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**The influence of adverting media
in the mobile phone industry:
A comparison of Czech and English
students**

Business Dissertation

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Abstract

This dissertation looks at advertising as one part of communications mix. It addresses several issues associated with different types of advertising media. There is a particular focus on student likes and dislikes in respect of mobile phone commercials and their choice of a mobile phone provider. The samples of one hundred and eleven students were from the University of Huddersfield in England. The sample was designed to find out if there were any differences between Czech and English business students. For the first part of the study, questionnaires were distributed personally to students in their lectures. This part of the research was focused on a comparison of the criteria which influence students the most in mobile phone advertising as well as their likes and dislikes regarding the content of mobile phone advertisements. Other matters linked to the mobile phone industry such as choosing a network provider were discussed. The second part of the research was a small focus group of Czech and English students. It was based around viewing, comparing and discussing three mobile phone commercials. In both parts of the research, several differences were found between the behaviour and attitudes of the two groups.

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INTRODUCTION

Because the competition rivalry increases on the market, companies try to find new ways to beat the competition with extending its market share thus achieving sustainable profit growth.

Every company tries to make their product and services known to the public. They want to be a force in their respective market, be it local, regional, national or international, in order to sell their products and services. Also many want to become 'household' names and to branch out. Companies obviously try to persuade people, to influence them and to induce them to be 'on their side' and buy their products. In order to obtain customers' affection, they need marketing strategies. One of many appropriate approaches would be to use marketing strategies, which can help to obtain the customer favour.

Nowadays there are many marketing concepts and strategies. This dissertation looks at some of these concepts and strategies try to solve some marketing issues associated with promotion of a product or service, communication with a customer, how to approach customer feedback, to find out what consumers require and expect, how to influence and persuade them, how to recall a brand, when the brand is in the phase of recession and many other marketing matters, which help to raise the company's position on the market, heighten profitability, customer satisfaction, popularity of brand, public relations and so on.

CHAPTER 1 – LITERATURE REVIEW

1.1 Introduction

The literature review refers to the topic of marketing and strategies, which are inherent in communication relationship between the consumer and the producer. The first part of literature review starts with identification of the purpose of marketing, and how it is placed in processes associated with social matters. When speaking about marketing, it is essential to remember the marketing mix and how this concept is interconnected with communications mix. Some specific terms will be explained and described to better understand later parts associated with more specific marketing issues. In addition, some marketing models and strategies will be explained. Advertising will be defined in more detail, because it is the main issue linked to the research objectives of this dissertation. The additional sections will explain key roles of advertising, choice of advertising media, brand and influences on the buying decisions and other theories of advertising influence.

The second part of literature review specifies the group of respondents, students, who the research is focused on. It states the links between usage of mobile phones, the reason for using them and students habits regarding mobile phones.

1.2. Marketing

Kotler and Armstrong (2006:4) define marketing as “managing profitable customer relationships. The twofold goal of marketing is to attract new customers by promising superior value and to keep and grow current customers by delivering satisfaction.” The guiding principle of marketing is the creation of demand. Marketing functions themselves are diverse, for example, they include market research, the planning of production schedules, and, promotion of products and services.

However, there are many definitions of marketing and some will be mentioned for illustration. The first one is by Philip Kotler, the S. C. Johnson & Son Distinguished Professor of International Marketing at Kellogg School of Management, Northwestern University, Illinois. Kotler (2006) defines marketing as the process between a company and a customer, where a company tries to create customer relationships and gain value from a feedback from the customer. Another definition identified by Smith and Taylor (2004:5) is that marketing is “the business of moving goods from the producer to the consumer” (where ‘goods’ stands for goods or services).

However, although there is some difference in these definitions, the common concerns are an encounter of demand and supply that satisfies the seller (producer) as well as the buyer (consumer).

1.2.1 The Marketing Mix

In marketing, there are various approaches to the marketing mix: the 4Ps, 5Ps and 7Ps (Smith & Taylor, 2004). Jerome McCarthy identified the 4Ps as Product, Price, Place, Promotion (Rothschild, 1987). Product means the goods or services which are produced or provided in order to be sold for money. When people buy a product (e.g. food), they satisfy their needs, because they are not hungry anymore. When customers buy a car, they have a satisfaction from it too, but it is not an essential need, it is the desire to own a car. Price is a worth of money that must be paid by a consumer, if they want to purchase a product. Place is related to a system of distribution; a company tries to find tools and activities to make the product/service available to customers. Promotion is a way in which companies communicate with their target audience. It is how to influence and persuade them to buy their goods and services (Kotler and Armstrong, 2006; Rothschild, 1987).

One criticism of this marketing mix approach is that it seems to look only at the needs of seller and the buyer viewpoint is missing. One approach to remedy this is to consider the customer more formally. For every ‘P’ one defines a ‘C’. Therefore, we have two different views: one from the seller’s side 4Ps and the second from the buyer’s side 4Cs.

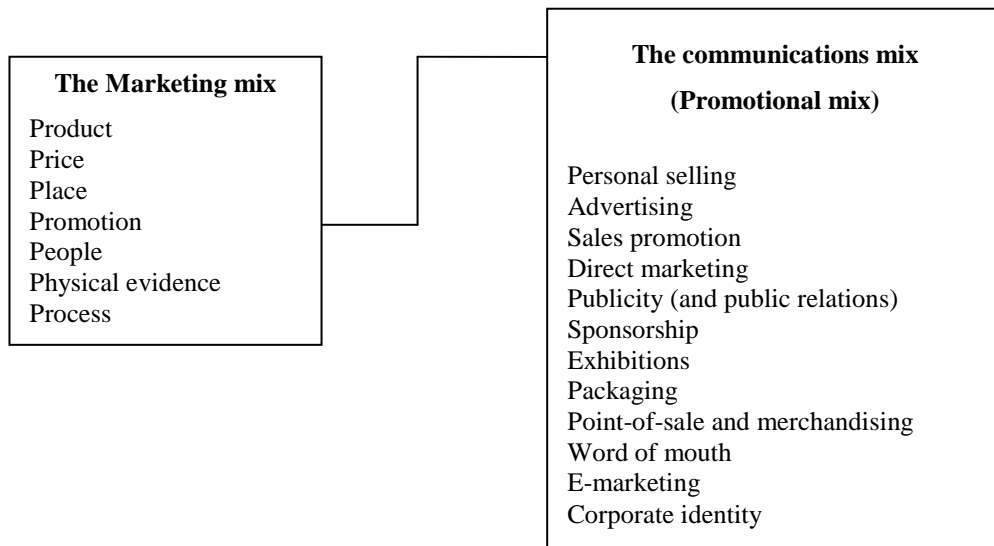
Table 1.1 – Comparison of four Ps and four Cs

| 4Ps | 4Cs |
|------------|-------------------|
| Product | Customer solution |
| Price | Customer cost |
| Place | Convenience |
| Promotion | Communication |

Source: Kotler & Armstrong (2006)

Kotler and Armstrong (2006) describe that marketing workers see themselves as people who sell a product while customers consider themselves people who buy a value or the resolving of some problem. Customers are interested not only in the price of the product but also the whole costs, which they need to expend to gain, use and dispose of this product. They require goods and services available in the most convenient way. Customers do not want general promotion - what they want is one-to-one bilateral communication. Thus marketers should concentrate on what customers want (the four buyers Cs), and then, based on this they should create the four Ps.

Figure 1.1 – Relationship between Marketing mix and Communications mix



Adapted from: Smith & Taylor (2004)

The 7Ps consist of the 4Ps extended by three more Ps which are “People (staff), Physical evidence (e.g. buildings and uniforms), Process (methods of producing, delivering and consuming the service)” (Smith and Taylor, 2004:7). Figure 1.1 illustrates the relationship between the marketing mix and the communications mix (promotional mix) and the list of typical communication tools (Smith and Taylor, 2004:7-8).

1.3 The Communications Mix

1.3.1 Communication

“Communication is an essential element of human behaviour” (Chisnall, 2005:316). The definition of ‘communication’ is “giving successfully (thoughts, feelings, ideas or information) to others through speech, writing, bodily movements of signals” (Cambridge University, 2002).

People need to communicate with other people and state their opinions, needs, feelings. It is the same with companies and customers. Customers say, what they require and demand, while companies need to communicate with clients, suppliers, consumers, patrons, stakeholders, shareholders, etc (Chisnall, 2005).

1.3.2 The communications Mix

Personal selling is the face-to-face business relationship between more than two people. The sellers can adapt their behaviour towards buyers in order to satisfy their needs. Sales promotion tries to attract customers using many tools such as for example discount vouchers, free extra 15 per cent, three for one price, coupons etc. Public relations, often referred to as ‘PR’, are a set of tools that aim to keep relationships between an organisation and public. “These include employees, investors, suppliers, customers, distributors, legislators / regulators / governments, pressure groups, the

community, the media and even the competition” (Smith & Taylor, 2004: 4). Direct marketing appears in a wide range of forms – telephone marketing, direct mail, online marketing and others. It allows communication between marketing employee and customer. The message can be modified to target the groups or to a specific person. Sponsorship is a form of giving money to another organisation or some event, where the brand will be propagated. Such sponsorship can be in form of paid cash or in kind. Exhibitions bring not only buyers and sellers but also competitors into one place. There are possibilities to see products, get more information and compare it with other products. Packaging not only protects the products against damage during delivery but also tries to communicate through branding to the audience. Point-of-sale and merchandising, the latter, which can be defined in several contexts, are seen by Smith & Taylor (2004) as retailing activities. Word of mouth means the transmission of information between people about their experiences and satisfaction (or dissatisfaction) with a product (or service) which can influence the consumption behaviour of other people. E-marketing enables customers to buy products via internet. This channel for selling products has become more frequent and desirable. Corporate identity “is how a corporation, company or organisation expresses itself visually” (Smith & Taylor, 2004:654). It is very important to create a good impression on the first contact. Advertising, the probably the most popular marketing tool, tries to create a long-run image for a product or a service. Although advertising can speak to many people, it does not have to be persuasive every time (Smith & Taylor, 2004; Kotler and Armstrong, 2006; Arens, 2006).

There are many other communication channels through which firms can keep in touch with their target customers. These include newspaper advertisements, TV commercials, coupons sales letters, publicity, telemarketing calls, leaflets, billboards, radio, posters, journals and trade fair catalogues; advertisements on buses, houses, in the cinema before a movie, aerial, internet and e-mails. It is these kinds of tools that comprise marketing communications. Advertising -which is the focus of this dissertation- is only one type of marketing communication.

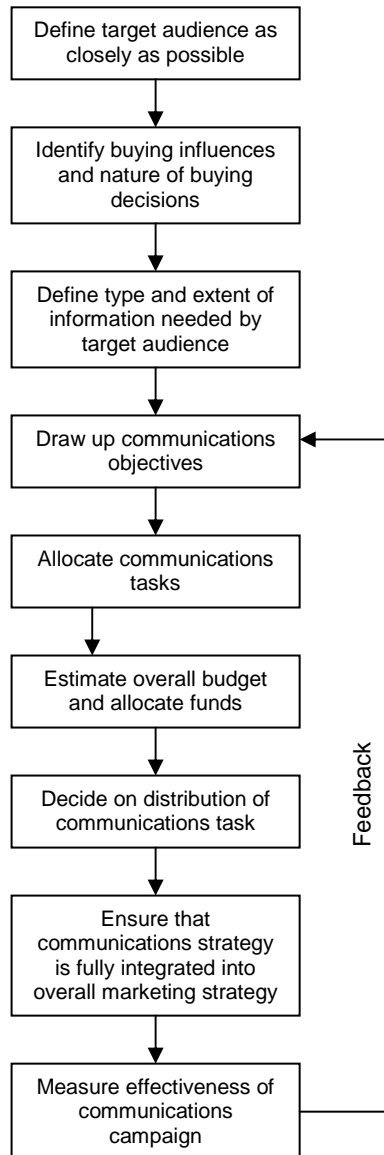
1.3.3 Communications Objectives

Communications objectives are referring to “how the communications should affect the mind of the target audience, e.g. generate awareness, attitudes, interest or trial” (Smith & Taylor, 2004:44). There are several models that look at this process of trying to create an awareness of brand, product and service so as to attract people, their attention, interest, and other responses. For example, Colley in 1961 was one of the first when introducing the DAGMAR model ... an abbreviation for “Defining Advertising Goals for Measured Advertising Results” (Chisnall, 2005). DAGMAR determines goals of advertising and how to measure feedback on advertising. Colley (1961) mentions four levels of understanding: “awareness → comprehension → conviction → action” (Chisnall, 2005). Colley (1961) argued that the role of advertising approximates consumers through these levels to the final action of purchasing the goods. Another concept AIDA (an abbreviation for attention, interest, desire and action) is a model that is providing a process for achieving ‘optimal advertising’. Advertising according to this model should obtain firstly the *attention* of the customer, secondly create *interest* about the product or service, then to persuade them about advantages of the product/service that means *desire* for the product/service; and, finally to influence them to *action*, that means to immediately buy the product/service or to order it (Kotler, 1997). According to Rothschild (1987) the marketing communications plans are covered mostly in one year period. In first three months, when the awareness of the goods should be built, it is important to create a very heavy advertising campaign. In the second period, which may take about next three or four months, trial and heavy promotion (e.g. some coupons, vouchers) should be generated. In the final six months the objectives are to encourage customers to repeat purchases and to create loyalty.

The models AIDA and DAGMAR were criticised due to their insufficient presumptions. Kristian Palda describes them as ‘sketchy views of the internal psychological process the typical consumer is supposed to go through on his way from the perception of an ad to purchase’ (Chisnall, 2005).

In order for a promotional strategy to be creative, it needs to be planned systematically and must be linked with other areas of management activities (Chisnall, 2005). Firstly, the objectives have to be defined; secondly a promotional strategy has to be designed.

Figure 1.2 – The areas of management activities



Source: Chisnall (2005)

Communication objectives can be classified as (a) long term and (b) short term. Advertising is, in principle, a persuasive communication and has distinctive functions. Chisnall (2005) defines these functions such as ‘awareness advertising’ at the beginning

(preparing) advertising in some countries, 'familiarity principle' known 'things' influence more than unknown. 'Reassurance advertising' comes from Festinger's theory of cognitive dissonance that means, that consumers need, after the purchase of a product/service, reassurance that they made the correct decision. For example, mobile phone advertisement gives a good feeling or reassuring to owners (Chisnall, 2005).

Before creating a promotional campaign, thought should be given to appropriate and effective methods of communicating by marketers and organizations. It needs to be determined what kind of media will be chosen and a target group of consumers defined. Consumer perceptions, habits, brand loyalty and awareness, motivations, opinions and attitudes, etc. need to be researched and understood. Such information about consumers helps marketers and organizations to understand consumer behaviour: their needs, why and what is happening in the market. Without these results and knowledge it is pointless to create advertising and spend lot of money for it (Chisnall, 2005).

1.4. Advertising

Wright (2000) details the characteristics of advertising as bringing information to a target audience, persuading people to buy a product or service and reminding people of a brand or drawing attention to new brand. Wright (2000) also points out that most advertising is paid for, that anything can be advertised and that advertising is everywhere. Advertising is the most effective way to create essential awareness about the existence of a firm, product, service, brand or idea. If the advertisements are creative, the advertising campaign can create a unique image and, to certain extent, preference for that brand or at least perception of that brand. But many advertisements are not creative. Advertisements for cars are good example of this. They are quite often the same, without original idea and inanimate. If one organisation's advertisement is similar to the competitive advertisement, then it is better to spend money on the other tools of marketing communications, for example the public relations activities, sales promotion or direct marketing (Kotler, 1997; Wright, 2000).

The term goods mean what you can touch in your hands – a car, a mobile phone, etc. Services are something that cannot be touched, e.g. post, system of insurance. Ideas can be knowledge, experience in various disciplines. As stated before, advertising is a kind of communication. Advertising is usually not focused on one person but on a mass of potential customers. Other authors describe advertising as:

“Advertising is any form of paid-form media used by the marketer to communicate with his target audience” (Yeshin, 2006).

“Advertising is the structured and composed non-personal communication of information, usually paid for and usually persuasive in nature, about products (goods, services, and ideas) by identified sponsors through various media” (Arens, 2006).

