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Behavioral tendencies of known catalog buyers

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Behavioral tendencies of known catalog buyers

Abstract

According to the Direct Mail/Marketing Association, more than five billion catalogs were mailed in 1982 and mail orders generated approximately 40 billion dollars in consumer sales mostly from catalogs. This is a very large increase compared to earlier years (Time, 1982). The increase in catalog consumers is due to several factors, one being the sophistication of computer systems. Computers have provided catalog firms with a method of targeting their mailings to specific groups or types of individuals.

BEHAVIORAL TENDENCIES OF KNOWN
CATALOG BUYERS

A Research Paper
Submitted to
The Department of Curriculum and Instruction
In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

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University of Northern Iowa
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has been approved as meeting the research paper requirement for the Degree of Master of Arts in Education.

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CHAPTER 1

Introduction

According to the Direct Mail/Marketing Association, more than five billion catalogs were mailed in 1982 and mail orders generated approximately 40 billion dollars in consumer sales mostly from catalogs. This is a very large increase compared to earlier years (Time, 1982).

The increase in catalog consumers is due to several factors, one being the sophistication of computer systems. Computers have provided catalog firms with a method of targeting their mailings to specific groups or types of individuals.

Direct Mail Advertising and Selling for Retailers (1978) states that:

The science of analysis of customer purchasing habits is in its relative infancy. Nevertheless, there is enough evidence at hand to demonstrate quite clearly that the lifestyle, the income, the credit record, the type of housing, the family situation and many more factors which are subject to identification and traceability do provide the merchant with an unequalled potential for marketing the right merchandise . . . at the right time . . . to the right consumer. (pp. 21-22)

This paper contends that catalog consumers also have certain behavioral tendencies which if identified can help catalog marketers narrow the field even more. In order to identify these behavioral tendencies, it is necessary to use a behavioral profile system.

The hypothesis of this study suggests that individuals who buy merchandise from catalogs have certain behavioral tendencies. The behavioral tendencies of known catalog buyers were identified by the use of John Geier's Personal Profile System.

The interpretations from the Personal Profile System can be used by catalog marketers to target the consumers who are most likely to buy from catalogs. This information can also be used by direct marketers to determine the best response months and to improve catalog design and copy.

In this study, direct marketing is defined as, "The process whereby a seller makes an offer in such a way the prospect can accept it without intervening steps" (Kueter, 1982, p. 2).

Catalog marketing is defined as, "A merchandising process utilizing a book or booklet showing merchandise with descriptive details and prices" (Stone, 1979, p. 356).

Catalog is defined as, "A book or booklet showing merchandise with descriptive details and prices" (Stone, 1979, p. 356).

Mail order is defined as, "A method of conducting business wherein merchandise is offered by mail, orders are received by mail and/or merchandise is shipped by mail" (Stone, 1979, p. 359).

Mail order buyer (Stone, 1979) refers to a person who orders and pays for a product through the mail. In this study it also includes those who use the telephone or telegraph to order merchandise.

Catalog buyer refers to a person who has bought products from a catalog. Catalog buyer and mail order buyer are used interchangeably.

Behavioral tendencies are defined (Geier, 1979) as distinct ways of thinking, feeling, and acting. These tendencies reflect individual identities.

CHAPTER 2

Review of the Literature

"The mail order buyer is a unique person. Even conservative estimates indicate at least half of the buying public--and even larger portions of the more affluent market segments--feel comfortable today purchasing from mail order catalogs" (Stone, 1979, p. 223). Why do these people buy from catalogs? Aside from the fact that many people genuinely like buying by mail, there are several other factors that contribute to the upward trend in catalog sales.

Changing lifestyles is a major factor which accounts for this boom in catalog selling. For example, more women today work outside the home. They don't have the time or desire to drive to a shopping area, find parking space, walk through stores, and then wait in line for service. These women prefer to shop at home at their leisure by thumbing through a catalog and ordering what they like.

Consumers today find that catalogs offer more complete selections, often lower prices, credit availability, better product descriptions, novelty items, iron clad guarantees, and they also save time.

