

Advanced Consumer Research



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AEM 7440

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or by appointment

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This interdisciplinary workshop provides students with a unique opportunity to develop an advanced theory-based understanding of consumers by using innovative methods and new research techniques. Every other class session will focus particular theory and related methodological technique, and alternating sessions will focus on the actual use of that technique. Over the course of the year students will write an empirically-based “mini-masters thesis” that has the potential to be published and will develop the following transferable skills:

A generalizable ability to generate useful insights about consumers

The ability to answer “why” questions behind consumer behavior

Basic data-base mining skills

Inference abilities to look beyond data

Observational and quantitative skills to understand consumers

The course is conducted like a workshop. There will be a wide number of tools we will learn to use and a wide range of experiences to use these tools in class and during homework. As much as possible, the homework is flexible in order to allow students to follow specific areas of interest they wish to pursue. Evaluation will be based on homework (50%), participation (25%), and the final project (25%).

Required Readings

- 1) Journal articles and cases in the course folder on the web or handed out in class
- 2) *Asking Questions* – Bradburn, Sudman, and Wansink, 2004
- 3) *Forty Studies that Changed Psychology* – Roger R. Hock, 2005 (5th Edition)
- 4) *A Ph.D. is Not Enough: A Guide to Survival in Science*, Peter J. Feibelman, 1993

Course Requirements and Evaluations

By this point in your education, it should be evident that what you get out of a course is largely determined by what you put into it. If you put forth your best effort, it should be a rewarding experience. There are four course requirements. Further detail will be provided in class.

1. Class Contribution Adequate preparation and full participation is assumed. In addition, I view *prompt* attendance as a signal of how involved you wish to be in the discussion. If you are unprepared for a class, or if you think you might miss a class or be late for one, please let me know prior to that class.
2. Assignments. Hard copies (not e-mails) of the assignments will be due at the beginning of the assigned class. If you cannot make it to class, send your assignment with a friend or slide it under my door the day before it is due. The instructions for each assignment will typically be handed out the class prior to when they are due.
3. Final Project. This final paper will be an empirically-based study and will be part of a general theme that will serve as a platform of discussion in many of the class sessions

Final grades are based on the designations and standards published in the student handbook. Grades are assigned according to how well you have satisfied the course requirements. Final grades are based on my perceptions of your performance on the three main requirements, roughly according to the following weights:

- | | |
|--|-------|
| 1. Class participation and involvement | (25%) |
| 2. Assignments | (50%) |
| 3. Final Project | (25%) |

Course Organization and Class Sessions

For each class session there will be required readings from books or from articles. Readings from the four books will be noted by chapters or page numbers. The journal articles will be in the Bulletin Class Folder associated with the topic for the day and about assignments associated with that day. Class sessions are numbered consecutively, and not by date. This allows us the flexibility to integrate 2-3 relevant guest speakers in to the course (“Consumer Research Roundtables”).

COURSE OUTLINE

Part 1: Understanding Research

Class 1. The Consumer View

Class 2. Collecting Data and Developing Theory

Assignment Due:

Explaining Consumer Mysteries worksheet

Book: Asking Questions – Skim Chapter 1; Skim 10-12

Articles: Wansink and Park 2001

Part 2: Understanding the Deeper Motivations of Consumers

Class 3. Assessing the Value of Consumer Insights

Assignments Due:

Laddering (see handout)

Hard copies of 25 “I wish I wrote this” articles

Bring 1 book you think would be useful or interesting related to consumers

Books: Marketing Nutrition –Chapter 5; Skim Chapter 12

Forty Studies – “Maps in your mind”-p.108

Article: Reynolds and Guttman 1988; Wansink 2003

“Surviving the 1st Year of Graduate School”

Class 4. Basics of Survey and Questionnaire Design

In -class exercise

Assignments Due:

Complete abstract summaries for assigned abstracts + two papers in your research area

What questions would differentiate or predict them?

