Categorising the money management behaviour of young consumers

Jill Bamforth and Gus Geursen

Abstract

Purpose – *Young consumers represent a significant purchasing group, but little is known about how they make money management decisions. This study aims to identify and classify different approaches to money management that may impact purchasing behaviour.*

Design/methodology/approach – *Data from focus groups with 40 respondents between 18 and 24 years were recruited via campus notices across three campuses in a university in Melbourne, Australia.*

Findings – *Based on how respondents accommodated economic, social and psychological influences in their money management approach, the authors identified three distinct approaches to money management: conservative money managers, creative money managers and entrepreneurial money managers.*

Research limitations/implications – *The study is based on a small sample consisting of 40 individuals in Australia.*

Practical implications – *Young consumers share common traits as a group but have diverse attitudes and approaches to money management. The authors identify three distinct approaches to money management based on respondents' management of factors affecting their money management. Companies must consider these differences to effectively approach millennial consumers.*

Social implications – *The indebtedness of young consumers is a common concern in society. Analysis of their approaches to money management offers an opportunity for organisations to support responsible individual money usage amongst young consumers.*

Originality/value – *While exploratory, the current study is the first to consider how differences in money management behaviour in young generations may impact consumer decision-making.*

Keywords *Qualitative methods, Adolescence, Economic socialization*

Paper type *Research paper*

Jill Bamforth is Lecturer at the Faculty of Business and Enterprise, Swinburne University of Technology, Hawthorn, Australia. Gus Geursen is based at the Department of Information Technology and Mathematical Sciences, University of South Australia, Adelaide, Australia.

Introduction

Over half of consumer spending in the USA is attributed to one group of young consumers collectively known as "The Millennials" or "Gen Y", i.e. those born between 1980 and 1999 (US Chamber of Commerce, 2012, p. 2). This group makes up a quarter of the US population and a third of its workforce (US Government Council of Economic Advisors, 2014; US Chamber of Commerce Foundation, 2012). Millennials represent a similar proportion of the Australian population and 22 per cent of the workforce (CIA Factbook Age Structure, 2017; McCrindle, 2014).

In 2012, Millennials directly spent US$200bn in the USA (US Chamber of Commerce Foundation, 2012). Indirectly, Millennials influenced others, such as their parents, to spend US$500bn in the USA (US Chamber of Commerce Foundation, 2012). By 2020, the total spending attributed to Millennials is expected to rise to US$1.4tn annually (US Chamber of Commerce Foundation, 2012; Donnelly and Scaff, 2013). Similar trends are evident in Australia. For example, in 2016, the Nielsen Australian Millennials Report revealed Millennials were worth 7 per cent of the Australian food and grocery retail market, with their market share set to jump to 17 per cent by 2021, accounting for a retail growth of US$6.1bn

Received 20 January 2017
Revised 26 April 2017
Accepted 22 June 2017

The authors are very grateful to Professor Lester Johnson based at the Faculty of Business and Law, Swinburne University of Technology, for voluntarily reading and commenting on this paper. The authors are also most grateful to the input of the two blind reviewers whose input contributed significantly to a better-written paper.

over five years (Price, 2017). This significant spending has occurred despite ongoing pressure on Millennials' income. Millennials "face particularly distinctive economic conditions" that have constrained their money attainment and its usage (Hodson and Dwyer, 2014, p. 1). How Millennials engage with and respond to these constraints has an effect on the amount of money available for consumer spending.

Much of the academic literature on the money management behaviour of Millennials focuses on the interrelationships between financial literacy, credit usage, debt management, academic achievement and wellness (Atkinson and Kempson, 2004; Beal and Delpachitra, 2003; Danes and Haberman, 2007; Xiao *et al.*, 2007). Limited academic research has been undertaken on understanding how Millennials manage money from their own perspective. Understanding this aspect should help retailers align their products and services with the Millennials' perspective.

This exploratory study firstly explores and then groups the different approaches Millennials use to manage money. The likely impact of these different approaches on consumer spending is then examined.

We begin by searching the academic literature to identify three key areas that influence how Millennials manage their money. We use focus groups of university students to uncover the approaches used by Millennials at university to engage with and respond to these influence areas as they affect money management. We then classify these responses into three group types based on the money management approaches used – cautious, creative or entrepreneurial. Finally, we discuss the implications of these insights for retailers and suggest areas for future research.

Economic factors affecting Millennials' money management behaviour

Economic factors affect an individual's income, savings, investments and spending patterns (Cull and Whitton, 2011). In the USA, the bubble economy of 2004-2007 encouraged Millennials to take on debt (Hodson and Dwyer, 2014). The subsequent global financial crisis slowed employment and income growth. This reduced the ability of Millennials to pay down on accumulated debt (Hodson and Dwyer, 2014, Mishel *et al.*, 2009; United Nations, 2015). Millennials with limited skills, work experience and educational qualifications are particularly vulnerable as they work in sectors that are vulnerable to global events such as the global financial crisis e.g. the retail or service sectors; (United Nations, 2015; Committee of Economic Development Australia, 2015; Robotham, 2012).

Increased education levels lead to better paid work, increasing the ability to survive in uncertain times (US Chamber of Commerce Foundation, 2012; US Government Council of Economic Advisors, 2014; Pascarella and Terenzini, 2005; OECD, 2015). Limited job opportunities have encouraged many Millennials to return to higher education to improve their qualifications (OECD, 2015, US Chamber of Commerce Foundation, 2012; US Government Council of Economic Advisors, 2014; Pew Research Centre, 2009; Mottola, 2014; ABS, 2013).

In the USA and Australia, higher education is expensive. Traditionally, young people returning to education sought help from their families to cover higher education costs (Hodson and Dwyer, 2014). But decades of slow income growth and rising costs have reduced the ability of many parents to provide funding (Leicht and Fitzgerald, 2014; Dwyer *et al.*, 2012, 2013). Millennials have, therefore, had to take on debt to further their education. In 2012, the average American student loan for those graduating in 2015 was estimated at US$35,051, up 28.5 per cent from 2012 (Edvisors Network, 2016; US Chamber of Commerce Foundation, 2012). In Australia, the average student loan for an average three-year degree is expected to rise to AUD$50,000 if the Australian government decides in 2017 to deregulate university fees (Wade and Smith, 2016). A shrinking job market has complicated Millennials' ability to service debt (Cull and Whitton, 2011; Hodson and Dwyer, 2014). Educational debt is, therefore, shaping Millennials' ability to accumulate wealth as they struggle to secure home mortgages in the next stage of their lives (Lusardi *et al.*, 2010; US Government Council of Economic Advisors, 2014). This has increased the complexity of Millennials' money management.