1.4.1 Historical Development

“Several thousand years ago, the Greeks used Criers to advertise their wares” (Bunting, 1999: 11). Advertising appeared on walls then and on any other public places, where people met to talk. After the development of printing in 15th century, advertising began to appear in newspapers and on posters and handbills and this trend grew massively throughout to the 17th century. In the 19th century, posters and handbills were one of the most popular types of advertising, they were illustrated and included visuals and colours. In the 1880s, advertising agencies were established. These provided consultancy to advertisers, such as where they should place their advertisements of products and services. At the same time, due to the increasing use of technology, the production of newspapers became much faster. The use of branding also increased. In the 20th century, the government used advertisements for their army recruitment campaigns as an effective way to spread information to the population nationwide. During the interwar period other ideas to captivate consumers began to appear, such as neon signs and artificial models in shop windows. In the United Kingdom the introduction of commercial television in 1955 changed our social life. Newspapers and magazines had difficulties and several newspapers disappeared from the market. The popularity of commercial radio increased during the 1960s. In the 1990s, billboards

were very popular, and companies used specialised advertising agencies even more widely to promote their products and services (Bunting, 1999).

1.4.2 The Key Roles of Advertising

Yeshin (2006) argued that the key roles of advertising that are *to inform, to persuade, to sell*. Advertising can be used for informing consumers, both new and existing and tries to introduce and make customers remember the product or service and/or to explain how to use a product. Advertising tries to focus on the target audience and to persuade them to buy the product. The selling function then tries to influence the customer to buy the goods now. It is important to emphasize the strengths of the brand and to mention, where the customer can buy the goods. Other roles of advertising are for instance to recall, change opinions, change attitudes and senses, to influence and so on.

Possible Advertising Objectives according to Kotler and Armstrong (2006) are:

- Informative Advertising
- Persuasive Advertising
- Reminder Advertising

Informative advertising usually concerns a new product (or one that is new to that consumer) and its quality and convenience benefits (what is it, the function of the product, where one can buy it, how much does it cost). Persuasive advertising tries to put the brand ahead of the competition. One of the forms of persuasive advertising is comparative advertising, which compares a product with the main competitor. Reminder advertising is where customers are reminded about a product all the time, mostly when the product has been on the market for long time and rate of growth begins to decrease. Some types of advertising do not try to influence and persuade people, but they just try to inform them, for instance public service announcement, leaflets (Arens, 2006). Yeshin (2006) describes the roles of advertising from transaction point of view (for example the functions of advertising in the individual phases of the buying decision making process), whereas Kotler and Armstrong (2006) classify those roles based on

their purpose. For example, an advertising objective should be clarified what will be the target audience and the period of time.

After setting advertising objectives, the company has to create its advertising budget. This part is very important, therefore the company should know whether the amount is right. Advertising expenses are useless without really knowing the effect of the campaign (Kotler and Armstrong, 2006). The company should spend money only on advertising, which will create awareness and knowledge among the customers.

1.4.3 Choice of Advertising Media

Kotler and Armstrong (2006) introduce these steps in media selection, which are (1) “deciding on reach, frequency, and impact; (2) choosing among major media types; and deciding on media timing.” When deciding on reach, frequency and impact, the company might decide what kind of measure the marketing campaign should reach the target group of consumers during a period of time. One should ask “how many times the average person in the target market is exposed to the message” (Kotler and Armstrong, 2006: 463). The next step is to choose the media. There are several types of media shown in the table 1.2 (on the following page).

An advertising campaign should be analysed for both the communication effects and the sales effects. From measuring the communication effects one can find out if the communication to the customers is going well. The advertiser can ask them, how they like it, measure their attitude resulting from it. Then the advertiser can measure if and how the advert affected customer recall and product awareness, knowledge, and preference (Kotler & Armstrong, 2006).

Table 1.2 – Profiles of Major Media Types

| Medium | Advantages | Limitations |
|--------------------|--|--|
| Newspaper | Flexibility; timeliness; good local market coverage; broad acceptability; high believability | Short life; poor reproduction quality; small pass-along audience |
| Television | Good mass-market coverage; low cost per exposure; combines sight, sound, and motion; appealing to the senses | High absolute costs; high clutter; fleeting exposure; less audience selectivity |
| Direct mail | High audience selectivity; flexibility; no advertising competition within the same medium; allows personalization | Relatively high cost per exposure, "junk mail" image |
| Radio | Good local acceptance; high geographic and demographic selectivity; low cost | Audio only, fleeting exposure; low attention ("the half-heard" medium); fragmented audiences |
| Magazines | High geographic and demographic selectivity; credibility and prestige; high-quality reproduction; long life and good pass-along readership | Long ad purchase lead time; high cost; no guarantee of position |
| Outdoor | Flexibility; high repeat exposure; low cost; low message competition; good positional selectivity | Little audience selectivity; creative limitations |
| Internet | High selectivity; low cost; immediacy; interactive capabilities | Small, demographically skewed audience; relatively low impact; audience controls exposure |

Source: Kotler & Armstrong (2006)

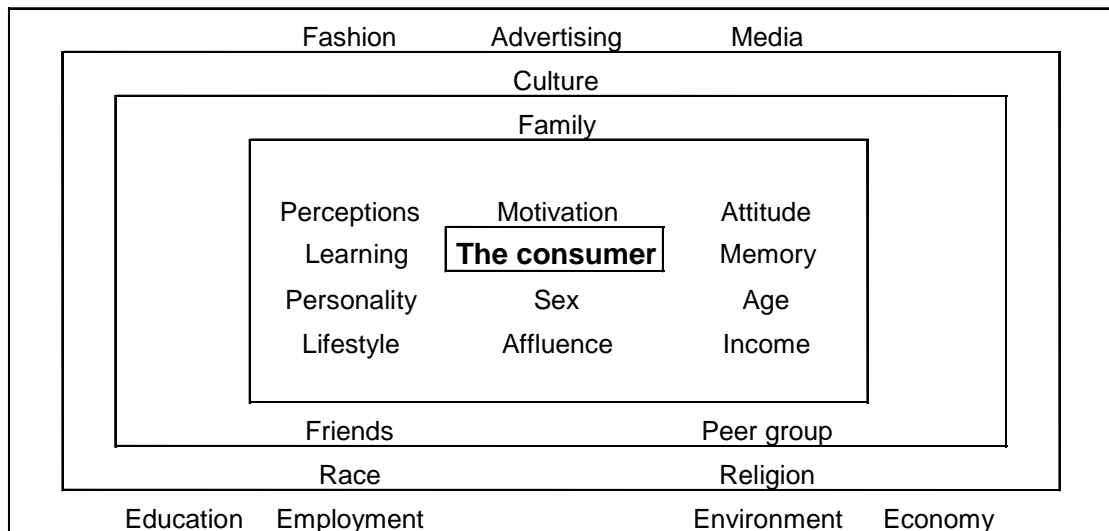
1.4.4 Advertising and Brand

In advertising, the brand has a key role. Advertising tries to have a positive effect on the brand, so that customers would buy that good or service. People usually buy products from brands that are famous or based on whether they have heard about it or not. They believe that the products are good quality. The main objective of brand managers is to differentiate the products or services from other brands of their competitors (Yeshin, 2006). King (1970) wrote "A product is something made in a factory: a brand is something that is bought by customers. A product can be copied by a competitor: a brand is unique. A product can be quickly outdated: a successful brand is timeless" (cited in White, 2000:43) Not only the brand is important, but also the overall image of the company. Advertising takes part in creating a company image (White, 2000).

1.4.5 Influences on the Buying Decision

The buying decision depends on a number of factors, for instance needs and motives, attitudes and lifestyle, personality and self-concept, culture, social status, reference groups. Yeshin (2006) lists these factors that influence consumers in the following figure:

Figure 1.3 – Factors of consumer influence



Adapted from: Yeshin (2006)

- AGE:** Young people mostly find different products and services appealing compared to old people.
- SEX:** The purchasing decisions of males and females are likely to be very different.
- INCOME:** It depends not only on income, but also on disposable income, after essential purchases (e.g. food, clothing).
- AFFLUENCE:** Affluent people may consider luxury items to be normal.
- PERSONALITY:** Everybody is unique, that means that everybody reacts differently to the environment and everybody has specific needs and requirements.
- LIFESTYLE:** This affects how people dress, how they spend their time, their hobbies and activities.
- LEARNING:** Learning, cognitions and experiences affects our personal behaviour.
- PERCEPTIONS:** "Perception is the process by which stimuli such as sight, sound, colour, touch, taste and other are selected, organised and interpreted". External stimuli or sensory inputs represent a major part of the marketing communications process. (Yeshin, 2006)
- MOTIVATION:** This indicates how people behave in particular circumstances and why.
- ATTITUDE:** People are influenced by attitudes in things that they do and are influenced by the people, which are around them.
- FAMILY:** The people's behaviour and patterns are being developed since their childhood and are affected by their family and the closest relatives.

(Continued)

| | |
|------------------------------------|---|
| FRIENDS and peer groups: | Already children try to imitate behaviour of other children. This is the same in other parts of life. We are affected by our friends and we try to acquire their respect and endorsement. Sometimes we compete with them for example in clothing. |
| CULTURE, race and religion: | It is very difficult to create advertising for all groups at once. Every culture, race and religion is different, has different customs, morals and knowledge. It appears from this that every culture has distinct patterns of behaviour. |
| EDUCATION: | People, who have high level of education can apply for more description of products and the advertising does not affect them so much in contrast with people, who have very low level of education, because they do not ask for information. |

Source: Yeshin (2006)

1.4.6 Effect on the Value of Product

Advertising tries to make a product advisable for customers. Why do some people buy Adidas clothing rather than other unknown brand? Because people think that the advertising picks up the brands – “added value” (Arens, 2006:59). Consumers pay mostly for the brand. It is very useful that there are more possibilities of buyers’ decisions. For some people the brand is not so important and they are satisfying their needs with an unadvertised brand (Arens, 2006).

1.4.7 Effect on Competition

The advertising of a large company can restrict a small company coming into the market. The small company needs to invest money in engineering, equipment, buildings first, and second to advertising. Due to the free-market system, more sellers could come into the market and produce strong rivalry for existing firms (Arens, 2006).

1.4.8 Effect on Customer Choice

Because the marketers have a free hand to advertise, they are stimulated to develop new brands, which enable customers more opportunity of selection. The rivalry of competitors usually leads on to make products better and to reduce prices. The marketers are encouraged to refresh their advertisements and customers are reminded about products and services all the time (Arens, 2006).

1.4.9. Theories of Advertising Influence

Many theories, concepts and models have been created to find how people (consumers) are influenced by buying decisions.

According to McDonald (1992, cited by Chisnall, 2005), the 'active consumers' usually buy what is useful and interesting for them. Advertising itself does not affect their interest most of the time. "Nobody can be forced to buy a product he does not want, or to change his beliefs and opinions against his will" (Chisnall, 2005:319). Lannon and Cooper (1983, cited by Chisnall, 2005) report that consumers prefer enjoyable and humanistic viewed advertising rather than conventional. "Branthwaite (1993) has proposed an 'eclectic perspective', which emphasizes that buying behaviour is influenced by a wide variety of motives, skills and experiences" (Chisnall, 2005:320). According to Chisnall (2005) are consumption customs created from many ways: e.g. family tradition, social behaviour, group influence of consumers from the same level, etc. People usually adopt opinions from their childhood from their surroundings and mainly from mother, father, brother, sister, from the closest members of their family. Later in their lives, people are influenced by husband, wife, partner, friends, and other people, with whom we are in contact.

1.4.10 Blue Ocean Strategy

Kim and Mauborgne (2005) offer the marketer a set of tactical tools that are consistent with the marketing mix. One of the tools they use (The Buyer Utility Map, p. 121) was employed by Burton and Easingwood (2006) in a seminal article that included mobile phone users in their sample. Given that I have used their works to formulate some of our attitudinal questions, this section briefly considers the notion of Blue Ocean.

Blue ocean strategy, is a strategy, which tries to find new opportunities and ideas on the market. "The trick is to 'stop trying to beat the competition' and focus instead on developing a compelling new value proposition that can create uncontested market space" Kim and Mauborgne (2005).

The goal of this strategy is to find so-called value innovation. Value innovation tries to “create powerful leaps in value both for the firm and its buyers, rendering rivals obsolete and unleashing new demand”. By doing this, company opens up new and uncontested market space. Value innovation integrates into all activities of the company - product, service, delivery, costs, pricing, and the business model”.

According to Kim and Mauborgne (2005), most companies try to achieve the competitive advantage in the market. This is called ‘Red Ocean strategy’. Kim and Mauborgne refer to ‘Blue Ocean strategy’ as the right strategy for tomorrow’s successful companies.

The differences between Red Ocean Strategy and Blue Ocean Strategy are highlighted in the following figure.

Figure 1.4 – The differences between Blue Ocean and Red Ocean strategies

| Red Ocean Strategy | Blue Ocean Strategy |
|---|---|
| Compete in existing market space | Create uncontested market space |
| Beat the competition | Make the competition irrelevant |
| Exploit existing demand | Create and capture new demand |
| Make the value-cost trade-off | Break the value-cost trade-off |
| Align the whole system of a firm’s activities with its strategic choice of differentiation or low cost | Align the whole system of a firm’s activities in pursuit of differentiation and low cost |

Kim and Malbourne (2005)

1.5 Young Consumers, their decisions and attitudes

According to Spero and Stone (2004), whose research focuses mainly on young consumers, young consumers are usually influenced by peers when spending money or choosing a product. The peer group creates its own rules of social behaviour. This is mostly linked to fashion trends and the need to be part of some group of people. This applies rather to younger teenagers, aged 12 to 16, but it is important to clarify that young people are usually more influenced by the same age group. Cassidy (2006) points out aspects linked to possession of a mobile phone such as individuality, sociability or adult aspiration. Other motivations of the behaviour are adapted from previous generations such as status or independence (Spero and Stone, 2004).

Among other values expected from other members of the group is a communication and need to be heard.

Cassidy (2006) also indicates that there is a connection between the mobile phone industry and the tobacco industry, because they both try to promote some kind of 'identity' and 'self-image'. Chapman (2000), cited by Cassidy (2006), criticises of this concept, because relationship between these modern trends – ownership of a mobile phone and smoking – is not evident in other nations.

If the brands want to target this age group, it is necessary to understand their requirements, values and attitudes, to create relationships with them and observe their behaviour. Spero and Stone (2004) highlight the important aspect of communication with young people - producers need to talk through the messengers – not the marketers.

1.6 Mobile Phones and Young People

Mobile phones have changed the style of peoples' lives. They mostly assimilate into an essential part of young people's being. According to one social research, more than 75 per cent of young people aged 11 to 21 own a mobile phone and can not imagine being without this device. It has been discussed that this kind of tool could be described as "a

central expression of their identity” as cited by Haste (2005). Nowadays, it is particularly a matter of fashion for young consumers. According to one study from Joanna Feast (2003) cited by Katherine Weare (2004), some young girls assumed that if someone does not own a mobile phone, or has an old one, or even poor one, it can evoke a feeling of an anxiety among the peers. On the other hand, it is a matter of communication. There is a possibility to communicate with someone who is at the other end of the world. What the designers of mobile phones did not assume was that the popularity of text messages in comparison with mobile calls. Sending short messages (SMS) or ‘texting’ became the most convenient way of asking a friend for something. In older age groups, the use of their cell phone is focused on organising their social life; making arrangements or the activities like keeping in touch with friends, family or the opposite sex, using internet for sending emails, playing games, taking pictures or videos and listening music.

About 77% of young people confirm that for them having a mobile phone make them feel safer and more secure. For communication and connection with friends, older groups (i.e. post-16s) prefer more comfortable, all-in-one communication technology as MSN messenger, ICQ, emails, chat rooms and so on. Using communication technology also includes saying something unpleasant or unkind to someone. It is easier for them in comparison with face-to-face contact.

Using landline more often than a mobile phone has the economical reason if the respondents are at home. Landline is cheaper or even parents usually pay for it. Usage of the internet for communication can increase when the battery is low or reception is poor.

“The portability of the mobile is more consistent with the mobility and flexibility of young peoples’ lives” (Haste, 2004).

Possession of the mobile phone can express some aspects of the personality to the others. Majority of young people have an image as background on the screen or a customised ring tone, which can ‘say something’ about the owner.

However, the mobile phones and communications technologies have become a part of everyday life, although nobody realizes the impacts of it. Young people are becoming more and more dependent on these new types of communication, which could result in separation from the social life.

