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A shift in consumer research paradigm (from inside-out to outside-in perspective)

-   Episodic Reconstruction Method

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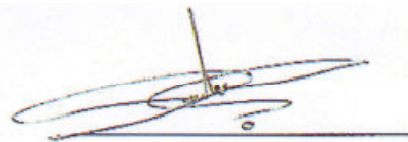Calculated: 123.35 pages($= \frac{46258\ words}{375\ words\ pr\ page}$)

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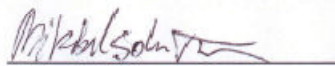
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1 Introduction

In order for business's today to compete or even survive in this economic climate, companies have turned to a reformation of business practices. It is in this 'reformation' that companies are turning to innovation as a vehicle of success and survival. Companies are shuffling organisational structures and revising their 'modus operandi' in order to achieve the 'Best innovative idea/product' or 'marketplace winner'. However, in their pursuit of this 'best innovation' many company's have become target fixated and only focus on the end goal, and as a result, these companies tend to become oblivious to 'best practises' or 'alternate practises' and rather stick to a previous winning formula. Due to this, companies have unknowingly developed 'blind spots' that can often prove to be an obstacle and prevent them from doing effectively what they need to do in order to succeed.

These 'blind spots' stand in the way of a company achieving the discovery of the next best innovation. One of the most crucial blind spots of oversight occurs with regards to the company's customers, or more to the point, the companys understanding of their customers. Therefore, it is in this vein, that an alternative consumer research method should be sought. This alternate method of consumer research should stand to address these 'blind spot' issues as well as yield data and information pertinent to a company gaining a more in depth understanding of consumers and at the same time extrapolating this gathered information to aid in innovation and new product development. The research method necessary to gather this type of information or data from consumers would have to deviate from the traditional method of consumer research and delve into the lives of consumers 'as living human beings'. To accomplish this, anthropological research methods will be considered and adapted for this purposes and also to unearth latent demand among consumers. This thesis endeavours to formulate an alternate research method, drawing on inspiration and attributes of the anthological discipline, in order to construct a generic research method that is conducive to understanding consumers and discovering their latent demands, all for the purposes of generating innovative new product development ideas for the company.

1.1 Introduction of case company

In order to properly illustrate our point we have chosen to work with a case company that will be used as an example throughout the thesis. The chosen case company; Gastro Chef, is a small 'high-growth' producer of designer cooking accessories, located in Manila, The Philippines. In Gastro Chef, success is very much derived from innovation, but they currently lack a structured approach to this, as is so often the case with young organisations. They have an unofficial goal of coming up with twenty new product concepts per year, but have no specific plan for how to reach that goal. For that reason, Gastro Chef is a highly fitting case company and a perfect fit for the alternate research method we are suggesting. In addition to this, one of the members of the group has spent nine months working in the company, which gives us an intimate knowledge of the current business practices and presents a unique opportunity, as we are privy to a deeper understanding of the case company than is normally possible for academic students.

In this section we will give a brief introduction to the case company of the thesis, in order to best equip the reader to understand the specific circumstances that create the foundation for the problem formulation, and for the examples we will be using when answering it. Initially an overview of the history of the company will be presented, starting with the Filtra Group and going on to Gastro Chef itself. Then the mission and vision of the company will be presented, followed by the product range.

1.1.1 Overview and History

The Filtra Group was established in 2001 by Per Stangegaard, whom wanted to promote trade between Denmark and the Philippines. Per had worked in the Philippines before, as the East Asiatic Company's timber manager in the 1980's. When he returned to the Philippines for a short trip in 1999 he saw that much had changed since the 80's, and that a huge growth of the middle class was taking place. This inspired him to form a company that would tap into this emerging market and at the same time helping develop the economy. By the end of 2001, Filtra had acquired the representation of Junckers, Louis Poulsen, Fritz Hansen, Stelton, Rosendal, EVA Denmark and other Danish brands, importing these products to the sectors of construction and interiors. The company has since grown at an impressive rate each year, and have branched out to be

more than just an import business. It is now a holding company for seven divisions: IdeWood, a timber trading company; Philscan.com, an IT-development company; GraphicStudio, a graphics company; Langhoff, a corporate gift company; Scandinavian Trend, an importer of Scandinavian design; **Gastro Chef**, a producer of wooden food and wine accessories; and ScandWood, a producer of outdoor furniture and decking.

Gastro Chef, which will be the case company for this thesis, is Filtra's own brand of kitchen accessories, a fusion of Danish design and Philippine craftsmanship which is sold through a number of shops in Metro Manila. The company originates in 2003. At that time, the brand was called Collexione and was part of a collection of wood, leather and marble products for private label and corporate customers. From this, the potential of creating a high quality kitchen brand was realised and in 2005 the brand Gastro Chef was born.

The brand represents the synergy between Denmark and the Philippines, employing Danish design and Filipino craftsmanship. It is marketed as a lifestyle brand that is intertwined with the appreciation and enjoyment of food. (Strangegaard, 2004)

The company have so far experienced a high level of growth each year, and is projected to continue this growth in future years.

Figure: 1 – Growth of the Filtra Group
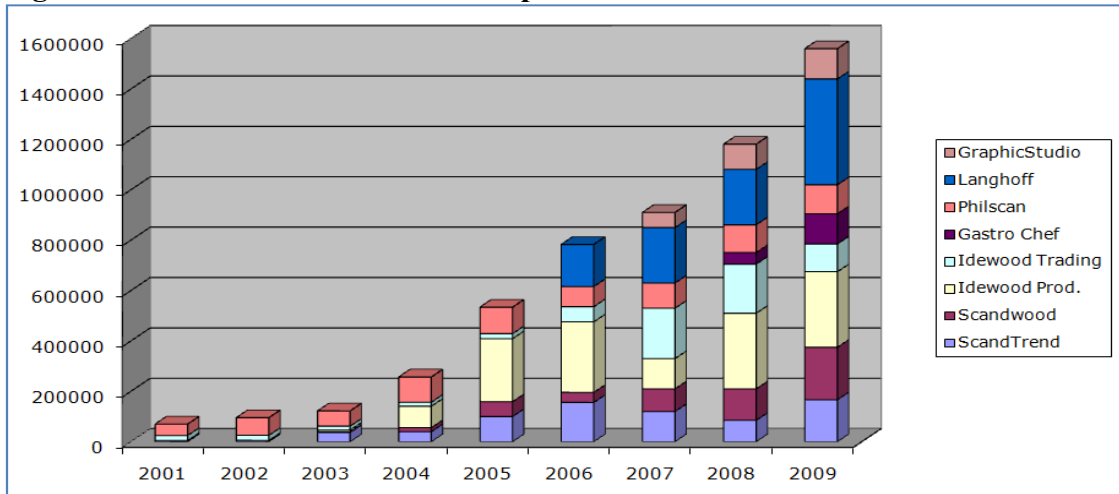
Source: (Strangegaard, Management meeting 08-09-09, 2009)

As can be seen in the figure above, the Filtra Group as a whole have experienced an impressive growth each year, since it was founded, and while Gastro Chef is still a young company, it seems that it has been able to follow this trend, with a remarkable growth from 2008 to 2009. In 2009, Gastro Chef has been able to reach its break-even-point in some months in the last quarter of the year. This raises the bar, so the goal for 2010 will be to reach, and surpass, the break-even point for the year as a whole.

Likewise, sales have been growing steadidly, and is expected to continue to do so in the future. This can be seen in the table below, where we have listed the sales figures for the years 2008 and 2009, as well as the projected sales figures for the year 2010.

Figure: 2 – Annual Sales of Gastro Chef (US Dollar)

Year	Anual Sales
2008	$46.000
2009	$120.000
2010 (projected)	$160.000

Source: (Strangegaard, Management meeting 08-09-09, 2009)

1.1.2 Mission Statement and Objectives

The declared Mission and Vision of Gastro Chef are as follows:

a)   Mission

We wish to create a coherent collection of well designed, useful, innovative, functional, and esthetically beautiful quality products for the modern kitchen and living.

We wish to create a Filipino World Class Brand showcasing our background in Danish design and Filipino craftsmanship

We shall prioritize use of local quality materials, and Gastro Chef's products shall contribute actively to the plantatree.dk foundation, and thereby support plantation projects in the Philippines

b)   Vision

We aim to become the Philippine's leading brand for kitchen and table accessories.

We aim for Gastro Chef's products to be available in all leading department stores, as well as specialty kitchen and gift stores nationwide, as well as to selected export markets.

1.1.3   Product Portfolio

Gastro Chef has five product lines, each with a different theme, but all related to each other. The four lines are: Cook It, Cut It, Live It, Serve It, and Gastro Chef Pro. Common for the five product lines is, that they are all related to the kitchen or cooking in some way, they are all in Scandinavian design, handcrafted, and they are mostly, though not exclusively, manufactured in Philippine rosewood. The materials used for the products are of a very high quality. The stainless steel used for the knives is of a quality that is usually connected with Japanese steel, though it is manufactured in China. It is very important to Gastro Chef that all wood used in their products comes from responsible and legal foresting, and a part of the proceeds of all Gastro Chef products goes to the NGO 'Plantatree.dk'. The Philippine Rosewood used in the products is very difficult to dry, and the Filtra Group is the only organization in the world with the expertise and knowhow to properly dry this wood-sort. This means that even in the 80's, when large quantities of wood was logged and exported from the Philippines, the Rosewood was untouched, resulting in ample supply today. The quality of the products considered, Gastro Chef offers an affordable alternative to the larger, established brands. Gastro Chef has chosen to keep their prices lower than other brands

competing within the market for high quality kitchen-ware, both in order to cater to the growing middle class in the Philippines, and to have a competitive advantage in the foreign markets.

There is currently no structured or formal strategy or list of procedures for innovation and product development in the company, though they do aim at coming up with twenty new product concepts each year.

a)   Cook It

The Cook It product line is mainly made up of cutting boards of various sorts and sizes, including steak boards, cheeseboards, sushi boards and chopping blocks. Besides these cutting boards, the Cook It product line also includes a number of cotton products: oven mitts, aprons etc.

b)   Cut It

The Cut It product line consists of the Gastro Chef Knife series. These are manufactured in high quality steel and Philippine Rosewood. This product line includes most kinds of kitchen knives, from Paring Knives to Meat Cleavers, Carving Sets, Cutlery, as wells as Knife Magnets and knife Blocks.

c)   *Live It*

The Live it product line consists of products related to wine. It includes wine holders of various kinds, from the wall mounted, to the balancing table holder.

d)   *Serve It*

The Serve It product line mainly consists of serving trays in different sizes and shapes, including the innovative Gyro Tray shown in the picture below. Besides serving trays, this product line includes a range of other products related to the serving and presentation of food: napkin and tissue holders, spice jars, coasters, sandwich boards, egg cups, salt and pepper mills etc.

e)   *Gastro Chef Pro*

The Gastro Chef Pro product line consists of products specifically designed for professional users. It includes the flagship product of the company, the Giant Pepper Mill as well as chopping blocks, rolling pins, and a small kitchen and serving table.

The case company has now been introduced and this leads us to determine the scope of the thesis and the problem formulation.

1.2 Problem Formulation and Scope of the Thesis

Gastro Chef is the central element behind the problem formulation of this thesis. Being a small company in an industry with large established brands, Gastro Chef have to rely on innovation to differentiate themselves from their competitors. Hence, it has become necessary for Gastro Chef to consider further product innovation and more importantly, a mean of conducting research that is conducive to the collection of consumer data for purposes of innovating new products. Therefore the problem we have chosen to investigate is as follows:

How can Gastro Chef use a research method for collecting consumer information that is appropriate and conducive to yield data /information necessary for continuous idea generation for new product innovation?

At present Gastro Chef relies on its current range of products, however, although this product range has served them well in the past, Gastro Chef has a goal of remaining innovative and there is an unofficial saying in the company that the goal is to have 20 new product ideas each year (refer to section 1.1.3). Gastro Chef is now faced with a dilemma often faced by companies that have become too reliant on one successful product innovation; this dilemma is the question of 'What do we do now? ' To address this dilemma a company has to re-evaluate its capabilities and gain a

more in-depth understanding of the market, especially that pertaining to behaviour of consumers in that market. It is in this vein that our chosen problem statement comes into effect.

Gastro Chefs core competence lies in manufacture and production of food preparation utensils and accessories (refer to the introduction of case company for further description of products). The act of food preparation or cooking is vital part in the lives of all consumers / human beings; therefore a research method needs to be formulated taking this into consideration. In order to accomplish this, aspects of human behavioural science (anthropology) will have to be investigated as part of design and construction of a viable research method. This research method has to tackle this issue of consumer's behaviour by gaining deeper insight into the 'lives of the consumer' in relation to Gastro Chefs innovative capabilities and core competences. This will serve to not only discover the 'next best thing' but to continuously generate innovative ideas to sustain this process for further future innovation.

Hence, this thesis will take on the means of formulating a frame work for researching the consumers in the market from an anthropological stand point, in order to gain a deeper understanding of the dynamics of the consumer. Furthermore 'demand' will be examined in context of the research method, as the establishment of demand may prove a valuable precursor to the research project, and also aid in the setting indicators or specific areas to focus on, while drafting the tools for the research method, and later in the data analysis process.

1.3 Delimitations

This section serves as a mean to illustrate aspects of relevant theories or their application that we will not be taking into consideration in this thesis. Due to the fact that some theories and other key factors in the thesis are quiet extensive and encompass various aspects that make up these theories or key factors, only the most relevant of these theories and key factors, that are applicable, will be used to substantiate the objective of this thesis. For the reason of parity, the delimitations of the thesis need to be mentioned and are as follows:

- User driven innovation form the overall construct in which the thesis is rooted. The User Driven Innovation (UDI) model (refer to **Figure: 14**. explained section 3.6), consists of five parts which form the basis for a company to implement User Driven Innovation. However, for the purpose of the objects of this thesis (formulation of research method conducive to idea generation for innovative new product development) only the first two steps of model will be focused on and adapted to our purposes. The other three parts of the model depend largely on the company (resources, time, and acceptable method of execution), elements of which are out of our control. Furthermore, these remaining three parts (visualisation, prototype evaluation and implementation) will only occur once all the innovation ideas generated via means of our proposed research method have been considered for feasibility.

- Anthropology, which forms the foundation of our proposed research method will only focus on the 'socio-cultural' aspect of this discipline, other aspects of anthropology (e.g.: archaeology, linguistics, physical, etc.) will not be considered, as they have no baring on this thesis, this will further be explained in the thesis.

- Culture, although included in this thesis, will only serve as a means of illustration of our perspective. While culture forms a substantial part of anthropology (the discipline of which we will be using aspects from to formulate our research method), it is fairly vast and a detailed audit of culture or cultures is not necessary or conducive to the object of this thesis.

- Proposed Research method, this being the object of the thesis, will extend to the formulation of the research method and its application. Field testing of the method will be conducted; however this will be done on a small scale for the purpose of feasibility evaluation. Large scale application (in order to collect data), is an undertaking for the company as we do not have the necessary resources to accomplish this as compared to a company (Gastro Chef).

- Actual product development and organisational design will not be featured or discussed in this thesis. Although these elements are crucial to innovation, as stated before it is largely dependant on the resources of the company and their willingness to adopt organisational change.

- As we are using Gastro Chef as the case study for our thesis, the practical examples will relate to an SME. However, we believe that our proposed reseach method will be applicable to larger companies as well.

2   Methodology

The purpose of the methodology chapter is to inform you, as reader of this thesis, how to observe, read and understand the outcome of our research. In order to scientifically justify and prove the outcomes of the thesis, this chapter is implemented to show that the investigation has been done consciously with carefully prepared thoughts about our (the investigators) world view, the methods, tools, literature, empirical data, theory and methodology used and employed.

In this chapter the epistemological view, theoretical view, methodological approach, methodology, and structure of the thesis will be presented.

Each researcher's personal view of the realty affects how we interpret and understand information and data, and use theories and methods. The view of reality as we observe it can be set out in four basic elements shown below in **Figure: 3**;

Figure: 3 – The elements determining the methodology
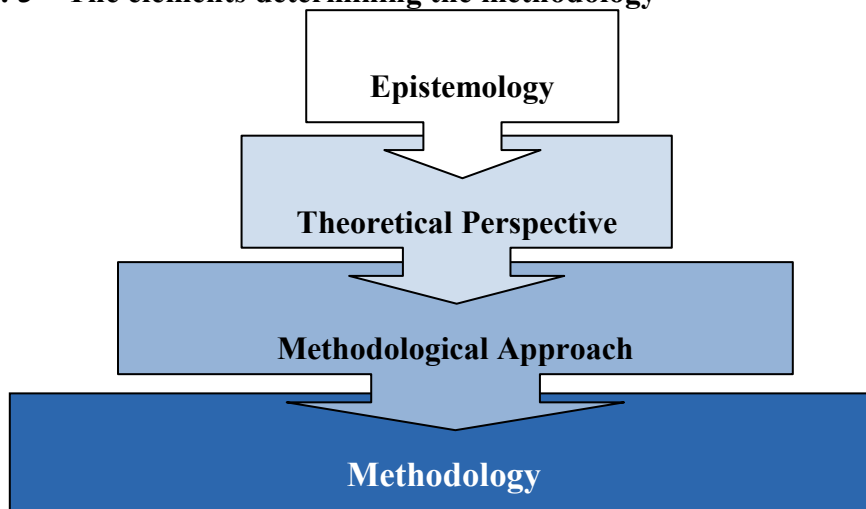
Source: (Crotty, 2003) p. 4

From the figure one can see that each of the four elements have a direct influence on the next.

Epistemology is how the researcher recognises and realises the world. It is related to the knowledge embedding the theoretical perspective and further on in the methodology.

Theoretical perspective forms the philosophical point of view of the thesis. The theoretical perspective is also called *paradigm*; the choice of paradigm lends itself to the chosen methodological approach used. This provides insight into context, logic criteria of the methodological approach and the thesis

Methodological approach outlines the approach used in the thesis; this refers to the strategy, process and design based on the paradigms in the theoretical perspective. Methodological approach also defines the choice of methods to be used and linking those methods to the desired outcome.

Methodology, as defined by the methodological approach, refers to the techniques used for collecting and analysing data related to the thesis's problem formulation. (Crotty, 2003)

2.1 Epistemology and Theoretical Perspective

Epistemology is defined as the way knowledge of science is viewed, its scope and limitations. There are basically two poles within epistemology. At one pole we have the Explanatory knowledge, which see and explain the findings objectively via quantitative tools and methods. At the other pole we have the Hermeneutics who understand knowledge subjectively via qualitative tools and methods. This can be seen in the figure below:

Figure: 4 – The poles within epistemology

Quantitative Objective	Qualitative Subjective
Explanatory Knowledge **Explanatory**	Understanding Knowledge **Hermeneutics**

Source: Own creation inspired from (Arbnor & Bjerke, 1997) and (Nørreklit, Falconer, & Nørreklit, 2007)

As a group of three individual researchers we see the epistemology differently as we are three different persons. But generally all three of us sees knowledge as subjective, but possible to objectify. Within the epistemological poles there are different theoretical perspectives. These perspectives are divided in different paradigms which are differentiated by their ontological, epistemological and ethical plus aesthetic assumptions on what is morally acceptable and attractive when obtaining knowledge (Nørreklit, Falconer, & Nørreklit, 2007).

Figure: 5 – Paradigms

	Quantitative Objective						Qualitative Subjective
	Explanatory Knowledge **Explanatory**			Understanding Knowledge **Hermaneutics**			
Epistemology	The development of knowledge is viewed as proceeding in a logical manner	Knowledge is gained through data and can be observed and measured	The value of the knowledge is equal to its practical use	Knowledge is the common conception of the individuals	Knowledge is an interpretation of reality	Understanding the world through interaction	Understand the world through experience
Ontology	Decisions governed by rational thinking.	Reality concrete & conformable to law of structure independent of the observer	Reality as a world of symbolic discourse	Reality as an imperfect common concept of independent individuals	Reality as a social construction	Reality as a whole understood by grasping its individual parts	Reality as a manifestation of human intentionality
	Rationalism	Positivism	Pragmatism	Realism	Constructivism	Hermeneutics	Phenomenolog

Source: Own creation inspired from (Arbnor & Bjerke, 1997) and (Nørreklit, Falconer, & Nørreklit, 2007)

As can be seen from the figure there are 7 paradigms. They will not be elaborated further on, except from the chosen paradigm. In this thesis the pragmatic view is applied. This is because pragmatism is recognised as reflecting the thesis' working process regarding research, how knowledge is viewed, obtained, its way of evaluating situations, and solving problems.

Pragmatism is called a theory of 'truth' because of its matter-of-fact way of approaching, assessing situations or of solving problems. Based on pragmatism, the ideology, or proposition, is true if it works satisfactorily for the researcher or leads to successful actions, i.e. if its future predictions hold true. One can only know the truth after having tried to apply it in action. That is, one cannot know the future before it has become the past and therefore theories and models are true to different degrees, based on how they currently work. (Nørreklit, Falconer, & Nørreklit, 2007)

In other words, pragmatism endorses practical theory. Thereby the outcome of the thesis has to be practically tested before it can be concluded if the observations are valid. If the model/theory created can be implemented successfully in reality and proved to function, then the knowledge is valid. This means that we cannot prove the truth of the results, as we do not have the possibility to implement them in reality. Thus, the ambition of this

thesis is to make recommendations for a specific situation, based on the knowledge at hand, but not to test it in reality.

In pragmatism, knowledge is viewed as being constructed, as well as based, on the reality of the world that the investigator experience and lives in. The pragmatic investigators obtain knowledge that is objectified and does not express their subjective meanings. Investigators have to be aware of how they view the world so that he can create models of the world that is not influenced by their subjective ideas. (Nørreklit, Falconer, & Nørreklit, 2007) Therefore we (the group) have to be aware of our subjective views, or more broadly, be aware of the reality and our practical life and take care that the knowledge is not biased by our own views and prejudices.

Pragmatism recognises the existence and importance of the natural or physical world as well as the emergent social and psychological world that includes languages, culture, human institutions and subjective thoughts (Johnson & Onwuegbuzie, 2004). This is important in the research on consumer latent demand.

Our choice of the pragmatic paradigm fits our epistemological views and the problem at hand is indeed a practical problem. We see theories and literature as tools to solve the problem and the knowledge achieved from the thesis is valuable if it actually can be used in practise.

2.2 Methodological Approach

The paradigms are the foundation of methodological approaches. Nevertheless, several methodological approaches might exist within one paradigm. However, it could also be a reversed situation, when a methodological approach might take inspiration from different paradigms. To add, specific paradigms can actually dictate which methodological approach should be used. (Arbnor & Bjerke, 1997)

a)   Three methodological Approaches

According to Arbnor & Bjerke (1997) there are basically three methodological approaches; the Analytical, Systems and Actors approach. The Analytical approach is an Explanatory approach which sees knowledge as objective and data is collected via quantitative means. The Systems Approach is situated between the Analytical and Actors approach. Therefore knowledge here is a combination of the Explanatory pole and the Hermeneutic pole (see **Figure: 4**). Knowledge is seen as subjective but possible to objectify and data can be gathered through both quantitative and qualitative means. At last we have the Actors approach which is Hermeneutic, i.e. understands gathered

data qualitatively and knowledge is obtained and used subjectively. Below the three methodological approaches are added to the figure paradigms and poles. Furthermore it is illustrated by a transparent arrow what epistemology, paradigm and methodology applied to this thesis.

Figure: 6 – The choice of methodological approach

Quantitative Objective						Qualitative Subjective
Explanatory Knowledge **Explanatory**				Understanding Knowledge **Hermaneutics**		
Epistemology						
The development of knowledge is viewed as proceeding in a logical manner	Knowledge is gained through data and can be observed and measured	The value of the knowledge is equal to its practical use	Knowledge is the common conception of the individuals	Knowledge is an interpretation of reality	Understanding the world through interaction	Understand the world through experience
Ontology						
Decisions governed by rational thinking.	Reality concrete & conformable to law of structure independent of the observer	Reality as a world of symbolic discourse	Reality as an imperfect common concept of independent individuals	Reality as a social construction	Reality as a whole understood by grasping its individual parts	Reality as a manifestation of human intentionality
Rationalism	Positivism	Pragmatism	Realism	Constructivism	Hermeneutics	Phenomenology
Approach	Analytical approach					
		Systems approach				
				Actors approach		

Source: Own creation inspired from (Arbnor & Bjerke, 1997) and (Nørreklit, Falconer, & Nørreklit, 2007)

b)   Systems Approach

As can be seen from the arrow in **Figure: 6**, we use the systems approach in this thesis because the epistemological and theoretical perspectives fit this very well. Furthermore Arbnor & Bjerke writes;

"The epistemological orientation of pragmatism claims that the value of knowledge is equal to its practical use. The "truth" of a statement becomes equal to its consequences. This is what we normally associate with the systems approach." (Arbnor & Bjerke, 1997, p. 118)

The systems approach, explained shortly, views the reality as systems and their relations between them. These relations create positive or negative synergy. The problem at hand is that we have to view an organisation and the relations between the individuals in it, and their relations to the outside systems, i.e. the users of its products, to create a better understanding of how to innovate products. In this case an organisation is defined as a *larger social system with well-developed division of labour, which back up the choice of the systems approach* (Bakka & Fivelsdal, 2004) (Translated from Danish).

In this thesis we will cosider systems that are open and value-laden, since the organisation is in contact with the outside world and can therefore not be isolated as such. The value-laden system-model consider an organisation as being composed of living thinking people, and takes into consideration that relations around and in the system have a set of basic values with root in culture. Through this approach the complex relations in the organisation and its surroundings is able to be understood.

The purpose of the systems approach is, as mentioned earlier, to reproduce an objective reality or to *objectify.* That is, individual subjective ideas, ambitions and assumptions have to be treated as objective. We will look into the problem and find final relations which will be used to explain and understand the larger context through which a course of events take place.

The main focus is the innovative opportunities of Gastro Chef (Gastro Chef is equal to system A). To identify these opportunities the thesis will focus on establishing a framework on how to collect data on the consumers, in other words the relationship between Gastro Chef (system A) and consumers (system B). To improve the relations between system A (Gastro Chef) and system B (consumers), it is needed to investigate latent demand which is identified as a subsystem to system B.

To identify this latent demand a framework on how to collect data on system B (Gastro Chef's consumers) need to be established. A scientific tool is needed in order to make it possible for Gastro Chef to create an understanding of what their consumers have of latent needs, which Gastro Chef in turn can use to generate new product ideas. The problem is that consumers are not aware of what their latent needs are since it most often is something in their behaviour, which they are not aware of themselves. Therefore their needs have to be discovered through observations of the consumers. Observation is not a scientific tool covered by the systems approach since this approach rely on tools like interviews, case studies, historical studies and system theories. Therefore we will need to the observation tool from the actors approach.

c)   *Actors approach*

The aim of the actors approach is to understand the world, ss can be seen from **Figure: 6 – The choice of methodological approach**. In order to understand you cannot access knowledge objectively as in the systems approach. Knowledge is subjective which mean that it is not possible to generalize and for example apply a model or theory just because it worked for another company, but that each company is unique due to its own social construction created by the actors' interaction with each other. Each actor is actively creating his/her reality, i.e. a company is only real because a group of actors have a shared idea, if no one knew there is a company it would only be a building. Each actor sees the world from his/her own subjective view and it is only possible to get knowledge about the actor through interaction with him/her. The scientific tools of the actors approach is dialogue, develop language, observations, and experiments. The investigator can only attain knowledge by interacting and participating with the actors.

For the purpose of this thesis we are interested in observing the behaviour of people. Consequently we will need a research framework that makes it possible for an investigator to get in and observe and identify episodes of the actors' life that can be simplified and translated for the purpose of innovating an improved product. In order operate in an observer capacity; the investigator has to be open-minded, unprejudiced, honest, and able to interact in the actors' world. There are different ways to observe, and not all methods require that the investigator is present, for example, the use of photo media, e.g. cameras and observational documentation questionnaire. (Arbnor & Bjerke, 1997)

2.3 Chosen methodology/methodic

The methodology we have used in this thesis is the deductive methodology. The deductive methodology is described as a method of creating knowledge, whereby the researcher understand single cases from general laws; that is, what does the general theory say about how to approach a certain problem (Arbnor & Bjerke, 1997). In practice this means that the researcher take the theory relevant for the problem and then use these theories as a framework for deducting, leading to an understanding of the problem. The theories are then adapted to fit the current problem and this 'synthesis' theory then control the empirical data collection and data analysis.

Since we are dealing with the formulation of a research method, selection and validation of subjects is of importance. However, the adapted research tool developed throughout this thesis will lean heavily on the collection of qualitative data. This being the case, a pragmatic perspective will have to be adapted i.e. data collection is valid if it proves to function in practical use. Therefore we cannot use the same validation methods that is used to validate quantitative research, but can first prove the validity when the research has been carried out.

2.3.1   Research design

The systems approach's goals are to; 1) identify the type of system, 2) describe it, 3) determine the relations, 4) diagnose and 5) guide. Point 1 to 3 cannot be separated because the systems approach views reality as constructed by varying totalities, each having several relations. (Arbnor & Bjerke, 1997) Hence a deeper analysis demands that these relations are taken into consideration, if not included in our analysis. Below there is a description of the methodological research design:

Figure: 7 – Methodological Research Design

The real world / Gastro Chef and cosumers	Working methodology	Empirics, theory, method and tools
Gastro Chef today: how they get ideas to innovate	**Phase 1**: System model 1 (The reality of Gastro Chef compared to the theory. Gastro Chef want to innovate but lack a strategy/structure to accomplish this)	Criteria for investigation: Objectified, qualitative and quantitative knowledge. Value laden system, open
Gastro Chef's problem: How to identify opportunities	**Phase 2**: Diagnosis (This is related to what Gastro Chef's current capabilities are and what need to be improved)	Data: Secondary data (theory) Primary data (from the company)
	Phase 3: Data collection	Methodology: Final relations Deduction (Theory controls the data-collection)
Gastro Chef in a future perspective; A model for how Gastro Chef can do reseach to identify product opportunities	**Phase 4**: Methodology, project structure and way of presenting the problem	Tools: Models plus theories about identifying opportunities (latent demand) and, theory on observation s. interviews
	Phase 5: Theory (presentation and description)	
	Phase 6: New system model 2 (Present a reseach methodology)	

Proposal of a solution /conclusion

Source: Own creation with inspiration from lecturer in methodology Marita Svane (Svane, 2007)

Phase 1: System model 1: Because the primary case study of this thesis focus on Gastro Chef, the project period began with identifying several problems from Gastro Chefs reality that could be interesting to further explore.

Phase 2: Diagnosis: From the problems we identified, we chose one that could be interesting for us to work with and at the same time benefit Gastro Chef. This chosen theme investigates Gastro Chef's need to establish a process by which it can continuously innovate.

Phase 3: Data collection: In phase three we collected data. The data phase continued throughout the whole project-period, as it is an ongoing process. The initiation of the data collection process in this phase will be the most intense as it would be in order to gather literature relevant for the theme.

In the beginning of the project period, the data is gathered mostly via observations and interactions with the employees at Gastro Chef, which is possible due to one of the group members being employed of Gastro Chef (in a traineeship capacity). These observations and interactions provided basic knowledge of the company and drew attention to certain problems. When the problem was identified, the focus was on secondary data, such as litterature and relevant theories. When having attained knowledge of the theories relevant, this formed the foundation for the theoretical framework. The thesis' purpose is to form frameworks to identify opportunities amongst the consumers for future idea generation in Gastro Chef.

Phase 4: In this phase we highlighted the methodological approach to solve the problem, by means of formulating a logical thesis structure which presents the identified problem and the way in which we aim to solve it. This was done by identifying the most viable overall methodology which in our case is the systems approach. The use of the systems approach illustrates the logic of the thesis. However, due to certain aspects in the content of the thesis (see research framework) it is deemed necessary to include aspects of the actors approach.

In efforts of congruency, a detailed thesis structure will be presented to illustrate the flow of the thesis from the point of the problem formulation through to the proposal of this problem. This thesis structure serves as a means to follow the writer's logic throughout every chapter of the thesis.

Phase 5: In this phase we acquired knowledge of the theories and gained an understanding of which theories to use and how to use them. As can be seen in the

project design below, there are theoretical chapters in which we discuss the theories of research methodology.

Phase 6: In this phase a sort of 'best practice' involving research methods for idea generation in order to be continuous innovative is established.

Proposal of a solution /conclusion: In this phase is described what we can learn from this study and conclude from it.

The methodological structure is different from the structure of the thesis and therefore the operative structure is presented underneath in the *project design*:

2.3.2   Project design

Figure: 8 – Project Design

Chapter 1
Introduction

Introduction

Intro case company

Problem, Scope of project, Delimitations PF: *'How can Gastro Chef use a research method for collecting consumer information that is appropriate and conducive to yield data /information necessary for continuous idea generation for new product innovation?'*

Chapter 2
Methodology chapter

Chapter 3
User Driven Innovation

Chapter 4
Anthropology

Chapter 5
Demand

Chapter 6
Research Tools

Chapter 7
An Episodic Reconstruction Method for Gastro Chef

Preparations

Research Process

Chapter 8
Conclusion, Critical Evaluation, Perspectives

| Knowledge | Understanding | Application | Analysis | Synthesis | Critical Evaluation |

Explanation of project design: In the above figure the project design is shown in relation to Bloom's Taksonomi, to illustrate that the group is aware of the thesis requirements and has been able to consciously consider it, and make it clear for the

reader that all steps has been covered throughout the thesis. The vertical arrow shows the thesis' chronology while the horizontal arrow illustrates what steps the different chapters cover of Blooms Taksonomi. (Olsen & Pedersen, 2003) The illustration is very rigid; there are also bits of all steps in the majority of chapters even though it does not stand out from the figure. Below each chapter is explained:

Chapter 1 *'Introductory chapter'*: This chapter introduces the problem and introduce the case company. In this thesis the problem to solve is; *'How can Gastro Chef use a research method for collecting consumer information that is appropriate and conducive to yield data /information necessary for continuous idea generation for new product innovation?'* The thesis focus is on the case company Gastro Chef and how they can structure their innovation process. This is explained in the *scope of the thesis* where important terms central for the problem is also defined. Chapter 1 cover 'knowledge' and 'understanding', and with the problem formulation we express a wondering if the knowledge can be combined and used in a new way, i.e. innovation and anthropology.

Chapter 2 *'Methodology'*: In this chapter, our general view of the world and of knowledge will be presented in the form of ontology and paradigm. The chosen methodological approach and the methods used for the investigation are explained, plus a presentation of the thesis' framework and design where theories are shown and will be elaborated on. The methodology chapter covers 'knowledge', 'understanding', 'application', and 'analysis', because we show that we can use our knowledge and understanding of methodology and apply it to the problem we want to solve, but also analyse the methodology to pick or not pick the 'tools' that is best to approach the problem at hand.

Chapter 3 *'User Driven Innovation'*: This chapter discusses innovation, more specifically, user driven innovation. The users are in focus in this thesis and therefore this chapter identifies which 'user focused' innovation theories that exist. The chapter ends up in a model created as an adoption/synthesis of user driven models, showing how user driven innovation should be carried out with creating a team, preparing for research, carrying out the research, analysis, prototyping and implementation. This model creates the framework for the thesis, but we have delimited ourselves from looking at the visualizion, prototyping and implementation, which is out of the scope of a research method. The User Driven Innovation chapter covers the following taksonomic steps; 'knowledge', 'understanding', 'application', 'analysis', and 'synthesis'. We accumulate knowledge of user driven innovation and show an

understanding for how it applies to the thesis. At the end of the chapter we create our own model from the literature, which is a synthesis, our own thinking, that is deduced from analysis and the model is then applied to the thesis and forms the foundation for the thesis structure.

Chapter 4 *'Anthropology'*: In this chapter anthropology is explained, how it relates to innovation, how it has been used in research and its relation to business. It ends up discussing the shift in modern business to anthropology and discusses why anthropology not only can be used for sales and marketing, but is highly relevant for innovation purposes. This chapter also brings into focus the research tools used in anthological research (ethnography) and establishes the anthropological cultural perspective we have taken in our efforts to formulate a research method. The Anthropology chapter describes 'knowledge' in the area as well as an 'understanding', and how anthropology 'applies' to innovation research.

Chapter 5 *'Demand'*: In order for a company to formulate a research method conducive to innovation it would be prudent to establish 'what is the purpose of the research?' In this chapter we will explore demand as a vital step before embarking on a research project. Since the research method is aimed at the unearthing of consumer latent demands, a company will have to construct a demand landscape to better map the direction in which the research will go and which aspects (activities) are needed to be focused on in order to determine these latent demands. The demand chapter is like the anthropology chapter covering the three steps 'knowledge', 'understanding', and 'application', as we show knowledge and understanding of demand theory and the importance of applying a demand-point-of-view to innovation.

Chapter 6 *'Research tools'*: Here quantitative and qualitative research methods will be discussed. This will serve to highlight the fundamental differences between information collected via 'traditional methods (quantitative) and anthropologically based (qualitative) methods of research. This chapter furthermore looks at the execution and tools of qualitative research methods (ethnography). As a part of ethnography, observational research will also be investigated and explained as a pertinent aspect of formulating a research method for Gastro Chef. This chapter covers 'knowledge', 'understanding', 'application', 'analysis', and partly 'synthesis'. It is only partly a synthesis because we complete the chapter with a description of Episodic Reconstruction Method, which is a method that takes in contexts like anthropology as well as other aspects mentioned earlier in the thesis, and we summarise on chapter 3-6

here. It is therefore a synthesis as it is a new model building on existing knowledge, but Episodic Reconstruction is not our own original idea, therefore partly synthesis, that we later, in chapter 7, make our own method.

Chapter 7 '*An episodic reconstruction method for Gastro Chef*': This chapter takes into account the previously discussed elements (from the preceding chapters) to construct a research method that Gastro Chef can employ in order tap into consumers sub-conscious latent needs, desires and wants. Aspects and knowledge from the previous chapters will be brought into focus and applied to formulate a practical research tool that Gastro Chef can employ in efforts to extract useable information from consumers in order to identify demand opportunities and fill those opportunities through innovation. The chapter will be divided into the practical aspects of implementing the research method and explain how the qualitative data gathered via this method can be analysed. This chapter covers 'understanding', 'application ', 'analyses, and 'syntheses'. We apply the knowledge presented in previous chapters to create our own method, a synthesis.

Chapter 8 *'Conclusion'*: This chapter cosists of three parts; Conclusion, Critical Evaluation and Further application of the episodic reconstruction method.

The *conclsion* is the answer to the problem formulation. It will be answered by firstly answering specifically on the problem formulation and then concluding on what knowledge we identified is needed, for the management in companies in order to generate ideas that cover lantent demand in user driven innovation.

The *Critiacal Evaluation* evaluates the main sources used in this thesis, then we evaluate the episodic reconstruction method for Gastro Chef and finally the thesis as a whole.

The *Further application of the episodic reconstruction method* chapter will be one of reflection, including future prospects and further development of the 'Episodic Reconstruction Method' as a research tool.

In chapter 8 we conclude on the problem formulation, and then we critically evaluate the sources, our own method and the thesis as a whole, which is why it covers the taksonomic step Synthesis and Critical Evaluation.

3   User driven innovation

Since the focus of this thesis is generating innovation ideas, a consumer-focused method is necessary in order to create a framework for gathering information about latent consumer needs using anthropology, and for the organisation to dissiminate the information attained from this. The users are the focus and therefore this chapter will describe User-Driven innovation and end up with our own 'User-Focused' model which is used as the framework for the rest of the thesis.

In this chapter innovation will firstly be explained, and then the sources of innovation are elaborated, on leading up to a definition of User-Driven innovation. Within User-Driven innovation, two perspectives are explained; the IDEO-Method and the Lead-User method. In the end of the chapter our own model is presented which is our answer to a User-Driven model.

3.1   Innovation

In this section innovation will shortly be explained. Innovation is a broad term, viewed by some scholars as being an adaptation of new ideas, approaches, behaviours, products and processes, while other scholars view innovation as means of change in an organisation. The innovation process is defined as the process of getting new ideas, action and implementation. It is not enough just to get new ideas. It is only when the organisation *act* on the ideas that this ends up in implementation, which will gain and give profit to the organisation. Though, innovation cannot happen without people to get the ideas and therefore the innovation process is basically *people creating value through the implementation of new ideas.* [Kelley 2005] Thereby an innovation is specified as something "new and original".

Since the early works of Schumpeter, innovation has been categorized into different "types". In his earlier writings, Schumpeter identified five principal *Forces of Creative Destruction,* which is different types of innovation that can be categorized into; Introduction of a new good (product innovation), new method of production (process innovation), opening of new market, a new source of supply or raw materials (material innovation), and creation of a new type of industrial organisation (organizational innovation). (Deakins & Freel, 2003)

The critique of Schumpeter is that his Forces of Creative Destruction are too technological and innovation is more than technology and high tech. In fact high tech

companies are historically some of the least innovative. To add, Schumpeter excludes important factors such as service, marketing and administrative innovations. Nevertheless, Schumpeter's work is attractive and his work can be recognized in the newer categorization below, made by Assink (2006). (Deakins & Freel, 2003) Following Assink, innovation can be distinguished by four 'aggregation levels', which are;

1. Individual Level (improvement)

2. Functional Level (process improvement or adaption),

3. Company Level (radical product and service innovation, new business) and

4. Industrial Level (technological breakthroughs). (Assink, 2006)

We endevour to create a research method that a small or medium sized company (SME) can use to get new ideas (particularly Gastro Chef), this is especially for the purpose of product development and concept design. Hence, the main focus will be on the Company Level, in order to innovate tangible developments such as products and services. To clarify the connection between the 'aggregation levels', a practical example can be used to illustrate this; An innovation idea attained from research, could for example be that the customer's request different types of materials i.e. for a certain product, since other materials makes the product more valuable to the customer (Kelley, 2005). This could be more environmental friendly materials, which would require an innovative and revolutionary change in the supply and production processes, but no innovative change in how the product is practically used by the customer. Thereby it is a change in the Functional Level. However, this will logically also result in a change of the physical product (Company Level).

In fact the levels are following hierarchies - an innovation on level 1 will only affect that level, while an innovation on level 4 will affect all the other levels. Therefore, even though the purpose of the formulation of a research method for Gastro Chef is to generate product ideas, the new products will imply that the company has to innovate or create new production processes and individuals (employees) have to learn new routines. The only level not affected will be the industrial level, since the research method is created to get product ideas within the same industry.

