

**Looking Forward, Looking Back:  
Drawing on the Past to Shape the Future of Marketing**

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## CUSTOMER VALUE AND SHOPPING EXPERIENCE

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### ABSTRACT

Many trends have characterized the modern retailing, including the competition between the brick and mortar and online stores. Brick and mortar stores have to find new ways to create shopper value making the act of buying a moment of pleasure. In order to obtain success on shopper experiences strategies it is important to consider tangibles and intangibles aspects that provide customer value. This study aims to understand what shoppers' value in their shopping experience in a toy store. The present research was based on means-end chain model to identify the elements that generates value. To reach the research goal a laddering technique was conducted with 15 in-depth interviews. The research has found six main shopper value representations: i) the toy store is a means to obtain stimuli that assist child development; (ii) the magical and playful stimuli evoke memories and fantasies; (iii) time and money are important resources upon purchase; (iv) the toy has to trigger child's desire; (v) the variety offered is important to support the choice; and (vi) the feeling of making a good purchase is a desired factor. Finally there is proposal on how retail can offer a superior value over the shopper experience.

### INTRODUCTION

Retail is a fascinating sector due to the range of products and particularities in the provision of services, and is often the first consumer contact with the product. The definitions of retail sometimes characterize it as a mere place for the provision of products from the industry. But it is also a place where there are trades of value, objective and subjective trades, a place where the client receives physical products, services, convenience and experiences, and on the other hand, he pays with its time, money and energy. For a positive equation, this result must be equal or higher than the expectations. Retail in the contemporary world is being challenged to increasingly become a generator of experiences, providing moments of pleasure and/or leisure during the shopping process. Shopping can be more than fulfilling a task, shopping can be a distraction, pleasure, leisure, learning, fun and even a way to take care of yourself. In this scenario, retailers, regardless of the type of product sold, will increasingly find difficulties to operate in the traditional way, attracting customers only through the location, the assortment offered and the low price policy. The positive experience when shopping should be a major goal for retailers, and for this, it is necessary to understand what has value to the shopper during this process. Woodruff (1997) states that in order to understand what the target customer values, one can prioritize the various dimensions of value identified to then reflect on how much retail exercises these elements in practice.

**The purpose of this article is to identify the objective and subjective factors involved in the shopping experience that create shopper value in toys stores.** Holbrook (1999, p.9) explains that the experience plays a central position on customer value creation. As shown in Illustration 1, the variable value was studied using the model of the means-end chain theory, which proposes the breakdown of the attributes, consequences (benefits) and personal values to identify the elements that generates customer value. The attributes and consequences (benefits) comprise the factors valued by customers, who are motivated by personal values.

The toys retailers were chosen because it uses a large number of visual and interactive stimulation through themed items (toys) and can provide an involving and joyful shopping experience, since their products meet emotional and entertainment needs. This article consists of a theoretical review that focuses on the value and shopping motivation issues, followed by a presentation of the methodology used, the analysis and results through field research and finally, the possibilities for retail to act in the customer value creation.

### LITERATURE REVIEW

The literature review explores the concept of customer value with the definition in light of various authors, then present the model of the means-end chain theory followed by a description of the factors involved in the shopper's purchase motivation.

#### a) Customer Value

The concept of value in marketing is influenced by various fields of knowledge (Richins 1994; Veludo-de-Oliveira, and Ikeda 2005). It was in economics that the studies of value in the context of exchange began. Richins (1994) explains that in the context of economics, customer value is represented by the price he is willing to pay versus the utility or satisfaction that the good provides. The author adds that while this approach may be appropriate for some situations, there are several reasons to believe that the economic value can not fully capture the actual value of many objects owned by consumers, because value is not only on economic goods that can be sold or traded. The value assigned to several objects, even though they can be traded, may be related to the emotional sphere rather than its economic value. Kotler (1972), in his article “A generic concept of marketing” mentions that the basis of marketing is “[...] the exchange of value between two parties, and valuable items are not necessarily limited to goods, services and money; they also include other resources such as time, energy and feelings.” (p. 48). That is, value is traditionally originated through confrontations between the benefits and costs involved, which are not always just monetary. Thus, creating value is to deliver a good balance between the benefits obtained and the costs involved in this process. In the marketing literature, value is analyzed under the context of exchange. The term can be used taking up the company or customer as a perspective and can be part of the following concepts: (i) customer lifetime value; (ii) customer value; and (iii) customer’s personal values (approach more related to the field of psychology). These definitions, even with close nomenclatures, have totally different concepts, as can be seen in Illustration 2.

