



# TRANSFORMATION – and The New Nordic Kitchen

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# EXECUTIVE SUMMARY

The Transformation Economy is advocated to be the economy of the future. The academic world has already started to focus on this economy - In Denmark, through the formation of a Transformation Academy. One of its main focal points is the New Nordic Kitchen and its transformation potential. From this Hypothesis 1 has been formed: The New Nordic Kitchen has transformation potential. Firstly, an exploration of the theoretical aspect of the Transformation Economy is presented. The Consumer Transformation perspective is the chosen approach and a transformation is defined as a change in the individual's basic set of criteria. Three motives; curiosity, virtuosity and social gratification, are presented as motivators and driving forces for the individual. These all have to be fulfilled in order for an individual to go through a transformation. A model of the individual's transformation process, which identifies the main areas of transformation, is presented. The three main areas are; acquired taste, pleasure of the mind and fluency. Moreover, social experience and the individual's processing have an influence on the transformation process. Finally, co-creation is presented as an additional approach that may have an influence on transformation. From this hypothesis 2 is formed; Co-creation has a positive influence on transformation in relation to the New Nordic Kitchen. In order to carry out the two hypotheses, empirical research has been conducted. Firstly, Experiment 1 was designed in order to explore the New Nordic Kitchen's transformation potential. The experiment consisted of two sessions; a dinner with food from Meyers Deli and a dinner at Meyer's Deli itself. Secondly, Experiment 2 was designed to broaden the knowledge about the New Nordic Kitchen's transformation potential and to explore co-creation's influence on transformation. The experiment also consisted of two sessions; a Nordic Food cooking course and a French Food cooking course – both at Meyers Madhus. The findings of the two experiments illustrated that the New Nordic Kitchen has transformation potential and that co-creation has a positive influence on transformation. Henceforth, the New Nordic Kitchen has the most potential for transformation when it is experienced in a co-creation setting.

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## CHAPTER 1

### Introduction

# Chapter 1

## Introduction

### 1. Introduction

The Experience Economy has been the focal point for many companies throughout the last several years. The focus has been on creating the best and most engaging experience to attract consumers and maintain existing customers. However, the Experience Economy will not be the optimal strategy for companies in the future. In relation to this Joseph Pine and James Gilmore (1999) argue that *"once the Experience Economy has run its course, the Transformation Economy will take over"*. (Pine and Gilmore, 1999:173).

The academic work within the Transformation Economy has already started in Denmark with the formation of the Transformation Academy. However, case studies are needed in order to investigate and further develop the knowledge within the Transformation Economy. One of the first case studies within this field in Denmark was presented last year together with a thesis about Lego and children's transformation while engaging with the toy. However, further cases are needed in order to expand and gain a more versatile understanding of the field.

The New Nordic Kitchen has been the focal point of the Transformation Academy. The interest in the New Nordic Kitchen within the Transformation Economy has increased while the Kitchen has grown and reaped great acknowledgement from the world's elite. In an article in the Danish newspaper, Monday Morning, Tore Kristensen argues that the New Nordic Kitchen has great transformational potential. Furthermore, he believes that its success has already changed consumer's habits and the world picture, and encouraged people to open their eyes to new products (Lise Nielsen, 2009). From this a problem area has developed:

#### 1.1. Problem Area

The Transformation Academy's interest in and Kristensen's assumption about the New Nordic Kitchen's potential is the principal motivation behind this paper. From Kristensen's arguments in relation to the New Nordic Kitchen and transformation, a hypothesis has taken form: H1: The New Nordic Kitchen has transformation potential.

The main purpose of this paper is to confirm or disconfirm the above hypothesis, with the help from the theoretical field and empirical research. In order to answer the hypothesis it is important to gain an understanding of the Transformation Economy:

- How is transformation on an individual level in a consumer perspective characterised?

When working with the above question from a theoretical perspective some similarities within the field of co-creation became evident. In order to research these two theoretical

areas in relation to each other the following questions were asked:

- What is co-creation?
- How is co-creation related to transformation?

From the theoretical work a potential connection between co-creation and transformation occurred and with this in mind the following hypothesis is formed: H2: Co-creation has a positive influence on transformation in relation to the New Nordic Kitchen. Henceforth, the purpose of the following paper is to contribute to the transformational field by proving or disproving the two constructed hypotheses.