Millennials have been identified as having a lower level of financial literacy than the general population (Roy Morgan Research, 2003; ANZ, 2005a, 2008). Millennials struggle to understand key financial concepts like compound interest, making debt management difficult. This is complicated by their preference for newer forms of payment like prepaid debit cards and mobile payments (Mottola, 2014). Limited ability to manage personal finances in the short term affects long-term outcomes (Remund, 2010).

Sociological factors affecting Millennials' money management behaviour

Societal influences and pressures set the norms of money management behaviour affecting how individuals view and interact with money (O'Loughlin and Szmigin, 2006; Gudmonson and Danes, 2011; Cross, 2002; Goldstein, 2000; Kramer, 2006; Capuano and Ramsay, 2011). Each generation holds its own set of attitudes and worldviews which are influenced by common social and historical events that predispose them to similar behaviours, feelings and thoughts about their world (Jeffries and Hunte, 2004). This suggests that money and financial capacities are not an individual function, but rather a social and culturally situation phenomenon that can enable or constrain the financial lives of people (Riach *et al.*, 2017; Capuano and Ramsay, 2011).

Millennials' identity is shaped by advice from extensive, often digitally connected social networks of parents, peers and influential others (Hodson and Dwyer, 2014; Xiao *et al.*, 2007). The quality of the network impacts the type of consumer decisions Millennials make (Capuano and Ramsay, 2011). Parents, in particular, play an important influencing role on Millennials financial skills, knowledge and behaviours (Lusardi *et al.*, 2010, Beutler and Dickson, 2008, Xiao *et al.*, 2007; Gudmonson and Danes, 2011, Danes and Haberman, 2007, Riach *et al.*, 2017). Insights from the longitudinal survey of youth 1997 cohort found the level of financial strain rose as individuals moved away from parental and professional advice to non-family, non-professional advice (Hodson and Dwyer, 2014).

The parents of Millennials are most likely to come from either the Baby Boomer generation (born 1946-1964) or Gen X generation (born 1965-1980) (US Government Council of Economic Advisors, 2014). Baby Boomer parents are likely to be financially savvy, asset-rich and keen consumers. Baby Boomer parents grew up during a period of significant economic growth and opportunity, allowing them to build a strong asset base and to develop a buy now/pay later consumerism approach. They have a high level of financial literacy. Baby Boomers' debt is mainly mortgage and auto loan debt. They are more likely to own at least one credit card and less likely to engage in costly credit card behaviours than their Millennial children. Parental attitudes to credit card usage are likely to influence how Millennials use this banking product (Wang and Xiao, 2009; Pinto *et al.*, 2005; Leclerc, 2012; Phau and Woo, 2008). This makes Baby Boomer parents better able to provide financial support to their children and good role models for responsible credit card usage (Mottola, 2014).

In contrast, Gen X parents grew up during a period of decline and crisis for the USA. They were also the product of families with high divorce rates. This background of uncertainty has made them cautious and conservative with money and less likely to take on investment risk (Mottola, 2014). Gen Xer parents favour collective decision-making. They are less likely to sacrifice their personal lives for a career (US Chamber of Commerce Foundation, 2012).

Both Baby Boomer and Gen X parents have strived to provide Millennials with a sheltered and highly structured upbringing. Millennial children are confident, achievement- and career-oriented and willing to seek others' input into their consumer decisions (Lowe *et al.*, 2011; Shim *et al.*, 2015). All three generations have similar levels of satisfaction with their personal financial situation and similar concerns about paying off debt (Mottola, 2014).

Psychological factors affecting Millennials' money management behaviour

Decisions about money management are also affected by an individual's psychological state (Simon, 1957). Happiness can reduce the appetite for risk and enhance the time spent on decision-making, planning and expenditure control (Guvan, 2008). Positive emotions about money encourage sound and informed decision-making that contributes to life satisfaction (Xiao *et al.*, 2007, 2008). In contrast, feeling financially out of control (negative emotions) raises stress, anxiety and frustration levels, encouraging poor expenditure control (Mitchell and Mickel, 1999). In the long term, these feelings can lead to various clinical states, anxieties and neuroses (Mitchell and Mickel, 1999).

Research on how Millennials feel about money suggests Millennials experience high levels of negative feelings about money compared to the general population (Mitchell and Mickel, 1999; ANZ, 2005b, 2008; RBA, 2009). As Millennials' financial position has deteriorated, so has their confidence in their mental capacity to manage it (Hodson and Dwyer, 2014). This increases the use of mental shortcuts which impact money management decision quality and behaviour (Capuano and Ramsay, 2011). For example, Millennials have less cards than older generations, but engage in costlier credit card behaviours (Mottola, 2014). This may partially explain how Millennials have been able to maintain their spending power (O'Loughlin and Szmigin, 2006).

The stress associated with poor money management impacts Millennials' quality of work and life. In 2012, a third of American Millennials reported being distracted at work or taking time off work because of financial issues (US Chamber of Commerce Foundation, 2012). Trend analysis of data collected over time shows high debt affects mental health and decreases the likelihood of individuals marrying or becoming a parent (Hodson and Dwyer, 2014). This delays and constrains important buying events such as those associated with weddings, setting up home and raising children.

This suggests that, despite ongoing challenges, Millennials continue to find ways to acquire those things they see as important. There is, therefore, a need to understand how younger Millennials (aged 18 to 25 years) manage money to better understand their likely future consumption patterns.

Millennials' satisfaction with their personal financial situation is reported as being similar to other generations at this stage in their lives (Mottola, 2014). This suggests how Millennials manage their money may offer insights into future generations at this stage of life.

Millennial university students

In an unstable economic environment, attending university lowers the probability of having earnings in the lowest tax bracket, increases the probability of having earnings in the top income tax bracket and decreases the likelihood of unemployment compared to those without a university degree (US Government Council of Economic Advisors, 2014). The heavy investment by Millennials in their human capital, mostly using government loans, has also led to an unprecedented expansion of higher education to low income and underrepresented minorities' students. For example, in 2013, 47 per cent of 25 to 34-year olds received a post-secondary degree (associates, bachelors and graduate degree) and an additional 18 per cent had completed some post-secondary education (US Government Council of Economic Advisors, 2014). Millennials aged 18 to 24 years from all socioeconomic levels are now well represented in post-secondary education (James *et al.*, 2007; ABS, 2012).

