**Pearson’s Correlations of the Consumer Decision-Making Style Statements and the Gregorc Mind Styles (n = 333) continued**

<table>
<thead>
<tr>
<th>Consumer Decision-Making Style</th>
<th>Mind Styles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statements</td>
<td>Concrete Sequential</td>
</tr>
<tr>
<td>Recreational/Hedonistic</td>
<td></td>
</tr>
<tr>
<td><em>I make my shopping trips fast.</em></td>
<td>-.01*</td>
</tr>
<tr>
<td><em>Shopping the stores wastes my time.</em></td>
<td>.03*</td>
</tr>
<tr>
<td><em>Shopping is not a pleasant activity.</em></td>
<td>.01</td>
</tr>
<tr>
<td>Brand Conscious, Price Equals Quality</td>
<td></td>
</tr>
<tr>
<td>The well-known national brands are best for me.</td>
<td>.07</td>
</tr>
<tr>
<td>The more expensive brands are usually my choices.</td>
<td>.02*</td>
</tr>
<tr>
<td>The higher the price of a product, the better its quality.</td>
<td>.01*</td>
</tr>
<tr>
<td>Nice department and specialty stores offer me the best products.</td>
<td>.09</td>
</tr>
<tr>
<td>The most advertised brands are usually very good choices.</td>
<td>.08</td>
</tr>
</tbody>
</table>

Table continues
Pearson’s Correlations of the Consumer Decision-Making Style Statements and the Gregorc Mind Styles \( (n = 333) \) continued

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</tr>
</tbody>
</table>

**Perfectionist, High Quality Conscious**

- Getting very good quality is very important to me.  
  \( .02^* \)  
- In general, I usually try to buy the best overall quality.  
  \( .07 \)  
- I make special effort to choose the very best quality products.  
  \( .05 \)  
- *I really don’t give my purchases much thought or care.*  
  \( -.03^* \)  
- My standards and expectations for products I buy are very high.  
  \( .07 \)  
- *I shop quickly, buying the first product or brand I find that seems good enough.*  
  \( -.05^* \)  
- *A product doesn’t have to be perfect, or the best, to satisfy me.*  
  \( .11 \)

*table continues*
### Pearson’s Correlations of the Consumer Decision-Making Style Statements and the Gregorc Mind Styles (n = 333) continued

<table>
<thead>
<tr>
<th>Consumer Decision-Making Style</th>
<th>Mind Styles</th>
<th>Concrete</th>
<th>Sequential</th>
<th>Abstract</th>
<th>Random</th>
<th>Concrete Random</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Careless, Impulsive</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I should plan my shopping more carefully than I do.</td>
<td></td>
<td>-.00*</td>
<td>-.06</td>
<td>.01*</td>
<td>.02*</td>
<td></td>
</tr>
<tr>
<td>I am impulsive when shopping.</td>
<td></td>
<td>-.04*</td>
<td>-.13</td>
<td>.01*</td>
<td>.05</td>
<td></td>
</tr>
<tr>
<td>Often I make careless purchases I later wish I had not.</td>
<td></td>
<td>.05*</td>
<td>-.01*</td>
<td>.01*</td>
<td>-.01*</td>
<td></td>
</tr>
<tr>
<td><em>I take the time to shop carefully for the best buys.</em></td>
<td></td>
<td>.00*</td>
<td>.12*</td>
<td>-.03*</td>
<td>-.08</td>
<td></td>
</tr>
<tr>
<td><em>I carefully watch how much I spend.</em></td>
<td></td>
<td>-.11*</td>
<td>-.08</td>
<td>.07</td>
<td>.05*</td>
<td></td>
</tr>
<tr>
<td><strong>Novelty, Fashion Conscious</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is fun to buy something new and exciting</td>
<td></td>
<td>-.04</td>
<td>-.14*</td>
<td>.14*</td>
<td>.13*</td>
<td></td>
</tr>
<tr>
<td>To get variety, I shop different stores and choose different brands.</td>
<td></td>
<td>-.05</td>
<td>-.18*</td>
<td>.12*</td>
<td>.13*</td>
<td></td>
</tr>
<tr>
<td><strong>Price Conscious, Value for Money</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I buy as much as possible at sale prices.</td>
<td></td>
<td>-.12*</td>
<td>-.07</td>
<td>.14*</td>
<td>-.02*</td>
<td></td>
</tr>
<tr>
<td>The lower price products are usually my choice.</td>
<td></td>
<td>.03*</td>
<td>.06</td>
<td>.04*</td>
<td>-.10</td>
<td></td>
</tr>
<tr>
<td>I look carefully to find the best value for the money.</td>
<td></td>
<td>.03*</td>
<td>.17*</td>
<td>-.04*</td>
<td>-.04*</td>
<td></td>
</tr>
</tbody>
</table>
Pearson’s Correlations of the Consumer Decision-Making Style Statements and the Gregorc Mind Styles (n = 333) continued