### **1.1.1. Clarification of Concepts**

As the problem area above indicates this paper focuses on three main interest areas. The first is transformation, which according to the Oxford dictionary is defined as *"a change in the nature form or appearance"* or as *"a complete change in somebody or something"* (Oxford, 2010). The transformation field presents several approaches to transformation as a concept – some of these will be illustrated in chapter 2. Transformation will be looked at in relation to the New Nordic Kitchen - the second interest area. The New Nordic Kitchen is a Nordic initiative to a movement in order to promote Nordic Food. The New Nordic Kitchen consists of a manifesto that describes the purpose the New Nordic Kitchen and was developed during a symposium in 2004. The beginning of chapter 7 describes the New Nordic Kitchen further. Finally, the third interest area described in the above problem area is *"co-creation"*. Co-creation is according to C.K. Prahalad and Venkat Ramaswamy (2004), a concept where value is created in collaboration between companies and consumers. Please refer to chapter 6 for a further elaboration.

### **1.1.2. Delimitations**

Firstly, the present thesis exclusively deals with transformation in a consumer perspective on an individual level with the New Nordic Kitchen as a case. This paper will not deal with other areas of the Transformation Economy including the social transformation perspective. Furthermore, the paper will not include a time perspective. Such issues can include the length of time for change to be present in order to qualify as a transformation. In addition it will not include a size perspective, which addresses how big a change occurs before it can be defined as a transformation.

Transformation is only looked at in relation to the New Nordic Kitchen and furthermore the research about the New Nordic Kitchen is only represented by Meyer's Deli and the Nordic Food cooking course at Meyers Madhus (please refer to the research methods in chapter 7.). Co-creation will only be looked at in relation to transformation and will thus delimit the paper from looking at other aspects, such as the organisational aspect of co-creation. Furthermore, co-creation will only be viewed in relation to the New Nordic Kitchen.

## 1.2. Methodology

This chapter will present chosen approaches in relation to the scientific standpoint, the overall working approach, the author's influence, the choices of the theoretical framework and source criticism.

### 1.2.1. Scientific Standpoint

The scientist's position and approach is important for the reader to be aware of in the processing of the writings. The author cannot help influence the outcome both in relation to interpreting the theory as well as selecting some theories over others and furthermore will also influence the empirical research in the way the questions are constructed and in the interpretation of the findings in the analysis (Alan Bryman and Emma Bell, 2003) – here again some areas will be selected over others; *"Selection (...) means that we 'let' something capture our attention, which means that we 'let' something else escape our attention"* (Tor Hernes, 2007; pp. 157).

Moreover, the chosen approach to, and the analysis of the conducted research cannot help to be influenced by the chosen academic discourse, which in the present paper can be characterised as mainly constructivistic based. Consequently, the approach is more interpretive than objectivistic based. In this light the knowledge creation process is viewed as contextual which means that I will focus on some areas while overlooking others – both consciously and unconsciously (Carsten Rønn, 2006).

### 1.2.2. An Abductive Approach

The methodological approach can best be characterised as an abductive approach. The abductive methodology approach was originally introduced by Charles Pierce at the end of the 19th century (Sebeok, 1981). Abduction is *"commonly presumed to mean the same thing as a hypothesis; however, an abduction is actually the process of inference that produces a hypothesis as its end result"* (Sebeok, 1981; pp. 33-34). Abduction as a term can generally be described as an understanding that hypotheses and realisation appear with the use of both inductive and deductive methods (Danermark et al. 1997). The abductive approach is a way with which I can describe the themes and phenomena I theoretically and empirically deal with, while constructing new connections. The advantage with the abductive approach is that it facilitates that it is possible to *"try out"* the theoretical themes via the empirical data (deduction) and at the same time be open to the empirical data as being capable of illustrating other areas than the areas from the proposed themes (induction). The abductive methodological approach makes it possible to develop new perspectives from the different points of view that occur via

the continuous interaction between the theory and the empirical data. Where the deductive approach either confirms or disconfirms the theoretical themes and the inductive approach creates new themes, the purpose of the abductive approach in relation to the empirical findings is to try out themes and afterwards modify them or develop completely new themes and perspectives from the empirical findings (Danermark et al. 1997).

### **1.2.3. Theoretical Framework**

The present paper's theoretical approach to transformation is primarily influenced by Tore Kristensen's (2009) work on the area and his consumer transformation perspective. However, two other approaches to transformation presented by William James (1902) and Djitic and Oatley (2002) have also been chosen to illustrate the transformation field and to show the background on Kristensen's (2009) approach. The consumer transformation approach has been chosen because it is the perspective that appears as the most modern and relevant in relation to the chosen case that deals with analysing the consumers in relation to experiences with the New Nordic Kitchen.

When describing the consumer transformation approach Kristensen (2009) presents several theoretical perspectives that in themselves do not directly deal with transformation. However, these are linked to transformation by Kristensen (2009) and thus are viewed as relevant for transformation. I have used Kristensen's focus on these perspectives as a structure to the work of the transformation process, but have used the different authors' own work when describing the theoretical areas.