Research suggests that financial behaviour learnt at university is likely to be carried forward into later life (Dangar Research, 2003; James *et al*., 2007; O'Loughlin and Szmigin, 2006). This makes understanding money management behaviour at this stage of life an important consideration for companies seeking to influence their behaviour. Current management research mainly describes the money management behaviour of the population and critical issue themes such as financial literacy levels and credit abuse (Consumer and Financial Literacy Taskforce, 2004; Institute for Financial Literacy, 2007; ANZ, 2003, 2005a, 2008). Youth generally struggles to feel in control of their finance mainly due to low savings, an irregular household income and inadequate financial literacy (ANZ, 2008). As a result, they face monetary shortfalls, leading to behaviour modification and borrowing.

The limited research on university students' money management behaviour has examined the impact of low income and debt on students' lives and their academic achievement (Dangar Research, 2003; James *et al*., 2007; O'Loughlin and Szmigin, 2006). There is constant pressure to increase expenditure to have the right lifestyle accoutrements for group acceptance (Dangar Research, 2003). This can impair the ability to fulfil other obligations, such as achieving the requisite educational grades (Xiao *et al*., 2007). Money management behaviour is also influenced by several societal factors, such as parents and peer groups (Dangar Research, 2003, O'Loughlin and Szmigin, 2006 Wang and Xiao, 2009; Pinto *et al*., 2005; Leclerc, 2012; Phau and Woo, 2008). It is unclear how students respond to these influences whilst managing their money.

Understanding how Millennials accommodate economic, social and psychological influences in their decision-making regarding money may also be used to segment them into groups, deepening understanding of different approaches to consumption.

Our study attempts to contribute to this effort by identifying distinct approaches to money management and how this is likely to affect consumer behaviour. A qualitative approach was chosen for this study because of the study's exploratory nature with its focus on discovery (Corbin and Strauss, 1990).

Methodology

In this study, university students are used as a proxy for the group of Millennials who are likely to have the highest paid jobs, and therefore to be the greatest consumers. One of the authors of this paper conducted the focus groups of students recruited through university campus notices and through student friendship groups.

The number of focus groups were dictated by theoretical saturation (Eisenhardt, 1989), i.e. interviews were stopped at the point where incremental learning was minimal for the researcher conducting the interviews. Each focus group consisted of six to eight participants to induce momentum in the discussion (Malhotra and Dash, 2010). The average length of each interview was 90 min. With the permission of the focus groups, each interview was recorded for later transcription and analysis.

Of the seven focus groups, one focus group of eight individuals was discarded because it yielded limited insights. The remaining six focus groups consisted of 40 full-time undergraduate university students between 18 and 24 years of age, of which 16 were male and 24 were female. Table I shows the profile of the participants.

Data collection was guided by the following pretested protocol:

- Where does your income come from?
- What are your primary expenses?
- What are the factors that encourage you to spend more?
- Do you use credit cards? If so, please describe your usage.

Table I Demographic profiles of the respondents (n = 40)		
Characteristic	*Subgroup*	*Frequency*
Degree type	Business	20
	Design	10
	Social sciences	10
Gender	Male	16
	Female	24
Age (years)	18-20	22
	21-24	18
Year of study	First year	12
	Second year	8
	Third year	17
	Fourth year	3
Accommodation	Home	12
	Living on campus	16
	Living with friends	12
No. of working hours per week (hours)	None	14
	1-5	4
	6-10	12
	11-20	8
	Above 20 hours	2

- What are your primary assets (i.e., what are the most valuable things you own)?
- What is your approach to saving? What are the barriers to your saving?
- Do you have any debt? If so, what type of debt do you have?
- Does having debt change your money management behaviour?
- Do you generally feel in control of your money management? What factors make you feel out of control?
- How do you manage your money, both when you feel in control and when you feel out of control?
- What other factors strongly influence your money management behaviour? Please explain how each influences you.

Data collection was overlapped with data analysis, and the data collection protocol was modified to extend and deepen understanding of student money management behaviour (Eisenhardt, 1989). This allowed rival explanations to be thoroughly investigated (Huberman and Miles, 2002).

One of the key factors identified as affecting report accuracy is a participant's concern with providing socially desirable answers (Guest *et al.*, 2006, p. 62) to the questions being asked in the focus groups. Where it was obvious that students were being influenced by others' opinions or were uncomfortable answering on behalf of themselves, the students were asked to reflect on how students of their age would answer the question. This helped to reduce socially desirable answers.

With the participants' permission, focus group discussions were recorded and transcribed in preparation for later deeper analysis. The transcribed focus group discussions were analysed as follows using the software analysis package NVivo 11 Pro.

In the first round of thematic analysis, the lead investigator coded and then extracted from the interview transcripts the different money management approaches used by the respondents to respond to economic, social and psychological factors. This list and the focus group transcripts were then provided to another researcher experienced in this field, who independently explored patterns in the data to develop unique clusters of money management approaches with homogenous characteristics. Prior to the list and transcripts being passed to the second researcher, the two researchers met and prepared a list of questions to guide the next phase of the analysis. These were:

Q1. Do the students in this study manage each influence in the same way?;

Q2. If not, what were the different approaches?

Q3. How might these different approaches be grouped together in a discrete and meaningful way?

The researchers then jointly debated these categories and homogenous characteristics associated with each to reach agreement on a definitive set of categories (Glaser and Strauss, 1967). The final three categories were labelled:

1. Conservative money management behaviour.
2. Creative money management behaviour.
3. Entrepreneurial money management behaviour.

The homogenous characteristics were further debated to extract core concepts that presented differently in each category. These were: attitude to risk and its management; independence of decision-making (i.e. level of influence of others on decision-making about money); approaches to cash flow management (i.e. balancing income and expenditure); approaches to self-management (i.e. managing pressures to spend); and preference for payment instruments (i.e. credit cards, debit cards or cash).

Discussions of the three types of money management behaviour

Conservative money management behaviour. Conservative money management behaviour is concerned with minimising and managing risk. Individuals exhibiting a preference for this type of behaviour use tried-and-tested management approaches to handle economic, social and psychological influences. These tried-and-tested money management approaches are drawn from trusted others (e.g. parents, friendships and mentors). This trust is based on the other party's greater experience and knowledge:

> I've learnt off my mum [. . .] I know like working really hard is really important and making sure you have money for emergencies when you need it cause like life goes in really weird ways (Respondent FG3).

> When my dad sat me down for a sit-down son talk we pencilled up something. He basically said work out what your expenses are what your needs are and adapt that but that's pretty much the best way that you can do it and you know I took it to heart (Respondent FG7).

Conservative money managers also draw upon information from alternative reputable sources (e.g. school and university):

> I think high school is very important cause that is where money management should be engrained into you (Respondent FG4).

> In orientation (pre-term week at university) they also say a lot of things that we can say and do to manage our study and life – you know where to go to get help when you need it (Respondent FG1).

