hvad de ønsker sig, ”forældrene vil selvfølgelig gerne give dem det, de ønsker sig” indenfor rimelighedens grænser
- Har f.eks. selv valgt deres nye cykel, farve, udstyr, kurv – eksempel på, at de er med på råd
- Forældrene har især oplevet deres indflydelse indenfor de seneste år, da de er blevet ældre og har en mening og holdning om mange ting, især omkring tøj
- I enkelte tilfælde køber moren tøj til dem uden de er der, men oftest vil hun have dem med, da de er meget forskellige i tøjstil og de har klart en mening og holdning til hvordan det skulle se ud og hvordan det skal sidde
- Mht. tøj får de ofte lov til at vælge hvad de gerne have, begge forældres mening, da moren ikke vil købe en trøje til 300 kr. som så en af pigerne ikke vil gå med, for hun får hende aldrig i den, hvis hun ikke kan lide den – bedre at de viser, hvad de ønsker sig eller tage dem med ud i butikken og købe det til dem, end købe noget uset
- Tit ift. mor og pigerne, så falder der lidt af i butikkerne, da der er mange billige butikker, og hun vil gerne give en bluse til 125 kr. i butikken
- Især nu vil forældrene ikke give dem en masse ting, da de lige har haft fødselsdag, der er snart jul og de får adventsgaver
- ”De er gode til at forstå, at nogen ting er de nød til at ønske sig, man kan ikke bare få det hele”, men det er klart de har medindflydelse

- De ønsker noget engang imellem ift. noget deres veninder har, ”det gør de meget”, især som piger, da de gerne vil være med på moden og ligne de andre
- De er nok lidt privilegeret, da de får meget, og får store gaver til fødselsdag og jul, men det er selvfølgelig en prioriteringssag fra familie til familie, men når de har muligheden for det og råd til det så vil de gerne men ”samtidigt er det vigtigt at de har forståelsen for at de ikke kan udpege alt og så får man bare det hele, men at man også bliver glad, hvis man kun får en lille ting en dag”. Så det også er fint nok, så der ikke skal så meget til for at blive glad
- Det er vigtigt for pigerne at tilhøre en gruppe, at være med og ikke skille sig for meget ud, men det er også det der er problemet i skolen i dag, for så er man et nemt offer for at blive mobbet og drillet
- Pigerne gik meget op i hvilken mobil veninderne havde på et tidspunkt, for omkring 1,5 år siden, da de fik mobiltelefon ”hun har den og hun har den”
- Men i dag er det ikke så vigtigt, at have den samme mobil som veninderne, som det måske var for et par år siden (eks. en af pigerne der sparer op til ny mobil), ”nu er de nok blevet mere selvstændige i deres meninger”
- Pigerne er forskellige, den ene af pigerne køber hvad hun gerne vil have, er ligeglad hvad andre synes, er mere selvstændig og er ligeglad hvad andre sagde modsat den anden tvilling
- Pigerne i deres klasse, 4. klasse, der er det vigtigt at ligne hinanden, f.eks. med stramme jeans
- Med større køb, så tages beslutningen derhjemme, da der snakkes om det (intet impuls køb) og mindre køb i butikkerne
- En basistrøje til ca. 100 kr. er okay at købe i butikkerne, som impuls køb
- Forældrene vurderer ift. deres behov, og det pigerne siger de har behov for, og hvis forældrene vurderer behovet er der, køber de det til dem + hvis ikke pigerne har behov for det må de selv betale, ønske sig det eller de kan betale halvdelen
- De har en aftale, at ved større ting kan de betale halvdelen, ”også for at lære dem, at det hele ikke bare kan komme til en, når man vil have det, at man også skal spare op engang imellem” – godt at give videre til deres børn
- Forældrene giver dem en gulerod ved nul fejl i diktat, for deres selvtillidsskyld og laver lidt ekstra for at få råd til noget, for pigerne skal der ofte være penge involveret for at yde ekstra
- Morgenmad og ønsker til aftensmad, forældrene tager meget hensyn til pigernes ønsker. De laver ikke aftensmad som pigerne ikke kan lide for at være helt ærlig, de køber det pigerne gerne vil have for alles skyld og ofte er pigerne med ud at handle, og de får lov at bestemme, hvad der skal fyldes i kurven, ting bliver købt for deres skyld, de køber hvad de kan lide, de tvinger dem ikke til at spise noget de ikke kan lide
- De køber ting når de ser det og underbevidst køber forældrene også ting til pigerne, som de godt kan lide uden at de er tilstede
- Moren kunne aldrig drømme om at købe noget uden at pigerne er med, pigerne bestemmer udseende 100 % selvfølgelig indenfor et vist beløb, moren er med for at se hvordan det sidder og at eg. vinterjakken og støvlerne er nogle der kan holde tæt
- Wii og playstation er deres ”legetøj” og de tegner meget, hører musik, tegner, leger med perler
- Forældrene køber mest dagligvarer og tøj til pigerne og elektronik må de ønske sig
- Der er ikke Barbie i deres verden længere, er 2-3 år siden, men en af pigerne kan godt finde på at lege ”far, mor & børn” med en veninde, men det er sjældent og det sker i hemmelighed, da det er for pinligt
- ”I dag leger de på en helt anden måde, problemet i dag er at pigerne bliver alt for hurtigt selvstændig og små voksne, hvis man ikke tænker sig om, og siger det er i

orden de leger sådan, de er jo kun 10 år". "Selvfølgelig er de ikke små, men de er heller ikke voksne!"

- Moren siger man ikke behøver ligne en der er 14, når de er 10 år, hun mener ikke make-up hører sig til, men det er mange piger i deres klasse der bruger, okay at bruge derhjemme og lege med men ikke i skolen
- I dag er elektronik og computer meget deres verden, de er også på Facebook begge to. Og de spiller også spil derpå, computerspil. De ser også serier på computeren, f.eks. De unge Mødre, Robinson og andre reality shows, ser ikke tegnefilm længere
- "Forældrene synes, at det går lidt for hurtigt, at de skal trække stikket ud og være barn"
- Ved bil har de ingen indflydelse, men ved sommerens ferie fik de ikke lov til at bestemme, men forældrene bestemte ud fra at det er et rart sted at være for alle, med hotel og pool. De får lov at sige, hvad de gerne vil, medbestemmelse. Det skal være rart for hele familien, ikke kun for mor og far, at det skal være hyggeligt
- Pigerne kan godt finde på at blive ved at spørge om en ting
- Pigerne mangler ikke så meget, de er privilegeret, de større ting som de ønsker, dem får de faktisk til jul eller fødselsdag, og en lille ting som penaltur får de, når de behøver det
- Nogen gange forklarer forældrene dem, at de ikke har brug for det, og det synes forældrene, at de forstår, at sådan er det eller at de kan ønske sig det til jul
- Forældrene går ind og siger, ved f.eks. 400 kr. at de selv skal spare 200 kr. op, og så giver de resten (ikke pigerne der forstår det)
- Man får ikke noget, hvis ikke man er hjælpsom og sød og rar, der falder selvfølgelig mere af, hvis man er sød og rar og det ikke er råben og skrigen, så fungerer det selvfølgelig bedre og man har mere lyst til at give dem noget, mere villige
- De synes, at de når længere med, at pigerne er medbestemmende, da de er blevet så store, at de styrer mange ting - familien er demokratisk
- Pigerne ved mere om Facebook, hvor forældrene ikke er på, og om hvor tv-programmer skal findes, den viden får de hos veninder og i skolen. Det er noget de snakker om i skolen
- Pigerne synes nok, at det er meget sjovt at de ved mere end f.eks. mor
- Pigerne ved ikke mere end Lars, da han bruger det til dagligt, men ift. moren ja, da hun ikke bruger computeren meget. Forældrene mener det kommer an på alder, de er jo rimelig unge så de ved nok mere end forældre på 50.
- Det kommer nok meget mere om 2-3 år, at de bliver dygtigere til computere, da de bruger dem i skolen, i undervisningen og i fritiden. Computeren bliver brugt meget mere i dag, end den gang de var børn
- Udviklingen går meget stærkt, kan hun se ved sin søn på 4 år, som kan meget mere end hun kan, hvad kan han så ikke som 10-årig?
- De fik deres computere da de var 7/8 år og første mobiltelefon, da de var 8 år
- Forældrene havde sagt, at de ikke fik mobiltelefon før de blev 10, men forældrene følte sig presset til det, og pigerne var også nogle af de sidste til at få mobiltelefon, "det var de nød til, da alle andre havde den". I dag er det rart, da de cykler selv, men dengang hentede forældrene dem stadig. Har kun følt sig presset ved mobiltelefon, men også ift. DS (spillekonsul), som pigerne ville have fordi alle de andre i klassen havde en, de ville gerne have muligheden for at give deres barn den, så de kunne lege med den i skolen og hjemme ved veninderne, men det er jo ikke for alle familier der, da den koster 1200 kr. og spillene er også dyre
- Få i klassen der har computere
- Pigerne indflydelse er steget jo ældre de er blevet, "på mange måder tager de dem med på råd, hvis det er noget i forhold til dem, for så gør man det bare nemmere for en

selv”. Skete nok da de var 8 år, men måske også indenfor det seneste år ift. deres udvikling, da de er blevet selvstændige og har en holdning, og de finder sig heller ikke i alt og cykler selv i skole, og de ikke bare affinder sig med sådan er det, ”de ønsker en forklaring”

- Det er et spørgsmål om de har lyst til det, for hvis ikke er der ingen grund til at tage derned, f.eks. Knuttenborg, ”nogen gange så skal de også bare med, men langt hen ad vejen er de med på råd om det er noget de har lyst til”. Det er vigtigt for kommunikationen, at det fungerer godt, så man bedre kan snakke om tingene. Især når de bliver ældre, hvor de skal snakke om andre ting, så er det vigtigt at de kan snakke om tingene
- Når der er en grund bag, de kan argumentere for det, så er der større chance for de får den pågældende ting