New products creating more value for the customer could be a mix of product by combining products from different industries, like when Apple Inc. created the iPod that can be linked with iTunes software/store. They thereby created their own industry,

combined by the software industry, hardware music player industry and music sales industry. Gastro Chef could for instance mix the kitchen tool industry with food production industry: To do this they could for example to invent a product that can do cooking by itself (kitchen tool industry). In order to do that it needs standardized ingredients (food industry) that the company provide/sell from a spot easy accessible for the user, e.g. a website or if we think very 'out-of-the-box' radically, the product could have build in software that orders the ingredients itself (software industry). For the ingredients, the company would need to develop those in corporation with the food industry. Only imagination set limits on creativity, which lead to innovation. Maybe the above example is a bit too 'out-of-the-box' or too radical to realize with limited ressources, but a little further brainstorm and maybe a profitable compromise could be found that create value for the users.

3.2   Sources of Innovation

Ideas for radical product changes require a framework, since the minority of people come up with an innovation "out of the blue". Therefore the innovation process has to be systematised. A reputed researcher, Peter F. Drucker has written that "*Systematic innovation (...) consists of the purposeful and organised search for changes and in the systematic analysis of the opportunities such changes might offer for economic and social innovation.*" (Drucker P. F., 1998) To be systemized it requires a method for collecting data, generating ideas, as well as an organization that is structured to foster creative ideas and carry out the whole innovation process. In this thesis the focus is on the method of collecting data for innovation purposes.

To innovate systematically, a company should monitor 'the Seven Sources for Innovation Opportunities'. This is because the majority of successful innovations spring from conscious, purposeful search for innovation opportunities. These are found by the seven sources, of which the first four exists within the organization or within an industry or service sector. These are:

1.   Unexpected innovation opportunities (unexpected success, failure or outside event)

2.   Incongruity innovation opportunities (a difference in how reality actually is and reality as it is assumed to be, or ought to be)

3.   Innovation opportunity based on process need (e.g. faster production, use of different materials)

4. Changes in industry structure or market structure innovation opportunities (e.g. new technology)

The last three sources of innovative opportunity are located outside an organisation – in its social and intellectual environment;

5. Demographics (Changes in the composition of the population)

6. Changes in perception, mood and meaning (e.g. new trends)

7. New knowledge, both specific and nonspecific

To be innovative, a company should be aware of the seven sources noted above, and thereby the research method has to be structured in a way that makes a company capable of this. The focus of this thesis is number 6 and 7 since a demand lies in the users latend needs and to simplify their lifestyle or working routines. In this relation we need a method based on learning and understanding from outside the company; therefore we take a look at open and closed sources of innovation below.

3.2.1   Open/closed sources of innovation:

In the past, innovation was something a company did in its R&D department which was hidden away and guarded from other departments, customers and competitors as secret and holy. But recent years, starting with the software industry, many companies have opened up and made their product development processes more accessible, while traditional "closed" companies are falling behind. (Kelley, 2005) Today, some software companies have had great success by even letting their customers develop their own products. For example; applications for Firefox internet browser, Apple's Aps for their iPods, iPhones and iPads and recently Google's mobile OS Android.

Today it is obvious that people find great value in customizing their own products and bring in their own personal style and preferences, as can be seen in the success of Apple, Dell, Hurup Møbelfabrik (create your own sofa), LEGO, car sales etc. The question is how the kitchens utensils industry can follow this lead? To uncover that, a research method investigating the user's lifestyle becomes relevant.

It is not possible in all industries to open up as much as the software industry, (mostly because of the physical production that limits customization) but even a little more openness also has its right. It is traditionally expected that engineers or the company entrepreneur know most about the product and hence how to develop it. Therefore they

lock up in the R&D department, separated from the rest of the company, trying to generate new ideas, while the rest of the staff is not invited in to this process. This often lead to ideas either very similar to existing products, or new products without value for the customers. The idea generation can be strengthened simply by inviting staff from other departments who have a great tacit knowledge and different educational backgrounds, to participate in the idea generation. Maybe an administrative worker can come up with a superior combination that the engineer never would have thought of because his thoughts are bound to what is practically applicable. To further strengthen the idea generation, the company can invite so-called *experts* from outside the company with different educational backgrounds and/or 'super users' of products within the product area where the company want to develop (i.e. Gastro Chef could invite kitchen chef's). It is cheap to create such sessions, but it requires openness from the individuals and a change in the organisational culture. (Kelley, 2005); (Chesbrough, 2003)

As openness, both theoretically and practically, have proved to be effective in innovation, the research method for idea generation will have to contain such aspects as taking the users in as focus 'objects' and observe them, inviting experts and super users to share their life experience with the company. There is a term for this new shift towards openness and knowledge based innovation, and that is *User-driven innovation*.

3.3 Definition User-Driven Innovation

This thesis is basically based on user-driven innovation. What this is and how it relates to anthropology is explained below. In 2003, FORA (a research and analysis division under the Danish Authority for Enterprise and Construction) presented three main categories of innovation; price driven, research-driven and user-driven, which is explained in the table below:

Figure: 9 – Innovation drivers

Driver:	Focus areas for action:
Price	Cost-efficiency
Research/Technology	Knowledge-intensity, linkages between research and industry, commercialization of research
User/Consumer needs	Better understanding and meeting both explicit and latent consumer demands; strategic usage of design processes; commercializing solutions already developed by users.

Source: (TemaNord, 2006) p.10

Companies can employ one or several of the innovation processes. In the industrialized countries there has generally been a focus on research/technology-driven innovation. Yet, over time, it has become evident that high R&D investment and lots of scientists, engineers and other knowledge-intensive professionals does not lead directly to high innovation performance. It is here user-driven innovation comes into picture. (TemaNord, 2006)

To sustain competitiveness a company must direct more focus to the user's needs, or more specifically; to those latent consumer needs which can only be revealed by alternative analytical research methods, and by the users themselves. This is what user-driven innovation is all about – determine a more systematic way to understand and develop solutions that respond to user needs. For small companies (like Gastro Chef), high risk and financial investments are the primary barriers to innovation in the traditional research/technological way. User-driven innovations methods can be employed as a cheaper alternative, with empirical proof that it is at least as successful as research/technological innovation. (TemaNord, 2006)

There are generally two different theoretical views as well as different methodologies that can be used within user-driven innovation. But generally user-driven innovation methods have the following features in common, which differentiate from traditional product-development methods.

Figure: 10 – The common features of user driven innovation

Feature	Explanation
Strategic focus on consumer pull (vs. technology push)	– producing what sells, rather than selling what is produced
Revenue-enhancing activities (vs. cost-cutting activities)	– develop solutions that better meet consumer needs
Use of multiple skills and perspectives in the innovation process (e.g. adding ethnologists, anthropologists and designers to the scientists, engineers and business specialists)	– combining not just the technical and business skills, but also incorporating competencies in a wide range of other disciplines (and knowledge from users in related industries)
More direct involvement of the user/consumer in the innovation process	– either through observation processes, toolkits, user panels, or letting them do it themselves
Requirements for an open and collaborative business environment	– change the culture of the organisation

Source: (TemaNord, 2006) p. 12

The two main perspectives within user-driven innovation thinking is; '*the IDEO method*' perspective and '*the lead-user innovation*' perspective. A short overview of them can be seen below:

Figure: 11 – The Various perspectives of Innovation

'Traditional' Product Development / Marketing Methods	User-Driven Innovation Methods	
	The IDEO-Method (design thinking)	Lead-User Method
Aim of the process — Identify consumer needs	Identify consumer needs	Identify solutions
Where Innovation takes place — In the company	In the company (often with external/consulting support)	Outside the company
Method/ Process — -segmentation, statistics, surveys (asking consumer what they need) -prototypes -test groups	**Product-Focused** -observation (discovering consumers identified and latent needs), brainstorming to define consumer needs -multiple alternative prototypes/ solutions -reiterative testing and im-plementation	**Lead-User drives innovation** -Either the lead-users do the prototyping/ testing spontaneously OR -companies identify lead users (searching different domains) -lead-user networks create and test solutions
Comment	- Higher innovation "hit rate" -Faster and less expensive than traditional innovation methods (though not "sceincetifically" proven) -Strategic usage requires new skill sets, shifts in resources and investment in organisational changes	-High innovation "hit rate" (as commercialising solutions developed by lead users themselves) -Fast and in-expensive innovation process -Requires investment in identifying lead users in own AND related customer bases -"democratizising innovation" means that the company partner up with users… and need to accept relinquishing control

Source: Modified from (TemaNord, 2006) p. 13

'*The IDEO Method'* perspective identifies latent consumer needs and employs a sort of 'design thinking', using people in the innovation process with different skill sets (T-persons, with 'deep' knowledge in one area and general knowledge of lots of other areas (Kelley, 2005), to work together and from these cross disciplinary teams in a structured process of observation, brainstorming, prototyping, and reiterative testing and implementation. This concept is developed by the American innovation-consultancy group IDEO, whereof its name stems from. (TemaNord, 2006) The IDEO-method is in the source TemaNord (2006) referred to as the 'Voice of the Customer' method, but this

term is very broad. Therefore we changed the title to 'the IDEO-Method' since it is more limited and since the main contributing sources to this perspective is literature from the General Manager of IDEO, David Kelly and articles using the IDEO-Method.

"*Lead user innovation*" focus on finding products or services that is already in use by lead-users, but not produced by any company. That will say the lead-users came up with solutions of their problems themselves.

The main difference between the 'IDEO-Method' and 'Lead-User' innovation method is the source of innovation. In the 'IDEO-Method', the company focus on identifying consumer needs and develops solutions by themself. In the 'Lead-User' method, the company works with lead-users, who develop solutions, or identifies and commercializes solutions which have already been developed by lead-users (TemaNord, 2006, p. 14)

The two above mentioned theories and their methods will be elaborated further on in the next pages, and they will be implemented as the main structure of the thesis, in our research method for Gastro Chef and for dissiminating the information gained from the reseach method. Both methods have in common that they use methods to understand latent consumer needs and a have more strategic focus on user needs.

3.4 The 'IDEO-Method' perspective of User-Driven innovation

In this section we will take a closer look at 'The IDEO-Method' perspective on User-Driven Innovation, which is one of the two overall perspectives within User-driven Innovation. Firstly the IDEO-Method perspective will be presented generally, in relation to innovation and design thinking, and then the focus will be on the methods and tools to collect primary data.

3.4.1 Description of the IDEO-Method

The IDEO-Method is basically a 'Produxt Focused' market research technique that produces a detailed set of customer wants and needs that is used to prototype new products which are tested and implemented. In recent years one of the absolute gurus within the Product Focused view of the Voice of the Customer-approach and product design is David Kelly, whom back in 1978 started by himself in Stanford Design Department. (TemaNord, 2006) After a merge in late 1980s his company has become known as IDEO - an admired and award-winning design and development consultancy

company from Palo Alto in California. The company has brought ground breaking products such as the Apple mouse, the one-twist cap, Polaroid camera, the Palm handheld and hundreds of other products. (Kelley, 2005) From being a company focusing on developing products, IDEO has recently (about 10 years ago) shifted to also innovate on services and concepts. "*In IDEO, teamwork is the foundation of innovation, work is play, brainstorming is a science and the most important rule is to break the rules.*" (Moen, 2001, p. 1) In 2005 David Kelly founded the Hasso Plattner Institute of Design (nick-named the d.School) at Stanford University. The goal for the institute is to develop students with T-profiles, people with deep knowledge of a specific field, which they got from their education, and broad knowledge of a lot of areas. At the d.School they learn to combine skills, and this way of combining skills is also the philosophy behind the IDEO-Method. (TemaNord, 2006)

3.4.2   Ten characteristic's needed in a team

Teamwork is essential in IDEO's Product Focused method, and a team should consist of team members from '*widely divergent disciplines, be empowered to get whatever is needed, merge fun with project, be as small as three or up to a dozen, have clearly defined tangible goals that can seem unreachable, clear deadlines and the team members should be passionate*'. (Moen, 2001, p. 1) Furthermore the team members should be 'out of the box' characters, not afraid to try out new things and being visionary, trouble-shooters, iconoclast, pulse takers, craftsmen, technologists, entrepreneurs and work with things different from what they normally do. (Moen, 2001)

As mentioned, teamwork is the heart of the IDEO Process. The composition of the team is important because these are the persons who carry out the research and therefore they are the backbone in a research method. (Moen, 2001) In his book 'The ten faces of innovation', Tom Kelley (2005) explains about innovation and the human touch of the personas behind any innovation. In IDEO they operate with teams composed of ten persona-types. These types already exist in most companies, though they are somewhat underdeveloped or unrecognized. The ten personas can be dived in three groups; The Learning Personas, The Organizing Personas and The Building Personas. It is important to underline that one team member can possess several types, so therefore a team can be as small as three or a big as a dozen.

The Learning Personas are people who bring in new knowledge to the organisation so it can continue innovate and grow. These persons are never too complaisant, remain open to new insights every day and keep questioning the outside world as well as their own

worldviews. They remind the organisation not to 'get stuck' and too satisfied because they are aware of the rapid changing world outside the company's walls, making today's great innovation old-fashioned tomorrow. There are three types of learning personas; The Anthropologist, The Experimenter and The Cross-Pollinator:

1. The Anthropologist observes human behaviour and develops a deep understanding of how people interact physically and emotionally with products, services and spaces. The person is naturally curious.

2. The Experimenter prototypes new ideas continuously and learn by trial and error. This person type takes calculated risks to achieve success through *experimentation as implementation*. That is for example sending a new product (prototype) in the market to test its popularity, or making minor changes in the production process or composition of existing products.

3. The Cross-Pollinator explores other industries, technologies, markets and cultures and translates these findings to create a unique product or service.

The Organising Personas is good at; budgeting, resource allocation and 'politics' within the organisation. This is because even the best ideas need to continuously compete for time, attention and resources. The three types of Organising Personas are; The Hurdler, The Collaborator and The Director:

4. The Hurdler knows that innovation presents a lot of obstacles and is good at overcoming these and outsmart them. Even if a good innovative product idea is rejected he continues to develop it and prove the others wrong.

5. The Collaborator is good at bringing people together and creates new combinations and multidisciplinary solutions. He is good at convincing sceptical individuals that this combination is the solution.

6. The Director is the project manager, bringing together the talented people in the organisation and sparks their creativity.

The Building Personas are four types of personas who apply the insights and inspiration from the Learning Personas and channel empowerment from the Organising Personas to make innovation happen. They are often in the heart of the action.

7. The Experience Architect design *experiences* (concepts, services or products) going beyond mere functionality and fulfils the consumers latent and/or expressed needs.

8. The Set Designer is creating the right environment so that the team members can do their best and feel comfortable and creative. For example a boring open-plan office with white walls and standard furnitures is killing creativity. Make, and encourage the employees to decide the decorations themselves

9. The Caregiver anticipates user needs and care about creating products and concepts where the user feels listened to and welcome.

10. The Story Teller is good at building internal morale in the company and external awareness about the company and product. This is done by reinforcing human value or specific cultural quality. For example Gastro Chef could win empathy from the customer by telling stories about its care for environment, the special wood used for products, stories about the founder or its employees or how its new product is made to make your life easier. Everyone loves a good story.

The above 10 personas should be in a team. What a company can do if it is not aware - or do not have all the person types - is to hand out the different roles. The most important is that there are people who consider each aspect of an innovation. (Kelley, 2005)

For a small production company like Gastro Chef the team can be equal to for example the whole administration plus representatives from the 'floor' (production).

3.4.3 The IDEO Process

When a team has been created it uses the following method IDEO developed called 'the IDEO Process' to identify opportunities for innovation and develop those ideas and implement. This process is illustrated below:

Figure: 12 – The 5 steps of the IDEO Process
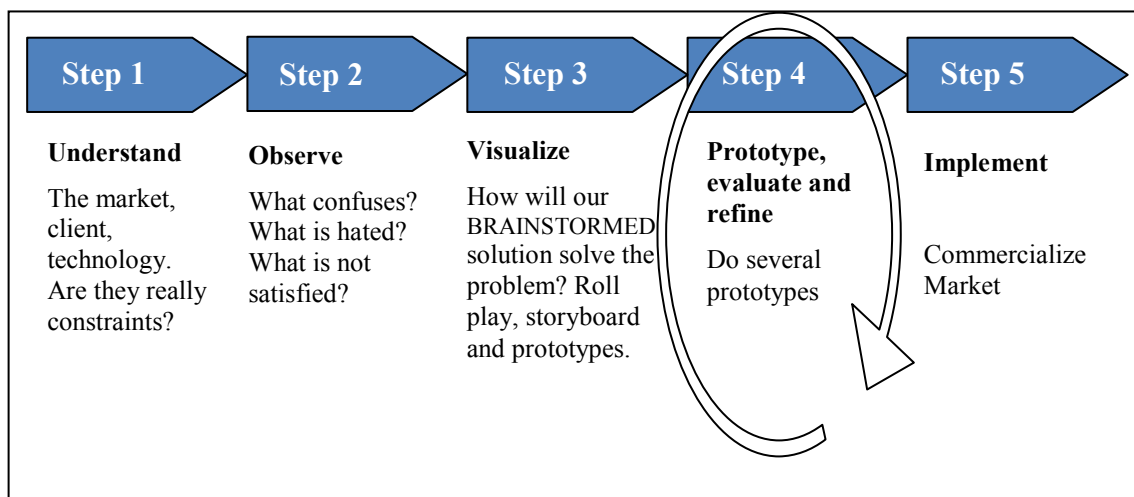
Source: (Kelley, 2001); (Moen, 2001)

The IDEO Process begins with *understanding* in Step 1. Here the teams should get insight into the industry, market and technology used for production as well as in products. This step is not so relevant for a production company like Gastro Chef, as it is for a consultancy group like IDEO. A production company (hopefully) already know pretty well who the players in the industry are and what technology they use. But the company should challenge the constraints of their industry and think about if and how they could define their industry differently (Kelley, 2001); (Moen, 2001), e.g. Is Gastro Chef a production company producing kitchen utensils? Or are they a company selling great experiences around preparing food?

The understanding-step forms the basis for Step 2, *observing*. In this step the team should observe real-life situations (this is where anthropology comes in) to find out what the users like, dislike, what confuses and what is not satisfied. Seeing, smelling, hearing and being there is important in improving or creating a breakthrough service or product. This step is important in order for the team/company to get *inspired*. There are different methods of observing that will be presented later in this section. (Kelley, 2001)

When the team has been inspired they have to *visualize* how a future product that satisfies the user's needs, both expressed and latent could look like. This requires *brainstorming*, which IDEO consider to be a science in itself. (Moen, 2001) This session should be fun for the team members and the visualization can also be done by making simple prototypes made of pens and tape or whatever is available in the room. Also storyboards, simple computer animations and roleplays can be used to visualize and build on good ideas. (Moen, 2001)

After visualising the team should find a few *prototypes* they want to try out. In this step they refine, evaluate and test the products. The testing also requires making users from the target market try the products and watch them, what confuses the users, what they like etc? (Kelley, 2001)

When the prototype has been tested and the users seem to like the product, it has to be *implemented*, i.e. marketing, set up production facilities, educate employees etc.

3.4.4   IDEO research methods

"Inspiration is the mother of innovation and the purpose of the observation is to get inspired to get new ideas". (Kelley, 2001)

Who should the company talk to? The reason only a few companies mange to be truly innovative is because most companies rely on the feedback they get from customers, which is most often positive. A company should know that nothing wrong is *not* equal to anything right. A company has to continuously create, innovate and maximize the positive quality of its products and services. This creates value and leads to customer satisfaction and the possibility that the user shifts to a competitor when a new product is introduced to the market will be less likely. (Mazur, 1996) Since most customers would express satisfaction about the already existing products, the company needs a method that can reveal what the latent unexpressed needs are. To improve products it can be enough to question or interview non-users, and they will express critique that the company can use as inspiration. But if the company wishes to innovate a groundbreaking new product or concept it also has to observe people in real-life situations. This means that all types of methods are relevant, from quantitative to qualitative; to uncover the latent needs of users. (Moen, 2001) IDEO has made 51 method cards with all the methods they have developed for innovation. (Appendix IIII - IDEO Method Cards) These have been grouped into 4 categories;

1. Learn – 'Analyze the information you've collected to identify patterns & insights.'

2. Look – 'Observe People to discover what they do rather than what they say they do.'

3. Ask – "Enlist people's participation to elicit information relevant to your project."

4. Try – 'Create simulations to help empathize with people and to evaluate proposed designs.'

'Learn' and 'Try' belongs to the process of analysing and prototyping etc. after the research, while 'Look' and 'Ask' are research methods, whereof 'Look' is different types of observation while 'Ask' is more in the category of questioning and interviewing. (Appendix IIII - IDEO Method Cards)

3.5 The 'Lead-User Perspective' of User-Driven innovation

In this section the Lead-User Perspective will be explained, firstly by describing the idea behind the Lead-User perspective, and then the process of Lead-User Perspective is presented and at the end research methods is shortly elaborated on.

3.5.1 Description of Lead-User Perspective

Lead-User Innovation is basically a market research method with the purpose of product development. It identifies *solutions* instead of identifying user needs which the IDEO-method does. (von Hippel, 1988) Lead-User innovation was introduced in 1986 by Eric von Hippel, a professor of Technological Innovation in the MIT Sloan School of Management, and professor in MIT's Engineering Systems Division (von Hippels Website, 2010).

The basic idea behind Lead-User innovation is that a growing body of empirical studies show that users are the first to develop many new industrial and consumer products. From 10 to nearly 40 percent of users engage in developing or modifying products. This number is assumed to increase as computer and communications capabilities grow. (von Hippel, 2005)

In the Lead-User perspective the user '*are firms or individual consumers that expect to benefit from using a product or service.*' Hippel continues: '*…Lead-Users are at the leading edge of the market with respect to important market trends; many of the novel products they develop for their own use will appeal to other users too and so might provide the basis for products manufacturers would wish to commercialize.*' (von Hippel, 2005, p. 3)

Lead-Users are motivated and qualified to contribute to development of new products and services (for Gastro Chef this could for example be a professional chef who customize his kitchen utensils to improve his work, or it could be a enthusiastic husband

who enjoys barbecuing and create tools to improve his experience) (Lütje & Herstatt, 2004)
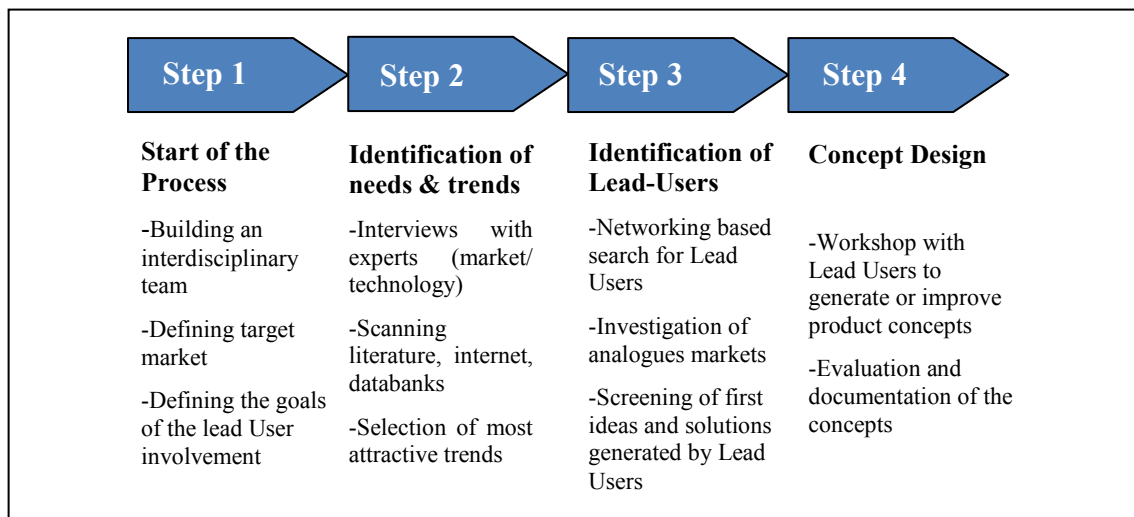
3.5.2   The Lead-User Process

The Lead-User method is – like the IDEO-method – a multi stage approach. It aims to generate innovative new product-concepts and enhance effective cross-functional product development teams, also like the IDEO-method. (Lütje & Herstatt, 2004)

Though, there are differences between the two; where the IDEO innovation process goes all the way to implementation, the Lead-User methods steps stays within "getting inspired". It can be said that step 1-4 of the Lead-User model cover step 1-3 of the IDEO model. Lead-User's step 1 covers the creation of teams while IDEO's model assumes the teams already been created before. At last, the innovation by the Lead-User method is done by users, or in co-operation with them, while IDEO-method the product development team is developing the products and is only inspired by the user.

Below the four steps of the Lead User method is illustrated and described:

Figure: 13 – The 4 step process of Lead-User method

Step 1	Step 2	Step 3	Step 4
Start of the Process	**Identification of needs & trends**	**Identification of Lead-Users**	**Concept Design**
-Building an interdisciplinary team	-Interviews with experts (market/ technology)	-Networking based search for Lead Users	-Workshop with Lead Users to generate or improve product concepts
-Defining target market	-Scanning literature, internet, databanks	-Investigation of analogues markets	-Evaluation and documentation of the concepts
-Defining the goals of the lead User involvement	-Selection of most attractive trends	-Screening of first ideas and solutions generated by Lead Users	

Source: (Lütje & Herstatt, 2004) p. 9

As can be seen in the figure above, Step 1 is the *Start of the Process.* Here the product development team defines the search field (market, product field or service) where the new concept should be developed. Then they have to define goals and requirements to the outcome of the innovation process, this can for example be degree of innovation, the contribution of project, concerning growth and profitability targets. Internal and external influences should also be considered in this stage. Examples of these are time

restrictions, internal resources and competition. It is also very important that the team considers and evaluate the adequateness of using the Lead-User approach for the innovation, as other methods maybe is more applicable. This is because it can be hard to find Lead-Users in some industries, but Lead-Users probably exist if they have high incentives to customize their product for their own purpose and if there is a low cost corridor. Project managers have to deal with the challenge of predicting the probability that users are an important source of innovation for a given search field, and if they think user are, then the Lead-User method may be the way to go. (Lütje & Herstatt, 2004)

In step 1 the team is created. Teamwork is important in the Lead-User approach as in the IDEO approach and should be interdisciplinary; consisting of people from marketing, sales, R&D, production etc. The managers of the company are advised to carefully consider the composition and the coming steps of the process, as the Concept Design step require transferring knowledge such as ideas and concepts. It also plays a role when the company has to decide whether to invest in the ideas for further development. This is because technical professionals outside the team often doubt the ability of 'unprofessional' users to provide valuable input, and therefore team members has to function as ambassadors and 'sell' the idea to sceptical employees. (Lütje & Herstatt, 2004)

In Step 2, *Identification of needs & trends,* the company has to identify the market trends and what trends the company wants to focus on. This is used to identify Lead-Users in step 3, because Lead-Users often are leading trends with respect to the ever changing market, while 'normal' users are heavily restricted by familiarity to actual products and the context they use it in, and is therefore probably not customizing their products. Progressive leading users are likely to be familiar with needs that will become general in future market. It is therefore very important to forecast trends in step 2.

Trends can involve technology and market changes relating to the given search field as well as more general economic, legal and social developments that will probably impact the market. Companies usually have access to different sources of information for trend forecasting. Analysis of secondary source information (e.g. academic publications, data banks, internet), and primary sources such as interviews with experts have proven to be especially valuable. The search process should include a wide variety of fields of expertise to ensure that important developments are not missed, for example concurrent

technologies and newly created markets. A problem is that empirical research has showed that team members often find it difficult to find out whether the use of a particular information source will lead to promising result. Furthermore it is challenging to prioritize the pieces of information and to decide which trend information should be further investigated. (Lütje & Herstatt, 2004)

In Step 3 the *Identification of Lead-Users* takes place. The company has to identify Lead-Users in order to contact them. There are two basic approaches to search for Lead-Users; The Screening Approach - a rather quantitative standardized screening model and The Networking Approach - a qualitative, non-standardized networking search process.

The Screening Approach is based on screening a large number of product users to test if they show the identified Lead-User indicators. Such indicators are that they leading within the trends earlier identified as important. Another indicator is users that are dissatisfied with current offerings in the market. This is information that sales representatives often are aware of but this knowledge rarely reach the product developers. Generally data for contacting users is usually freely available from customer databases which enable manufacturers to conduct quantitative surveys based on telephone interviews or written questionnaires. This approach is suitable if the number of customers in the market is manageable and a more or less complete screening of all users seems to be possible. (Lütje & Herstatt, 2004) The problem is that the product developers will not get contact with the non-users since they are not customers.

The Networking Approach starts with a few interviews with relevant users in the target market. During interviews the users are asked if they "by the way" should know any other users who have either new needs or should have developed their own solutions. This helps to identify Lead Users in an informal way. The advantage of this approach lies in the chance that the team is guided to analogues fields where similar challenges are present. (Lütje & Herstatt, 2004)

Both approaches are useful but the theoretical foundation of the Lead User identification lack an understanding of how the Network approach can be linked with exciting research. (Lütje & Herstatt, 2004)

In Step 4 the *Concept Design* takes place. The product development team has to involve the Lead-Users in the innovation activities. Here the issue of Intellectual Property Rights needs to be addressed. The users may not be willing to share their innovations with the company. This is often the case for industrial users. There is a dilemma in whether to keep the innovation a secret or share it with other users without adequate compensation. But they may be willing to co-operate if they can expect to see their solution as a standard in the market, or if they hope to get valuable help in return. Maybe the user is in principle willing to share the idea but do not see any benefit in doing so and getting involved. This is because the user associates it with several cost and benefit items. The user might be afraid to invest time and financial resources. On the other hand they may be honoured to participate in the creative task. The company can also choose to reward with for example access to exclusive information or the chance to get a new product before others. (Lütje & Herstatt, 2004)

3.5.3   Lead User Research Methods

In the Lead-User Perspective the research is mostly concerned with identifying which trends or needs to focus on, and finding the right Lead-Users. Anthropological methods can be employed here in the identification of trends, to observe the users, as a supplement to interviewing experts and secondary data.

Often the Lead-User method is simply carried out by inviting an identified Lead-User to participate in a 2-3 day workshop together with the product developers. Or the Lead-Users are installed in groups together. There is some doubt whether an individual Lead-User working together with the product development team is better than several Lead-Users working together in order to get better ideas or concepts for innovations. There is also doubt whether it is necessary at all to do a workshop since it is costly and time consuming and several studies of idea generation in groups indicate that real groups, under specific conditions, do not outperform non-sharing or nominal groups. It is then maybe better to invite individual Lead-Users to a single or a few meetings with the product development team. (Lütje & Herstatt, 2004)

3.6   Adaption of User-Driven Innovation

The above description of the User-Driven innovation processes considers how pertinent and important it is to innovate on the basis of realization of the consumer's latent

demands. It is a realization of these latent demands that can provide a company a peak into the future of what consumers will need. In this vein the User-Driven Innovation method serves as a flowing process to structure a company's innovative activities, starting with understanding and establishing the purpose of the innovation process and culminating in the implementation of a new product to the market. This provides a complete structure for innovative activities at each stage. It is due to this that the User-Driven method is deemed the most applicable method for the purpose of this thesis. In order to create a complete process-model for the User-Driven Innovation method we have sought to combine the IDEO process and the Lead-User process.

The logic behind the choice of combining both processes stems from the fact that both the IDEO-method and Lead-User method have similar frameworks which produce overlap (with regards to both methods using identical approaches) as well as complementary features. In an effort to avoid redundancy we have combined both user driven methods. In the IDEO method the goal is 'identifying user needs' and the Lead-User method goal is 'identifying solutions'. For the purpose of our thesis the goal is to identify 'latent demand'. The model also takes into account all prominent aspects featuring in both. Below is an illustration of our adaptive model.

Figure: 14 – How User-Driven Methods is adapted to thesis

Step 1	Step 2	Step 3	Step 4	Step 5
Understand + Develop Team Work	**Observe (identify latent demand)**	**Visualize**	**Prototype + Concept Design**	**Implement**
-Define purpose of research by investigating market, industry and technology. Are they really constraints?	-Identify and define "user"	Create ideas and prototypes / hypothesis based on the identified user needs	-Test prototypes/ hypothesis (on consumers using traditional marketing methods)	-Set up production
-Decide what research to use	-Implement the research method Episodic Reconstruction		-If valid go to step 5	-manufacture most viable new products
-Put together research team	– An initial data analysis method to identify latent demand		-If invalid go back to step 4	-Commercialize
-Review research framework				

Identifying latent demand should minimize acceptance period when product is introduced

Source: Own creation

Using this model, we have further adapted each step of the process through the application of complementary elements of both IDEO and Lead-User in efforts to produce a more effective process of innovation (idea generation).

From further investigation into the field of innovation and research we have determined the following elements as being most vital to each step of this model. Previously, each of the steps, especially that of observation (consumer reseach), was approached in rigid format. With our adaption the steps of this process has become more aplicable for a SME like Gastro Chef with limited resources to gain maximum effect. To accomplish this we will formulate an anthropologically based reseach method to not only map consumer latend demand but also to cover blind spots of traditional (more rigid) consumer reseach methods.

Step 1: Here it is necessary to understand the purpose of the innovation process and what is necessary in order to achieve this.

Step 2: The observation process will require a research method that identifies latent consumer demands. This forms the most integral part of the process.

Step 3: Use of data yielded from field research to create ideas for new products.

Step 4: Test the new products to determine market ability and responds

Step 5: Manufacturing and production procedure of most viable new product

This model forms the basis of the direction this thesis will take. The 'understanding' step has already been elaborated on in this chapter, while the next step of the model; 'observation', forms the linchpin of the process and thus will be investigated and discussed in great detail through employing anthropological methods of conducting research in accordance with research methods described in User-Driven Innovation (see previous sections). The remaining steps ('vizualize', 'prototyping and concept design' and 'implementation') will not be elaborated on in this thesis as we only are concerned with the research methods and not with the appliance of the collected data. The reason the remaining steps are showed in the model is to create a context to improve the readers understanding of the topic.

4   Anthropology

To carry out user-driven innovation, the company needs a method to venture into 'reality' to observe people in their daily life, in order to create i.e. innovate a product or a concept as valuable to the user as possible. This is where anthropological methods come into the picture. Though being a vast field of study, anthropology can prove to be a substantial source for gaining insight and understanding of 'living human beings' (in this case consumers in the market) and it is this understanding that can be employed when formulating a research method that will inevitable lead to the yielding of data for the purposes of innovating a new product or the generation of innovative ideas for new products.

4.1   Anthropology in Relation to Innovation

As explained in section 3.2, anthropological methods can help a company cover the Seven Sources of Innovation because it is an open innovation method, or at least more open than traditional business methods.

Today most companies often know their customers' needs impressingly well from structured research methods and statistics. There are lots of methods to investigate the consumers' *needs* and *what they want*. The knowledge attained from these methods is valuable when the company wish to target their existing products and services, create ads and commercials for the customers and possible future customers. But this knowledge is for marketing purposes! In order to generate innovative product ideas, which at the same time are valuable to the customer, the company has to gain a deeper understanding of the consumer's behaviour, because the consumer can tell what they need and what they want in relation to already existing products, but they do not know or have the fantasy to tell the company how a new product would simplify their life in a revolutionary new way. (Kelley, 2005); (Joachimstaler & Pfeiffer, 2010)

In recent years anthropological methods have therefore become increasingly popular in the use of generating product ideas. The reason behind this is, as mentioned above, you cannot ask a person what they will want in the future, as they basically do not know the answer. They can probably come up with some improvements for an already existing product but not a truly innovative product idea. What they can answer is questions about their daily life, their routines, their methods of, for example cooking. To come up with

an innovative product idea, the company has to go out and ask questions about the consumer's life, observe the consumers lifestyle, and figure out how to simplify their life. It is here that anthropology enters the picture, because anthropology traditionally is a study of understanding a group of people through observations. The problem is that many companies think that they already use anthropological methods, but as human beings generally like to structure and simplify, the method used was possibly acceptable in the beginning but with time it has become a routine, a 'checklist' with 'things to do' and since anthropological methods is about curiosity and identifying oneself with the consumers, the company misses out on what was the purpose – to create an understanding of peoples daily life, and therefore they cannot come up with innovative ideas that really create value for the consumers, and the consumer then probably choose a product from a competitor instead, if a product exist that covers their needs and *if* the consumer is aware that they have a need for that type of product to simplify their lives. (Kelley, 2005); (Joachimstaler & Pfeiffer, 2010)

Another mistake that companies often make in order to save money is that they only take few anthropological aspects in to their research framework, which means that it does not take into account the complexity needed. (Joachimstaler & Pfeiffer, 2010) The method we create therefore has to take in enough complexity to generate new ideas, be formulated in a way so it does not end up as a "checklist" but at the same time be affordable for a SME.

There are several ways of identifying consumers' lifestyles and behaviours. Therefore different research methods will be discussed in chapter 6. We will present an effective research method for innovative idea-generation that is not too resource consuming, and the most feasible fitting an SME.

4.2   What is anthropology?

Anthropology, as discipline or field of study, is a primary source of knowledge that one usually turns to for an understanding of human beings and the cultural system they create. Anthropology is vast and considers the larger picture of development as human being, or the human experience from a cultural-systems approach. It can be deduced that human beings and culture are prevalent themes in the understanding of what anthropology is.

Anthropology however, is not just confined only to the exploring human being and culture (although being the central themes), anthropology as an independent discipline is typically disseminated into four main sub-fields, which are:

- **Archaeology** – This sub-field of anthropology studies past cultures and the way people lived based on artifacts they left behind. It is also defined by Kroeber (1953), by its aim, as being the study to 'explicate and explain the total range of physical and cultural similarities and difference characteristic of the entire spatial-temporal span of man's existence'

- **Linguistics** – Linguistic anthropology primarily deals with the evolution of language, though, due to its ambiguity and the fact that many anthropologists perceive it in their own way; there remains variable definition of this sub-field. The most fitting definition of linguistic anthropology is stated by Alessandro Duranti in his book 'Linguistic Anthropology' as *"the study of language as a cultural resource and speaking as a cultural practice"* (Duranti A. , 1997) this definition by Alessandri Duranti is partially derived from another academic Dell Hymes (1962), who defines linguistic anthropology as *"the study of speech and language in the context of anthropology"*. Though, both of these definitions demonstrate interlinks between language and culture.

- **Physical anthropology** – Physical anthropology focuses on the biological and physical dimensions of anthropology, which includes specialties such as forensic anthropology (e.g.: identifying human remains etc.) and medical anthropology (which concentrates on such things as tracking diseases among group of people). Physical anthropology can be seen the more practically applicable side of anthropology.

- **Socio-cultural anthropology** – This sub-field of anthropology focuses on the culture of groups. More to the point Socio-cultural anthropology is a descriptive, comparative, reflective, and practical science of the foreign and domestic societies and cultures. It aims to understand the dynamics of cultural processes with a society or group. This sub-field differs from the other as it in the sense it considers historical significance as a reference point and focus on the current or future state of a society and culture, and for that, this aspect (or sub-field) is most interesting and applicable for this thesis. So for purposes of reference (when mentioning 'Anthropology' in this thesis), it will be a reference to the sub-field of 'Socio-cultural anthropology'. (Binford, 1962)

As we can see from the above, the field or discipline of anthropology is not without its variations of interest, so it is in that vein and for the purposes of formulating a research framework that the most applicable sub-field of anthropology be identified, which in this case is 'Socio-cultural Anthropology'. Even though anthropology is diveded into these variant sub-fields, the common trait prevalent in all these sub-fields (no matter how diversified they may be) and in the field or discipline of anthropology as a whole is culture. To some extent or the other, culture serves as means of chronology in each of the sub-fields in anthropology. However, culture in each of these sub-fields is defined but the direction and focus of these sub-fields, e.g. linguistics will look at culture from a language evolution point view, while archaeology will look at culture from a symbol and artefact point of view, hence making culture in anthropology quiet ambiguous. For the purpose of this thesis it is deemed prudent to identify and clarify our specific understanding of 'culture' as it is to be applied in the formulation of our research framework.

4.2.1   Culture (in the context of Anthropology)

These days the term 'culture' has become a popular and frequently used term amongst academics and non-academics alike. As mentioned above, even amongst anthropologists there seems to be no clear and precise definition and rather they define culture depending on their theoretical perspectives. Since anthropology is included as an element in this thesis it is necessary to convey a concise understanding of culture as we see it in the context of socio-cultural anthropology. For this purpose an extract from socio-cultural anthropologist Judy Tso (1999) in her paper '*Anthropology, Business and Design*', in which she lists a series of points to provide a suitable definition for the concept of culture, from a socio-cultural perspective. Her definition is as follows:

- Culture is described the social system created by a group of people
- Culture starts to form when a few people get together regularly and begin to establish norms, rules for how they will interact and communicate with each other and maintain order
- Culture is about patterns of meaning
- Culture is about shared beliefs, values perspectives, and worldviews
- Culture is about shared behaviour, practices, rules, and rituals

- Culture is not limited to grouping by race or ethnicity, but can describe a sub-culture within a society

- Culture is viewed as a mental or cognitive construct, created in the minds of people

- Culture is learned

- Culture can emanate from social institutions and structures such as government, economy and legal system as well as geographical and environmental factors

Source: (Tso, 1999)

Judy Tso's understanding of culture seems most applicable for us and since this is the same point of view or reference we will be employing, these points listed above falls within the scope of how we view culture in the context of this thesis.

4.3 Anthropology in relation to research

In the traditional method of market research the companies directly interact with their customers or consumers, by asking them for their thoughts, views and listening to what they have to say. This direct method of research usually involves questionnaires and surveys, however, this physical interaction often indirectly influence the consumers responses, as the physical presence of the researcher may prove to be an imposition on the subject, and thereby contaminating the research outcome. Though, a more indirect form of research can be implemented to answer the previously asked research questions in the problem formulation, from an observer's point of view. Most observational research techniques are in some form anthropologically inspired and it is in this way that anthropological methods will form the foundation for our proposed research framework. Our proposed research framework will serve as a means for small and medium sized companies (including Gastro Chef) to consider an alternate method of consumer research that expands on and to a certain degree deviates from the traditional 'customer-focused' method of research, which companies currently employ. The draw back with this method is that companies have been using it for so long that they have become too familiar in their execution and the use of the tools involved in these methods, so as they no longer notice other aspects that are possibly of equal importance (Blind spots). Our proposed methodological framework for research hopes to remedy that by looking at research methods from anthropological and observational

perspectives. One key research concept in the field of anthropology that keeps on recurring in anthropological literature is *Ethnography*.