Conservative money management behaviour is concerned with minimising uncertainty and delivering a predictable outcome. Conservative money management is about close self-management. For example, individuals following this approach set budgets and use automatic bill payment to make sure bills are paid on time:

> Most of the bills are automatic. I share with someone else so that definitely helps, split every bill half and half. Food is always set at $35-40 a week, nothing above that. I built and keep an excel spread sheet on everything I do and update it as circumstances change. It's dynamically worked out so you change one number at the top and it changes the total at the bottom (Respondent FG5).

Conservative money managers put money aside for things they consider are important. They distinguish between needs and wants and then make sure sufficient money is set aside to meet needs:

> I have a special amount of money to work with so it's important to prioritise what is a need and what is a want. I compare prices and try to get the best deal (Respondent FG2).

> I think one of the most important things that students need to know is they have to distinguish between what they need and what they want – sometimes they want that but that is not their need at the moment so they spend the money for nothing for just that moment they got what they want but that is not a need. You want to buy the jacket but your need is for (a computer) tablet but then you spend money for the jacket and what happen you don't have any money for the other stuff (Respondent FG3).

Most used multiple accounts to divide their money into specific areas which could be protected from everyday spending:

> If I really want something I have like an account for that. Like if I'm going overseas, I have an overseas account and that way I'm putting money towards something not necessarily just putting it aside (Respondent FG2).

> Anything that has a due date is something that needs to be paid [. . .] I don't buy clothes or stuff unless I have left over money (Respondent FG3).

Conservative money managers have no preference for either credit cards, debit cards or cash. Their choice of payment instrument is based on how easy they feel it is to track and manage their expenditure. Some prefer credit cards which they feel are easier to track and more convenient than money. Others prefer debit cards because limits can be set on how much can be spent. Others use cash because they have a visual reminder of how much has been used.

These findings reveal important information on how to approach consumer segments with a preference for this behaviour. Conservative money managers are concerned with minimising and managing risk and manage their money closely. They adopt a responsible approach to money management which favours tried-and-tested approaches that give visibility of incomings and outgoings. They are good at prioritising their spending to cover their needs and saving money for items they want. Conservative money managers listen to those they trust, particularly parents.

To approach this target, retailers should minimise aspects that might increase perceptions of risk when making the purchase or investment. Easy-to-use analysis tools should be provided to allow conservative money managers to identify product features and costs and to track payments. The information provided by these tools should also be easy for this group to share with trusted others, so they can jointly explore the advantages of making a particular purchase.

Creative money management behaviour

Creative money management behaviour is focused on managing risk, but individuals with a preference for this approach believe tried-and-tested approaches need to be customised to better suit their needs and context. In the customisation process, individuals draw upon their past experience, present connections and available assets to make choices about boundary values (i.e. what is acceptable risk) and control mechanisms (i.e. what and how cash flow is to be maintained). The adaptation process, therefore, occurs within existing dominant patterns of thinking on what and how resources can be accessed and used. This limits creativity and outcomes.

Our findings suggest a continuum of creative money management behaviour with two extremes: "living within means" versus "living beyond means". Students living within their means align their socialisation activities with their budget. When pressure to move beyond these parameters occurred, these individuals adjusted their friendship groups, social activities and spending patterns to keep within their pre-defined limits. For example, some chose friends who reflected their current financial situation, whilst others managed the level and type of socialisation undertaken:

> I choose friends carefully. I don't associate with people into girly social norms or with higher incomes (Respondent FG7).

> We go playing games or sports or we go clubbing at times but not that often, we have get-togethers at home, play cards or that sort of thing. We try to manage it that way (Respondent FG3).

Some respondents went to second hand/recycle shops to purchase clothes or sought out cheaper options online:

> A lot of my friends are into, like we do like designer stuff but then it comes back to budget and like people who are more concerned with their money can budget and get cheaper things that still look as good as the more expensive stuff (Respondent FG2).

At the other extreme of the creative money management approach, students struggled to maintain a lifestyle beyond their current means. This was particularly true for those returning to study after full-time working. These individuals resisted adjusting their lifestyle to meet their current means. For example, little adjustment was made to friendship group or socialisation activities and spending. Instead, these individuals protected their existing lifestyle by adopting higher-risk money management strategies such as using credit cards to fund their lifestyle, even when the approach was potentially detrimental to their mid- to long-term financial security. This approach, while leading to an immediate gain in the present, carries a higher risk of longer-term debt. The expensive decision in the present is often seen as an investment for the future:

> I'm going to the horse races in two weeks. I spent $475 on a dress, don't know why, total impulse, I just loved it (the dress). I had to have it on the card. It's an investment, its Lisa Ho (designer brand). Then I bought a hat, shoes and a bag. You know the races are something that you splash out on. I think it worked out about $1000 to $1200 which is close to my monthly pay which is totally ridiculous. I totally get that, you know I'm not completely stupid. It's sort of a 'do now think later' approach (Respondent FG1).

Creative money managers living within their means showed a preference for financial instruments (either credit cards, debit cards or cash) that allowed them to track and manage their expenditure. This was similar to those individuals adopting conservative money management behaviour. Creative money managers living beyond their means favoured the ready availability of finance that managed credit cards allowed.

Retailers approaching this group should be aware of the fact that this group follows group trends but in very different ways which reflect difference in choices about boundary values (i.e. what is acceptable risk) and control mechanisms (i.e. what and how cash flow is to be maintained). These boundary values and control mechanism choices will determine how individuals shop and the payment options they prefer. Individuals wanting to live within their means are likely to favour low-cost purchase options that align with popular group trends. Individuals adopting a more risk-embracing creative approach are less concerned with cost and are more interested in keeping up with their peer group. This risk-embracing group is likely to be interested in convenient and easy-to-use payment plans. Options for this latter group should recognise their propensity to take on debt.

Entrepreneurial money managers

Entrepreneurial money management behaviour is concerned with realising an individual's vision of the future by whatever means possible. These individuals are not concerned with risk and its management, as these are seen as a secondary aspect of vision attainment. The progression from concept to outcome emerges based on the availability of resources which, in turn, shape what the final outcome looks like. By focusing intensely on the present, entrepreneurial money managers are more likely to identify opportunities, access resources, create solutions and learn from the process. This enhances the fit between resource availability in the current environment and what is required to reach that vision. They are not confined by the social background or expectations:

> I think about this financial bit really logically, I know exactly what I want or need and no one can influence me to spend (Respondent FG4).