William på 9 år og Christian på 13 år:

- De får ikke lomme penge, og der er ikke nogen ting derhjemme de skal lave for penge
- De får 1000 kr. af deres bedstefar til jul og fødselsdag, som de kan bruge til egne ting
- Christian og William betaler ikke selv tøj
- De bruger også deres penge på gaver til deres forældre, men de siger de skal lade være med det, da det er meningen de skal bruge dem på sig selv
- De har indflydelse hvad der skal købes, men de kan ikke bestemme alt
- Christian manglede en sofa, og så fik han en ny sofa, men efter overvejelse
- De får lov til at bestemme hvad de gerne vil have mor og far køber til morgenmad, det er ikke usunde ting, så i stort omfang
- For det meste er drengene med ude og købe tøj og sko til dem selv, få gange køber mor noget til drengene, som hun synes var fedt, de kan altid bytte det
- Det tv Christian har, fik han i fødsels gave af hans forældre, og så fik lillebror det gamle
- Williams mobil havde han stor medindflydelse på, den var han med nede og købe
- Christians iPod, printer og mobiltelefon har han selv købt og computeren er noget han har fået i gave og anlægget er noget han har fået i gave – de fleste af disse store gaver har han fået af hans forældre
- Christian var med nede og købe families fladskærm sammen med hans far
- Når familien skal have et nyt køb, kigger drengene også selv efter hvad der kunne være fedt, eks. vil deres mor have et nyt kamera drengene hjælper deres mor med at kigge
- Far bestemte families sidste bil!
- Sidste ferie; de har rigtig meget indflydelse og ideer, måske ikke så meget William men Christian, men i sidste ende var det mor og fars beslutning – Christian kunne godt blive sur, hvis forældrene ikke lyttede
- William beretter, at når de er på ferie og bor på hotel så er det oftest et 4 eller 5-stjernet hotel, de mangler ikke noget, forældrene lægger meget vægt på, at der er noget til børnene (minigolf og swimmingpool)
- Hver gang der skal bestemmes ferie er drengene med indover, men ikke på destinationen, men hotel m.m.
- Sidste gang, fik de en brochure med hoteller i Østrig og kiggede i den sammen hele familien, og Christian fandt hotellet i Prag på Internettet
- Christian synes ikke der er nogen der bestemmer mest, det er indenfor nogle forskellige punkter man bestemmer; bil er far, hus og madvarer er mor og børnene må generelt gerne komme med forslag

- William sagde denne vinter, at han gerne ville have disse støvler, og så prøvede han dem nede i butikken med hans mor, og så fik han dem
- ”De skal for det meste ikke plage så meget, men hvis de får nej, så prøver de igen dagen efter og plager lidt”. De kan godt finde på at spørge igen og sige må jeg ikke godt nok.
- Men selvfølgelig kommer det an på tingen om de får den, ikke ved store ting
- På nogen punkter er mor mere medgørlig og på nogle punkter er far, far er nemmere at få lokket tøj ud af og mor siger, ved I hvad I mangler. Hvis man er mest ekstravagant skal man gå til far, for han vil selv gerne have lidt luksus. Kommer an på situationen
- De kan ønske sig de store til og så får de dem oftest, f.eks. fatboy i julegave
- Fik Sushi i går fredag, men det er selvfølgelig noget de kun får i weekenderne
- De ved de skal ønske sig de dyre ting, som iPod og idock. Christian ønsker sig en Bose og William en Panda
- ”De ønsker sig mest tøj og William cd’er og møbler til værelset
- Christian kommer selv ind på storebror og lillebror, at lillebror konstant skal have det samme som storebror, hvis lillebror også vil have de samme sko som storebror, bliver Christian irriteret, da han ikke synes det er fedt at have en klon rendende. Det er konstant det sker, men William synes det er fedt og han vælger noget fedt
- Christian siger, at det er som om, at William bare venter på, at han bliver stor nok til at kunne passe det tøj Christian går i, og så går ud og køber det
- Det er bare ikke fedt, at Williams værelse skal være et kopi af hans
- Ønsker sig nogen gange ting, som ældre børn har, fordi Christian har det, derfor hurtige med nye ting end andre børn i hans alder. William ønsker sig f.eks. en iPod, fordi Christian har en, og han synes den er sej. En iPod er en iPod, men det er mere en specifik ting som tøj, Christian bliver irriteret over
- Ift. venner så vil Christian ikke efterabe og trope op i det samme tøj, så tøjmæssigt er der ingen af drengene der kopier, men ift. elektronik så ja, for at spørge dem til råd
- William spørger meget Christian til råd om det her er noget godt, og Christian spørger meget hans mor tøjmæssigt om det er smart, William siger i baggrunden det gør jeg også
- Christian har fundet ud af at hans ønsker sig Bose-anlægget igennem Fonas hjemmeside, Applehuset etc., så han har søgt information og hørt andre mennesker, f.eks. hans onkel hvad der virker. Kun et par gange hans venner, men ikke så meget
- De vil begge gerne have en apple-computer, fordi den er sej og har et lækkert design
- De fik deres første mobil, som niårige. William har ingen computer endnu, men ønsker sig en computer og en sofa
- Christian kigger på, hvad der er smart og kan betale sig f.eks. ift. at have en iphone.
- iPod’en købte Christian selv, men den sidste store ting Christian har fået er tv’et til hans fødselsdag og sofaen fik han fordi han manglede en
- I sommerferien, til Williams fødselsdag, fik han en mobiltelefon.
- De bruger mange penge på tøj, så det får de tit. Christian fik vinterstøvler i går til 1000 kr. og William en cardigan til 500 kr.

Phie og Torsten forældre til William på 9 år og Christian på 13 år:

- Phie er 41 og Torsten er 53 år, Phie er lærer og Torsten arbejder med administration og rådgivning af private institutioner
- Drengene får nok ca. for 1000 kr. per dreng om måneden i gennemsnit, varierer fra måned til måned
- Forældrene har fundet ud af, at de har et stort forbrug, så de har hævet forbruget, så det nu passer i forhold til hvor meget drengene bruger om måneden

- Drengene bliver f.eks. klippet for 500 kr. ca. hver anden måned, så de har et stort forbrug
- ”De mener ikke de bruger for mange penge på drengene”!
- De vil gerne høre hvad drengene synes, f.eks. da de købte ny sofa, men i sidste ende tager de beslutningen, ”så de må gerne have indflydelse, da de jo også går i disse rammer”
- Det er vigtigt at drengene også bliver skolet til at træffe valg og beslutninger, da man arbejder mere og mere i teams og på tværs i organisationen, så det er en måde at skole dem på den kultur på
- Ubevidst indflydelse; Drengene er gode til at manipulere dem, nogen gange bukker de under for det og andre gange fastholder man det, det er lidt forskelligt
- Hunden var f.eks. et ønske for børnenes side, men Torsten bestemte racen (reelt)
- Phie mener ikke det er så slemt at gå i butik mere, da drengene ikke længere skaber sig/skriger i butikken/supermarkedet
- Ift. dyre ting, så ligger drengene vægt på, at det er mærkevarer og Torsten ligger vægt på, at det er kvalitet, og man kan også godt se, at det der er lidt dyrere er bedre kvalitet og lidt mere trendy, så på den måde, har de stor indflydelse det, da de lige så godt kunne have fået noget til en tredjedel af prisen
- Men ift. morgenmadsprodukter, så køber de ind i forhold til det indtryk de har, af hvad de kan lide, selvom det nogen gange er forkert
- De står ikke i vejen for drengene, hvis de vil have en trøje i en bestemt farve, så får de det
- Bilen har Torsten bestemt hundrede procent. Og ift. ferie så er de med til at bestemme, men i sidste ende er det deres beslutning, men især Christian har en masse ferieønsker og er meget vedholdende med dem, men får ikke halvdelen opfyldt, ”men det skal være en ferie hvor alle fem for noget ud af det, det skal man huske”
- Drengene iscenesætter lidt ting, så de siger at man har lovet noget, men det har man ikke, f.eks. i Christians verden, hvis man siger ja til Magasin, siger man også ja til at købe et par nye bukser eller en ny trøje til ham
- De forhandler også, f.eks. skulle Christian have en luksus ting, så handler det om hvad der er ”Nive to Have og Need to Have”, men så ender det altid med at han ikke har penge med og af Phie har han lånt penge til at betale sin egen gæld af til hende, og det var simpelthen så kringlet at Phie ikke kunne gennemskue det til sidst ☺
- Christian især, er blevet bedre til det jo ældre han er blevet at kringele forældrene
- William har f.eks. lidt nedtur over at g-star ikke producerer børnetøj, da han rigtig gerne vil have tøj derfra, hvilket er et mærke han har lært at kende gennem Christian, så på den måde smitter det af, at William bliver influeret af ting Christian har
- Phie, siger at det kommer an på hendes humør hvis hun lader sig påvirke af børnene, nogle gange gider hun simpelthen ikke at høre om det. Men det handler også, hvis de mangler nogle sko, så mangler de nogle sko og får det, men hvis de f.eks. gerne vil have en frakke til 1800 kr. og du kan få en til 400 kr. så kommer det an på hvordan det går derhjemme, hvis de har nogle ture der hjemme. Det kommer ikke så meget an på deres argumenter, men mere om de er nogle søde drenge og deres opførsel i det daglige, om Torsten har lyst til det, hvis han er irriteret over deres attitude eller de skændes imellem, så spiller det ind, når de skal have ting
- Ift. hvad en iPod kan, eller indenfor det teknologiske, så ved de mere ift. dem begge og ift. musik ved de mere end Torsten
- Det er klart, at da Christian er det ældre og har gået det mere i skole, så ved han mere end William, plus han ved rigtig meget af sin alder, ift. til William som ikke er så gammel, så det kommer ikke til udtryk på samme måde. Christian læser meget og har

gjort det i mange og googler nogen gange til kl. 11-12 om aftenen – han er nysgerrig, om alle mulige ting.