4.3.1 Ethnography

Ethnography is a term that we have found prevalent in most anthropological literature. Upon further investigation of this term we realized that it would be relevant to the thesis. To define ethnography, one has to revert to the history of anthropology. Ethnography was a tool used by anthropologist conducting field research in distant lands. It was primarily used by anthropologists spending extended periods of time living with and observing the people they where studying. As an approach, ethnography was employed by these anthropologists as a means of qualitative investigation that can be documented in the form of literature and narratives. The process would involve anthropologist observing and participating in local communities, customs and ritual (of the people in whichever land the anthropologist was located) and then after a period of time has passed, the anthropologists would later summarise their observations and findings in a document (literature). This summerised document was called 'ethnography'. So in essence 'ethnography' is the documenting of observation analysis, which is of particular interest to us for the purposes of this thesis as it could be applied as part of a research tool. (Tso, 1999)

Ethnography can further more be characteristics as following:

- Since ethnography is the documentation of observation, an ethnographer would have to physically participate in the rituals and customs of the local people they observe. This is done in order to accurately depict and document what they experience.

- The ethnographer needs to gain a multi-perspective of the observed local community; this means that the ethnographer needs to place his perspective both inside and outside of the situation. This multi-perspective is in known amongst anthropologist as Emic and Etic. Emic refers to the perspective of the insider as being a member of the group where as Etic refers to the outsider's perspective.

- Knowledge in ethnography should emerge naturally, therefore ethnography is open-ended, holistic and discovery-orientation. In lieu of ethnographer observing a community or group of people with already having preconceived theories, they approach this task with an attitude of curiosity and interest, thereby not tar-

nishing their observation. One can almost say that ethnographer observe a community with a certain degree of innocence or naivety.

- Ethnography places great emphasis and importance on the knowledge of the local people. This is a direct result of the philosophy behind ethnography in which it is accepted that the indigenous or local people have a far superior knowledge and understanding of their lives, problems and circumstances. (Tso, 1999)

In summary this section stood to create an understanding of the anthropology as it is to be used in this thesis (in the relation to Innovation and Research). It also serves as a means for us to communicate the context and most important elements of anthropology that we consider vital to this thesis. Due to the shear vastness of the discipline of anthropology, a lot of the concepts and terms can, at times, be overwhelming and ambiguous; therefore it is necessary to outline an explanation of these concepts. These sub-fields of anthropology that we have chosen to adopt as a foundation is from a socio-cultural anthropology perspective. The 'culture' aspect is defined through the eyes of socio-cultural anthropology thereby lessening the ambiguity and providing clarity on the how we view 'culture' in context of this thesis. Furthermore, ethnography provides a method of observation and documentation which is an important aspect of coding tacit knowledge or information through observation to explicit knowledge. Anthropology on its own is a field of study, however anthropological consideration is becoming a larger part of business or commercial operations and merger of two fields is of increasing importance from the view point of practical application. (LeComte & Goetz, 1982); (Tso, 1999)

4.4 Anthropology in Business

The application and importance of anthropology in the context of business, specifically international business, has been a subject that in the past has not been given adequate consideration by business strategists and top management. Like in the past, international business has achieved parity with such basic business disciplines as marketing, finance and organisational behaviour; in recent times it has become increasing necessary to borrow elements from other intellectual disciplines and traditions. Hence, the current interest of companies today endeavour to explore elements of anthropology in business activities as a source of synergy that can be effectively harnessed.

Due to this exploration and selective application of anthropology in business, a field of 'Business Anthropology' is slowly emerging. This business anthropology relates to applying theories and methods of socio-cultural anthropology in the corporate realm. Anthropology in business or business anthropology lends its focus, from a socio-cultural anthropology perspective, to business aspects such as organisational culture, human resources, international business (intercultural management, international/intercultural communications) and to a certain degree domestic business. Furthermore, this anthropology perspective can be applied to business activities such as marketing and consumer behaviour. These activities, emanating from inside the organisation, directly utilises anthropology as a method of researching, understanding and communicating with a company's consumer market at large. From this we can see that anthropology in business can be viewed as including 'internal' application and 'external' application, internal referring to the activities occurring inside the organisation and external referring to consumers. (Pant & Alberti, 1997); (Aguilera, 1996); (Ferraro, 2002)

4.4.1   Consumer behaviour

The above section mentions that anthropology is of great importance in relation to investigate and improve the organisational design and an organisation's relations because of anthropology's emphasises on analysing culture. This is also the case when looking at consumer behaviour, because aside from the importance of *culture* in a company, *lifestyle and behaviour* of the consumer is equally as important, and the consumer's lifestyle depends on the cultural and social context. However, before taking a look at how anthropological methods can improve consumer behaviour research, let's take a look at traditional research methods that are still, to a large degree, used by companies today.

Analysing consumer behaviour is a good way for a company to gain knowledge which they can use for *marketing purposes* and *product development*. At first glance these two purposes seem similar but they are in fact very different, since marketing is about selling a product already produced, while product development is about developing products that the consumers will buy. In other words, product development is about

learning *from* people while to concentrate marketing mediums it is enough to know *about* the consumers. (Pant & Alberti, 1997)

a)   Investigating Consumer Behaviour

Traditionally, product development has not been focusing on consumer behaviour analysis, but mostly took place in a lab without contact with the consumers. This view was so-called *product-oriented*. However, over the last 20 years companies have slowly started to focus more on customer needs, taking a *customer-oriented* view, starting in the 1980's with companies like Sony. Consumers wanted to be able to listen to music of their own choice while using the vacuum cleaner, walking outside or taking public transport, but could not express exactly how they wished to accomplish this. Therefore Sony, by realising this, developed the Walkman which became a great success. To focus on consumer needs (for product development) the company needs to get information about consumers somehow, and here they found out that the marketing and sales department had lots information, so why not use that? This helped companies to be more consumer-focused which lead to improved products, but the problem was, as mentioned above, they only learned *about* the consumer through traditional marketing methods, and thereby they did not realize the latent needs of consumers, since normal consumers are not able to articulate what they want directly, only in-directly, as can be seen from the Sony Walkman example above. The consumer only has ideas to imagine products that already exist, with certain improvements. This knowledge is very important in a company's service and product *improvements*, but if the company wants to develop new products to extent its life circle it has to learn *from* the consumers. (Tadajewski & Wagner-Tsukamoto, 2006); (Sherry, 1986-1987)

Traditional methods of investigating consumer behaviour are focusing on quantitative information's such as questionnaires, statistics, and structured interviews. This is because, for marketing purposes, companies wanted to learn about the average consumer and what they like in terms of TV-programs, newspapers, political views etc. in order to convey the message about the product. These methods were developed at a time where people had only few options in terms of use of media, while the internet is today rapidly taking over and no one watch commercials on TV anymore, so marketing has to target individual's instead of the people on average. This means that qualitative

methods are getting more important in marketing, as today's business climate is characterized by the continuing globalization of economy, intense competition and an extremely complex and demanding market. (Pant & Alberti, 1997)

4.4.2   Today's shift towards anthropological methods

Today the trend is going in a direction where more and more companies are shifting its marketing research methods to more qualitative ones and the use of anthropology has become popular. The trend of using anthropology for product development has been underway in the 00's, where companies, business schools and universities especially have been inspired by the company IDEO and the two books published by the general manager Tom Kelley ('*The Ten Faces of Innovation*' and '*The Art of Innovation*'). IDEO puts a lot of focus on the importance of anthropological methods in the product development.

So in summary we generally witness a shift towards more use of anthropology in consumer behaviour research both regarding marketing and product development, but it is very important to bear in mind that the purposes of marketing and product development is not the same, and therefore the marketing and product development research designs should be treated as so, i.e. as two different 'things'. (TemaNord, 2006)

As this thesis is dealing with new product innovation, further discussion will deal with how anthropology can contribute to this; the knowledge attained for new product innovation can often also be used for marketing purposes. Often a mixture of traditional quantitative methods and anthropological qualitative methods can be optimum by supplementing each other. This is also the case for new product innovation. The reason is that quantitative research has the clear benefits of being reliable and precise, while qualitative methods are comparatively weak on reliability and precision. Though, qualitative methods can bring deeper comprehensive insight and knowledge where quantitative methods can only give general information. (Tadajewski & Wagner-Tsukamoto, 2006); (Pant & Alberti, 1997)

a)   Anthropology and context

So why is anthropology the preferred choice and how can it be used to get knowledge on consumer behaviour? The short answer is *context*. An anthropological approach adapts a contextual orientation to consumer research, with the investigator approaching context in an explorative, discovery-oriented way. The context is important because consumers, as human beings, are seen as 'acting before thinking' while traditional consumer research expect consumers to be rational, take for example the 'Buyer Decision Process'. (Tadajewski & Wagner-Tsukamoto, 2006) Anthropologists expect consumers to act on background of their place in society, cultural, social and familiar contexts, and the consumer most often know what their surroundings want and expect from them and therefore it will often seem like people prefer to *act* rather than reflect on their actions, which a psychologist would view as irrational and unreasonable. 'Logical' thinking is related to solutions of practical problems but in everyday life people do not set up complex abstract scenarios for the things they do. (Pant & Alberti, 1997) Therefore 'knowing is doing' are the keywords here; people behave (doing) the way they do based on their background and experience (knowledge), and do not rely on the creation of different scenarios (unless it is of big importance like buying a car or a house). Anthropology can be used to analyse this complex relationship between context and choices in everyday life, because it take into account the consumers social and cultural settings. (Tadajewski & Wagner-Tsukamoto, 2006) The consumer-oriented view companies are taking these days, is actually an 'open ecosystems' perspective. In this perspective the company has to take a more interactive oriented view, where strategic interaction between and among actors and environments create change. Therefore consumer behaviour is essentially an adaptive strategy where resources are exchanged in order to affect the life chances of actors (consumers) and environments. (Sherry, 1986-1987) Consumer behaviour is a social system which traditional marketing approaches do not consider, so an advantage of anthropological approach is that it gives political power within the company to possibly end the hold of traditional marketing approaches, and shift to a focus on process and context. (Sherry, 1986-1987) Practically, for example, life in the kitchen is a cultural system; in relation to kitchen products, the modern kitchen is a centre of the house, a living room where family and guests meet and interact, so the kitchen tools do not only have to serve a practical goal, but also represent the families values, aesthetics and design taste as well as their customs. All that affect how the product should function, look, the type of materials etc.

The products have to create *acceptability in relation to social settings*. It is therefore the company who has to learn *from* the consumers, as any company dealing directly or indirectly with human beings cannot afford to ignore the *complexity* underlying human behaviour and organization. This complexity lies in the business culture, organizational culture, and the (market) culture. (Pant & Alberti, 1997)

The complexity of consumers has increased over the years, because high, complicated technology is no longer viewed as important. Today we have a lot of technology making life simpler than 50 years ago. The consumers want solutions where they get surprised and get technology simple to use. Consequently, the modern society takes technology for granted, and high-tech is no longer equal to high quality. As afore mentioned, consumers want products that simplify their life. iPhone is a good example, it is technically not revolutionary at all, but it is very user-friendly, combining already existing technologies and is making the consumers life more simple compared to the use of other mobile phones. Furthermore, consumers are sceptical about technology. Within the last few decades the tendency has been that consumers are adopting a green perspective (care about the environment, animals and plants) and this is affecting their buying habits. This makes the social context more important. (Pant & Alberti, 1997)

In other words, the 'field' (consumers) is not manipulable, but must be accepted as it is. That is, the company has to produce products that sell, not sell the products they produce and be 'one step ahead' of the consumer, give something he want but did not know he wanted. Therefore qualitative research methods are needed, which anthropology provides us. (Pant & Alberti, 1997)

b)   Two anthropological disciplines of analyzing consumer behaviour

Overall there are two disciplines that exist within the realm of anthropology: An interdisciplinary and an intercultural. Especially the interdisciplinary approach is interesting because anthropology as a study deals with merging different sources of information and disciplines in problem solving, which is important with regards to investigating consumer behaviour for product development. "*The age of separability of doctrines is over. Through interactive learning, barriers of sectorial and stagnant thinking compartmentalization are eliminated, and creative thinking plus lateral thinking are unleashed.*" (Pant & Alberti, 1997, p. 18). This quotation bares a striking

resemblance to that terminology that could appear in an article about innovation, and underlines the relevance of anthropology in regards to this thesis.

5 Demand

Research to aid in the determining of demand for new product innovation conducted by companies often bears striking familiar characteristics in comparison with most companies conducting research for the same purposes. The familiar characteristics present themselves in the manner in which the chosen research methods are formulated. Most companies employing traditional methods of research often make use of the same structured type questions in a questionnaire or in a survey (to subjects), as well as look for usual indicators (usually of products) when conducting store checks etc. Since determining demand is tricky at best, the researcher or the company, relies on the information gathered from this research to estimate demand and make decisions accordingly. However even with its collected data managers in a company need to define exactly what they deem necessary to establish demand (or their perception of demand). According to Philip Kotler and Kevin Keller 'Marketing Management' (2006) demand is measured by the potential market, available market, target market and penetrated market. These demand measurement indicators fall in the realm of establishing 'Market Demand'. Kotler and Keller's view of demand stems from a purely market orientated perspective and hence the suggested research method would be solely designed for this purpose. Once this data has been analysed, decisions will have to be made and further research will have to be conducted to determine the best course of action to satisfy the established demand should one exist. This further research will pertain more to consumers, competitors and product innovation and information gathering would be conducted in a similar fashion to that of the market orientated method.

From a new product development perspective this research carried out in the traditional sense will yield results that will influence the direction of which the proposed new product development will take. This manner of research has long since been employed by companies across the globe and has been the standard or traditional approach to conducting research.

This method of research (as one can see) is quite a lengthy process and requires significant amounts of resources and time. Furthermore, since this research is carried out at a specific point in time, the results will only reflect the situation as it is presented

at the time of the research. Hence, the establishment of demand and fulfilling that demand will be based on that 'snap-shot' image. So the new product development will in fact be carried out from data collected from consumers on the basis of their consciously realised needs at the time of the research. Due to the dynamic nature of market trends, once this product is finally introduced to the market, the needs or demand of the consumers might have changed. Even if a residual amount of demand still remains, the company's competitors (employing the same method of research) would have collected the same information as the company and may introduce a similar product to the market at the same time, or before the company introduces their newly developed product. In addition to the innovation or new product development aspect, this type of information gathering and demand determination is mostly conducive to incremental innovation (innovation based on improving, adding or changing the characteristic of already exiting products), as the results from the research will reflect information relating to innovation from what the subjects can consciously recall or remember, and formulate this recollection based on an already existing product that they have previous seen. This will allow a company to enjoy success for a limited period of time before the next '*new* best thing' is introduced to the market at which point the company will need to start the research process all over again.

5.1.1 Latent Demand

While the traditional method of consumer or market research might reveal the consumers conscious needs or demands there still remains unrealised need. This unrealised need or demand resides in the sub-conscious psyche of the consumer. The unconscious demand will only be realised when and if the consumer sees the physical product thereby triggering sub-conscious need for the product at that specific time. According to Earl & Potts (2000) in their paper '*Latent Demand and the Browsing Shopper*' where they have explored the nature of latent demands in consumers and condensed their findings into three kinds of latent demands:

- The first kind of latent demand highlights a notion of the failure of the market on the supply side. I.e. only once a manufacturer supplies a particular product, they would discover that there is a market out there for that product which has previously going unsatisfied. This kind of latent demand hints to the lack of alertness on the part of the manufacturer or entrepreneur.

- The second kind of latent demand is with regards to the limitations of the consumer to envision or think creatively about potential chrematistics combination of products. E.g.: Many years ago consumers where unable to buy a combined fax machine/printer/photocopier/scanner with a PC interface, but now such products are readily available (Earl & Potts, 2000). Most consumers (prior to the inception of this combination) would not have been able to imagine such a product ever existing until it was introduced to market for them to see.

- The third kind of latent demand relates to a demand born from necessity and circumstance. This demand is only realised once a sudden need arises for it. When this happens the consumer realises that it requires attention that has now become apparent where previously it was not recognised. It is at this point that the consumer will become aware of opportunities to purchase or replace the product in question.

Since latent consumer demands resides in the sub-consciousness of the consumer, traditional method of research to determine demand become ineffective as the subject (consumer) are not themselves aware of this demand. The type of research possible for uncovering this demand is to observe the consumer and take an objective stance. By observing the consumer and documenting, a researcher can objectively look at the behaviour, actions and mindset of the consumer and from that draw conclusions. This method of research falls within the realms of an anthropological research perspective. In this way the researcher (observer) can get a glimpse into the life of the consumer and possibly notice opportunities in actions or events that the consumer may take for granted. The results yielded from this type of research more favours radical or breakthrough product innovation as apposed to incremental innovation as through determining consumers latent demands one can innovate a product outside the existing markets.

5.1.2 Demand in context

Before a company (in this case Gastro Chef) undertakes a consumer research project, they must establish what they hope to accomplish by this undertaking. In the case of

Gastro Chef, the aim of undertaking research is to determine or discover latent consumer demands for the purposes of new product innovation. This being said, Gastro Chef's first task is to formulate a framework for expressing a clearer understanding of the ecosystem of demand. This has to be done as part of the planning phase of the research project, as it constitutes how the research will be carried out and how the data collection tool will be structured.

Since the discovery of latent consumer demands relies heavily on elements taken from anthropology (consumer behaviour, wants, pleasures and pain), these elements form the context that makes up the dynamic and complex ecosystem of consumer demands and the result of this is the creation of consumer demand landscape. "*The demand landscape should display in detail an ecosystem that reflects how consumers go about living their lives or particular episodes of their lives, it should also reveal how products, services or brands intersect in time and space (temporal) with consumers occasions to live, play and work*" (Joachimstaler, Hidden in Plain Sight, 2007)

a)   Creating a demand landscape

As apposed to the traditional methods of consumer research which is used for gathering information pertaining to segmenting consumers according to age, lifestyle and regional and social characteristics, creating a demand landscape starts with mapping the behaviour of consumers. Furthermore, the creation of demand landscape segments consumers based on their time or moment and episodes spent of activities, projects and daily tasks and the analysing the situational context in which these occur. Hence, a general structure of the demand landscape will be as follows:

Figure: 15 – Structure of demand landscape
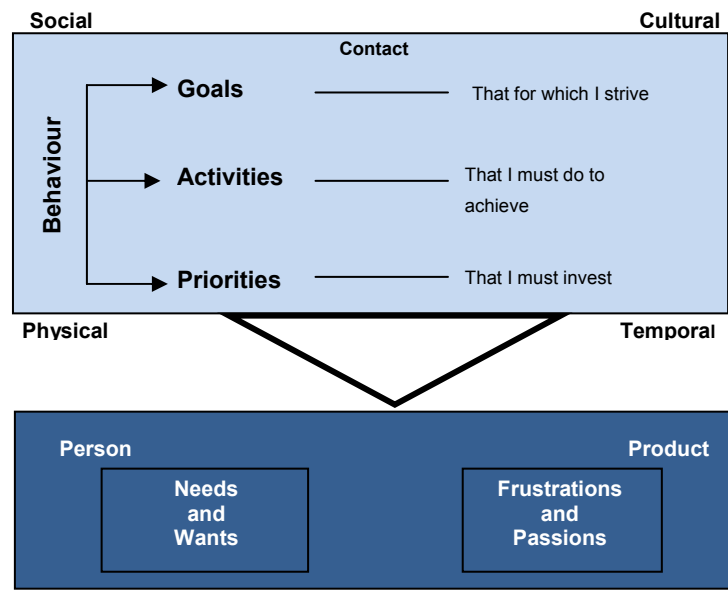
As mentioned previously, the creation of this demand landscape forms a departure from the demand perspective from that of 'traditional research', in the sense that it probes unarticulated, unexpressed and incipient needs and wants or passionate urges and desires that consumer have or can have in relation to the product or services offered by a company. It also provides an in-depth understanding of behaviour when put into context of the consumers lives (physical, social, cultural and temporal context) for example; consumers are more than likely to use proper barbecue thongs, marinating brush, forks etc. at the barbecue (*physical* context) in the summer or on a warm day (*temporal* context) while hosting barbecue party with friends or family (*social* context)

This structure for creating a demand landscape is of particular importance to Gastro Chef, due to the nature of the products and services offered by the company (utensils for food preparation) and the use of these products and services by the consumer. These products manufactured and sold by Gastro Chef are suitable for a consumer's everyday use thus can fit into an episode of a consumer's daily life and this is where the goals, activities and priorities of the demand landscape come into play. (Joachimstaler, 2007)

- *Goals*: as stated in the structure of the demand landscape 'that for which I strive' highlights that all activities carried out by the consumer is a mean to ultimate goal, for instance, the activity of proper food preparation utensils is likely to be

associated with the specific goal of decreasing the time it takes to prepare and cook a meal, or pleasure derived from the convenience of cooking a good or healthy meal. Goals in this case are usually expressed with the context of a time and place.

- *Activities*: are all actions, behaviours, tasks or jobs that people engage in and are defined as 'That which I must do to achieve the goals'. These include activities that may seem trivial, superficial and only remotely goal oriented. Though these activities appear to be of no relevant consequence they are infact of utmost importance and vital in the accurate reconstruction of an episode in the life of the consumer as individual activities, or the sum of the activities, performed by a consumer, has the potential to lead to a product innovation idea. So it is imperative that when Gastro Chef designs their research tool and executes the research project the subject/ research subjects record all activities performed (in context) no matter how trivial it may seem.

- *Priorities*: This serves as a measure of the degree of engagement and involvement that consumers have with various activities and goals in their everyday life. This also includes the amount of time consumers allocate to an effort and the amount of money they spend. By gauging the priorities of involvement, consumer preferences will be revealed. For example, traditional research may indicate that consumers would like to eat healthier and exercise more, the actually of it may be quite different, as noticed from an observers point of view as consumers may assign priorities to things, like enjoying a frequent barbecue, throwing lavish dinner parties or eating pleasure rather than health or nutrition, the opposite of this could also be true.

The demand landscape maps the intersection of behaviour (activities, goals and priorities) in a socio-cultural context with the capacity of an innovation to fit in and embed itself in the way in which people operate in their daily lives. The main factor governing the construction of a demand landscape is that consumers cannot say what they do not know, have not experienced or visualised. It is here that anthopological observational and ethnographical methods can be used to effectively

collect the data required to complete a demand landscape. Furthermore, by including the creation of a demand landscape in the planning phase of a research project, Gastro Chef can structure their research and research tools around the information required to complete their demand landscape, this will not only prove as a starting point but also forms the construct and direction of the entire research project up to, and including, the analysing of the gathered data. The goals, activities and priorities that are set as behaviour indicators in the demand landscape, are attached to moments and episodes in the life of the consumer. Therefore these moments or episodes can be recorded and reconstructed as a method of collecting relevant data pertaining to these indicators.

6   Research Tools

This chapter of the thesis will focus on the description and discussion of various research tools that a company can use. Initially we will discuss qualitative and quantitative research tool. We will then discuss ethnographic research fieldwork in relation to the type of research relevant to our problem. From that, we go on to present and discuss a number of specific observational methods that researchers can use to gather data from the market.

6.1   Quantitative and Qualitative Research Methods

In the following section we will delve into the use of qualitative and quantitative research tools, traditionally used by companies when collecting data for market research. The purpose of this is to discuss the validity of these tools in relation to the type of research we are concerned with.

Traditionally, marketing research can be divided into primary and secondary research, both of which can then be either qualitative or quantitative, as shown in the figure below.

Figure: 16 – Market Research

Source: (Aaker, Kumar, & Day, 2004)

The type of research one should do is driven by the information that is needed. With reference to chapter 4, the concern is here to use anthropological methods to collect data regarding how the consumers live around a certain aspect of their life (e.g. in relation to Gastro Chef, life around food). Since the data that a given company (in this case Gastro Chef) will have to collect will be different from company to company, depending on what information they are seeking, the area of focus will be primary data. This can be

further narrowed down, since the data that will be of interest in this case is qualitative, as explained in chapter 2, Methodology. The main reason for the shift of emphases from quantitative research to qualitative lies in the limitations of quantification, as explained by Peter F. Drucker (2004) in the following statement;

"Quantification for most of the phenomena in a social ecology is misleading or at best useless." He goes on to discuss the events that define and change the social universe; *"By the time it becomes statistically significant, it is no longer "future"; it is, indeed, no longer even "present". It is already past."*(Drucker P. , 2004, p. 351)

With these statements, Drucker is referring the one of the major limitations of quantitative data; the inability to analyze data regarding the present and the future in social events. For that reason we choose not to include quantitative research tools in this chapter, since they will be largely irrelevant for the purposes of latent user needs.

6.1.1   Need for Qualitative Research

Qualitative research is concerned with finding out what is in the consumer's mind, in order to gain an insight into the consumer's perspective. This helps the researcher to uncover the range and complexity of consumer activity and concerns. Thus, qualitative data is collected to know more about things that cannot be observed or measured directly, such as feelings, thoughts, intentions and behavior that took place in the past. Qualitative data is also useful when the researcher is looking for answers to questions that people might be unwilling to answer if confronted with them directly. Questions that can be seen as an invasion of privacy, that can embarrass the subject or have a negative impact on the subject's ego, will usually not be answered if structured and formal research methods are used. Such data is better obtained through qualitative methods such as focus groups or projective methods, than through a formal, structured survey method of data collection. (Aaker, Kumar, & Day, 2004)

"The basic assumption behind qualitative methods is that an individual's organization of a relatively unstructured stimulus indicates the person's basic perception of the phenomenon and his or hers reaction to it" (Aaker, Kumar, & Day, 2004, p. 189).

In this quote, Aaker, Kumar and Day neatly explains the need of the qualitative data collection methods. The structure of a stimulus refers to the degree of choice available to the subject. Thus, the more unstructured and ambiguous the stimulus is, the more the subject will have a choice, and thus project his or hers emotions, values, needs, motives

and attitudes. A highly structured stimulus leaves little choice to the subject; he or she can choose between clearly defined alternatives. A stimulus with little structure has a wide range of alternative possibilities and the subject can, and will, choose their own interpretations. (Aaker, Kumar, & Day, 2004)

6.1.2   Major Categories of Qualitative Research Methods

Three major categories of qualitative research methods can be identified. Each of these categories is used for different purposes in the research process.

The first category is *Exploratory Research Methods*. These research methods are usually used in the early stages of research; to define the problem in details and suggest the hypotheses that will be tested in subsequent research, as well as pretesting more structured research methods, such as questionnaires. It is also used when generating new products, service concepts, problem solutions etc. and for getting preliminary reaction to new product concepts.

The second category is *Orientation Research Methods*. The objective of these is to learn more about the consumer's vocabulary and vantage point for decision making. These research methods are mostly used to educate the researcher to the needs, satisfactions, problems, and usage situations etc. of the consumer in an unfamiliar environment.

The last category is *Clinical Research Methods*. These research methods are used to gain insight into topics that otherwise would be difficult, or impossible, to pursue with structured research methods. (Aaker, Kumar, & Day, 2004)

6.2   Ethnography research fieldwork

As discussed in chapter 4, ethnography leans heavily on observation, participation and documentation (on the part of the ethnographer). Ethnography has long since been used exclusively by anthropologists as a method of documenting their findings or observations of cultures and social groups. However, the extent to which ethnography can be used is not exclusive to foreign cultures and societies, but it can also be applied or adapted as a research method for observing and documenting broader insight projects into consumer culture, as well as generating tactical insights into a range of specific consumer usage, behaviour and purchase decision-making problems. It is this use or adaptation of ethnography that we are interested in for the purpose of this thesis, in

order to formulate a framework for consumer data collection, in efforts to establish and generate ideas for new product innovation.

6.2.1   Adaption of Ethnography as a commercial research method

Observation has been a tried and tested method of consumer research for some time, as a method of collecting qualitative data. However, when it comes to ethnography, the level of observation and participation can have a direct impact on the result of the research. There are various approaches to 'observation' as a method, and by taking these into consideration one can aggregate the level of 'participation' to be exerted in accordance with the ethnographer's preference. According to Gold (1958) observation/participation in ethnography as methodology exists on a continuum.

Figure: 17 – Gold's ethnographic continuum

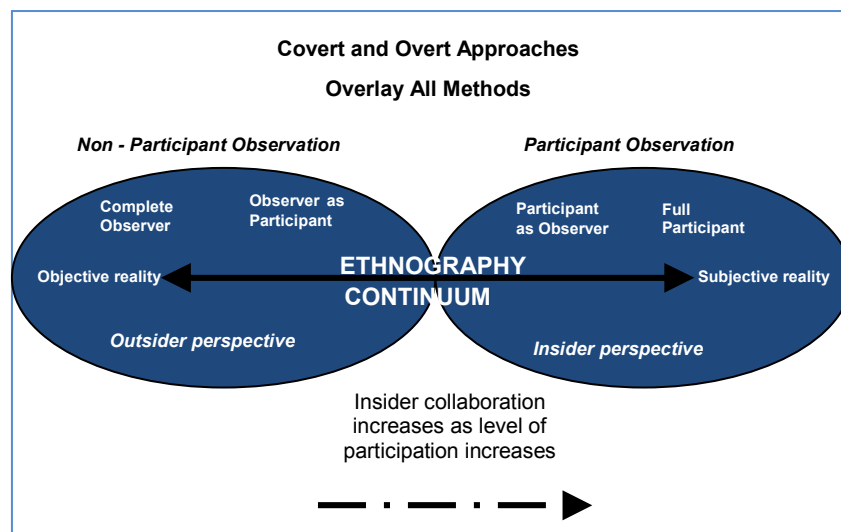| Complete Observation | Observe-as-Participant | Participant-as-Observer | Full Participatant |
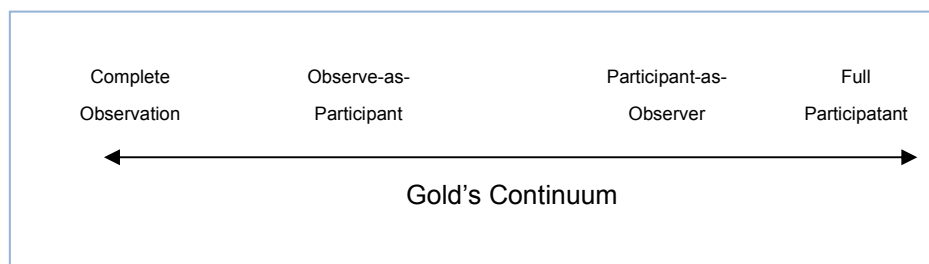
Gold's Continuum

Source: (Gold, 1958)

From the above figure it can be seen that one end of the continuum is non-participant observation, and at the other end is participant observation. These two extremes of the continuum constitute the covert and overt approaches that overlay all forms of ethnographical research. However, as described in section 4.2, ethnography fieldwork in an anthropological context often involves long-term participant observation. This, in the end, can prove problematic for the consumer research application of ethnography, due to the rapid nature of the market. In reality consumer researchers are constrained by competitive forces, deadlines and costs. It is in this vein that the ethnography, as a research method for commercial purposes, has to be adapted to make the process more viable and rapid.

According to an academic journal by Nick Agafonoff; '*Adapting Ethnographic Research Methods to ad hoc Commercial Market Research*' (2006), Agafonoff builds on Gold's ethnographic continuum to develop a model of a 'multi dimensional research

tool' which incorporates the nature of ethnography. Agafonoff's model captures the essence of ethnographic research by taking into account the observation and participation aspects of ethnography and by creating a multi-faceted research tool with diversity of configurations and application, which include commercial research (consumer research). Below is an illustration of Agafonoff's model:

Figure: 18 – Agafonoff multi-dimensional framework for applied ethnography

Source: (Agafonoff, 2006)

a)   Non-participant observation method (Outsider perspective)

According to Agafonoff's multi-dimensional framework (complete observation and observation-as-participant) are grouped together under the category of 'non-participant observation'. This is derived from the fact that the perspective is taking in this category from an observation capacity and involves slight participation on the part of the researcher. To take a total observation stain in this category, it would involve the researcher solely recording consumers from an entirely observer point of view, e.g. recording consumers buying habits via video camera, and then analysing the results later. However, this method is long and tedious and yields no concrete results but gives the researcher a general sense of consumer behaviour. Further in this category, should a researcher wish to get more specific data, the researcher can participate as an observer by interacting with the research subject (consumer), in the form of an interview before the shopping process, recording the shopping process and having a post shopping interview with the consumer. In this way the researcher does not physically participate

in the activity (shopping) but rather experiences it from observing the consumer. From this the researcher can observe the consumers buying behaviour, decision-making process and preferences (e.g., impulse-buying - items not on their shopping list). This would result in the research gaining a better picture of what the shopper is reacting to, whether packaging, product characteristics, easy of use etc. This research method is a self-reflective tool and produces tactical insight with a company can easily apply.

b)   Participant observation method (Insiders Perspective)

In the other category 'Participant Observation', Agafonoff has grouped together participant-as-observer and full participant. As the title of the category suggest, it involves a more physical participant approach by the ethnographer (researcher) than that of the other category. Participant observators serve to generate strategic core insight into broader consumer culture, as opposed to 'non-participant observation research' that generates tactical insight for specific marketing activities. By using the participant observation, the researcher (ethnographer) can discover fundamental principals and truths about consumer groups, values and culture that inform the broader brand strategy. As stated earlier in this category, the researcher physically participates in consumer activities, either by taking the role of the consumer or by participating in consumer activities as part of a consumer group.

Agafonoff's proposes that taking the principles of ethnographic fieldwork and applying it to commercial research is a viable option for reducing the lengthy process of the ethnography (in the anthropological context), and at the same time not compromising the fundamentals of ethnography. By dividing the ethnographical process (continuum) into two main categories (as illustrated in Agafonoff's model), a company can chose to structure their research methods around one of the approaches ('Non-participant observation' or 'Participant observation'), depending on the availability of resources in the company. Nevertheless, this application of ethnography fieldwork is logical and practical; making it a viable method for getting inside the mind of the consumer without contaminating the outcome of the research results, and it is these types of results that can help a company discover consumer latent demands. (Agafonoff, 2006)

6.2.2   Observational Methods

When using observational methods, the researcher concerns himself with observing the behaviour of the subject or customer. Many researchers refrain from using observational methods, as they are limited to only providing information of the current behaviour. However, if the observation of ongoing behaviour is integrated into a research design, the observational methods become more relevant, for a number of reasons. Firstly, observation in an inexpensive and accurate method for collecting data, as long as the researcher is looking exclusively for behavioural data. Second, casual observation is an important exploratory research method (6.1.2), that can be used by companies to monitor a number of variables in the market, including competitor prices, advertising and to some degree, consumer behaviour. Third, *s*ystematic observation can be used as a supplement to other research methods. One example of this is when an interviewer notes characteristics of the subject, in addition to the responses, in order to classify what segment the subject belongs to. Last, in some cases observation may be the only alternative available to the researcher, as would be the case if investigating psychological phenomena or with young children that cannot express their motives and preferences. One example of this is Fisher Price, that opperates a nursery school in a residential area, as a means to field testing new toys. (Aaker, Kumar, & Day, 2004) In the following section, a number of different observational methods will be explained.

a)   Direct Observation

Direct observation is a frequently used observation method. When using this method, the researcher observes the subject directly, without the subject knowing that he or she is being observed. One example of this could be companies observing the customers behavior in retail stores, noting how they approach the products, what questions they ask the store personnel, what supplementary products they look at etc. This type of observation can be both structured, with observational points and recording plans prepared ahead, or unstructured, where the researcher just records what he observed. One thing to be mindful of when using this method is the subjectivity of the data. It is very easy for the researcher to interpret observations wrong or read more into an action than is warranted. (Aaker, Kumar, & Day, 2004)

b)   Contrived Observation

Contrived observation is a method of behavioral projective tests. The responses of people placed in contrived situations are used to uncover their underlying motives and beliefs. One example of how this can be used is when consultants disguise themselves

as customers to uncover what happens in a normal interaction between the sales people and the customer. This method has been used to uncover discrimination and the quality of public performance by employees of banks, insurance companies, airlines, government agencies etc. It is commonly perceived as the best, if not only, way to uncover knowledge of the efficiency, knowledge and helpfulness of staff. However, there are a number of ethical issues when using this method, as it essentially involves lying to and spying on your employees, or whoever the test subject might be. (Aaker, Kumar, & Day, 2004)

c)   Content Analysis

Content analysis is used to observe and analyze written material. It can be defined as the systematic, objective and quantitative description of the manifest content in communication. However, it is not just observation, but also the analysis and categorization of that content, using prescribed rules. It is among other things used to analyze the content and message of advertisements, newspaper articles, television and radio programs and other forms of mass communication. (Aaker, Kumar, & Day, 2004)

d)   Physical Trace Measures

Physical Trace Measures involves recording the leftovers, or residue, of behavior. This method is rarely used, as it is very imprecise and often yields much generalized results. It is however useful when other forms of observation is impossible. Specific examples of this method could be measuring the amount of trash at a camping site to estimate how frequent it is used, or as some museums do, measure the rate of wear on the floor tiles to estimate the popularity of specific exhibitions. [Aaker, Kumar and Day, 2004]

e)   Empathic Interviewing

Empathic interviewing is often used as a supplement to the more traditional observational methods. Empathic interviewing can be classified as a form of exploratory research that uses methods from sociology, market research, psychology etc. to understand the social factors that influence the behavior of the consumers. It usually involves interviews where the researcher tries to imagine himself in the subjects position and ask open ended questions in order to reach an understanding of the social factors beneath the generalized perception that the subjects has. (Aaker, Kumar, & Day, 2004)

f)   Humanistic Inquiry

Humanistic inquiry is a research method where the researcher immerges himself in the system that he is studying. Throughout a long period, the researcher stays immersed in

the environment he is researching, keeping logs of his thoughts and findings: one log that includes his thoughts on theory construction, hypothesis and so forth, and one log that includes his methodological notes. The data is then analyzed by outside auditors, to ensure that the conclusions are based on rationale and logic, rather than unstructured "insights". (Aaker, Kumar, & Day, 2004)

g)   Behavior-Recording Devices

This research method entails using devices to record behavior, instead of humans recording the behavior. This could be anything from cameras or voice recorders to heart rate monitors, depending on the nature and purpose of the research. Behavior –recording devices have the advantage that they do not get tired or suffer from a limited attention span, as humans do, and in many cases they will be able to make more accurate recordings. However, in most cases a human will still be needed to analyze and interpret the data. One good example of this type of observational method is the Nielsen system, where a device connected to the television records what programs are being watched, and by whom, in order to give the networks reliable information on their target segments. (Aaker, Kumar, & Day, 2004)

6.2.3   Limitations of Qualitative Methods

The main limitation of qualitative research methods stems from the vulnerability of the results to misuse. It is tempting for managers to accept exploratory results from small samples as sufficient data to base a decision on. There are two inherent dangers in accepting such unstructured data from qualitative sources. First, there is no guarantee that the data represents reality, since it is merely drawn from a small segment, and thus it is not in itself representative of the consumers. Second, when such data stands alone, there often is a great deal of ambiguity in the results. The very flexibility that allows the researcher to access the depths of insight from qualitative research also gives him great leeway in directing the questions and thus achieving the results he is looking for, rather than uncovering the actual results. In light of these dangers, the qualitative methods should only be used to generate insights into the reality of the consumer's perspective and to establish the basic knowledge needed to suggest hypotheses for further research.

a)   Limitations of Observational Methods

The main limitation of using observational methods in research is that it is impossible to observe motives, attitudes and intentions. When using other research methods, such as questionnaires, the most commonly used tool in research studies, the subject can be questioned about these things, but in observation this is impossible. In addition to this, using observational methods will usually be more time-consuming and costly and there is a higher chance of the results being biased, due to observer subjectivity or sampling problems. However, the use of observational methods is still widespread; as these methods allow the researcher to observe behavior that the subject either is unaware of or is unwilling to talk about. The observational methods are also often used to confirm results from other research methods. The result from a questionnaire for example, becomes much more believable if it is backed by observational results. (Aaker, Kumar, & Day, 2004) The limitations of not getting motives, attitudes and intentions can be reduced by using a combination of observation and other means, such as participant-observation mentioned in section 6.2.1b) above, where it is possible to ask enter a dialogue with the subject.

6.3   Episodic Reconstruction Method

Through this thesis, thus far, we have discussed research method from an anthropological perspective and the application of these methods in the context of business. However, these methods often involve observation and participation over lengthy periods of time, which is neither feasible nor cost effectively practical for a company to implement. Hence a revision or refinement of these methods needs to be formulated into one viable method that a company can use.

In the past, companies have uniformly used 'traditional' methods of consumer research which involved the use of questionnaires, surveys, and store checks etc. Due to the 'traditional' methods being the primary research method favoured by companies they are used without question or consideration of alternate methods of research. Furthermore, these traditional methods of research are not without their limitations ('blind spots' as mentioned earlier in this thesis).

To further understand 'how' and 'where' these blind stops can occur one has to gain a clear understanding of the nature of which these traditional methods of research are executed. Traditional methods of research can be seen as subjective and linear. When a company decides to undertake a research project they normally always have an obvious and conscious purpose for the research. That is to say, when a company sets a research project in motion it is with the expectation of collecting data about the company and their products in the market. This collected information, in most cases, pertains to marketing and product positioning in the market (eg. brand share or market share, sales and competitor analysis).

As can be seen from the discussion in chapter 5, 'Demand' exist in a multi-dimensional concept made up of conscious realised wants and needs of a consumer, and sub-conscious unrealised wants and need of the consumer. While the traditional method of research is widely used and has been for many years, it fails to illicit information necessary for a company to innovate radical or breakthrough products. This failure to research the demand as a whole presents a major 'blind spot' in a company employing traditional research methods. Although, traditional consumer research methods might be favoured amongst large companies who deem it sufficient to continue incrementally innovating, this may not be the case for SME's and entrepreneurial companies (such as Gastro Chef). Innovation for these type of companies are the means of survival and therefore they should strive to innovate for the purpose of capturing a larger share of the market, or alternatively create their own market space by innovating radical new products. Hence the need and employment of a new research method. As for the anthropological method of research, this method can be adapted for the purposes of extracting vital information needed for radical innovation by means of observing consumers in their natural habitat, i.e. observing a day or an episode in life of a consumer and taking notes of all the activities and tasks performed by the consumer during that day or episode. From this a company can explore opportunities as they witness them, so instead of getting a 'snap shot' they gain an understanding and insight into the mindset and recurring activities, habits and behaviour of an average consumer.

6.3.1   Definition of Episodic Reconstruction Method

Episodic Reconstruction Method, or ERM, is an alternative to the traditional methods of gathering data about the market and the consumer. ERM has its origins in the social sciences, particularly hedonic psychology and well-being research, but recent studies by

Erich Joachimsthaler and Makus Pfeiffer (2010) has shown that it now more than ever can be applied to business studies as well.