The transformation field is still a new area where not much work has been done. Consequently, only limited perspectives on transformation exists – however, I do realise that the fact that Kristensen's perspective has been chosen over others has consequences - choosing a theoretical perspective over others could mean that other perspectives are neglected which could lead to neglecting other potentially relevant perspectives. I am conscious about this deselection and its possible consequences. This acknowledgement is also present in relation to the chosen theories in relation to co-creation.

The chosen approach to the co-creation field is primarily influenced by Prahalad and Ramaswamy (2004). This perspective has been chosen because the authors are viewed as main players in the co-creation field and because they continuously present new and modified versions of their previous assumptions and findings.



## 1.2.3. Outline of the Paper

### Chapter 2: Transformation

The chapter is divided into two parts. In the first part transformation is defined by asking; what is transformation? This section deals with defining transformation by introducing three approaches to transformation. The second part of the chapter focuses on transformation as a consumer need and identifies three motives for transformation; curiosity, virtuosity and social gratification. These all have to be fulfilled.

### Chapter 3: The Personal Transformation

Chapter 3 focuses on the individual/personal transformation process and introduces three perspectives that are important for the transformation process; Acquired Taste, Pleasure of the Mind and Fluency. It is argued that the consumer has to reach all three for a successful transformation process to occur. At the end of the chapter a model of the transformation process is presented that shows how the three perspectives are connected with each other as well as with the motives presented in chapter 2.

### Chapter 4: Individual Processing of Information in a Social Context

This chapter focuses on the social aspect of transformation and the fact that consumers will have different transformation processes. Two approaches to processing of information (art) are introduced. Firstly, Leder et al's model for aesthetic appreciation and aesthetic judgement is introduced in order to introduce a cognitive approach to processing. Secondly, Bullo's Psycho-Historical approach is introduced in order to show the relevance of an object's substratum's influence on the processing of the object. At the end of the chapter a modified and final model of the transformation process is presented.

### Chapter 5: Results of Transformation

In chapter 5 the outcome of an individual/personal transformation process is presented.

### Chapter 6: A Potential Influence on Transformation

Chapter 6 introduces co-creation as a potential additional influence on transformation. The chapter defines co-creation and the subsequent shift in the role of the consumer and the company. An experience approach to co-creation is presented with the personalised co-creation experience as the main goal. At the end of the chapter co-creation is connected to transformation and hypothesis two (H2) is formed on the background of the theoretical chapter.

### Chapter 7: The New Nordic Kitchen

The New Nordic Kitchen is explained and introduced as the case of the present thesis. Furthermore, the research design and methods are introduced in this chapter. At the end of this chapter the method of analysis and deliberations about verification are presented.

### Chapter 8: Experiments

Chapter 8 presents the results of the empirical research and connects this with the aforesaid theory. The results of the two hypotheses are presented at the end of the chapter. Finally, the transformation process model is modified in relation to the results of the experiments.

### Chapter 9, 10, and 11: Discussion, Conclusion and Future Research

Chapter 9 introduces a discussion of chosen relevant findings. Chapter 10 presents the thesis. Finally, the last chapter presents other areas of the transformation economy and the New Nordic Kitchen, which are viewed as relevant - henceforth areas for future research.



## CHAPTER 2

### Transformation

## Chapter 2

### Transformation

At the end of the book *“The Experience Economy: Work is a theatre and every business is a stage”*, Pine and Gilmore (1999) present the Transformation Economy as the economy of the future. They argue that it will take over when the Experience Economy has run its course. This will evidently happen when the Experience Economy has become too repetitive for the consumer. The consumer will get less and less joy from the experiences when experiencing the same thing several times (Pine and Gilmore, 1999). Consequently, the experience economy will become less attractive to the consumer and a need for transformation will arise (Kristensen, 2009; 1). Henceforth, in order for companies’ offerings not to become less attractive a focus on transformation seems relevant. *“It may therefore be a very good idea for the decision makers and the creators of the future wealth and welfare to explore what insights into transformations can offer for a highly educated society.”* (Kristensen, 2009; 1 pp; 4)

Furthermore, an understanding of how the consumer’s preferences are formed and how changes in these occur also seem relevant for the marketing departments of the companies.

### 2.1. What is Transformation?

The Transformation Economy appears to be a relatively new theoretical area as not much theoretical work has been done within this field. The following exposition of the field of Transformation will mostly be based on the work of Tore Kristensen (2009; 1), Keith Oatley and Maja Djikic (2002) on a smaller scale, and the pioneers within the Experience Economy – B. Joseph Pine and James H Gilmore (1999). However, in Oatley and Djikic’s (2002) work *“Emotions and Transformations Varieties of Experience of Identity”* it appears that transformation is not new within the theoretical field. Already in the beginning of the last century William James wrote the book *“The Varieties of Religious Experience: A Study in Human Nature”* (1902), which presented a religious angle to transformation. William James’ work will therefore also be a part of the elaboration of *“Transformation”* and will be viewed as the early foundation of the Transformation Economy.