This paper will focus on customers’ perspective. Among the various approaches to understand its meaning the most frequent is the cost–benefit ratio (Byramjee, and Bhagat, and Klein 2010). The concept is defined as follows:

- (i) “Perceived value is consumer’s overall assessment of utility of a product based on perceptions of what is received and what is given.” (Zeithaml 1988:14).
- (ii) “Customer value is market-perceived quality adjusted for the relative price of the product.” (Gale 1994:xiv).
- (iii) “Customer value is the emotional bond established between a customer and a producer after the customer has used a salient product or service produced by that supplier and found the product to provide an added value.” (Butz, and Goodstein 1996:63).
- (iv) “Customer value is an interactive relativistic preference experience.” (Holbrook 1996:138).
- (v) “Value is often represented by: getting something extra; having needs satisfied; having expectations met; providing more than just low prices or basic products; providing products that are superior to competitors’ products; producing higher-quality products.” (Arora, and Singer 2006:93)
- (i) “Customer value is the customer’s perceived preference for and evaluation of the product attribute, attribute performance, and consequences arising from use that facilitate (or block) achieving the customer goal and purposes in use situation.” (Woodruff 1997:142).
- (ii) “The customers’ perception of what they want to happen (that is, the consequences) in a specific type of situation of use, with the aid of a product or service offer, in order to accomplish a purpose or goal.” (Woodruff, and Gardial 1996:54).

The definitions presented in the literature usually indicate a relationship of exchange between what is given and what is received (cost and benefits), but not always the authors clearly indicate a holistic view on the construction of value. Another definition to be emphasized is proposed by Woodruff and Gardial (1996), who highlight that value is created when the benefit is delivered, that is, the products are the means to achieve certain goals, and are created through the delivery of the consequences (benefits) resulting from the full experience lived by the consumer, and by the inherent characteristics of the product purchased, and the consequences that occurred in the situation of use.

An important distinction within the concept of customer value is the understanding of received value and desired value. According to Flint and Woodruff (2001), received value refers to the value that the customer actually experiences through the interaction with a specific product (whether a good or service), on the other hand, the desired value refers to the value the customer wants to receive from this product (good or service) and from those who offer them, in many ways more comprehensive than just the desired attributes. The desired value is formed through the complete delivery of the product, attributes and resulting consequences, whether positive and negative, monetary and nonmonetary, that the consumer wishes to occur. Flint and Woodruff (2001) argue that the desired value changes over time, because from the experience in the uses, customers learn to want attributes of new values with different consequences. According to Veludo-de-Oliveira and Ikeda (2005), the understanding, under the customer’s perspective, of what value means, allows the organizations enhancement, creation and improvement of marketing strategies according to the factors identified. Holbrook (1996; 1999) proposes that the nature of value is an inter-relationship between four dimensions: (i) interaction: relationship between the consumer and the object (product); (ii) relativism: comparison between objects, between people and in a specific context; (iii) preference: related to the judgment; and (iv) experience: value is not in the product purchased or in the brand chosen or object possessed, but in the experience derived therefrom. Sheth *et al.* (1991a, and 1991b) state that value is multifaceted, comprising a set of

distinct dimensions. These distinct dimensions, according to the authors, make a difference in the contribution of a certain situation of choice. Thus, they present five dimensions of customer value that guide the entire behavior of choice of the market. These values are identified through the choices made, they are: (i) functional value; (ii) social value; (iii) emotional value; (iv) epistemic value; and (v) conditional value. In general, one can conclude that value is something perceived by the customer either in a rational and emotional manner, and thus retail can influence in its result, but not define it objectively.