In most areas of business, understanding the customer has been at the top of the agenda for years. Regardless of industry many, if not all, companies have established strategies and procedures for observing customers. What Joachimsthaler and Pfeiffer propose is that this has caused the companies to become customer-focused, which is now causing a number of problems. In essence, three things have happened. First, the companies have become used to doing this in a certain way and using a certain methodology. Observing the customer has become a part of the routine and in being so, the execution has become sloppy. Results and insights that used to be spectacular are no longer noticed but instead baseline data is supplemented by additional data, often from the same segment of customers. As Joachimsthaler and Pfeiffer puts it;

"...many companies have been doing the right sort of thing research-wise for so long, they're now doing them wrong" (Joachimstaler & Pfeiffer, 2010, p. 65)

Second, as a result of this, many companies have begun to equate studying consumers with understanding them. This means that companies tend to focus more on achievable deadlines and deliverables and set their efforts accordingly, mainly on how customers use the products and what product attributes the customer's value. This means that the companies learns a great deal about a number of isolated factors, but they do not gain insight into *the bigger picture* as they never consider the full nature of the consumer demand.

Third and last, many companies have become too quick to see consumer insight as an indication of strong demand. There has been a tendency that companies put an exaggerated focus on innovation in effort to come up with the next new big thing, the revolutionizing new product, the industry-changing new design etc. and thus have been quick to prototype a solution, without actually knowing the problem. In some instances this has of course led to success, but in the words of Joachimsthaler and Pfeiffer, most such efforts

"...appear akin to the corporate version of chasing romantic dreams or trying to catch rainbows." (Joachimstaler & Pfeiffer, 2010, p. 65)

However, the consumers are not impressed with the innovation efforts of many of these companies. As shown in a recent Yankelovich Monitor survey, nearly three out of four consumers agree with the following statement: *"Businesses care more about selling me*

products and services that already exists rather than coming up with something that really fits my lifestyle". This is an increase from a similar survey in 2006, where only 62 per cent agreed with the same statement, and this is despite all the recent focus on consumer-led innovation. (Joachimstaler & Pfeiffer, 2010)

To address this problem, the Episodic Reconstruction Method is introduced as an alternative, a shift in perspective. The idea is that companies should focus less on the actual products and consumers, and more on the situations, routines and rituals of the daily lives of people – what Joachimsthaler and Pfeiffer calls the economic or commercial ecosystem. The basic idea of this is that through ERM the companies can see their growth opportunities in the context of the world people live in, by mapping the activities of people and considering which factors contribute to these. An important aspect of this is, that the companies have to set aside their own innovation processes and methods for understanding the customers, before considering the situations, routines and rituals of people's daily lives. By doing this, the company sets aside the fragmented information they usually have and are thus able to consider demand opportunities from a new perspective. The Episodic Reconstruction Method is based on a methodology developed by Nobel Laureate and Daniel Kahneman for use in cognitive sciences. In contrast to traditional methods it does not rely on the researcher observing the consumer in a few select contexts, but instead attempts to capture a broad range of contexts and situations. The ERM model divides the studying of patterns of the large amount of episodes into three components: (Joachimstaler & Pfeiffer, 2010)

- Activities, goals and tasks that govern the overall behaviours in the daily life of the consumer
- An exploration of the physical, temporal, social and cultural contexts in which these activities takes place
- The products and services that are used by the consumers in these activities.

In practical terms, this method entails having the consumer document all episodes concerning the subject of the research during the day. At the end of the day, the episodes are then recalled by asking the consumer to respond to questions online, that describe each episode in terms of specific behaviours, motivation of goal achievement and priorities, including contextual information about the use of products, feelings and emotions. This contextual information will include physical, temporal, social and cultural aspects. These episodes are collected over a period of time (in the case of our earlier example one month, but depending on the case a week might be enough to yield

a satisfactory dataset) and captured digitally, ideally without the consumer being aware of what company is sponsoring the survey.

The initial analysis of the data then focuses on identifying the patterns and structures of behaviours in people's lives around important life concerns, such as life around cooking and consumption of food. With these patterns established, the next step will be a new series of data collection and analysis involving in-depth discussions and observations of the consumer. The data analysis focuses on understanding the underlying structure or patterns of people's life, by establishing a sequence of steps, tasks and activities that people perform around the subject of the survey (ex. food). In this way, it will be possible to analyse thousands of such episodes in a cost-effective manner and a very short time (even with only a few hundred subjects the company can get thousands of observations in only a week or tens of thousands in a month). In this way, learning about the cultural and emotional context of the episode can lead to identification of latent needs or wants of the consumer, and thus uncover latent demand otherwise inaccessible to the company.

Finally, the recorded episodes are then grouped into consumer areas that can define the relevant opportunities for the company and its products or services. These areas (called opportunity spaces) can then be served with a set of new or even existing products, or an innovation in anything from a minor product modification to an entirely new business model, as the company sees necessary. (Joachimstaler & Pfeiffer, 2010)

In this way, the company can break free from the routine tasks of studying competitors, products, brand perception and so forth, and instead focus on studying the episodic behavior in the context of the daily lives of their customers. Thus, rather than trying to uncover product innovations that are merely different from their competitors, the company can focus on helping their customers improve their lives. In essence, the Episodic Reconstruction Method sets aside the traditional notion of segments and products and instead focuses on looking for way to better fit into and improve the episodes of daily life for their consumers.

6.4 Summary

As stated in the problem formulation, the purpose of this thesis is to formulate a research framework that will allow Gastro Chef, and other companies, to structure their innovation process in a way that allows them to uncover and fulfill the latent demand of their consumers. To create such a framework, we first have to investigate a number of different aspects, which is what we have done in chapters three through six. The first of these aspects was innovation, as discussed in chapter 3. We choose to focus on user-driven innovation, as we were interested in finding the latent demand of the users. This was primarily done through discussion of two approaches to innovation; The IDEO-method and Lead-User Innovation. These two methods were then adapted and combined into our own model; a step by step model (**Figure: 14 – How User-Driven Methods is adapted to thesis**) designed to take the company through the entire innovation process, from the basic understanding to the implementation. This presents the reader with an insight into the innovation process that is necessary to fully understand the processes we are working with. We choose to discuss the whole innovation process it this way, despite the fact that we are actually only concerned with the research-aspect of the innovation process, to present the reader with a bigger picture and place our chosen problem in a larger context. In chapter 3 the first step in this model: Understanding and Developing Teamwork was discussed. The intent of this step is to define the purpose of the research, decide on the research method and structure the research framework.

The second aspect was Anthropology, as discussed in chapter 4. Since we are looking for the latent needs of the customers, we needed an alternative approach to investigating the customer, which will allow the researchers to uncover these. It was uncovered that anthropological methods already were being used by many companies when researching customers. To give the reader a better understanding of the underlying science, a brief introduction to anthropology in general was included in the thesis. This was then discussed in relation to innovation and research. It was obvious that an anthropological perspective on the research framework would yield better insight into the actual latent needs of the customers, as it approached the tasks of gathering data from a more indirect angle than traditional market research, thereby enabling the researcher to gain insights into things the subject might not be consciously aware of. The most important concepts that we are borrowing from anthropology are 'socio-cultural anthropology' and 'ethnography', where the first refers to the endeavour to understand the culture of groups which is perfectly suited to our needs, and the latter refers to the documentation

of observations, which will be of interest to us in the practical application of our research framework.

Third we discussed the nature of demand in chapter 5, and in particular how companies determine demand for their products. The main point of interest in this relation is the paradox of demand research. With the type of research companies use to determine demand the result will be a snapshot of how the demand is at a specific given time. However, demand is fluid and always changing, and by the time a new product has been developed and is introduced to the market, the conditions that caused the company to pursue that particular course may have changed. In addition most research into demand will by its very nature result in incremental innovations, as nothing radically new is uncovered, only ways to improve the existing. To address this issue the concept 'latent demand' is discussed. This is the unrealized needs and wants of the customers and in many cases represents the true opportunities for creating an innovation that will give a competitive edge. It is deduced that in order to uncover the latent demand of the consumer, traditional market research methods are at a loss and the researcher will have to resort to an anthropological approach. Demand is then discussed in context, with the most important element being the creation of a demand landscape, where the researcher methodically maps the behavior of the customers by recording episodes in the consumer's life and analyzing these with the intent of finding opportunities for innovation.

From this the link to the fourth aspect, research tools as discussed in chapter 6, is obvious. Again we wished to create a context to give the reader a better understanding of the subject. For that reason we start by discussing the nature of research tools in general and go on to explain our focus on qualitative research. From this we went on to discuss the adaptation of ethnography to commercial research methods using Gold's Ethnography Continuum and Agafonoff's Multi-dimensional Framework for Applied Ethnography to outline the overall approaches to observation in business studies. Finally, this led us to a presentation and discussion of specific methods of observation that can be used in field study, and the merits and limitations of these.

With these four aspects in place, the next step was to explain one of the central elements of this thesis, Episodic Reconstruction Method. This method is presented as an alternative to the traditional research methods that can be used to uncover the latent demand of the consumers and present the researcher with more than just a situational snapshot of the reality he is researching. The basic idea of the method is to have the

subjects' record episodes related to the subject every time these occur in their daily life and then later elaborate on these. In that way it is possible for the researcher to gather a very large number of observations in a very short time period and with minimal expenditures. These episodes are then analysed and expanded on by additional research to create an image of reality that can help the researcher uncover potential for innovation. In the following chapter all of this will be put to practical use, when we create a suggested research framework for the case company. In doing so, considerations from all the previous chapters will be taken into account and adapted to the situation in order to properly answer our problem formulation

These findings, in chapters four through six corresponds with step two (Observe) in **Figure: 14**, in which the users to be investigated are identified and defined, the research method is implemented and the inital data analysis is carried out. A further elaboration of this will take place in chapter **Error! Reference source not found.**, in which we discuss the constructed research method in relation to our case company Gastro Chef, in order to illustrate our point via an example.

7 An Episodic Reconstruction Method for Gastro Chef

Due to the nature of Gastro Chefs products (food preparation utensils and accessories), we can observe that these products contribute to the crucial aspect of consumers lives, which is cooking and preparing food. These products are also used by professional chefs as basic 'tool of the trade'. Since Gastro Chefs products are standard (knife sets, cutting boards etc.), these products cannot be further re-invented, as to do so would require the reimagining the concept of, for example, a 'knife', which would make the re-imagined product seem alien to consumers who have in the past relied on a 'knife' looking and functioning like a 'knife'. However, Gastro Chef's innovation capabilities lies in the combination of their products, or possible improving the design or usability of these products for the purposes of improving, or making simpler, the process of food preparation for the consumer. This 'innovative product concepts' or 'concept innovation' is what Gastro Chef can capitalise on. In order to understand how and identify opportunities where these concepts can improve the consumer's lives, Gastro Chef has to first investigate 'the life of consumers', therefore Gastro Chef needs to implement a research method designed for that purpose.

This chapter deals with the creation of a research method that Gastro Chef (and other SME's) can use to come up with new innovative product ideas continuously, and fulfil user's demands. The ERM method we are going to present is therefore created with the purpose of being useful no matter if the product development purpose is business-to-consumer, different cultures, business-to-business and/or a different industry. For the purpose of innovating business-to-consumer products, the method has to be useful to investigate and understand a consumers needs in their private kitchens.

The method also has to be applicable to use in other cultures, to recognize how different customs in cooking can be built into a product to improve that cultures cooking. By investigating other cultures, Gastro Chef can also identify different tools that can be introduced to other markets.

In the Business-to-business relationships, the research method has to recognize business needs that make the kitchen more effective and improve working environment.

The method has to be able to be used in different industries, for example hotel's, restaurant's, cafe's, private and public institutions canteens, private kitchens, outdoor kitchen, camping cooking gear, barbecue etc.

Below is an illustration showing how the research method is meant to be used:

Figure: 19 – How the research method can be employed on different situations
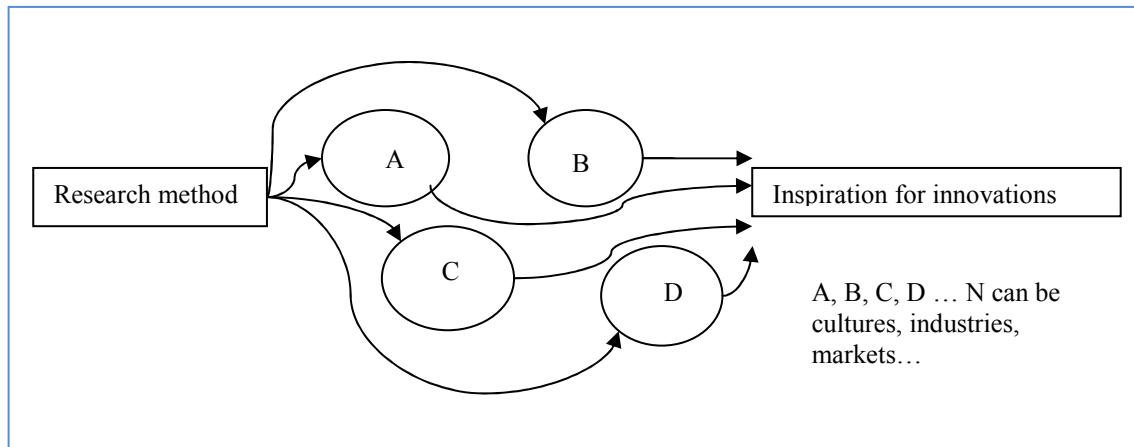
Source: Own creation

As can be seen in the illustration, the research method can be employed on A, B, C and D which represent different cultures, different segments, different industries or markets. When applying ERM it is possible to study episodes in daily life around the subject, in the case of Gastro Chef this would be living around food. The consumer will be asked to reconstruct events that were part of the episodes and record their thoughts daily. With for example 100 consumers capturing five such events per day over just one month, we have 15.000 episodes that then becomes the primary focus of analysis. The consumers are then surveyed in the context of these incidents to uncover the experiences in each episode. Then the data attained from the research method can be used to inspire product development and innovate, after the data has been analysed.

Our method is applicable no matter if it is culture, industry or market specific, because it take into consideration social, cultural and temporal specific contexts. The method is created to be general and the different contexts will become clear when observation is carried out. The method then makes it possible to create differentiated products that cover the needs of each individual segment and thereby Gastro Chef will be able to invent products that actually create value to consumers.

7.1 Preparations

Above, Episodic Reconstruction together with anthropological and other methods has been defined and discussed in terms of why this method is superior to 'traditional' consumer research methods in order to develop products. In this section Episodic Reconstruction will be explained by how it can be carried out, and what Gastro Chef

should consider, because the Episodic Reconstruction Method is a simple way to observe episodes of a user's day around a certain action, cooking in this respect. There are several ways to carry out this research, and the following sub-sections will explain some *pros* and *cons* of different aspects on how to carry out ERM.

Firstly, in '*selecting researcher*' we will discuss who should carry out the reseach, after that it is discussed where the research should take place in '*reseach location*', followed by how field-observation methods can be used in '*defining field-reseach parameters*' which end in a specific structure of how Gastro Chef shoud carry out the Episodic Reconstruction reseach in '*structure of reseach*' at last '*sample size and subject selection*' is discussed.

7.1.1 Selecting Researcher

All product development team members can do the research, though they will do it in different ways according to their professional background. However, it is reasonable to leave the research to professional consultants. In general there can be a conflict between the choice of either letting product developers (engineers/other in the company) conduct the research or leaving it to professional market researchers (marketing bureau/ anthropologists/other with professional backgrounds). There are pros and cons no matter if the company decides to do the research themselves or leave it to professionals.

+ The pros of letting the company's own **product developer**'s do the research are that they achieve the highest level of involvement of the team. They experience the consumers' problems and opinions first hand and these make them more aware of how they can develop or innovate.

- The cons are that the product developers are probably not good at, or feel uncomfortable doing interviews or observing. When interacting, they talk too much or too little, skip things over or simply do not notice what would be clear for a market researcher. This can happen even in spite of excellent training, because awareness comes with experience. Subjects may feel reluctant to criticise the company and products of pure politeness to the representatives from the company. And if they criticise, the product developer sometimes will have a tendency to defend his company or take it personally which will bias the observations.

+ The pros of letting a **professional market researcher** do the research is that they are trained to get subjects to express themselves clearly and openly and get into what is

referred to as latent or unspoken needs. An outsider will be able to ask questions that a product developer as an insider would feel awkward to ask. It is also easier to get non-customers, ex-customers and competitors to participate in the research if it is a consultant that do the research.

- The cons are that if the technology is complex it is difficult to show the market researcher what it is "all about". It is also more expensive and requires transferring knowledge between the consultant and the company. It is complicated to transfer all the tacit knowledge from consultant to product development team. (Katz, 2001)

The company have to carefully weigh the pros and cons before deciding on who should carry out the research, as there are significant advantages in both approaches. A possibility could be to choose professional market researchers and arrange the research so that product developers get as engaged in the primary data collection process as possible.

Here we assume that Gastro Chef carry out the reseach by them self, in order to save resources.

7.1.2   Research Location

When doing research the dilemma can be where to do the research, should it be on-site (in the environment where the product is used by the consumer) or should be on the central location (i.e. in a conference room in the company)? Like with the discussion about *whom* above, there are pros and cons of where to do the research.

+ The pros of doing the research **on-site** are that the researcher sees the product in 'action' and are allowed to see it in it *context*. Most consumers are often quite flattered that vendors care about their opinions.

- The cons of on-site investigation are that the company has to reveal its name or the sponsor of the research (if consultants), which can mean that consumers hold back sharing their thoughts or act differently if they are observed. It is difficult to cooperate with non-customers and ex-customers. It is difficult to get permission to videotape on-site because people are sensitive about recording equipment. The on-site research can be very expensive and time consuming and the researchers have to abide to consumers time constraints and availability.

+ The pros of central **location research** are that it allows for a very efficient use of time. Offering subject a reward or payment makes them willing to participate on the company's terms and it is easier to concentrate the research on the essence. It is also possible to have more observers (via camera to a TV or a one-way mirror), so that the whole product development team can observe and get firsthand knowledge to use in their innovation. Likewise, it is practical to tape everything on video and audio. This makes it easier to turn back to original material and deeper analysis.

- The cons of central location research are that observations are not contextual and therefore the researchers must rely on consumer's ability to recall things they usually do, and like or dislike. It will also not be possible to observe product in its right use. This can be solved by the company building an exact copy of the consumer's environment in order to let the subject 'act' in his/her environment, but this will require considerable resources in form of time and money. (Katz, 2001)

Since the goal of ERM is to observe users in context of their daily life, without spending too many resources, on-site observations are seen as the most considerate, taking the pros and cons into consideration. On-site observation is also defined as *field-observation* and the different types of field-observation are elaborated further on below:

7.1.3 Defining Field-Research Parameters

As mentioned, in Episodic Reconstruction it is important to do research in the consumer's natural environment. Therefore field-observation becomes relevant. As explained in chapter 6.2.1 Adaption of Ethnography as a commercial research method, field-observation is a continuum where the researcher can be anything in-between non-participant and full-participant observer, depending on the purpose of the research. Joachimsthaler & Pfeiffer's (2010) original idea and purpose of ERM are to let consumers/subjects record feelings and actions around an episode of life by themselves. Therefore ERM is essentially making use of 'non-participant observation', but in order to create our own method for Gastro Chef (which is presented later in the thesis) we want to bring 'participant observation' methods into the discussion for later use.

Before the observation methods get described and discussed, it has to be mentioned that the field-observation methods where the subject(s) is not aware of being observed is not elaborated on. This kind of observation is for example where the researcher puts up a camera without the subject's knowledge and secretly observe. Another method could be

to 'infiltrate' subjects without their knowledge and interact with them with another identity. Those methods would avoid bias in regards to the problem with subjects changing behaviour when observed. Nevertheless, observing secretly is seen as unethical and could result in bad PR which can give the company scratches in its reputation if it becomes public knowledge.

Below we elaborate on the pros and cons of respectively; a) Non-participant observation and b) Participant observation:

7.1.3.1   *Non-participant observation:*

There are several non-participant observation methods available, these could for example be observation via/with camera, observation in person and recreating episodes of life using a self-observation diary. Each method is explained below:

- **Observation with camera** is called complete observation because one or more cameras are set up to surveille the subject without the researcher being present (non-participant).

  + The pros of this observation method is that the observer gets images of how consumers cook and can see the tools they use and can get inspired from that. Camera also makes it easy to later go back and see some actions again if the researcher wishes to analyse something deeper or forgot what the subject did. It is possible to send a camera to the subjects making them record their episodes of life around food by themselves.

  - Cons: Most often, people who is getting observed with a camera feel uncomfortable and act differently than when not under surveillance.This difference in behaviour depend on how public the place to be videotaped is (Tayie, 2005). In the case of Gastro Chef the place to observe will most often be a kitchen and this is an area which most consumers are expected to perceive as very private, which will complicate getting allowed to videotape, and if allowed there is a significant risk that the material will be biased as a result of the subject acting differently than under normal circumstances. Another problem with the camera is that it takes very long time to analyse and look through all material. Furthermore the researcher will get confused because it is possible to identify actions but the researcher will get no answer of what the motices for the action is. Why is the subject doing this, why not another action? In other words

videotaping takes behaviour out of context and furthermore it is fragmenting behaviour and distract from the whole process. When the researcher is not able to ask the subject why the person act in this way, the researcher will miss important information on how to come up with a new product idea that simplifies the subjects life.

- **Observation in person** is a little like observing with a camera, since the researcher is observing without asking questions or interacting; this is also called 'observe as participant'.

+ Pros: The researcher is there in person, so he can see what is going on and can use that information directly (fast to analyse). The researcher can see what people do better than a camera since we can move around and see more angels. It will also be easier to analyse since the researcher observe the actions first hand.

- Cons: As with a camera the researcher is not really getting the 'why' information since it is hard when only observing and not interacting and asking questions. Even though it is easier to analyse when being present in person, it requires a lot of time 'on-site', and the researcher can only be one place at the time. This method will be expensive in terms of travelling, costs, wages and waiting time where the subject is doing other things than for example cooking.

- **Recreating episodes of life using** self-observation diary is a method where the subject in a way act as own observer, kind of 'participant as observer'. Literally the subject observes himself. But seen from researcher's point of view this will still be '*non-participant* observation' as the researcher has to analyse the self-observation diaries afterwards and is not present, nor participating. This is then analysed using content analysis.

+ Pros: It is a cheap method that can be done via internet, consumer do not feel observed. Social networking technology such (cell phones, blogs, and social networking sites) can be used to record the episodes anytime. As the experience grows the researchers can configure the self-observation diary to ask 'what' and 'why' the subject gets motivated to do certain actions. In that way recover what

can be done to improve kitchen tools and gets more contexts in than the two above.

- Cons: The researchers get no illustration or images of what is going on. This could be solved by for example making the subjects take pictures. The self-observation diary also requires analysis of words written by another maybe from another culture where meaning of words is understood differently. Therefore it requires long time analysis by researcher. Furthermore the self-observation diary requires that the consumer takes time to answer and describe a period of life in the self-observation diary every day. It can be hard for the subject to express actions in written words. The self-observation diary takes time to fill and it is a fact that it is very hard to get people to fill even simple self-observation diary (Teglkamp, n.d.). This can be solved by some sort of motivation like payment or a reward.

7.1.3.2   *Participant observation:*

Now the Non-participant observation methods have been described, but to observe episodes of life it is also possible to use participant observation. The participant observation has been separated into 'Participant as Observer' and 'Full-Participant observation', as explained below:

- **Participate as observer** is a method where the researcher attends the episode of life to observe and ask questions.

  + Pros: can participate and walk around to observe and ask questions in order to understand underlying motives and catch more context than the above. Analysis is simplified as the researcher experiences it all first hand.

  - Cons: It is an expensive method in terms of travel costs and the time it takes to observe. Another thing to be aware of is that it distract subjects if the observer takes notes during asking questions or observation. Therefore it is a good idea not to take notes all the time but only write down if natural brakes arise. Another way is to take mental notes and transcribe later when coming back to the hotel. It requires that the researcher knows that the subject is interesting, i.e. it will necessarily follow a previous round of research, where interesting subjects were identified.

- **Full Participant** is a method where the researcher not only attend to observe and ask questions but interact with user(s) and for example takes part in cooking with them and exchange meanings and experiences. This method requires the researchers to be themselves and act curious. According to Agafonoff [2006] it is a good idea to use a camera but in an informal way where the researcher encourage the users to film each other and the researcher and have fun, on the users terms, and for example allow them to turn off the camera. (Agafonoff, 2006)

  + Pros: Using this method will ideally provide the researcher with a lot of information since the researcher and subject learn from each other through interaction.

  - Cons: This method requires a certain type of personality which is open and good in interacting and conversation with strangers. The method is expensive and can only be done a few places. Like 'Participate as Observer' it requires that the subjects have been identified as interesting in order to product development. It is difficult to find subjects that will allow a stranger to come into their kitchen and interact with them.

As mentioned the researcher type may have an impact on the observations that can bias the information. According to (Tayie, 2005) there are basically two methods that can be used to avoid impact of 'observer selective perception' and reactance; one is to use different observers and the other one is to supplement the observational data with other means (i.e. questionnaires, interviews, and existing records). (Tayie, 2005) In other words there are possibilities and limitations in each method and it is therefore a good idea to combine the observational methods in-between and with other research methods like interviews. Eventually, combining participant observation with 'Empathic Interviewing' or use 'full participant observation' described above where the researcher interact with the subjects using camera. The methods can also be combined by using one method first, analyze the data gained from this and come back using another method to gather supplementing info that the first method did not provide.

For the reseach we have chosen to use a diary method where the subjects are asked to write down the activities during the day. This is then followed up by a participant

observation, where Gastro Chef pick some of the subject and sponser a dinner- or barbeque party, and use this as a way to observe and interact with the subjects to learn more about how to improve the cooking experience.

7.1.4 Structuring the Research

To reconstruct episodes of the user's lives, Gastro Chef needs a method that does not require too many resources and at the same time identifies the contexts that an anthropologic field-observation method would do, so Gastro Chef can do user driven innovation. Structuring a self-observation diary by which users fill out and thereby observe themselves is therefore seen as the most considerate. This way of reconstruction of episodes makes it possible for Gastro Chef to get a deep understanding of what people do in their lives and what indirectly compete with cooking during the day, and at the same time what frustrates or makes users happy when cooking. Hence, there are different approaches to how such a survey can be carried out. There are in overall two methods to reconstruct episodes: The Diary Method and Day Reconstruction Method (DRM):

The two methods are similar in that they ask the users to fill diary-like documents, where the users have to describe the episodes or actions they experience and carry out throughout a day.

Diary Method: In short, the Diary Method is a method where the subjects write a 'diary' over the activities they do over a day. The Diary Method is not a single methodology, but can be structured in several ways, but in the context of this thesis we use the Diary Method presented by Joachimstaler (2007)in his book "*Hidden in plain sight*". The number of subjects is limited to 35-40 and the duration of the research is from a week to a month. Practically the subjects note down episodes during the day in an unstructured questionnaire. Afterwards the researchers pick out interesting episodes and carry out in-depth interviews with the subjects, where they ask questions regarding specific episodes.

Day Reconstruction Method: Is a method created in order to get more information about the context and reduce problems with recalling what happened in certain episodes, which is a common problem with the Diary Method. The number of subjects is more than 1000, but the duration is only a couple of hours, where the subjects are asked to answer questions about *yesterday*. The Day Reconstruction research is going more in depth, but is at the same time also very structured. The subject explains about all episodes yesterday. Afterwards they fill out how they felt, where they were, in other

words deepened frustrations, good things and bad things, social contexts etc. With this method it is not necessary to carry out deepening interviews afterwards. Because the DRM is so structured it makes it possible, to some degree, to make statistics about the user's days and in that way see in what kind of episodes the demand is highest for an innovation improving a certain episode related to cooking. (Kahneman, Krueger, Schkade, Schwarz, & Stone, 2004a)

The method that will be presented in the following pages is a combination of Diary Method and DRM, where the subject firstly describes all episodes during the day, but instead of deepening all episodes the subject is only asked to deepen episodes related to cooking. Since the subject do not has to explain all episodes, and because some questions are general e.g. about sex, age, work etc, that only have to be done once, the time it takes filling it will be shorter than DRMs original 2 hours, and we can thereby get the subjects to fill the self-observation diary every day for a longer period of time than just 'yesterday', and thereby reduce population size.

With this adjustment of the DRM method we both get a picture of the user's whole day and at the same time gain insights into the user's frustrations, preferences, social relations etc. around their use of kitchen utensils. In other words the self-observation diary captures the contexts, which we have discussed throughout this thesis as so important in order to innovate products and services that is relevant for the users. What is more important is that it can be used to recognize the need without using a long ethnographic field-observational research taking up to two years, allows Gastro Chef to gather the information within a month.

In this thesis we also discussed how traditional research methods does not apply to user-driven innovation, but this Episodic Reconstruction Method can be used the other way around as a substitute for traditional research by Gastro Chef in its marketing, because it get to know the users daily life and will therefore is able to better target marketing, sales, and services.

Initially, a template for the self-obervation diary to serve as an example of how this could be done was constucted. We conducted a limited field test of the template, and discovered a number of issues (see chapter Critique of the method created for Gastro Chef8.1b) that had to be addressed. The self-observation diary presented later in this chapter is the restructured framework based on our test template, whereas the original template used for the field tests has been included in Appendix I through III.

a)   Establishing the method:

To set up the self-observation diary there are some limitations that has to be taken into consideration. These limitations are that the research has to take up as few resources as possible and at the same time give information that makes it possible for a SME to come up with 20 new ideas for product development every year.

In order to limit resources in terms of costs and time of sending mails, the survey will be done via internet. Furthermore, an online survey makes it possible to control if the users answer all questions, and also follow the survey continuously during the time the subjects is participating in the observation.

The duration is set to two weeks and the number of subjects (sample size) is set to 40 people. The reason we do not bring in more people is because the purpose is innovation which do not require a big sample size of subjects, as the focus is on episodes (as argued earlier in the thesis) and for the reason that we expect it to be difficult to find people who is willing to spend a lot of time every day in two weeks to fill the self-observation diary. Hence it is important to offer incentives to get people to participate. Gastro Chef has a surplus stock of kitchen utensils that the company can offer as rewards for properly filled self-observation diary. Furthermore Gastro Chef offers dinner parties to "the lucky ones" chosen by Gastro Chef. Here Gastro Chef's product developers find interesting episodes around cooking which they want to investigate further by visiting the subjects, seeing the kitchen through their own eyes and enter into a dialogue with the subjects(s). In other words the 'follow up' investigation is used as an incentive. (How subjects are chosen for the follow up investigation is elaborated on later in this chapter in section 7.2.4. 'Step 3') The incentives will help the subjects to care more about the diary and answer the questions properly, which will heighten the validity of the survey. The validity in relation to this research is how well episodes are described, which is why incentives are so important. For research in business the same incentives can be used to motive for example a kitchen chef, because it will not harm the kitchen chef's professional work as the subject is asked to fill most information in the evening, hence he will be asked to fill it as a private person. A professional will probably need more incentives in order to get motivated to fill the survey, or possibly a shorter duration, as the number of episodes will be very extensive and therefore the time to fill the self-observation diary will be increased.

b)   Self-observation diary:

Now that the terms for the self-observation diary have been set up, it has to be specified. As mentioned this self-observation diary is in itself to large degree inspired by the Day Reconstruction Method. The DRM builds on the strengths of time-budget measurement and experience sampling, and employs techniques grounded in cognitive science [Kahneman 2004]. The DRM is adapted to the case of Gastro Chef and therefore elements has been changed, deleted, inspired from other 'Diary Methods', 'works by Joachimstaler and Pfeiffer', and 'the anthropological and innovation' literature presented earlier. (Joachimstaler, 2007); (Joachimstaler & Pfeiffer, 2010)

The first day of the research the subjects answer a number of questions about themselves and the circumstances of their lives (e.g. demographics, job characteristics and personality measures). These are questions that only have to be answered once. Although these characteristics are not crucial factors when considering the information needed in the innovation process, it may prove to be useful for future marketing purposes.

With this method the subjects (subjects/users) are asked through a period of 14 days to every day to note down activities during the day and in the evening reconstruct the day by completing a self administered diary with questions about social contexts and why the subjects felt a certain way when cooking. The subject's reinstantiates the day into working memory by filling out a diary consisting of a sequence of activities (episodes) during the day. This diary is helping the subject to recall what happened today, in the evening, and at the same time Gastro Chef can get an overview over the episodes throughout the day.

When the subject has filled the diary, the next part of the self-observation diary (Deepening of episodes related to cooking) will ask the subject to draw the notes (episodes) in the Diary related to cooking and answer a number of questions that describe key features of each episode related to cooking. These are; when the episode began and ended, what the subject were doing, where the subject were, (4) who the subject were interacting with, and how the subject felt on multiple affect dimensions (e.g. frustration or content with utensils).

This information will inspire Gastro Chefs product development team. How it is analysed will be explained in step 1-4 later in this chapter. Now let's have a look at the self-observation diary framework:

The self-observation diary is structured in three parts: 'Introductionairy Part', 'Diary' and 'Deepening of episodes related to food'. The Introductionairy part is only filled once, while the Diary and Deepening of episodes related to food has to be filled every day. In the following pages the self-observation diary is shown. Before each part we have shortly explained why these questions are asked.

Firstly we have the *introductionairy questions*. These are overall questions about life. The first questions (question 1 – 6) are about how satisfied the subject is with life in general and when preparing food. This gives the product developers, as researchers, an idea if we are dealing with people who loves cooking or it is people who do not see themselves great cooks/dissatisfied with their cooking skills. This can be used in the analysis to see if there is a correlation with dissatisfaction around cooking episodes.

The rest of the questions (7-14) are demographic, like sex, age, education, size of household and income. These are good in the analysis to tell what background the people have who needs innovations to improve their life around cooking. Maybe it is a certain type of people, if the episode goes again among other subjects with same background.

Below the 'Introductionairy questions' is shown:

Introductionary questions

First we have some general questions about your life. Please answer these questions by placing a check mark next to the answer that best describes your opinion.

1. Taking all things together, how satisfied are you with your life as a whole these days? Are you

__ very satisfied,   __ satisfied,   __ not very satisfied,   __ not at all satisfied?

2. Next, let's turn to your life around cooking and preparing food. Overall, how satisfied are you with yourself preparing food? Are you

__ very satisfied,   __ satisfied,   __ not very satisfied,   __ not at all satisfied?

3.   Now we would like to know how you feel and what mood you are in when you are cooking. When you are cooking, what percentage of the time are you

in a bad mood	____%
a little low or irritable	____%
in a mildly pleasant mood	____%
in a very good mood	____%
Sum	100%

4. We would also like to know how you feel and what mood you are in when you are not cooking. When you are cooking, what percentage of the time are you

in a bad mood	____%
a little low or irritable	____%
in a mildly pleasant mood	____%
in a very good mood	____%
Sum	100%

5. In general what is the best you know about cooking by yourself? (Related to the cooking process itself) (you are welcome to give more than one answer)

_____

_____

6. In general what is the worst you know about cooking by yourself? (Related to the cooking process itself) (you are welcome to give more than one answer)

_____

_____

Next, we would like to ask for some background information about you, for statistical purposes.

7. What year were you born?   _____

8. What is your gender?   __ Male   __ Female

9. What is the highest level of education you have completed?

__ Some high school or less

__ High school diploma or equivalent

__ Some college

__ College diploma

__ Some graduate school

__ Graduate degree

10. What is your marital status?

    __ single (never married)   __ married   __ divorced/separated   __ widowed

11. How many children do you have? _____

12. If you have children, how many of them are still living with you? _____

13. Including yourself, how many people live in your household? _____

14. What is your total annual household income?

__ $10,000 or less

__ $10,001 - $20,000

__ $20,001 - $30,000

__ $30,001 - $40,000

__ $40,001 - $50,000

__ $50,001 - $60,000

__ $60,001 - $70,000

__ $70,001 - $80,000

__ $80,001 - $90,000

__ $90,001 - $100,000

__ more than $100,000

Thank you!

You can now go to fill the 'diary'

The *Diary* is the first part of the self-observation diary that the subject's will have to fill out everyday. Here they are simply asked to fill in notes in three schemes during the day, one for the morning (get up - lunchtime), one for afternoon (lunchtime - dinnertime) and one for the evening (dinnertime - the time the subject fill in the self-observation diary). The diary helps the subjects to remember what they were doing 'today' and at the same time Gastro Chef gets knowledge of what their kitchen utensils compete with during the day, this can be everything from pizza to TV programs to something else that the users rather spend their time on than cooking. The questions are very similar to Kahneman's (2004a) DRM, but some parts has been inspired from Joachimstaler (2007), removed or reformulated to fit the purpose of Gastro Chef. Below is an example of the 'Diary' part of the self-observation diary:

Diary

We would like to learn what you did and how you felt today. Not all days are the same – some are better, some are worse and others are pretty typical.

Because many people find it difficult to remember what exactly they did and experienced, we will do this in two steps:

1. During the day we would like you to note down what your day was like, as if you were writing in your diary. Where were you? What did you do and experience? How did you feel? Answering the questions will help you (and us) to reconstruct your day.

2. Tonight, after you have finished reconstructing your day in your diary, we will ask you specific questions about this time (these questions are in the second part 'Deepening of episodes related to cooking'). In answering these questions, we would like you to consult your diary pages and the notes you made to remind you of what you did and how you felt.

In the next pages, please describe your day. Take the Diary and note down every time you begin a new activity and note down what happens in the activity, the time, the goal with the activity and the importance of the goal.

Activity is what you are doing. For example prepare breakfast, drive my son to school, stop at the grocery store to get a litre of milk etc.

Time is the period you do the activity.

What did you feel is especially important to fill when you are doing something related to cooking process (preparing, eating or cleaning afterwards) or use of utensils. Maybe you feel happy because the Teflon-pan makes it easy to cook or the knives design is perfect. Or you feel frustration because the knife is blunt or the carving board is difficult to get clean.

The **goal** with the activity is for example that you have to eat fast to go to a party, or you spend long time cooking because your family come over. The activity is often a mean to reach the goal.

Importance is how important the goal is, if the family comes to dinner it is for example very important, but if you just cook in order to watch TV the goal is maybe not that important. Write with your own words how important it is, and we would like if you write why it is important too, like because I have to go to the cinema, meet my boyfriend etc.

The activities (episodes) people identify usually last between 15 minutes and 2 hours. Indications of the end of an activity might be going to a do something else, ending one activity and starting another or a change in the people you are interacting with or change of location.

There is one page for each part of the day – Morning (from waking up until noon), Afternoon (from noon to 6:00 pm) and Evening (from 6:00 pm until you went to bed). There is room to list 10 episodes for each part of the day, although you may not need that many, depending on your day. It is not necessary to fill all of the spaces – use the breakdown of your day that makes the most sense to you and best captures what you did and how you felt.

Try to remember each episode in detail, and write a few words that will remind you of exactly what was going on. Also, try to remember how you felt in relation to cooking, and what your mood was like during each episode. What you write has to make sense to you, and help you remember what happened when you are going to answer the questions in the second part `Deepening episodes related to cooking'.

Morning (from waking up until just before lunch) Note down with your own words.

Activity What happened? (Episode)	Time it Began and Ended		What did you feel, especially important related to activities with cooking? (e.g. *frustration, happiness,* or other feelings towards utensils)	Goal with the activity (why are you doing this activity? To hurry to gym, spend time with family, watch TV, etc?)	Importance (how important is the goal that you want to achieve? Why is it important?)
1M					
2M					
3M					
4M					
5M					
6M					
7M					
8M					
9M					
10M					

Afternoon (from lunch until just before dinner)

Activity What happened? (Episode)	Time it Began and Ended		What did you feel, especially important related to activities with cooking? (e.g. *frustration, happiness,* or other feelings towards utensils)	Goal with the activity (why are you doing this activity? To hurry to gym, spend time with family, watch TV, etc?)	Importance (how important is the goal that you want to achieve? Why is it important?)
1A					
2A					
3A					
4A					
5A					
6A					
7A					
8A					
9A					
10A					

Evening (from dinnertime until just before you went to sleep)

Activity What happened? (Episode)	Time it Began and Ended		What did you feel, especially important related to activities with cooking? (e.g. *frustration, happiness,* or other feelings towards utensils)	Goal with the activity (why are you doing this activity? To hurry to gym, spend time with family, watch TV, etc?)	Importance (how important is the goal that you want to achieve? Why is it important?)
1E					
2E					
3E					
4E					
5E					
6E					
7E					
8E					
9E					
10E					

Please look over your diary once more. Are there any other episodes that you'd like to revise or add more notes to? Is there an episode that you would want to break up into two parts? If so, please go back and make the necessary adjustments on your diary pages. If not, you may go on to the second part 'Deepening episodes related to cooking'.

Thank You

Proceed to part two 'Deepening episodes related to cooking'

Now the Diary has given Gastro Chef an overview over the user's day. The next part '*Deepening episodes related to cooking*' will look at how the subjects were feeling during those episodes, together with social and location contexts. The first questions are about what the subject was doing, where the subject was and if the subject was together with someone, and whom. The last questions are about how the subject's felt while they were doing something related to cooking. They are firstly asked to answer how e.g. frustrated on a scale from 0-6 they felt. 0 is not feeling this feeling while 6 means very frustrated. After weighting on the scale the subject is asked to explain 'Why did you feel this degree of frustrated?'. This question is aimed on frustration in relation to cooking, and the subjects are told that it is not necessary to answer the 'Why' question if they are frustrated of personnel reasons. But if it is of practical reasons it is relevant for Gastro Chef, and it is these 'Why'-answers that will be most helpful in the future product development and innovation. Maybe the subject feels frustrated e.g. because he has to clean the cutting board after cutting meat and before cutting salad, or happy because this process is simplified by some kind of utensils.

Deepening episodes related to cooking

Before we proceed, please look back at your diary pages.

How many episodes did you record for the Morning? _____

How many episodes did you record for the Afternoon? _____

How many episodes did you record for the Evening? _____

Now, we would like to learn in more detail about how you felt during those episodes related to cooking. For each episode, there are several questions about what happened and how you felt. Please use the notes on your diary pages as often as you need to.

Please answer the questions for every episode you recorded that was related to cooking (e.g. peeling and eating an apple, preparing potatoes, cleaning dishes), beginning with the first episode in the Morning. To make it easier to keep track, we will ask you to write down the number of the episode that is at the end of the line where you wrote about it in your diary. For example, the first episode of the Morning was number 1M,

the third episode of the Afternoon was number 3A, the second episode of the Evening was number 2E, and so forth.