#### 2.1.1. Religious Conversion

James (1902) views transformation as either a religious experience or a religious conversion that takes place in people’s life. He describes conversion as an emotional process that entails a shift from one emotional centre to another. James presents two large development phases that people can possibly experience in life (James, 1902).

The first phase begins with birth and is described by Oatley and Djikic (2002) as *“child development”*. After this phase a person’s identity will largely be formed, even though smaller

refinements might appear and wisdom will continuously grow. According to James, if one is successful with this development one will have a healthy mindedness. Where this is the case one will be happy in themselves and on the whole (Oatley and Djikic, 2002) and will not need to go through the second development phase. James describes this by stating that such people only need to be born once (ibid).

A second development phase is introduced for those who do not have a healthy mindedness – they do not only need to be once born. The second phase presents a possibility of identity transformation during adulthood. James argues that *“for some people, the evil and misery of the world is such that the algebratic kind of moral accounting of good and evil is illusory”* (Oatley and Djitic, 2002; pp. 100). These will need to go through another development phase and be twice born.

### **2.1.2. Three modern ways of transformation**

Oatley and Djikic (2002) present a different view on transformation. They argue that transformation of character can take place in a variety of ways. On the contrary to James (1902), Oatley and Djikic (2002) view transformation as existing more frequently. Where James (1902) argues for one or two transformation phases, Oatley and Djikic (2002) do not narrow the possibility down to a specific number of potential transformation phases. Instead they focus on the form of transformation – the different kinds of possible transformation.

Oatley and Djikic (2002) present three kinds of transformation they think are appropriate to modern times; personal transformations, social relationships and major social upheavals. These transformations occur during adulthood. The first kind of transformation is personal transformation, which arises from something within - an inner source such as self-reflection. Oatley and Djikic's (2002) example of personal transformation is of a girl writing a diary. When looking back at it she starts to reflect upon her thoughts and sees herself in a new light. This is when it is argued that she goes through a conversion that can be called a transformation. From this it is argued that an inner movement occurs through a new personal discovery.

The second kind of transformation is social relationships. Oatley and Djikic (2002) argue that this transformation occurs in the wake of a new relationship. The greatest example, which has the most influence, is falling in love.

The third and final form of transformation is major social upheavals. This form of transformation is a traumatic transformation that occurs with large external adversities. With traumatic transformation a deeper feeling of meaninglessness occurs and may lead to the negation of relationships.



Finally Oatley and Djikic (2002) emphasise that many transformations in the modern world may rise from inner movements – however, most will occur from the press of outside events.

### 2.1.3. Consumer transformation

Tore Kristensen (2009; 1) introduces a different focus on transformation than presented by James and Oatley and Djikic (2002). One of the main differences in Kristensen's (2009; 1) perspective is the frequency of transformations in a person's life. Transformations are more current and common in Kristensen's (2009; 1) view than in the earlier presented. A recent perspective is introduced and it is argued that people today can experience several transformations throughout life - whereas a single transformation in the past used to take place over several generations (Kristensen, 2009; 2). Kristensen argues that *"life consists of many changes and that these changes can be called transformations"* (Kristensen, 2009; 1: pp. 2). He also defines transformation as a change in the basic set of criteria and argues that this is due to a process of individual interaction with a cultural system of meaning. The experience of a transformation can be both strong and weak depending on the mental presence of the individual in question. From this it can be argued that transformations can differ in size. People can experience minor as well as larger transformations. This current paper will not explore methods for measuring the size of a transformation but will take into account that these differences exist.

Transformation is moreover viewed in a time perspective. A transformation can take place in an instant. This is compared to the phenomenon of creative insights. Kristensen (2009;1) uses the metaphor *"like in a stroke of lightning"* to explain this concept. The transformation might be a strong and demanding experience and frequently requires learning a new skill (Kristensen, 2009; 1). Therefore, learning is often involved and a form of education is usually the ground for a transformation.

Finally Kristensen (2009;1) presents an experience perspective in the consumer transformation approach. According to him a transformation is *"a designed experience for an individual who seeks a sensory experience, an intellectual or virtuous challenge, or an intellectual or artistic insight"* (Kristensen, 2009; 1; pp. 10). He further argues a consumer transformation is a set-up that changes the character of a need. To a large extent this is due to the consumer learning and adapting due staged experiences. In this light a transformation is a staged and designed experience or set-up, that is designed to change the consumer's character of a need.