The growth of specialty catalogs has made a more complete selection of merchandise available to consumers. These specialty catalogs can offer more items than most retail stores can stock. According to Bob Stone (1979), "Catalog buyers feel secure in ordering from catalog firms which offer a wide selection of merchandise in their specialty" (p. 225).

Catalog prices (Tuhy, 1980) tend to be competitive with conventional retailers. Sometimes mail order merchandise is cheaper

than similar store-bought goods. For example, L. L. Bean in Freeport, Maine marks products up 70%; clothing stores commonly add 100%.

The availability of credit (Stone, 1979) has influenced the consumer positively toward catalog buying. Most catalogs today offer charge privileges through bank cards or travel-and-entertainment cards such as American Express and Diners Club. The availability of credit has also made possible the purchase of high priced items via catalogs.

"Many direct-mail marketers specialize in one category of goods and offer expertise and service that department stores often lack" (Tuhy, 1980, p. 128). Many catalog fans believe (Morrison, 1981) that department store salespeople are not knowledgeable enough to help with questions they might have. On the other hand, the better catalogs offer carefully pre-selected merchandise with a precise description of each item.

Buying through a catalog lets consumers purchase items that are unique and difficult to obtain elsewhere. "Handmade bayberry candles from New England, superlative fruit from Oregon, specialty items-- from hard-to-get tools to blackwool for handweaving--are all available to us without our ever having to leave the house" (Tilling, 1979, p. 28).

There are many types of guarantees but the most common was originated in the 19th century by Sears and Wards stating, "Satisfaction guaranteed or your money back." "It was the money-back guarantee that was probably more responsible for the firm's huge success than any other single factor, for in those days a guarantee was unheard of" (Brandell, 1981, p. 210). This type of guarantee holds

true with virtually all of today's catalogs. If the mail orderer makes a bad decision or asks for the wrong size, everything can be returned even lingerie from Victoria's Secret (Morrison, 1981, p. 131).

Because of the changing lifestyles, consumers today don't have time to shop. The catalog allows the consumer to shop at leisure from his/her home. Since many catalog firms accept credit cards and have 24-hour toll-free numbers, ordering is no longer time consuming. Many firms also promise shipment within 24 to 36 hours. If plans progress to develop shopping via TV, (Stone, 1979) the ease of ordering and speed of shopping will take another giant step forward.

All of these factors have contributed to the increased interest and participation in catalog buying but do catalog buyers differ from retail buyers? The Small Business Administration classifies mail buyers this way:

1. Those interested in novelties. They want something different from their neighbors. These people look over magazines for items that appeal to them. Frequently they find products, relatively inexpensive, of novel appearance and design.
2. Those pursuing a hobby or some particular line of interest. Included here are such groups as home gardeners, stamp collectors, how-to-do-it enthusiasts, and many others.
3. Those who buy by mail as a matter of convenience. They find it easier to buy by mail, and especially so if they live in a location removed from adequate shopping facilities. Often they send away for merchandise to benefit from a wider selection. They fill much of their staple goods needs in this way.
4. Those who buy by mail purely for what they consider a price advantage. They look over mail-order catalogs and also the advertisements of stores in their area or farther away to make comparisons and selections in the same manner that women shop for bargains in the local stores. (Simon, 1976, p. 12)

Yes, the Small Business Administration has described the catalog consumer but what other characteristics do they have that separate them from retail consumers? Does the catalog buyer have certain behaviors or behavioral tendencies that differ from behavior or behavioral tendencies of the conventional retail buyer?

One system which direct marketers use to understand the people they want to reach is VALS. VALS is short for values and lifestyles. It is a way of viewing people on the basis of their attitudes, needs wants, beliefs, and demographics. VALS is a system that relies on the findings of developmental psychology and attempts to develop a comprehensive framework for characterizing the lifestyles of Americans.

VALS can also be applied in product development, packaging, and design. The attitudes, activities, demographics, needs, and hopes of the target audience are defined. The next step is identifying the important dimensions that are relevant to the product so a multidimensional consumer profile can be prepared.