CHAPTER 2 – METHODOLOGY

2.1 Introduction

The previous chapter describes and explains the theoretical part relevant to marketing mix, communications mix and advertising. This chapter will describe the processes of collecting the primary data linked to the research. What kind of research instruments were used and why a questionnaire was chosen for gathering data in the first research, and why a focus group was chosen in the second research. Whether the study covers qualitative, quantitative or mixed data; the use of a pilot study. Finally, what are the limitations of methods that are used and recommendation will be mentioned.

2.2 Marketing Research

Marketing research tries to collect and process information that is useful not only for business but also for other sectors, which require such knowledge. This information can help them to increase sales of their products or services, to understand customers' wishes and needs, their satisfaction or dissatisfaction, to solve marketing problems and provide other useful information about the market, which brings them near to target group (Churchill, 2001). Marketing research allows developing, planning, and solving specific problems (Chisnall, 2005).

2.3. Quantitative and Qualitative Data

Quantitative data are types of data, which can be expressed as a number, so they can be measured. These data can be interpreted statistically which contrasts with qualitative data. Qualitative data are gathered from the sense, feeling, thinking, which can express an opinion, suggestions and so on. Both quantitative and qualitative data are tools of measurement.

Table 2.1 – The differences between qualitative and quantitative data

| Qualitative Data | Quantitative data |
|---|---|
| <ul style="list-style-type: none">- deal with description- data can be observed but not measured- colours, textures, smells, tastes, appearance, beauty- <i>Qualitative</i> → <i>quality</i> | <ul style="list-style-type: none">- deals with numbers- data which can be measured- length, height, area, volume, weight, speed, time, temperature, humidity, sound levels, cost, members, ages- <i>Quantitative</i> → <i>quantity</i> |

Adapted from: Potts (2006)

2.4 Research Instruments

This section describes the two research methods that were used. The first method was a questionnaire for collecting data from many respondents (questionnaire 1). It aimed to find out the influences of TV advertising on mobile phones and other issues linked to this topic and to determine the differences between Czech and English students. The second method was a questionnaire, which was connected with the ‘focus group’ (questionnaire 2). A small group of students was asked to watch three advertisements about mobile phones from different manufacturers. Then they were asked to complete questionnaires linked to these advertisements. A discussion was conducted for collecting further opinions and ideas.

2.5 Questionnaire

A questionnaire is a method of collecting data, specific information, which will be analysed and interpreted. The processing of questionnaires requires a thorough preparation, in consequence a pilot study, then data acquisition and their interpretation.

Malhotra and Birks (2007) describe three specific objectives of a questionnaire. Firstly, the questions need to be translated understandably, so the respondents have an interest

to answer. Secondly, the respondents must be motivated and encouraged to involve and cooperate with the researcher to complete the questionnaire. What the respondent may want from the researcher is, for example, tangible reward or they can gain personal benefits and experience seeing the research being completed. What the researcher requires from respondents is especially honesty and thinking through the issues, before forming their answers. Thirdly, errors in a questionnaire should be minimized. To avoid misunderstanding questions and possible mistakes it is useful to employ a pilot study.

2.6 Advantages and Disadvantages the Questionnaire

The questionnaire, as with any research instrument, has some advantages and disadvantages. Questionnaires are more objective than interviews. Respondents prefer this method of questioning, especially when the questionnaire is anonymous or if the respondent has some inhibitions to answer face-to-face. Not only there is a possibility of collecting information from a large group of people, the use of questionnaire can be quick for gathering data. It is also one of cheapest and most economical methods, especially given the possibility of distributing it via the internet (Colin, 1999).

2.7 Why a Questionnaire

The questionnaire is generally one of the most widely used methods of collecting data. It was chosen, because it seemed to be the most convenient instrument for analysing data and considering the objectives of this dissertation work, and it could accommodate a large number of respondents. This method of gathering data can be done quickly and speedily and so more people can be incorporated into the survey. Because the questions can be predetermined, it is easier to analyse the data. One of the reason for using the questionnaire, were the costs for the preparation and printing. It is obvious, that the method of sending questionnaires via email, fax, or using web sides would require lower costs.

2.8 Pilot Study

It is a process of assessing the research instrument. The questionnaire is submitted to small sample of respondents to make sure of the understanding of the questions or tasks and to eliminate eventual problems before the questionnaires are distributed. This pilot-test should be provided in personal interviews. Respondent can communicate with the researcher and can have some suggestions or questions about the questionnaire. By this, the researcher checks for mistakes and problems that could occur. Therefore it is better to avoid sending the questionnaire using electronic-based methods, such as the internet or fax (Malhotra and Birks, 2007; Blaxter et al, 1996).

Before the questionnaire was put into the circulation, it was submitted to few people to ensure they understand questions clearly and easily, to avoid misunderstanding of some questions or confusion. The questionnaire was shown also to the dissertation supervisor, to consider the sense and translation of the questions and if they were presented properly and expressed clearly. After the pilot study, some questions were modified to create better understanding and to phrase the questions in the way that would best suit students.

2.9 The Design Questionnaire One

19 questions were covered in the questionnaire (see Appendix 1, page 62). These were mostly multiple-choice questions, where respondents were asked to choose the most appropriate answer for them, prioritizing or ticking options, ranking the possibilities or a scale was used and so forth. This questionnaire used mostly closed questions and multiple-choice questions are easier to process, however, some questions were open. For questions 17 and 18, the categories were determined from the responses.

All questions were used to find out the differences between Czech and English students living in the United Kingdom and studying at University of Huddersfield.

| Question | Reasons for use |
|--|--|
| 1. Gender | Used to find out the difference in influence of advertising media between males and females. |
| 2. Age | Used to determine the age of respondents, if there is a big influence between the students (18-19 years and for example 22-23 years) |
| 3. Nationality | Used to discover the nationality of respondents and compare the differences between Czech and English students. |
| 4. What type of advertising influences you the most? | In this question, respondents were asked to prioritize all types of advertising (TV, Magazines, Internet, Billboards, Radio, Leaflets, Newspaper and Other – open part for specification). The score of each option was from one to eight (1 = the biggest influence ... 8 = the smallest influence). This question is to find out what type of advertising influences respondents the most. |
| 5. For your last significant purchase (e.g. electronic) – which was the single main influence? | Used to find out the single main influence of last significant purchase. According to what kind of factors the respondents were influenced in their purchase. |
| 6. Is your selection of a product/service influenced by the advertising? | Used to determine, whether the respondents' selection of a product/service is generally influenced by different advertising. |
| 7. What kind of media offers you the most information about mobile phones? | To find out what kind of media provides students with the most information about mobile phones. This question asked for prioritizing types of media from 1 (the biggest influence) to 8 (the smallest influence). |
| 8. Do you have a mobile phone? | Used to find out, how many students own a mobile phone. If they answered "no" they were asked to specify a reason. |
| 9. Which mobile phone brand(s) have you used? | Used to determine the most popular brands in mobile phone industry and experience with the brands. |
| 10. Which mobile phone brand are you using at the moment? | Used to determine the most popular brand of mobile phones in the marketplace. |
| 11. What network provider do you have in the United Kingdom? | Used to determine the most popular provider of mobile services in the UK. |
| 12. Why have you chosen this provider? | Used to determine factors that influence the choice of provider. There are possibilities to tick boxes, which apply to respondents and they were asked to rank the answers. |
| 13. Do you like TV adverts about mobile phones? | Used to determine how much students like or dislike TV adverts about mobile phones. |
| 14. Which provider's TV advertising do you like the most? | Used to identify which provider's TV adverts are the most popular. |
| 15. What do you dislike the most in TV mobile phone advertising? | Used to find out what students do not like on TV advertising linked to mobile phones. There were seven options and space for comments. This question was supposed to be answered only if respondents ticked options from 1 to 3 in the question 13. |
| 16. What do you like the most in TV mobile phone advertising? | Used to find out what students do like on TV advertising linked to mobile phones. There were seven options and space for comments. This question was supposed to be answered only if respondents ticked options from 4 to 6 in the question 13. |
| 17. How long have you owned your mobile phone? | Used to determine how long normally students own a mobile phone. |
| 18. How often do you usually change your mobile phone? | Used to determine how often students usually change a mobile phone. |
| 19. Multi-factor question | In this question, respondents were asked to rank the importance of factors of mobile networks expressed in form of statements. They were also asked to indicate whether these statements apply to their provider. |

2.10 Focus Group and Questionnaire Two

2.10.1 Focus Group

The focus group is a method, where researcher can gain ideas, suggestions and insights, which are required to be gathered. It is a small target group, members of which were brought together in order to talk about a specific topic. The most typical number of members is eight to twelve. In smaller group, there is a threat of the dominance of one or two people whilst in larger groups, boredom and frustration can set in. The advantage of focus groups in comparison with the individual interviews is that it is a good way to encourage reticent people, to offer them some information or ask a question in a different way. The moderator directs the whole discussion and therefore has a key role there. She attempts to submit comments or ideas from one person to another for consideration of acceptance or protest. She leads the group to discussion, demonstrate opinions and ideas. This method is very useful and it has become one of the most frequent techniques in marketing research (Churchill, 2001; Darlington and Scott, 2002).

A focus group was organised at University of Huddersfield. Six students participated in this focus group, three Czech and three English students. Three internet advertisements were showed to them in sequence. The first commercial was shown and respondents were asked to complete the first part of a questionnaire, which related to the first commercial. After this, the second commercial was presented, completion of the second part of questionnaire followed as well as the third commercial. There was a small discussion among all of respondents afterwards.

The speaker had prepared a presentation (see Appendix 5) to introduce the whole process of completing questionnaires and the discussion. Three questions concerning the commercials in discussion were asked before the end of focus group. The focus group was held on March 21st and lasted for thirty minutes.

2.10.2 Questionnaire Two

Questionnaire 2 was divided into three parts. Every part comprised of the same 11 questions linked to the advertisement. Before those parts there are general questions about gender, nationality and current mobile phone owned by the respondents. This questionnaire used mostly multiple choice questions and scales. At the end, there was space for formulation of respondents' opinions or any other suggestions.

2.10.3 Design of Questionnaire Two

| Question | Reasons for use |
|---|--|
| Gender | Used to find out different opinions between males and females. |
| Nationality | Used to discover the nationality of respondents and compare the differences between Czech and English students. |
| Which brand of mobile phone do you have now? | Used for comparing the brand with the results the questionnaire 1. |
| 1. Which brand was the mobile phone? | Used to determine if respondents noticed the brand from the commercial. |
| 2. Did you like this advertisement? | A scale was used in this question, which shows how much the respondents liked the advertisement. |
| 3. What did you like/dislike about the advertisement? | Used to determine what the respondents like or dislike on the advert. Options were music, impression, idea, catchword, and 'nothing'. Except for the option 'nothing' scales from one to five were used, where one meant 'I did not like the advert' and five meant 'I liked it very much'. |
| 4. Did you like the product (mobile phone)? | Used to find out if respondents like the specific mobile phone. |
| 5. Did the advertisement persuade you so much that if you were going to buy a new mobile phone, you would buy this type? | Used to find out if the commercial influence the respondents so much that if they would buy a new mobile phone, would they buy this type of mobile phone after watching internet commercial. |
| 6. Did the advertisement persuade you so much that you would like to find more information about the product? | Used to find out whether the respondents would like to find more information about the product after watching the commercial. If the selected 'Yes', there was a possibility to specify, where they would look for extra information. |
| 7. How would you describe the advertisement concerning? | Used to determine whether the information about the product, brand or any further contact details were sufficient or insufficient in the commercial. |
| 8. Which statement expresses your opinion about the advertisement? | Used to find out what the respondents think about the commercial. There were five statements that expressed possible opinions about the commercial and covered scale from 'Yes, I liked it' to 'I did not like it'. In some options, there was a space for comment to determine for example why the respondents did not like the advert. |

(continued)

- | | |
|---|---|
| 9. Do you think that the style of the advertisement was appropriate for this particular product? | Used to find out what the respondents think about the style, if it was appropriate for the particular product or not. |
| 10. What does the advertisement try to say to the audience? | Used to determine what respondents think that the commercial wanted to say to potential customers. It was an open question. |
| 11. Do you have any suggestions or comments? | Opened question for comments at the hands of respondents. |

2.11 Sample Group and Data Collection

This research is focused on students at University of Huddersfield. This academic year (2006/07), about fifty Czech students are studying at this University, which is sufficiently big sample to be used for statistical research. About fifty English students were selected randomly in comparison with these fifty Czech students. The questionnaires were printed and submitted to students in a face-to-face distribution, at the opportunity of lectures of the course European Business. Because mostly international students visit this course, I used the opportunity to visit lectures of my tutor with English students. Data from students were collected the same day either during the lecture or after the lecture. Data were typed into the program SPSS (originally, Statistical Package for the Social Sciences) and Microsoft Excel to analyze and process them. A specialised web page was used to perform the chi-square test for statistical significance.

2.12 Reliability and Validity Factors

Reliability and validity are important points of research practice. They are in relationship between each other. Reliability means the stability and consistency of measurement quality. It is the ability to obtain the same results, if the measurement would be repeated again. Reliability is not possible to calculate it can be only estimated. Validity means that there is a reference on how well to measure results (Chisnall 2005).

2.13 Limitations and Recommendation

The first limitation concerns the pilot testing. It used Czech students only, which should be changed if this study were to be repeated. Czech students flawlessly understood questions number four and seven, where they were asked to prioritize, which type of advertising influence them to most. It was supposed, that English students will understand these questions as well, but some of them did not understand or did not read the questions carefully and they did not prioritize types of advertising, they mostly ticked only one option. Some questionnaires had to be discarded because of this. Although it was not a big problem, because there were enough English students, so the number of English questionnaires was adequate anyway. It is clear that pilot testing should include representatives of each group.

The second limitation concerns the Questionnaire one. Questions 13, 15 and 16 were connected with each other. Instructions about what the respondents were asked to do after completing question 13, was not emphasized sufficiently. Some respondents filled in more questions than they should have, or the questions were incomplete.

2.14. Conclusion

This chapter has described the research instruments used for the purpose of this paper and defined the basic terms of marketing research. Advantages and disadvantages were highlighted and the reason for choosing questionnaire and focus group was explained. Questionnaire design showed the structure of the questionnaires as a table and it justified the use of the individual questions. The organisation of focus group was also described. Later sections were dedicated to other aspects of the research such as pilot study, sample group and data collection and validity and reliability factors. The next chapter will describe the research results and analyses.

CHAPTER 3 – RESEARCH RESULTS AND ANALYSES

3.1 Introduction

This chapter interprets the results of the Questionnaire one and two. From the 156 distributed questionnaires (Questionnaire one), were 146 returned, but only 105 were usable. The rest of questionnaires were filled wrong or the respondents were not suitable for the purpose of the research, they were from different countries than this paper was focused on.

3.2 Results of the Questionnaire one

Questions number 1 to 3: Gender, Age and Nationality

105 students from the University of Huddersfield participated in the research. 46 respondents were from the Czech Republic studying in Huddersfield and 59 respondents were English. The following table shows details about nationalities and gender.

Table 3.1 – The structure of the group of respondents I

| | | Nationality | | Total |
|--------|--------|-------------|---------|-------|
| | | Czech | English | |
| Gender | Female | 24 | 26 | 50 |
| | Male | 22 | 33 | 55 |
| Total | | 46 | 59 | 105 |

This table below presents age structure of group of respondents. Czech students in the ages from 18-19 are not studying at the University of Huddersfield. The most represented group is in age 22-23 and then 20-21. The biggest number of English respondents is in age 20-21, then 18-19. The largest number of respondents was in age of 20-21.

Table 3.2 – The structure of the group of respondents II

| | | Age | | | | Total |
|-------------|---------|-------|-------|-------|-------------|-------|
| | | 18-19 | 20-21 | 22-23 | 24 and over | |
| Nationality | Czech | 0 | 11 | 27 | 8 | 46 |
| | English | 14 | 36 | 8 | 1 | 59 |
| Total | | 14 | 47 | 35 | 9 | 105 |

Question number 4: Which type of advertising influences you the most?

The following table shows influence of media advertising. Respondents were asked to prioritize options from one to eight, where one represented the biggest influence and eight the smallest influence. This means that the lowest score stands for the highest influence of media. The table below illustrates differences of the influence of media on Czech and English. The first three positions are occupied by television, internet and magazines in both groups. However, there are some differences on following positions. Despite the ‘complexity’ of this dataset, the author did run a simple Chi-Square test.