### 2.1.4. Transformative experience

Transformations are distinct from experiences but share some similarities and can be seen as the foundation for transformation - transformations are built on experiences. As previ-

ously mentioned, Pine and Gilmore (1999) introduces the transformation economy in their book *“The Experience Economy”* where they argue that a customised experience will automatically turn in to a transformation. The reason behind this is that when an experience is customised in the correct way towards an individual it will change the individual. They further argue that all experiences can become basic for a transformative experience and that all offerings can be involved in an experience that elicits transformation (Pine and Gilmore, 1999). In this customisation it becomes important to understand the individual’s need even though the individual might not be aware of the specific need itself. It furthermore becomes crucial to establish how far away the individual is from fulfilling this need (ibid).

### **2.1.5. Summary**

Three different authors’ work on transformation has laid the foundation for the presented clarification of transformation. James’ more religious view on transformation is seen as outdated but relevant for a more historical understanding of the area. Moreover, Oatley And Djikic’s (2002) three forms of transformation and especially the personal transformation is viewed as a base for Kristensen’s (2009; 1) consumer approach to transformation. Kristensen (2009; 1) views transformation as a much more occurring individual experience that can vary in strength and may take part of a social setting. The consumer perspective on transformation will be the view of this thesis on transformation. Within this perspective lies the view of transformative experiences that focus on customised experiences.

In order to understand the consumer transformation process, several areas and factors become relevant to look into – these will be looked at chapter 3 and chapter 4. However, firstly it becomes evident to look at transformation as a consumer need, which is one of the main aforesaid reasons for why companies should have, and why the present paper has, an interest within the field.

## **2.2. Consumers want to transform – a consumer need**

According to Pine and Gilmore (1999), consumers value transformation over all other economic offerings. This is due to the fact that transformation addresses the ultimate source of all other needs. Thus, John R. Rossister and Larry Percy (1998) argue that transformational motives are normal consumer behaviour if the need is orientated towards sensory gratification, intellectual stimulation or social approval. These transformational motives are viewed as positively originated motives contrary to the negatively originated *“informational”* motives (Rossister and Percy, 1998). Moreover, Pine and Gilmore (1999) argue that people want to transform – they want to change and become different from what they are.

### 2.2.1. Motives for transformation

Kristensen (2009; 1) introduces three motives for this consumer need; Curiosity and Insight, Virtuosity and Social gratification. The two first motives; curiosity and virtuosity are also identified by Kubovy (1999). Rossiter and Percy (1998) also introduced the motive of social gratification.

**Curiosity:** According to The Oxford Dictionary curiosity is to have *"a strong desire to know about something"* (Oxford Dictionary, 2010). Moreover, Kubovy (1999) defines to be curious as getting pleasure from learning something you did not previously know. Kristensen (2009; 1) argues that curiosity appears to be biological in origin. As of such Kubovy (1999) further comments that curiosity has evolved from old survival needs like looking for food and finding shelter. Curiosity is a fundamental motivation to explore the unknown and learn from this exploration (Kubovy, 1999). In order to satisfy the curiosity the individual seeks environments where it can encounter the unknown. Henceforth, something unknown has to appear in order to attain attention from the individual (ibid).

**Virtuosity:** Kubovy (1999) describes virtuosity as a pleasure one achieves when having the feeling of doing something well. He further argues that this achievement has to be something out of the ordinary. The individual will get this form of pleasure when it can perform something he or she was not earlier able to perform. Finally Kubovy (1999) argues that the individual does not have to perform better or be greater at it than others. Kristensen has a slightly different definition of virtuosity – he argues with the help of Richard Sennet (2008) that virtuosity is *"the ability to excel in whatever one chooses"* (Kristensen, 2009; 1; pp. 6). Hence virtuosity is the opportunity to learn something you were not able to do before or to master something, which can seem as the feeling of flow (Chickzentmihaly, 1999). Satisfaction arises when one accomplishes a challenge successfully. Moreover, it comes with a fluent experience (ibid).

**Social Gratification:** *"People strive for acceptance and respect throughout most of their life"* (Kristensen, 2009; 1; pp. 5). This motive is a motive for belonging and Rossiter and Percy (1998) identify this motive as the need for social approval. Consumers look for guidance and acceptance from their reference groups both in relation to consumption and behaviour (Rossiter and Percy, 1998). They further (like Kristensen) underline the importance of being accepted in these reference groups. In the same sense, consumers have preference for things that can signal a connection to relevant in-groups and they distance themselves from choices that connect them to out-groups (Oyserman, 2009). This striving for social approval or social gratification can take place in form of their consumption - through their use of brands and products (Rossiter and Percy, 1998).

These three motives all have to be fulfilled. However, curiosity is viewed as the overarching motive and driving force. It is also curiosity that motivates people to go through the necessary processes, which will be described later in this paper. In order for curiosity to be met and fulfilled, virtuosity and social gratification also have to be present. These motives motivate the individual to take action so that needed skills and social understanding can be obtained.