Entrepreneurial money managers like proving their independence. They focus on an area of interest in a deep and mindful way until they can source resources and pathways to reach their goals:

> I like proving my independence, it's not the reason I'm here [at university] and it's not the reason I got a job but it's a nice little perk being able to show them [parents] that I don't need to rely on them (Respondent FG7).

Wants, needs and money management approaches change depending on current resource availability:

> Circumstances impact when you buy like what is a want and what is a need (Respondent FG2).

> Back in Malaysia [where money is plentiful] I will spend, spend, spend. Here I learn to discipline and keep within a budget (Respondent FG5).

They see low cash flow conditions as an opportunity to learn to survive and thrive:

> Every student must go through not having money to learn (Respondent FG5).

In times of low cash flow, entrepreneurial money managers readily search for alternative opportunities in the present:

> I try and get stuff from 2nd hand stores or the market, it's really cheap and unique (Respondent FG4).

Entrepreneurial money managers showed a preference for financial instruments (either credit cards, debit cards or cash) that allowed them to access resources when they needed them.

Retailers wishing to reach this segment need to recognise they are independent thinkers less likely to be swayed by the latest trends, unless these align with their own personal goals. Entrepreneurial money managers are focused on vision attainment and adjust their buying behaviour to reflect the resources available to them at the time, to achieve their goals. They are likely to be interested in flexible purchase and payment options and in ways to combine different products together to achieve their desired objectives.

A summary of the different money management approaches is in Table II.

Association between sample characteristics and money management approaches

This section discusses the possible associations between the sample characteristics (degree type, gender, age; year of study, accommodation and working hours) and the money management approaches chosen, although this was not the main focus of this study. Of the six sample characteristics reported here, degree type and year of study appeared to be associated with particular money management approaches. For example, design students were more inclined towards a creative money management approach; business students were largely split between the conservative and entrepreneurial money management approaches; and social science students were split between the three areas. Increasing the age of students seemed to be linked to a shift from conservative to creative money management approaches, perhaps reflecting a growing independence and maturity. Entrepreneurial money managers appeared self-confident. These areas suggest further research is needed.

Table II Similarities and differences between conservative, creative and entrepreneurial management

Aspects leading to different money management approaches	*Conservative money manager*	*Creative money manager*	*Entrepreneurial money manager*
Attitude to risk and its management	Concerned with minimising and managing risk and uncertainty by following trusted others' advice to deliver a predictable outcome	Concerned with minimising the inconvenience associated with risk. An individual customises tried-and-tested approaches to suit personal needs and context	Focus on the individual's vision of the future – risk is a secondary concern
Independence of decision-making	Draw extensively from trusted others like parents, mentors and university advisors	Based on personal risk profile, decide what past experience, present connections and available assets are needed	Independent thinkers source whatever resources they need to get to realise their vision. The path to their vision is flexible depending on what resources are available
Approaches to cash flow	A proactive strategy that follows tried-and-tested management approaches with minimum reflection and adaptation. Cash flow approaches largely adopted from parents, school and university, e.g. budgets, tracking of expenditure. Individuals separate money into different accounts, e.g. to cover emergencies, wants like holidays and needs like living costs. Low cash flow viewed as threat to lifestyle	A flexible proactive cash management strategy that draws upon advice from trusted others but is accepted, adapted or ignored in line with predefined personal risk profile and current needs. Low cash flow viewed as inconvenience to be overcome	A responsive, adaptive strategic approach to cash management. Low cash flow viewed as an opportunity to learn and explore alternative ways of doing things
Approaches to self-management	Close self-management of spending, social activities and the impact of feelings on these two areas	Choose friends carefully and work with friends to define social activities that meet the needs of the individual and peer group	Individuals independent and able to choose how they engage with social pressure. Able to direct emotions to chosen areas of focus
Preference for payment instruments	Preference depends on what the student feels can be easily tracked. Want clearly explained options and terms	Preference depends on what the student feels can be easily tracked. Want favourable terms	Preference depends on an individual's current focus Want flexible options and terms
Similarities and differences between areas	Similarities: Focus on risk and use approaches that help to minimise that risk. Differences: Conservative follow trusted others' advice with limited reflection. Creative students reflect on and adapt others insights to meet personal needs and circumstances	Similarities: Risk is not an overarching concern. Creative and entrepreneurial money management approaches are more flexible than a conservative approach and shaped by personal choices. Differences: Differences in how they view risk. Entrepreneurial money management is more driven by the individual and what they need to attain their vision	

Practical implications

In this section, we discuss the implications of overindebtedness in young consumers, why it should be avoided from an individual and societal perspective and how our research findings can contribute theoretically, practically and heuristically to reducing overindebtedness in young consumers within the context of student money management behaviour.

An overindebt individual has insufficient existing and expected resources to meet financial commitments without lowering their standard of living (adapted from European Commission 2010). Overindebtedness worsens opportunities for the poor and increases social stratification, so governments are keen to limit it because failure to do so contributes to the perception of injustice in the community which may discredit the political process, e.g. predatory lenders may be seen to be immune from prosecution (Prouza, 2013).

Overindebtedness has four common features: economic, temporal, social and psychological aspects which work together to limit an individual's economic growth and development by curtailing the free cash flows to spend in local businesses and ability to seize opportunities for growth (European Commission, 2008; Prouza, 2013). In our literature review, we also argued that understanding the money management profile of young consumers required considering the economic, social and psychological factors affecting their financial decision-making. The alignment of the literature on overindebtedness and student money management, therefore, constitutes our first contribution – the need to consider economic, social and psychological aspects in young consumers' money management behaviour. Our second theoretical contribution comes from using previously underutilised theory and concepts from entrepreneurship logic and reasoning to understand money management behaviour. Young consumers have similar characteristics to early entrepreneurs, i.e. they have limited resources and experience, irregular incomes, limited or poor credit history and must make decisions under uncertainty and time pressure. Drawing selectively from the literature on behavioural economics (Simon, 1957) and entrepreneurial logic and reasoning (Sarasvathy, 2001) has allowed us to gain insights into young consumers' predominant logic and reasoning types and how each approach impacts how they engage with and learn from previous experience and prepare for future money management behaviour.

Practically, our research helpfully frames a contemporary problem of how to reduce overindebtedness in young consumers by shedding light on overarching logic and reasoning approaches used by them to manage money (Tracy, 2010). A review of current tools used by institutions (retailers and governments) to ensure responsible lending suggests improvement in the area of minimising overindebtedness may be helped by using a tool developed to identify an individual's overarching money management approach.