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</tr>
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<tbody>
<tr>
<td>Statements</td>
<td>Concrete Sequential</td>
</tr>
<tr>
<td>Habitual, Brand Loyal</td>
<td></td>
</tr>
<tr>
<td>I have favorite brands I buy over and over.</td>
<td>.10</td>
</tr>
<tr>
<td>Once I find a product or brand I like, I stick with it.</td>
<td>.06</td>
</tr>
<tr>
<td>I go to the same stores each time I shop.</td>
<td>.07</td>
</tr>
<tr>
<td>I change brands I buy regularly.</td>
<td>-.01*</td>
</tr>
<tr>
<td>Confused by Overchoice</td>
<td></td>
</tr>
<tr>
<td>There are so many brands to choose from that I often I feel confused.</td>
<td>.00*</td>
</tr>
<tr>
<td>Sometimes it's hard to choose which stores to shop.</td>
<td>.00*</td>
</tr>
<tr>
<td>The more I learn about products, the harder it seems to choose the best.</td>
<td>.04*</td>
</tr>
<tr>
<td>All the information I get on different products confuses me.</td>
<td>-.05</td>
</tr>
</tbody>
</table>

Note: Italicized statements were reverse-scaled in the statistical analysis. Thus, if a correlation is negative, it represents an inverse relationship as with the non-reverse-scaled statements. Statements were scaled according to 5 = Strongly Disagree, 4 = Disagree, 3 = In Between, 2 = Agree, 1 = Strongly Agree. Negative \( r \) correlations represent inverse relationships.

* Correlation is significant at the \( p < .05 \) level (2-tailed).
Melissa W. Chase

Contact Information
Email: mechase@vt.edu

Education
• Ph.D., Career and Technical Education
• Cognate in consumer education
1999, Virginia Tech, Blacksburg, Virginia
• M.S., Vocational Education
• Special interest in family and consumer sciences education
1987, Radford University, Radford, Virginia
• B.S., Fashion Design
• Special interest in textiles

Employment

• Co-wrote content for newspaper insert as part of a research project with Rutgers University Cooperative Extension and the JumpStart Coalition for Newspaper in Education. This research was funded by the J.P. Morgan Chase Financial Literacy Education Program. The insert’s topics included the following: The time value of money, identity theft, purchasing a new car, predatory lending, and credit card traps. These modules were made available as newspaper inserts through Newspaper in Education during Fall 2003. Data was collected and analyzed
• Assisted in supervision of two Master’s level graduate students in apparel, housing, and resource management during the academic year.
• Assisted in supervision of two Minorities Academics Opportunities Program students for Summer 2003.
• Assisted with writing and editing children and teen financial and consumer education curricula for financial practitioners, educators, and extension faculty. These materials incorporate content and learning activities that are age-appropriate.
• Conducted literature searches for various projects for Virginia Cooperative Extension Specialists in family and consumer sciences.
• Assisted with planning and facilitation of in-service trainings on housing and family and financial management for Virginia extension agents during Spring 2003.
• Coordinated monthly newsletter for management, housing and consumer education extension agents through the Virginia Cooperative Extension Intranet.

- Researched electronic commerce and its impact on family decision-making
- Participated in research project in collaboration with Virginia Tech’s Center for Technology Impacts on Children, Youth, and Families, to develop a Web site for parents on issues concerning children’s stress and fears, especially as they related to September 11, 2001.
- Researched privacy issues for Virginia consumers in electronic commerce
- Developed curriculum materials and distributed to Virginia Cooperative Extension agents
- Developed web site evaluation rubric of Internet-related consumer education curricula
- Produced consumer education publications and fact sheets for Virginia Cooperative Extension
- Provided training to Virginia Cooperative Extension agents in electronic commerce and other consumer education areas as needed
- Monitored trends in electronic commerce, consumer rights, and other pertinent issues as they related to the purchase of consumer products and services
- Interpreted research findings and reported results to Virginia Cooperative Extension agents
- Served as member of Extension State Leadership Team
- Collaborate with outside organizations as needed to provide information related to consumer issues
- Provide leadership to Extension agents to develop curriculum materials, research reviews, presentations, and other additional materials

Assistant Director, Office of New Student Programs, Radford University, August 1999 - August 2001.