Critique 1 page questionnaire handed out in class

Draft a rough 1 page questionnaire related to your project

Books: Asking Questions

Chap 5. Open-Ended Questions

Chap 10. Organizing Questionnaires

Chap 11. Questionnaires A to Z

Chap 12. FAQs

Marketing Nutrition – Skim Chapter 10

Part 3: Generating and Communicating “Aha” Insights

Class 5. The Courtroom Case Model
Assignments Due:
 Complete Inside Sources Worksheet
 Identify 3 inside sources for your area of interest
Book: Forty Studies pp. 132-1498; 52-60.
Article: Cutler, Glaeser, and Shapiro 2003; Rozin et al 2004

 What Consumer Insights are Interesting and Which One’s Aren’t
Handout: Underhill – Chapters 5 & 6

Class 6. Best Practices of the Best Research
 Linking Personality to Behavior
Book: Asking Questions – Chapter 8
Forty Studies pp.190-221
Marketing Nutrition – Chapter 8

 Product Comparisons and Taste Tests
Article: Wansink 2003
Book: Asking Questions – Chapter 4

Part 3: Testing Theories

Class 7. Secondary Data -- Best Practices Studies and Meta Analyses
Book: Forty Studies – pp. 254-258.
Article: Van Kleef, van Trijp, Luning (2006)

 Collecting Data -- The Role of Qualitative Research
Book: Asking Questions – Chapter 5
Article: Wansink 2000;

Class 8. Collecting Data -- Field Studies and Observational Studies
Book: Asking Questions – Chapter 7
Forty Studies – pp. 282-90.
Article: Moorman et al (2004)

 Collecting Data -- Lab Studies
Article: On Blackboard

Class 9. Collecting Data -- Intercept Studies, Surveys, and Panels

Book: Asking Questions – Chapters 3 and 6

Article: Wansink and Sudman (2002)

Class 10. Analyzing Data – Advanced Hypothesis Testing

Assignments Due:

Return to the data analysis plan you developed for your study 3 weeks back. Analyze the data according to your plan, and show these results in the form of at least one table and one figure. Write up the text of the key results as you learned in your Best Practices

Read the reviews and write down two observations related to data analysis and two general observations or take-aways you think you'll find useful in your own research.

Class 11. Analyzing Data – Data Mining for Insights

Book: Marketing Nutrition –Chapter 6

Article: Punj and Stewart (1983)

Class 12. Explaining Data -- Advanced

Article: Valeteflorence and Rapacchi (1991)

Part 4: Crafting Classic Papers

Class 12. Templates of Success & Data-mining

Class 13. The Courtroom Case Model of Manuscript Construction

Assignments Due:

Institutional Review Board application for your study

Write the method section & the results section of your paper

Draft a detailed outline of the intro, background, theory, hypothesis, & discussion of paper

- Every paragraph should have a line in your outline

Imagine an attorney was going to make structure a jury trial to convince a jury about your story and data.

- What are different tactics and tricks and strategies he or she would use to “hardwire” the jury to an “acceptance” verdict?

Class 14. Crafting Classic Papers

Assignments Due:

- Ask any two faculty the following questions:

- 1.) Which of their papers are they most noted for and what were the specific factors that they believe made these papers “catch fire”? (Dig beyond, “it was an important topic,” etc. Ask what are the little things they did in how they wrote it or how they positioned it or how they did the study that made a difference –It works if you can get them to point these things out on a hard copy.
 - 2.) Which is their most overlooked paper that they are most proud of and why they think it never “caught on”? What would they do differently – in retrospect – so it might become a classic?
 - 3.) What advice they would give a doctoral student who wanted to write a dissertation that became a “Classic.”
- Bring 3 drafts of your assignment to class

Class 15. Collecting Cool Data

Assignments Due:

- Bring three examples (including a hard copy of each paper from your field of “cool data”. For each example you will be asked to describe an easier way it could have been done
- Bring three examples from your field of “boring data” in a great paper. You will be asked to describe how it could have been made cool.
- Bring a one-page single-spaced reviews for each of the two of the class members papers you were assigned to critique