## **b) Means–End Chain Theory**

The model proposed in the means–end chain theory presents a way to understand the factors involved in the customer value creation. In other words, it is a model for the identification of the attributes (objective characteristics), consequences (benefits obtained) and personal values (deep motivations) that assist the identification of value–creating constructs, from the most objective to the most subjective aspects. Value is created through the delivery of benefits (consequences) that help consumers achieve their goals (Flint, and Woodruff 1997), which are motivated by personal values. Consumers have personal values that they intend to achieve and the situation of consumption is an opportunity to recognize them, that is, over time people learn which choices in certain situations helps them to achieve certain desired personal values (Gutman 1981). Therefore, products are purchased due to what they represent to people (Reynolds, and Gutman 1988). Gutman (1982) complements that the model of means–end chain is based on two fundamental principles: (i) the personal values that are defined as desirable final status and play a dominant role in guiding choice patterns; and (ii) people deal with a huge diversity of products that are potential to meet their personal values (drivers), grouping them into sets or classes in order to reduce the complexity of choice. The central aspect of the means–end chain model is that the consumer chooses the actions that produce the desired effects seeking to minimize undesired consequences. Gengler, and Reynolds (1995) report that consumers translate the attributes of the product into the production of benefits (or consequences), and the benefits are ultimately translated to the consumer in a direction oriented to personal values. That is, the product, as defined by its perceptual attributes, is the means that meets the most personal ends, represented by personal values. They complement that the means–end chain theory postulates the way by which these physical attributes of the products are related to the personal values of the individuals and define how products gain personal relevance and meaning. Botschen, and Thelen, and Oieters (1999) complement that the chain begins with the components product, service or behavior (attributes) and establishes a sequence of links with the concept of self (personal values) through the consequences perceived or benefits produced by certain attributes of the product, service or behavior. The means–end chain forms the so–called A–C–V (attributes, consequences and personal values).

## **c) Shopping Motivation**

The shopping occurs when the consumer need for a particular good is sufficient for the allocation of time and money to generate a trip to a store, or when the consumer needs attention, wants to be with their friends or in contact with people, feels the need to walk or simply wants a leisure time (Tauber 1972). The shoppers get to the retail stores with a certain mindset, and with a mission or purpose. Soars (2009) describes that there are three main types of shopper missions, namely: (i) task: the shopper with this mission is driven by the need and has a shopping route set, but may have inspirations along the way, (ii) complex shopping: the shopper is more likely to be influenced by the atmosphere and the communication materials to assist the process, and (iii) search/recreation: this mission is actively seeking inspiration, guidance is not a priority and there is a great opportunity to provide the right atmosphere to involve the shopper and attract them. In the late '70s, Holbrook, and Hirschman (1982) found that there was a questioning to the knowledge of the time with respect to information processing, which ignored various leisure activities, sensory and aesthetic pleasures and emotional responses involved in the act of consumption. In the early '80s, consumption began to be seen as involving a steady flow of fantasies, feelings and fun; this was called existential or experiential vision. This phenomenological perspective brought an experimental insight to the information processing of customer behavior. These aspects were then called the “three Fs”, designation from the words: fantasy, felling and fun. In this context, fantasy means dream, imagination and unconscious desires; feelings represent emotions such as love, hate, anger, fear, joy and sadness; and fun represents the hedonic pleasures arising from recreational activities or aesthetic pleasures. To Babin, Darden and Griffin (1994) consumers can evaluate shopping experience as having both, utilitarian and hedonic values; although different, they are also complementary. Hirschman, and Holbrook 1982:100 complement “We believe that consumer behavior is much more complex regarding to sensation, imagination and emotion than what the traditional approach has reflected”. Addis, and Holbrook (2001) describe the increasing importance given to the subjective factors in consumption, and call this trend explosion of subjectivity. According to the authors, subjectivity is a term used to refer to the psychological aspects (feelings, thoughts and perceptions), which constantly change according to the environment. Shoppers consciously have a rational reason to make the purchase, but the subconscious emotions play an important role (Soars 2009). Shoppers who are motivated by hedonic factors are called by some authors as recreational