- De får nok den information igennem skole og venner, men det handler også om at være nysgerrig
- De bruger Internettet meget, ikke mere end dem, de bruger dem ikke til de samme ting, som at Google, men Torsten bruger den arbejdsmæssigt
- De kan ikke mærke at drengene bliver influeret af deres venner, føler ikke William vil have det samme som andre. ”De mener, at det er godt de har deres egen selvstændige holdning”
- ”Fie og Torsten tager den endelige beslutning men de lytter til dem og involverer dem”
- Det er ikke vigtigt at alle er enige, da det ikke er drengenes beslutning af træffe, så sådan er det
- Der kan godt blive forhandlet i familien, men Phie kan ikke se, at som jeg siger, at bilen er bestemt af børnene som i nogle familier og også forbrugsgoder, og lige før vaskemaskinen som også er bestemt af børnene, sådan synes de ikke det er her
- Hvis det er til deres eget værelse, så har de indflydelse, så får de en større indflydelse, hvis de synes det er fedt og lækkert, så vil de overveje det, men det er ikke hvad som helst de slæber ind i deres værelse, da de også skal gå og kigge på det
- De har været inde over beslutninger fra en alder, hvor de kunne rumme det, det er en udvikling der er, da drengene lytter til deres ældre søskende. De mener ikke den ældste bror har mere indflydelse, men han har nogle andre behov ift. den alder han har, så han får nogle andre ting, end de to andre, da det skal være mere aldersvarende
- Begge drenge var med ned og købe fladskærm, hvis de vil med, så er de velkommen, de har indflydelse ift. alder, da f.eks. lillebror ikke havde nogen indflydelse, da han ikke har noget begreb om det
- Det var en kombination at alle skulle tilgodeses, ift. storby, sol, pool, naturoplevelser, gåture, på den måde have de bevidst sat det sammen så alle skulle tilgodeses. Det er klart, hvis børnene siger der ser lækkert ud der, kan det godt påvirke deres beslutning, så man måske siger ”ja det ser da egentlig dejligt ud”

Olivia på 11 år:

- Hun får lomme penge, men hun skal tømme opvaskemaskine, tømme den, gå ned med skraldet og vaske tøj; får 100 kr. om måneden og kan få 20-30 kr. mere for at gøre ekstra ting, f.eks. hente sin lillebror
- Sparer lomme pengene op til julegaver til mor og far
- Forældrene spørger tit om der er noget hun gerne vil have med på madpakke, og så siger hun hvad hun gerne vil have, og de køber det til hende, f.eks. en figenstang
- Hun er med ned og købe tøj til hende selv, ellers køber hendes mor tøj til hende, da de passer samme størrelse og bruger meget det samme tøj
- Hun regner med at få nyt tv i julegave af hendes forældre, har hun hørt noget om
- Hun har mobiltelefon, som hun har fået af sine forældre efter hun mistede sin den gamle, da de var ude at rejse og så ventede hun et halvt år på en ny mobil. Tror hun fik hendes første mobil, da hun var 10 år
- Hun får kun store ting til fødselsdag og jul eller hvis hun har mistet det, så får hun nyt
- De køber ofte hvad de kan lide, og de spørger hende ift. madplanen der skal laves til ugen, de spørger hende ikke omvendt. Hun har også en maddag en dag om ugen, hvor hun laver mad

- Hun tror de godt kan spare sammen til ferie, og vil komme mere ud at rejse, når hendes mor er færdig og får et job. Hendes far arbejder. Hun elsker at rejse, men har ikke rigtig været nogen steder (pga. økonomiske årsager)
- Hun siger hendes mor er bossen, eller der er nogen ting, hendes far også godt vil være med indover, som hendes nye vinterstøvler, for at sikre sig hun får nogen gode nogen. Ved f.eks. skoletaske, skal hun f.eks. både have lov af hendes mor og far, men hvis den er en lille ting behøver hendes far ikke at være med indover.
- Hun har fået nye vinterstøvler af sin farmor, det er sådan noget de giver.
- Ved sportstøj går hun til sin far, som også er hendes volleyballtræner, og til sin mor ved tøj og sko
- Hvis de er ude at shoppe, kunne hun godt finde på at sige ”at hun ønsker en eller anden og det kan være hun får den”. De shopper ikke så meget mere, så hun får ikke så mange ting på den måde. Men hende og hendes mor shopper ikke så meget længere, da der ikke er tid til det og efter lillebror er kommet til. ”Hun ved godt hvad hun kan bede om, og hvad hun ikke kan bede om”!
- Hvis der er noget hun gerne vil have, plejer hun at spørge ”hvor mange lomme penge hun har sparet op, eller hun siger hun ønsker sig det, og så plejer de at sige, at vi kan prøve at se på det, og så kan det være der går en måned eller to, og så kan det være hun får det”. Hun siger hun ikke plager. Men det kan også være at hun skal hjælpe lidt ekstra til i en uge eller to, og så kan det være hun får det
- Hun spørger f.eks. hvis hun vil have et nyt computerspil, så spørger hun om der er noget hun kan gøre for at få det. Hun ved godt at hun skal argumentere for det, men hvis det er en ting hun har i forvejen kan det godt være de siger nej ”men det er okay”.
- Hun vil gerne have nogen ting dem i hendes klasse har, men hun siger, hun ikke er som de andre piger i klassen, da hun er en boldpige og dem i hendes klasse er ikke boldpiger
- Hun er glad for de ting hun har i forvejen, synes hun selv, så hun vil ikke have en ny mobil. Hendes nuværende mobil, var hun den første der fik i klassen, og der er allerede en i klassen der har fået den. ”Det er lidt sejt”
- ”Hun går i det, hun synes er fedt”, men det er okay at nogen af pigerne i klassen, går i det samme tøj
- ”Hun må ikke få Facebook!”
- Nogen gange hun ser noget, vil hun gerne have det, men hun ved godt, hvad formålet er med reklamerne, så hun bruger dem ikke så meget.
- Hun ønsker sig en skildpadde til jul, som den største ting. ”Derudover vil hun gerne have en iPod touch, fordi der er mange i hendes klasse der har den”. Den kan både spille musik og man kan se film på den. Det er nok det allerstørste, hun vil have
- Det sidste store ting de har købt, var deres Christiania cykel, hvor mor og far besluttede de manglede den. De solgte deres bil, da de ikke havde råd til både lejlighed og bil, så de købte cyklen i stedet. ”Hun har vænnet sig til, at de ikke har bil”. Nu har de alle cykler. Men i starten var det hårdt, da hun gerne ville have de kom og hentede hende, men nu har hun vænnet sig til det.
- Nogen fra hendes klasse får tit nye mobiler og tit nye dyre ting, da deres forældre er ældre og har råd til mere. ”Men hun tror, at når hendes mor bliver færdiguddannet, vil hun nok få flere ting og så noget”.
- ”Hun spørger ikke så meget, da hun ved mor og far ikke har så mange penge”
- Hendes mor har fortalt hende, hvorfor en fladskærm hun skal have. I reklamerne har de set hvad der er det billigste, for nu sparer de mere på tingene, så de kigger mere på prisen.
- De snakker nogen gange om tingene i to uger, hvis de skal have noget nyt stort.

- Hun synes hun har fået mere indflydelse, end da hendes mor og far var skilt, men hun fik flere ting, da de var skilt af hendes bedsteforældre. Hun får store gaver af hendes bedsteforældre, hun får de største af hendes oldeforældre. Hun tror de sætter lidt mere pris på, at hun er det første oldebarn, og derfor får lidt meget. ”Hver jul får hun noget rigtig dyrt af hendes oldeforældre, og denne jul tror hun at hun får en iPod touch, hvis ikke hun får den af hendes mormor. Det kunne de godt finde på at købe”.
- Hun er den højeste i hele hendes klasse. Hun har vokset mere end gennemsnittet de sidste par år. Hun træner også på et volleyhold over en fra hendes parallelklasse og har spillet volley i tre år, plus hun træner med piger to år ældre end hende

Pamela og Rasmus, forældre til Olivia på 11 år:

- Forældre siger hun ligner en på 13
- Forældrene er 27 og 28 år, hun er sygeplejerske studerende og har studiejob som sygeplejerskestuderende og han er økonom, arbejder i Dong Energy
- ”De giver hende noget hver måned, men får noget op til en begivenhed eller op til en fødselsdag, eller når der er kommet børnepenge, og nu har hun lige fået nye vinterstøvler her i sidste uge, og dem måtte de vente på at købe, til de fik børnepenge.” Det er en prioriteringssag for forældrene
- Hun får ikke et fast beløb eller lommepenge som sådan, så det er lidt svært at anslå hvor meget der bruges på hende, for det er meget sådan i forhold til hvad, hun har behov for rent praktisk som tøj, og hvis det er noget, hun gerne vil have, er det noget de tager løbende, men store ting er oftest noget hun skal ønske sig og kan få til fødselsdage, men så får hun også ofte ret store gaver, vil faren sige.
- Hun får f.eks. også en ting, hvis hun gør noget godt. De har lige været til forældresamtale, hvor de fik at vide hun gjorde det godt i skolen, og så fik hun et computerspil. ”Hun får hun noget når hun klarer det godt.”.
- ”Overordnet set er deres økonomiske situation relativt stram, hvilket også sætter præg på, at hun ikke bare får alle de ting hun peger på, men det gør også, at hun ikke peger på så mange ting, da hun godt ved at hun ikke får det”. Men de gør også noget ud af det, at de store ting får man til jul og fødselsdag, til begivenheder. Mindre ting er bare løbende.
- De mener ikke de bruger for mange penge, det er snarere omvendt. Man føler der er nogen ting man har lyst til at give hende, men som man ikke har mulighed for i dag.
- Hun er ikke specielt meget involveret i sådanne beslutninger. I forhold til de daglige indkøb, der har hun jo indflydelse, for hun vil gerne have de køber ting, der smager godt, som toastbrød men nej det får hun ikke lov til. De prøver at afskaffe alt det usunde, men nogen gange køber de det kanelknækbrød eller de cornflakes hun gerne vil have, men det sker nok kun en gang om måneden.
- De vil ikke sige at i det daglige, at det er hende der dikterer hvad der bliver købt ind, overhovedet ikke siger moderen. Hun er ikke normalt med ude og købe ind og hun er heller ikke normalt en del af det der foregår uden om hende, det der bliver købt ind. Det er mere om de ikke kan få lasagne eller gå til bageren i dag, men ikke det normale køb til familien. Det er nok mere indirekte, at man køber noget, fordi hun godt kan lide det
- Det er ikke noget, der opleves som problematisk, og hun plager heller ikke hele tiden, det er ikke noget de døjer med.
- Hvis hun mangler noget tøj, så er det mere når der kommer børnepenge.
- De synes ikke bruger urimelig meget tøj på hendes tøj og så noget, men man kan da godt mærke, at det betyder meget for hende at have pænt tøj på og se godt ud, men der er ikke noget pres ift. at det skal være Gucci tøj og så noget, men det er da klart hun