It is very important that we get to hear about all of the episodes you experienced around food today, so please be sure to answer the questions for each episode. After you have answered the questions for all of your episodes, including the last episode of today (just before you went to bed), you have finished the questions for today.

First Episode Related to <u>cooking</u>

Please look at your Diary and select the earliest episode you noted in the Morning that was somehow related to cooking (preparing, eating food and cleaning up after).

When did this first episode begin and end (e.g., 7:30am)? Please try to remember the times as precisely as you can.

This is episode number _____, which began at _____ and ended at _____.

 What were you doing? (Please check all that apply)

__ eating   __ preparing food

__ cleaning after food   __ exercising

__ shopping   __ working

__ doing housework   __ taking care of your children

__ commuting   __ praying/worshipping/meditating

__ socializing   __ watching TV

__ nap/resting   __ computer/internet/email

__ relaxing   __ on the phone

__ Intimate relations

__ other (please specify_____)

Where were you?

__ At home __ At work __ Somewhere else. Please specify: _____ (e.g. making barbecue on the beach, dinner party at friends)

Were you interacting with anyone (including on the phone, in a teleconference, etc.)?

__ no one - skip next question.

If you were interacting with someone (please check all that apply)

__ spouse/significant other   __ my children

__ friends   __ parents/relatives

__ co-workers   __ boss

__ clients/customers   __ other people not listed

__ students/patients

How did you feel during this episode of cooking?

Please rate each feeling on the scale given. A rating of 0 means that you did not experience that feeling at all. A rating of 6 means that this feeling was a very important part of the experience. Please circle the number between 0 and 6 that best describes how you felt.

Below each feeling please specify why you felt this way, **but only if it relates to the cooking**, you do not have to reveal personal feelings and do not have to write at each 'why' question. (you can e.g. write things like: I was frustrated/annoyed because my knife was blunt and I had to cut the meat into 5 steaks, or impatient because I had to peel of the skin of a lot of vegetables which took a lot of time. It can also be positive answers like utensils that is improving your cooking experience)

It is very crucial that you answer the 'why' questions, as they are important for our research. Properly answered 'why' questions will heighten the chance to win a dinner party.

                          Not at all   Very much

Impatient for it to end 0   1   2   3   4   5   6

Why did you feel this degree of impatient? _____

Happy 0   1   2   3   4   5   6

Why did you feel this degree of happy? _____

Frustrated/annoyed 0   1   2   3   4   5   6

Why did you feel this degree of frustrated/annoyed? _____

Depressed 0   1   2   3   4   5   6

Why did you feel this degree of depressed/blue? _____

Competent/capable 0   1   2   3   4   5   6

Why did you feel this degree of competent/capable? _____

Hassled/pushed around . . . 0   1   2   3   4   5   6

Why did you feel this degree of hassled/pushed? _____

Warm/friendly 0   1   2   3   4   5   6

Why did you feel this degree of warm/friendly? _____

Angry/hostile 0   1   2   3   4   5   6

Why did you feel this degree of angry/hostile? _____

Worried/anxious 0   1   2   3   4   5   6

Why did you feel this degree of worried/anxious? _____

Enjoying myself 0   1   2   3   4   5   6

Why did you feel this degree of enjoying yourself? _____

Criticized/put down 0   1   2   3   4   5   6

Why did you feel this degree of criticised/put down? _____

Tired 0   1   2   3   4   5   6

Why did you feel this degree of tired? _____

Now please proceed to the next episode related to cooking.

There will be 30 of the above 'Deepening episodes related to cooking', one for each episode and the subject just fill out the number of episodes related to cooking.

7.1.5   Subject Selection and Sample Size

In this section, how to select subjects for the research will be elaborated on. Different relevant methods will be discussed and the discussion will at the same time be presenting the method that is seen as most applicable for Gastro Chef.

There does not exist any 'perfect' quantity of subjects when it comes to qualitative research (Tayie, 2005). The sample size/number of subjects to observe depends on which method is used. Most observation forms require the researcher/observer to be present and thus impose a practical limit to the number of subjects (Tayie, 2005). As the Episodic Reconstruction Method suggests, it is possible to let the consumers observe themselves by recording their experiences, meaning that the population size can be decreased remarkably (Joachimstaler & Pfeiffer, 2010) The purpose of the ERM is to go in depth and get product and service development ideas to create a better synergy between company and consumers. For that reason the data will not be used to generalize on the background of the observations. Hence the sample size does not have to be large, as long as the chosen subjects are interesting in relation to the type of product or service developed, which relates to the selection of subjects. The size also has to be big enough to allow for bias, such as some subjects can be expected not to record their episodes of life complete enough or do not want to participate.

When choosing subjects it is necessary to develop a sample plan, which follows a sequence of steps the researchers go through to draw and arrive at the final sample/subjects. [Bush & Burns 2006] This sequence of steps is illustrated below in **Figure: 20** and form the framework for this section about selecting subjects.

Figure: 20 – Steps in the sampling process
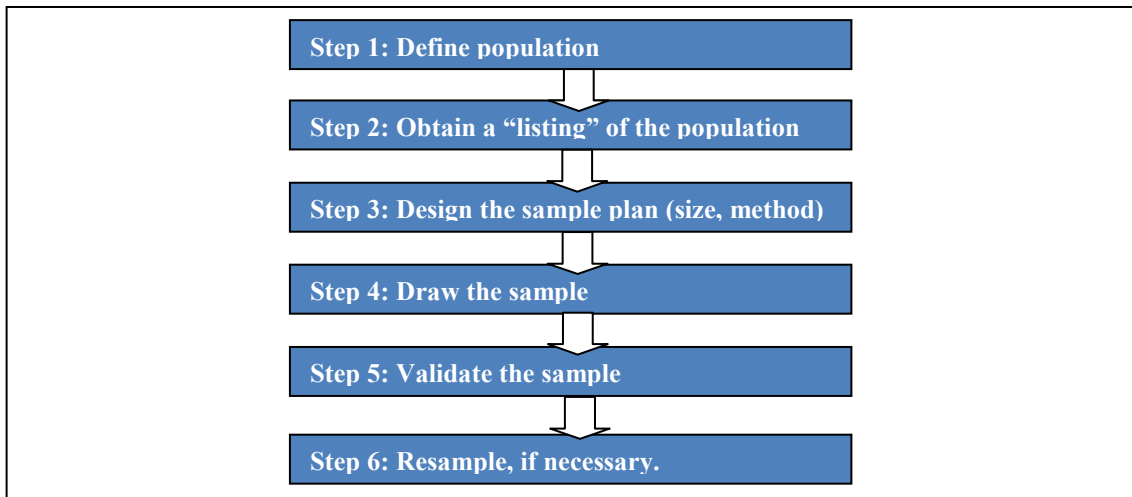
Source: (Burns & Bush, 2006) p 354

As can be seen from the figure there are 6 steps, and these are discussed below with regards to Gastro Chef's purpose of research and different sampling methods.

a)   Define population

The first step is to define the population Gastro Chef is interested in. Gastro Chef produces kitchen tools and therefore the episodes in focus are foremost activities in relation to cooking. Depending on what kind of product Gastro Chef want to develop, the population needs to be further specified as there are different contexts in which cooking takes place. This can for example either be private indoor cooking, cooking in a industrial kitchen (hotel, restaurant, café), business outdoor cooking, private outdoor cooking which can be separated in outdoor kitchen or barbecue. There can also be outdoor cooking away from home, such as barbecue in a park or at the beach or cooking while camping. Furthermore, cooking also depends on culture and therefore the research also has to take this aspect into consideration when defining population. For example Gastro Chef has to decide if they want to compare two populations or just want investigate one population.

If Gastro Chef want to develop a product to improve the experience of cooking in an indoor kitchen then the population can be everyone in the specific market, assuming

that everyone have to eat everyday and therefore have to cook. On the other hand, if Gastro Chef wants to investigate activities around making barbecuethen the subjects have to be confined to people with a grill.

b)   Obtain a 'listing' of the population

With the population defined a source or a list of people has to be obtained in order to get contact to the population.

Earlier in this thesis, the Lead-User method presented had approaches respectively called *The Screening Approach* and *The Network Approach*. These are non-probability sampling, making use of customer lists from the sales and marketing department to identify subjects. The problem with these methods is that they can only be used to contact existing customers. Gastro Chef is only present in a few markets; therefore those approaches cannot be used to contact subjects in other markets, where they do not have customers.

The Screening Approach identifies subjects that are already customers of Gastro Chef. The Network Approach takes a starting point in the customer database. Then, through interviews, the population is enlarged to non-customers by asking customers if they '*by the way*' know someone who could be interesting for the research. The Network Approach is also called convenience sampling (Burns & Bush, 2006). The best way to innovate is to use non-customers in the research to get new ideas, and thus the list also has to identify non-customers as The Network Approach does. The Network Approach can furthermore be very useful if Gastro Chef wants to observe the so-called 'Lead-Users', in this case people who are very enthusiastic about cooking or working, such as professional chefs, because Lead-Users spend more time using kitchen tools and are therefore experiencing where in the cooking process an improved or new tool can improve their experience.

A type of list that is quite easy to access no matter what market, industry or culture and often free of charge is the use of a telephone book to choose random numbers from. This approach is called Telephone Book Dialling Procedure (TBDP). TBDP is a random sampling method where the each member of the population has a larger probability to be chosen. Since the population has a bigger probability the research will therefore be more representative.

c)   Design the sample plan (size, method)

Now the design of the sample itself has to be established. Here the type of list, data-collection costs, sample size and method has to be balanced.

Firstly Gastro Chef decides on what type of list to use. Gastro Chef can make use of the Network Approach if it is investigating its own market, but the purpose of this thesis is being able to find subjects no matter how established Gastro Chef is on a particular market, therefore the Telephone Book Dialing Procedure method will be applied here, using public telephone books as lists. Using telephone books do not require many resources in that it is relatively cheap, and easy to approach.

Secondly size of the sample has to be decided. Among researchers there is often confusion between the terms *representativeness* versus *accuracy* when it comes to determining the size of the population. There are no relation between size and representativeness. Instead the accuracy depends on the size as research normally gets more accurate the larger the sample size is until n=1000. Above 1000 there is very little gain in accuracy. (Burns & Bush, 2006) The interest of our research method is the episodes around cooking. If each person is expected to prepare some sort of food (e.g. breakfast, slicing an apple) 6 times per day and the observation lasts two weeks, then the number of observed episodes will be 84 per subject (6 x 14). The number of subjects is limited to 40, which will bring the number of observed episodes up to 3360 (6 x 14 x 40), which is well above 1000 and therefore should ensure accuracy. (Joachimstaler, 2007); (Burns & Bush, 2006)

Thirdly a method to pick a random sample of subjects has to be established. The following method of picking the subjects is inspired by Burns & Bush (2006, pp. 339-340) and fitted to the purpose of our research method for Gastro Chef:

A telephone book for the area that Gastro Chef wants to observe has to be acquired. This example is for private households. If Gastro Chef wants to investigate businesses it should use business telephone numbers and ask for businesses with canteens, or else use other lists of hotels or restaurants as the example can also be used for other "hard copy" lists, of e.g. customers, restaurants, hotels etc.

Before starting, Gastro Chef has to be aware that it is very unlikely and unrealistic that all 40 selected subjects want to participate in the research.

If some of the subjects for one reason or another become unavailable, unwilling to respond or unsuitable, the subjects has to be substituted. This can be done in three ways; 1) Dropdown method, 2) Over-sampling, and 3) Re-sampling:

1. In the Dropdown Method the number immediately below the subject that was unavailable is picked out.

2. Oversampling is taking into consideration that a certain percentage is non-responding and therefore use a larger population.

3. Re-sampling is used if the response rate is too low. Then the research is done again with the same subjects, but this time a better provision for the non-subjects is given to motivate them. (Burns & Bush, 2006)

The oversampling method is viewed as best here and it is expected that 50 % out of 40 subjects does not fill the self-observation diary properly and therefore 80 subjects is picked.

Now the number of subjects has been established the following steps should be followed:

1. Estimate the total number of households listed in the telephone book. This can be done by:

   a. Determine the total no of columns and numbers of pages of household listings: _____ pages

   b. Determine the number of columns of numbers per page: _____ pages

   c. Determine the average no of households listings per column (if business numbers are mixed with households there has to be made an adjustment for this factor.): _____ Household listings

   d. Determine the total number of households in your sample frame (phone book) by multiplying the number of pages times the number of columns times the number of household listings per column:_____ Household numbers

   e. Determine the skip interval by dividing the number of household numbers by the sample size, 80:_____ Skip interval. (A skip interval is a way of systematic sampling by dividing number of names on a list by sample size. Names are selected based on this skip interval, for example if the calculated skip interval is 250 then every 250th name on the list is selected into the sample.)

    f. Now a random number generator has to be used, for example use a Microsoft Exel function, to select a random starting point in the list. This can be done in two ways:

        i. Select a random number between 1 and the total number of households in the sample frame, or

        ii. Select a random page between 1 and the total number of pages in the telephone book and then turn to that page. Then, select a random column from 1 to the number of columns per page, and go to that column. Finally, select a random household in that column with a random number between 1 and the number of households in that column.

    g. Using the skip interval the 80 subjects can now be found.

(Burns & Bush, 2006)

Now it has been determined how to pick the subjects, but in order to get a valid sample and make sure the subjects are qualified, some questions have to be specified. The qualifying questions have to be asked to determine if the person can be accepted in the sample as a subject. These questions can for the purpose of observing general episodes around food, be if the subject owns a kitchen, is willing, and has the time to participate in the research. Here it is also important that the phone-interviewer inform the subject of the products Gastro Chef give away as motivation to properly filled self-observation diaries and the possibility to win a dinner party sponsored by Gastro Chef (in order to observe the subjects further).

The interviewer also needs to establish how to re-contact the subject. For the purpose of the research method purposed in this thesis, an e-mail address will be needed so Gastro Chef can send a link to the online survey.

d)   *Draw the sample, Validate the sample and Resample, if necessary*

When the above method has been done it is used to pick and contact subjects.

After picking the sample it has to be validated. For the subjects to be valid they are required to have the time to fill out the survey and have a kitchen. Normally the population is tested for representativeness, for example comparing demographic profiles. But as this research is qualitative and concerned with getting innovation ideas

it is hard to find any determinants to use for validation. Of course there can be cases where the subjects are identified as very similar in certain characteristics (e.g. high income) and then it will probably be necessary to pick a new sample, as differentiated population probably will yield different episodes of life and thereby better ideas of how to improve the episodes by innovating a new product. The reason there are no real validation criteria in qualitative research is partly because it is investigating a social constructed reality that is so interactive that possibilities for validation is very limited. Though, it is possible to check for validity by having a pragmatic attitude towards validation (read more about validation in chapter 2 Methodology). This means that the practical usefulness decides the value of the results. Therefore the validity of the sample can best be determined after the research has been carried out. (Arbnor & Bjerke, 1997)

Because of the validity issue, re-sampling is most likely to happen after the research has been carried out, if the results were deemed non-valid. Therefore the research is a learning period where experience helps improve the research making it more useful over time.

7.2 Processing collected data

Once a valid dataset has been collected this has to be processed. This procedure is often a resource consuming activity and also requires qualified person or people with analytical skills as well as keen IT knowledge. The reason for this is in order to process these data effectively a central database has to be set up to house the volume of the collected data (episodes).

a)   Setting up a database

When setting up a database a company has to consider the possible outcome extraction point of data, i.e. the database has to be able to store relevant information that is easily extractable and align with episodic information housing. By this we mean that the database has to be able to segment the data into several episodes rather than individual consumers. Most companies, especially SME's, would more than likely lack the capabilities to set up and maintain a database for this purpose. However, companies may choose to outsource this process to a third party company who speciality and core competency lies in the field of database creation, an example of this will be cloud based computing. Cloud based computing basically is a subscribtion-based or pay-per-use

service, in real time over the internet, provided by a third party.We have identified that cloud based computing is the most applicable data base solution as it involves the least amount of resources which instead can be allocated to the analysis.

Though, in the case of Gastro Chef, an external database solution company may not be necessary as the skills required to set up a database already exist in sister companies within the Filtra Group (refer to chapter 1.1). These companies, 'Philscan' and 'GraphicStudio', should have the necessary competencies for handling such a database.

With the database in place, the gathered episodes have to be grouped. We have structured the grouping of the 'demand landscape' into 'demand clusters', by dividing the process into a sequence of steps. These steps are created on background of three steps described in the ERM chapter (6.3) and five steps described in the demand chapter (5.1.2). Combined it resulted in the 4 steps described below, to facilitate structuring the information gathered from the diary (the consumers daily lives) into different opportunity spaces (clusters) containing data on latend demand that a company then can use for product and concept development.

7.2.2   Step 1 – Initial data analysis

In this step the data has to be analysed to identify patterns and structures, to map the consumers' behaviours and their use of time. In order to do this the researcher has to identify goals, activities, and priorities, as explained in the demand chapter (5.1.2). To recap, goals are what people really want to acomplish and are the reason behind the actions. Activities are the actions people do to achieve the goals, this is what has to be simplified so consumers can acheive what they really set out to finish. Priorities are what consumers hold in high regard and wish to accomplish in the future. The reseacher also has to identify contextual settings in which the episode takes place; these are social, physical, temporal, season, and feelings.

If, for example from our test self-observation diary (Appendix I, day one, episode E1), an activity of cutting onions is analysed, then the subject can be identified as spending time with a boyfriend (social context). In this example the subjects location is at home (physical context) and time is 6 pm in the evening (temporal context) feeling frustrated during cooking, because the onion (among other things) irritates the eyes as quoted here

"The meat was frozen, chillies had to be chopped and the knife wouldn't chop them – it hurts under the nails and the onions made me cry snot" (Translated from Danish, Appendix I day one, episode 1E)

To simplify this activity a product is needed that can cut onion fast and easy, but this product can be made universal to chop several kinds of vegetables, as we see from the example it is not only onions that are troublesome. If we assume that the goal of the subject is to spend time with her boyfriend, the 'vegtable chopper' would furthermore have to be easy to clean after use. This example illustrates how an activity can relate to several demand clusters; here the blunt knife, frozen meat and onions irritating the eyes.

Identifying these exemplified activities and contexts makes it possible to use the database to combine information into different groups - demand clusters - depending on what data is found relevant to simplify activities.

7.2.3 Step 2 – Grouping the data into units for further analysis

At this point the researcher has all the data (episodes) from the initial data collection, and has identified structures and patterns in this dataset. The next step then is to create demand clusters. This is done by grouping individual components, using goals, activities, or contexts as a means of categorising and clustering the data. In the case of Gastro Chef this could possibly mean identifying groups based on what ingredients were used in the cooking (one group for cheese, one for raw meat, one for chicken, one for vegetables), or they could base the grouping on the social context (cooking for yourself, entertaining guests, cooking to impress, barbeque, professional cooking), or base them on the activity (for example preparing breakfast or lunch, cooking for dinner or making an afternoon snack). In some cases these groups would overlap or it would be feasible to combine them or divide them into sub-groups. One such example could be to create subgroups for barbequing, based on the ingredients. In practical terms this would mean that they would create a group for all episodes relating to barbequing vegetables, a group for all episodes relating to barbequing beef, a group for all episodes relating to barbequing chicken and so forth. This step in the analysis can be a daunting task, but it is an integral part of understanding the eco-system of demand (as explained in chapter **Error! Reference source not found.**). With the demand clusters identified, they are ready to move on to the next step in the analysis.

7.2.4   Step 3 – Expanding on the data groupings and adding additional data

As discussed earlier in the thesis in chapter (5.1.2), a creation of a demand landscape, as a pre-curser to the initiation of a research project, is vital to rendering the collected data focused and useable. These demand landscapes also serves as a framework for grouping the collected data (as mentioned in the previous step). Upon completion of the grouping of data, the company can sort through these groups (ingredients, social context, meals etc.) and focus on a specific group or a combination of groups (depending on what end result the company hopes to achieve). However, in choosing to focus on a specific group (or combination thereof), the company may come to a realisation that further and addition information is need in order to generate a feasible idea, which can later be used as the foundation for a prototype. In efforts to acquire this further information, the company's researcher may have to take a more 'hands on' approach, in other word the researcher would have to employ an 'participant as observer' approach (6.2.1 Adaption of Ethnography as a commercial research method), where the researcher interacts with the subject. As an example of this Gastro Chef can offer a chosen subject in a group a reward, in the form of a fully-paid-for dinner – or a barbecue-party, in exchange for the opportunity for the researcher to attend the party in a 'participant as observer' capacity. In this way the researcher can observe and interact with the subject and by doing so can also gather 'first-hand' information, and gain further insight into the subject's activities, goals and context. Although, this reward or incentive scheme is viable for Gastro Chef, other companies wishing to carry out this undertaking may consider alternative means of incentive. This information can later be added to the already existing data (collected via ERM), thereby creating a clearer picture of how the collective sum of this information can be strategically used.

7.2.5   Step 4 – Final data analysis

Gastro Chef is now in a position to make informed decisions based on the fact that all the information has been collected and clusters/groups have been evaluated. This is done in the previous steps by identifying priorities that customers place in their lives on a particular goal or activity. With this information Gastro Chef can form a platform for which opportunity spaces, related to growth, can be mapped. The opportunity spaces extracted from the information will form a meaningful path for customer advantage. Furthermore, Gastro Chef should reflect on the demand side and supply side activities

(see chapter 5) to gain further insight into what resources they have (supply side) and what is required (demand side), in order to capitalize on whatever opportunities they can identify. This can be done in three ways: (1) intersection of existing product or service in entire new ways with consumers lives (2) enhancing routines around activities, projects, tasks in order to fulfil consumers subconscious needs, (3) deliver new unarticulated needs and wants or tab into desires, dreams fantasies and urges. (Joachimstaler, 2007, pp. 118-119) For example (1) Gastro Chef can innovate lifestyle concepts (combinations) around already existing products and services. (2) Customize existing products into new products that simplify consumer's life (3) Innovate new product that has never been seen before (breakthrough innovation)

The opportunity spaces should fall within the scope of the company, resources available and core competences. However, this is not to say that the company should only focus on a single innovative idea, but rather on all innovative ideas that are feasible for the company to produce and bring to the market. In this way, Gastro Chef can focus its innovative efforts within its industry in order to identify a niche or space in the market to compete (sweet spot)

For Gastro Chef to capitalize on the sweet spot they have to prioritize the opportunity ideas, a way this can be done is as follows:

1. Structure the demand opportunities in critical stages e.g. cooking, serving and cleaning.

2. Consider alternative structures like what consumers do and care about in preparing, serving food and cleaning, which is in contrast to a product perspective that focuses on speed, price and quality.

3. Define opportunity parameters. Leverage entire business around deepening relevance of product or service into consumer's everyday life.

4. Evaluate the the opportunity spaces. Quantify the qualitative subjective data and divide the growth-platforms into market segments. Compare the data with existing market data (if the company do not have the market data it can buy it from an external research company). This is to make sure that there really is a market for the opportunity space. The quantitative research provide a key input but the opportunity space also has to be evaluated on investments required in ne capabilities or core competences, portfolio considerations such as synergies with existing products, marketing and selling. Timing is also important.

The analysis section serves as the final part of the research method, thereby concluding the process. The steps of the analysis mentioned above form a guideline of how the analysis process of the ERM is to be conducted. This process is open for an adaptation depending on company resources and industry, therefore the most critical points that a company employing the ERM method has to consider, has been highlighted in the steps above. From the outset or initiation of the reconstruction method, understanding of the ecosystem of customer demand has to be realized, as this will form a fundamental foundation that the entire method is built on. The demand ecosystem will encompass the company's definition of 'demand', and also dictate the creation of the demand landscape, inevitably leading to the direction in which the research method will take and how the collected data will be analysed. From the analysis of this data opportunity spaces will be identified. It is due to this identification of opportunity space innovative ideas will have to be generated for full capitalization on the opportunity space as it presents itself. The model below illustrates the relationship between realised Ecosystem of demand and the identification of opportunity space:

Figure: 21 – From ecosystem of demand to opportunity spaces
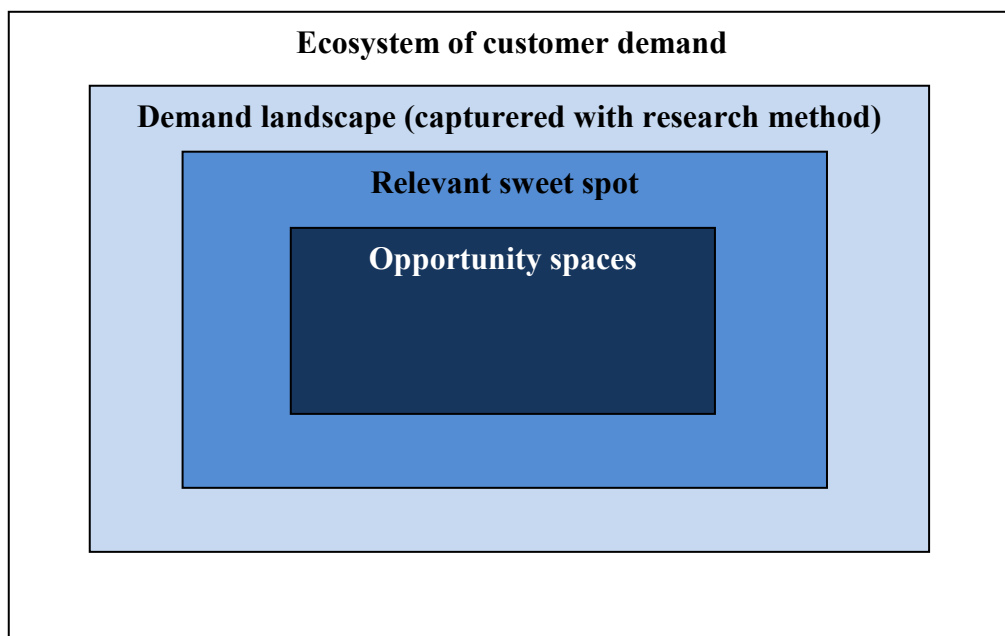
Source: Adapted from (Joachimstaler, Hidden in Plain Sight, 2007) p 119

With the identification of opportunity spaces marks the end of the research process. Thus concluding step two of the User-driven innovation model (**Figure: 14 – How**

User-Driven Methods is adapted to thesis). Though this does not signify the end of the innovation process, on the contrary this denotes the beginning of the actual product development. However, this will only be done after much consideration has been done to ideas generated in order to fulfil the identified opportunity spaces.

8   Conclusion

The intial premise of this thesis was to determine:

How can Gastro Chef use a research method for collecting consumer information that is appropriate and conducive to yield data /information necessary for continuous idea generation for new product innovation?

As per our discussion in this thesis we can conclude that Gastro Chef can carry out an ethnographic inspired observational study using a self-observing diary, followed by participant observation, in cases where interesting episodes around food preparation are found. The method is created in such a way that it can be carried out relatively fast and used regardless of context; be that industry, culture or the purpose of innovation.

Because this method of research (Episodic Reconstruction Method) maps a day or episode in the life of a consumer, a company can conduct an analysis of these episodes to determine 'opportunity spaces' within each episode. By using these findings from the opportunity spaces the company can form a platform for generating new product ideas to cater for and fulfil the opportunities identified in each episode. Since the ERM captures a series of episodes in different contexts (breakfast, lunch, dinner and various other situation where food is prepared), the opportunity spaces with regards to new product idea generation are increased exponentially.

Furthermore, the ERM presented is also deemed appropriate due to the fact that Gastro Chef is defined as an SME with limited resources, hence the method has been created as a compromise between maximum information yielded contra least amount of resources invested. Consequently the method presented is only one of many options in the gathering of information.

Therefore we will take a step back and deduce what we identified as important in the effort to effectively acquire information in order to innovate products and concepts that fit into consumer's lives.

What we identified is that in order to cater to the consumers latent demand, a company has to open up its innovation- and product development-process, and look at what how,

and in which contexts, people live, instead of just improving the technical specifications of the product. Therefore it is a good idea to combine existing products into new concepts and focus on providing a product that simplify people's lives (for example help get the cooking done fast and easy) so that they can do what they really want; spent time with family, have fun, relax etc.

A company can use several methods of collecting information, however the most used methods are the ones that take an 'inside out' perspective, where the company indentifies how their products or concepts can be sold, often by convincing people how much better the product is than its competitors without thinking about if this is really what people want and need. In lieu of this/these methods we suggest that of an 'outside in' perspective should be taken to fitting products and concepts to people's lives. The most important aspect in considering this perspective is that company identifies what the people sub-consciously (latent) really want and need. Thus a company can choose to do the research by itself or outsource to an external company.

In order to create products that fit into people's lives the company will need information on what they are doing during the entire day, in order to both identify how to simplify the life as well as compare how much time they spend on our product compared to all other products, as in relation to time-consumption, everything and everyone is competitors. This information has to be contextual, taking into account the context in which all actions during the day is done. These contexts are social, location, time, seasonal and feelings. When a company identifies how consumers spend their whole day in context, they will be able to identify latent demand which in the end give indispensable knowledge that helps the company to develop new concepts or products that can create a new market for the company, in other words innovate.

8.1 Critical evaluation

This section will look at the thesis and the episodic research method presented, to critically evaluate how useful and worthwhile the work, methodology and the arguments presented are, in order to decide how much the work has contributed to our understanding of a topic. (Hulme, 2004) This will be done by evaluating some of the main sources in the thesis, and then the research method presented will be evaluated specifically, and at last the thesis will be evaluated in overall.

a)   *Critique of main sources:*

Tom Kelley combines anthropology and innovation in his bestseller "The Ten Faces of Innovation" [2005]. "The Art of Innovation" (2001) contain the "five steps", in this thesis called "the IDEO Method", which contributed to structure this thesis' research and the dividing of the chapters in the thesis, along with the four steps in the lead user method (following below). Kelley has a background as general manager in the design consultancy company IDEO. His brother David Kelley (chairman) founded IDEO in 1979, and it has gone from designing products to consult companies about innovation for products, services, cultures and organisational structures. (IDEO website, 2010). In both books Kelley explains how anthropological methods can improve the success of innovation and design. He gives the reader an idea of how to do product development from creating teams over investigation-methods, prototyping to test of the product in the market with focus on multidisciplinary teams. The IDEO method has been refined through years and proved to work, and David Kelley is famous in design circles and widely respected both in business and academic circles. On the negative side, even though the IDEO method is regarded as valid in terms of its practical use, the books is non-academic, written in an easy language and probably serves as good PR for IDEO (Tom Kelley has had different positions in IDEO, among them marketing manager). Cases provided are big multinational enterprises and investigation methods that are expensive. The literature is relatively old, from 2001 and 2005.

Another important source is Eric von Hippel. He does not directly use anthropological methods, but a method to identify "lead users" and subsequently invite them to help innovate. In his book *"Democratizing Innovation"* (von Hippel, 2005), he document that communities of users are actually becoming powerful innovation 'engines' in innovation today and in future. Von Hippel has a background as a Professor of

Management of Innovation and Engineering Systems at MIT (Massachusetts Institute of Technology). He currently led a major project to discover how user innovation communities work, and how and whether the same principles might extend to many areas of product and service development. (MIT Sloan School of Management website) On the positive side the use of professional users is a good angle that we have taken into account when formulating the method for Gastro Chef. Regarding validity, von Hippel has long academic career and is highly respected in innovation circles. In Denmark, UK and the Netherlands he is currently helping in developing new and modified tools and policies for governments to strengthen user-centred innovation, therefore extensive research has been conducted in the area of lead user innovation by von Hippel. Collectively this serves to validate the use of his source material in our thesis. On the negative side von Hippel's theory is relatively old, from mid 1980'ies. Furthermore the method is most functional for companies that have many 'fans' such as high-tech and high-end producers i.e. Apple, LEGO, Nokia, Lenovo. For an SME producing regular consumer or lifestyle goods it is difficult to involve and motivate customers in product development, and therefore the lead user method is not as effective.

In the thesis we have used a lot of anthropological sources. Anthropology is a culture science. On the positive side it identifies contexts, social structures, culture specifics and other aspects that lie behind the product. In other words it analyse the lives the product has to fit into, rather than taking a product and make it fit into the lives of people. On the negative side its methods are time consuming and costly. In anthropological science it is not possible to conclude anything of general nature about anybody (not possible to quantify). Thereby it is not possible to prove anything in traditional scientific manner (i.e. natural science and partly marketing), where a model or theory is created from observations so that another can use the model to prove or reject the exact same. This is because every person is different (individual) and has their own life and culture is dynamic and shifts over time, so that what was proven to be the trends or 'in fashion' yesterday may not be so today. In order to remedy this, we have provided a 'general cultural perspective' as we see it and that is applicable to how culture is to be applied in the context of this thesis.

The use of anthropology makes it possible to gain an understanding of the world which proves to be very useful in innovation but the duration of research (in the

anthropological sense) is too long and therefore has to be shorted from two years to less than one month. Joachimstaler & Pfeiffer's article "*Decoding Demand Opportunities*" [2010] is an article that provided the inspiration for the inception of our thesis, and later realized how to use its purposes to create a synthesis of the theories discussed in the thesis, bringing innovation and anthropology together in a research method. The editors' backgrounds are quite similar: Markus Pfeiffer has a diploma in Business Administration and a doctorate degree from Centre on Global Brand Leadership. He is the Managing and founding partner of the European operations of Vivaldi Partners. Since 2002 he has worked closely with Vivaldi Partners' CEO Erich Joachimsthaler building Vivaldi Partners into one of the leading strategic marketing consultancies globally. (Global Merketing Network) Before Erich Joachimsthaler founded Vivaldi he had a career as an academic, and he has a doctorate degree from Harvard Business School (Bloomberg Business Week).

On the positive side the article is brand new, from 2010, and it introduces the concept of "Episodic Reconstruction Method" and the whole thought about recreating episodes of the user's lives around something relevant for the company to innovate, in this thesis it is kitchen utensils, using a tool as self-observation diary to get contextual information in a more manageable way than traditional ethnography. Allocation of resources in this method is relatively minimal and cost effective, which is a good compromise to investigate the lifestyle of the users and at the same time take into account the anthropological aspects needed. On the other hand the article is less than four pages, though it serves a very central position for the thesis. The article does not present any specific ideas on how to recreate the user's episodes of life, but explain all the opportunities in relation to innovation and marketing. Because Joachimstaler and Pfeiffer own a consultancy company, they have financial interests in presenting and selling the idea of episodic reconstruction, but in order to get access to their method they want money for their work.

In the article Joachimstaler and Pfeiffer refers to "the Ecosystem of Demand", which has to be determined before a company can dig into and reconstruct episodes. After reviewing literature on the ecosystem of demand we found Eric Joachimstaler's book 'Hidden in Plain Sight' (2007). This book is also about user-driven innovation, or as Joachimstaler terms it 'Demand-First Innovation', but the terminology is another than Kelley's and von Hippel's. On the positive side the book is the newest of the main books mentioned. It suggests a structure for how a company can approach user-driven

innovation. The focus is on users lives instead of a 'traditional' focus on products, as is the case in Kelley (2001);(2005) and von Hippel (2005) where they look at the users lives to improve or develop new products, while Joachimstaler suggest that the company changes its whole strategy to take the users as a starting-point, instead of taking a starting point in the company. The book, its thoughts and methodologies are regarded valid due to Joachimstalers long academic and professional career, though the book has been written after he founded his consultancy company. Joachimstaler focus on the concept "*context*" in which the product has to function thereby dictating the direction in which the research should be directed. This is obvious when reading the book but also on Vivlaldi's website, where the company slogan is "*Context Matters*", which is perfect in line with the assumptions about our thesis. A funny thing is that Joachimstaler use P&G as an important example for his method, but the consultancy company behind P&G's change to be more innovative is IDEO. This illustrates how inter-connected the theories are. On the negative side the book focuses on strategic perspective and how to change the whole company's strategy to from "Product-First" to demand-first innovation. There is not much literature or investigation showing if this method really is better and cheaper when it comes to user-driven innovation, because the theories are still so new.

To research the Ecosystem of Demand and create a 'Demand Landscape', Joachinstaler suggests the Dairy and Day Reconstruction Methods. DRM is developed by Daniel Kahneman et. Al (Kahneman, Krueger, Schkade, Schwarz, & Stone, 2004a) (Kahneman, Krueger, Schkade, Schwarz, & Stone, 2004b) and is the main inspiration source for the 'self-observation diary', the tool proposed in this thesis. The editors (Kahneman, Allan B. Krueger, David A. Schkade, Norbert Schwarz and Arthur A. Stone) comes from two different fields of science; psychology and business. The purpose of the original DRM was to investigate well-being and to create statistics on these findings. The positive aspects is that this method identifies both how well people feel as well as where and who they were within the episode, in other words, all the different contexts that we are interested in. On the negative side the method was created for a whole other purpose than ours, and therefore it could not be used directly in our thesis, but had to be restructured and changed. The method did not ask why and they did not use the diary part for investigation (the diary was only a tool to memorize the feelings they had during the day, the subjects was allowed to take it with them home), which leaves out important information that is needed for innovation, as it is the whole

'why' aspect that can inspire how products can be improved or what new is needed to improve this episode of life.

b)   Critique of the method created for Gastro Chef

We created a method for Gastro Chef from a synthesis of the above theories to get something useable for an SME like Gastro Chef. Kelley brings in the combination of disciplines and the anthropology angle, von Hippels 'lead-user' idea to innovate was also thought in, since the method also has to be used in B2B relations. Furthermore anthropological literature gave an idea what to investigate and how. All this is combined in the Episodic Reconstruction Method.   The method created brings in something new in that we specify a method and explain how to do ERM, while the other literature only speaks around it. Furthermore the method gets more dimensions than other traditional methods, without taking up too many resources.

If we take a look at the methodological critiques, we know that one of the known problems with the Diary method, (the user answers same questions several days in a rouge) is that subjects skip explaining episodes because they know the procedure and feels like it is repetition. (Kahneman, Krueger, Schkade, Schwarz, & Stone, 2004b) The filling of the self-observation diary is time consuming which can make the subjects tired of doing it after a few days, and the answers will therefore be incomplete. Our method takes this into consideration by the rewards the users gets by filling it properly and the chance to win a dinner party. The number of subjects is low, but this is okay compared to the purpose of the research, but then again it depends how many of the subjects who manage to observe themselves throughout the two weeks.

The use of online self-observation diary makes it biased in populations with a low percentage of population who has internet. This is a bias we are aware of, but as the method is to inspire rather to document, this is something that will only be a problem, if Gastro Chef specifically want to develop a cheap kitchen utensil for low-end users, and that is not Gastro Chef's main target group.

The self-observation diary is in written text so researchers do not get images of what happens. This is a problem because illustrations and images tell more than a thousand words. The language is also a problem because there can be misunderstandings due to a different meanings of words. This is partly solved by choosing some subjects to research via interacting at the dinner party, but it is not possible to solve this problem

totally as it is a chronically disadvantage of this method, though accepted compared to all the positive aspects it has. It can probably be hard for the product developers to use the descriptions of episodes to really get new ideas that Gastro Chef can use. But that would take more research on the method to determine.

When the self-observation diary was created we carried out a test with three test-subjects to test whether the self-observation diary functioned and to use some examples of episodes in the thesis. The three subjects was respectively a professional kitchen chef, a student who works part time in a sandwich bar and another student who work part time in a grocery store. (See Appendix I to III). Through the pilot test we identified some problems which were used to improve the self-observation diary. (The first draft of the self-observation diary can be seen in the appendixes.) The problems we identified were that the subjects could not remember what they had done during the day when it became evening. This was solved by making the self-observation diary filled during the day, by writing a few notes every time a new activity is started. This is also shortening the time down the subjects has to spend in the evening deepening activities related to cooking, which was identified as another issue. The subjects also misunderstood the purpose of the self-observation diary which resulted in answers that often was irrelevant in relation to product development of utensils. Therefore the new self-observation diary underlines the importance of answering the 'why' questions, and also that the subjects has to fill the self-observation diary properly to get the gifts from Gastro Chef or win a dinner party.

A critique of the analysis of the self-observation diary is that it is not detailed. This is because we do not launch a full scale research project employing the ERM, and therefore the analysis serves more as guidelines (procedure) for a company who has collected this data to analyze it. These steps/guidelines therefore stand to demonstrate to a company how the analysis should be carried out leading up to the determination of 'opportunity space', where a company can capitalize on by brainstorming and generating ideas to take advantage of these opportunities.

c)   *Evaluation of the thesis*

Since the Episodic Reconstruction Method is a relatively new theoretical concept, our thesis serves to formulate a framework for collecting data with regard to the ERM, thus taking a practical approach to this theoretical concept. It is due to this that the practical application of ERM stated in this thesis is based on the writers own rationale, logic and

theory that has been deemed optimum for creating tools for collecting data with accordance to ERM. This being said further development and testing is required in order to make this method more commercially viable as this can only be done once the method has been field-tested on an adequate sample size or alternatively by a company whose core competences lies in this field of reseach. Furthermore, a company applying this method may have to restructure their organisational design in order to properly dessiminate the gathered information throughout the whole company and form innovation teams in order to bring feasible ideas generated to fruition (final product(s) introduced to market)

8.2 Further application of the episodic reconstruction method

Prior to the inception and commencing of this thesis we endeavored to formulate a research method drawing knowledge from the discipline of anthropology and with the purpose of real-world application for a specific company namely 'Gastro Chef'. However, while working on an episode reconstruction method for application by Gastro Chef we have realized that this method of data collection is not limited to only one industry (as we initially embarked on developing) but rather applicable to most, if not all industries in the production sector.

Since the episodic reconstruction method is adapted from ethnography (a tool of anthropological research) it deals with the behaviour of 'human beings', this method is applicable to consumer at large (as being 'human begins'). Hence, rendering this method of research generic for understanding all consumers, regardless of which ever industry a company operates in. This method of research forms a nexus between the company and the consumers, connecting the company to the consumer, which is something, observed in anthropology, as in 'all social beings sharing a connection'. That being said, for the purposes of innovation, ERM can yield information not only in the generation of ideas for the '*next* best thing(product/innovation)' but also reveal opportunities related to 'game changing innovation' as the more information companies have about consumers the better chances they have of identifying these opportunities.