shoppers (Kaltcheva, and Weitz 2006). Korgaonkar, and Bellenger (1980) conducted a study that shows the importance of shoppers who seek a recreational nature during their shopping experience, as opposed to shoppers who buy for convenience or economic factors (also called task-oriented). These are those who dislike or are indifferent to the act of buying and primarily seek to save money or time, since the shopping experience is not a pleasurable use of their time. Recreational shoppers find pleasure when shopping and want more than just saving time or money. According to the authors, recreational shoppers engage in more unplanned purchases; they are less oriented to a task when shopping; they spend more time buying; they are more likely to continue walking through the stores after making the purchase, and are more interested in the search for information. Arnold, and Reynolds (2003) describe that the shopping process can be motivated by factors such as: (i) adventure: sense of exploration, pleasure, excitement and suspense as to what can be found; (ii) socialization: creating a chance of spending time with friends and family; (iii) bonus: a way to relax or cheer up, think about other things and forget the day-to-day problems, making one feel special, acting as a reward; (iv) inspiration: a shopwindow generates inspiration, updates on fashion, trends and technology. It is like a hobby; (v) to others: buying to others is more pleasant, giving a gift and find something really special that the person likes is a huge satisfaction, and; (vi) opportunity: it is like a game in search for deals and opportunities where the goal is to spend the money in the best way possible. Soars (2003) states that shoppers who feel smart, inspired and positive are the ones who spend more time in the store and buy more, driven also by the psychology of time perception. He adds that the shopping experience and time savings are as important to a shopper as money, because when shoppers enjoy the shopping trip and buy what they planned more quickly than expected, finding products easily, they get positive, and therefore, more prone to spend higher at the retailer, as if there was a symbiosis between what they are doing as shoppers and what the environment is doing for them. Thus, the challenge is to create an environment where shoppers perceive a unique relationship with the store. The literature review was important to understand the concepts of value that is the essential point of this study; the means-end theory to learn how to identify them by field research and the shopping motivation as the initial flash that triggers all the process.