forbinder det med noget positivt at have mærketøj og hvis det er et eller andet mærke kan hun godt lide det, men det er ikke fordi hun har noget imod hvis det er noget tøj der er købt i H&M. På den måde er hun meget pragmatisk, at hun bare vil have noget tøj der ser godt ud.

- Jo, hun har indflydelse på hvad for noget tøj hun får og hun får da også, men det er ikke urimeligt meget tøj hun får eller urimeligt dyrt. Hvis de havde flere penge, ville de selvfølgelig nok bruge nogle flere penge på tøj til hende.
- De har som sagt et stramt budget, så det sætter en overordnet begrænsning, da man har så mange penge at gøre med, og det hele skal kunne løbe rundt
- Hun er ikke med indover elektronik til familien. Til hende selv er det noget hun får, hun har computer og en dyr mobiltelefon. Hun var involveret i købet af hendes mobiltelefon, og var med ude at købe den til hendes fødselsdag sidste gang. Computeren købte faren til hende forrige fødselsdag og før det fik hun den Nintendo DS, spillekonsul. Så det mest i forbindelse med hun har ønsket sig noget, hvor hun har følt et behov til sig selv.
- Ved dyre elektronik ting får hun dem kun til begivenheder. Men hvis der nogen ting hun gerne vil have, så spørger hun nogen gange efter en ting til 50 kr. og så ser de om de har 50 kr. til det, og hvis så får hun det. Hvis hun f.eks. vil have et nyt penhalus, så ser hun hvor mange penge datteren selv har, og så kan det godt være de giver resten.
- Olivia bruger nok 100-200 kr. i gennemsnit om måneden på ting til hende selv. Får ikke penge systematisk penge, andet når hun har brug for penge
- Det har ikke budgettet til en fællesferie, men de bruger deres sommerhus i Rørvig til ferie.
- Hun ved godt hvordan det står til, hun ønsker og spørger om de skal på ferie, men indtil Pamela bliver færdig med sit studie så er det med spændt livrem.
- Det har altid været sådan. Hun har altid haft det sådan, at der er nogle begrænsninger på hvad der kan lade sig gøre og de tror at det ville være anderledes hvis hun vidste de havde pengene til at tage ud at rejse, så havde hun nok presset meget mere. Hun spørger, men så siger de at det har de ikke pengene til, og det ved hun også godt, at det ikke bare er noget de siger, men at sådan er verden. Det gør så også, at det er nemmere for hende at acceptere. Og netop fordi hun er klar over at der ligger nogle rammer, og derfor presser hun nok mindre på, end hun ellers ville have gjort.
- Hvis de skulle ud og købe en ny bil, så ville hun måske have en holdning til, hvad det skulle være for en, men til de fleste ting ville hun have en eller anden form for holdning, og de ville nok i større eller mindre grad blive påvirket af den holdning, men de tror bare ikke at det er det der i sidste ende ville være udslagsgivende for, hvilken bil de skulle have, måske farven men ikke andet.
- De kan godt mærke hun eftersøger det med at komme ud at rejse, og spørger hvornår hendes mor er færdig med at studere, for så bliver der mere råd til det
- Da hun fik mobil, var det et ønske fordi mange af hendes andre klassekammerater havde en. Hun fik nok den første omkring ni år. Forældrene gjorde det, fordi de gerne ville i kontakt med hende, for på det tidspunkt boede de på Nørrebro og gik i skole på Østerbro. Det var fordi de gerne ville kunne komme i kontakt med hende, det var prioriteringen. Det var ikke pres, og hvis det var grunden, ville hun have fået en meget før, da hun var en af de sidste i klassen, der fik en
- Mht. den Nintendo DS så var hun meget påvirket af at alle de andre i hendes klasse havde en
- Nu er det i mindre grad hun bliver påvirket af reklamer og så noget, hun er ikke sådan en der hopper med på alt ting, hun forholder sig meget kritisk overfor det

- Faren siger, at han har brugt meget tid på, at tale med hende om hvorfor de siger sådan og hvorfor viser de det, hvad det skal få dig til at føle, og hvordan de snyder en til at ville have den. Få at gøre hende mistænksom hver gang hun ser en reklame.
- Det er måske også hendes alder, hun er meget moden af hendes alder. Hun leger ikke rigtig med legetøj mere, spørgsmålet er hvad det skulle være, så skulle det være de elektroniske ting, at ønsket om lige den mobiltelefon kom fra en reklame
- ”Hun kan godt finde på at plage”. Hun plager nok mest hendes far, da det er Rasmus der styrer det show, hvad der skal købes ind eller ej, og moren bakker hende op. Det er ikke på en voldsom måde, det er mere med et spil på læben. Det jokes lidt. De har ikke omlevet i de sidste år, at det er barnagtigt eller voldsom plageri
- Hun forhandler ikke rigtig for at få ting, så er det mere direkte, at hun spørger om hun må få noget. Hun kommer ikke med forslag til, hvad hun kan gøre for at få det. Og det er hun heller ikke helt vant til, at man skal gøre noget. Hun skal da rydde op på hendes værelse hver onsdag
- De har snakkes om ideen med at give penge for at hun skal gøre noget der hjemme, men det er ikke noget de bryder sig om. Men de kunne godt forestille sig at give det, hvis hun gøre noget godt i skole. Der er Rasmus især stor tilhænger af flidspræmier, og der er det i orden at belønne, når man kan se, hun gør det godt. Hun har engang fået 1000 kr. for at lære alle tabellerne, men det var Rasmus også meget for
- Hun spørger om det der er nødvendigt, f.eks. hendes vinterstøvler hvor hun mange gange har spurgt hvornår de kunne kigge på vinterstøvler.
- Det er meget op til jul, og kun går meget op i at prioritere hendes ønskeseddel, og det tror de virker, at hun virkelig siger hvad der er det højeste ønske og det får hun normalt også at få uanset hvad det er stort set til hendes fødselsdag eller jul. En iPod touch er på hendes ønskeseddel, og det kunne de sagtens finde på at give hende, hvis det står højeste på ønskesedlen.
- Sidste år fik hun en computer til 5000 kr., men det kommer helt an på, hvordan de føler at hendes behov er for tingen, og de ville nok ikke bruge det samme på en ting som ikke havde et formål
- Hun bruger hendes computer til spil og hun ser rigtig mange film. Hun er ikke på Facebook.
- Rasmus tror ikke på hun ved mere end ham om Internettet og computeren. For det første er de nok yngre end de fleste i denne sammenhæng. Men Rasmus tror, at det er meget overvurderet, at de unge kan mere, de kan nok kun logge ind på Facebook, oprette et word og power point dokument men ellers han tror ikke de kan bruge alle funktionerne. Han tror også der er rigtig stor kønsforskel, at drengene kan mere end pigerne, når det kommer til elektronik. Man overvurderer hvor store kompetencer de unge har i dag. Det er rigtigt det er meget mere naturligt for dem at benytte disse medier, men det gør dem ikke til super eksperter.
- De havde for et par uger siden, hvor Olivia spurgte hvorfor de ikke boede i et hus, hvis de var ældre og havde fået hende senere så havde de måske nok, fordi hendes klassekammerater gør det
- I hendes klasse oplever de, at drengene bruger meget tid på computere og at pigerne ikke gør det
- Han føler ikke at hun kommer hjem og siger at alle de andre er på Facebook og Arto, og det vil hun også havde. Men hendes mor havde en diskussion i sommers med hende, hvor hun gerne ville på Facebook som nogle fra hendes klasse, men så forklarede hendes mor hende, hvorfor hun ikke ville hun skulle det, og så kunne hun egentlig godt se, hvorfor hun ikke måtte.
- Hun spiller volleyball med piger der er to år ældre end hende, og her oplever han, at de 13-årige piger er meget på Facebook og at de nok alle sammen har en profil, hvor

Olivia ikke er en del af det, da hun ikke er på Facebook, så der går hun da glip af noget udover volley, men de ved ikke, hvor meget hun føler, at hun går glip af noget