Currently retailers use the following tools: income verification, credit history, the affordability or repayment test and the suitability test. Income verification assesses the riskiness of a potential client in terms of their ability to repay a loan (Prouza, 2013, p. 32). This is generally supplemented with a review of the potential client's history which assesses their reliability in using credit to pay for other services such as utilities and telephone. Two tests are also used – the repayment or affordability test and the suitability test. The repayment or affordability test looks at the borrower's capacity to fully repay a loan or debt, not just to service it. Collateral is an important component, as it helps to quantify and lower the riskiness of the client, but the use of collateral to pay down debt is not considered a positive result from a responsible lending point of view (p. 35). The suitability test assesses the suitability of a financial product for a client and takes into considerations an individual's borrowing circumstances, life situation and how the loan will impact their financial security. Nested within this test are three subtests that assess the consumers' best interest, their understanding of the product and long-term affordability (i.e. the long-term risks faced by the consumer that are likely to affect his ability to repay).

The usefulness of this portfolio of tools in assessing the money management profile of young consumers, particularly students, is limited. Students generally have irregular incomes placing them in a high-risk category, unless their parents are prepared to act as guarantor. Students' credit history is also limited unless students received a subsidised card through their parents – in which case, their ability to repay may be contaminated by parental subsidisation. Similarly, the affordability test may be contaminated by a parent acting as a guarantor. None of these tools touch on the actual economic behaviour of this important consumer group.

The suitability test is potentially the most useful of the tools, as it assesses the students' situation. It is within this area that we see a tool developed to identify young consumers' money management profile being of greatest value. Such a tool would provide insights into an individual's money management logic and reasoning in a way that accommodates the economic, social and psychological considerations arising from their youth and financial inexperience.

A tool to identify overarching money management approaches could help sales persons better profile the underlying logic and reasoning of young consumers, and therefore to identify what products and services would best serve that individual and the organisation. It would also help to identify potential blind spots in an individual's thinking that may lead to indebtedness, allowing safety and support mechanisms to be put in place before issues arise. For example, those students who are conservative and creative money managers rely heavily on guidance from others, and are therefore influenced by the psychological biases and mental shortcuts of those sources, while the entrepreneurial money managers may be overconfident. Products may be selected to take account of these profiles. In this way, an organisation can demonstrate a responsible contribution towards society and government policy by working towards limiting overindebtedness in their young consumers. This approach requires forgoing significant shorter-term profits from fees and replacing it with a focus on the development of a longer term more economically robust customer base with greater spending power.

Theoretical and heuristic contributions

Our theoretical contribution comes from using previously underutilised theory and concepts from entrepreneurship learning to understand money management behaviour. Young consumers have similar characteristics to early entrepreneurs – they have limited resources and experience, irregular incomes and limited or poor credit history and must make decisions under uncertainty and time pressure. Drawing selectively from behavioural economics (Simon, 1957) and entrepreneurial learning (Sarasvathy, 2001), literature has allowed us to explore young consumers' predominant logic and reasoning types which influences their preferred learning approaches.

Heuristically, this paper provides an avenue to stimulate other researchers to further explore young consumers' money management logic and reasoning. Research opportunities exist for the parameters of the three behavioural groups to be clarified, so a money management logic and reasoning analysis tool can be developed to better profile young consumers' approaches towards money management (Abbott, 2004).

In this section, we have, therefore, argued why the development of a money management classification framework offers a useful addition to enhance responsible lending practice by reducing overindebtedness. Our suggestions will contribute towards helping retailers develop normative principles about how to act (Tracy, 1995).

Conclusion and future studies

Understanding the underpinning behaviours influencing how Millennials manage their money may help retailers target and position their product and promotional offerings to attain better performance. The current paper is an exploratory attempt to classify the underpinning money management behaviours likely to shape consumer behaviour. The conservative money management approach is focused on risk management and minimisation. The creative/design money management approach is concerned with identifying and pursuing an objective by working creatively within existing resource frameworks. The entrepreneurial money management approach focuses on moulding resources and contexts to achieve the key objective. This latter approach is emergent, in that the entrepreneur is proactive in seizing opportunities and resources as events unfold.

Our findings are based on a small sample size of interviews in a single geographic location, Melbourne, Australia. Further studies are needed to validate our findings with a larger data set drawn from across multiple universities and across multiple nations. Research is also needed to investigate the possible relationship between sample characteristics such as degree type, gender, age, year of study, accommodation and working hours on money management approaches chosen. Additional studies are required to validate and strengthen the characteristics of the money management categories identified in this study and to investigate and extend understanding of the interplay of key money management-related characteristics that directly and indirectly influence young consumers' decisions and choices.

References

Abbott, A. (2004), *Methods of Discovery: Heuristics for the Social Sciences*, W.W. Norton, New York, NY.

ANZ (2003), *ANZ Survey of Adult Financial Literacy in Australia*, available at: www.financialliteracy.gov.au/media/465156/anz-survey-of-adult-financial-literacy-2003.pdf (accessed 16 May 2016).

ANZ (2005a), *Understanding Personal Debt and Financial Difficulty in Australia*, The Social Research Centre, available at: www.anz.com/resources/2/6/26028f804d2bd4f282339b69785e67b9/ANZ_UPD_fin_difficulty.pdf?MOD=AJPERES (accessed 12 October 2015).

ANZ (2005b), *ANZ Survey of Adult Financial Literacy in Australia*, The Social Research Centre, available at: www.anz.com/Documents/AU/Aboutanz/AN_5654_Adult_Fin_Lit_Report_08_Web_Report_full.pdf (accessed 16 May 2015).

ANZ (2008), *ANZ Survey of Adult Financial Literacy in Australia*, The Social Research Centre, available at: www.anz.com/Documents/AU/Aboutanz/AN_5654_Adult_Fin_Lit_Report_08_Web_Report_full.pdf (accessed 27 July 2016).

Atkinson, A. and Kempson, E. (2004), *Young People, Money Management, Borrowing and Saving: A Report to the Banking Code Standards Board*, available at: www.pfrc.bris.ac.uk (accessed 27 July 2016).

Australian Bureau of Statistics (2012), *4102.0 – Australian Social Trends*, available at: www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4102.0Main+Features20Sep+2012 (accessed 16 November 2015).

Australian Bureau of Statistics (2013), *4102.0 – Australian Social Trends*, available at: www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4102.0Main+Features40April+2013 (accessed 19 April 2017).

Beal, D.J. and Delpachitra, S.B. (2003), "Financial literacy among Australian university students", *Economic Papers: A Journal of Applied Economics and Policy*, Vol. 22 No. 1, pp. 65-78.

Beutler, I.F. and Dickson, L. (2008), "Consumer economic socialization", in Xiao, J.J. (Ed.), *Handbook of Consumer Finance Research*, Springer, New York, NY, pp. 83-102.