Information collected by means of ERM is not exclusive to innovation, but can also be used for marketing purposes. By researchers 'plugging-in' to consumers lives, they can gain an understanding of the consumer in a more experiential and deeper way thereby providing tactical insight into consumers. Furthermore, researchers can get a wider picture of the evolving consumer landscape. Like information collected for innovation purposes, this application of ERM is not restricted to a single industry. Besides, information gathered by the use of ERM can stand to service both 'innovation' and 'marketing' through a single application, and execution of the method. I.e., the same method can be used to gather information that is both useful to innovation and marketing, at the same time the only adjustment that will have to be made is the context of which the information is analysed. ERM employed in this manner can be used by

most companies across various industries. To illustrate the applications (across different industries) of this type of research method, here are a few inserts:

During our initial research for the thesis, we came across a paper written by ethnographer Nick Agafonoff (Adapting ethnographic reseach methods to ad hoc commercial market reseach, 2006), in which he conducted an independent study by employed a basic form of ethnography (which makes up a crucial part of the ERM) to successfully determine the consumption of alcohol amongst students, this information collected could be used by companies in the alcohol producing industry for new product development or by the company's marketing department.

On the other side of the industry spectrum, the software giant Microsoft, upon release of their windows 7 operating system, launched a marketing campaign called 'Windows 7 – My Idea', which included an television spot featuring PC users from different walks of life, social status and in different situations all stating that 'Windows 7 ' was *their idea*! The television spot also include a 'reconstruction' of the activity and episode of user's lives that lead to their contribution to 'Windows 7'. Although it remains unclear if Microsoft actually employed this method of research that contributed to the creation of 'Windows 7', it is however suggested by the television spot that Microsoft employed a research method similar to that of ERM, thereby demonstrating the application potential of the episodic reconstruction method in the software industry.

a)   Alternative applications

As part of developing our tool for collecting ERM data (self-observation diary), we chose three convenienct selected test-subjects to participate, which included a chef at a London hotel, a Danish student in Aalborg and a Danish student in Århus who also is part-time sandwich shop employee. (see Appendix I-III). Upon conducting a post-dairy interview with the subjects, in particular with that of the chef (Jonathan Belford), we discovered an unexpected and interesting by-product for an alternate application of this research method. When asked for feedback, chef Belford responded that he would like to implement this method of research with his kitchen staff at the hotel as he thought it

would be a good and non-abrasive method of gathering information from his kitchen staff in order to maximise or improve the efficiency of his kitchen.

This comment by chef Belford sparked a realisation that the episodic reconstruction method can possibly be practically applied in an organisation for the same purpose as that of chef Belford's kitchen. Chef Belford also remarked that he saw it as a method for eliciting 'actual' feelings, frustrations, joys and desires and at the same time gain knowledge of tasks (activities) performed by staff and duration of tasks which would otherwise be difficult to express through face to face meetings. In the same way an organisation or company can utilise this research method for the purposes of streamlining and improving the efficiency of its employees or restructuring an organisation.

As one can see from the above the application and utilisation of episodic reconstruction as a method for conducting research is capable of spanning across industries as well as encompassing in-company application and deserves further consideration and development to become a valuable research method with multiple applications.

b)   ERM as a service for commercial use
Due to the fact that not all companies who wish to use the ERM have the necessary competence and resources to conduct such a research project, these companies may engage the services of external consultants or research companies to aid them in this process.

Further development and refinement of the episodic reconstruction method can be done by market research and consulting companies who wish to extend their service portfolio by including this method as part of the research services they offer. This will not only stand to increase these companies service portfolio but also, due to their core competence, they can develop the ERM into a dynamic consumer information gathering tool, which will not only service clients looking for consumer information for innovation purposes, but also supplementary information for marketing and advertising of these products. Aside from the innovation and marketing applications, consultancy companies can employ this method (as explained above) to aid their clients in

streamlining and improving the efficiency of the employee's in their client's organisation.

9 References

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10 Appendixes

11 Appendixes

11.1 Appendix I – Student in Århus

Intro spørgsmål

Vi har først nogle generelle spørgsmål om dit liv. Vær venlig at besvare disse ved at sætte et X ved det svar der bedst beskriver din mening.

1. Alt taget i betragtning, hvor tilfreds er du med dit live som helhed for tiden?

Er du (sæt et X)

x meget tilfreds, _____ tilfreds, _____ lidt tilfreds, _____ Overhovedet ikke tilfreds?

2. Lad os nu vende os mod dit live omkring det at lave mad. Overordnet, hvor tilfreds er du med din madlavning?

Er du (sæt er X)

_____ meget tilfreds, x tilfreds, _____ lidt tilfreds, _____ overhovedet ikke tilfreds?

3. Nu vil vi gerne vide hvordan du føler og hvad humør due er i når du laver mad. Når du laver mad, hvor stor en procentdel af tiden er du så

I dårligt humør	10	%
Lidt nede eller irritabel	25	%
I mildt godt humør	35	%
I rigtig godt humør	30	%
Sum	100	%

4. Vi vil også gerne vide hvordan do føler og hvad humør du er i når du ikke laver mad. Når du ikke laver mad, hvor stor en procentdel af tiden er du så

I dårligt humør	10	%
Lidt nede eller irritabel	15	%
I mildt godt humør	50	%
I rigtig godt humør	25	%
Sum	100	%

5. Generelt, hvad synes du der er det bedste ved at lave mad?

Afstressende. Ser frem til at spise det ☺

6. Generelt, hvad synes du der er det værste ved at lave mad? (du er velkommen til at give flere end et svar)

At man er tvunget til at lave mad, selv de dage hvor man ikke gider

I det næste vil vi gerne spørge om noget baggrundsinformation om dig, af statistiske årsager.

7. Hvilket år er du født?   1986

8. Hvad er dit køn?   Mand   x   Kvinde

9. Hvad er den højeste uddannelse du har gennemført?

          Folkeskole eller mindre

          Gymnasie eller lignende

          Noget af mellemlang videregående uddannelse

_____

_____ Mellemlang uddannelse

x _____ Noget af lang videregående uddannelse

_____ Kandidatgrad eller lignende

10. Hvad er din materielle status?

x single (aldrig gift) _____ gift _____ fraskilt/separeret _____ enke

0

11. Hvor mange børn har du? _____

12. Hvis du har børn, hvor mange af dem bor så stadig hos dig? _____

13. Dig selv inkluderet, hvor mange bor der i husstanden?

1

_____

14. Hvad er husstandens samlede indkomst? (sæt X)

x _____ KR 100.000 eller mindre

_____ KR 100.001 – 200.000

_____ KR 200.001 – 300.000

_____ KR 300.001 – 400.000

_____ KR 400.001 – 500.000

_____ KR 500.001 - 600.000

_____ KR 600.001 – 700.000

_____ KR 700.001 – 800.000

_____ KR 800.001 – 900.000

_____ KR 900.001 og derover

Tak!

Du kan nu gå videre til at udfylde "dagbogen"

Dagbog (Day one)

Vi vil gerne vide hvad do har lave tog hvad du følte i dag. Ikke alle dage er ens – nogle er bedre, nogle er værre og andre er ret typiske.

Fordi mange mennesker finder det svært at huske hvad de præcist gjorde og oplevede, vil vi gerne gore følgende tre ting:

1. På næste side vil vi gerne spørge dig hvornår du vågnede op og hvornår du planlægger at gå i seng i dag.

2. Vi vil også gerne have dig til at rekonstruere hvordan din dag var, som hvis du skrev I din dagbog. Hvor var du? Hvad oplevede du? Hvordan følte du? Besvarelse af spørgsmålene på de følgende sider vil hjælpe dig (og os) til at rekonstruere din dag.

3. Efter du har færdiggjort rekonstrueringen af din dag I dagbogen, vil vi gerne spørge dig specifikke spørgsmål om "episoder" der indeholdt madlavning (Disse spørgsmål er i anden del "Uddybning af episoder relateret til madlavning). Når du besvarer disse spørgsmål vil vi gerne have dig til at tjekke dine dagbogssider og de noter du lavede for at minde dig om hvad du lavede og hvordan du følte.

På hvilket tidspunkt stod du cirka op i dag?	06.30
Hvornår gik du i gang med at udfylde spørgeskemaet?	22.30
På hvilket tidspunkt planlægger du at gå i seng?	23.00

På de næste sider du kan nu beskrive din dag. Tænk på din dag som en serie af scener eller episoder af en film. Giv hver episode a kort navn som vil hjælpe dig til at huske den. (for eksemel "fortsætter arbejde", "til frokost med B" hvor B er en person eller gruppe af personer, eller "forbereder aftensmad"). Skriv cirka tider for hvornår hver episode begyndte og endte. De episoder folk ofte identificerer varer mellem 15 minutter og 2 timer. Ting der indikerer slutningen på en episode kan fx være at man skal videre

til en anden location, stopper en aktivitet og går i gang med en anden eller en ændring i sammensætningen af de mennesker du interagerer med.

Der er een side for hver part af dagen – Morgen (fra du vågner til middag), Eftermiddag (fra middag til 18.00) og Aften (fra 18.00 til du går i seng). Der er lavet plads til 10 episoder til hver del af dagen, selvom du sikkert ikke får brug for så mange, afhængig af din dag. Det er ikke nødvendig at fylde al tiden af din dag – brug den opdeling af din dag der giver mest mening for dig og bedst fanger hvad du gjorde og hvordan du følte.

Prøv at huske hver episode i detaljer, og skriv nogle få ord som vil opfriske fuldstændig hvad der skete. Prøv også at huske hvad du følte, og hvad dit humør var under hver episode. Hvad du skriver skal give mening for dig og hjælpe dig til at huske hvad der skete når du besvarer spørgsmålene i den anden del "Uddybning af episoder relateret til madlavning".

Morgen (fra du vågner op til lige før middag)

Hvad skete der? Episode Navn	Tid den begyndte	Tid den endte	Hvordan følte du?
1M Vågnede op blev klar til dagen. Hørte radio, så tv, tog et bad.	06.30	08.45	Glad og afslappet
2M Spiste morgenmad på café med veninde.	08.45	10.00	I rigtig godt humør
3M shoppede	10.00	13.00	Stille og roligt humør, lidt stressende med alt det tøj og alle de butikker – men skøn made at fejre sommerferien på
4M			
5M			
6M			
7M			
8M			

9M			
10M			

Eftermiddag (Afternoon) (fra middag til lige før aftensmad)

Hvad skete der? Episode Navn	Tid den begyndte	Tid den endte	Hvordan følte du?
Lunchtime 1A spiste frokost	13.00	13.30	Dejligt at få fyldt maven efter turen op og ned af strøget
2A slappede af I gårdhaven med en bog og handlede ind	13.30	17.00	Nød det fantastiske vejr i gårdhaven - glad og træt.
3A			
4A			
5A			
6A			

7A			
8A			
9A			
10A			

Aften (Evening) (fra aftensmadstid indtil du udfylder spørgeskemaet (du må gerne estimere hvad du har af planer resten af aftenen))

Hvad skete der? Episode Navn	Tid den begyndte	Tid den endte	Hvordan følte du?
Dinnertime 1E lavede chilli con carne med nachos sammen med kæresten	17.00	18.30	Træt og lidt irritabel
2E biograftur med et vennepar	18.30	21.00	Hyggehumør – nyder kvalitetstid med kæreste og venner efter en lang eksamensperiode
3E øl på café efter biografen	21.00	22.00	Højt humør over fadøllene
4E			

5E			
6E			
7E			
8E			
9E			
10E			

Vær venlig at se på dagbogen en mere gang. Er der nogen episoder dug erne vil revidere eller tilføje noter til? Er der en episode du gerne vil dele op i to? Hvis det er tilfældet, så gå venligst tilbage og lav de nødvendige justeringer på dagbogssiderne. Hvis ikke, må du gerne gå videre til anden del "Uddybning af episoder relateret til madlavning".

Tak!

Fortsæt til del 2 "Uddybning af episoder relateret til madlavning"

Uddybning af episoder relateret til madlavning

Før vi fortsætter, tag venligst et kig på dine dagboggssider.

Hvor mange episoder noterede du for Morgen?	3
Hvor mange episoder noterede du for Eftermiddag?	2
Hvor mange episoder noterede du for Aften?	3

Nu vil vil gerne vide mere detajeret hvordan du følte og hvorfor under episoderne relateret til madlavning. For hver episode der er adskillige spørgsmål om hvad der skete og hvordan du følte. Vær venlig at bruge dine noter fra dagbogssiderne så ofte som det behøves.

Vær venlig at besvare spørgsmålene for hver episode relateret til madlavning (fx skrælle og spise et æble, skrælle kartofler, tage opvasken) begyndende med den første episode om morgenen. For at lave det nemmere at holde styr på episoderne, vil vi gerne bede dig om at notere det nummer der står på den linje hvor du noterede om episoden i dagbogen. Fx har den første episode om morgenen 1M, den tredje episode om eftermiddagen har 3A, den anden episode om aftenen har 2E og så videre.

Det er meget vigitigt at vi får at vide om alle episoder du oplevede omkring madlavning i dag, så vær sikker på du får besvare spørgsmålene for hver episode. Efter at have svaret spørgsmålene til alle episoder angående madlavning, inkluderende den sidste episode i dag (lige før du gik i seng), så har du færdiggjort spørgsmålene for i dag.

Første episode relateret til madlavning

Se venligst på din Dagbog og vælg den tidligste episode du noterede om morgenen der på en eller anden made relaterede til madlavning (forberede, spise mad og rydde op bagefter).

Hvornår begyndte denne første episode og hvornår endte den (fx 7.30)? Prøv at huske tiderne så præcist som muligt.

Dette er episode nr: 2m   Som begyndte kl   9.00   Og endte kl   10.00

Hvad lavede du? (Vær venlig at sætte X ved alle der passer)

x	spiste		Lavede mad
	Ryddede op efter mad		Arbejdede
	Shoppede/ handle ind		Passede dine børn
	Lave husarbejde		Bedte/mediterede/
	Pendlede		Så TV
	Socialiserede		Computer/Internet/email
	Hvilede/tog en lur		Snakkede i telefon
x	Slappede af		Trænede
x	Intime relationer		
	Andet (specificer venligst)		

Hvor var du?

	Hjemme		På arbejde	x	Et andet sted (vær venlig at specificere nedenfor)

Cafe med veninde

(fx grillede i parken, middagsselskab med venner)

Interagerede du med nogen (inkluderet telefon eller telefonkonference, Skype)

☐ Ikke nogen – spring næste spørgsmål over

Hvis du interagerede med nogen (vælg alle der passer på dem du var sammen med)

	Kone/kæreste		Mine børn
x	Venner		Forældre/familiemedlemmer
	Medarbejdere		Chefen/Leder
	Klienter/kunder/elever/patienter		Andre mennesker ikke listet

Hvordan følte du under denne madlavningsepisode?

Nedenstående bedes du venligst vurdere hver følelse. En vurdering på 0 betyder at du ikke følte denne følelse overhovedet. En vurdering på 6 betyder at denne følelse var en meget vigtig del af din madlavningsoplevelse. Vær venlig at sætte X ved det nummer mellem 0 og 6 der bedst beskriver hvordan du følte.

Nedenunder hver følelse vær venlig at specificere "hvorfor" du følte som du gjorde. Du behøver kun at skrive "hvorfor" hvis det relaterer til madlavning, da personlige følelser ikke er relevante for vores undersøgelse og vi vil overskride din intimitetsgrænse. (fx kan du skrive ting som "Jeg var frustreret/irriteret fordi min kniv var meget sløv og jeg skulle skære kødet i fem bøffer", eller "utålmodig fordi jeg skulle skrælle en masse frugt og grønt hvilket tog en masse tid". Det kan også være positive svar som fx at et bestem køkkenredskab forbedrede madlavnings oplevelsen.

(Sæt X ved første spørgsmål og beskriv med dine egne ord i andet (hvorfor…) spørgsmålet)

Overhovedet ikke   Rigtig meget

Utålmodig for at det skal få en ende . . . . [x 0] [1] [2] [3] [4] [5] [6]
Hvorfor følte du denne grad af utålmodig? . . . . Det var en rigtig hygge morgenmad på en lækker cafe

Glad . . . . [0] [1] [2] [3] [4] [5] [6 x]
Hvorfor følte du denne grad af glad? . . . . Det var i selskab med en veninde jeg ikke havde set længe, og det var dejligt endelig at ses

Frustreret/irriteret . . . . □ 0 □ 1 [x] 2 □ 3 □ 4 □ 5 □ 6 □

Hvorfor følte du denne grad af frustration/irritation? . . . .   Idet vi sad på gaden i det gode vejr, og en fejemaskine kørte forbi flere gange og støvede

Deprimeret/ked af det . . . . [x] 0 □ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □

Hvorfor følte du denne grad af depression/ked af det? . . . .   Der var igen grund til at føle sådan

Kompetent/ dygtig/egnet . . . .
. [x] 0 □ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □

Hvorfor følte du denne grad af kompetent/dygtig/egnet? . . . .   Det kræver ikke noget særligt at spise mad andre har lavet
.

Chikaneret / skubbet rundt . . . . [x] 0 □ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □

Hvorfor følte du denne grad af chikane/skubben rundt? . . . .   -

Varm/venlig . . . . □ 0 □ 1 □ 2 □ 3 □ 4 □ 5 □ 6 [x]

Hvorfor følte du denne grad af varme/venlighed? . . . .   Man kan ikke være andet i godt venskabeligt selskab

Vred/ fjendtlig . . . .
. [x] 0 □ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □

Hvorfor følte du denne grad af vrede/fjendtlighed? . . . .
.   -

Bekymret / angst . . . . [x] 0 □ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □

Hvorfor følte du denne grad af bekymring/angst? . . . .   -

Nyder mig selv . . . . □ 0 □ 1 □ 2 □ 3 [x] 4 □ 5 □ 6 □

Hvorfor følte du denne grad af nydelse? . . . .   Man kan vel godt sige at jeg nyder at være mig på sådan en dejlig dag

Kritiseret/ holdt nede . . . .   x 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af
kritik/blive holdt nede? . . . .   -
_____

Træt . . . .
.   x 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af
træthed? . . . .   -
_____

Så er du færdig med denne episode. Venligst fortsæt til næste episode der har med mad
at gøre.

Ny episode 2

Dette er episode nr: __1A__ Som begyndte kl __13.00__ Og endte kl __13.30__

Hvad lavede du? (Vær venlig at sætte X ved alle der passer)

x	spiste	x	Lavede mad
	Ryddede op efter mad		Arbejdede
	Shoppede/ handle ind		Passede dine børn
	Lave husarbejde		Bedte/mediterede/
	Pendlede		Så TV
	Socialiserede	x	Computer/Internet/email
	Hvilede/tog en lur		Snakkede i telefon
x	Slappede af		Trænede
	Intime relationer		
	Andet (specificer venligst)		

Hvor var du?

x	Hjemme		På arbejde		Et andet sted (vær venlig at specificere nedenfor)

(fx grillede i parken, middagsselskab med venner)

Interagerede du med nogen (inkluderet telefon eller telefonkonference, Skype)

x	Ikke nogen – spring næste spørgsmål over

Hvis du interagerede med nogen (vælg alle der passer på dem du var sammen med)

	Kone/kæreste		Mine børn
	Venner		Forældre/familiemedlemmer
	Medarbejdere		Chefen/Leder
	Klienter/kunder/elever/patienter		Andre mennesker ikke listet

Hvordan følte du under denne madlavningsepisode?

Nedenstående bedes du venligst vurdere hver følelse. En vurdering på 0 betyder at du ikke følte denne følelse overhovedet. En vurdering på 6 betyder at denne følelse var en meget vigtig del af din madlavningsoplevelse. Vær venlig at sætte X ved det nummer mellem 0 og 6 der bedst beskriver hvordan du følte.

Nedenunder hver følelse vær venlig at specificere "hvorfor" du følte som du gjorde. Du behøver kun at skrive "hvorfor" hvis det relaterer til madlavning, da personlige følelser ikke er relevante for vores undersøgelse og vi vil overskride din intimitetsgrænse. (fx kan du skrive ting som "Jeg var frustreret/irriteret fordi min kniv var meget sløv og jeg skulle skære kødet i fem bøffer", eller "utålmodig fordi jeg skulle skrælle en masse frugt og grønt hvilket tog en masse tid". Det kan også være positive svar som fx at et bestem køkkenredskab forbedrede madlavnings oplevelsen.

(Sæt X ved første spørgsmål og beskriv med dine egne ord i andet (hvorfor…) spørgsmålet)

	Overhovedet ikke						Rigtig meget
Utålmodig for at det skal få en ende	x 0	1	2	3	4	5	6

Hvorfor følte du denne grad af
utålmodig? . . . .   Jeg nød min rugbrødsmad

Glad	0	1	2	3	x 4	5	6

Hvorfor følte du denne grad af
glad? . . . .   Havde haft en god tur på strøget med veninden

Frustreret/irriteret	x 0	1	2	3	4	5	6

Hvorfor følte du denne grad af
frustration/irritation? . . . .   -

Deprimeret/ked af det	x 0	1	2	3	4	5	6

Hvorfor følte du denne grad af
depression/ked af det? . . . .   -

Kompetent/ dygtig/egnet	x 0	1	2	3	4	5	6

Hvorfor følte du denne grad af

kompetent/dygtig/egnet? . . . .

.

Chikaneret / skubbet rundt . . . . [x] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
chikane/skubben rundt? . . . .

Varm/venlig . . . . [x] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
varme/venlighed? . . . .

Vred/ fjendtlig . . . . [x] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

.

Hvorfor følte du denne grad af
vrede/fjendtlighed? . . . .

.

Bekymret / angst . . . . [x] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
bekymring/angst? . . . .

Nyder mig selv . . . . [ ] 0 [ ] 1 [ ] 2 [x] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
nydelse? . . . .   Nyder en rolig frokost i mit eget selskab

Kritiseret/ holdt nede . . . . [x] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
kritik/blive holdt nede? . . . .

Træt . . . . [ ] 0 [ ] 1 [ ] 2 [ ] 3 [x] 4 [ ] 5 [ ] 6 [ ]

.

Hvorfor følte du denne grad af
træthed? . . . .   Jeg var træt efter en tur på strøget

Så er du færdig med denne episode. Venligst fortsæt til næste episode der har med mad

at gøre.

Ny episode 3

Dette er episode nr: __1E__ Som begyndte kl __17.00__ Og endte kl __18.30__

Hvad lavede du? (Vær venlig at sætte X ved alle der passer)

x	spiste	x	Lavede mad
x	Ryddede op efter mad		Arbejdede
	Shoppede/ handle ind		Passede dine børn
x	Lave husarbejde		Bedte/mediterede/
	Pendlede	x	Så TV
	Socialiserede		Computer/Internet/email
	Hvilede/tog en lur		Snakkede i telefon
	Slappede af		Trænede
	Intime relationer		
	Andet (specificer venligst)		

Hvor var du?

	Hjemme		På arbejde	x	Et andet sted (vær venlig at specificere nedenfor)

Hos kæresten

(fx grillede i parken, middagsselskab med venner)

Interagerede du med nogen (inkluderet telefon eller telefonkonference, Skype)

	Ikke nogen – spring næste spørgsmål over

Hvis du interagerede med nogen (vælg alle der passer på dem du var sammen med)

x	Kone/kæreste		Mine børn
x	Venner		Forældre/familiemedlemmer
	Medarbejdere		Chefen/Leder
	Klienter/kunder/elever/patienter		Andre mennesker ikke listet

Hvordan følte du under denne madlavningsepisode?

Nedenstående bedes du venligst vurdere hver følelse. En vurdering på 0 betyder at du ikke følte denne følelse overhovedet. En vurdering på 6 betyder at denne følelse var en meget vigtig del af din madlavningsoplevelse. Vær venlig at sætte X ved det nummer mellem 0 og 6 der bedst beskriver hvordan du følte.

Nedenunder hver følelse vær venlig at specificere "hvorfor" du følte som du gjorde. Du behøver kun at skrive "hvorfor" hvis det relaterer til madlavning, da personlige følelser ikke er relevante for vores undersøgelse og vi vil overskride din intimitetsgrænse. (fx kan du skrive ting som "Jeg var frustreret/irriteret fordi min kniv var meget sløv og jeg skulle skære kødet i fem bøffer", eller "utålmodig fordi jeg skulle skrælle en masse frugt og grønt hvilket tog en masse tid". Det kan også være positive svar som fx at et bestem køkkenredskab forbedrede madlavnings oplevelsen.

(Sæt X ved første spørgsmål og beskriv med dine egne ord i andet (hvorfor…) spørgsmålet)

Rigtig meget   Overhovedet ikke

Utålmodig for at det skal få en ende . . . .   0 1 2 3 [x] 4 5 6

Hvorfor følte du denne grad af
utålmodig? . . . .   Jeg var træt og gad ikke lave mad

Glad . . . .   0 1 [x] 2 3 4 5 6

Hvorfor følte du denne grad af
glad? . . . .   Det var dejligt at se kæresten

Frustreret/irriteret . . . .   0 1 2 3 [x] 4 5 6

Hvorfor følte du denne grad af
frustration/irritation? . . . .   Kødet var frossen, chilier skulle hakkes og kniven ville ikke skære dem – det sveg under neglene og løgene fik mig til at græde snot

Deprimeret/ked af det . . . .   [x] 0 1 2 3 4 5 6

Hvorfor følte du denne grad af
depression/ked af det? . . . .

Kompetent/ dygtig/egnet . . . .
.

[x] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
kompetent/dygtig/egnet? . . . .
.

Jeg følte mig bestemt ikke egnet til at lave mad

Chikaneret / skubbet rundt . . . .

[x] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
chikane/skubben rundt? . . . .

Varm/venlig . . . .

[ ] 0 [ ] 1 [x] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
varme/venlighed? . . . .

Ikke så venlig sindet når jeg er træt

Vred/ fjendtlig . . . .

[ ] 0 [ ] 1 [ ] 2 [ ] 3 [x] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
vrede/fjendtlighed? . . . .
.

Træthed gør mig fjendtlig, og madlavning helt fra
bunden når man helst er fri, gør ikke humøret
bedre

Bekymret / angst . . . .

[x] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
bekymring/angst? . . . .

Nyder mig selv . . . .

[x] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
nydelse? . . . .

Kritiseret/ holdt nede . . . .

[x] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
kritik/blive holdt nede? . . . .

Træt . . . .
.

[ ] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [x] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
træthed? . . . .

Lang dag

Så er du færdig med denne episode. Venligst fortsæt til næste episode der har med mad at gøre.

Dagbog (day two)

Vi vil gerne vide hvad do har lave tog hvad du følte i dag. Ikke alle dage er ens – nogle er bedre, nogle er værre og andre er ret typiske.

Fordi mange mennesker finder det svært at huske hvad de præcist gjorde og oplevede, vil vi gerne gore følgende tre ting:

1. På næste side vil vi gerne spørge dig hvornår du vågnede op og hvornår du planlægger at gå i seng i dag.

2. Vi vil også gerne have dig til at rekonstruere hvordan din dag var, som hvis du skrev I din dagbog. Hvor var du? Hvad oplevede du? Hvordan følte du? Besvarelse af spørgsmålene på de følgende sider vil hjælpe dig (og os) til at rekonstruere din dag.

3. Efter du har færdiggjort rekonstrueringen af din dag I dagbogen, vil vi gerne spørge dig specifikke spørgsmål om "episoder" der indeholdt madlavning (Disse spørgsmål er i anden del "Uddybning af episoder relateret til madlavning). Når du besvarer disse spørgsmål vil vi gerne have dig til at tjekke dine dagbogssider og de noter du lavede for at minde dig om hvad du lavede og hvordan du følte.

På hvilket tidspunkt stod du cirka op i dag?	06.30
Hvornår gik du i gang med at udfylde spørgeskemaet?	22.00
På hvilket tidspunkt planlægger du at gå i seng?	01.00

På de næste sider du kan nu beskrive din dag. Tænk på din dag som en serie af scener eller episoder af en film. Giv hver episode a kort navn som vil hjælpe dig til at huske den. (for eksemel "fortsætter arbejde", "til frokost med B" hvor B er en person eller gruppe af personer, eller "forbereder aftensmad"). Skriv cirka tider for hvornår hver episode begyndte og endte. De episoder folk ofte identificerer varer mellem 15 minutter

og 2 timer. Ting der indikerer slutningen på en episode kan fx være at man skal videre til en anden location, stopper en aktivitet og går i gang med en anden eller en ændring i sammensætningen af de mennesker du interagerer med.

Der er een side for hver part af dagen – Morgen (fra du vågner til middag), Eftermiddag (fra middag til 18.00) og Aften (fra 18.00 til du går i seng). Der er lavet plads til 10 episoder til hver del af dagen, selvom du sikkert ikke får brug for så mange, afhængig af din dag. Det er ikke nødvendig at fylde al tiden af din dag – brug den opdeling af din dag der giver mest mening for dig og bedst fanger hvad du gjorde og hvordan du følte.

Prøv at huske hver episode i detaljer, og skriv nogle få ord som vil opfriske fuldstændig hvad der skete. Prøv også at huske hvad du følte, og hvad dit humør var under hver episode. Hvad du skriver skal give mening for dig og hjælpe dig til at huske hvad der skete når du besvarer spørgsmålene i den anden del "Uddybning af episoder relateret til madlavning".

Morgen (fra du vågner op til lige før middag)

Hvad skete der? Episode Navn	Tid den begyndte	Tid den endte	Hvordan følte du?
1M stod op, gik I bad, spiste morgenmad, smurte madpakke,	06.30	08.30	Træt men afslappet
2M undervisning på universitetet	9.00	12.00	Kedsomlig
3M			
4M			
5M			
6M			
7M			
8M			
9M			
10M			

Eftermiddag (Afternoon) (fra middag til lige før aftensmad)

Hvad skete der? Episode Navn	Tid den begyndte	Tid den endte	Hvordan følte du?
Lunchtime 1A spise madpakke i kantinen	12.00	13.00	Glad – generelt godt humør og i godt selskab med studiefolket
2A fortsat undervisning på universitetet	13.00	15.00	Træt og kedsomligt
3A hjemme for at skifte til jobbet på sandwichbaren	15.00	16.00	travlt
4A			
5A			
6A			
7A			
8A			

9A			
10A			

Aften (Evening) (fra aftensmadstid indtil du udfylder spørgeskemaet (du må gerne estimere hvad du har af planer resten af aftenen))

Hvad skete der? Episode Navn	Tid den begyndte	Tid den endte	Hvordan følte du?
Dinnertime 1E arbejde, smurte sanwich og gjorde rent efter lukketid	16.00	21.15	Travlt og irriteret over at være alene på vagt når der var by-night og derfor alt for mange mennesker
2E slappede af, så tv, tog et bad, surfede på nettet – lavede så lidt som mulig	21.15	01.00	Træt og afslappet
3E			
4E			
5E			
6E			

7E			
8E			
9E			
10E			

Vær venlig at se på dagbogen en mere gang. Er der nogen episoder dug erne vil revidere eller tilføje noter til? Er der en episode du gerne vil dele op i to? Hvis det er tilfældet, så gå venligst tilbage og lav de nødvendige justeringer på dagbogssiderne. Hvis ikke, må du gerne gå videre til anden del "Uddybning af episoder relateret til madlavning".

Tak!

Fortsæt til del 2 "Uddybning af episoder relateret til madlavning"

Uddybning af episoder relateret til madlavning

Før vi fortsætter, tag venligst et kig på dine dagboggssider.

Hvor mange episoder noterede du for Morgen?	2
Hvor mange episoder noterede du for Eftermiddag?	2
Hvor mange episoder noterede du for Aften?	2

Nu vil vil gerne vide mere detajeret hvordan du følte og hvorfor under episoderne relateret til madlavning. For hver episode der er adskillige spørgsmål om hvad der skete og hvordan du følte. Vær venlig at bruge dine noter fra dagbogssiderne så ofte som det behøves.

Vær venlig at besvare spørgsmålene for hver episode relateret til madlavning (fx skrælle og spise et æble, skrælle kartofler, tage opvasken) begyndende med den første episode om morgenen. For at lave det nemmere at holde styr på episoderne, vil vi gerne bede dig om at notere det nummer der står på den linje hvor du noterede om episoden i dagbogen. Fx har den første episode om morgenen 1M, den tredje episode om eftermiddagen har 3A, den anden episode om aftenen har 2E og så videre.

Det er meget vigitigt at vi får at vide om alle episoder du oplevede omkring madlavning i dag, så vær sikker på du får besvare spørgsmålene for hver episode. Efter at have svaret spørgsmålene til alle episoder angående madlavning, inkluderende den sidste episode i dag (lige før du gik i seng), så har du færdiggjort spørgsmålene for i dag.

Første episode relateret til madlavning

Se venligst på din Dagbog og vælg den tidligste episode du noterede om morgenen der på en eller anden made relaterede til madlavning (forberede, spise mad og rydde op bagefter).

Hvornår begyndte denne første episode og hvornår endte den (fx 7.30)? Prøv at huske tiderne så præcist som muligt.

Dette er episode nr: 1M   Som begyndte kl   06.30   Og endte kl   08.30

Hvad lavede du? (Vær venlig at sætte X ved alle der passer)

x	spiste	x	Lavede mad
x	Ryddede op efter mad		Arbejdede
	Shoppede/ handle ind		Passede dine børn
x	Lave husarbejde		Bedte/mediterede/
	Pendlede	x	Så TV
	Socialiserede	x	Computer/Internet/email
	Hvilede/tog en lur		Snakkede i telefon
	Slappede af		Trænede
x	Intime relationer		
	Andet (specificer venligst)		

Hvor var du?

	Hjemme		På arbejde	x	Et andet sted (vær venlig at specificere nedenfor)

Hos kæresten

(fx grillede i parken, middagsselskab med venner)

Interagerede du med nogen (inkluderet telefon eller telefonkonference, Skype)

	Ikke nogen – spring næste spørgsmål over

Hvis du interagerede med nogen (vælg alle der passer på dem du var sammen med)

x	Kone/kæreste		Mine børn
	Venner		Forældre/familiemedlemmer
	Medarbejdere		Chefen/Leder
	Klienter/kunder/elever/patienter		Andre mennesker ikke listet

Hvordan følte du under denne madlavningsepisode?

Nedenstående bedes du venligst vurdere hver følelse. En vurdering på 0 betyder at du ikke følte denne følelse overhovedet. En vurdering på 6 betyder at denne følelse var en meget vigtig del af din madlavningsoplevelse. Vær venlig at sætte X ved det nummer mellem 0 og 6 der bedst beskriver hvordan du følte.

Nedenunder hver følelse vær venlig at specificere "hvorfor" du følte som du gjorde. Du behøver kun at skrive "hvorfor" hvis det relaterer til madlavning, da personlige følelser ikke er relevante for vores undersøgelse og vi vil overskride din intimitetsgrænse. (fx kan du skrive ting som "Jeg var frustreret/irriteret fordi min kniv var meget sløv og jeg skulle skære kødet i fem bøffer", eller "utålmodig fordi jeg skulle skrælle en masse frugt og grønt hvilket tog en masse tid". Det kan også være positive svar som fx at et bestem køkkenredskab forbedrede madlavnings oplevelsen.

(Sæt X ved første spørgsmål og beskriv med dine egne ord i andet (hvorfor…) spørgsmålet)

	Overhovedet ikke						Rigtig meget
Utålmodig for at det skal få en ende	0	1	x 2	3	4	5	6

Hvorfor følte du denne grad af utålmodig? . . . .
Jeg havde lidt travlt da jeg nåede til at smøre madpakken – der burde være en nemmere måde at skrælle en avokado

Glad	0	1	x 2	3	4	5	6

Hvorfor følte du denne grad af glad? . . . .
Var lidt træt

Frustreret/irriteret	0	1	x 2	3	4	5	6

Hvorfor følte du denne grad af frustration/irritation? . . . .
Der burde være en nemmere måde at skrælle en avokado

Deprimeret/ked af det	x 0	1	2	3	4	5	6

Hvorfor følte du denne grad af depression/ked af det? . . . .

Kompetent/ dygtig/egnet . . . .
.

x 0 □ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □

Hvorfor følte du denne grad af
kompetent/dygtig/egnet? . . . .
.

_____

Chikaneret / skubbet rundt . . . .

x 0 □ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □

Hvorfor følte du denne grad af
chikane/skubben rundt? . . . .

_____

Varm/venlig . . . .

x 0 □ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □

Hvorfor følte du denne grad af
varme/venlighed? . . . .

_____

Vred/ fjendtlig . . . .
.

x 0 □ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □

Hvorfor følte du denne grad af
vrede/fjendtlighed? . . . .
.

_____

Bekymret / angst . . . .

x 0 □ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □

Hvorfor følte du denne grad af
bekymring/angst? . . . .

_____

Nyder mig selv . . . .

x 0 □ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □

Hvorfor følte du denne grad af
nydelse? . . . .

_____

Kritiseret/ holdt nede . . . .

x 0 □ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □

Hvorfor følte du denne grad af
kritik/blive holdt nede? . . . .

_____

Træt . . . .
.

□ 0 □ 1 □ 2 x 3 □ 4 □ 5 □ 6 □

Hvorfor følte du denne grad af

Det var morgen, hvem er ikke det

_____

træthed? . . . .

Så er du færdig med denne episode. Venligst fortsæt til næste episode der har med mad at gøre.

Ny episode 2

Dette er episode nr: 1A   Som begyndte kl   12.00   Og endte kl   13.00

Hvad lavede du? (Vær venlig at sætte X ved alle der passer)

x	spiste		Lavede mad
	Ryddede op efter mad	x	Arbejdede
	Shoppede/ handle ind		Passede dine børn
	Lave husarbejde		Bedte/mediterede/
	Pendlede		Så TV
x	Socialiserede	x	Computer/Internet/email
	Hvilede/tog en lur	x	Snakkede i telefon
	Slappede af		Trænede
	Intime relationer		
	Andet (specificer venligst)		

Hvor var du?

| Hjemme | | På arbejde | x | Et andet sted (vær venlig at specificere nedenfor) |

På universitetet

(fx grillede i parken, middagsselskab med venner)

Interagerede du med nogen (inkluderet telefon eller telefonkonference, Skype)

| | Ikke nogen – spring næste spørgsmål over |

Hvis du interagerede med nogen (vælg alle der passer på dem du var sammen med)

	Kone/kæreste		Mine børn
x	Venner		Forældre/familiemedlemmer
	Medarbejdere		Chefen/Leder
	Klienter/kunder/elever/patienter		Andre mennesker ikke listet

Hvordan følte du under denne madlavningsepisode?

Nedenstående bedes du venligst vurdere hver følelse. En vurdering på 0 betyder at du ikke følte denne følelse overhovedet. En vurdering på 6 betyder at denne følelse var en meget vigtig del af din madlavningsoplevelse. Vær venlig at sætte X ved det nummer mellem 0 og 6 der bedst beskriver hvordan du følte.

Nedenunder hver følelse vær venlig at specificere "hvorfor" du følte som du gjorde. Du behøver kun at skrive "hvorfor" hvis det relaterer til madlavning, da personlige følelser ikke er relevante for vores undersøgelse og vi vil overskride din intimitetsgrænse. (fx kan du skrive ting som "Jeg var frustreret/irriteret fordi min kniv var meget sløv og jeg skulle skære kødet i fem bøffer", eller "utålmodig fordi jeg skulle skrælle en masse frugt og grønt hvilket tog en masse tid". Det kan også være positive svar som fx at et bestem køkkenredskab forbedrede madlavnings oplevelsen.

(Sæt X ved første spørgsmål og beskriv med dine egne ord i andet (hvorfor…) spørgsmålet)

	Overhovedet ikke						Rigtig meget
Utålmodig for at det skal få en ende	[x] 0	[ ] 1	[ ] 2	[ ] 3	[ ] 4	[ ] 5	[ ] 6

Hvorfor følte du denne grad af
utålmodig? . . . .

Glad	[ ] 0	[ ] 1	[ ] 2	[x] 3	[ ] 4	[ ] 5	[ ] 6

Hvorfor følte du denne grad af
glad? . . . .   Hyggeligt samvær over rugbrødsmaden

Frustreret/irriteret	[x] 0	[ ] 1	[ ] 2	[ ] 3	[ ] 4	[ ] 5	[ ] 6

Hvorfor følte du denne grad af
frustration/irritation? . . . .

Deprimeret/ked af det	[x] 0	[ ] 1	[ ] 2	[ ] 3	[ ] 4	[ ] 5	[ ] 6

Hvorfor følte du denne grad af
depression/ked af det? . . . .

Kompetent/ dygtig/egnet	[x] 0	[ ] 1	[ ] 2	[ ] 3	[ ] 4	[ ] 5	[ ] 6

Hvorfor følte du denne grad af

kompetent/dygtig/egnet? . . . .

.

Chikaneret / skubbet rundt . . . . [x] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
chikane/skubben rundt? . . . .

Varm/venlig . . . . [ ] 0 [ ] 1 [ ] 2 [x] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
varme/venlighed? . . . .   Godt selskab

Vred/ fjendtlig . . . . [x] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

.

Hvorfor følte du denne grad af
vrede/fjendtlighed? . . . .

.

Bekymret / angst . . . . [x] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
bekymring/angst? . . . .

Nyder mig selv . . . . [x] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
nydelse? . . . .

Kritiseret/ holdt nede . . . . [x] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
kritik/blive holdt nede? . . . .

Træt . . . . [x] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

.

Hvorfor følte du denne grad af
træthed? . . . .

Så er du færdig med denne episode. Venligst fortsæt til næste episode der har med mad

at gøre.

Ny episode 3

Dette er episode nr: 1E   Som begyndte kl   16.00   Og endte kl   20.00

Hvad lavede du? (Vær venlig at sætte X ved alle der passer)

x	spiste	x	Lavede mad
x	Ryddede op efter mad	x	Arbejdede
	Shoppede/ handle ind		Passede dine børn
x	Lave husarbejde		Bedte/mediterede/
	Pendlede		Så TV
x	Socialiserede		Computer/Internet/email
	Hvilede/tog en lur	x	Snakkede i telefon
	Slappede af		Trænede
	Intime relationer		
	Andet (specificer venligst)		

Hvor var du?

	Hjemme	x	På arbejde		Et andet sted (vær venlig at specificere nedenfor)

(fx grillede i parken, middagsselskab med venner)

Interagerede du med nogen (inkluderet telefon eller telefonkonference, Skype)

	Ikke nogen – spring næste spørgsmål over

Hvis du interagerede med nogen (vælg alle der passer på dem du var sammen med)

	Kone/kæreste		Mine børn
	Venner		Forældre/familiemedlemmer
	Medarbejdere	x	Chefen/Leder
x	Klienter/kunder/elever/patienter		Andre mennesker ikke listet

Hvordan følte du under denne madlavningsepisode?

Nedenstående bedes du venligst vurdere hver følelse. En vurdering på 0 betyder at du ikke følte denne følelse overhovedet. En vurdering på 6 betyder at denne følelse var en meget vigtig del af din madlavningsoplevelse. Vær venlig at sætte X ved det nummer mellem 0 og 6 der bedst beskriver hvordan du følte.