- Det er i bund og grund forældrene der tager beslutningerne, men de spørger hende da nogen gange hvad hun vil. Det er ikke fordi hun ikke har noget at skulle have sagt overhovedet om de store ting, men de overordnet beslutninger, om hvad der skal ske og ikke ske, så er det ikke noget de diskuterer med hende, som om de skal tage i sommerhus eller ej. De spørger om hvilke ting, hun vil have med, ikke om de skal gøre det eller ej
- Det er ikke helt nyt, at have en meget demokratisk familie, det har han hørt eksistere i 70'erne, hvor man stemte om beslutninger i familien alle sammen, der er de nok anderledes.
- Det ville dog være meget mere anderledes, hvis de havde 1000 kr. mere om måneden, og der ville de have mange flere forbrugsbeslutninger at tage, hvor hun potentielt set kunne være involveret i og nok ville være involveret i, for der ville være flere ting hun kunne sætte næsen op efter, og det ville hun nok i højere grad være, hvis de havde flere penge at gøre med.
- ”De oplever det ikke som et problem for hende hele tiden, at de ikke har flere penge end de har”
- ”De tror da måske, at de delagtiggør hende mere nu, end da hun var mindre, det vil de da nok sige, så hun har nok fået mere indflydelse”
- Jo ældre hun er blevet jo flere fællesinteresserer har de, og fordi de er så unge de er, så det er da også sjovere nu, hvor de kan se film sammen mere
- Det er gået fra at centrere sig om ting hun interesserer sig for, som legetøj, til ting der er mere centreret omkring familien, og hvad der interesserer forældrene, og derfor er hun mere interesseret i beslutninger som forældrene har indflydelse på
- Hun leger med Lego i sommerhuset, perler og kreative lege. Det er dog undtagelsen, da hun mere ser film, tv og spiller computer. Hun har ændret sit legemønstre til mere kreative lege, modsat et par år siden hvor hun legede med Brats. Men det er tydeligt de leger meget mindre, end vi gjorde i hendes alder. Hvis man ser på hendes værelse ligner det mere det værelse Rasmus havde som teenager og ikke det værelse han havde som elleveårige. Det er der da. ”Det synes Rasmus ikke er sjovt, at de render hun som små voksne, og det bekymrede han sig meget om for nogle år siden, men nu, også fordi hun er meget moden af sin alder og en meget stor pige, så det er ikke noget man bekymrer sig så meget om dem længere, da de ikke føler det er en lille pige der leger voksen, men en stor pige der opfører sig som en stor pige. Og derfor det ikke er så problematisk nu!”
- Rasmus tror der er en tendens til at de holder op med at lege, at der er nogle lege der forsvinder og er erstattet af nogle andre lege.

Emma på 8 år og Sebastian på 11 år:

- De får lommepenge, hvis de hjælper til. De vil gerne have penge for alt, men det får de ikke. De får ca. 15-20 per ting de laver, alt efter hvor stor en ting det er, nogen gange også 5 kr.
- Hvis Sebastian hjalp hele tiden, mener han, at han kunne spare 100 kr. op på en uge
- Hos deres mormor får de penge lige godt hvad, Sebastian fik 50 kr. for at stable brænde for hans mormor og morfar
- Emma fik 1500 kr. i alt til sin sidste fødselsdag
- Sebastian bruger sine egne penge til f.eks. fingerboards (små skateboards), skateboards og fodbold. De køber ikke iPod og så noget. Sebastian har fået hans mors gamle iphone, bare fået den

- Emma har også en telefon, hun fik den første, da hun var 7 år. Sebastian var måske 7 år, da han fik den første mobil. Emma var den første i hendes klasse der fik mobil, Sebastian var den anden i hans klasse til at få mobiltelefon
- Emma leger ”hunde”, ”far, mor & børn”, hun leger dyrelege, i huler nogen gange, fangelege og så noget. Hun leger mange aktive lege. Hun leger ikke foran computeren, da den er gået i stykker. Emma vil gerne bruge computeren til elev-intra, så det er ikke så meget hun bruger computeren. Sebastian bruger den meget, ikke så meget til at spille, men til at ligge film på youtube og lave videoer. Han spiller nogle gange på Wii og sammen med Michael (Pernilles kæreste) på playstation, Fifa 11
- De siger nogen gange, at hun skal købe ind til müesli og så noget, og at drikke så vil de gerne have sødmælk, men det får de ikke så tit. Mor er gode til at købe, det de godt kan lide.
- Mor ved godt, hvad de vil have med på madpakke, så det køber hun bare
- Sko bestemmer hun selv, men mor bestemmer tøj. Sebastian bestemmer begge dele. Nogen gange er Sebastian med ude at købe, ellers ringer han bare. Hun bruger hendes lommepenge hos far på tøj, hos mor på legetøj, hvis hun har penge nok eller slik hos købmanden, ofte når hun har veninder på besøg
- Sebastian bruger lommepenge på skateboards og fingerskateboards, det er sjældent han køber noget hos købmanden, kun når han har noget hjemme
- Fjernsyn og så noget er bare noget de køber. De har ikke været ude at købe noget af elektronikken, det er noget Michael havde med, da han flyttede ind
- Sebastian var med ude at vælge bilen, de synes alle sammen det skulle være den. Den er rigtig god på ferie, der er borde i og masser af kopholdere, og man kan se film og så noget. Sebastian sagde hos forhandleren, at det skulle være den. Emma synes også det skulle være den. Sebastian siger igen og igen, at det var ham der valgte den, han ville havde den fra starten af, for den er så stor, der er varme i sæderne oppe foran, der er et hemmeligt rum etc.
- De var i Jylland på deres sidste ferie, hvor der var swimmingpool tæt på. Det var deres mor der bestemte det, men de ville gerne til Jylland, da det skulle være sjovt, og hvis man boede helt oppe i Skagen, kunne man se den der Grenen, hvor vandene mødes
- I 2008 var de i Grækenland, det var deres mors veninde, som de rejste på ferie med, fordi hun havde arvet nogle penge, så tog de med
- Emma ser Teletubbies
- De siger, at det er en familiebeslutning, når ting skal besluttet
- De fedter for at få ting, siger Sebastian, og Emma siger hun vil gøre alt, hvad de siger, f.eks. da hun spurgte, om hun måtte få en hund, resten af hendes liv. De vil gerne have en hund!
- Sebastian synes, der er en dreng, der hedder Thor, der efteraber ham hele tiden, han gør altid det samme som ham.
- Emma siger, hun ikke vil gøre det samme som hendes storebror
- Emma kan godt finde på at plage, mor ved godt, at hvis jeg plager, så vil jeg så gerne have det
- Sebastian siger han ikke plager, han plager kun, når der er noget han har ønsket sig længe, i et år eller så noget
- De siger nogen gange, at de rigtig gerne vil hjælpe til, hvis de får den her ting. Men de ved også, at hvis man ikke har så mange penge, er mad vigtigere end legetøj
- ”De spørger, hvis de vil have noget. Nogen gange, hvis det er noget der kan hjælpe Emma i skolen, så må hun godt få det. Hun må godt få en helt masse”
- Sebastian får lidt mere hos sin mor, og hos sin far får han ikke så meget, han går tit i noget tøj der er lidt for småt. Emma siger, at far giver hende mest, men hun har også meget tøj, som mor har købt til hende

- Slik er så noget deres far tit køber til dem om fredagen, han tænker meget på det i weekenden, hvor de gerne må tage noget i skabet.
- Emma siger til sin far, at når der er en masse af hendes veninder, der får noget, som hun rigtig godt kan lide, så siger hun det til ham, og så kan han godt finde på at købe det til hende, når hun er hos hendes mor, eller hun henter ham
- Emma er ligeglad, hvad det er for nogle sko, hun får. Sebastian vil helst have pæne og seje sko, nogle der har et bestemt mærke, men han er ligeglad hvad for nogle mærker hans tøj har
- Emma vil rigtig gerne have tøj fra Noahs, men sko går hun ikke så meget op i
- Emma synes Sebastian har rigtig mange sko, der er seje, og hun vil gerne have dem, når de er blevet for små til ham.
- Sebastian siger, at en af hans venner efteraber ham med BMX, cykel, hjelm og alt det. Han siger, at han ikke efteraber dem. Emma derimod, siger at hendes bedste veninde har sådan nogle bluser hun gerne vil have, hun havde en, hun rigtig gerne ville have, så fik hun den, og det samme med nogle bøger hun fik, og så ville hun også have dem, og så fik hun dem
- Det er mere børnereklamer med børneting i reklamerne, når der er børne-tv. Emma bruger ikke Internettet særlig meget, men Sebastian bruger det til at søge efter klistermærker og brugte skateboards og så noget
- Nogle gange spørger deres far, hvad de skal købe til aftensmad, det er mest Sebastian og Emma, der bestemmer det, for han er ligeglad
- Sebastian ønsker sig til jul en stor rampe til fingerskateboards eller en udendørsrampe til at skate på, som han bare ønsker sig. Emma siger, at de 1000 kr. som mor har sat ind på hendes konto, vil hun bruge på en Hannah Montana PSP, men hun ønsker sig også en PSI som kan tage billeder. Emma har ingen PSP, derfor ønsker hun sig den, men der er også en for hendes klasse Marius, der har den. Hun vil gerne have den fordi den er kæmpe stor med stor skærm og så noget

Pernille, mor til Emma på 8 år og Sebastian på 11 år:

- Pernille er 33, hun er familie- og ungekonsulent. Pædagog uddannet. Kæreste med Michael, som er it-supporter på TV2. De har været sammen i 1,5 år og før det boede hende og børnene alene i 2,5 år
- Michael har vældig meget indflydelse, med det følelsesmæssige aspekt er det nok mere mor, han er med i hverdagsbeslutninger og vi er to voksne om beslutningerne
- Hun siger hun bruger i gennemsnit ca. 1500 kr. om måneden i alt på de to børn. Hun køber det, de har brug for, eller det de ikke selv har lyst til at købe. Hun mener ikke hun bruger for meget på dem
- De fik mobil første gang, fordi de cyklede alene hjem, så der ville hun gerne have, at Sebastian ringede, når han var kommet hjem
- Emma bruger ikke sin mobiltelefon, og Sebastian ville så gerne have hendes iphone, og det er jo en mobil som alt andet, men han havde en weekend, hvor han prøvede at bruge den
- Som skilsmissebørn er det jo ikke alt tid de kan komme med på råd, da de jo også er hos deres far, men til ting til hele familien er de med indover, ikke når der f.eks. skal købes ny seng til hende og Michael
- ”Hun tager dem med, f.eks. da de skulle have ny bil, fik Sebastian meget at sige, for det er jo dem der skal sidde i bilen, så det er vigtigt de sidder ordentlig, eller de bliver køresyg, hvis man ikke sidder højt, så det var Sebastian ja”