Capuano, A. and Ramsay, I. (2011), "What causes cause a sub optimal financial behaviour? An exploration of financial literacy, social influences and behavioural economics", Research paper No. 540, University of Melbourne Legal Studies.

Central Intelligence Agency (CIA), World Factbook (2017), *Field Listing: Age Structure*, available at: www.cia.gov/library/publications/resources/the-world-factbook/fields/2010.html#as (accessed 12 April 2017).

Committee of Economic Development Australia (2015), *Australia's Future Workforce*, available at: http://adminpanel.ceda.com.au/FOLDERS/Service/Files/Documents/26792~Futureworkforce_June2015.pdf (accessed 12 October 2016).

Consumer and Financial Literacy Taskforce (2004), *Australian Consumers and Money*, Commonwealth of Australia, Canberra, available at: https://cfltaskforce.treasury.gov.au/content/_download/DiscussionPaper/Full_Version_no_cover.pdf (accessed 4 April 2016).

Corbin, J. and Strauss, A. (1990), "Grounded theory research: procedures, canons and evaluative criteria", *Zeitschrift Fur soziaologie*, Vol. 19 No. 6, pp. 418-427.

Cross, G. (2002), "Valves of desire: a historian's perspective on parents, children, and marketing", *Journal of Consumer Research*, Vol. 29 No. 3, pp. 441-447.

Cull, M. and Whitton, D. (2011), "University students' financial literacy levels: obstacles and aids", *The Economic and Labour Relations Review*, Vol. 22 No. 1, pp. 99-114.

Danes, S.M. and Haberman, H.R. (2007), "Teen financial knowledge, self-efficacy, and behavior: a gendered view", *Financial Counseling and Planning*, Vol. 18 No. 2, pp. 48-60.

Dangar Research (2003), *Youth Debt: A Research Report Prepared for The Office of Fair Trading, NSW Consumer Protection Agency*, available at: http://catalogue.nla.gov.au/Record/3098990 (accessed 16 November 2016).

Donnelly, C. and Scaff, R. (2013), "Who are the Millennial shoppers? And what do they really want?", *Outlook*, No. 2, available at: http://Accenture.com/ (accessed 16 November 2016).

Dwyer, R.E., McCloud, L. and Hodson, R. (2012), "Debt and graduation from American universities", *Social Forces*, Vol. 90 No. 4, pp. 1133-1155.

Dwyer, R.E., Hodson, R. and McCloud, L. (2013), "Gender, debt, and dropping out of college", *Gender and Society*, Vol. 27 No. 1, pp. 30-55.

Edvisors Network (US) (2016), available at: www.edvisors.com/ (accessed 16 November 2016).

Eisenhardt, K.M. (1989), "Building theories from case study research", *Academy of Management Review*, Vol. 14 No. 4, pp. 532-550.

European Commission (2008), *Towards a common operational European definition of overindebtedness*, European Commission, Brussels.

European Commission (2010), *Research Note 4/2010, Over-Indebtedness: New Evidence From the EU-SILC Special Module*, .

Glaser, B.G. and Strauss, A.L. (1967), *The Discovery of Grounded Theory: Strategies for Qualitative Research*, Aldine Publishing Company, Chicago.

Goldstein, D. (2000), "Protecting consumers from predatory lenders: defining the problem and moving towards workable solutions", *Harvard Civil Rights-Civil Liberties Law Review*, Vol. 35, pp. 225-256.

Gudmonson, C.G. and Danes, S.M. (2011), "Family financial socialization: theory and critical review", *Journal of Family Economic Issues*, Vol. 32, pp. 644-667.

Guest, G., Bunce, A. and Johnson, L. (2006), "How many interviews are enough? An experiment with data saturation and variability", *Field Methods*, Vol. 18 No. 1, pp. 59-82.

Guvan, C. (2008), *Happiness and Risky Behaviour, School of Accounting*, Economics and Finance, Deakin University.

Hodson, R. and Dwyer, R.E. (2014), *Financial Behavior, Debt and Early Life Transitions: Insights from the National Longitudinal Survey of Youth, 1997 Cohort*, OH State University.

Huberman, A.M. and Miles, M.B. (2002), *The Qualitative Researcher's Companion*, Sage Publications, Thousand Oaks, CA.

Institute for Financial Literacy (2007), *National Standards for Adult Financial Literacy Education*, 2nd ed., US Government.

James, R., Bexley, E., Devlin, M. and Marginson, S. (2007), *Australian University Student Finances 2006: Final Report of a National Survey of Students in Public Universities, Universities Australia*, Centre for the study of Higher Education, The University of Melbourne.

Jeffries, F.L. and Hunte, T.L. (2004), "Generations and motivation: a connection worth making", *Journal of Behavioral and Applied Management*, Vol. 6 No. 1, pp. 37-70.

Kramer, J.B. (2006), "Ethical analysis and recommended action in response to the dangers associated with youth consumerism", *Ethics and Behavior*, Vol. 16, pp. 291-303.

Leclerc, K. (2012), "Influential factors contributing to college student spending habits and credit card debt", *University of New Hampshire's Undergraduate Sociology Journal*, Vol. 149, pp. 149-156.

Leicht, K.T. and Fitzgerald, S.T. (2014), "The real reason 60 is the new 30: consumer debt and income insecurity in late middle age", *The Sociological Quarterly*, Vol. 55 No. 2, pp. 236-260.

Lowe, D., Levitt, K. and Wilson, T. (2011), "Solutions for retaining generation Y employees in the workplace", *IEEE Engineering Management Review*, Vol. 2 No. 39, pp. 46-52.

Lusardi, A., Mitchell, O. and Curto, V. (2010), "Financial literacy among the young: evidence and implications for consumer policy", CFS Working Paper No. 2010/09, Centre for Financial Studies, Frankfurt.

McCrindle (2014), *Population by Year of Birth*, available at: http:mccrindle.com.au (accessed 16 April 2017).

Malhotra, N.K. and Dash, S. (2010), *Marketing Research*, 6th ed., Pearson, New Delhi, pp. 137-151.

Mishel, L., Bernstein, J. and Shirholz, H. (2009), *The State of Working America 2008/2009*, ILR Press, Ithaca, NY.

Mitchell, T.R. and Mickel, A.E. (1999), "The meaning of money: an individual difference perspective", *Academy of Management Review*, Vol. 24, pp. 568-578.

Mottola, G.R. (2014), *The Financial Capability of Young Adults – A Generational View*, FINRA Investor Education Foundation.