This system identifies nine lifestyles which are segmented into the following categories:

1. Survivors
2. Sustainers
3. Belongers
4. Emulators
5. Achievers
6. I-am-me
7. Experiential
8. Societally conscious
9. Integrated

Each of these nine types has certain characteristics, which if known by direct marketers, can be applied when designing any direct marketing

strategy including the creation of catalogs. Knowing this type of information helps target the market more specifically.

The value of the VALS system is the structure it creates and its orientation towards people. "If marketers are in the process of communication, they have to understand what makes people tick" (Holman, 1983, pp. 4, 5).

Geier's Personal Profile System is similar to the VALS in that it also identifies individual differences in people. "All of us have developed behavioral patterns--distinct ways of thinking, feeling, and acting. The central core of our patterns tends to remain stable because it reflects our individual identities" (Geier, 1979, p. 1). This system like the VALS also provides a framework for looking at human behavior. It interprets respondent's needs, attitudes, hopes, and desired environmental factors such as security and social recognition.

By using the Personal Profile in this research, the results can be used to determine the behavioral tendencies of individuals who order merchandise from catalogs.

CHAPTER 3

Method

Data for this research was obtained from 119 college students attending the University of Northern Iowa. Of these students, 79 were in 24:031 Audio Visual Communication, and 40 were in 24:131g Resources for Communications.

The classes included both males and females in the 19-23 year old age range. The majority of these students live on the college campus and are from rural Iowa backgrounds. These students were chosen to participate in this research because a high percentage of them had ordered merchandise from catalogs.

Dr. John Geier's Personal Profile System, published by Performax Systems International, Inc., (1979) was the instrument selected to interpret the behavioral tendencies of this group of students. Geier developed this system to solve the problem of how to individualize learning and increase self-awareness. It is commonly used in work situations, such as financial and medical offices and institutions to help people work together and develop a common language of understanding.

The interpretation of the instrument involves three stages and progresses from general to specific. The end result of the interpretation is the identification of individual behavioral patterns.

The Personal Profile was distributed to the students at the beginning of their class. They were instructed to identify from each of the 24 sets of adjectives, one that was most characteristic and one that was least characteristic of herself or himself in a familiar

environment. The interpretation of this information was then divided into the three interpretive stages.

Stage 1

Stage 1 identifies four dimensions of behavior and categorizes them in the following order:

1. D or Dominance;
2. I or Influencing;
3. S or Steadiness or cooperation with others;
4. C or Compliance or promotion of quality in products or service.

The basis of interpretation for this stage is the highest plotting point in Graph III. The interpretation contains general highlights and includes the following:

1. Description:
 - A. This person's tendencies include:
 - B. This person desires an environment which includes:
2. Action Plan:
 - A. This person needs others who:
 - B. To be effective, this person needs:

There are three graphs which were plotted for each individual. Graph I exhibits the behavior expected by others and involves those adjectives that the respondent feels most describes herself or himself in a given situation. Graph II represents the behavior exhibited as an instinctive response to pressure and involves those responses selected by the respondent that least describes herself or himself in a given situation. The difference between Graph I and Graph II is represented in Graph III, and is considered to be indicative of the

individual's self-perception. Graph III was the only graph which was plotted for the respondents in this research since it represents the individual's self-perception. This self-perception indicates the individual's behavioral tendencies.

Stage II

Stage II is referred to as a dimensional intensity index and involves an index of words which are revealed on the basis of plotting point levels of each of the DISC dimensions. The words which are revealed reflect the individual's tendencies on each dimension. The result is an emerging pattern of the individual's work behavioral style. It is further personalized by the respondent agreeing or disagreeing with each word. This stage was not completed in this study since work behavioral tendencies were not relevant to this research.