Table 3.3 – The influence of different advertising media

| Ranking | English | | Czech | | Total | |
|---------|------------|-----|------------|-----|------------|-----|
| | | | | | | |
| 1. | TV | 89 | TV | 89 | TV | 178 |
| 2. | Internet | 201 | Internet | 134 | Internet | 335 |
| 3. | Magazines | 210 | Magazines | 175 | Magazines | 385 |
| 4. | Radio | 257 | Newspaper | 211 | Newspaper | 507 |
| 5. | Billboards | 295 | Billboards | 214 | Billboards | 509 |
| 6. | Newspaper | 296 | Leaflets | 242 | Radio | 519 |
| 7. | Leaflets | 334 | Radio | 262 | Leaflets | 576 |
| 8. | Other | 438 | Other | 337 | Other | 775 |

Chi-square**Pearson**

Critical Value

16.92

Degrees of Freedom

7

Level of Significance

 $p < 0.025$

0 cells (0%) have expected count less than 5.

The differences between the influences of advertisements are significant. For example the differences of newspaper or radio are significant between Czech and English students.

Question number 5: For your last significant purchase, (e.g. electronic, CD, tickets) – which was the single main influence?

On the last significant purchase were students mostly influenced by the internet, the second position occupied television, then press (magazines, newspapers, leaflets) and among other is included for example radio or word of mouth.

Table 3.4 – Main influence on last significant purchase

| | | Main influence on last significant purchase | | | | Total |
|-------------|---------|---|----------|-------|-------|-------|
| | | TV | Internet | Press | Other | |
| Nationality | Czech | 5 | 26 | 8 | 7 | 46 |
| | English | 23 | 18 | 9 | 9 | 59 |
| Total | | 28 | 44 | 17 | 16 | 105 |

Chi-square

Pearson

Critical Value

11.91

Degrees of Freedom

3

Level of Significance

$p < 0.008$

0 cells (0%) have expected count less than 5.

0 cells (0%) have expected count less than 5. The level of significance was comparing the nationality and main influence on last significant purchase, $p < 0.008$. Since this is less than 0.05, the results are significant and the differences of last purchases are significant. The most differences are by the internet and TV influence. The dependent on nationality can be expected.

Question number 6: Is your selection of a product or service influenced by the advertising?

The highest number of answers was “somewhat” both by Czech and English students. The following highest number by Czech students was “rather no” but then English students are mostly influenced by the advertising.

Table 3.5a – Influence of product selection by advertising

Nationality * Is your selection of product/service influenced by the advertising? Crosstabulation

| Count | | Is your selection of product/service influenced by the advertising? | | | | | | Total |
|-------------|---------|---|-------------|----------|-----------|----------------|-----------|-------|
| | | Yes, always | Yes, mostly | Somewhat | Rather no | No, mostly not | No, never | |
| Nationality | Czech | 0 | 8 | 15 | 11 | 12 | 0 | 46 |
| | English | 2 | 13 | 29 | 6 | 6 | 3 | 59 |
| Total | | 2 | 21 | 44 | 17 | 18 | 3 | 105 |

Because the number of respondents is quite low, the results may not give reliable answer. Because the selection of categories was wide, some of them did not have enough votes to be statistically processed, thus the number of categories was reduced from six to two. If answers were divided into two columns, where the first answer would be “yes” and the second would be “no”, the results would be that Czechs are influenced 50/50 per cent (which means 23 students are influenced and 23 students are not influenced by the advertising). 75 per cent of English students are influenced and 25 per cent of students are not influenced by the advertising (which means 44 students are influenced and 15 students are not influenced).

From the overall point of view, 64% of students are influenced by the advertising and 36% are not.

Table 3.5b – Influence of product selection by advertising – edited

| | | Is your selection of product/service influenced by the advertising? | | Total |
|-------------|---------|---|----|-------|
| | | Yes | No | |
| Nationality | Czech | 23 | 23 | 46 |
| | English | 44 | 15 | 59 |
| Total | | 67 | 38 | 105 |

Chi-square

Pearson

Critical Value

6.76

Degrees of Freedom

1

Level of Significance

$p < 0.009$

0 cells (0%) have expected count less than 5.

The level of significance was comparing the nationality and influence of advertising, the result is $p < 0.009$. Since this is less than 0.05, the result is significant and any difference between the influence of advertising on product selection and nationality is due to random variability. Therefore, the hypothesis that the influence of advertising on a product selection is dependent on nationality can be expected.

Question number 7: What kind of media offers you the most information about mobile phones?

In this question, respondents were asked to prioritize options, which advertising medium does offer them more information about mobile phones. The options were from one to eight, where ‘one’ represented the biggest influence and ‘eight’ represented the smallest influence. Data were typed in the program Microsoft Excel in the columns, and then the values of the options were totalled. It means that the lowest score stands for the most information about mobile phones. Both English and Czech students prefer to obtain information about mobile phones on the internet. The second and third place is occupied TV and magazines. After those, opinions were different, English students favour firstly leaflets than newspaper, by contrast Czech students prefer rather Newspaper rather than leaflets, and so on.

Table 3.6 – Which media provides the most information about mobile phones?

| Ranking | English | | Czech | | Total | |
|---------|------------|-----|------------|-----|------------|-----|
| 1. | Internet | 145 | Internet | 91 | Internet | 236 |
| 2. | TV | 153 | TV | 137 | TV | 290 |
| 3. | Magazines | 225 | Magazines | 140 | Magazines | 365 |
| 4. | Leaflets | 259 | Newspaper | 211 | Leaflets | 475 |
| 5. | Newspaper | 283 | Leaflets | 216 | Newspaper | 494 |
| 6. | Radio | 302 | Billboards | 232 | Billboards | 542 |
| 7. | Billboards | 310 | Radio | 287 | Radio | 589 |
| 8. | Other | 449 | Other | 333 | Other | 782 |

| | |
|-----------------------|----------------|
| Chi-square | Pearson |
| Critical Value | 15.68 |
| Degrees of Freedom | 7 |
| Level of Significance | $p < 0.05$ |

0 cells (0%) have expected count less than 5.

The differences between several types of media, which offer information about mobile phones, are significant. If would be compared for example by Czech students the differences between internet and television, the variation is quite big in comparison with English students even if they both prefer information from the internet.

Question number 8: Do you have a mobile phone?

100 per cent of answers were “Yes” that means all of students own a mobile phone, both Czech and English students.

Question number 9: Which mobile phone brand(s) have you used?

This question required respondents to tick as many options as appropriate in order to find out the most used brands of mobile phones. From the table it is obvious that students have most experience with the brand Nokia, which won the highest number of marks in both groups. Quite a high number of English respondents ticked the brand Samsung and Sony Ericsson. Czech students the preferred brand Siemens; Sony Ericsson obtained the third position of using mobile phones. Czech students do not prefer Samsung so much as English students. Czech students have no experience with brands Sharp and Blackberry, but more with brand Alcatel in comparison with English students.

Table 3.7 – Students’ experience with mobile phone brands

| Ranking | English | | Czech | | Total | |
|---------|-------------------|----|------------------|----|--------------------|----|
| | | | | | | |
| 1. | Nokia | 52 | Nokia | 36 | Nokia | 88 |
| 2. | Samsung | 38 | Siemens | 24 | Sony Eric./Samsung | 50 |
| 3. | Sony Ericsson | 34 | Sony Ericsson | 16 | Motorola | 32 |
| 4. | Motorola | 28 | Alcatel | 16 | Siemens | 30 |
| 5. | Siemens/Panasonic | 6 | Samsung | 12 | Alcatel | 17 |
| 6. | Other | 6 | Other | 5 | Other | 11 |
| 7. | Sharp | 3 | Motorola | 4 | Panasonic | 9 |
| 8. | Alcatel | 1 | Panasonic | 3 | Sharp | 3 |
| 9. | Blackberry | 1 | Blackberry/Sharp | 0 | Blackberry | 1 |

Chi-square**Pearson**

Critical Value

68.94

Degrees of Freedom

8

Level of Significance

 $p < 0.001$

0 cells (0%) have expected count less than 5.

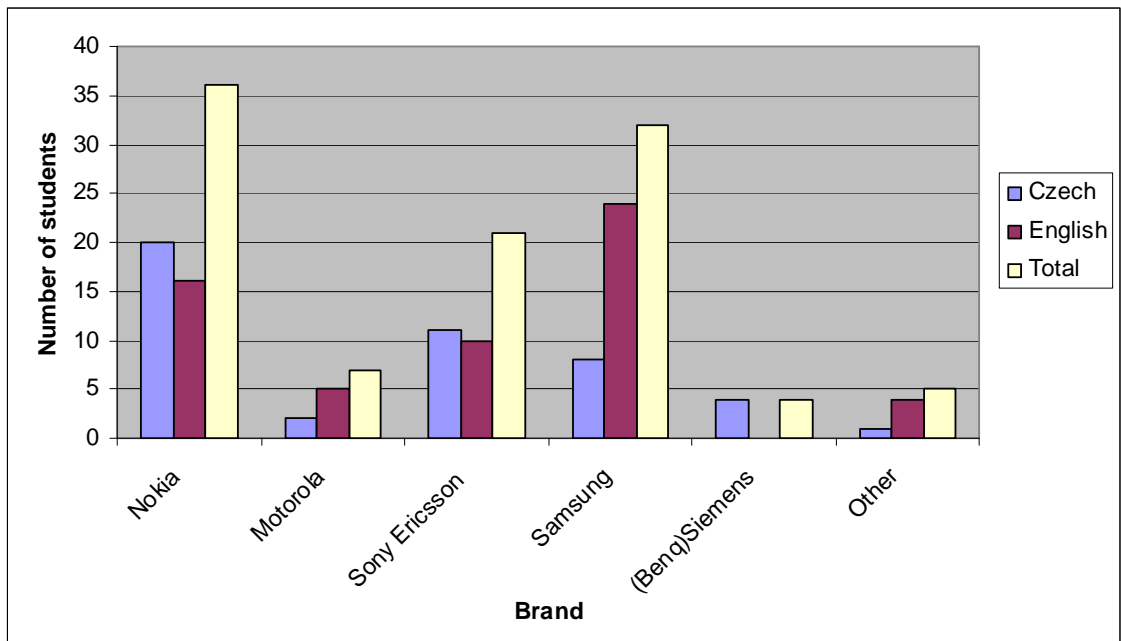
The differences of using types of mobile phones between Czech and English students are significant.

The level of significance was comparing the nationality and using several types of mobile phones, the result is $p < 0.001$. Since p is less than 0.05, the result is significant and any difference between using several types of mobile phones is due to random variability. The difference is dependent on nationality can be expected.

Question number 10: Which mobile phone brand are you using now?

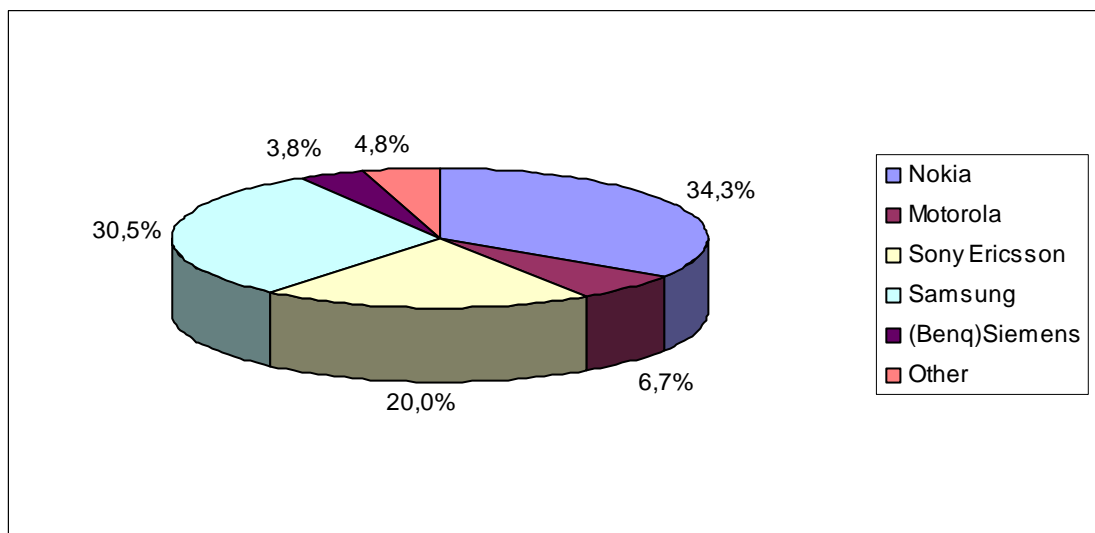
The following graph shows the preference of mobile phone brands between Czech and English students. Czech students prefer mobile phones from Nokia and Sony Ericsson in comparison with English students who prefer firstly Samsung, thereafter Nokia.

Chart 3.1 – Popularity of mobile phone brands



The most popular brands of mobile phone in England and in the Czech Republic are Nokia (34.3%), Samsung (30.5%), and Sony Ericsson (20%). Other brands on the market are Motorola, (Benq) Siemens, Panasonic, Philips, Blackberry and Sharp, how shows the following pie chart.

Chart 3.2 – Popularity of mobile phone brands on the Czech-English market



Question number 11: What network provider do you have in the United Kingdom?

How shows the following table the total number of network provider is on the first place O₂ provider, then T-Mobile, Orange, Vodafone, and Other. In the Other answer appears especially Virgin brand.

Table 3.8 – Popularity of mobile phone providers in the UK

| | | What is your network provider? | | | | | Total |
|-------------|---------|--------------------------------|----------|----------|--------|-------|-------|
| | | O2 | T-Mobile | Vodafone | Orange | Other | |
| Nationality | Czech | 29 | 9 | 4 | 1 | 3 | 46 |
| | English | 9 | 13 | 10 | 18 | 9 | 59 |
| Total | | 38 | 22 | 14 | 19 | 12 | 105 |

Chi-square

Pearson

Critical Value

30.90

Degrees of Freedom

4

Level of Significance

$p < 0.001$

0 cells (0%) have expected count less than 5.

The level of significance was comparing the nationality and network provider in the UK, $p < 0.001$. Since this is less than 0.05. The results are significant, as shows the table before. Czech students prefer more O₂ provider in comparison with English students while English prefer Orange. The dependent on nationality can be expected.

Question number 12: Why have you chosen this provider?

The following table shows the difference in choosing provider between Czech and English students. While Czech students prefer to ask a friend for an advice, English students are stimulated by prices of service. Interesting finding is the difference in prices of mobile phones. The next difference is in ‘other advantage’ group. Among other advantages belong especially free web SMS (short message service), international discount calls, free SIM card, good network coverage, SIM card from a family member or friends.

Because of friend's recommendation and good prices for service of provider O₂, Czech students chose this provider in the United Kingdom. Virgin or Orange do not operate in the Czech Republic, therefore Czech students mostly chose the provider O₂.

Table 3.9 – Reasons for choosing the service provider

| Ranking | English | Czech |
|---------|-------------------------------|-------------------------------|
| 1. | Good prices for service | Friend's recommendation |
| 2. | Good prices for mobile phones | Good prices for service |
| 3. | Previous experience | Call charges |
| 4. | Call charges | Other advantage |
| 5. | Student tariff | Quality |
| 6. | Quality | Previous experience |
| 7. | Available phone brand | Student tariff |
| 8. | Friend's recommendation | Good prices for mobile phones |
| 9. | Internet available | Available phone brand |
| 10. | Other advantage | Internet available |

Question number 13: Do you like TV adverts about mobile phones?

The following table shows how many students do like or dislike TV advertising about mobile phones and the comparison how much they like it. There was used a scale from one to six, where 'one' meant that the advertising annoys them and 'six' meant that they like adverts. Czech students move towards TV adverts about mobile phone, while English students do not like them so much.

Table 3.10 – Popularity of TV adverts on mobile phones

Nationality * How much do you like TV adverts about mobile phones? Crosstabulation

| Count | | How much do you like TV adverts about mobile phones? | | | | | | Total |
|-------------|---------|--|----|----|----|----|---|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| Nationality | Czech | 1 | 3 | 7 | 20 | 12 | 3 | 46 |
| | English | 4 | 9 | 22 | 15 | 6 | 3 | 59 |
| Total | | 5 | 12 | 29 | 35 | 18 | 6 | 105 |

Chi-square

Pearson

Critical Value

13.88

Degrees of Freedom

5

Level of Significance

$P < 0.016$

4 cells (33.3%) have expected count less than 5.