## **METHODOLOGY, ANALYSIS AND RESULTS OF THE FIELD RESEARCH**

The present study employed the laddering technique through the means-end chain theory, mapping the elements forming value. Laddering is a qualitative research technique used to understand the behavior that has been used especially in marketing to explore personal opinions, attitudes, beliefs, and mainly in studies on customer value because it enables the discovery of attributes, consequences and personal values in a structured and deep manner (Veludo-de-Oliveira, and Ikeda, and Campomar 2006). Laddering refers to an in-depth discussion that focuses on the connections between personal values and the process of choice (Gutman 1991). According to Veludo-de-Oliveira, and Ikeda (2008), laddering follows the primary meaning of the technique which is to go through the most superficial to the deepest level, from the most concrete to the most abstract and from the most tangible to the most conceptual. Reynolds, and Gutman (1988) state that the respondents have to feel like they were on a journey of self-discovery and that the purpose of the trip is to revisit the common experiences and examine the premises and desires to conduct seemingly simple choices. The means-end chain, through the identification of attributes (that is, objective characteristics), consequences (benefits earned) and personal values (deep motivations), can help identify the factors that generate value, from the most objective aspects (attributes) to the most subjective (personal values). Customer value differs from personal values, but the first is driven by the second profoundly, thereby being interconnected. By thinking in a more tangible plan of actions based on what shopper values, the consequence, that is, the benefit, is one of the main points of attention, since the value, according to the definition of several authors mentioned in the paper, is obtained by means of the list of benefits obtained compared to the cost involved in the process as a whole. Value is created through the delivery of benefits that help consumers achieve their goals (Flint, and Woodruff, and Gardial 1997). The research was conducted in the first half of 2012 and performed with 15 shoppers, mothers of children from 2 to 8 years old, residents of Greater São Paulo, Brazil, belonging to the higher groups of economic classification named B1, A2 or A1 (ABEP 2009) who visited at least three times a toy store in the six months preceding the interview. The data collection occurred through in-depth interviews. In the present study, the shopper is the mother who often has different goals from the consumer, which in this case is predominantly the child. The consumer has a great influence on the purchase (especially children above four years old), regardless of their presence. The great expectation of the shopper is the satisfaction of the child, awakening their desire. On the other hand, the search for something that helps in the education and development of the consumers (children) proved to be a priority in the choice process. That is, it is the interest of the consumer (child) occurring together with the interest of the shopper, which in this case is the mother concerned with the education process of the child. The interviews resulted in 155 ladders, there were constructed using a content analysis technique, with an average of 10 ladders per respondent. The content analysis generated a total of 52 elements in the value chain: 16 concrete attributes, 8 abstract attributes, 8 functional consequences, 7 psychological consequences, 7 instrumental personal values and 6 terminal personal values. All elements have gained a meaning based on the interviews. After obtaining the elements as the total result of the interview, this study followed the technique of analysis and interpretation proposed in the laddering, which consisted of: (i) construction of the

implication matrix that summarize the direct and indirect relations among the different elements (ii) construction of the hierarchical value map (HVM), Illustration 3, where it is possible to observe in a visual manner the priority connections among the elements generating shopper value, at the end, (iii) identification of dominant perceptions. Each element had a code as an address to make it possible to process the primary data. The laddering data processing make this qualitative technique looks like a quantitative technique. The implication matrix was constructed in order to analyse how strong the connection between the elements was. The ones with less than 4 respondents (27%) connecting them were ignored in order to build the HMV. The hierarchical value map (HMV) made possible to see the connections between the elements in a graphical way, as shown in Illustration 3. The code above each element is related to their identification, and the number below is the frequency that they appear in the ladders. After the HMV construction, the dominant perceptions were identified, because they are the ones that made the shopper value findings more consistent. This step was of the most exhausting on the analysis, once the HMV had 259 chains as possibilities and it had to be measured individually in order to obtain the strongest chains. Through the most representative chains, it was possible to obtain the representations for the meaning of shopper values in the toy shopping experience.

The functional consequences (elements C) identified in the representative chains were the center of the shopper value construction, moved by attributes (tools) and by personal values (deep motivation) in order to set their meaning. The main representations of shopper value in the toy shopping experience were groped into six major topics: i) the toy store is a means to obtain stimuli that assist child development (C4 element); (ii) the magical and playful stimuli evoke memories and fantasies (C6 element); (iii) time and money are important resources upon purchase (C1 element); (iv) the toy has to trigger child's desire (C3 element); (v) the variety offered is important to support the choice (C5 element); and (vi) the feeling of making a good purchase is a desired factor (C7 element). The Illustration 4 presents subtopics with the elements linked to them.

The shoppers often have little clarity about what can be bought and start a search and inspiration process. The search for inspiration on what to buy seemed to be relevant in the profile of store studied and a demotivating factor of the development of online shopping. The shopper wants to be seduced in the store by magical stimuli, an atmosphere that leads to the fantasy and reminds them of their childhood. Many shoppers also seek the store as a means of recreation for their children, a way of entertainment that does not necessarily need to result in a purchase process, thus supporting the trend of hedonic shopping trips. Therefore, we see a high incidence of recreational shoppers (Kaltcheva, and Weitz 2006; Korgaonkar, and Bellenger 1980) who feel pleasure in the act of purchasing and want more than just saving time and money, they engage in unplanned shopping and are interested in finding information. On the other hand, there are those who avoid taking their children to the stores, because even getting involved with the environment, they seek a more practical aspect and focus on solving a task, which usually refers to buying gifts. This task is motivated by a search for confidence in the process of choice, as well as the savings of time and money resources. The research proved the assertion of Soars (2009), which describes that shoppers often have a rational reason to make their purchases, but subconsciously, their emotions play an important role.