## **CHAPTER 3**

### **The personal transformation**

## Chapter 3

### The personal transformation

From Kristensen's consumer transformation perspective three main areas are chosen as the most important in relation to the individual consumer's transformation: Acquired Taste, Pleasure of the Mind and Fluency (Kristensen, 2009; 1). It is argued that the consumer has to experience all three phenomena to make a personal transformation possible. I will firstly look into the theory behind acquired taste presented by Howard S. Becker in 1953. Afterwards, the chapter will deal with Michael Kubovy's theory from 1999 about pleasure of the mind. Thirdly, a description of fluency from Rolf Reber, Norbert Schwarz and Piotr Winkelman's (2004) perspective will follow. Lastly these three areas will be linked to each other and to the other motives presented in the previous chapter.

#### 3.1. Acquired Taste

When trying something new, which is very different from what one is used to, it is common that one dislikes this specific something. People do not instantly like new things, for example coffee or smoking. However, something disliked can be liked when a change in preferences occur (Kristensen, 2009; 1). This change in taste can be due to acquired taste. The Oxford dictionary defines the term "*acquire*" as; "*to gain something by your own efforts*" and acquired taste as; "*a thing that you do not like much at first but gradually to like*". The dictionary gives the example of abstract art as an acquired taste (Oxford Dictionary, 2010). The individual has to actively make an effort in order to like something it did not like at first. Henceforth, acquired taste is a change in the individual's conception (Becker, 1953). Such change is most often a result of participation in groups where others (in Becker's example marijuana users) are present (Becker, 1953). Moreover, Melchionne (2007) argues that the individual has to be determined to work against existing preferences. This process has the potential of being painful and emotionally hard such as the process of learning to like coffee (Kristensen, 2009; 1). However, the result of the possibly painful process can be very rewarding and can reveal completely new satisfactions (Melchionne, 2007).

Becker (1953) describes this process in the article "*Becoming a Marijuana User*" where he uses the learning of becoming a marijuana user as an example of how individuals may react when they come in contact with any given object and how they will respond to it at first. Becker (1953) introduces a process of acquired taste that involves three sequences of events that all include learning. Firstly, one must learn the right technique and master this technique. Secondly, one must learn to recognise the outcome and connect it with the behaviour, and finally, one has to learn to judge it and get pleasure from the perceived.

### Step 1. Learning the optimal way of doing/using – the correct technique

The individual has to learn the right technique in order to achieve the best result possible so that the preliminary conception can change. The learning comes from both direct and indirect teaching (Becker, 1953). With direct teaching the experienced teaches the novice the right technique. With food an example can be that the experienced teaches the novice how to combine the flavours in the right way. With indirect teaching the individual observes and imitates the more experienced (Becker, 1953); for example by going to a restaurant and both observing and imitating the other guests.

### Step 2. Learning to recognise the outcome and connect behaviour to the result

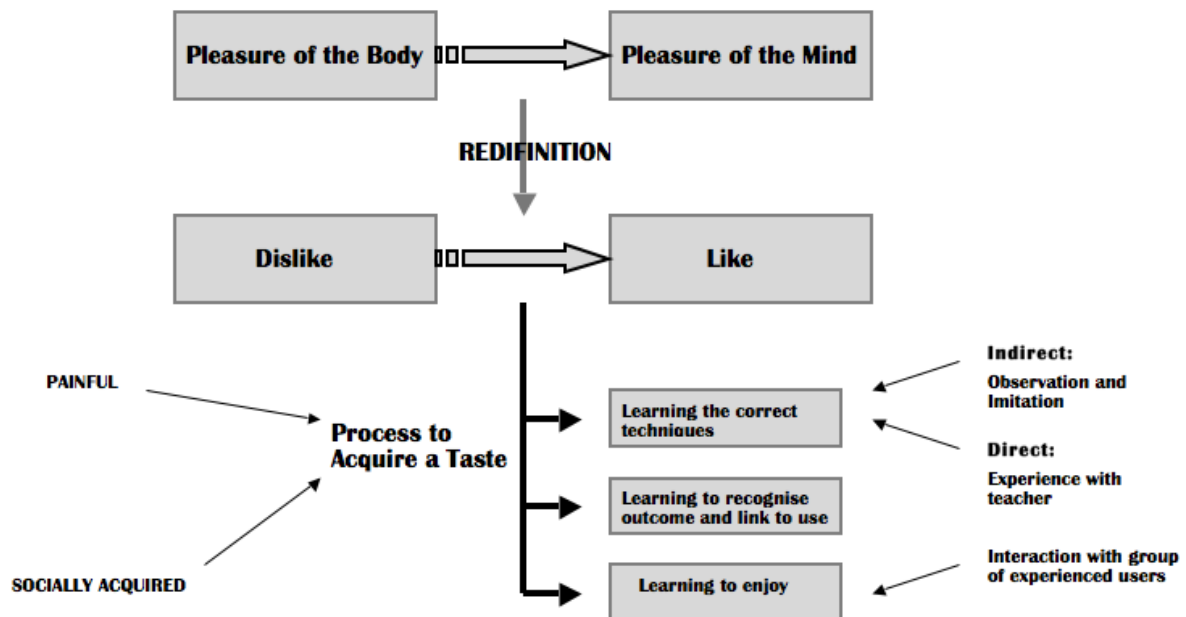
*“I have seen a guy who was high out of his mind and didn’t know it”* (Becker, 1953; pp. 237). The effect being present (high) is not enough the user must be able to recognise its symptoms in order to gain the experience of being high (Becker, 1953). For example, from this it can be argued that it is important that the consumer knows and understands how specific food is supposed to taste and which texture is the most desirable for the chosen ingredients.