The level of significance was comparing the nationality and the popularity of TV advertising on mobile phones. The result is $p < 0.016$. Since this is more than 0.05, which means there is no significant dependent between the nationality and the popularity of advert.

Question number 14: Which provider’s TV advertising do you like the most?

The most popular TV advertising is from Orange provider. From 30 respondents 28 English students voted for this provider. This is very big difference in comparison with Czech students, who prefer Vodafone TV advertising. This provider received votes from 25 Czech and only 4 British students. The third place on the TV advertising market belongs to the T-mobile provider and last one is O₂.

Table 3.11 – Popularity of different provider’s TV adverts

| | | Which provider's commercials you like the most? | | | | | Total |
|-------------|---------|---|----------|----------|--------|-------|-------|
| | | O2 | T-Mobile | Vodafone | Orange | Other | |
| Nationality | Czech | 8 | 5 | 25 | 2 | 4 | 44 |
| | English | 12 | 14 | 4 | 28 | 1 | 59 |
| Total | | 20 | 19 | 29 | 30 | 5 | 103 |

| | |
|--|----------------|
| Chi-square | Pearson |
| Critical Value | 45.13 |
| Degrees of Freedom | 4 |
| Level of Significance | $P < 0.001$ |
| 4 cells (33.3%) have expected count less than 5. | |

The difference illustrates the chi-square test, $p < 0.001$ and the difference between nationality and the preference the provider’s commercials is significant.

Question number 15: What do you dislike the most in TV mobile phone advertising?

This question was completed by 42.9% of respondents, because this question was relating to the question number 13. The respondents, who do not like TV adverts, were

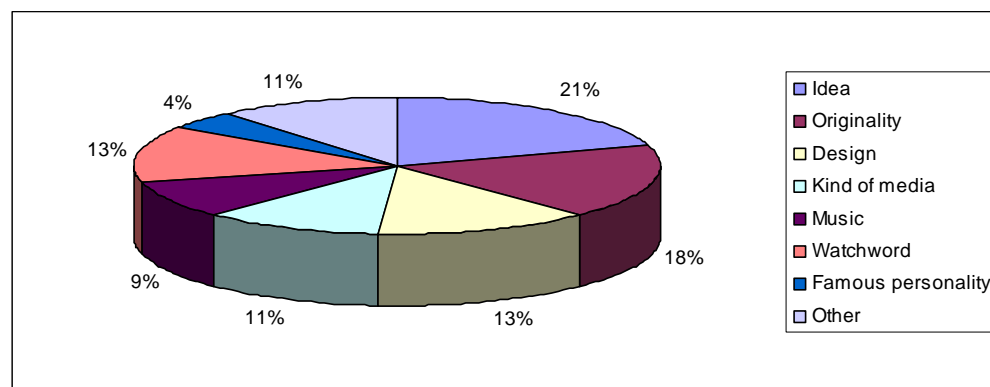
asked to specify, what exactly they do not like on TV advertisement. The least popular factors on the TV mobile phone advertisements are Idea and Originality, then design or watchword, as shown in the following table. The differences in opinions between Czech and English students were considerably high. It was because 61% of English students voted for the option of unpopularity of TV adverts linked with mobile phones. Therefore, they have higher share in these results. English students do not like most ideas and originalities on TV adverts, in comparison with Czech students, who dislike watchwords and kinds of media. From 46 Czech students only 9 percent answered that they do not like TV adverts about mobile phones.

Table 3.12 – The least popular factors on TV adverts on mobile phones

| The least popular factors on TV mobile phones adverts | | | | | | | | | |
|---|------|-------------|--------|---------------|-------|-----------|--------------------|-------|-------|
| | Idea | Originality | Design | Kind of media | Music | Watchword | Famous personality | Other | Total |
| Czech | 1 | 1 | 1 | 2 | 0 | 2 | 1 | 1 | 9 |
| English | 8 | 7 | 5 | 3 | 4 | 4 | 1 | 4 | 36 |
| Total | 9 | 8 | 6 | 5 | 4 | 6 | 2 | 5 | 45 |

This graph shows overall the least popular factors on TV mobile phone advertisements, both English and Czech students' opinion.

Chart 3.3 – The least popular factors on TV adverts on mobile phones



Question number 16: What do you like the most in TV mobile phone advertising?

This question was completed by 54.3% of respondents, because it was relating to the question 13. If the respondents answered by the question 13, that they like the TV

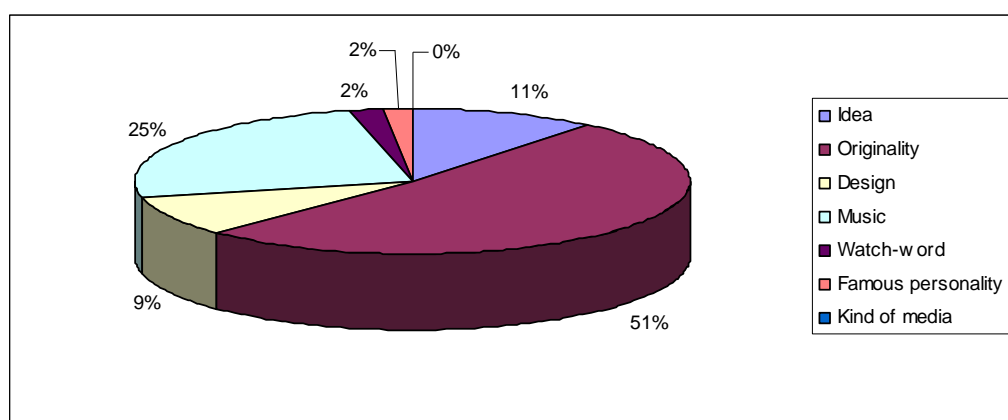
advertising on mobile phone, in question number 16 they were asked what they like on TV adverts. 78 per cent Czech students indicated in the question 13, that they like TV advertisements on mobile phone. Both Czech and English students regard originality as the most interesting attribute, followed by music.

Table 3.13 – The most popular factors on TV adverts on mobile phones

| The most popular factors on TV mobile phones adverts | | | | | | | | | |
|--|------|-------------|--------|-------|------------|--------------------|---------------|-------|-------|
| | Idea | Originality | Design | Music | Watch-word | Famous personality | Kind of media | Other | Total |
| Czech | 5 | 20 | 4 | 6 | 0 | 0 | 0 | 1 | 36 |
| English | 1 | 9 | 1 | 8 | 1 | 1 | 0 | 0 | 21 |
| Total | 6 | 29 | 5 | 14 | 1 | 1 | 0 | 1 | 57 |

On the highest position is overall originality, which gained 51 percent share of popularity, followed by music and idea. Famous personality, watchword and kind of media have the smallest share of the popularity.

Chart 3.4 – The most popular factors on TV adverts on mobile phones



Note: 3.2% of respondents did not answer to questions 15 and 16 for unknown reason.

Question number 17: How long have you owned your mobile phone?

The following table presents large difference of ownership of a mobile phone between Czech and English students. Most of Czech students usually own a mobile phone more

than two years; English students mostly possess a mobile phone from seven months to one year.

Table 3.14 – The length of possession of a mobile phone

| | | How long have you owned your mobile phone? | | | | Total |
|-------------|---------|--|-------------------|--------------------|-------------------------|-------|
| | | Every 0-6 Months | Every 7-12 Months | Every 13-24 Months | 25 Months or less often | |
| Nationality | Czech | 7 | 4 | 10 | 24 | 45 |
| | English | 23 | 19 | 7 | 9 | 58 |
| Total | | 30 | 23 | 17 | 33 | 103 |

Chi-square

Pearson

Critical Value

24.41

Degrees of Freedom

3

Level of Significance

$P < 0.001$

4 cells (33.3%) have expected count less than 5.

The level of significance was comparing the nationality and possess of mobile phones, the result is $p < 0.001$. Since this is less than 0.05, the result is significant and any difference between the nationality and the possessing is significant. There is dependence on nationality.

Question number 18: How often do you usually change your mobile phone?

As seen in the table below, students generally change their mobile phones once every two years. Czech students even change their mobile phones after two years or less often in comparison with English students, who usually change them at least once a year one, or large number of students change them every two years.

Table 3.15 – The frequency of change of a mobile phone

| | | How often you change you mobile phone? | | | | Total |
|-------------|---------|--|-------------------|--------------------|-------------------------|-------|
| | | Every 0-6 Months | Every 7-12 Months | Every 13-24 Months | 25 Months or less often | |
| Nationality | Czech | 3 | 2 | 17 | 23 | 45 |
| | English | 2 | 29 | 22 | 5 | 58 |
| Total | | 5 | 31 | 39 | 28 | 103 |

Chi-square **Pearson**

Critical Value 34.84

Degrees of Freedom 3

Level of Significance $P < 0.001$

4 cells (33.3%) have expected count less than 5.

The level of significance was comparing the nationality and the frequency of changing student's mobile phones, the result $p < 0.001$. The chi-square test shows a significant difference between nationalities and the frequency.

Question number 19: How important are things to you personally, that other customers have said about their mobile phone network.

The scale of evaluation was from one to four, one meant 'very important' and four meant 'not at all'. There was a possibility to tick if the matters applied to the respondent's network. The results are located in Appendix 2.

It was chosen only some of questions which had big differences between Czech and English students and some of them are representing the similarities of opinions.

Both groups of students consider personal closeness and warm feelings as 'somewhat important' but English students mostly inclined to the answer 'not at all'. Most of respondents stated that this matter does not apply to their network. A quality of service coverage and secure consider the respondents various in both groups. The vote distributions were equable. More than 60 per cent of respondents state that it does not apply to their network. The statement 'positioned as an honest brand' Czech students

consider as ‘somewhat important in comparison with English students, who answered mostly ‘very important’. It does not apply to their network. Brand values such as friendliness, simplicity, optimism and dynamism consider both Czech and English students as ‘mostly important’ and more than half of respondents stated that their network does not apply to this matter. Network coverage and distribution availability consider more than half of respondents as ‘very important’. This statement applies to their network about 60 per cent.

This part addressed the results of Questionnaire one. Some results were explained in numbers, some in percentages and the tables were used for clarifying the results and highlighting the differences between nationalities.

3.3 Results of Questionnaire Two

This research was focused on understanding and ‘impressionability’ of mobile phone commercials. It looks at the respondents preferences in respect of the advertisements, such as music or the whole impression. It searches the sufficiency or insufficiency of information about the product, brand and any other detail, which the audience could require. The main issue is a question about understanding the purpose of the advertisement. Discussion was covered in a focus group and the results are summarised below.

Six students participated in the focus group, three Czech and three English. The following table shows Nationality versus Gender.

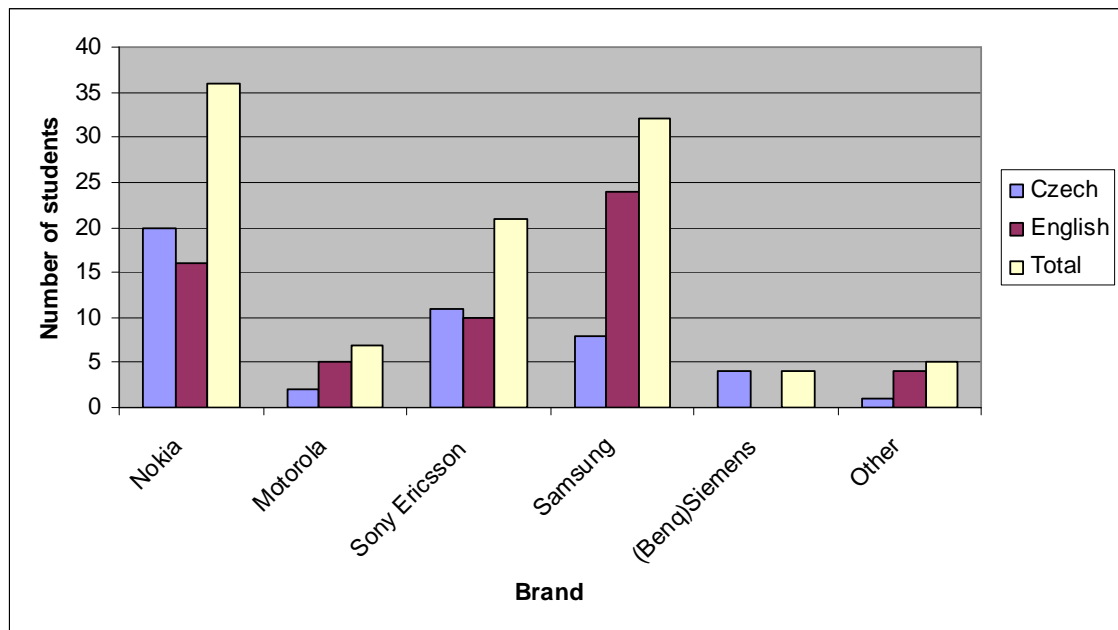
Table 3.16 – The structure of the group of respondents

| | | Nationality | | Total |
|--------|--------|-------------|---------|-------|
| | | Czech | English | |
| Gender | Male | 1 | 2 | 3 |
| | Female | 2 | 1 | 3 |
| Total | | 3 | 3 | 6 |

The results from the Questionnaire one indicate the popularity of mobile phone manufacturers, ranking is as follows:

1. Nokia
2. Samsung
3. Sony Ericsson

Chart 3.5 – Popularity of mobile phone brands



Therefore, these manufacturers were chosen for the focus group research in the following order:

1. Sony Ericsson
2. Nokia
3. Samsung

Question: Which brand of mobile phone do you have now?

Choosing the focus group took some time because of the students' other commitments. They were not chosen because of what specific mobile phone brand they owned. It

turned out that brand ownership the focus group did differ from that reported in Questionnaire one.

Table 3.17 – Mobile phones owned by the respondents

| Brand of mobile phone | Nationality | | Total |
|-----------------------|-------------|---------|-------|
| | Czech | English | |
| Sony Ericsson | 1 | 1 | 2 |
| Nokia | 0 | 2 | 2 |
| Samsung | 1 | 0 | 1 |
| Siemens | 1 | 0 | 1 |
| Total | 3 | 3 | 6 |

This research indicates which advertisement the respondents liked and which they did not like and why. The research answered to the following questions: what students expect from the advertisement about mobile phones, what they require to be in an advert, how sufficient or insufficient was the information about the brand, product or any other details and where they would find more information if they were interested in the particular mobile phone. Discussion enabled to respondents to express their comments and suggestions to the commercials and what were the adverts about.

3.3.1 Summary of Questionnaire Two

The most popular commercial was the second one, from Nokia, both for Czech and English students.

Table 3.18 – Popularity of commercials

| | Czech | English | Total | Rank |
|---------------|-------|---------|-------|----------|
| Sony Ericsson | 1 | 1 | 2 | 2 |
| Nokia | 2 | 2 | 4 | 1 |
| Samsung | 0 | 0 | 0 | 3 |
| Total | 3 | 3 | 6 | x |

Nokia commercial

The respondents mostly appreciated enough information about the product, demonstration of what people can 'do' with the mobile phone, what functions and advantages it has. The advert included experience of people from all over the world, and the explanation why people should have this phone. But this experience may not necessarily make the audience believe in the satisfaction with the particular mobile phone. One of respondents expressed his scepticism regarding people talking about their experience in commercials, although the respondent evaluated the presentation of the product as very good.

The second most popular factor on the advert was 'music'. It leads to the situation when people hear the music, they can remember the commercial. The overall impression of the advert was favourable. Idea was evaluated as convenient and catchword factor was good. The information about the product was sufficient and respondents easily recognised what functions the mobile phone has. What the respondents missed in the advert were further contact details such as website. The information about the brand could be better as well a shorter version of the commercial could be appreciated.

Respondents understood the meaning of the advertisement that 'with this phone people have the world in their hands', they can travel with it and take pictures everywhere, at any time in the world without borders. It is high technology and people like it.

Sony Ericsson commercial

The most popular factor on the first commercial from Sony Ericsson was 'music' and the 'idea' about the headphones and two fancy feet, which means 'Enjoy the music', according to of one respondents. In this advert, information was quite sufficient to customers in contrast with information about the brand or contact details, which were insufficient. If the respondents wanted to get more information about the product, they would look on the internet, which was the most popular source of information.