Part 4: Home Stretch

Class 16. Engineering Success

- Final Template of Success copy due
- Final Copy of paper due

Book: A Ph.D. is Not Enough Chapter 1-4 + Presentations 1

Book: A Ph.D. is Not Enough Chapter 5-11+ Presentations 2

Reading List

Bradburn, Norman M., Seymour Sudman, and Brian Wansink (2004), *Asking Questions:*

The Definitive Guide to Questionnaire Design – For Market Research, Political Polls, and Social and Health Questionnaires, San Francisco, CA: Jossey-Bass.

Cutler, David, Edward Glaeser, and Jesse Shapiro (2003), "Why Have Americans Become More Obese?," *Journal of Economic Perspectives*, 17 (3), 93-118.

Dawes, Robyn M. (1979), "The Robust Beauty of Improper Linear Models in Decision Making." *American Psychologist*, 34, 571-582.

Feibelman, Peter J. (1994) *A Ph.D. is Not Enough: A Guide to Survival in Science*, New York: Perseus Books Group.

Fishbach, Ayelet and Ravi Dhar (2005), "Goals as Excuses or Guides: The Liberating Effect of Perceived Goal Progress on Choice," *Journal of Consumer Research*, 32 (3), 370-377.

Hock, Roger R. (2005) *Forty Studies that Changed Psychology* (5th Edition), Chicago: American Psychological Assn.

Kardes, Frank R., Steven S. Posavac, and Maria L. Cronley (2004), "Consumer Inference: A Review of Processes, Bases, and Judgment Contexts," *Journal of Consumer Psychology*, 14 (3), 230-256.

Moorman, Christine, Kristin Diehl, David Brinberg, and Blair Kidwell (2004), "Subjective Knowledge, Search Locations, and Consumer Choice," *Journal of Consumer Research*, 31 (3), 673-680.

Punj, Girlish and David W. Stewart (1983), "Cluster Analysis in Marketing Research: A Review and Suggestions for Application," *Journal of Marketing Research*, 20, 2, 134-148.

Reynolds, T.J. & Gutman, J. (1988). Laddering theory, method, analysis, and interpretation. *Journal of Advertising Research*, February/March, 1988, pgs.11-31.

- Valetteflorence, P. & B. Rapacchi (1991). Improvements in means-end chaining analysis using graph-theory and correspondence analysis. *Journal of Advertising Research*, 31:1, February-April, 30-45.
- Van Kleef, E., van Trijp, H.C.M., & Luning, P. (2006). Consumer research in the early stages of new product development: a critical review of methods and techniques. *Food Quality and Preference*, forthcoming.
- Wansink, Brian (2005), "Consumer Profiling and the New Product Development Toolbox," Food Quality and Preference, 16:3 (April), 217-221.
- Wansink, Brian (2003), "Measuring Consumer Response to Food Products: Sensory Tests that Predict Consumer Acceptance," Food Quality and Preference, 14:1 (January), 23-26.
- Wansink, Brian and Seymour Sudman (2002), "Building a Successful Panel," Marketing Research, (Fall), 23-27.
- Wansink, Brian (2000), "New Techniques to Generate Key Marketing Insights," Marketing Research, (Summer), 28-36.
- Wansink, Brian and SeaBum Park (2001), "At the Movies: How External Cues and Perceived Taste Impact Consumption Volume," Food Quality and Preference, 12:1 (January), 69-74.
- Wansink, Brian (2003), "Using Laddering to Understand and Leverage a Brand's Equity," Qualitative Market Research, 6:2, 111-118.
- Wansink, Brian (1994), "Developing and Validating Useful Consumer Prototypes," Journal of Targeting, Measurement and Analysis for Marketing, 3:1, 18-30.
- Wansink, Brian (2005), Marketing Nutrition – Soy, Functional Foods, Biotechnology, and Obesity, Champaign, IL: University of Illinois Press.