- Coordinator of Freshmen In Radford’s Success Track (FIRST)
- Coordinator of Students On the Road To Success (SORTS)
- Supervised Peer Mentor Staff Coordinator, Seven Undergraduate Peer Mentor Staff, and Student Affairs Counseling Graduate Student
- Assisted students in self-assessment throughout semester, especially with learning style types and their impact on academic success
- Initiated appropriate interventions for those in academic difficulty
- Monitored academic and contract obligations
- Referred students to appropriate campus resources
- Provided general advising concerning academic policies
- Participated in Radford University's Academic Advising Committee
- Taught University 100, Radford University's Freshmen Orientation Course to Higher Education. 1 credit hour. A/F credit.
- Worked with Assistant Director of New Student Programs in planning summer orientation for new students and training of student leaders for orientation.
Represented New Student Programs, Radford University Open Houses each Fall semester
Represented New Student Programs, Radford University, Highlander Days, Spring semester

Adjunct Faculty, New River Community College, Dublin, Virginia, Spring 1998
Taught Beginning and Intermediate Microsoft Excel courses

Publications/Presentations/Conferences Attended
Contributing author for “15 Smart Ways to Save at the Supermarket”, October 1, 2003, Family Circle magazine.
Presenter, Basic concepts of consumer education for college students, University 100 courses, Radford University, Fall 2003.


Chase, M. (2002, June). It is a Consumer Jungle Out There! Presentation to Virginia’s 4-H State Congress.


Presenter, Keeping your personal information private. (2002). University 100 courses, Radford University, Fall 2002 and Virginia Tech Residence Education Program, Fall 2002.


Presenter, Tie-Dye Tips and Techniques for Recycling Laundry Mishaps, University 100 courses, Radford University, Fall 2001.


Presenter, *Tie-Dye Tips and Techniques for Recycling Laundry Mishaps*
University 100 courses, Radford University, Fall 2000
Residential Life training session, November 2000.
Attended CareerTrak seminar "How to Handle Conflict in the Workplace", Roanoke Airport Holiday Inn, October 2000.
Attended Lilly Conference on College and University Teaching, sponsored by the International Alliance of Teachers and Scholars, Oxford, OH, November 1998.

**Service**

Presenter, Color and Design in Clothing, Montgomery County 4-H, May, 2003
Coordinated tour of Virginia Tech’s Department of Apparel, Housing, and Resource Management for Montgomery County, VA, 4-H children and teens, April, 2003
Weekly public service announcements (related to online shopping issues), Virginia Tech Visual and Broadcast Communications, 2002.
Contribute to news media releases and articles upon request.
Volunteer and judge, 4-H Fair, New River Valley Mall, August 2002
Judge, Behavioral Sciences, Southwest Virginia Governor's School, Dublin, VA, January 2002
Volunteer, 4-H Fair, New River Valley Mall, August 2001
Leader, 4-H Creative Clothing and Construction Club, February 2001 - May 2001
Judge, Behavioral Sciences, Southwest Virginia Governor's School, Dublin, VA, January 2001
Taught 4-H Wreath-Making workshop to 15 youth, ages 9 - 14, December 2000
Taught 4-H Special Techniques Sewing Seminar to 13 youth, ages 9-14, February 1999
- Taught Tie-Dye Seminar to Virginia Future Farmers of America youth, June 1999
- Taught Tie-Dye Seminar to Vacation Bible School children, ages 9 - 14, Crockett Springs United Methodist Church, July 1999
- Room Judge, 4-H Area Contest, Christiansburg Middle School, March 27, 1999
- Judge, 4-H District Contest, Auburn High School, May 1, 1999
- Judge, 4-H Congress Fashion Revue, June 1999

Memberships

- Association for Career and Technical Education
- Omicron Tau Theta
- American College Personnel Association
- American Association of Family and Consumer Sciences
- American Council on Consumer Interests