Respondents think that the advert says that this mobile phone is mainly focused on music because it is 'walkman' phone; you can take it everywhere and enjoy it. And it is a flash high technology product, modern with multiple purposes. But what the respondents missed in the advert was information in numbers, such as WAP or Bluetooth. Generally, the mobile phone and the whole commercial received very good marks in comparison with the next one.

Samsung commercial

Because nobody of respondents recognized the brand of the mobile phone, it is obvious that the commercial is unconsidered. The problem of this advertisement is that the brand is not shown there. People do not have a chance to notice it. The respondents did not understand the idea of the advert, not even the 'bubbles' on people's heads, except for some respondents, who expressed their opinions like: 'break the bowls and let's go together', which may be explained as 'connecting of people' or 'bring people together'. What the respondents would appreciate was more information about the product, brand and contact details. The mobile phone was shown only for short time without any specification about the type of the phone. What the respondents liked the most was music, but generally they consider the advert without idea, information and that it is 'strange'.

CHAPTER 4 – DISCUSSION AND RECOMMENDATION

This part will discuss the results from Questionnaire 1, Questionnaire 2 and from focus group talking.

4.1 Discussion Questionnaire One

In the question: *'which type of advertising influences you the most'*, television was the most popular media, both for Czech and English students. TV advertising has still its 'strength' of expression about the emotional part for the viewer. Chapter 1 described known advantages of television, which appeal to the senses, it combines sound, pictures, motions together and create more emotional link with the audience. Further advantage is that it reaches large number of customers. The biggest limitation of TV is the high cost of the advert (Kotler and Armstrong, 2006). Due to high costs, producers try to find new ways to speak to the customer. Internet, which was ranked second, helps marketers very much. Nowadays it is one of the most usable media, which has many possibilities and almost no limitations. For companies, promoting their products this way becomes more advantageous than using television. It may have better affection to the audience, for example, the commercial can be longer, debating or there can be a feedback on the advertisement. It depends on the consumer, if she wants to watch the commercial or not, which reduce the impatience caused by unsolicited commercials. The reason of popularity of the internet can be explained thanks to the question regarding *'students' last significant purchase'*, where the internet was ranked first.

In the question *'is the selection of a product/or service influenced by the advertising'*, 64 per cent of students inclined to the answer 'yes' and 36 per cent of students are not influenced by the advert. The percentage of influence between nationalities differed from the overall results. Majority of answers were 'somewhat', which means that the selection of product can depends on several factors. The most preferable factor was 'word of mouth', so the recommendation from friends or family has big importance on the selection of a product or service. The selection of goods depends on other factors

such as price, age, lifestyle, attitude and many other variables, as described by Yeshin (2006).

Other questions were focused on mobile phones. The first one was '*what kind of media offers students the most information about mobile phones*'. Again, the most often answer was 'internet' both from Czech and English students. Internet is one of the most popular sources of information, knowledge, opinions or abreaction from the workdays' matters. If people are interested in something, they usually try to find the information themselves using other sources in first place rather than asking somebody else. It can be caused by bashfulness or fear of insufficiency of information.

'The possessing of mobile phone' confirmed 100 per cent of respondents, which confirms the importance of having mobile phone. Need to communicate, listen to the music, play games and just to be 'cool'. To be 'cool' means 'move with the trends' and can be observed mainly on younger teenagers, who try to incorporate to the peer group, which is more important than calling to other people (Weare, 2004).

In the question '*the most used mobile phone brands*' Nokia, Samsung, Siemens and Sony Ericsson were leading brands in comparison with the question related '*possession of a mobile phone brand at the moment*', where the results were similar. According to a Czech survey from a web portal Mobilmania (2006), the leader of mobile phones brands on the Czech market in year 2006 is Nokia, the second place belongs to Sony Ericsson. According to this research at University of Huddersfield, it is obvious that Czech students really prefer brands Nokia and Sony Ericsson in comparison with English students who prefer Samsung, and Nokia follows. Nokia maintains its first position on the Czech market for quite long time and it is evident that its popularity grows.

Among the most popular '*network provider in the UK*' is O₂, but for English students it is Orange. It is caused by the fact that majority of Czech students chose O₂. According to the research from the Czech web portal Mobilmania, the best provider of the year 2006, O₂ was placed first place with the market share of 44%. Vodafone obtained the second place with a market share of 39% and the third position belongs to T-Mobile

with 17%. Due to students' preference of O₂ in the Czech Republic, they rather rely on services from this provider in the UK. In the following question '*why have they chosen this provider*', friend's recommendation for Czech students and good prices for services for English students were the main reasons for selecting the provider.

In the question '*about enjoying the TV adverts about mobile phones*' the results were various. Czech students inclined to the answer 'yes' and English students inclined to the answer 'no'. It can be caused that in the Czech Republic are different TV adverts about mobile phones, so Czech students can visualize rather the advert from the Czech Republic. Variations of mobile phone advertisements are modified to the customs of different culture. In the Czech Republic are these advertisements quite popular. '*Advertisements linked to mobile phone provider*' are mostly popular from Orange provider for English students and from Vodafone for Czech students. In the Czech Republic, commercials from Vodafone are focused mostly on students, who make up one of the largest of their customer segments.

In the questions related to the '*factors popularity in TV mobile phone advertising*', unpopular factors were 'idea' and 'originality' for English students in comparison with Czech students, who liked the 'originality' in the adverts. 'Music' belongs to the popular factors in the adverts in both groups.

'The length of possession and changing the mobile phone' differs for both nationalities. Czech students usually possess a mobile phone for more than two years and then they change it. English students own a mobile phone for shorter time, it usually takes not more than one year before they buy a new one. Majority of respondents own it for one year or 18 months and then they change it for a new one. With the highest probability, these results are influenced by economic situation of each country. English students have a possibility to buy a new mobile phone more often than Czech students, thanks to higher level of living standard.

4.2 Discussion Questionnaire Two

The most popular commercial about mobile phone was from Nokia. The respondents liked the music and mainly they appreciated sufficient information about the product and its functions. The advertisement influenced them so much that if they would buy a new mobile phone, they would think about this one. The second position belongs to Sony Ericsson, where the music was very nice and sufficiency information about the product satisfied the respondents quite good. Respondents did not like the last commercial so much because they did not understand the meaning of the advert, they did not recognize the brand, mainly because the mobile phone was shown for a little while so it was not possible to notice the type of the mobile phone. The brand was not mentioned in the advertisement, which is very confusing.

4.3 Discussion of Focus Group

The second part of the research was a small focus group of three Czech and three English students. The main goal was to compare three mobile phone commercials. The organisation of focus group was following: first advertisement was shown and first questionnaire was completed; then the second and third. After showing of all commercials, an open discussion took place.

Discussion questions in a focus group:

- 1) How would you compare these three commercials? What was different? What was similar?
- 2) What was the meaning of the third advertisement?
- 3) Which advertisement was the most interesting for you and why?

One of discussion questions was *'how would the respondents compare the three commercials'*. *What was different, what was similar?* The first reaction to this question was that respondents did not even recognize the brand of the third commercial. It was very confusing for all of the them. According to their words, if they found the advert on the internet or saw it on television, they would not know that the commercial was about

a mobile phone. Evaluation of the other two commercials was completely different, but some similarities were found. The commercials are obviously trying to make people to think that these phones were useful for connecting people; this is the phone that brings people together. The first and second adverts try to show all the possibilities of the product, why customers should buy it, how they can use it and so on. According to one of respondents, the first one was more about music, it focused on the headphones and two fancy feet, which may stand for 'enjoy the music'. The second one was focused on the overall presentation of functions of the device.

The second question in discussion was linked to the third commercial, '*what was the meaning of the third advertisement*'. One of respondent's opinions was 'to break the bowl individuals alone and let's go together, maybe like the connecting of people'. Another opinion was about the headphones and enjoying the music without bubbles. These bubbles were very confusing to understand their meaning. The author agrees with the first opinion mentioned above.

The next question was '*which advertisement was the most interesting for them and why*'. The second commercial was the most popular because of music and that people were talking about their experience. More information was mentioned. One respondent liked the first advert, but the adored the song from the second. It is very interesting that people remember mostly the music from the advert. According one of respondents, if people like the music, they will recall it again and will associate it with the product. It is related to other aspects of the advertisement, which affect the audience most.

The experience of other people in the second advertisement was addressed. Last question was asked. '*What the respondents think about experience of people?*' One of the respondents was rather sceptic, because it is a commercial. People are paid for this and the advertisement tries to influence and persuade people. However, other respondents liked talking about people's experience. It depends on everyone, if they believe the advert or not. Some people rather ask friends about their experience.

CHAPTER 5 – CONCLUSION

This chapter concludes the findings of this dissertation and identifies whether or not the aim of this study was achieved. The purpose of this dissertation was to find out the influence of different advertising media in mobile phone industry and compare this influence between Czech and English students of University of Huddersfield in England.

Firstly, one section of the literature review described the purpose of marketing. Because the advertising is a part of communications mix, it was necessary to clarify the relationship between marketing mix and communications mix. The term advertising, other useful terms and issues associated with this topic were described and explained. Secondly, the methodology chapter explained possibilities of processing the research data. For the purpose of the research, questionnaires and a small sample of focus group for discussion were used. The results were obtained from students at the University of Huddersfield.

The research was focused on comparison of the criteria, which influence students most in mobile phone advertising as well as their likes and dislikes regarding the content of mobile phone advertisements. Some findings about differences between Czech and English students were discovered. According to the research, the most persuasive media are television, the internet and magazines. There was no difference between nationalities in this finding, but there were small variations among other media. Czech students ranked the media as follows: newspaper, billboards, and leaflets; English students had different ranking: radio, billboards and newspaper. The last significant purchase (for example electronic) was influenced by the internet in both groups. It There was no difference between nationalities. In finding, which media offers students the most information about mobile phones, the internet obtained the first position in both group of students. However, there was a difference in the question if the students like or dislike mobile phone advertising. Czech students mostly like these advertisement while English students inclined to answer 'no' or voted in the middle of the scale. Czech students dislike watchword or kind of media on the advert in comparison with

English students, who dislike ideas of the advertisement. Both groups like the originality on TV adverts.

In the focus group, understanding of commercials and comparison some aspects on the commercials was examined followed by comparison of differences between Czech and English students. However, this comparison was analyzed as well. Some differences were addressed. For example, the second commercial did raise interest of Czech students so much, that they would think about finding more information about the product in comparison with English students. English students liked the product, but they would not think about finding more information.

For both nationalities, the most popular commercial about mobile phone was from the Nokia brand. The music and sufficient information about the product were appreciated. The third commercial was rejected by both by Czech and English students due to lack of understanding of the meaning, missing information and not recognizing the brand.

The first thing people noticed in the advertisement about mobile phones is music, then idea and the whole impression of the advertisement. Recalling the music from the advert can help remembering the product and save it into customer's mind. If people believe in people's experience from the advertisement about Nokia or not, is up to them. Nevertheless, they have to be aware of the fact that it is a commercial, which tries to influence them and persuade them to buy the product. Commercials always say to consumers that exactly this product they should have, because they need it and it is 'cool' to have it.

The findings about what respondents require and miss in commercials can be stimulating for marketers in their way to improve the advertisements to give them what respondents wish. This could lead to the reduction of unpopularity of some commercials.

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APPENDICES

Appendix 1 – Questionnaire one

I'm a student from the Czech Republic and I would like to request you, if you could complete my questionnaire for my dissertation. The data will be used only for the purpose of my work and are absolutely anonymous.

1. Gender Female Male
2. Age 18-19 20-21 22-23 24 and over
3. Nationality Czech English Other.....
-

4. Which advertising does influence you to the most? Could you prioritize it? Please score each option 1 to 8 (1 = the biggest influence...8 = the smallest influence):

- TV Internet Radio Newspaper
 Magazines Billboards Leaflets Other:
.....

5. What was your last significant purchase, (e.g. electronic, CD, tickets,) – which was the SINGLE main influence (Please tick only one box below).

- TV Internet Radio Newspaper
 Magazines Billboards Leaflets Other:
.....

6. Is your selection of a product/service influenced by the advertising?

- Yes, always Rather no
 Yes, mostly No, mostly not
 Somewhat No, never

7. What kind of media offers you the most information about mobile phones?

- TV Internet Radio Newspaper
 Magazines Billboards Leaflets Other:

8. Do you have a mobile phone? Yes No (if no, could you give a reason, why not?).....
.....

9. Which mobile phone brand(s) have you used? Please tick as many options as appropriate,

- Nokia Alcatel
 Motorola Blackberry
 Sony Ericsson Siemens (Benq)
 Samsung Panasonic
 Sharp Other.....

10. Which mobile phone brand are you using at the moment? (Tick only one, please)

- | | |
|--|---|
| <input type="checkbox"/> Nokia | <input type="checkbox"/> Blackberry |
| <input type="checkbox"/> Sony Ericsson | <input type="checkbox"/> Siemens (Benq) |
| <input type="checkbox"/> Samsung | <input type="checkbox"/> Panasonic |
| <input type="checkbox"/> Sharp | <input type="checkbox"/> Other..... |
| <input type="checkbox"/> Alcatel | |

11. What network provider do you have in the United Kingdom?

- | | |
|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> O2 | <input type="checkbox"/> Orange |
| <input type="checkbox"/> T-Mobile | <input type="checkbox"/> Other..... |
| <input type="checkbox"/> Vodafone | |

12. Why have you chosen this provider? (Please tick all boxes that are appropriate and then rank them, 1= most important etc.)

- | appropriate | rank |
|--|--------------------------|
| <input type="checkbox"/> Good prices for mobile phones | <input type="checkbox"/> |
| <input type="checkbox"/> Good prices for service | <input type="checkbox"/> |
| <input type="checkbox"/> Student tariff | <input type="checkbox"/> |
| <input type="checkbox"/> Call charges | <input type="checkbox"/> |
| <input type="checkbox"/> Have had previous experience with product/service | <input type="checkbox"/> |
| <input type="checkbox"/> Quality of product/service | <input type="checkbox"/> |
| <input type="checkbox"/> Other advantages | |
| -Mobile phone brand available | <input type="checkbox"/> |
| -Internet | <input type="checkbox"/> |
| <input type="checkbox"/> My friends use this service provider | <input type="checkbox"/> |
| <input type="checkbox"/> Any other Advantage (s) please state..... | <input type="checkbox"/> |

13. Do you like TV adverts about mobile phones?

Yes, I like them 6 5 4 3 2 1 No, they annoy me

14. Which provider's TV advertising do you like the most?

- | | |
|-----------------------------------|---|
| <input type="checkbox"/> O2 | <input type="checkbox"/> Other..... |
| <input type="checkbox"/> T-Mobile | <input type="checkbox"/> They all annoy me, but of all of them the one that I think is the best is .. (please state brand)..... |
| <input type="checkbox"/> Vodafone | |
| <input type="checkbox"/> Orange | |

If you have answered (6), (5) or (4) to QUESTION 13 please answer QUESTION 16 but ignore question 15. If you have answered (3), (2), (1), please answer QUESTION 15 but ignore question 16.

15. What do you **dislike** the most in TV mobile phone advertising? Could you choose 3 main points, which you particularly dislike by the ticking three boxes in the left hand column. Then please in the right hand column tick the most important one.

- | | | | |
|--------------------------------------|--------------------------|--|--------------------------|
| <input type="checkbox"/> Idea | <input type="checkbox"/> | <input type="checkbox"/> Kind of media | <input type="checkbox"/> |
| <input type="checkbox"/> Originality | <input type="checkbox"/> | <input type="checkbox"/> Music | <input type="checkbox"/> |
| <input type="checkbox"/> Design | <input type="checkbox"/> | <input type="checkbox"/> Watchword, slogan | <input type="checkbox"/> |

Famous personality Other.....