The toy store is seen as a place of entertainment, fun and imagination, and that is why the main associations made are positive. There are shoppers who seek the store as a leisure program for the family and those who avoid them when they are with their children, as they are required to set limits with relation to their purchases. Children play a large degree of influence on purchases, often leaving mothers with the function of approval or veto. Brick and mortar stores are the preferences for shopping toys and shoppers seek online stores only if they want something specific and difficult to find in the brick and mortar store, as they like to touch and see the actual product before purchase.

## CONCLUSIONS

The present study supports the definition of authors concerning the need of a holistic view in order to reach a superior customer value (Holbrook, 1996; 1999, Woodruff and Gardial, 1996, Sheth *at al.* 1991b). The concept of value is very important to marketing, but it is often used generically reflecting little clarity on how to reach it. Delivering shoppers what they want goes beyond the delivery of attributes; it goes beyond a practical delivery; it is also the delivery of the feelings and personal values.

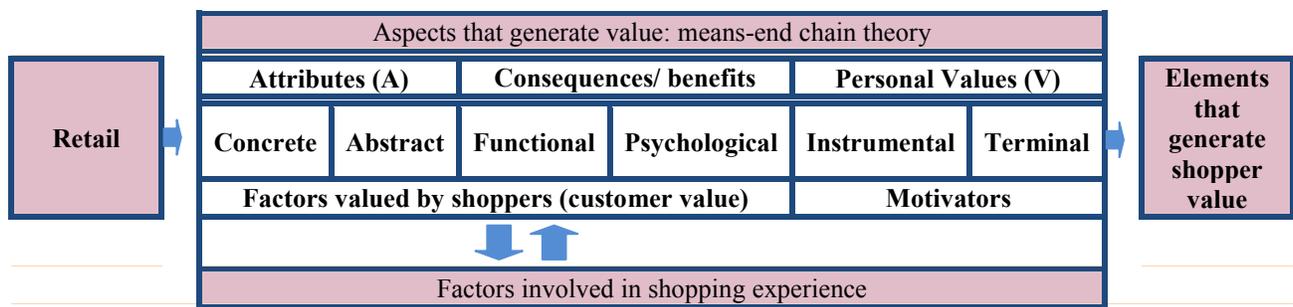
The literature review supported the problem recognition and was fundamental to the study in order to organize the findings. The result of the field research supported the creation of major representations showed in Illustration 4 (vision on what has to be done) and Illustration 5 (how to do it). The Illustration 5, shows the priority elements identified in the laddering study, and displays some possible actions for retailers to create strategies that generate shopper value. The creation of shopper value is represented by the benefits (consequences). These benefits delivered through the consequences of the attributes (or

performance tools in retail) are largely responsible for the creation of shopper value during their shopping experience. Illustration 5 presents a practical translation of: (i) what to develop in the store (concrete attribute); (ii) the focus of the offer (abstract attribute); (iii) what to deliver (functional consequences); (iv) the feeling that must be aroused (psychological consequences); (v) the drivers of behavior (instrumental personal value); and, finally, (vi) the deep motivations (terminal personal value).

It can be observed that retail does not create value only through the exchange of products for money, but in its full shopping experience that includes tangible and emotional factors. Interestingly, the research through the methodology adopted provides not only the answer on **what to do**, but also **how to do**. For example, aiming to increase the information in the store may seem very comprehensive, so it is necessary to determine how a retailer can do this. That is, what is the way of action and feeling that it should cause? To increase the customer value, one should not think only in practical ways, but also in the feelings that the “how” of the action should stimulate.