OECD (2015), *Society at a Glance, OECD Social Indicators*, OECD Publishing, Paris, available at: http://dx.doi.org/10.1787/9789264261488-en (accessed 12 March 2016).

O'Loughlin, D. and Szmigin, O. (2006), "'I'll always be in debt': Irish and UK student behaviour in a credit led environment", *Journal of Consumer Marketing*, Vol. 23, pp. 335-343.

Pascarella, E.T. and Terenzini, P.T. (2005), "Career and economic impact of college", in Feldman, K.A. (Ed.), *How College Affects Students*, Vol. 2. Jossey-Bass, San Francisco, CA.

Pew Research Centre (2009), *Millennials Confident: Connected, Open to Change*, available at: www.pewsocialtrends.org/2010/02/24/millennials-confident-connected-open-to-change/ (accessed 18 November 2016).

Phau, I. and Woo, C. (2008), "Understanding compulsive buying tendencies among young Australians", *Marketing Intelligence and Planning*, Vol. 26, pp. 441-458.

Pinto, M.B., Parente, D.H. and Mansfield, P.M. (2005), "Information learned from socialization agents: its relationship to credit card use", *Family and Consumer Sciences Research Journal*, Vol. 33, pp. 357-367.

Price, J. (2017), "Millennial myth busting tapping into the buying power of the connected generation", *Nielsen*, available at: www.nielsen.com/au/en/insights/news/2017/millennial-myth-busting-tapping-into-the-buying-power-of-the-connected-generation.html (accessed 19 April 2017).

Prouza, T. (2013), *Responsible Lending – Overview of Regulatory Tools*, World Bank, Washington DC.

Remund, D. (2010), "Financial literacy explicated: the case for a clearer definition in an increasingly complex economy", *The Journal of Consumer Affairs*, Vol. 44 No. 2, pp. 276-295, available at: www.jstor.org/stable/23859792 (accessed 11 July 2016).

Reserve Bank of Australia (2009), "The composition and distribution of household wealth in Australia", *Reserve Bank Bulletin*, Vol. 51 No. 4, available at: www.rba.gov.au/publications/bulletin/2009/apr/2.html (accessed 30 May 2015).

Riach, K., McDonald, P. and Grant-Smith, D. (2017), "Financial timescapes: the temporal shaping of young people's financial lives", *Sociology*, Vol. 51 No. 4, pp. 1-16.

Robotham, D. (2012), "Student part-time employment: characteristics and consequences", *Education and Training*, Vol. 54, pp. 65-75.

Roy Morgan Research (2003), "ANZ survey of adult financial literacy in Australia: report for ANZ Banking Group", Melbourne, available at: www.financialliteracy.gov.au/media/465156/anz-survey-of-adult-financial-literacy-2003.pdf (accessed 30 May 2016).

Sarasvathy, S.D. (2001), "Causation and effectuation: toward a theoretical shift from economic inevitability to entrepreneurial contingency", *Academy of Management Review*, Vol. 26 No. 2, pp. 243-263.

Shim, S., Serido, J., Tang, C. and Card, N. (2015), "Socialization processes and pathways to healthy financial development for emerging young adults", *Journal of Applied Developmental Psychology*, Vol. 38, pp. 29-38.

Simon, H.A. (1957/1997), *Administrative Behavior*, 4th ed., The Free Press, Simon and Schuster, NY.

Tracy, S.J. (1995), "Action-implicative discourse analysis", *Journal of Language and Social Psychology*, Vol. 14, pp. 195-215.

Tracy, S.J. (2010), "Qualitative quality: eight 'Big Tent' criteria for excellent qualitative research", *Qualitative Inquiry*, Vol. 16 No. 10, pp. 837-851.

United Nations (2015), "World economic situation and prospects, pre-release of Chapter 1", *Global Economic Outlook*, United Nations, New York, NY, available at: www.un.org/en/development/desa/policy/wesp/wesp_archive/2015wesp_chap1.pdf (accessed 15 January 2016).

US Chamber of Commerce Foundation (2012), *The Millennial Generation Research Review*, available at: www.Uschamberfoundation.org/reports/millennial-generation-research-review (accessed 24 May 2016).

US Government Council of Economic Advisors (2014), *15 Economic Facts About Millennials*, available at: www.whitehouse.gov/sites/default/files/docs/millennials_report.pdf (accessed 24 May 2016).

Wade, M. and Smith, A. (2016), "University students to pay $50,000 for an average degree", *Sydney Morning Herald*, 7 April, available at: www.smh.com.au/national/education/university-students-to-pay-50000-for-an-average-degree-20160407-go0rau.html (accessed 19 April 2017).

Wang, J. and Xiao, J.J. (2009), "Buying behavior, social support and credit card indebtedness of college students", *International Journal of Consumer Studies*, Vol. 33, pp. 2-10.

Xiao, J.J., Shim, S., Barber, B. and Lyons, A. (2007), *Academic Success and Well-Being of College Students: Financial Behaviours Matter, Take Charge America Institute for Consumer Financial Education and Research*, The University of Arizona, Tuscon, available at: www.cefe.illinois.edu/research/reports/Academic%20Success%20and%20Well-Being%20of%20College%20Students_112007.pdf (accessed 18 November 2016).

Xiao, J.J., Tang, C. and Shim, S. (2008), "Acting for happiness: financial behaviour and life satisfaction of college students", *Social Indicators Research*, Vol. 92 No. 1, pp. 53-68.

Further reading

ASIC (2014), *Regulation 209: Credit Licensing: Responsible Lending Conduct*, The Australian Government.

Belk, R.W., Devinney, T. and Eckhardt, G. (2005), "Consumer ethics across cultures", *Consumption Markets and Culture*, No. 8, pp. 275-289.

Lawrence, M., Bernstein, J. and Shierholz, H. (2009), *The State of Working America 2008/2009*, ILR Press, Ithaca, NY.

About the authors

Jill Bamforth is a Lecturer at the Faculty of Business and Law at Swinburne University of Technology, Melbourne, Australia. She received her BEd from Southampton University in

England, and her MBA, Master E-business and Communication and PhD from Swinburne University of Technology, specialising in individual money management. Her current research areas include money management and entrepreneurial decision-making. Jill Bamforth is the corresponding author and can be contacted at: cbamforth@swin.edu.au

Gus Geursen is an Honorary Professor at the Faculty of Business and Law at Swinburne University of Technology and an Adjunct Professorship in the School of Information Technology and Mathematical Sciences at the University of South Australia, Mawson Lakes, South Australia. He has held professorial chairs in accounting, marketing and management. He received his PhD in Accounting from Monash University. His ongoing research focuses on liquidity, managerial and individual behaviour in decision-making and theory of the firm.