- ”Det er vigtigt for hende at tage dem med på råd, for der er jo fælles beslutninger. Hun har jo også været alene med dem i nogle år, hvor der var mange ting de skulle gøre fælles, bare hende og dem”
- Hun tror ikke, at hun har taget dem mere med end hun plejer, efter de er blevet skilt, hun vurderer i forhold til hvilket ting eller situation, det drejer sig om.
- Hun tror, at enten bliver man i den tilstand, når man bliver skilt, at man ikke har overskud til at inddrage dem, eller så inddrager man dem. Hun prøver at inddrage dem så meget som muligt i forhold de ting, hun synes, der er vigtige
- Hun gider ikke plageri, det bliver hun irriteret over, men man må godt sige, at man gerne vil have en ny bluse, eller vise deres mor, hvad man ønsker sig. Hun gider ikke høre på, at Emma skaber sig, så bliver hun sur, men Emma ved godt, hvad hun skal gøre
- Det er både derhjemme og i butikken, at de har indflydelse. Hun vil have deres indflydelse på ting, der har indflydelse på deres hverdag sammen!
- Hun er heller ikke sådan en mor der laver aftensmad de ikke kan lide, hun laver noget de kan lide
- Hun mener at der er forskel på kønnet hvordan de influerer, hun er en skabe-prinsesse og han er en dreng, men han har aldrig skabt sig på samme måde som Emma, hun er strid
- Sebastian er god til at spare op til ting, og så kan han spare en stor del op, og så kan man give et tilskud, hvorimod Emma er god til at spare op og gå til købmanden og købe slik
- Emma er ikke storforbruger af computer, Wii eller så noget ting, så hun synes det er lidt unødvendigt med alle de spillekonsuler, for de ligner hinanden
- De har begge computere, Emma bruger den ikke så meget, andet end at skrive til hendes venner, hvor Sebastian spiller spil på computeren. Men hun vil ikke at de bruger meget tid på computer, Internettet og så noget. De skal også lave nogle andre ting
- Hun ville ønske, hun kunne sige hun bestemte mest, men nej. Hun siger, at hun ikke bestemmer mest. Selvfølgelig bestemmer hun nogle ting, fordi hun er den voksne, men de har meget stor indflydelse på hvilke valg, jeg træffer. Hun er ikke sådan en, der siger at nu skal du gøre sådan! Det er vigtigt de må sige, hvad de synes.
- De valgte at tage til Jylland, for nogen gange har man ikke så mange penge og det valgte de bare. De valgte at tage til Jylland og have en slap-af-ferie der, der havde hun egentlig ikke spurgt børnene hvor de vil hen på deres sommerferie, for hun vil ikke give dem valget, og så siger de Hong Kong eller så noget, og det har de ikke råd til. Men hun tænkte da på, at der skulle være nogle ting i nærheden til børnene, hvis det begyndte at regne
- ”Deres indflydelse ændrer sig bare, når de bliver ældre; der begynder at komme flere gode argumentationer bag tingene. Men hendes børn har altid haft rigtig meget indflydelse, tror hun, fordi hun er så dårlig til at sige fra”.
- Selvfølgelig er der forskel, for de får nogle andre følelser i forhold til de ting, de skal, men hun har bare altid spurgt dem. Sebastian er ikke særlig krævende, men har en lillesøster der tager over og fører ordet. Sådan er det herhjemme ☺
- Sebastian vil rigtig gerne have ting, der er økologiske. Men hun tror, hun går mere op i mærker end dem, for hun kan godt lide at købe nogle gode ting, og at Sebastian f.eks. får nogle fede skater sko, og ikke så noget som Deichmann.
- De skriver ikke specifikke ting på ønskesedlen, men nærmere en skater t-shirt, men så køber hun det også til Sebastian, fordi hun også synes, de er fede, men de er også dyre, en t-shirt koster f.eks. 300 kr. Men hvis hun ser noget fedt, en tunika til 400 kr. til Emma, så køber hun den

- Hun røver så vidt muligt at give dem, hvad de ønsker sig, på en eller anden måde. Større ting får de til jul eller fødselsdag, eller så skal man i hvert fald være med til selv at spare op til den
- Youtube ved de f.eks. mere om end hende og andre ting, men hun prøver at sætte sig ind i tingene
- Ikke så meget Sebastian, men Emma kan godt have nogle ting, som hun vil have fordi andre har, men ikke sådan hun ikke synes, hun ikke har nogle ideer selv. Men Sebastian er vist en af dem, der er først med tingene i klassen, siger de andre forældre
- Det er ikke sådan, at hvis hun ikke havde haft den selv, så havde hun altså ikke købt en iphone til ham
- Det er Sebastian selv, der sparer op til fingerskateboards til 400 kr., og han sparer op til et skateboard til 1500 kr., eller så giver de noget til det
- Men det kommer jo også an på interesserer, f.eks. i forhold til at han ved mere om Youtube, da han ser skater film derpå
- De belærer hende hver dag, med de ting de kommer hjem og fortæller. Hun synes, det er rart, at de kommer hjem nogle gange og fortæller hende om ting, hun ikke ved, at de ved nogle ting, hun ikke ved. Og hun tror, de synes, det er sejt!
- Det er rigtig rart, at der kan ses film i bilen, for man bliver stresset, hvis man har en unge bagi, der larmer og er utålmodig, hvis man skal køre langt. Det er også rart med bilen, at sæderne bagi sidder højt, da Emma døjler meget med køresyge

Sandra og Phillip på 13 år:

- De får lommepege, han får 150 kr. om måneden og hun 100 kr. fordi han laver mest. De vasker op og tager af bordet og smører madpakke hver dag (kun broren), hun magter ikke at lave mere så derfor får hun ikke det samme som hendes bror
- De får normalt 500 kr. til hver fødselsdag og gaver til jul af deres bedsteforældre
- De er sammen med venner og veninder og er i centret. Drengen spiller meget fodbold om sommeren.
- De stoppede nok med at lege, da de var 11 år.
- ”Nogen gange spørger forældrene om hvad de gerne vil have af pålæg, eller hvis der er særlige ønsker så siger tvillingerne det, og så kan det være det sker, men det er ikke altid”
- Om vinteren, så er det dem selv der bestemmer, hvad de får af vintertøj og de er selv med ude at købe det, og de får næsten det de vil have inden for rimelighedernes grænser. De ved de ikke kan få alt, så nogen gange så kan det være om de må få sådan og sådan, og så kan det være de får at vide de godt må få det her men ikke det her, så ikke decideret prioritering
- De skal oftest spare op til, eller de får til jul eller fødselsdag hvis det er store ting, som mobil og andet elektronik
- De fik deres første mobiltelefon, da de var 8-9 år. Hun vil gerne, at den skal kunne noget, og ikke være en gammel mobil. Han vil gerne have Sony mobiltelefon.
- De har en Wii hos deres far og en playstation hos moderen. Drengen spiller nogen gange på den, pigen gør ikke.
- De bruger deres computer til spil, gå på Internettet, youtube, søge m.m. De bruger mest computeren til Facebook, som begge børnene er på og bruger meget tid på
- Nu skal deres far have ny bil, og de har været med ude og kigge på bil, hvad den kan og farver og så noget
- Primært er det deres forældre der bestemmer ferien, men de slæber dem heller ikke med på en ferie, som de ikke har lyst til. Så har de haft et ønske om, hvor de kan vil hen.

- De bestemmer selvfølgelig om de vil med eller ej, men ellers er de ikke med til at bestemme beliggenhed, hotel og sted og det er ikke noget de viser interesse for
- De spørger når der er noget de gerne vil have, de argumenterer for det, siger ikke de kan gøre noget ekstra for det
- Så noget med tøj går de meget til mor og med computer går man til far, dem der forstår det bedst, går man til. ”Mor forstår det bedst med tøj, fordi hun er pige” siger Sandra.
- Hvis man falder over det i butikkerne, så spørger man da også der, og hvis man kommer i tanke om det. De får det nogen gange, men det kommer an på tingen.
- Hvis der er en trøje Sandra gerne vil have, f.eks. hvis det er 200 kr. kan hun godt få trøjen og det samme siger drengen. Hun vil ikke have dyre ting, for hun er bange for at ødelægge det
- Det er mere seriøst for pigen, hvis det er tøj, og hun spørger ikke så tit med mad og så noget, det er mere med tøj og sko de vil bestemme
- ”Phillip har lige købt en iPod, som der er mange i hans klasse der har den, han fik øjnene op for den, da hans bedste ven havde den”
- Phillip har tøj på ønskesedlen og en mobil. Han vil gerne have den hans mor har, som han har set meget og virker meget god. Det er en Sony Ericsson, en touch mobil
- Det sker da, at Sandra gerne vil have noget andre har, og så finder ud af hvor man kan købe det henne, og hvad det koster, så kan hun tænke over, om det er noget hun vil have. Hendes største ønske her til jul har hun ikke rigtigt, det er mest tøj og make-up, som hun selv har fundet frem til
- ”Det er ofte et bestemt mærke deres tøj og sko skal have”
- De lader sig ikke så meget påvirke af reklamer og de ved at de overdriver det meget, også på Internettet
- Hvis Sandra mangler en taske, så søger hun ofte på Internettet og kigger derinde og Phillip søger på netbutikken Smartguy
- ”Phillip kigger bare på Internettet, hvis han mangler noget, og så spørger han om han må få den eller så betaler han den selv, hvis han godt kan lide den. Han spørger aldrig hans venner. Sandra siger det samme
- ”Det er selvfølgelig deres forældres mening, der kommer først, men de bliver da hørt”
- ”Sandra vil rigtig gerne have en Dunloop sportstaske, fordi der er rigtig mange der har den og hendes veninde har den, og så kiggede hun på Internettet efter den og prisen, og da hun ikke selv havde råd til den, kom den på ønskesedlen til jul”.
- ”Det betyder mere for dem jo ældre de bliver, at de bliver hørt. Lige nu er det meget vigtigt, og de synes f.eks. at det er meget rart, at deres far spurgte dem om bilen”. Men måske det ændrer sig, når de bliver ældre, f.eks. 17 år.