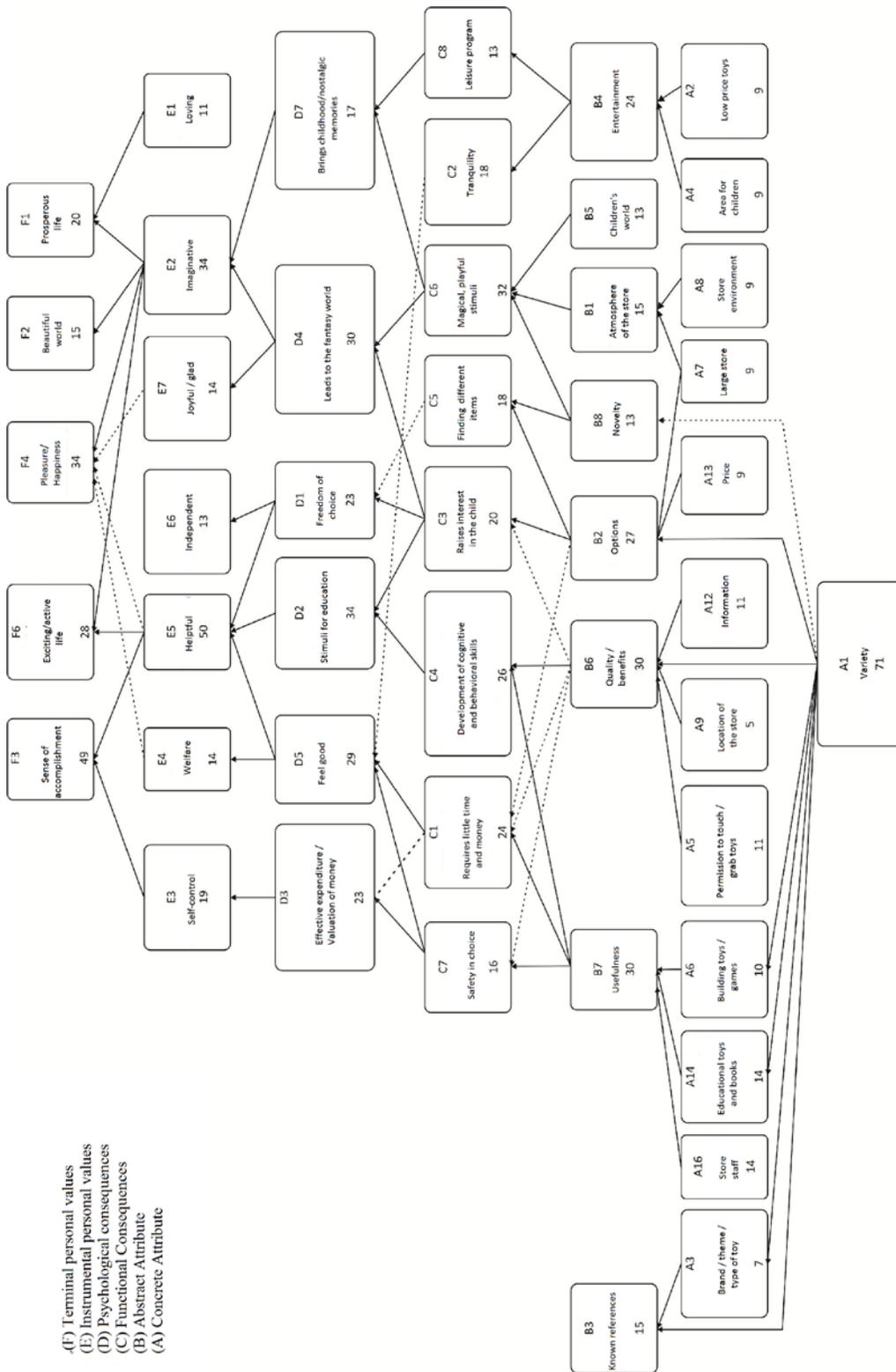
Finally, we understand that the in-store experience is the result of several factors that jointly affect the shopper value so a holistic perspective in the evaluation of the store and its effects is crucial. It is necessary to evaluate the aspects that make up the full shopping experience in-store in an integrated way, since they are interrelated. The customer value is a subject still little explored in the retail sphere, with opportunities for additional contributions that could bring new information to the academic community and to the retailers and so to become increasingly competitive, delivering a superior service to its target audience and consequently improving its results.