Stage III

Stage III represents classical profile patterns which consider the interaction among the four plotting points on the DISC scales. Patterns, identified by the degree of difference in the positional relationship among the plotting points, are listed in the graph reference tables in the back of the Personal Profile System booklet. Consideration of the plotting point relationships for the profile graphs results in interpretations under the following headings:

- ° Emotions: your usual "feeling" state.
- ° Goal: where you feel "right" with the world.
- ° Judges others by: the basis of your associations and hiring practices.
- ° Influences others by: your impact on others.
- ° Value to the organization: your unique contribution.
- ° Overuses: how your strengths can become weaknesses.

- ° Under pressure: often in your "blind" area.
- ° Would increase effectiveness with more: for maximum success. (Geier, 1979, p. 6)

Graphs for Stage III were completed for each respondent in this study. The highest point on this graph indicates if the individual has the behavioral tendencies of a DIS or C individual. An example of the graph used is located in Appendix B.

Before the instruments were distributed to the students, they were informed of the following:

1. The research was being done as an M.A. requirement and the data was strictly anonymous.
2. The research was being done in an effort to target catalog buyers and to better design catalogs.
3. If they did not want to participate in the research, they were assured that they did not have to complete the forms.

This research consisted of the descriptive questionnaire (Geier, 1979) in Appendix A which involves an analysis of behavioral patterns which reflect distinct ways of thinking, feeling, and acting. The research did not require that the respondents' sex be identified so they were not asked to state it on the form.

The response form was completed in the classroom by the student who was to view herself or himself in a familiar environment. A word was selected in each of the 24 groups of adjectives that most described the respondent and a word that least described the respondent in that environment.

In addition to completing the Personal Profile form, the students were asked to identify how many times they had ordered from a catalog,

the amount spent on the order, and the month they ordered. These questions were on the back of the instrument, Appendix A.

The returned forms were analyzed by the researcher from a key. The questions about catalog orders were tallied according to the number of times the respondent ordered from a catalog, the last month they ordered, and the average cost of their order.

The collected data was divided into the DISC categories and a comparison was made between the DISC score and the respondents' catalog buying behaviors. The results are discussed in Chapter 4.

CHAPTER 4

Findings

Of the 119 students who responded to Geier's Personal Profile form, 76 indicated that they had ordered merchandise from catalogs. The remaining 43 students responded to the form but they had not ordered merchandise. Since the hypothesis of this study suggested that individuals who buy merchandise from catalogs had certain behavioral tendencies, this research was interested only in the 76 students who had ordered from catalogs.

Graph III, a summary graph which combines the information from Graphs I and II, was plotted for each of the respondents. This graph indicates their self-perception. It is the graph which is referred to in the findings and analysis of this paper.

Table 1

Types of Individuals who Ordered from Catalogs and Number of Times Ordered

Times Ordered	D	I	S	C	Totals
6-10		2	2	3	7
4-5		4	7	4	15
1-3	<u>5</u>	<u>21</u>	<u>26</u>	<u>2</u>	<u>54</u>
Totals	5	27	35	9	76

As can be discerned from Table 1, of the 76 respondents more individuals in the S or "steadiness or cooperation with others" category ordered merchandise from catalogs. The I or "influencing of others" category was a close second, C or "compliance" and D or "dominance" were third and fourth. Table 1 also shows that most of the respondents ordered 1-3 times and the least number of times ordered was 6-10.

Table 2 shows that the dollar category ordered from the most was the \$10-\$25 category. Out of the total of 76 individuals, 36 of them ordered merchandise in this category and only 4 individuals spent \$50-\$100.

Table 2

Dollar Amount Spent on Orders

Amount	D	I	S	C	Totals
\$250 and above					
\$100-\$250					
\$50-\$100		1	2	1	4
\$25-\$50	1	7	12	2	22
\$10-\$25	3	13	15	5	36
\$10 or less	<u>1</u>	<u>6</u>	<u>6</u>	<u>1</u>	<u>14</u>
Totals	5	27	35	9	76

The information in this research could also be used by catalog marketers to determine which months students ordered from the most. Table 3 shows that more respondents in this research ordered merchandise from catalogs in August than any other month. October was the second most popular and November was third. The months that had the least responses were January, February, and April.