16. What do you **like** the most in TV mobile phone advertising? Could you choose 3 main points, which you particularly enjoy by the ticking three boxes in the left hand column. Then please in the right hand column tick the most important one.

| | |
|---|--------------------------|
| <input type="checkbox"/> Idea | <input type="checkbox"/> |
| <input type="checkbox"/> Originality | <input type="checkbox"/> |
| <input type="checkbox"/> Design | <input type="checkbox"/> |
| <input type="checkbox"/> Kind of media | <input type="checkbox"/> |
| <input type="checkbox"/> Music | <input type="checkbox"/> |
| <input type="checkbox"/> Watchword, slogan | <input type="checkbox"/> |
| <input type="checkbox"/> Famous personality | <input type="checkbox"/> |
| <input type="checkbox"/> Other..... | <input type="checkbox"/> |

17. How long have you owned your mobile phone?

18. How often do you usually change your mobile phone?

| 19. Here are some things that other customers have said about their mobile network. Would you please consider how important these are to you personally and evaluate them 1-4. Please, then for all statements tick those that you believe apply to your current mobile network. | Very Important | Mostly important | Somewhat | Not at all | | Applies to my network |
|---|----------------|------------------|----------|------------|--|-----------------------|
| | | | | | | |
| Their success was because they suggested personal closeness and warm feelings ...long calls and even romance and .. an advertising campaign - <i>personal conversations you would want to have.</i> | | | | | | |
| A quality of service coverage and secure, safe brand that could be rolled out into other areas | | | | | | |
| Straightforward pricing structure | | | | | | |
| Positioned as an honest brand | | | | | | |
| Brand values- friendliness, simplicity, optimism and dynamism | | | | | | |
| Convenience—Network coverage and distribution availability | | | | | | |
| Value added features and services that are useful to me | | | | | | |
| Strong, young, energetic, lively brand image | | | | | | |
| Simple advertising with a personal approach to help people cope with intimidating technology | | | | | | |
| This network aimed to gain emotional trust through celebrities trust in the product and the network 'experience' | | | | | | |
| A survey of twenty city analysts identified coverage and network as the most important areas for the market. | | | | | | |
| Its history of free calls and personal usage combined with advertising has led to a 'personable', fearless and modern image | | | | | | |
| Free off-peak (mimo špičku) calls are a competitive advantage | | | | | | |
| Advertising and the brand name stressed the human interaction experience inherent in product usage | | | | | | |

Thank you very much for completing my questionnaire! Jitka Martincová

Appendix 2 – Results – Question 19

Question number 19: How important are things to you personally, that other customers have said about their mobile phone network.

The scale of evaluation was from one to four, one meant 'very important' and four meant 'not at all'. There was a possibility to tick if the matters applied to the respondent's network.

Some questions did not the respondents answered, which caused the 100 per cent of unreliability. The numbers of respondents were 46 Czech and 59 English.

19a) Their success was because they suggested personal closeness and warm feelings ...long calls and even romance and ... an advertising campaign – *personal conversations you would want to have.*

| | | Their success was because... | | | | Total |
|-------------|---------|------------------------------|------------------|--------------------|------------|-------|
| | | Very important | Mostly important | Somewhat important | Not at all | |
| Nationality | Czech | 3 | 15 | 19 | 7 | 44 |
| | English | 3 | 6 | 18 | 30 | 57 |
| Total | | 6 | 21 | 37 | 37 | 101 |

How does it apply to the respondent's network....

| | | Does it apply to your network? | | Total |
|-------------|---------|--------------------------------|-----|-------|
| | | No | Yes | |
| Nationality | Czech | 39 | 7 | 46 |
| | English | 47 | 12 | 59 |
| Total | | 86 | 19 | 105 |

19b) A quality of service coverage and secure, safe brand that could be rolled out into other areas

| | | A quality of service coverage... | | | | Total |
|-------------|---------|----------------------------------|------------------|--------------------|------------|-------|
| | | Very important | Mostly important | Somewhat important | Not at all | |
| Nationality | Czech | 16 | 20 | 8 | 2 | 46 |
| | English | 22 | 23 | 12 | 1 | 58 |
| Total | | 38 | 43 | 20 | 3 | 104 |

How does it apply to the respondent's network....

| | | Does it apply to your network? | | Total |
|-------------|---------|--------------------------------|-----|-------|
| | | No | Yes | |
| Nationality | Czech | 29 | 17 | 46 |
| | English | 33 | 26 | 59 |
| Total | | 62 | 43 | 105 |

19c) Straightforward pricing structure

| | | Straightforward pricing structure | | | | Total |
|-------------|---------|-----------------------------------|------------------|--------------------|------------|-------|
| | | Very important | Mostly important | Somewhat important | Not at all | |
| Nationality | Czech | 16 | 17 | 8 | 5 | 46 |
| | English | 32 | 23 | 3 | 1 | 59 |
| Total | | 48 | 40 | 11 | 6 | 105 |

How does it apply to the respondent's network.

| | | Does it apply to your network? | | Total |
|-------------|---------|--------------------------------|-----|-------|
| | | No | Yes | |
| Nationality | Czech | 26 | 20 | 46 |
| | English | 21 | 38 | 59 |
| Total | | 47 | 58 | 105 |

19d) Positioned as an honest brand

| | | Positioned as an honest brand | | | | Total |
|-------------|---------|-------------------------------|------------------|--------------------|------------|-------|
| | | Very important | Mostly important | Somewhat important | Not at all | |
| Nationality | Czech | 8 | 11 | 18 | 7 | 44 |
| | English | 25 | 25 | 8 | 1 | 59 |
| Total | | 33 | 36 | 26 | 8 | 103 |

How does it apply to the respondent's network...

| | | Does it apply to your network? | | Total |
|-------------|---------|--------------------------------|-----|-------|
| | | No | Yes | |
| Nationality | Czech | 36 | 10 | 46 |
| | English | 27 | 32 | 59 |
| Total | | 63 | 42 | 105 |

19e) Brand values – friendliness, simplicity, optimism and dynamism

| | | Brand values | | | | Total |
|-------------|---------|----------------|------------------|--------------------|------------|-------|
| | | Very important | Mostly important | Somewhat important | Not at all | |
| Nationality | Czech | 7 | 20 | 15 | 4 | 46 |
| | English | 14 | 29 | 15 | 1 | 59 |
| Total | | 21 | 49 | 30 | 5 | 105 |

How does it apply to the respondent's network....

| | | Does it apply to your network? | | Total |
|-------------|---------|--------------------------------|-----|-------|
| | | No | Yes | |
| Nationality | Czech | 29 | 17 | 46 |
| | English | 33 | 26 | 59 |
| Total | | 62 | 43 | 105 |

19f) Convenience – Network coverage and distribution availability

| | | Convenience | | | | Total |
|-------------|---------|----------------|------------------|--------------------|------------|-------|
| | | Very important | Mostly important | Somewhat important | Not at all | |
| Nationality | Czech | 22 | 13 | 7 | 3 | 45 |
| | English | 31 | 23 | 5 | 0 | 59 |
| Total | | 53 | 36 | 12 | 3 | 104 |

How does it apply to the respondent's network....

| | | Does it apply to your network? | | Total |
|-------------|---------|--------------------------------|-----|-------|
| | | No | Yes | |
| Nationality | Czech | 22 | 24 | 46 |
| | English | 22 | 37 | 59 |
| Total | | 44 | 61 | 105 |

19g) Value added features and services that are useful to me

| | | Value added features | | | | Total |
|-------------|---------|----------------------|------------------|--------------------|------------|-------|
| | | Very important | Mostly important | Somewhat important | Not at all | |
| Nationality | Czech | 12 | 14 | 15 | 5 | 46 |
| | English | 18 | 23 | 17 | 1 | 59 |
| Total | | 30 | 37 | 32 | 6 | 105 |

How does it apply to the respondent's network....

| | | Does it apply to your network? | | Total |
|-------------|---------|--------------------------------|-----|-------|
| | | No | Yes | |
| Nationality | Czech | 32 | 14 | 46 |
| | English | 31 | 28 | 59 |
| Total | | 63 | 42 | 105 |

19h) Strong, young, energetic, lively brand image

| | | Strong, young... | | | | Total |
|-------------|---------|------------------|------------------|--------------------|------------|-------|
| | | Very important | Mostly important | Somewhat important | Not at all | |
| Nationality | Czech | 2 | 11 | 23 | 9 | 45 |
| | English | 3 | 25 | 21 | 10 | 59 |
| Total | | 5 | 36 | 44 | 19 | 104 |

How does it apply to the respondent's network....

| | | Does it apply to your network? | | Total |
|-------------|---------|--------------------------------|-----|-------|
| | | No | Yes | |
| Nationality | Czech | 29 | 17 | 46 |
| | English | 33 | 26 | 59 |
| Total | | 62 | 43 | 105 |

19i) Simple advertising with a personal approach to help people cope with intimidating technology

| | | Simple advertising with a personal approach... | | | | Total |
|-------------|---------|--|------------------|--------------------|------------|-------|
| | | Very important | Mostly important | Somewhat important | Not at all | |
| Nationality | Czech | 3 | 13 | 20 | 10 | 46 |
| | English | 6 | 12 | 32 | 9 | 59 |
| Total | | 9 | 25 | 52 | 19 | 105 |

How does it apply to the respondent's network....

| | | Does it apply to your network? | | Total |
|-------------|---------|--------------------------------|-----|-------|
| | | No | Yes | |
| Nationality | Czech | 38 | 8 | 46 |
| | English | 40 | 19 | 59 |
| Total | | 78 | 27 | 105 |

19j) This network aimed to gain emotional trust through celebrities trust in the product and the network 'experience'

| | | This network aimed to gain.. | | | | Total |
|-------------|---------|------------------------------|------------------|--------------------|------------|-------|
| | | Very important | Mostly important | Somewhat important | Not at all | |
| Nationality | Czech | 3 | 3 | 12 | 27 | 45 |
| | English | 2 | 10 | 23 | 24 | 59 |
| Total | | 5 | 13 | 35 | 51 | 104 |

How does it apply to the respondent's network....

| | | Does it apply to your network? | | Total |
|-------------|---------|--------------------------------|-----|-------|
| | | No | Yes | |
| Nationality | Czech | 44 | 2 | 46 |
| | English | 52 | 7 | 59 |
| Total | | 96 | 9 | 105 |

19k) A survey of twenty city analysts identified coverage and network as the most important areas for the market.

| | | A survey of twenty city analysts... | | | | Total |
|-------------|---------|-------------------------------------|------------------|--------------------|------------|-------|
| | | Very important | Mostly important | Somewhat important | Not at all | |
| Nationality | Czech | 7 | 14 | 17 | 6 | 44 |
| | English | 21 | 13 | 20 | 5 | 59 |
| Total | | 28 | 27 | 37 | 11 | 103 |

How does it apply to the respondent's network....

| | | Does it apply to your network? | | Total |
|-------------|---------|--------------------------------|-----|-------|
| | | No | Yes | |
| Nationality | Czech | 38 | 8 | 46 |
| | English | 47 | 12 | 59 |
| Total | | 85 | 20 | 105 |

19l) Its history of free calls and personal usage combined with advertising has let to a personable, fearless and modern image

| | | Its history of free calls... | | | | Total |
|-------------|---------|------------------------------|------------------|--------------------|------------|-------|
| | | Very important | Mostly important | Somewhat important | Not at all | |
| Nationality | Czech | 6 | 17 | 19 | 4 | 46 |
| | English | 16 | 15 | 22 | 5 | 58 |
| Total | | 22 | 32 | 41 | 9 | 104 |

How does it apply to the respondent's network....

| | | Does it apply to your network? | | Total |
|-------------|---------|--------------------------------|-----|-------|
| | | No | Yes | |
| Nationality | Czech | 36 | 10 | 46 |
| | English | 41 | 18 | 59 |
| Total | | 77 | 28 | 105 |

19m) Free off-peak calls a competitive advantage

| | | Free off-peak | | | | Total |
|-------------|---------|----------------|------------------|--------------------|------------|-------|
| | | Very important | Mostly important | Somewhat important | Not at all | |
| Nationality | Czech | 5 | 21 | 15 | 5 | 46 |
| | English | 19 | 14 | 17 | 9 | 59 |
| Total | | 24 | 35 | 32 | 14 | 105 |

How does it apply to the respondent's network....

| | | Does it apply to your network? | | Total |
|-------------|---------|--------------------------------|-----|-------|
| | | No | Yes | |
| Nationality | Czech | 35 | 11 | 46 |
| | English | 39 | 20 | 59 |
| Total | | 74 | 31 | 105 |

19n) Advertising and the brand name stressed the human interaction experience inherent in product usage

| | | Advertising and the brand name... | | | | Total |
|-------------|---------|-----------------------------------|------------------|--------------------|------------|-------|
| | | Very important | Mostly important | Somewhat important | Not at all | |
| Nationality | Czech | 5 | 6 | 21 | 13 | 45 |
| | English | 4 | 16 | 24 | 14 | 58 |
| Total | | 9 | 22 | 45 | 27 | 103 |

How does it apply to the respondent's network....

| | | Does it apply to your network? | | Total |
|-------------|---------|--------------------------------|-----|-------|
| | | No | Yes | |
| Nationality | Czech | 37 | 9 | 46 |
| | English | 47 | 12 | 59 |
| Total | | 84 | 21 | 105 |

NO 1 – 2 – 3 – 4 – 5 – 6 YES

5. Did the advertisement persuade you so much that if you were going to buy a new mobile phone, you would buy this type?

- Yes – sure
- I would think about it
- Maybe
- Probably no
- No – sure

6. Did the advertisement persuade you so much that you would like to find more information about the product?

- Yes – sure
- I would think about it
- Maybe
- Probably no
- No – sure

If you wanted to find some more information -where would you look for that extra information?
.....

7. How would you describe the advertisement concerning?

| | |
|--|---|
| Information about the product: | Insufficient 1 – 2 – 3 – 4 – 5 Sufficient |
| Information about the brand: | Insufficient 1 – 2 – 3 – 4 – 5 Sufficient |
| Any further contact details (e.g. web page): | Insufficient 1 – 2 – 3 – 4 – 5 Sufficient |

8. Which statement expresses your opinion about the advertisement?

- a. Yes, I liked it – good idea
- b. Yes, I liked it, but.....
- c. Not so bad
- d. It could be better
- e. I did not like it, because.....

9. Do you think that the style of the advertisement was appropriate for this particular product?

- YES NO

10. What does the advertisement try to say to the audience?

.....
.....
.....

11. Do you have any suggestions or comments?

.....
.....
.....

Which advertisement was the most interesting for you and why?

.....
.....
.....

Appendix 4 – Results of Questionnaire two

ADVERTISEMENT 1

Question number 1: Which brand was the mobile phone?

These results show whether the respondents noticed the brand of the mobile phone. All six respondents answered correctly to this question. It was Sony Ericsson.

Question number 2: Did you like this advertisement?

Table 1 presents how the students liked the advertisement. Generally, the respondents inclined to positive answer, the rate of affection was 5:1 if the answers were separated into two groups (1-3 = negative, 4-6 = positive).

Table 1 – The popularity of advertisement

| Scale | NO | 1 | 2 | 3 | 4 | 5 | 6 | YES |
|---------|----|---|---|---|---|---|---|-----|
| Czech | | 0 | 1 | 0 | 0 | 0 | 2 | |
| English | | 0 | 0 | 0 | 2 | 1 | 0 | |
| Total | | 0 | 1 | 0 | 2 | 1 | 2 | |

Question number 3: What did you like/dislike about the advertisement?

Nobody selected the option ‘nothing’. Music and idea were the most popular on the advertisement, especially for Czech students. The least popular was the catchword.

Table 2 – The likes and dislikes of the advertisement

| | I did not liked it | Scale | | | | | | | | | | I liked it very much |
|------------|--------------------|-------|---|---|---|---|---|---|---|---|---|----------------------|
| | | 1 | | 2 | | 3 | | 4 | | 5 | | |
| | | C | E | C | E | C | E | C | E | C | E | |
| Music | | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 3 | 1 | |
| Impression | | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | |
| Idea | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 1 | |
| Catchword | | 0 | 0 | 1 | 0 | 1 | 2 | 0 | 1 | 1 | 0 | |
| Total | | 0 | 0 | 1 | 0 | 2 | 4 | 1 | 4 | 8 | 3 | |

Question number 4: Did you like the product?

The respondents tended to answer 'Yes'. Three of them ticked number 4 in the scale, two of them ticked number 5. Nobody ticked number less than three.