Anne, mor til Sandra og Phillip på 13 år:

- Hun er 44, er kontoruddannet; arbejder deltid på kontor og deltid i et bofællesskab for handicappede
- Hun siger hun bruger i gennemsnit på en måned under 500 kr. hver på tvillingerne. Hun synes ikke hun bruger for mange penge på dem
- Nogen gang siger hun ja til den ene, hvis Sandra står med to stykker tøj, men det kommer an på hvad det er for en ift. om det er noget godt. Men så noget er ofte impulskøb, men man kan sige at langt hen af vejen at med tøj og sko så stopper det sådan nu, hvis hun har mødt noget på hendes vej har hun købt noget med hjem til dem, men det gør hun ikke længere da hun ikke rigtig rammer længere

- Hvis det er noget på tilbud, har børnene også fundet ud af at der falder lidt mere af, hvis det er på tilbud, for hvis det kun er mærkevaretingene man går efter, så begrænser det sig
- De fik mobil i julen da de var 9, men tanken var de skulle have den om sommeren, når de blev 10. Men der var så mange i Sandras klasse, der havde fået en mobil, og hun spurgte hver dag om hun måtte få en, og det giver et socialt fællesskab at skrive til hinanden og sende sjove ting, så de vurderede det skulle være på det tidspunkt, og det var også rart at være i forbindelse med barnet. Men de skulle også være over en hvis alder, da de jo skulle kunne læse og skrive for at kunne sende sms'er. "De var påvirket af, at så mange i Sandras klasse havde en mobiltelefon". De fik den samtidigt, fordi de er lige gamle, så der blev ikke gjort forskel på børnene selvom Phillip går i en klasse under Sandra. Deres alder har nok spillet ind der i hans klasse, at ikke så mange havde mobil
- Det synes at hun ofte har dem med på råd, og det er også fordi det bliver sjovere og sjovere jo ældre de bliver, og de har deres egen mening og falder over nogle ting. Og det kan godt være man har en grundlæggende mening, men man vil også gerne have deres mening, for man gider heller ikke have noget rædselsfuldt. De er med på råd, for hun vil gerne at de kan lide det hun køber og er derhjemme, men til slut er det hendes beslutning, da hun sidder på pengene
- Man kan godt gå at snakke om, hvor man vil hen på næste ferie, hvad vil den ene og den anden, og det er jo også fordi alle skal kunne lide det, for hvis de fra starten er negativt indstillet overfor det, så bliver det jo ikke en god ferie. Så man går og snakker om det, og så giver man sig lidt her og der, men så kan hun godt finde på at sige, at det under alle omstændigheder bliver det sådan, så hvad vil I indenfor disse rammer. "I dag vil hun aldrig vælge deres sommerferie for dem" - hun vil gerne høre, om de synes det er lige så godt som hun synes, hvis hun har fundet noget på Internettet først.
- Ift. mad gør de det helt sikkert, har indflydelse på hvad der bliver købt. De er jo skilsmisse børn, så jeg har dem jo kun hver anden uge, så jeg kan godt lide at lave noget, de godt kan lide. "Så hun er helt sikkert styret af, hvad de godt kan lide"
- Men selvfølgelig siger jeg nej, hvis det er så nogen mælkesnitter som de er hooked på
- "Anne bliver påvirket både i butikken og derhjemme, madvarer går det ofte på derhjemme, og hvis de er ude at handle, og de falder over noget, kan hun godt lade sig påvirke, men hun kan også godt sige nej"
- "Det er mere med de små ting, som ikke er så kostbare, der er hun mere tilbøjelig bare at købe dem, men med de dyre ting er hun mere betænkelig, og så vil hun selvfølgelig også spørge dem til råds". Men igen i sidste ende er det mig, der tager beslutningen, da det er mig der skal punge ud, om det skal koste 5000 eller 10.000 kr.
- De kan også finde på at sige, ej kan du ikke godt købe det med hjem, men hun kan også godt finde på at ringe hjem, når hun står i supermarkedet, for at høre dem om der er noget de mangler, for hun er ikke så god til sådan en huskeliste. Så kan de f.eks. sige, at de tømte det sidste mælk, så det mangler vi - Det er fordi de er den alder de er. Indenfor de sidste par år har de mere indflydelse, hun siger nok omkring 11 år.
- De er nok blevet mere bevidste i dag, også med tøjet, at de begynder at få konkrete ønsker om den bluse, farve og mærke.
- Phillip er bevidst, at hvis han får en mærkevaretrøje til 300 kr., så får han ikke noget i lang tid, hvorimod Sandra er anderledes og så hellere vil have meget tøj, og ikke så meget mærketøj.
- "Nogen gange gør de også halv skade, hvor hun betaler halvdelen, og de bruger deres lomme penge eller penge fra fødselsdag. De vil ofte gerne selv bidrage, hvis de har pengene".

- Phillips iPod touch har han selv købt, for penge fra hans fødselsdag. Han skrev specifik på hans ønskeseddel, at han ønskede sig penge til en iPod touch. Hun mener også, de er smarte, da de kan komme på Internettet, hvis der er Internet, og både Anne og deres far har jo trådløs net
- Hun synes, at langt hen af vejen, er alle med til at tage beslutningerne.
- ”De har fået meget mere indflydelse efter, at de er blevet skilt, det tænker hun selv i hvert fald. En kombination at de er blevet ældre og at de bare er de tre nu, så hun tror det er begge dele der gør det, og når man får god respons, bliver man jo ved, de er gode ja”. Og det er jo også lidt hyggeligt at gå at snakke om, hvis det er de større ting, som ferie, som man går og ønsker sig. Hvad vil vi gerne, hvis vi engang får penge til at tage på ferie, det handler også om forventningsglæde, at have det sammen at glæde sig til og have det sammen, det synes hun også er betydningsfyldt
- så meget som man nu kan blive enige er vigtigt, hvis nu man siger vi skal sydpå, hvad gør vi så for at blive enige, så går vi at snakker om det, hvad kan det land og mad du står og snakker om ift. det jeg går og snakker om – hun bestiller det, for det er det nemmeste, for normalt finder der jo en betaling med, som er mit dankort, så det falder bare naturligt
- De er ikke helt på lige fod, men på mange ting, men ikke på den pakke rugbrød og så noget som man går og køber, men på mange ting har de indflydelse. Og ja, det er det jo samme med at stå at lave mad, at det er dødssygt at stå at lave mad til en der ikke gider spise det, så det er sjovere at vælge noget de kan lide, og det er det samme som hvis man skal ud og have noget til hjemmet, så er det jo sjovere hvis de synes det er pænt og lækkert, da alle skal bruge det, så derfor synes hun, det er vigtigt, de også kan bruge det
- De snakker mere, og de er blevet bedre til at argumentere for ting, og de ser flere ting i tv, i andre hjem, hos kammerater eller ude.
- Der er for nogen ting, vigtigt for dem at have noget andre har, f.eks. hvis der er en voks, som alle drengene har lige for tiden og er in, så vil man have den. Men hun synes egentlig at de er meget selvstændige. Sandra vil f.eks. elske at have mærkevarer, men at hun bruger varer som ikke er mærkevarer, der er hun helt måske atypisk, hun står ved, at hun også vil gå i det andet også, og derfor får hun noget mere tøj, og hun vil bare gerne have noget vælge imellem. Hun ved ikke om det er en pigeting, men det kan også bare være en modenhed, at så lader jeg være med at gå i de mærkevarer og har det mere; om det har noget at gøre med modenhed, det er en pigeting eller hun er af den støbning ved hun ikke
- Hun ved godt hvad hun skulle gå efter, hvis pengene var til det, så der er hun mærkebevidst
- Med så noget med ferie, har forældrene bare taget beslutningen, da de var lille, og de har afgjort at nu vil de derhen på ferie og så serveret den for børnene og vist billeder, der har de ikke haft den medindflydelse, som de har i dag. Der er ikke tvivl om i dag, at hun aldrig kunne finde på at bestille en rejse et sted hen uden at spørge dem til råds.
- Hun bliver spurgt om ting, og de kan godt spørge flere gange, men hun oplever det ikke som plageri. Phillip har sin egen måde på det, han lister noget i kurven, mens hun har ryggen til, og så når hun halvvejs igennem butikken, før hun opdager, at han har lagt noget i kurven, som hun ikke har lagt deri, og så fortæller han det også, og så kan hun spørge hvad det koster, og så beslutter hun, om hun vil ofre pengene på det
- Hvis de f.eks. gerne vil have en ny mobiltelefon, er det ikke noget der falder af træerne, det er noget man kan ønske sig til jul eller fødselsdag
- Da Phillip gerne ville have flere lomme penge, kom han og spurgte om han ikke kunne lave lidt mere, for at have råd til flere ting, og det blev de så enige om. Så det var en forhandling