Nedenunder hver følelse vær venlig at specificere "hvorfor" du følte som du gjorde. Du behøver kun at skrive "hvorfor" hvis det relaterer til madlavning, da personlige følelser ikke er relevante for vores undersøgelse og vi vil overskride din intimitetsgrænse. (fx kan du skrive ting som "Jeg var frustreret/irriteret fordi min kniv var meget sløv og jeg skulle skære kødet i fem bøffer", eller "utålmodig fordi jeg skulle skrælle en masse frugt og grønt hvilket tog en masse tid". Det kan også være positive svar som fx at et bestem køkkenredskab forbedrede madlavnings oplevelsen.

(Sæt X ved første spørgsmål og beskriv med dine egne ord i andet (hvorfor…) spørgsmålet)

	Rigtig meget				Overhovedet ikke		
	0	1	2	3	4	5	6

Utålmodig for at det skal få en ende . . . . → 0 [ ] 1 [ ] 2 [ ] 3 [ ] x 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af utålmodig? . . . .

Der var alt for mange kunder i forhold til hvor hurtigt det er muligt at smøre sandwich. Jeg var selv nødt til at ekspedere, fylde op med madvarer, som eksempelvis at skylle salat, rydde op osv.

Glad . . . . → 0 [ ] 1 [ ] 2 [ ] x 3 [ ] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af glad? . . . .

Det er søde kunder og et hyggeligt job

Frustreret/irriteret . . . . → 0 [ ] 1 [ ] x 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af frustration/irritation? . . . .

Det var en lidt presset arbejdsmiljø

Deprimeret/ked af det . . . . → x 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af depression/ked af det? . . . .

Kompetent/ dygtig/egnet . . . . 0 [ ] 1 [ ] 2 [ ] 3 [x] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
kompetent/dygtig/egnet? . . . .
.

Jeg har erfaring og er god til at håndtere stress
efter to år samme sted

Chikaneret / skubbet rundt . . . . 0 [x] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
chikane/skubben rundt? . . . .

Varm/venlig . . . . 0 [ ] 1 [ ] 2 [x] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
varme/venlighed? . . . .

Måske lidt påtaget venlighed/høflighed overfor
kunder

Vred/ fjendtlig . . . . 0 [ ] 1 [ ] 2 [x] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
vrede/fjendtlighed? . . . .
.

Lidt fjendtlig idet jeg egentlig helst vil sende
kunderne ud igen

Bekymret / angst . . . . 0 [x] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
bekymring/angst? . . . .

Nyder mig selv . . . . 0 [x] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
nydelse? . . . .

Kritiseret/ holdt nede . . . . 0 [x] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
kritik/blive holdt nede? . . . .

Træt . . . .
.

0 [ ] 1 [ ] 2 [ ] 3 [x] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
træthed? . . . .

Træt efter en lang dag på studiet og en travl dag på
jobbet

Så er du færdig med denne episode. Venligst fortsæt til næste episode der har med mad at gøre.

Dagbog (Day three)

Vi vil gerne vide hvad do har lave tog hvad du følte i dag. Ikke alle dage er ens – nogle er bedre, nogle er værre og andre er ret typiske.

Fordi mange mennesker finder det svært at huske hvad de præcist gjorde og oplevede, vil vi gerne gore følgende tre ting:

1. På næste side vil vi gerne spørge dig hvornår du vågnede op og hvornår du planlægger at gå i seng i dag.

2. Vi vil også gerne have dig til at rekonstruere hvordan din dag var, som hvis du skrev I din dagbog. Hvor var du? Hvad oplevede du? Hvordan følte du? Besvarelse af spørgsmålene på de følgende sider vil hjælpe dig (og os) til at rekonstruere din dag.

3. Efter du har færdiggjort rekonstrueringen af din dag I dagbogen, vil vi gerne spørge dig specifikke spørgsmål om "episoder" der indeholdt madlavning (Disse spørgsmål er i anden del "Uddybning af episoder relateret til madlavning). Når du besvarer disse spørgsmål vil vi gerne have dig til at tjekke dine dagbogssider og de noter du lavede for at minde dig om hvad du lavede og hvordan du følte.

På hvilket tidspunkt stod du cirka op i dag?	08.00
Hvornår gik du i gang med at udfylde spørgeskemaet?	Dagen efter (søndag)
På hvilket tidspunkt planlægger du at gå i seng?	04.00

På de næste sider du kan nu beskrive din dag. Tænk på din dag som en serie af scener eller episoder af en film. Giv hver episode a kort navn som vil hjælpe dig til at huske den. (for eksemel "fortsætter arbejde", "til frokost med B" hvor B er en person eller gruppe af personer, eller "forbereder aftensmad"). Skriv cirka tider for hvornår hver episode begyndte og endte. De episoder folk ofte identificerer varer mellem 15 minutter

og 2 timer. Ting der indikerer slutningen på en episode kan fx være at man skal videre til en anden location, stopper en aktivitet og går i gang med en anden eller en ændring i sammensætningen af de mennesker du interagerer med.

Der er een side for hver part af dagen – Morgen (fra du vågner til middag), Eftermiddag (fra middag til 18.00) og Aften (fra 18.00 til du går i seng). Der er lavet plads til 10 episoder til hver del af dagen, selvom du sikkert ikke får brug for så mange, afhængig af din dag. Det er ikke nødvendig at fylde al tiden af din dag – brug den opdeling af din dag der giver mest mening for dig og bedst fanger hvad du gjorde og hvordan du følte.

Prøv at huske hver episode i detaljer, og skriv nogle få ord som vil opfriske fuldstændig hvad der skete. Prøv også at huske hvad du følte, og hvad dit humør var under hver episode. Hvad du skriver skal give mening for dig og hjælpe dig til at huske hvad der skete når du besvarer spørgsmålene i den anden del "Uddybning af episoder relateret til madlavning".

Morgen (fra du vågner op til lige før middag)

Hvad skete der? Episode Navn	Tid den begyndte	Tid den endte	Hvordan følte du?
1M stod op, vaskede tøj, lavede morgenmad, gjorde mig klar til job	08.00	10.30	hyggeligt
2M sandwichbar job	11.00	16.00	
3M			
4M			
5M			
6M			
7M			
8M			
9M			
10M			

Eftermiddag (Afternoon) (fra middag til lige før aftensmad)

Hvad skete der? Episode Navn	Tid den begyndte	Tid den endte	Hvordan følte du?
Lunchtime 1A slappede af og så tv, tog et bad og gjorde mig klar til fest med pigerne fra studiet	16.00	18.00	Træt, afslappet, glad
2A			
3A			
4A			
5A			
6A			
7A			
8A			

Eftermiddag (Afternoon) (fra middag til lige før aftensmad)

9A			
10A			

Aften (Evening) (fra aftensmadstid indtil du udfylder spørgeskemaet (du må gerne estimere hvad du har af planer resten af aftenen))

Hvad skete der? Episode Navn	Tid den begyndte	Tid den endte	Hvordan følte du?
Dinnertime 1E lavede mad sammen med en veninde	18.00	20.00	glad
2E til cocktailparty med studiet	20.00	03.30	Festligt og rigtig godt humør
3E			
4E			
5E			
6E			

7E			
8E			
9E			
10E			

Vær venlig at se på dagbogen en mere gang. Er der nogen episoder dug erne vil revidere eller tilføje noter til? Er der en episode du gerne vil dele op i to? Hvis det er tilfældet, så gå venligst tilbage og lav de nødvendige justeringer på dagbogssiderne. Hvis ikke, må du gerne gå videre til anden del "Uddybning af episoder relateret til madlavning".

Tak!

Fortsæt til del 2 "Uddybning af episoder relateret til madlavning"

Uddybning af episoder relateret til madlavning

Før vi fortsætter, tag venligst et kig på dine dagboggssider.

Hvor mange episoder noterede du for Morgen?	2
Hvor mange episoder noterede du for Eftermiddag?	1
Hvor mange episoder noterede du for Aften?	2

Nu vil vil gerne vide mere detajeret hvordan du følte og hvorfor under episoderne relateret til madlavning. For hver episode der er adskillige spørgsmål om hvad der skete og hvordan du følte. Vær venlig at bruge dine noter fra dagbogssiderne så ofte som det behøves.

Vær venlig at besvare spørgsmålene for hver episode relateret til madlavning (fx skrælle og spise et æble, skrælle kartofler, tage opvasken) begyndende med den første episode om morgenen. For at lave det nemmere at holde styr på episoderne, vil vi gerne bede dig om at notere det nummer der står på den linje hvor du noterede om episoden i dagbogen. Fx har den første episode om morgenen 1M, den tredje episode om eftermiddagen har 3A, den anden episode om aftenen har 2E og så videre.

Det er meget vigitigt at vi får at vide om alle episoder du oplevede omkring madlavning i dag, så vær sikker på du får besvare spørgsmålene for hver episode. Efter at have svaret spørgsmålene til alle episoder angående madlavning, inkluderende den sidste episode i dag (lige før du gik i seng), så har du færdiggjort spørgsmålene for i dag.

Første episode relateret til madlavning

Se venligst på din Dagbog og vælg den tidligste episode du noterede om morgenen der på en eller anden made relaterede til madlavning (forberede, spise mad og rydde op bagefter).

Hvornår begyndte denne første episode og hvornår endte den (fx 7.30)? Prøv at huske tiderne så præcist som muligt.

Dette er episode nr: 1M   Som begyndte kl   08:00   Og endte kl   10.30

Hvad lavede du? (Vær venlig at sætte X ved alle der passer)

x	spiste	x	Lavede mad
x	Ryddede op efter mad		Arbejdede
	Shoppede/ handle ind		Passede dine børn
x	Lave husarbejde		Bedte/mediterede/
	Pendlede	x	Så TV
	Socialiserede	x	Computer/Internet/email
	Hvilede/tog en lur		Snakkede i telefon
x	Slappede af		Trænede
	Intime relationer		
	Andet (specificer venligst)		

Hvor var du?

x	Hjemme		På arbejde		Et andet sted (vær venlig at specificere nedenfor)

(fx grillede i parken, middagsselskab med venner)

Interagerede du med nogen (inkluderet telefon eller telefonkonference, Skype)

| x | Ikke nogen – spring næste spørgsmål over |

Hvis du interagerede med nogen (vælg alle der passer på dem du var sammen med)

	Kone/kæreste		Mine børn
	Venner		Forældre/familiemedlemmer
	Medarbejdere		Chefen/Leder
	Klienter/kunder/elever/patienter		Andre mennesker ikke listet

Hvordan følte du under denne madlavningsepisode?

Nedenstående bedes du venligst vurdere hver følelse. En vurdering på 0 betyder at du ikke følte denne følelse overhovedet. En vurdering på 6 betyder at denne følelse var en meget vigtig del af din madlavningsoplevelse. Vær venlig at sætte X ved det nummer mellem 0 og 6 der bedst beskriver hvordan du følte.

Nedenunder hver følelse vær venlig at specificere "hvorfor" du følte som du gjorde. Du behøver kun at skrive "hvorfor" hvis det relaterer til madlavning, da personlige følelser ikke er relevante for vores undersøgelse og vi vil overskride din intimitetsgrænse. (fx kan du skrive ting som "Jeg var frustreret/irriteret fordi min kniv var meget sløv og jeg skulle skære kødet i fem bøffer", eller "utålmodig fordi jeg skulle skrælle en masse frugt og grønt hvilket tog en masse tid". Det kan også være positive svar som fx at et bestem køkkenredskab forbedrede madlavnings oplevelsen.

(Sæt X ved første spørgsmål og beskriv med dine egne ord i andet (hvorfor…) spørgsmålet)

Overhovedet ikke   Rigtig meget

Utålmodig for at det skal få en ende . . . . | x | 0 | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 |
Hvorfor følte du denne grad af utålmodig? . . . .

Glad . . . . | | 0 | | 1 | | 2 | x | 3 | | 4 | | 5 | | 6 |
Hvorfor følte du denne grad af glad? . . . .   Det var lørdag morgen, weekend, kan man være andet end glad

Frustreret/irriteret . . . .   x 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af
frustration/irritation? . . . .

_____

Deprimeret/ked af det . . . .   x 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af
depression/ked af det? . . . .

_____

Kompetent/ dygtig/egnet . . . .   ☐ 0 ☐ 1 ☐ 2 x 3 ☐ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af   Jeg følte mig meget egnet og dygtigt til at
kompetent/dygtig/egnet? . . . .   forberede og spise min havregryn, og skære melon
.   og rugbrød til madpakken på arbejde

_____

Chikaneret / skubbet rundt . . . .   x 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af
chikane/skubben rundt? . . . .

_____

Varm/venlig . . . .   ☐ 0 ☐ 1 ☐ 2 x 3 ☐ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af
varme/venlighed? . . . .

_____

Vred/ fjendtlig . . . .
.   x 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af
vrede/fjendtlighed? . . . .
.

_____

Bekymret / angst . . . .   x 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af
bekymring/angst? . . . .

_____

Nyder mig selv . . . .   x 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af
nydelse? . . . .

_____

Kritiseret/ holdt nede . . . .   x 0 □ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □

Hvorfor følte du denne grad af
kritik/blive holdt nede? . . . . _____

Træt . . . .   x 0 □ 1 □ 2 □ 3 □ 4 □ 5 □ 6 □
.

Hvorfor følte du denne grad af
træthed? . . . . _____

Så er du færdig med denne episode. Venligst fortsæt til næste episode der har med mad

at gøre.

Ny episode 2

Dette er episode nr: __2M__ Som begyndte kl __11.00__ Og endte kl __16.00__

Hvad lavede du? (Vær venlig at sætte X ved alle der passer)

x	spiste	x	Lavede mad
x	Ryddede op efter mad	x	Arbejdede
	Shoppede/ handle ind		Passede dine børn
	Lave husarbejde		Bedte/mediterede/
	Pendlede		Så TV
	Socialiserede		Computer/Internet/email
	Hvilede/tog en lur	x	Snakkede i telefon
	Slappede af		Trænede
	Intime relationer		
	Andet (specificer venligst)		

Hvor var du?

	Hjemme	x	På arbejde		Et andet sted (vær venlig at specificere nedenfor)

(fx grillede i parken, middagsselskab med venner)

Interagerede du med nogen (inkluderet telefon eller telefonkonference, Skype)

	Ikke nogen – spring næste spørgsmål over

Hvis du interagerede med nogen (vælg alle der passer på dem du var sammen med)

	Kone/kæreste		Mine børn
x	Venner		Forældre/familiemedlemmer
x	Medarbejdere	x	Chefen/Leder
x	Klienter/kunder/elever/patienter		Andre mennesker ikke listet

Hvordan følte du under denne madlavningsepisode?

Nedenstående bedes du venligst vurdere hver følelse. En vurdering på 0 betyder at du ikke følte denne følelse overhovedet. En vurdering på 6 betyder at denne følelse var en meget vigtig del af din madlavningsoplevelse. Vær venlig at sætte X ved det nummer mellem 0 og 6 der bedst beskriver hvordan du følte.

Nedenunder hver følelse vær venlig at specificere "hvorfor" du følte som du gjorde. Du behøver kun at skrive "hvorfor" hvis det relaterer til madlavning, da personlige følelser ikke er relevante for vores undersøgelse og vi vil overskride din intimitetsgrænse. (fx kan du skrive ting som "Jeg var frustreret/irriteret fordi min kniv var meget sløv og jeg skulle skære kødet i fem bøffer", eller "utålmodig fordi jeg skulle skrælle en masse frugt og grønt hvilket tog en masse tid". Det kan også være positive svar som fx at et bestem køkkenredskab forbedrede madlavnings oplevelsen.

(Sæt X ved første spørgsmål og beskriv med dine egne ord i andet (hvorfor…) spørgsmålet)

	Overhovedet ikke						Rigtig meget	

Utålmodig for at det skal få en ende . . . .   [ ] 0   [ ] 1   [ ] 2   [ ] 3   [x] 4   [ ] 5   [ ] 6

Hvorfor følte du denne grad af utålmodig? . . . .
Det var en ovenud travl dag
_____

Glad . . . .   [ ] 0   [ ] 1   [ ] 2   [ ] 3   [x] 4   [ ] 5   [ ] 6

Hvorfor følte du denne grad af glad? . . . .
Det er rutine arbejde og nemt
_____

Frustreret/irriteret . . . .   [ ] 0   [ ] 1   [ ] 2   [x] 3   [ ] 4   [ ] 5   [ ] 6

Det er håbløst at skal skære så mange løg I hånden som der er behov for på mit job – tårerne triller ned ad kinderne

Hvorfor følte du denne grad af frustration/irritation? . . . .
_____

Deprimeret/ked af det . . . .   [x] 0   [ ] 1   [ ] 2   [ ] 3   [ ] 4   [ ] 5   [ ] 6

Hvorfor følte du denne grad af depression/ked af det? . . . .
_____

Kompetent/ dygtig/egnet . . . .   [ ] 0   [ ] 1   [ ] 2   [ ] 3   [x] 4   [ ] 5   [ ] 6

Hvorfor følte du denne grad af
Som nævnt – har en del erfaring

kompetent/dygtig/egnet? . . . .
.

Chikaneret / skubbet rundt . . . . [x] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
chikane/skubben rundt? . . . .

Varm/venlig . . . . [ ] 0 [ ] 1 [ ] 2 [ ] 3 [x] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
varme/venlighed? . . . . Høj sol og lørdag – hvem er ikke venlig

Vred/ fjendtlig . . . . [x] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]
.

Hvorfor følte du denne grad af
vrede/fjendtlighed? . . . .
.

Bekymret / angst . . . . [x] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
bekymring/angst? . . . .

Nyder mig selv . . . . [x] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
nydelse? . . . .

Kritiseret/ holdt nede . . . . [x] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
kritik/blive holdt nede? . . . .

Træt . . . . [ ] 0 [ ] 1 [ ] 2 [x] 3 [ ] 4 [ ] 5 [ ] 6 [ ]
.

Hvorfor følte du denne grad af
træthed? . . . . Var træt sidst på efter at have løbet rundt

Så er du færdig med denne episode. Venligst fortsæt til næste episode der har med mad

at gøre.

Ny episode 3

Dette er episode nr: 1E   Som begyndte kl   18.00   Og endte kl   20.00

Hvad lavede du? (Vær venlig at sætte X ved alle der passer)

x	spiste	x	Lavede mad
x	Ryddede op efter mad		Arbejdede
	Shoppede/ handle ind		Passede dine børn
	Lave husarbejde		Bedte/mediterede/
	Pendlede		Så TV
x	Socialiserede		Computer/Internet/email
	Hvilede/tog en lur		Snakkede i telefon
	Slappede af		Trænede
	Intime relationer		
	Andet (specificer venligst)		

Hvor var du?

	Hjemme		På arbejde	x	Et andet sted (vær venlig at specificere nedenfor)

Hos veninde
_____

(fx grillede i parken, middagsselskab med venner)

Interagerede du med nogen (inkluderet telefon eller telefonkonference, Skype)

	Ikke nogen – spring næste spørgsmål over

Hvis du interagerede med nogen (vælg alle der passer på dem du var sammen med)

	Kone/kæreste		Mine børn
x	Venner		Forældre/familiemedlemmer
	Medarbejdere		Chefen/Leder
	Klienter/kunder/elever/patienter		Andre mennesker ikke listet

Hvordan følte du under denne madlavningsepisode?

Nedenstående bedes du venligst vurdere hver følelse. En vurdering på 0 betyder at du ikke følte denne følelse overhovedet. En vurdering på 6 betyder at denne følelse var en meget vigtig del af din madlavningsoplevelse. Vær venlig at sætte X ved det nummer mellem 0 og 6 der bedst beskriver hvordan du følte.

Nedenunder hver følelse vær venlig at specificere "hvorfor" du følte som du gjorde. Du behøver kun at skrive "hvorfor" hvis det relaterer til madlavning, da personlige følelser ikke er relevante for vores undersøgelse og vi vil overskride din intimitetsgrænse. (fx kan du skrive ting som "Jeg var frustreret/irriteret fordi min kniv var meget sløv og jeg skulle skære kødet i fem bøffer", eller "utålmodig fordi jeg skulle skrælle en masse frugt og grønt hvilket tog en masse tid". Det kan også være positive svar som fx at et bestem køkkenredskab forbedrede madlavnings oplevelsen.

(Sæt X ved første spørgsmål og beskriv med dine egne ord i andet (hvorfor…) spørgsmålet)

	Rigtig meget			Overhovedet ikke			

Utålmodig for at det skal få en ende . . . . [x] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6

Hvorfor følte du denne grad af
utålmodig? . . . .

_____

Glad . . . . [ ] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [x] 5 [ ] 6

Hvorfor følte du denne grad af
glad? . . . .   Det var nem mad der skulle laves og det gik
hurtigt og smertefrit

_____

Frustreret/irriteret . . . . [ ] 0 [ ] 1 [x] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6

                                            Det er håbløst at pille kerner ud af vandmelon, og
Hvorfor følte du denne grad af   der burde være en lettere måde at patere en
frustration/irritation? . . . .   mangofrugt

_____

Deprimeret/ked af det . . . . [x] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6

Hvorfor følte du denne grad af
depression/ked af det? . . . .

_____

Kompetent/ dygtig/egnet . . . . ☐ 0 ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af
kompetent/dygtig/egnet? . . . .
.   Jeg er da ikke helt håbløs til at lave mad

Chikaneret / skubbet rundt . . . . ☒ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af
chikane/skubben rundt? . . . .

Varm/venlig . . . . ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af
varme/venlighed? . . . .   Godt selskab

Vred/ fjendtlig . . . .
.   ☒ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af
vrede/fjendtlighed? . . . .
.

Bekymret / angst . . . . ☒ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af
bekymring/angst? . . . .

Nyder mig selv . . . . ☒ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af
nydelse? . . . .

Kritiseret/ holdt nede . . . . ☒ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af
kritik/blive holdt nede? . . . .

Træt . . . .
.   ☒ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af
træthed? . . . .

Så er du færdig med denne episode. Venligst fortsæt til næste episode der har med mad at gøre.

11.2 Appendix II – Chef in London

5. In general, what for you is the best thing about cooking for yourself? (You are welcome to give more than one answer)

Making people happy with the product that I make and full freedom of creating new ideas and technique.

6. In general what for you is the worst thing about cooking for yourself? (You are welcome to give more than one answer)

Annoying head chef and unorganise business (mangement).

Next, we would like to ask for some background information about you, for statistical purposes.

7. What year were you born? 1984

8. What is your gender? X Male __ Female

9. What is the highest level of education you have completed?

__ Some high school or less

__ High school diploma or equivalent

X Some college

__ College diploma

__ Some graduate school

__ Graduate degree

10. What is your marital status?

__ single (never married) X married __ divorced/separated __ widowed

2

5. In general, what for you is the best thing about cooking for yourself? (You are welcome to give more than one answer)

Making people happy with the product that I make and full freedom of creating new ideas and technique.

6. In general what for you is the worst thing about cooking for yourself? (You are welcome to give more than one answer)

Annoying head chef and unorganise business (mangement).

Next, we would like to ask for some background information about you, for statistical purposes.

7. What year were you born? 1984

8. What is your gender?   X Male   __ Female

9. What is the highest level of education you have completed?

__ Some high school or less

__ High school diploma or equivalent

X Some college

__ College diploma

__ Some graduate school

__ Graduate degree

10. What is your marital status?

__ single (never married)   X married __ divorced/separated __ widowed

3

11. How many children do you have? ___O___

12. If you have children, how many of them are still living with you? ___O___

13. Including yourself, how many people live in your household? ___9___

14. What is your total annual household income (per annum)?

___ £10,000 or less

___ £10,001 - £20,000

X £20,001 - £30,000

___ £30,001 - £40,000

___ £40,001 - £50,000

___ £50,001 - £60,000

___ £60,001 - £70,000

___ £70,001 - £80,000

___ $80,001 - $90,000

___ $90,001 - $100,000

___ more than $100,000

Thank you!

You can now go to fill the 'diary'

4

<u>Day 1</u>

Diary

We would like to learn what you did and how you felt today. Not all days are the same – some are better, some are worse and others are pretty typical.

Because many people find it difficult to remember what exactly they did and experienced, we will do this in three steps:

1. On the next page, we will ask you when you woke up and when you plan to sleep today.

2. We would like you to reconstruct what your day was like, as if you were writing in your diary. Where were you? What did you do and experience? How did you feel? Answering the questions on the next page will help you (and us) to reconstruct your day.

3. After you have finished reconstructing your day in your diary, we will ask you specific questions about this time (these questions are in the second part 'Deepening of episodes related to cooking'). In answering these questions, we would like you to consult your diary pages and the notes you made to remind you of what you did and how you felt.

About what time did you wake up today?   _09:30_

When did you start to fill the questionnaire?   _07-06-10_

What time do you plan to go to bed?   _11:30_

On the next pages, please describe your day. Think of your day as a continuous series of scenes or episodes in a film. Give each episode a brief name that will help you remember it (for example, 'commuting to work', or 'at lunch with B', where B is a person or a group of people, 'preparing dinner'). Write down the approximate times at

5

which each episode began and ended. The episodes people identify usually last between 15 minutes and 2 hours. Indications of the end of an episode might be going to a different location, ending one activity and starting another or a change in the people you are interacting with.

There is one page for each part of the day – Morning (from waking up until noon), Afternoon (from noon to 6:00 pm) and Evening (from 6:00 pm until you went to bed). There is room to list 10 episodes for each part of the day, although you may not need that many, depending on your day. It is not necessary to fill up all of the spaces – use the breakdown of your day that makes the most sense to you and best captures what you did and how you felt.

Try to remember each episode in detail, and write a few words that will remind you of exactly what was going on. Also, try to remember how you felt, and what your mood was like during each episode. What you write has to make sense to you, and help you remember what happened when you are going to answer the questions in the second part 'Deepening episodes related to cooking'.

6

Morning (from waking up until just before lunch)

What happened? Episode Name	Time it Began	Time it Ended	What did you feel?
1M Woke up	9:30	11:00	Tired & Happy
2M Got to work	1100	1130	travel to work, hot & angry, crowded.
3M At work	1145	1430	Stress, can't wait for break hungry, busy.
4M In kitchen	1430	1800	Busy, ready.
5M			
6M			
7M			
8M			
9M			
10M			

7

Afternoon (from lunch until just before dinner)

What happened? Episode Name	Time it Began	Time it Ended	What did you feel?
Lunchtime 1A Prep	2:30	5:30	Good, Ready for dinner Service
2A Afternoon teas	3:30	3:35	fine
3A More Afternoon tea	3:38	3:59	fine, getting busy
4A			
5A			
6A			
7A			
8A			
9A			
10A			

8

Evening (from dinnertime until just before you went to sleep)

What happened? Episode Name	Time it Began	Time it Ended	What did you feel?
Dinnertime 1E Dinner Service	1800	19:00	Relaxed. Quiet Still work on M.E.P
2E Clearing down	21:00	22:00	fine, happy Day is ending
3E			
4E			
5E			
6E			
7E			
8E			
9E			
10E			

9

Please look over your diary once more. Are there any other episodes that you'd like to revise or add more notes to? Is there an episode that you would want to break up into two parts? If so, please go back and make the necessary adjustments on your diary pages. If not, you may go on to the second part 'Deepening episodes related to cooking'.

Thank You

Proceed to part two 'Deepening episodes related to cooking'

10

Deepening episodes related to cooking

Before you proceed, please look back at your diary pages.

How many episodes did you record for the Morning? _3_
How many episodes did you record for the Afternoon? _3_
How many episodes did you record for the Evening? _2_

Now, we would like to learn in more detail about how you felt during those episodes related to cooking. For each episode, there are several questions about what happened and how you felt. Please use the notes on your diary pages as often as you need to.

Please answer the questions for every episode you recorded that was related to cooking (e.g. peeling and eating an apple, preparing potatoes, cleaning dishes), beginning with the first episode in the Morning. To make it easier to keep track, we will ask you to write down the number of the episode that is at the end of the line where you wrote about it in your diary. For example, the first episode of the Morning was number 1M, the third episode of the Afternoon was number 3A, the second episode of the Evening was number 2E, and so forth.

It is very important that we get to hear about all of the episodes you experienced around food today, so please be sure to answer the questions for each episode. After you have answered the questions for all of your episodes, including the last episode of today (just before you went to bed), you have finished the questions for today.

11

First Episode Related to cooking

Please look at your Diary and select the earliest episode you noted in the Morning that was somehow related to cooking (preparing, eating food and cleaning up after).

When did this first episode begin and end (e.g., 7:30am)? Please try to remember the times as precisely as you can.

This is episode number <u>1M</u>, which began at <u>4:30</u> and ended at <u>4:00</u>.

What were you doing? (Please check all that apply)

__ Eating   __ Preparing food

__ Cleaning after food   __ Shopping

__ Working   __ Doing housework

__ Taking care of your children   __ Commuting

__ Praying/worshipping/meditating   __ Socializing

__ Watching TV   __ Map/resting

__ Computer/internet/email   __ Relaxing

__ On the phone   __ Intimate relations

__ Exercising

✓ Other (please specify <u>Showering, (getting Ready for work</u>)

Where were you?

✓ At home __ At work __ Somewhere else. Please specify: _____ (e.g. making BBQ on the beach, dinner party at friends)

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Were you interacting with anyone (including on the phone, in a teleconference, etc.)?

_ɫ_ no one - skip next question.

If you were interacting with someone (please check all that apply)

_1_ Spouse/significant other   __ My children

__ Friends   __ Parents/relatives

__ Co-workers   __ Boss

__ Clients/customers   __ Other people not listed

__ Students/patients

How did you feel during this episode of cooking?

Please rate each feeling on the scale given. A rating of 0 means that you did not experience that feeling at all, a rating of 6 means that this feeling was a very important part of the experience. Please circle the number between 0 and 6 that best describes how you felt. Below each feeling please specify why you did feel this way, but only if it relates to the cooking, you do not have to reveal personal feelings and don't have to write at each 'why' question. (you can e.g. write things like: I was frustrated/annoyed because my knife was blunt and I had to cut beef into 5 steaks, or impatient because I had to peel of the skin of a lot of vegetables which took a lot of time. It can also be positive answers like utensils that improved your cooking experience)

Not at all   Very much

Impatient for it to end 0   (1)   2   3   4   5   6

Why did you feel this degree of impatient? _____

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Happy 0   1   ②   3   4   5   6

Why did you feel this degree of happy? _____

Frustrated/annoyed 0   1   2   ③   4   5   6

Why did you feel this degree of frustrated/annoyed? _____

Depressed/blue . . . . ⓪   1   2   3   4   5   6

Why did you feel this degree of depressed/blue? _____

Competent/capable 0   1   ②   3   4   5   6

Why did you feel this degree of competent/capable? _____

Hassled/pushed around . . ⓪   1   2   3   4   5   6

Why did you feel this degree of hassled/pushed? _____

Warm/friendly 0   1   2   3   4   ⑤   6

Why did you feel this degree of warm/friendly? _____

Angry/hostile . . . . ⓪   1   2   3   4   5   6

Why did you feel this degree of angry/hostile? _____

Worried/anxious 0   1   ②   3   4   5   6

Why did you feel this degree of worried/anxious? _____

Enjoying myself 0   1   2   3   ④   5   6

Why did you feel this degree of enjoying yourself? _____

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Criticized/put down . . . . (0) 1   2   3   4   5   6

Why did you feel this degree of criticised/put down? _____

Tired 0   1   2   3   (4)   5   6

Why did you feel this degree of tired? _____

Now please proceed to the next episode related to cooking.

There will be 30 of the above, one for each episode and the respondent just fill out the number of episodes related to cooking.

Day two

4

<u>Day 2</u>

Diary

We would like to learn what you did and how you felt today. Not all days are the same – some are better, some are worse and others are pretty typical.

Because many people find it difficult to remember what exactly they did and experienced, we will do this in three steps:

1. On the next page, we will ask you when you woke up and when you plan to sleep today.

2. We would like you to reconstruct what your day was like, as if you were writing in your diary. Where were you? What did you do and experience? How did you feel? Answering the questions on the next page will help you (and us) to reconstruct your day.

3. After you have finished reconstructing your day in your diary, we will ask you specific questions about this time (these questions are in the second part 'Deepening of episodes related to cooking'). In answering these questions, we would like you to consult your diary pages and the notes you made to remind you of what you did and how you felt.

About what time did you wake up today?   6:00

When did you start to fill the questionnaire?   08-06-10

What time do you plan to go to bed?   12:30

On the next pages, please describe your day. Think of your day as a continuous series of scenes or episodes in a film. Give each episode a brief name that will help you remember it (for example, 'commuting to work', or 'at lunch with B', where B is a person or a group of people, 'preparing dinner'). Write down the approximate times at

5

which each episode began and ended. The episodes people identify usually last between 15 minutes and 2 hours. Indications of the end of an episode might be going to a different location, ending one activity and starting another or a change in the people you are interacting with.

There is one page for each part of the day – Morning (from waking up until noon), Afternoon (from noon to 6:00 pm) and Evening (from 6:00 pm until you went to bed). There is room to list 10 episodes for each part of the day, although you may not need that many, depending on your day. It is not necessary to fill up all of the spaces – use the breakdown of your day that makes the most sense to you and best captures what you did and how you felt.

Try to remember each episode in detail, and write a few words that will remind you of exactly what was going on. Also, try to remember how you felt, and what your mood was like during each episode. What you write has to make sense to you, and help you remember what happened when you are going to answer the questions in the second part `Deepening episodes related to cooking'.

6

Morning (from waking up until just before lunch)

What happened? Episode Name	Time it Began	Time it Ended	What did you feel?
wake-up 1M	6:00	6:05	Tired
Showed + Shaved 2M	6:05	6:15	Refresh, Need food
getting train to work 3M	7:00	8:00	fine, ready to work
at work 4M	8:00	12:00	fine, happy to be at work busy.
5M			
6M			
7M			
8M			
9M			
10M			

7

Afternoon (from lunch until just before dinner)

What happened? Episode Name	Time it Began	Time it Ended	What did you feel?
Lunchtime 1A lunch Service	12:30	2:30	Very busy lunch, Angry, happy.
2A end of Service	2:30	2:40	fone
3A Aftenoon Teo's	2:30	5:00	fine. happy maybe
4A M.E.P	2:30	5:00	busy but feeling fine
5A			
6A			
7A			
8A			
9A			
10A			

8

Evening (from dinnertime until just before you went to sleep)

What happened? Episode Name	Time it Began	Time it Ended	What did you feel?
Dinnertime 1E got home	5:30	6:30	happy going home
2E Dinner	6:30	6:50	fine
3E Shower	9:30	9:40	fine
4E watching Movie	11:30	1:30	happy
5E went to bed	2:00		
6E			
7E			
8E			
9E			
10E			

9

Please look over your diary once more. Are there any other episodes that you'd like to revise or add more notes to? Is there an episode that you would want to break up into two parts? If so, please go back and make the necessary adjustments on your diary pages. If not, you may go on to the second part 'Deepening episodes related to cooking'.

Thank You

Proceed to part two 'Deepening episodes related to cooking'

10

Deepening episodes related to cooking

Before you proceed, please look back at your diary pages.

How many episodes did you record for the Morning? __4__

How many episodes did you record for the Afternoon? __4__

How many episodes did you record for the Evening? __5__

Now, we would like to learn in more detail about how you felt during those episodes related to cooking. For each episode, there are several questions about what happened and how you felt. Please use the notes on your diary pages as often as you need to.

Please answer the questions for every episode you recorded that was related to cooking (e.g. peeling and eating an apple, preparing potatoes, cleaning dishes), beginning with the first episode in the Morning. To make it easier to keep track, we will ask you to write down the number of the episode that is at the end of the line where you wrote about it in your diary. For example, the first episode of the Morning was number 1M, the third episode of the Afternoon was number 3A, the second episode of the Evening was number 2E, and so forth.

It is very important that we get to hear about all of the episodes you experienced around food today, so please be sure to answer the questions for each episode. After you have answered the questions for all of your episodes, including the last episode of today (just before you went to bed), you have finished the questions for today.

11

First Episode Related to cooking

Please look at your Diary and select the earliest episode you noted in the Morning that was somehow related to cooking (preparing, eating food and cleaning up after).

When did this first episode begin and end (e.g., 7:30am)? Please try to remember the times as precisely as you can.

This is episode number ___1A___ , which began at __12:30__ and ended at __2:30__ .

What were you doing? (Please check all that apply)

__ Eating	_✓_ Preparing food
_✓_ Cleaning after food	__ Shopping
_✓_ Working	__ Doing housework
__ Taking care of your children	_✓_ Commuting
__ Praying/worshipping/meditating	_✓_ Socializing
__ Watching TV	__ Map/resting
__ Computer/internet/email	__ Relaxing
__ On the phone	__ Intimate relations
__ Exercising	
__ Other (please specify_____)	

Where were you?

__ At home _✓_ At work __ Somewhere else. Please specify: _____ (e.g. making BBQ on the beach, dinner party at friends)

12

Were you interacting with anyone (including on the phone, in a teleconference, etc.)?

__ no one - skip next question.

If you were interacting with someone (please check all that apply)

__ Spouse/significant other   __ My children

_x_ Friends   __ Parents/relatives

_x_ Co-workers   _x_ Boss

__ Clients/customers   __ Other people not listed

__ Students/patients

How did you feel during this episode of cooking?

Please rate each feeling on the scale given. A rating of 0 means that you did not experience that feeling at all, a rating of 6 means that this feeling was a very important part of the experience. Please circle the number between 0 and 6 that best describes how you felt. Below each feeling please specify why you did feel this way, but only if it relates to the cooking, you do not have to reveal personal feelings and don't have to write at each 'why' question. (you can e.g. write things like: I was frustrated/annoyed because my knife was blunt and I had to cut beef into 5 steaks, or impatient because I had to peel of the skin of a lot of vegetables which took a lot of time. It can also be positive answers like utensils that improved your cooking experience)

	Not at all						Very much

Impatient for it to end . . . . . (0)   1   2   3   4   5   6
Why did you feel this degree of impatient? _____

13

Happy 0   1   2   3   4   (5)   6

Why did you feel this degree of happy? _____

Frustrated/annoyed 0   1   2   (3)   4   5   6

Why did you feel this degree of frustrated/annoyed? _____

Depressed/blue . . . . (0)   1   2   3   4   5   6

Why did you feel this degree of depressed/blue? _____

Competent/capable 0   (1)   2   3   4   5   6

Why did you feel this degree of competent/capable? _____

Hassled/pushed around . . (0)   1   2   3   4   5   6

Why did you feel this degree of hassled/pushed? _____

Warm/friendly 0   1   2   3   4   (5)   6

Why did you feel this degree of warm/friendly? _____

Angry/hostile 0   1   2   3   (4)   5   6

Why did you feel this degree of angry/hostile? _____

Worried/anxious 0   1   (2)   3   4   5   6

Why did you feel this degree of worried/anxious? _____

Enjoying myself 0   1   2   3   4   5   (6)

Why did you feel this degree of enjoying yourself? _____

14

Criticized/put down 0   1   2   ③   4   5   6

Why did you feel this degree of criticised/put down? _____

Tired . . . . 0 · ①   2   3   4   5   6

Why did you feel this degree of tired? _____

Now please proceed to the next episode related to cooking.

There will be 30 of the above, one for each episode and the respondent just fill out the number of episodes related to cooking.

Day three

4

<u>Day 3</u>

Diary

We would like to learn what you did and how you felt today. Not all days are the same – some are better, some are worse and others are pretty typical.

Because many people find it difficult to remember what exactly they did and experienced, we will do this in three steps:

1. On the next page, we will ask you when you woke up and when you plan to sleep today.

2. We would like you to reconstruct what your day was like, as if you were writing in your diary. Where were you? What did you do and experience? How did you feel? Answering the questions on the next page will help you (and us) to reconstruct your day.

3. After you have finished reconstructing your day in your diary, we will ask you specific questions about this time (these questions are in the second part 'Deepening of episodes related to cooking'). In answering these questions, we would like you to consult your diary pages and the notes you made to remind you of what you did and how you felt.

About what time did you wake up today?	6:06
When did you start to fill the questionnaire?	9-6-10
What time do you plan to go to bed?	12:30

On the next pages, please describe your day. Think of your day as a continuous series of scenes or episodes in a film. Give each episode a brief name that will help you remember it (for example, 'commuting to work', or 'at lunch with B', where B is a person or a group of people, 'preparing dinner'). Write down the approximate times at

5

which each episode began and ended. The episodes people identify usually last between 15 minutes and 2 hours. Indications of the end of an episode might be going to a different location, ending one activity and starting another or a change in the people you are interacting with.

There is one page for each part of the day – Morning (from waking up until noon), Afternoon (from noon to 6:00 pm) and Evening (from 6:00 pm until you went to bed). There is room to list 10 episodes for each part of the day, although you may not need that many, depending on your day. It is not necessary to fill up all of the spaces – use the breakdown of your day that makes the most sense to you and best captures what you did and how you felt.

Try to remember each episode in detail, and write a few words that will remind you of exactly what was going on. Also, try to remember how you felt, and what your mood was like during each episode. What you write has to make sense to you, and help you remember what happened when you are going to answer the questions in the second part `Deepening episodes related to cooking'.

6

Morning (from waking up until just before lunch)

What happened? Episode Name	Time it Began	Time it Ended	What did you feel?
1M Wake-up	6:00	6:05	Tired, hurry
2M Shower	6:05	6:15	Refresh.
3M eating Breakfast	6:45	7:00	fine
4M going to work	7:00	7:40	fine
5M Start work	8:00	12:30	a. bit Angry
6M			
7M			
8M			
9M			
10M			

7

Afternoon (from lunch until just before dinner)

What happened? Episode Name	Time it Began	Time it Ended	What did you feel?
Lunchtime 1A lunch Service	12:30	2:30	fine. unhappy, angry
2A Split Shift	3:00	5:00	happy to go on Break
3A			
4A			
5A			
6A			
7A			
8A			
9A			
10A			

8

Evening (from dinnertime until just before you went to sleep)

What happened? Episode Name	Time it Began	Time it Ended	What did you feel?
Dinnertime 1E getting ready	5:00	11:00	Busy + happy + fine
2E			
3E			
4E			
5E			
6E			
7E			
8E			
9E			
10E			

9

Please look over your diary once more. Are there any other episodes that you'd like to revise or add more notes to? Is there an episode that you would want to break up into two parts? If so, please go back and make the necessary adjustments on your diary pages. If not, you may go on to the second part 'Deepening episodes related to cooking'.

Thank You

Proceed to part two 'Deepening episodes related to cooking'

10

Deepening episodes related to cooking

Before you proceed, please look back at your diary pages.