Table 3

Months Merchandise was Ordered

Month	D	I	S	C	Totals
January			1		1
February	1				1
March	1	1			2
April		1			1
May	1	1	4		6
June	1	3	5	1	10
July		2	3		5
August		7	7	3	17
September		1	2	2	5
October		6	6	1	13
November	1	3	5	2	11
December	—	<u>2</u>	<u>2</u>	—	<u>4</u>
Total	5	27	35	9	76

Chapter 5

Summary and Conclusions

The primary hypothesis of this research suggest that individuals who buy merchandise from catalogs have certain behavioral tendencies. John Geier's Personal Profile System was the instrument used to determine these behavioral tendencies.

The Personal Profile System consists of a form that has 24 sets of four adjectives. From these adjectives, the respondent chose one that was most characteristic and one that was least characteristic of herself or himself in a familiar environment.

A graph was plotted from the information obtained from the form and from this graph it was determined if a person had behavioral tendencies of D I S or C individuals.

The subjects of this research were University of Northern Iowa students who had ordered merchandise from catalogs. The sex of the respondents was not important to this study.

The conclusions of this research showed the following:

1. The majority of individuals who were catalog buyers had the behavioral tendencies of the S or "steadiness or cooperation with others" category.
2. The second largest number of catalog buyers had the behavioral tendencies of the I or "influencing of others" category.
3. The individuals who ordered the least from catalogs were in the C or "compliance" and D or "dominance" categories.
4. The majority of times ordered from catalogs was 1-3 times.

5. The majority of individuals spent between \$10-\$25 on catalog merchandise.

6. More respondents ordered merchandise in August than any other month.

7. The least popular months for ordering from catalogs were January, February, and April.

On the basis of this study, it can be concluded that catalog buyers do have certain behavioral tendencies. These behavioral tendencies are indicative of the S or "steadiness or cooperation with others" category. These individuals' tendencies include:

- Performing an accepted work pattern,
- Sitting or staying in one place,
- Demonstrating patience,
- Developing specialized skills,
- Concentrating on the task,
- Showing loyalty,
- Being a good listener,
- Calming excited people. (Geier, 1979, p. 7)

The second category of catalog buyers includes individuals with I or "influencing of others" behavioral tendencies. These individuals' behavioral tendencies include:

- Contacting people,
- Making a favorable impression,
- Verbalizing with articulateness,
- Creating a motivational environment,
- Generating enthusiasm,
- Entertaining people,
- Desiring to help others,
- Participating in a group. (Geier, 1979, p. 7)

The individuals who did not order very often from catalogs had behavioral tendencies of the C or "compliance" and D or "dominance" categories. Each of these categories includes different tendencies.

The behavioral tendencies of individuals in the C category include:

- Following directives and standards,
- Concentrating on detail,
- Working under controlled circumstances,
- Being diplomatic with people,
- Checking for accuracy,
- Criticizing performance,
- Critical thinking,
- Complying with authority. (Geier, 1979, p. 7)

The behavioral tendencies of individuals in the D category include:

- Getting immediate results,
- Causing action,
- Accepting challenges,
- Making quick decisions,
- Questioning the status quo,
- Taking authority,
- Causing trouble,
- Solving problems. (Geier, 1979, p. 7)

Recommendations

Based on the conclusions of this research, direct marketers should consider the following recommendations:

1. The catalog should give the buyer a feeling of tradition and security by including practical merchandise, that is wearables and necessities.
2. The catalog should be designed in a logical traditional pattern using traditional visuals and copy.
3. The buyer should be provided with a catalog that gives him a feeling of importance. This can be accomplished by using a personalized label and using their first name when corresponding with them.
4. The catalog marketer should show his appreciation of the buyer. This can be done by inserting a personalized thank you note with the order.

5. The catalog marketer should make the buyer feel that he is part of a group by specializing in practical merchandise that is unique to certain groups.