Table 3 – The popularity of the product

| Scale | NO | 1 | 2 | 3 | 4 | 5 | 6 | YES |
|--------------|----|----------|----------|----------|----------|----------|----------|-----|
| Czech | | 0 | 0 | 0 | 2 | 2 | 1 | |
| English | | 0 | 0 | 0 | 1 | 0 | 0 | |
| Total | | 0 | 0 | 0 | 3 | 2 | 1 | |

Question number 5: Did the advertisement persuade you so much that if you were going to buy a new mobile phone, you would buy this type?

The results of this question are various as shown in the following table. One answer was that the respondent would buy sure the mobile phone; two answers were that the respondents would think about it, two respondents would not probably buy it. The differences between nationalities are not noticeable.

Table 4 – The persuasion about buying the mobile phone

| Option | Czech | English | Total |
|--------------------|----------|----------|----------|
| Yes - sure | 1 | 0 | 1 |
| I'd think about it | 0 | 2 | 2 |
| Maybe | 1 | 0 | 1 |
| Probably no | 1 | 1 | 2 |
| No - sure | 0 | 0 | 0 |
| Total | 3 | 3 | 6 |

Question number 6: Did the advertisement persuade you so much that you would like to find more information about the product?

The most frequent answer was 'maybe' and then the answers were various.

Table 5 – The persuasion about finding more information

| Option | Czech | English | Total |
|--------------------|-------|---------|-------|
| Yes - sure | 1 | 0 | 1 |
| I'd think about it | 0 | 1 | 1 |
| Maybe | 2 | 1 | 3 |
| Probably no | 0 | 1 | 1 |
| No - sure | 0 | 0 | 0 |
| Total | 3 | 3 | 6 |

In this question, there was a space to specify, where the respondents would seek for more information, if they wanted. All six answers were 'internet'. This is very interesting that people do not prefer asking, for example, in a specialized shop.

Question number 7: How would you describe the advertisement concerning?

The results are diverse. Any further contact details, such as website, were insufficient both for Czech and English students. Information about the brand was insufficient as well while information about the product was rather sufficient.

Table 6 – The sufficiency or insufficiency of information

| | Insufficient | Scale | | | | | | | | | | Sufficient |
|-----------------------------|--------------|-------|---|---|---|---|---|---|---|---|---|------------|
| | | 1 | | 2 | | 3 | | 4 | | 5 | | |
| | | C | E | C | E | C | E | C | E | C | E | |
| Info about the product | | 0 | 0 | 1 | 1 | 0 | 1 | 2 | 1 | 0 | 0 | |
| Info about the brand | | 2 | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | |
| Any further contact details | | 3 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Total | | 5 | 3 | 1 | 4 | 1 | 1 | 2 | 1 | 0 | 0 | |

Question number 8: Which statement expresses your opinion about the advertisement?

The respondents generally liked the advertisement.

Table 7 – The opinion about the advertisement

| Option | Czech | English | Total |
|-------------------------------|-------|---------|-------|
| Yes, I liked it - good idea | 2 | 1 | 3 |
| Yes, I liked it, but... | 1 | 2 | 3 |
| Not so bad | 0 | 0 | 0 |
| It could be better | 0 | 0 | 0 |
| I did not like it, because... | 0 | 0 | 0 |
| Total | 3 | 3 | 6 |

Two answers in the second option were: ‘Yes, I liked it, but...

‘...there were almost no information about product.’

‘... I find voiceovers more effective.’

Question number 9: Do you think that the style of the advertisement was appropriate for this particular product?

All respondents think that the style of the advertisements was appropriate for this particular mobile phone.

Question number 10: What does the advertisement try to say to the audience?

English answers:

- Very graphically flash advert. Saying this is a flash high tech product.
- The phone is good quality and can store many things.
- The phone is modern, new and fantastic. That it is impossible live without it.

Czech answers:

- This is a phone for demanding user, music fans.
- We can have this mobile phone everywhere - therefore ‘walkman’. It has all thinks which should modern mobile phone have.
- Multiple use ... for everyday life

Question number 11: Do you have any suggestions or comments?

Comments:

- More details in numbers, words e.g. 30gb, WAP, Bluetooth, and so on.
- Put some extra info on features, company website address.
- I like the idea about 'not visible person'.
- Interesting advertisements, more information about the brand.

ADVERTISEMENT 2

Question number 1: Which brand was the mobile phone?

All six respondents answered correctly to this question. The brand was Nokia.

Question number 2: Did you like this advertisement?

Table 8 shows how the students liked the advertisement. Generally, the respondents inclined to positive answer, the rate of affection was 5:1 if the answers were separated into two groups (1-3 = negative, 4-6 = positive).

Table 8 – The popularity of advertisement

| Scale | NO | 1 | 2 | 3 | 4 | 5 | 6 | YES |
|---------|----|---|---|---|---|---|---|-----|
| Czech | | 0 | 0 | 0 | 1 | 0 | 2 | |
| English | | 0 | 0 | 1 | 1 | 1 | 0 | |
| Total | | 0 | 0 | 1 | 2 | 1 | 2 | |

Question number 3: What did you like/dislike about the advertisement?

Nobody selected the option 'nothing'. The most popular factors were music and impression of the advert.

Table 9 – The likes and dislikes on the advertisement

| | I did not liked it | 1 | | 2 | | 3 | | 4 | | 5 | | I liked it very much |
|------------|--------------------|---|---|---|---|---|---|---|---|---|---|----------------------|
| | | C | E | C | E | C | E | C | E | C | E | |
| Music | | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 3 | 1 | |
| Impression | | 0 | 0 | 0 | 1 | 1 | 0 | 2 | 2 | 0 | 0 | |
| Idea | | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 1 | 1 | |
| Catchword | | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 1 | 1 | 0 | |
| Total | | 0 | 0 | 0 | 2 | 2 | 3 | 5 | 5 | 4 | 2 | |

Question number 4: Did you like the product?

The respondents tended to the answer ‘Yes’. Three of them ticked number 5 in the scale, two of them ticked number 6. Nobody ticked number less than three.

Table 10 – The popularity of the product

| Scale | NO | 1 | 2 | 3 | 4 | 5 | 6 | YES |
|---------|----|---|---|---|---|---|---|-----|
| Czech | | 0 | 0 | 0 | 0 | 2 | 2 | |
| English | | 0 | 0 | 0 | 1 | 1 | 0 | |
| Total | | 0 | 0 | 0 | 1 | 3 | 2 | |

Question number 5: Did the advertisement persuade you so much that if you were going to buy a new mobile phone, you would buy this type?

The results of this question indicate that the respondents ‘would think about buying’ this mobile phone or ‘maybe’. The respondents tended to the answer ‘yes’.

Table 11 – The persuasion about buying the mobile phone

| Option | Czech | English | Total |
|--------------------|-------|---------|-------|
| Yes - sure | 0 | 0 | 0 |
| I'd think about it | 2 | 1 | 3 |
| Maybe | 1 | 2 | 3 |
| Probably no | 0 | 0 | 0 |
| No - sure | 0 | 0 | 0 |
| Total | 3 | 3 | 6 |

Question number 6: Did the advertisement persuade you so much that you would like to find more information about the product?

Czech students would think about finding more information about the product. English students would not probably look for them.

Table 12 – The persuasion about finding more information

| Option | Czech | English | Total |
|--------------------|-------|---------|-------|
| Yes - sure | 1 | 0 | 1 |
| I'd think about it | 2 | 1 | 3 |
| Maybe | 0 | 0 | 0 |
| Probably no | 0 | 2 | 2 |
| No - sure | 0 | 0 | 0 |
| Total | 3 | 3 | 6 |

According to the respondents, the best source for finding additional information about the phone is internet again.

Question number 7: How would you describe the advertisement concerning?

For both groups information about the product was sufficient. Information about the brand was medium and any further contact details were insufficient.

Table 13 – The sufficiency or insufficiency of information

| | Insufficient | Scale | | | | | | | | | | Sufficient |
|-----------------------------|--------------|-------|---|---|---|---|---|---|---|---|---|------------|
| | | 1 | | 2 | | 3 | | 4 | | 5 | | |
| | | C | E | C | E | C | E | C | E | C | E | |
| Info about the product | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 | |
| Info about the brand | | 0 | 1 | 0 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | |
| Any further contact details | | 1 | 2 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Total | | 1 | 3 | 1 | 4 | 2 | 1 | 0 | 0 | 3 | 3 | |

Question number 8: Which statement expresses your opinion about the advertisement?

The respondents generally liked the advertisement.

Table 14 – The opinion about the advertisement

| Option | Czech | English | Total |
|-------------------------------|-------|---------|-------|
| Yes, I liked it - good idea | 2 | 2 | 4 |
| Yes, I liked it, but... | 1 | 0 | 1 |
| Not so bad | 0 | 1 | 1 |
| It could be better | 0 | 0 | 0 |
| I did not like it, because... | 0 | 0 | 0 |
| Total | 3 | 3 | 6 |

The answer in the second option was: ‘Yes, I liked it, but not original.’

Question number 9: Do you think that the style of the advertisement was appropriate for this particular product?

All respondents think that the style of the advertisements was appropriate for this particular mobile phone.

Question number 10: What does the advertisement try to say to the audience?

English answers:

- High tech and commercial
- You have the world in your hand with this phone you will be truly free if you have it to travel around anywhere, at any time.
- It tells them that this phone has everything you need.

Czech answers:

- It is the world in your hand. Lots of people like it.
- Slogan says everything: What computers have become – good one! Or the last comment from user: World in your hand.
- Tries to show the use and satisfied customers

Question number 11: Do you have any suggestions or comments?

Comments:

- A bit big headed

- Putting the views of other people in the advert is very powerful, it teaches the audience about the phone because they are talking about personal experience with it.
- The music was really great and appropriate.
- Website address – it should be there
- Little bit shorter version would be better.

ADVERTISEMENT 3

Question number 1: Which brand was the mobile phone?

Nobody from the respondents noticed the brand of the mobile phone. Some respondents did not fill the answer or have written different brands. Samsung was the correct answer.

Question number 2: Did you like this advertisement?

The table 15 shows how the students liked or disliked the advertisement. Generally, the respondents tended to the answer between ‘Yes’ and ‘No’, with slight tendency to ‘No’, especially for Czech students.

Table 15 – The popularity of advertisement

| Scale | NO | 1 | 2 | 3 | 4 | 5 | 6 | YES |
|---------|----|---|---|---|---|---|---|-----|
| Czech | | 0 | 2 | 0 | 1 | 0 | 0 | |
| English | | 0 | 1 | 2 | 0 | 0 | 0 | |
| Total | | 0 | 3 | 2 | 1 | 0 | 0 | |

Question number 3: What did you like/dislike about the advertisement?

The results from this question are various. For example the music – Czech students did not like the music as much as English students. The overall impression of the advert tended to be rather negative.

Table 16 – The likes and dislikes on the advertisement

| | I did not liked it | 1 | | 2 | | 3 | | 4 | | 5 | | I liked it very much |
|------------|--------------------|---|---|---|---|---|---|---|---|---|---|----------------------|
| | | C | E | C | E | C | E | C | E | C | E | |
| Music | | 0 | 0 | 2 | 1 | 1 | 0 | 0 | 2 | 0 | 0 | |
| Impression | | 1 | 0 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Idea | | 1 | 0 | 0 | 0 | 2 | 2 | 0 | 1 | 0 | 0 | |
| Catchword | | 0 | 2 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | |
| Total | | 2 | 2 | 6 | 4 | 4 | 2 | 0 | 3 | 0 | 0 | |

Notice: One answer (catchword) from English student miss.

Question number 4: Did you like the product?

The respondents tended to the answer ‘No’. Three of them ticked number 3 in the scale, two of them ticked number 2. Nobody ticked number more than 4.

Table 17 – The popularity of the product

| Scale | NO | 1 | 2 | 3 | 4 | 5 | 6 | YES |
|---------|----|---|---|---|---|---|---|-----|
| Czech | | 0 | 1 | 1 | 1 | 0 | 0 | |
| English | | 0 | 1 | 2 | 0 | 0 | 0 | |
| Total | | 0 | 2 | 3 | 1 | 0 | 0 | |

Question number 5: Did the advertisement persuade you so much that if you were going to buy a new mobile phone, you would buy this type?

These results show clearly that the advertisement did not persuade them to buy the mobile phone. The most frequent answer was ‘probably no’ then ‘no – sure’. This advertisement was not very persuasive.

Table 18 –The persuasion about buying the mobile phone

| Option | Czech | English | Total |
|--------------------|-------|---------|-------|
| Yes - sure | 0 | 0 | 0 |
| I'd think about it | 0 | 0 | 0 |
| Maybe | 0 | 1 | 1 |
| Probably no | 1 | 2 | 3 |
| No - sure | 2 | 0 | 2 |
| Total | 3 | 3 | 6 |

Question number 6: Did the advertisement persuade you so much that you would like to find more information about the product?

Respondents would probably not seek more information about the product. If they do not intend to buy the product, there is no reason for looking for more information.

Table 19 – The persuasion about finding more information

| Option | Czech | English | Total |
|--------------------|-------|---------|-------|
| Yes - sure | 0 | 1 | 1 |
| I'd think about it | 0 | 0 | 0 |
| Maybe | 1 | 0 | 1 |
| Probably no | 1 | 2 | 3 |
| No - sure | 1 | 0 | 1 |
| Total | 3 | 3 | 6 |

Once again, majority of respondents would use the internet to find more information about the product, only one respondent would go to the phone shop.

Question number 7: How would you describe the advertisement concerning?

The respondents missed almost all the information: the brand, further contact details and information about the product were not noticed in the advert.

Table 20 – The sufficiency or insufficiency of information

| | Insufficient | Scale | | | | | | | | | | Sufficient |
|-----------------------------|--------------|-------|---|---|---|---|---|---|---|---|---|------------|
| | | 1 | | 2 | | 3 | | 4 | | 5 | | |
| | | C | E | C | E | C | E | C | E | C | E | |
| Info about the product | | 2 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Info about the brand | | 3 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Any further contact details | | 2 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Total | | 7 | 7 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | |

Question number 8: Which statement expresses your opinion about the advertisement?

The following table shows that almost all the respondents did not like the advertisement except one person, but this respondent did not complete the sentence ‘Yes, I liked it, but...’

Table 21 – The opinion about the advertisement

| Option | Czech | English | Total |
|-------------------------------|-------|---------|-------|
| Yes, I liked it - good idea | 0 | 0 | 0 |
| Yes, I liked it, but... | 0 | 1 | 1 |
| Not so bad | 0 | 0 | 0 |
| It could be better | 0 | 0 | 0 |
| I did not like it, because... | 3 | 2 | 5 |
| Total | 3 | 3 | 6 |

The reasons why the respondents did not like the advert were:

‘...it was about nothing.’

‘...it was no information, no idea.’

‘...I did not understand the idea.’

‘...there was no information about the product.’

‘...you had no idea what it was advertising.’

Question number 9: Do you think that the style of the advertisement was appropriate for this particular product?

Two thirds of respondents consider the style of the advert appropriate for the product. The rest of them it appeared to be inappropriate.

Table 22 – The suitability of the advertisement to the particular product

| | Yes | No | Total |
|---------|-----|----|-------|
| Czech | 1 | 2 | 3 |
| English | 3 | 0 | 3 |
| Total | 4 | 2 | 6 |

Question number 10: What does the advertisement try to say to the audience?

English answers:

- There is some form of walkman phone being released.
- There is a futuristic phone/high tech, buying this phone will get you laid.
- Bring people together with the phone.

Czech answers:

- With this mobile phone you can live 'full speed'.
- Maybe break 'the borders'.
- With this phone you do not need bubbles to enjoy the music.

Question number 11: Do you have any suggestions or comments?

Comments:

- A master class in how not to advertise.
- More information about the product, brand
- The idea is good but it needs an explanation because I do not know what the product is exactly.
- Quite long, boring, I would switch it off immediately if I saw it again.

Appendix 5 – Presentation – Focus group

Focus group: Advertising

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March 2007

What will happen?

- Introduction
- Evaluation
 - Advertisement projection
 - Time to complete questionnaire
- Discussion
- The END!

Evaluation of advertisements

- Time to fill in general information
- [Advert 1](#)
- Time to complete section 1
- [Advert 2](#)
- Time to complete section 2
- [Advert 3](#)
- Time to complete section 3

Discussion

- How would you compare these 3 commercials?
 - What was different?
 - What was similar?
- What was the meaning of the bubbles in the third advertisement?
- Which advertisement was the most interesting for you? Why?

Thank you for your attention.

Have a nice day!