How many episodes did you record for the Morning? _5_

How many episodes did you record for the Afternoon? _2_

How many episodes did you record for the Evening? _1_

Now, we would like to learn in more detail about how you felt during those episodes related to cooking. For each episode, there are several questions about what happened and how you felt. Please use the notes on your diary pages as often as you need to.

Please answer the questions for every episode you recorded that was related to cooking (e.g. peeling and eating an apple, preparing potatoes, cleaning dishes), beginning with the first episode in the Morning. To make it easier to keep track, we will ask you to write down the number of the episode that is at the end of the line where you wrote about it in your diary. For example, the first episode of the Morning was number 1M, the third episode of the Afternoon was number 3A, the second episode of the Evening was number 2E, and so forth.

It is very important that we get to hear about all of the episodes you experienced around food today, so please be sure to answer the questions for each episode. After you have answered the questions for all of your episodes, including the last episode of today (just before you went to bed), you have finished the questions for today.

11

First Episode Related to cooking

Please look at your Diary and select the earliest episode you noted in the Morning that was somehow related to cooking (preparing, eating food and cleaning up after).

When did this first episode begin and end (e.g., 7:30am)? Please try to remember the times as precisely as you can.

This is episode number __E1__ , which began at __5:00__ and ended at __11:00__ .

What were you doing? (Please check all that apply)

✓ Eating	✓ Preparing food
✓ Cleaning after food	__ Shopping
✓ Working	__ Doing housework
__ Taking care of your children	__ Commuting
__ Praying/worshipping/meditating	__ Socializing
__ Watching TV	__ Map/resting
__ Computer/internet/email	✓ Relaxing
__ On the phone	__ Intimate relations
__ Exercising	
__ Other (please specify_____)	

Where were you?

__ At home ✓ At work __ Somewhere else. Please specify: _____ (e.g. making BBQ on the beach, dinner party at friends)

12

Were you interacting with anyone (including on the phone, in a teleconference, etc.)?

__ no one - skip next question.

If you were interacting with someone (please check all that apply)

__ Spouse/significant other   __ My children

ᐟ Friends   __ Parents/relatives

ᐟ Co-workers   ᐯ Boss

__ Clients/customers   __ Other people not listed

__ Students/patients

How did you feel during this episode of cooking?

Please rate each feeling on the scale given. A rating of 0 means that you did not experience that feeling at all, a rating of 6 means that this feeling was a very important part of the experience. Please circle the number between 0 and 6 that best describes how you felt. Below each feeling please specify why you did feel this way, but only if it relates to the cooking, you do not have to reveal personal feelings and don't have to write at each 'why' question. (you can e.g. write things like: I was frustrated/annoyed because my knife was blunt and I had to cut beef into 5 steaks, or impatient because I had to peel of the skin of a lot of vegetables which took a lot of time. It can also be positive answers like utensils that improved your cooking experience)

| | Not at all | | | | | Very much |

Impatient for it to end . . . . . ⓪   1   2   3   4   5   6

Why did you feel this degree of impatient? _____

13

Happy 0   1   2   ③   4   5   6

Why did you feel this degree of happy? _____

Frustrated/annoyed 0   1   2   3   4   ⑤   6

Why did you feel this degree of frustrated/annoyed? _____

Depressed/blue . . . . ⑩   1   2   3   4   5   6

Why did you feel this degree of depressed/blue? _____

Competent/capable 0   ①   2   3   4   5   6

Why did you feel this degree of competent/capable? _____

Hassled/pushed around . . . 0   ①   2   3   4   5   6

Why did you feel this degree of hassled/pushed? _____

Warm/friendly 0   1   2   3   ④   5   6

Why did you feel this degree of warm/friendly? _____

Angry/hostile 0   1   2   3   4   ⑤   6

Why did you feel this degree of angry/hostile? _____

Worried/anxious 0   ①   2   3   4   5   6

Why did you feel this degree of worried/anxious? _____

Enjoying myself 0   1   ②   3   4   5   6

Why did you feel this degree of enjoying yourself? _____

14

Criticized/put down 0   1   ②   3   4   5   6

Why did you feel this degree of criticised/put down? _____

Tired 0   1   2   3   4   ⑤   6

Why did you feel this degree of tired? _____

Now please proceed to the next episode related to cooking.

There will be 30 of the above, one for each episode and the respondent just fill out the number of episodes related to cooking.

Day four

4

<u>Day 4</u>

Diary

We would like to learn what you did and how you felt today. Not all days are the same – some are better, some are worse and others are pretty typical.

Because many people find it difficult to remember what exactly they did and experienced, we will do this in three steps:

1. On the next page, we will ask you when you woke up and when you plan to sleep today.

2. We would like you to reconstruct what your day was like, as if you were writing in your diary. Where were you? What did you do and experience? How did you feel? Answering the questions on the next page will help you (and us) to reconstruct your day.

3. After you have finished reconstructing your day in your diary, we will ask you specific questions about this time (these questions are in the second part 'Deepening of episodes related to cooking'). In answering these questions, we would like you to consult your diary pages and the notes you made to remind you of what you did and how you felt.

About what time did you wake up today?   12:30pm

When did you start to fill the questionnaire?   10-6-10

What time do you plan to go to bed?   1:00am

On the next pages, please describe your day. Think of your day as a continuous series of scenes or episodes in a film. Give each episode a brief name that will help you remember it (for example, 'commuting to work', or 'at lunch with B', where B is a person or a group of people, 'preparing dinner'). Write down the approximate times at

5

which each episode began and ended. The episodes people identify usually last between 15 minutes and 2 hours. Indications of the end of an episode might be going to a different location, ending one activity and starting another or a change in the people you are interacting with.

There is one page for each part of the day – Morning (from waking up until noon), Afternoon (from noon to 6:00 pm) and Evening (from 6:00 pm until you went to bed). There is room to list 10 episodes for each part of the day, although you may not need that many, depending on your day. It is not necessary to fill up all of the spaces – use the breakdown of your day that makes the most sense to you and best captures what you did and how you felt.

Try to remember each episode in detail, and write a few words that will remind you of exactly what was going on. Also, try to remember how you felt, and what your mood was like during each episode. What you write has to make sense to you, and help you remember what happened when you are going to answer the questions in the second part `Deepening episodes related to cooking'.

6

Morning (from waking up until just before lunch)

What happened? Episode Name	Time it Began	Time it Ended	What did you feel?
1M	Wake-up	11:30	11:30	fine. good to have a lay-in
2M	Wife goes to work	11:45	1:00	Sad she going to work
3M	going work	1:30	2:30	Ready to Work
4M				
5M				
6M				
7M				
8M				
9M				
10M				

7

Afternoon (from lunch until just before dinner)

What happened? Episode Name	Time it Began	Time it Ended	What did you feel?
Lunchtime 1A M.F.P at wok	3:00	3:00	Very Busy, unhappy with Workers
2A			
3A			
4A			
5A			
6A			
7A			
8A			
9A			
10A			

8

Evening (from dinnertime until just before you went to sleep)

What happened? Episode Name	Time it Began	Time it Ended	What did you feel?
Dinnertime 1E Dinner Service	5:00	11:00	Bored Not much to do at night
2E Finish work	11:00	12:30	went for drink with friend from work
3E			
4E			
5E			
6E			
7E			
8E			
9E			
10E			

9

Please look over your diary once more. Are there any other episodes that you'd like to revise or add more notes to? Is there an episode that you would want to break up into two parts? If so, please go back and make the necessary adjustments on your diary pages. If not, you may go on to the second part 'Deepening episodes related to cooking'.

Thank You

Proceed to part two 'Deepening episodes related to cooking'

10

Deepening episodes related to cooking

Before you proceed, please look back at your diary pages.

How many episodes did you record for the Morning? __4__

How many episodes did you record for the Afternoon? __1__

How many episodes did you record for the Evening? __3__

Now, we would like to learn in more detail about how you felt during those episodes related to cooking. For each episode, there are several questions about what happened and how you felt. Please use the notes on your diary pages as often as you need to.

Please answer the questions for every episode you recorded that was related to cooking (e.g. peeling and eating an apple, preparing potatoes, cleaning dishes), beginning with the first episode in the Morning. To make it easier to keep track, we will ask you to write down the number of the episode that is at the end of the line where you wrote about it in your diary. For example, the first episode of the Morning was number 1M, the third episode of the Afternoon was number 3A, the second episode of the Evening was number 2E, and so forth.

It is very important that we get to hear about all of the episodes you experienced around food today, so please be sure to answer the questions for each episode. After you have answered the questions for all of your episodes, including the last episode of today (just before you went to bed), you have finished the questions for today.

11

First Episode Related to cooking

Please look at your Diary and select the earliest episode you noted in the Morning that was somehow related to cooking (preparing, eating food and cleaning up after).

When did this first episode begin and end (e.g., 7:30am)? Please try to remember the times as precisely as you can.

This is episode number __4__ , which began at __3:00__ and ended at __5:00__ .

What were you doing? (Please check all that apply)

✔ Eating	✔ Preparing food
✔ Cleaning after food	__ Shopping
✔ Working	__ Doing housework
__ Taking care of your children	__ Commuting
__ Praying/worshipping/meditating	__ Socializing
__ Watching TV	__ Map/resting
__ Computer/internet/email	__ Relaxing
__ On the phone	__ Intimate relations
__ Exercising	
__ Other (please specify_____)	

Where were you?

__ At home ✔ At work __ Somewhere else. Please specify: _____ (e.g. making BBQ on the beach, dinner party at friends)

Were you interacting with anyone (including on the phone, in a teleconference, etc.)?

__ no one - skip next question.

If you were interacting with someone (please check all that apply)

⌐ Spouse/significant other   __ My children

⌐ Friends   ⌐ Parents/relatives

⌐ Co-workers   ⌐ Boss

__ Clients/customers   __ Other people not listed

__ Students/patients

How did you feel during this episode of cooking?

Please rate each feeling on the scale given. A rating of 0 means that you did not experience that feeling at all, a rating of 6 means that this feeling was a very important part of the experience. Please circle the number between 0 and 6 that best describes how you felt. Below each feeling please specify why you did feel this way, but only if it relates to the cooking, you do not have to reveal personal feelings and don't have to write at each 'why' question. (you can e.g. write things like: I was frustrated/annoyed because my knife was blunt and I had to cut beef into 5 steaks, or impatient because I had to peel of the skin of a lot of vegetables which took a lot of time. It can also be positive answers like utensils that improved your cooking experience)

                          Not at all   Very much

Impatient for it to end . . . . . (0)   1   2   3   4   5   6

Why did you feel this degree of impatient? _____

13

Happy 0   1   2   3   4   (5)   6

Why did you feel this degree of happy? _____

Frustrated/annoyed 0   1   2   3   (4)   5   6

Why did you feel this degree of frustrated/annoyed? _____

Depressed/blue . . . . (0)   1   2   3   4   5   6

Why did you feel this degree of depressed/blue? _____

Competent/capable . . . . . . (0)   1   2   3   4   5   6

Why did you feel this degree of competent/capable? _____

Hassled/pushed around . . (0)   1   2   3   4   5   6

Why did you feel this degree of hassled/pushed? _____

Warm/friendly 0   1   2   (3)   4   5   6

Why did you feel this degree of warm/friendly? _____

Angry/hostile 0   1   2   3   4   (5)   6

Why did you feel this degree of angry/hostile? _____

Worried/anxious 0   1   2   (3)   4   5   6

Why did you feel this degree of worried/anxious? _____

Enjoying myself 0   1   (2)   3   4   5   6

Why did you feel this degree of enjoying yourself? _____

14

Criticized/put down . . . . (0)   1   2   3   4   5   6

Why did you feel this degree of criticised/put down? _____

Tired 0   1   2   3   4   (5)   6

Why did you feel this degree of tired? _____

Now please proceed to the next episode related to cooking.

There will be 30 of the above, one for each episode and the respondent just fill out the number of episodes related to cooking.

11.3 Appendix III – Student in Aalborg

Intro spørgsmål

Vi har først nogle generelle spørgsmål om dit liv. Vær venlig at besvare disse ved at sætte et X ved det svar der bedst beskriver din mening.

1. Alt taget i betragtning, hvor tilfreds er du med dit live som helhed for tiden?

Er du (sæt et X)

    meget tilfreds,   x tilfreds,   lidt tilfreds,   Overhovedet ikke tilfreds?

2. Lad os nu vende os mod dit liv omkring det at lave mad. Overordnet, hvor tilfreds er du med din madlavning?

Er du (sæt er X)

    meget tilfreds,   tilfreds,   x lidt tilfreds,   overhovedet ikke tilfreds?

3. Nu vil vi gerne vide hvordan du føler og hvad humør due er i når du laver mad. Når du laver mad, hvor stor en procentdel af tiden er du så

I dårligt humør	20	%
Lidt nede eller irritabel	20	%
I mildt godt humør	50	%
I rigtig godt humør	10	%
Sum	100	%

4. Vi vil også gerne vide hvordan do føler og hvad humør du er i når du ikke laver mad. Når du ikke laver mad, hvor stor en procentdel af tiden er du så

I dårligt humør	20	%
Lidt nede eller irritabel	20	%
I mildt godt humør	50	%
I rigtig godt humør	10	%
Sum	100	%

5. Generelt, hvad synes du der er det bedste ved at lave mad?

Det er afstressende. Sjovt at tilberede noget der smager godt.

6. Generelt, hvad synes du der er det værste ved at lave mad? (du er velkommen til at give flere end et svar)

Det værste er at det sommetider er tidskrævende og besværligt. Især opvasken efter er træls.

I det næste vil vi gerne spørge om noget baggrundsinformation om dig, af statistiske årsager.

7. Hvilket år er du født?   1984

8. Hvad er dit køn?   x   Mand   Kvinde

9. Hvad er den højeste uddannelse du har gennemført?

          Folkeskole eller mindre

          Gymnasie eller lignende

          Noget af mellemlang videregående uddannelse

          Mellemlang uddannelse

          Noget af lang videregående uddannelse

     x   Kandidatgrad eller lignende

10. Hvad er din materielle status?

x   single (aldrig gift)   gift   fraskilt/separeret   enke

                                                        0
11. Hvor mange børn har du?

                                                                                1
12. Hvis du har børn, hvor mange af dem bor så stadig hos dig?

13. Dig selv inkluderet, hvor mange bor der i husstanden?

                                                                        1

14. Hvad er husstandens samlede indkomst? (sæt X)

x   KR 100.000 eller mindre

         KR 100.001 – 200.000

         KR 200.001 – 300.000

         KR 300.001 – 400.000

         KR 400.001 – 500.000

         KR 500.001 - 600.000

         KR 600.001 – 700.000

         KR 700.001 – 800.000

         KR 800.001 – 900.000

         KR 900.001 og derover

Tak!

Du kan nu gå videre til at udfylde "dagbogen"

Dagbog (Day one)

Vi vil gerne vide hvad do har lave tog hvad du følte i dag. Ikke alle dage er ens – nogle
er bedre, nogle er værre og andre er ret typiske.

Fordi mange mennesker finder det svært at huske hvad de præcist gjorde og oplevede, vil vi gerne gore følgende tre ting:

1. På næste side vil vi gerne spørge dig hvornår du vågnede op og hvornår du planlægger at gå i seng i dag.

2. Vi vil også gerne have dig til at rekonstruere hvordan din dag var, som hvis du skrev I din dagbog. Hvor var du? Hvad oplevede du? Hvordan følte du? Besvarelse af spørgsmålene på de følgende sider vil hjælpe dig (og os) til at rekonstruere din dag.

3. Efter du har færdiggjort rekonstrueringen af din dag I dagbogen, vil vi gerne spørge dig specifikke spørgsmål om "episoder" der indeholdt madlavning (Disse spørgsmål er i anden del "Uddybning af episoder relateret til madlavning). Når du besvarer disse spørgsmål vil vi gerne have dig til at tjekke dine dagbogssider og de noter du lavede for at minde dig om hvad du lavede og hvordan du følte.

På hvilket tidspunkt stod du cirka op i dag?	8,30 am
Hvornår gik du i gang med at udfylde spørgeskemaet?	Friday 10.10 am
På hvilket tidspunkt planlægger du at gå i seng?	00.30

På de næste sider du kan nu beskrive din dag. Tænk på din dag som en serie af scener eller episoder af en film. Giv hver episode a kort navn som vil hjælpe dig til at huske den. (for eksemel "fortsætter arbejde", "til frokost med B" hvor B er en person eller gruppe af personer, eller "forbereder aftensmad"). Skriv cirka tider for hvornår hver episode begyndte og endte. De episoder folk ofte identificerer varer mellem 15 minutter og 2 timer. Ting der indikerer slutningen på en episode kan fx være at man skal videre til en anden location, stopper en aktivitet og går i gang med en anden eller en ændring i sammensætningen af de mennesker du interagerer med.

Der er een side for hver part af dagen – Morgen (fra du vågner til middag), Eftermiddag (fra middag til 18.00) og Aften (fra 18.00 til du går i seng). Der er lavet plads til 10 episoder til hver del af dagen, selvom du sikkert ikke får brug for så mange, afhængig af

din dag. Det er ikke nødvendig at fylde al tiden af din dag – brug den opdeling af din dag der giver mest mening for dig og bedst fanger hvad du gjorde og hvordan du følte.

Prøv at huske hver episode i detaljer, og skriv nogle få ord som vil opfriske fuldstændig hvad der skete. Prøv også at huske hvad du følte, og hvad dit humør var under hver episode. Hvad du skriver, skal give mening for dig og hjælpe dig til at huske hvad der skete når du besvarer spørgsmålene i den anden del "Uddybning af episoder relateret til madlavning".

Morgen (fra du vågner op til lige før middag)

Hvad skete der? Episode Navn	Tid den begyndte	Tid den endte	Hvordan følte du?
1M Breakfirst	8.30	8.45	I felt very awake even though I didn't sleep well. Routine breakfast, oatmeal as everyday
2M wash my head, getting on clothes	8.45	9.00	routine
3M Translating questionnaire (university project work)	9.00	14.00	Frustrated it was taking so long time to translate
4M			
5M			
6M			
7M			
8M			
9M			

10M			

Eftermiddag (Afternoon) (fra middag til lige før aftensmad)

Hvad skete der? Episode Navn	Tid den begyndte	Tid den endte	Hvordan følte du?
Lunchtime, boiling egg and finding bread and fillings 1A	14.00	14.30	I felt irritated because when I cut a tomato I explodes over my t-shirt and the table. When I open my soft-boiled egg the yellow stuff ran out on my fingers
Phone with Anita 2A	14.30 –	14.45	Happy she want to try our questionnaire for the project
Skype meeting project 3A	14.45	15.05	Talking with Ash about project design. Annoyed the voice falling out sometimes
Phone – job interview 4A	15.05	15.20	A woman called me according a summerjob a applied for.
Skype meeting 5A	15.20	15.35	Talking with Ash again
project 6A	15.35	17.20	Writing and making a project design. Find it very interesting, but get irritated when i realize i forgot to cook dinner before I have to work
7A			

8A			
9A			
10A			

Aften (Evening) (fra aftensmadstid indtil du udfylder spørgeskemaet (du må gerne estimere hvad du har af planer resten af aftenen))

Hvad skete der? Episode Navn	Tid den begyndte	Tid den endte	Hvordan følte du?
Dinnertime 1E Had a bit to eat	17.20	17.40	I had a piece of bread with tomato. Hope the tomato wont explode this time
Going to work on bike 2E	17.40	18.00	Feel fine, would rather stay home than work today, but need the money
Making sandwich 3E	18.30 19.40	18.34 19.44	At work I am making sandwiches. I feel it takes a bit too long time cause there are other customers in the queue.
Making hotdog 4E	20.20	20.22	Irritated that the dressing bottles is half empty and it is hard to get the French Dressing out. When it comes it is splashing all over. The bread is a bit hot, burns my hand.
Filling up goods, tidy up 5E	18.00	22.00	Feel a bit bored and check out if there are sth to do to make time go faster
Cleaning up the sandwich bar	21.00	21.30	Feel annoyed that the breadboard of wood is hard to clean.

6E			
7E Going home from work	22.15	22.35	Take the bike home. feel tired
8E Home watching TV, eating chips and bread with tomato	22.35	23.00	Crash on the couch. Watch news and eart a bit. Feel hungry but don't wanna cook because it takes too long time to prepare, so take bread and eat some chips
9E Watching LOST	23.00	00.30	Feel entertained
Go to bed 10E	00.30		Sleep

Vær venlig at se på dagbogen en mere gang. Er der nogen episoder dug erne vil revidere eller tilføje noter til? Er der en episode du gerne vil dele op i to? Hvis det er tilfældet, så gå venligst tilbage og lav de nødvendige justeringer på dagbogssiderne. Hvis ikke, må du gerne gå videre til anden del "Uddybning af episoder relateret til madlavning".

Tak!

Fortsæt til del 2 "Uddybning af episoder relateret til madlavning"

Uddybning af episoder relateret til madlavning

Før vi fortsætter, tag venligst et kig på dine dagboggssider.

Hvor mange episoder noterede du for Morgen?	3
Hvor mange episoder noterede du for Eftermiddag?	6
Hvor mange episoder noterede du for Aften?	10

Nu vil vil gerne vide mere detajeret hvordan du følte og hvorfor under episoderne relateret til madlavning. For hver episode der er adskillige spørgsmål om hvad der skete og hvordan du følte. Vær venlig at bruge dine noter fra dagbogssiderne så ofte som det behøves.

Vær venlig at besvare spørgsmålene for hver episode relateret til madlavning (fx skrælle og spise et æble, skrælle kartofler, tage opvasken) begyndende med den første episode om morgenen. For at lave det nemmere at holde styr på episoderne, vil vi gerne bede dig om at notere det nummer der står på den linje hvor du noterede om episoden i dagbogen. Fx har den første episode om morgenen 1M, den tredje episode om eftermiddagen har 3A, den anden episode om aftenen har 2E og så videre.

Det er meget vigitigt at vi får at vide om alle episoder du oplevede omkring madlavning i dag, så vær sikker på du får besvare spørgsmålene for hver episode. Efter at have svaret spørgsmålene til alle episoder angående madlavning, inkluderende den sidste episode i dag (lige før du gik i seng), så har du færdiggjort spørgsmålene for i dag.

Første episode relateret til madlavning

Se venligst på din Dagbog og vælg den tidligste episode du noterede om morgenen der på en eller anden made relaterede til madlavning (forberede, spise mad og rydde op bagefter).

Hvornår begyndte denne første episode og hvornår endte den (fx 7.30)? Prøv at huske tiderne så præcist som muligt.

Dette er episode nr: 1M   Som begyndte kl 8.30   Og endte kl   8.45

Hvad lavede du? (Vær venlig at sætte X ved alle der passer)

x	spiste		Lavede mad
	Ryddede op efter mad		Arbejdede
	Shoppede/ handle ind		Passede dine børn
	Lave husarbejde		Bedte/mediterede/
	Pendlede		Så TV
	Socialiserede		Computer/Internet/email
	Hvilede/tog en lur		Snakkede i telefon
	Slappede af		Trænede
	Intime relationer		
x	Andet (specificer venligst)	Listening to radio	

Hvor var du?

x	Hjemme		På arbejde		Et andet sted (vær venlig at specificere nedenfor)

(fx grillede i parken, middagsselskab med venner)

Interagerede du med nogen (inkluderet telefon eller telefonkonference, Skype)

| x | Ikke nogen – spring næste spørgsmål over |

Hvis du interagerede med nogen (vælg alle der passer på dem du var sammen med)

	Kone/kæreste		Mine børn
	Venner		Forældre/familiemedlemmer
	Medarbejdere		Chefen/Leder
	Klienter/kunder/elever/patienter		Andre mennesker ikke listet

Hvordan følte du under denne madlavningsepisode?

Nedenstående bedes du venligst vurdere hver følelse. En vurdering på 0 betyder at du ikke følte denne følelse overhovedet. En vurdering på 6 betyder at denne følelse var en meget vigtig del af din madlavningsoplevelse. Vær venlig at sætte X ved det nummer mellem 0 og 6 der bedst beskriver hvordan du følte.

Nedenunder hver følelse vær venlig at specificere "hvorfor" du følte som du gjorde. Du behøver kun at skrive "hvorfor" hvis det relaterer til madlavning, da personlige følelser ikke er relevante for vores undersøgelse og vi vil overskride din intimitetsgrænse. (fx kan du skrive ting som "Jeg var frustreret/irriteret fordi min kniv var meget sløv og jeg skulle skære kødet i fem bøffer", eller "utålmodig fordi jeg skulle skrælle en masse frugt og grønt hvilket tog en masse tid". Det kan også være positive svar som fx at et bestem køkkenredskab forbedrede madlavnings oplevelsen.

(Sæt X ved første spørgsmål og beskriv med dine egne ord i andet (hvorfor…) spørgsmålet)

Overhovedet ikke   Rigtig meget

Utålmodig for at det skal få en ende   0   1   2   3   x 4   5   6

Hvorfor følte du denne grad af utålmodig? . . . .   Because I wanted to go on to get some work done

Glad   0   1   2   3   4   5   x 6

Hvorfor følte du denne grad af glad? . . . .   Sun was shining

Frustreret/irriteret . . . . x 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af
frustration/irritation? . . . .

Deprimeret/ked af det . . . . x 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af
depression/ked af det? . . . .

Kompetent/ dygtig/egnet . . . .
.
                                              x 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐
Hvorfor følte du denne grad af
kompetent/dygtig/egnet? . . . .
.

Chikaneret / skubbet rundt . . . . x 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af
chikane/skubben rundt? . . . .

Varm/venlig . . . . x 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af
varme/venlighed? . . . .

Vred/ fjendtlig . . . . ☐ 0 ☐ 1 ☐ 2 x 3 ☐ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af
vrede/fjendtlighed? . . . .
.   Personal reasons

Bekymret / angst . . . . x 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af
bekymring/angst? . . . .

Nyder mig selv . . . . x 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af
nydelse? . . . .

Kritiseret/ holdt nede . . . .   x 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af
kritik/blive holdt nede? . . . .

_____

Træt . . . .   x 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐
.

Hvorfor følte du denne grad af
træthed? . . . .

_____

Så er du færdig med denne episode. Venligst fortsæt til næste episode der har med mad

at gøre.

Ny episode 2

Dette er episode nr: __A1__ Som begyndte kl __14__ Og endte kl __14.30__

Hvad lavede du? (Vær venlig at sætte X ved alle der passer)

x	spiste	x	Lavede mad
	Ryddede op efter mad		Arbejdede
	Shoppede/ handle ind		Passede dine børn
	Lave husarbejde		Bedte/mediterede/
	Pendlede		Så TV
	Socialiserede		Computer/Internet/email
	Hvilede/tog en lur		Snakkede i telefon
	Slappede af		Trænede
	Intime relationer		
	Andet (specificer venligst)		

Hvor var du?

x	Hjemme		På arbejde		Et andet sted (vær venlig at specificere nedenfor)

(fx grillede i parken, middagsselskab med venner)

Interagerede du med nogen (inkluderet telefon eller telefonkonference, Skype)

x	Ikke nogen – spring næste spørgsmål over

Hvis du interagerede med nogen (vælg alle der passer på dem du var sammen med)

	Kone/kæreste		Mine børn
	Venner		Forældre/familiemedlemmer
	Medarbejdere		Chefen/Leder
	Klienter/kunder/elever/patienter		Andre mennesker ikke listet

Hvordan følte du under denne madlavningsepisode?

Nedenstående bedes du venligst vurdere hver følelse. En vurdering på 0 betyder at du ikke følte denne følelse overhovedet. En vurdering på 6 betyder at denne følelse var en meget vigtig del af din madlavningsoplevelse. Vær venlig at sætte X ved det nummer mellem 0 og 6 der bedst beskriver hvordan du følte.

Nedenunder hver følelse vær venlig at specificere "hvorfor" du følte som du gjorde. Du behøver kun at skrive "hvorfor" hvis det relaterer til madlavning, da personlige følelser ikke er relevante for vores undersøgelse og vi vil overskride din intimitetsgrænse. (fx kan du skrive ting som "Jeg var frustreret/irriteret fordi min kniv var meget sløv og jeg skulle skære kødet i fem bøffer", eller "utålmodig fordi jeg skulle skrælle en masse frugt og grønt hvilket tog en masse tid". Det kan også være positive svar som fx at et bestem køkkenredskab forbedrede madlavnings oplevelsen.

(Sæt X ved første spørgsmål og beskriv med dine egne ord i andet (hvorfor…) spørgsmålet)

	Overhovedet ikke						Rigtig meget
Utålmodig for at det skal få en ende	x 0	1	2	3	4	5	6

Hvorfor følte du denne grad af utålmodig? . . . .

Glad	0	1	2	3	4	5	6 x

Hvorfor følte du denne grad af glad? . . . .

I was hungry and like to eat lunch

Frustreret/irriteret	0	1	2	3	4	x 5	6

When i cut a tomato it exploaded all over me

Hvorfor følte du denne grad af frustration/irritation? . . . .

A soft-boild egg was rut wrong and the yellow stuff ran over my fingers

Deprimeret/ked af det	x 0	1	2	3	4	5	6

Hvorfor følte du denne grad af depression/ked af det? . . . .

Kompetent/ dygtig/egnet	x 0	1	2	3	4	5	6

Hvorfor følte du denne grad af
kompetent/dygtig/egnet? . . . .
.

Chikaneret / skubbet rundt . . . . | x | 0 | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |

Hvorfor følte du denne grad af
chikane/skubben rundt? . . . .

Varm/venlig . . . . | x | 0 | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |

Hvorfor følte du denne grad af
varme/venlighed? . . . .

Vred/ fjendtlig . . . .
. | x | 0 | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |

Hvorfor følte du denne grad af
vrede/fjendtlighed? . . . .
.

Bekymret / angst . . . . | x | 0 | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |

Hvorfor følte du denne grad af
bekymring/angst? . . . .

Nyder mig selv . . . . | | 0 | | 1 | | 2 | | 3 | x | 4 | | 5 | | 6 | |

Hvorfor følte du denne grad af
nydelse? . . . .

Kritiseret/ holdt nede . . . . | x | 0 | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |

Hvorfor følte du denne grad af
kritik/blive holdt nede? . . . .

Træt . . . .
. | | 0 | | 1 | x | 2 | | 3 | | 4 | | 5 | | 6 | |

Hvorfor følte du denne grad af
træthed? . . . .   After hard work during the morning

Så er du færdig med denne episode. Venligst fortsæt til næste episode der har med mad at gøre.

Ny episode 3

Dette er episode nr: 1E   Som begyndte kl   17.20   Og endte kl   17.40

Hvad lavede du? (Vær venlig at sætte X ved alle der passer)

x	spiste		Lavede mad
	Ryddede op efter mad		Arbejdede
	Shoppede/ handle ind		Passede dine børn
	Lave husarbejde		Bedte/mediterede/
	Pendlede		Så TV
	Socialiserede		Computer/Internet/email
	Hvilede/tog en lur		Snakkede i telefon
	Slappede af		Trænede
	Intime relationer		
	Andet (specificer venligst)		

Hvor var du?

x	Hjemme		På arbejde		Et andet sted (vær venlig at specificere nedenfor)

(fx grillede i parken, middagsselskab med venner)

Interagerede du med nogen (inkluderet telefon eller telefonkonference, Skype)

x	Ikke nogen – spring næste spørgsmål over

Hvis du interagerede med nogen (vælg alle der passer på dem du var sammen med)

	Kone/kæreste		Mine børn
	Venner		Forældre/familiemedlemmer
	Medarbejdere		Chefen/Leder

	Klienter/kunder/elever/patienter		Andre mennesker ikke listet

Hvordan følte du under denne madlavningsepisode?

Nedenstående bedes du venligst vurdere hver følelse. En vurdering på 0 betyder at du ikke følte denne følelse overhovedet. En vurdering på 6 betyder at denne følelse var en meget vigtig del af din madlavningsoplevelse. Vær venlig at sætte X ved det nummer mellem 0 og 6 der bedst beskriver hvordan du følte.

Nedenunder hver følelse vær venlig at specificere "hvorfor" du følte som du gjorde. Du behøver kun at skrive "hvorfor" hvis det relaterer til madlavning, da personlige følelser ikke er relevante for vores undersøgelse og vi vil overskride din intimitetsgrænse. (fx kan du skrive ting som "Jeg var frustreret/irriteret fordi min kniv var meget sløv og jeg skulle skære kødet i fem bøffer", eller "utålmodig fordi jeg skulle skrælle en masse frugt og grønt hvilket tog en masse tid". Det kan også være positive svar som fx at et bestem køkkenredskab forbedrede madlavnings oplevelsen.

(Sæt X ved første spørgsmål og beskriv med dine egne ord i andet (hvorfor…) spørgsmålet)

	Overhovedet ikke						Rigtig meget	

Utålmodig for at det skal få en ende . . . . [ ] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [x] 6 [ ]

Hvorfor følte du denne grad af
utålmodig? . . . .   I had to go to work

Glad . . . . [ ] 0 [ ] 1 [x] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
glad? . . . .   I don't really wanna go to work

Frustreret/irriteret . . . . [ ] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [x] 6 [ ]

Hvorfor følte du denne grad af
frustration/irritation? . . . .   Because i don't have time to cook real dinner

Deprimeret/ked af det . . . . [x] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ] 6 [ ]

Hvorfor følte du denne grad af
depression/ked af det? . . . .

Kompetent/ dygtig/egnet . . . .
.

| x | 0 | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |

Hvorfor følte du denne grad af
kompetent/dygtig/egnet? . . . .
.

_____

Chikaneret / skubbet rundt . . . .

| x | 0 | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |

Hvorfor følte du denne grad af
chikane/skubben rundt? . . . .

_____

Varm/venlig . . . .

| x | 0 | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |

Hvorfor følte du denne grad af
varme/venlighed? . . . .

_____

Vred/ fjendtlig . . . .
.

| x | 0 | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |

Hvorfor følte du denne grad af
vrede/fjendtlighed? . . . .
.

_____

Bekymret / angst . . . .

| x | 0 | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |

Hvorfor følte du denne grad af
bekymring/angst? . . . .

_____

Nyder mig selv . . . .

| x | 0 | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |

Hvorfor følte du denne grad af
nydelse? . . . .

_____

Kritiseret/ holdt nede . . . .

| x | 0 | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | |

Hvorfor følte du denne grad af
kritik/blive holdt nede? . . . .

_____

Træt . . . .… . . . .….. . . . .
.

| | 0 | | 1 | | 2 | | 3 | x | 4 | | 5 | | 6 | |

Hvorfor følte du denne grad af

Have been working on project all day

_____

træthed? . . . .

Så er du færdig med denne episode. Venligst fortsæt til næste episode der har med mad at gøre.

Ny episode 4

Dette er episode nr: _____ 3E _____ Som begyndte kl _____ Og endte kl _____

Hvad lavede du? (Vær venlig at sætte X ved alle der passer)

	spiste	x	Lavede mad
	Ryddede op efter mad	x	Arbejdede
	Shoppede/ handle ind		Passede dine børn
	Lave husarbejde		Bedte/mediterede/
	Pendlede		Så TV
	Socialiserede		Computer/Internet/email
	Hvilede/tog en lur		Snakkede i telefon
	Slappede af		Trænede
	Intime relationer		
	Andet (specificer venligst)		

Hvor var du?

☐ Hjemme [x] På arbejde ☐ Et andet sted (vær venlig at specificere nedenfor)

_____

(fx grillede i parken, middagsselskab med venner)

Interagerede du med nogen (inkluderet telefon eller telefonkonference, Skype)

☐ Ikke nogen – spring næste spørgsmål over

Hvis du interagerede med nogen (vælg alle der passer på dem du var sammen med)

	Kone/kæreste		Mine børn
	Venner		Forældre/familiemedlemmer
	Medarbejdere		Chefen/Leder
x	Klienter/kunder/elever/patienter		Andre mennesker ikke listet

Hvordan følte du under denne madlavningsepisode?

Nedenstående bedes du venligst vurdere hver følelse. En vurdering på 0 betyder at du ikke følte denne følelse overhovedet. En vurdering på 6 betyder at denne følelse var en meget vigtig del af din madlavningsoplevelse. Vær venlig at sætte X ved det nummer mellem 0 og 6 der bedst beskriver hvordan du følte.

Nedenunder hver følelse vær venlig at specificere "hvorfor" du følte som du gjorde. Du behøver kun at skrive "hvorfor" hvis det relaterer til madlavning, da personlige følelser ikke er relevante for vores undersøgelse og vi vil overskride din intimitetsgrænse. (fx kan du skrive ting som "Jeg var frustreret/irriteret fordi min kniv var meget sløv og jeg skulle skære kødet i fem bøffer", eller "utålmodig fordi jeg skulle skrælle en masse frugt og grønt hvilket tog en masse tid". Det kan også være positive svar som fx at et bestem køkkenredskab forbedrede madlavnings oplevelsen.

(Sæt X ved første spørgsmål og beskriv med dine egne ord i andet (hvorfor…) spørgsmålet)

	Overhovedet ikke			Rigtig meget			
Utålmodig for at det skal få en ende	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
Hvorfor følte du denne grad af utålmodig?							

Glad . . . .   ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

Hvorfor følte du denne grad af glad? . . . .

Frustreret/irriteret . . . .   ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

Hvorfor følte du denne grad af frustration/irritation? . . . .

Deprimeret/ked af det . . . .   ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

Hvorfor følte du denne grad af depression/ked af det? . . . .

Kompetent/ dygtig/egnet . . . .   ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

Hvorfor følte du denne grad af kompetent/dygtig/egnet? . . . .

Chikaneret / skubbet rundt . . . . ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af
chikane/skubben rundt? . . . .

_____

Varm/venlig . . . . ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af
varme/venlighed? . . . .

_____

Vred/ fjendtlig . . . . ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af
vrede/fjendtlighed? . . . .

_____

Bekymret / angst . . . . ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af
bekymring/angst? . . . .

_____

Nyder mig selv . . . . ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af
nydelse? . . . .

_____

Kritiseret/ holdt nede . . . . ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af
kritik/blive holdt nede? . . . .

_____

Træt . . . . ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Hvorfor følte du denne grad af
træthed? . . . .

_____

Så er du færdig med denne episode. Venligst fortsæt til næste episode der har med mad
at gøre.

(The respondent only filled one day)

11.4 Appendix IIII – IDEO Method Cards

Source: IDEO Method Cards, www.ideo.com

<table>
<tr><td rowspan="11">Look:
Observe People to discover what they do rather than what they say they do.</td><td>

A Day in the Life

How: catalogue activities & contexts that users experience throughout an entire day

Why: reveals unanticipated issues inherent in routines & circumstances people experience daily

</td></tr>
<tr><td>

Behavioural Archaeology

How: evidence of people's activities inherent in placement, wear patterns, & organization of places & things

Why: reveals prominence of artefacts & environments in lives, highlighting aspects of lifestyle, habits, values

</td></tr>
<tr><td>

Behavioural Mapping

How: track positions & movements of people within a space over time

Why: helps define zones of different spatial behaviours

</td></tr>
<tr><td>

Fly on the Wall

How: observe & record behaviour within its context, without interference in people's activities

Why: useful to see what people actually do within real contexts & time frames

</td></tr>
<tr><td>

Guided Tours

How: accompany participants on a guided tour of project-relevant spaces & activities they experience

Why: an exploration of objects & actions in situ helps people recall their intentions & values

</td></tr>
<tr><td>

Personal Inventory

How: document the things that people identify as important to them

Why: method useful for revealing people's activities, perceptions & values & the patterns amongst them

</td></tr>
<tr><td>

Rapid Ethnography

How: spend as much time as you can with the relevant people, establish trust first

Why: 1st hand understand habits, rituals, natural language & meanings around relevant activities & artefacts

</td></tr>
<tr><td>

Shadowing

How: tag along with people to observe & understand their day-to-day routines, interactions & contexts

Why: reveals design opportunities & show how a product might affect or complement user's behaviour

</td></tr>
<tr><td>

Social Network Mapping

How: map social interactions within a user group & map the network of their interactions

Why: helps to understand interpersonal & professional relationship structures within workgroups

</td></tr>
<tr><td>

Still-Photo Survey

How: shooting script & capture pictures of specific objects, activities, etc.

Why: team can use visual evidence to uncover patterns of behaviour & perceptions related to product/context

</td></tr>
<tr><td>

Time-Lapse Video

How: record movements in a space over an extended period of time

Why: provides objective, longitudinal view of activity within a context

</td></tr>
</table>

Ask: Enlist people's participation to elicit information relevant to your project.

Camera Journal

How: ask potential users to keep written & visual diary of their impressions, context related to the product

Why: notation technique useful for prompting users to reveal points of view & behaviour patterns

Card Sort

How: on separate cards, name possible features, functions, design attributes. ask user to sort cards spatially

Why: exposes people's mental model of a device or system. Organization reveals expectations & priorities

Cognitive Maps

How: participants to map an existing or virtual space & reveal how they would navigate it

Why: discovers significant elements, pathways, & other spatial behaviour associated with real/virtual environ.

Collage

How: participants build a collage from provided image collection & provide explanations of arrangement/selection

Why: illustrates participants' understanding & perceptions of issues & helps verbalize complex/unimagined themes

Conceptual Landscape

How: diagram, sketch, map the aspects of abstract social & behavioural constructs or phenomena

Why: helps understand people's mental models of the issues related to the design problem

Cultural Probes

How: provide participants with a camera journal kit within one or across many cultures

Why: collect & evaluate perceptions & behaviours within or across cultures

Draw the Experience

How: participants to visualize an experience through drawings & diagrams

Why: debunks assumptions & reveals how people conceive of & order their experiences & activities

Extreme User Interviews

How: extremely familiar or completely unfamiliar product users are asked to evaluate product

Why: highlights key issues of the design problem & provide insights for design improvements

Five Whys?

How: ask 'why' questions in response to five consecutive answers

Why: forces people to examine & express the underlying reasons for their behaviour & attitudes

Foreign Correspondents

How: input from other countries to derive basic international design principles

Why: illustrates varied cultural & environmental contexts in which products are used

Narration

How: as they perform a process or execute a specific task, ask user to describe aloud what they are thinking

Why: reaches users' motivations, concerns, perceptions, & reasoning

Surveys & Questionnaires

How: targeted questions to ascertain particular characteristics & perceptions of users

Why: quick way to elicit answers from a large # of users

Un-focus Group

How: assemble diverse group to use a stimulating range of materials & create things relevant to project

Why: encourages rich, creative & divergent contributions from potential users, releases inhibitions & new thinking

Word-Concept Association

How: association of descriptive words with different design concepts/features to show how perceived/valued

Why: helps evaluate & prioritize design features & concepts

OBS: Only look and ask is showed here. There are furthermore learn and try