6. The catalog marketer should use copy and visuals that help individuals identify with a certain group.

7. The catalog marketer should reassure the buyer by using guarantees and testimonials of satisfied customers.

8. Catalogs should not include high priced merchandise.

9. The postage and handling costs should be separate and not included in the merchandise price.

10. When marketing to students, the catalog marketer should remember that students have more money in August before they start school and less during January, February, and April when they are attending school. This means that catalogs should be sent to them in July so orders can be placed in August in preparation for school.

The catalog marketer who is aware that catalog buyers have behavioral tendencies that are different than retail buyers, have certain marketing advantages. They can target their buyers more successfully and create and design more effective catalogs.

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APPENDIX A
DESCRIPTIVE QUESTIONNAIRE

MOST LEAST		MOST LEAST		MOST LEAST		MOST LEAST					
gentle	<input type="radio"/>	<input type="radio"/>	7 fussy	<input type="radio"/>	<input type="radio"/>	13 aggressive	<input type="radio"/>	<input type="radio"/>	19 respectful	<input type="radio"/>	<input type="radio"/>
persuasive	<input type="radio"/>	<input type="radio"/>	obedient	<input type="radio"/>	<input type="radio"/>	life-of-the-party	<input type="radio"/>	<input type="radio"/>	pioneering	<input type="radio"/>	<input type="radio"/>
humble	<input type="radio"/>	<input type="radio"/>	unconquerable	<input type="radio"/>	<input type="radio"/>	easy mark	<input type="radio"/>	<input type="radio"/>	optimistic	<input type="radio"/>	<input type="radio"/>
original	<input type="radio"/>	<input type="radio"/>	playful	<input type="radio"/>	<input type="radio"/>	fearful	<input type="radio"/>	<input type="radio"/>	accommodating	<input type="radio"/>	<input type="radio"/>
attractive	<input type="radio"/>	<input type="radio"/>	8 brave	<input type="radio"/>	<input type="radio"/>	14 cautious	<input type="radio"/>	<input type="radio"/>	20 argumentative	<input type="radio"/>	<input type="radio"/>
god-fearing	<input type="radio"/>	<input type="radio"/>	inspiring	<input type="radio"/>	<input type="radio"/>	determined	<input type="radio"/>	<input type="radio"/>	adaptable	<input type="radio"/>	<input type="radio"/>
stubborn	<input type="radio"/>	<input type="radio"/>	submissive	<input type="radio"/>	<input type="radio"/>	convincing	<input type="radio"/>	<input type="radio"/>	nonchalant	<input type="radio"/>	<input type="radio"/>
sweet	<input type="radio"/>	<input type="radio"/>	timid	<input type="radio"/>	<input type="radio"/>	good-natured	<input type="radio"/>	<input type="radio"/>	light-hearted	<input type="radio"/>	<input type="radio"/>
easily led	<input type="radio"/>	<input type="radio"/>	9 sociable	<input type="radio"/>	<input type="radio"/>	15 willing	<input type="radio"/>	<input type="radio"/>	21 trusting	<input type="radio"/>	<input type="radio"/>
bold	<input type="radio"/>	<input type="radio"/>	patient	<input type="radio"/>	<input type="radio"/>	eager	<input type="radio"/>	<input type="radio"/>	contented	<input type="radio"/>	<input type="radio"/>
loyal	<input type="radio"/>	<input type="radio"/>	self-reliant	<input type="radio"/>	<input type="radio"/>	agreeable	<input type="radio"/>	<input type="radio"/>	positive	<input type="radio"/>	<input type="radio"/>
charming	<input type="radio"/>	<input type="radio"/>	soft-spoken	<input type="radio"/>	<input type="radio"/>	high-spirited	<input type="radio"/>	<input type="radio"/>	peaceful	<input type="radio"/>	<input type="radio"/>
open-minded	<input type="radio"/>	<input type="radio"/>	10 adventurous	<input type="radio"/>	<input type="radio"/>	16 confident	<input type="radio"/>	<input type="radio"/>	22 good mixer	<input type="radio"/>	<input type="radio"/>
obliging	<input type="radio"/>	<input type="radio"/>	receptive	<input type="radio"/>	<input type="radio"/>	sympathetic	<input type="radio"/>	<input type="radio"/>	cultured	<input type="radio"/>	<input type="radio"/>
will power	<input type="radio"/>	<input type="radio"/>	cordial	<input type="radio"/>	<input type="radio"/>	tolerant	<input type="radio"/>	<input type="radio"/>	vigorous	<input type="radio"/>	<input type="radio"/>
cheerful	<input type="radio"/>	<input type="radio"/>	moderate	<input type="radio"/>	<input type="radio"/>	assertive	<input type="radio"/>	<input type="radio"/>	lenient	<input type="radio"/>	<input type="radio"/>
joyful	<input type="radio"/>	<input type="radio"/>	11 talkative	<input type="radio"/>	<input type="radio"/>	17 well-disciplined	<input type="radio"/>	<input type="radio"/>	23 companionable	<input type="radio"/>	<input type="radio"/>
precise	<input type="radio"/>	<input type="radio"/>	controlled	<input type="radio"/>	<input type="radio"/>	generous	<input type="radio"/>	<input type="radio"/>	accurate	<input type="radio"/>	<input type="radio"/>
nervy	<input type="radio"/>	<input type="radio"/>	conventional	<input type="radio"/>	<input type="radio"/>	animated	<input type="radio"/>	<input type="radio"/>	outspoken	<input type="radio"/>	<input type="radio"/>
even-tempered	<input type="radio"/>	<input type="radio"/>	decisive	<input type="radio"/>	<input type="radio"/>	persistent	<input type="radio"/>	<input type="radio"/>	restrained	<input type="radio"/>	<input type="radio"/>
competitive	<input type="radio"/>	<input type="radio"/>	12 polished	<input type="radio"/>	<input type="radio"/>	18 admirable	<input type="radio"/>	<input type="radio"/>	24 restless	<input type="radio"/>	<input type="radio"/>
considerate	<input type="radio"/>	<input type="radio"/>	daring	<input type="radio"/>	<input type="radio"/>	kind	<input type="radio"/>	<input type="radio"/>	neighborly	<input type="radio"/>	<input type="radio"/>
joyful	<input type="radio"/>	<input type="radio"/>	diplomatic	<input type="radio"/>	<input type="radio"/>	resigned	<input type="radio"/>	<input type="radio"/>	popular	<input type="radio"/>	<input type="radio"/>
harmonious	<input type="radio"/>	<input type="radio"/>	satisfied	<input type="radio"/>	<input type="radio"/>	force of character	<input type="radio"/>	<input type="radio"/>	devout	<input type="radio"/>	<input type="radio"/>