### Step 3. Learning to enjoy

When the individual has learned the proper way of using (in Becker’s example smoking the marihuana) and also has learned to recognise its effect, it becomes important to learn to enjoy the effect (Becker, 1953). For example, in order for consumer’s to have a good eating experience the guest will have to be educated enough to value it (Jan Krag Jacobsen in Jon Sundbo and Per Darmer, 2008). As stated before the taste might not automatically be pleasurable. In such a case it can be socially acquired. While the experience can be unpleasant at first, a later experience can change the previous experiences and conceptions by redefining the sensations to be pleasurable (Becker, 1953). This redefinition usually occurs in the interaction with experienced users. Acquiring taste is a social learning process (Jacobsen in Sundbo and Darmer, 2008) where the experienced users can teach the novice to find pleasure in the experience. The probability of this redefinition taking place depends on the degree of participation with other users (Becker, 1953).

In that way a taste for it is built up and what used to be unpleasant becomes both pleasant and loved. If this redefinition of the unpleasant to something pleasant does not happen, the individual will not continue using, eating or drinking etc. the thing in question (Becker, 1953). Henceforth, through this process a transformation of the consumer’s conception may occur and the consumer therefore obtains an acquired taste.

### 3.1.1. Model of Acquired Taste



The above model illustrates the process of acquired taste. In relation to acquired taste the motives for transformation become relevant. Curiosity must be present throughout the entire process. The reason for this is that the process mentioned above requires the individual to be determined to work against existing preferences. Moreover, the process is described as having the potential for being long and painful. Curiosity is therefore needed to motivate and become a driving force for the individual to go through such a process. The learning and mastering of the proper techniques may lead to a feeling of virtuosity, and the fact that acquired taste is socially acquired may lead to a feeling of belonging to a group and thereby social gratification. These two elements will work as motivators for curiosity and will thus be motivating for the individual attaining a new acquired taste.

However, acquired taste is not enough alone for a possible consumer transformation. Kristensen (2009; 1) argues that the individual also must experience pleasure of the mind.

### 3.2. Pleasure of the Mind

Pleasure of the body has to turn into pleasure of the mind before a transformation is complete. (Kristensen, 2009; 1). Pleasure of the mind is a state or phenomenon that needs exemplification. In order to describe the phenomenon Kubovy (1999) introduces a dinner experience as an example. The dinner takes place at a nice restaurant with good company, lovely surroundings and atmosphere, where the courses are more than just food; they are nicely decorated. If you then remove everything from this setup to leave the actual food - the chances of pleasure of



the mind are removed. With this in mind it can be argued that pleasure of the mind arises from the surroundings of the setup – from the part one might call the experience. When the experience is removed, removing the possibility of achieving pleasure of the mind, all that is left is the possibility of achieving pleasure of the body. Pleasures of the mind and pleasures of the body are two distinct phenomena that might seem similar but are two very different forms of pleasures.