**ILLUSTRATION 1**  
**Theoretical scheme of the study**



**ILLUSTRATION 2**  
**Concepts of value**

Customer lifetime value	Also called customer equity. It is the total of the discounted lifetime values of all the firm's customers (RUST et. al., 2001). It's a company's perspective.
Customer value	Customer value is the evaluation of the usefulness of a product based on the perception of what is given in return for what is received, that is, an equation between the costs and benefits involved in the exchange process (ZEITHAML, 1988). It is a customer's perspective.
Customer's personal value	Personal values are the center, core, beliefs that drive the customer behavior in various situations; they are long lasting and independent of the shopping situation or product use. They are motivators that drive customers in the exchange process (FLINT; WOODDRUFF, 2001). It is a customer's perspective.



**ILLUSTRATION 3**

**Hierarchical map of value (HMV) in toy shopping experience**

Notes: 1. Dotted lines = crossed lines 2. The elements A15, A10, A11, D6 and F5 are not present in the chains, as they do not have representative connections for their formation. In addition, the elements A3, B3 and E6 do not result in terminal values and are therefore invalid.

**ILLUSTRATION 4**  
**Major representations of shopper value in toy shopping experience**

1. Toy store is a means to obtain stimuli that assist child development.
  - a) The quality and benefits of the variety offered as a means to obtain stimuli,
  - b) The importance of the presence of toys interpreted as useful as well as educational toys, books, games and toys to assemble in the variety of the store.
  - c) The information and store staff as a means to facilitate the search for stimuli.
2. Magical and playful stimuli evoke memories and fantasies.
  - a) The fantasy world
  - b) When I was a kid, it was like this..
3. Time and money are important resources when shopping.
  - a) Expensive gifts only on special occasions.
  - b) Time is worth a lot
4. The toy has to trigger child's desire
  - a) Something that develop child in a fun way.
  - b) Freedom and imagination to arouse the desire of the child
5. The variety offered is important to support the choice.
6. The feeling of making a good purchase is a desired factor.
  - a) Costs and benefits involved in the purchase.
  - b) The importance of effective communication in the store.

SOURCE: Representation proposed by the authors.

**ILLUSTRATION 5**  
**Possible actions of toys' retailers that generate shopper value**

		<b>Priority elements</b>
<b>Tools (Attributes)</b>	What to develop in the store? (Concrete Attribute)	Assortment; Permission to touch/grab toys; Building toys/games; Location of the store; Information; Price Educational toys and books; Store staff
	Focused on the offer of (Abstract Attribute)	Options; Quality/benefits; Usefulness; Novelty
<b>What has value to the shopper in the shopping experience (Consequences)</b>	Aiming to deliver the following benefits in the shopping experience and products found ... (Functional Consequences)	Lower expenditure (time and money); Arouse the child's interest; Products that develop the cognitive and behavioral skills; Find different items; Magical, playful stimuli; Safety in the choice
	That makes the shopper feel.... (Psychological Consequences)	Freedom of choice; Stimuli for education; Effective expenditure / valuation of money; Stimulus to the fantasy world; Welfare; Memory of childhood- nostalgic
<b>Drivers (Personal values)</b>	The behavior Is driven by... (Instrumental Personal Value)	Imagination Self-control Effectiveness (Helpful) Joy, satisfaction
	For its deeper motivation is the search for... (Terminal Personal Value)	Prosperous life; Beautiful world; Sense of accomplishment; Pleasure/happiness; Exciting/active life

SOURCE: Representation proposed by the authors.

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