What is the number of times within the last year you ordered merchandise from a catalog?

0 _____
1-3 _____
4-5 _____
6-10 _____

When was the last time you bought merchandise from a catalogue?
Month _____

What is your average catalogue order?

\$10 or less _____
\$10-\$25 _____
\$25-\$50 _____
\$50-\$100 _____
\$100-\$250 _____
\$250 and above _____

APPENDIX B

GRAPH

GRAPH III behavior
self-perception

DIFFERENCE



28	-20	+17	+19	+15	6
27	+16	+9	+11	+7	
26	+15	+8	+10	+6	
25	+14	+7	+9	+5	
24	+13	+7	+8	+4	
23	+12	+6	+7	+4	
22					
21	+10	+5	+5	+3	5
20	+9	+4	+4	+2	
19	+8	+3	+3	+1	
18					
17	+7	+2	+2	+0	4
16	+5	+1	+1	-1	
15	+3	+0	+0	-2	
14	+1	+0	-1	-2	
13	+0	-1	-2	-3	3
12	-2	-2	-3	-4	
11	-3	-3	-4	-5	
10					
9	-4	-4	-5	-6	2
8	-6	-5	-6	-7	
7	-7	-6	-6	-7	
6	-8	-7	-7	-8	
5	-9	-8	-8	-9	1
4	-10	-8	-9	-10	
3	-11	-9	-10	-11	
2	-13	-10	-11	-12	
1	-14	-10	-12	-16	
	-21	-19	-19	-16	

Segment No. _____

Pattern _____