- Hvis de er i centeret og en af dem står med et stykke tøj, kan de spørge mor, og så kan hun sige at det er okay, eller det går ikke. Men det kan også være så noget med, at de selv har fundet en ting inden turen i centeret, og så siger de, om hun ikke lige kan se den her. Hun føler ikke de plager.
- Hvis de spørger om nogle ting, kan hun godt finde på at sige, at det kan du ønske dig
- Anne, hun synes børnene er rigtig godt med, med skype, Messenger m.m., det ved de mere om. Sådant en som Sandra er meget mere forud end mig. De er vant til at edb er en del af dagligdage hos både deres far og mig, og da de var børn, sad vi med dem og de prøvede at bruge musen. Så de har fået det ind tidligt og de bruger det i skolen, og det vil helt sikkert på længere sigt blive mere aktuelt
- Hun er på Facebook. Og da børnene fik lov, var de 12 år, noget de fik lov til i samråd med deres far. Og hun er også venner med dem, så hun kan følge dem, og holde øje med deres væg
- At man chatter sammen på Messenger eller skype er populært eller fælles-skype, hvor de er flere der mødes.
- Facebook var rent plageri, og fordi hun godt kunne se, at mange børn de kendte, havde fået lov, hvilket hun selv kunne se på Facebook, da hun var venner med dem
- Hun tror 75 % af Sandras klassekammerater havde fået en mobil, da hun fik en, men hun skal ikke kunne sige, om det også var 75 % af hendes venner, der var på Facebook, men man kan sige, at man har trukket den, at du skal være 13 og det er du ikke endnu, så det kan du ikke få lov til, og det holder du dem hen med et stykke tid, men så er det man ser flere og flere kommer på og får oprettet en profil, til trods for de ikke er fyldt 13. ”Og det bliver sværere og sværere at argumentere imod på et eller andet plan, da mange andre får lov. Det er en ond spiral, kan man sige, og så er man til sidst selv med til at holde den i gang!” ”Med Facebook, var det 50 % det med at se de andre og plageri. Der plagede de”!
- Der kan også være så noget med mobiltelefoner, at hun nogen gange spørger børnene til råds, der ved de mere. De opererer jo helt anderledes, end hun gør på en mobil. Så spørger hun ungerne, hvis der er noget hun ikke ved. Det har de klart mere styr på.

Professor Birgitte Tufte, tween ekspert på CBS:

- Hun ved, at ikke alle børn får lommepenge, fra undersøgelsen i en af hendes bøger. Der er sket et skred de seneste år, børnene plager sig til tingene hvis de skal have noget stort, da de alligevel ikke har råd til det selv med de lommepenge de har, hvis de f.eks. skal have en ny iPod eller computer eller hvad nu – i mindre grad får man et fast beløb i denne generation ift. tidligere
- Pigerne bruger deres penge på kosmetik og tøj, drengene bruger deres penge på digitale ting, sportsting og sportstøj, og drengene er også blevet mere forfængelige, da de er blevet interesseret i hvordan de ser ud og at man har vokst til håret – især tøj
- iPod's er det store hit, og det går stærkt, og der kommer hele tiden nye
- Forældrene giver i dag store ting
- Vil undre hende, hvis de ikke alle havde mobiltelefon i den alder jeg har interviewet
- Jo yngre de er, jo mere er det forældrene der vil have de skal have mobilen, for at de kan være i kontakt med dem, det er helt ned til 7-8 års alderen børn i dag får mobiletelefon, når de bliver ældre omkring 12-13 års alderen er det presset fra kammeraterne med at have de nyeste modeller
- De yngste omkring 8-9-årige leger, især drengene, men mange af de ældre tweens piger leger med påklædningsdukke på nettet ”en form for leg”. Det er skiftet fra at man leger på at lege på en bestemt måde, til meget af det foregår på Internettet – der er Brats dukker op til 8-9-årige og Barbie er i børnehaven.

- Drengene og pigerne er meget på nettet i dag
- Alle undersøgelser at børnene er med i beslutningerne, lige fra dagligvarerne i supermarkedet til større køb, som computeren til familien, drengene ved især meget om det. Der er forskel ift. produkterne mht. køn, elektronik er drengene og tøj og mode er pigerne
- De er mere med i beslutningerne jo ældre de bliver, de 8-årige mener hun ikke er med til de større beslutninger
- Det er klart børnene spiller en kæmpe rolle, da de ved en masse ting, forældrene vil være i dialog med dem, "det kompetente barn". Ja til samtalefamilier
- I sidste ende er det selvfølgelig forældrenes beslutning, da de sidder på pengene, og det har indflydelse hvis børnene er sure. De spiller helt klart en kæmpe rolle, det at være i dialog og alle er med til at bestemme
- Hun tror begge dele sker, at børnene spørger forældrene og omvendt. Det foregår i dialog, det kan lige så godt være børnene som forældrene "vi skal have nyt tv, eller at Olivers familie har fået nyt tv, og det skal vi også have"
- Fra andre undersøgelser viser, at børnene også overdriver ift. hvad de siger, at deres venner har. Kammeraterne spiller en kæmpe rolle fra 11-12 års alderen, men de er trods alt børn før den alder.
- Der er nogle trendsættere i klassen og de er meget bevidste om det, forældrene som rejser til udlandet og kommer hjem med det sidste nye. De andre er ikke meget for at sige, at de efteraber
- Ift. børn når det er dyre ting, biler og ferier så er der længere forhandlingsproces og ingen impuls køb som f.eks. i supermarkedet, i supermarkedet er det konkret ift. den yoghurt, det drikke etc.
- Hun tror at med skilsmissebørn, der gør forældrene gør alt for at leve op til den anden part og det kammeraterne har, og at børnene ikke skal mangle noget, det har man indtrykket af ved interviews, men ingen dokumentation for det. En normal tendens, og det tror hun kommer mere af, at børnene mere er ved i beslutninger, som skilsmissebørn, da der ingen voksen er til at snakke med
- Det afhænger af familiens økonomiske situation, om det bare er noget børnene får ift. de store dyre elektroniske ting, og hvor de går i skole/omgivelserne/miljøet, der er markante forskellige ift. type af familier også i Danmark
- Overdrevet at man siger børnene er teknologiske eksperter, de handler om de kan nogle andre ting og bruger Internettet anderledes
- Mange forældre er med på Facebook. Der er nogen der opretter en profil på Facebook, som 11-årig, og så lyver de bare – de er på forkant.
- Det er ikke noget ukendt fænomen at forældrene opretholder en profil for at holde øje med børnene. Børnene bliver sure når de bliver overvåget, hun synes det er uetisk, da de skal have noget frirum
- Børnene er meget mærkebevidste ret tidligt, de er rimelig bevidste, pigerne er bevidste helt ned til 10-11 års alderen, når det kommer til tøj. Og fra børnehaveklassen kender de mærkerne ift. logo og farve
- 12-13-årige skrev mærker på alt ting; tøj, mobiltelefon etc.. Det kommer efter 10+.
- Bedsteforældrene bliver set som økonomiske støtter, ellers ikke ift. normer og holdninger, da børn har så travlt. Tal viser, at de får penge fra bedsteforældrene
- "Børnene trykker på den dårlige samvittighed, moderne familier har jo enormt travlt og ikke har tid til børnene, og da de tjener penge, så er de mere tilbøjelige til at sige ja, hvis barnet siger at de har det, så det vil jeg også have"
- Børnene argumenterer (Roedder John research), hos større børn, så er der en forhandlingsstrategi ift. at hvis jeg gør det og det eller giver halvdelen, må jeg så få den

- Dem der influerer mest er kammeraterne, især for ældre tweens, men forældrene spiller stadig en rolle, men den ligger imellem forældre og ældre søskende, de har en kæmpe indflydelse ”min storebror/storesøster har det og det”, ellers medier og musik
- Ift. ældre søskende. Der er ingen tvivl om at de ældre søskende sætter dagsordningen for mindre søskende, og de små kommer derfor tidligere ind i dette univers, da de store i familien har det
- Internettet bliver brugt til spil af drengene og chat af pigerne. Jo ældre de bliver jo mere er de inde i de ting, 12-14 år med Facebook og twitter
- Hun tror at har gennemskuet reklamerne, men der er en sammenhæng mellem reklamer og påvirkning af film, tv og kammerater – der er et sammenspil
- Hvordan tweens bruger Internettet; skolearbejde, underholdning, chat etc. i Danmark, skal ses i en kulturel kontekst ift. andre lande, som f.eks. Kina hvor de skal lære, lære, lære.
- Man skal også fokusere på forskelle i familierne i Danmark og ikke kun imellem lande, da det har en betydning
- Forældrene siger tit, at det er børnene der er eksperter, at børnene kan mere end forældrene ift. computeren, mobiltelefonen, indstille programmer, blogs (dem på 12)
- Der er nogen generationsforskelle, det er der ingen tvivl om, men det handler i bund og grund om interesser, ift. om børnene ved mere køn imellem, eller børn og forældre imellem
- Ændringen i samfundet er sket indenfor de sidste 10-15 år. Især indenfor Internettet og mobiltelefonen, som jo er kommet til indenfor de sidste 10 år. Man snakker om, at der er sket et paradigmeskift, holdningen til barnet har ændret sig: Før skulle man beskytte barnet, de er skrøbelige, nu ses de som stærke og kompatible børn. En ændring som især er sket indenfor de sidste 20 år.
- I dag får børnene oftest et barn, det man kalder et ”trofæ barn”.
- Det er familiestrukturen der har ændret sig de sidste 20 år, som gør at barnets betydning har ændret sig, kvinder vil have en karriere, børn sent, et barn, individuelle etc.
- Man kan ikke spå om fremtiden, men selvfølgelig vil det ændre sig, man har ikke fantasi til, hvad der nok vil ske om 5 år, især ift. elektronik og Internettet. Det går stærkt