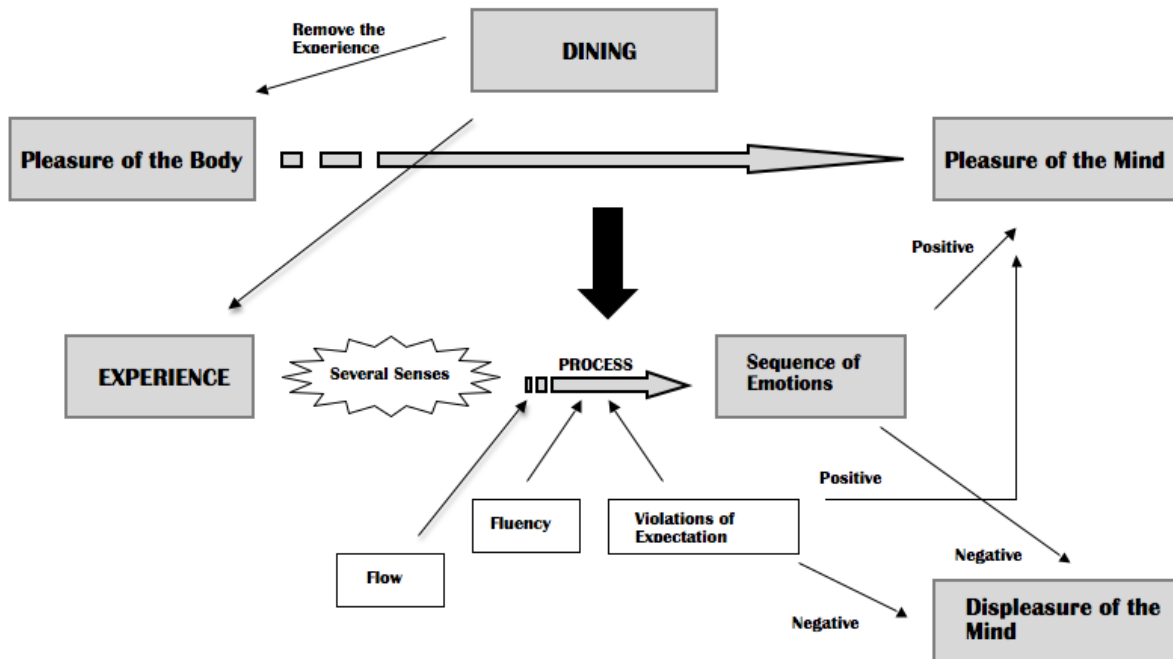
Two forms of pleasures of the body exist: relief pleasures and tonic pleasures. These pleasures arise from different sources and differ in durability. Relief pleasures follow a prior tension or discomfort. The pleasure from relief pleasures is relatively brief (Kubovy, 1999). An example of relief pleasure is sneezing where the individual experiences a sudden relief from internal sources by sneezing and thereby eliminating the discomfort. Tonic pleasures arise from pleasures for the skin and its orifices. It involves an object or substance coming into contact with the body, for example a caress or when eating something sweet (Kubovy, 1999). Hence the tonic pleasures usually arise from the two senses - feeling and taste. However, the distant senses, hearing and sight, can also give pleasure of the body.

Pleasure of the mind is a sequence of emotions. Most of the tonic pleasures are embedded in pleasures of the mind. *“All work of art, and more generally all pleasures of the mind derive their pleasurability from the sequence of the emotions they bring about”* (Kubovy, 1999; pp. 5). Pleasure of the mind often combine with the use of several senses at the same time. In order for pleasure of the mind to arise the individual’s expectations have to be violated (Kubovy, 1999). Individuals form expectations from their cognitive structure that is formed by past experiences. Henceforth, expectations to a specific situation are formed from past experiences with similar situations. These expectations are usually tacit (Kubovy, 1999) and will be held against the experience as a ground for the interpretation of it. If the experience surprises the individual the expectations are violated. An example of this process is *“whenever a musical event occurs, you interpret it in terms of your current schematic expectations. If the event is ambiguous, you interpret it in terms of the schema that comes most quickly to your mind. If the musical event violates your expectations your autonomic nervous system is aroused”* (Kubovy, 1999; pp. 10). With a positive violation of the experience the individual achieves pleasure of the mind. However, if the individual is disappointed or the violation is interpreted as negative, the individual achieves displeasure of the mind.

In relation to pleasure of the mind it becomes relevant that the experience has to violate or surprise the consumer’s expectation and the surprise has to be interpreted as positive. However, Kubovy (1999) notes that the experience should not violate the expectations too much as this will be unpleasant for the individual. He argues that a form of flow must exist in order for the experience to be pleasant.

### 3.2.1. Model of Pleasure of the Mind

The model below illustrates the process with all the involving elements in the process of pleasure of the mind



### 3.3. Flow and fluency

Flow is a state of mind, where the individual is so immersed it forgets about both time and place (Csikszentmihalyi, 1999). It is the experience or feeling when one masters something and is described as *“when the information that keeps coming into our awareness is congruent with our goals, the psychic energy flows effortlessly”* (Csikszentmihalyi, 1990; pp. 37). In this state the individual does not have to question itself, its ability or adequacy. According to Csikszentmihalyi (1999) *“being in top-form”* is the best way of describing this experience. Experiencing flow is a pleasurable experience because it pleases the virtuosity motive (to master something) (Kubovy, 1999). From this it becomes relevant to look further into how this state of mind can be reached. Fluency is closely related to flow and is crucial to the phenomenon. Fluency is processing ease – fluency in processing of a stimuli means that the stimuli are processed with ease by the individual. Fluency is dependant on the speed and accuracy of the processing stimuli (Reber et al, 2004).

Reber et al. (2004) discuss aesthetic pleasure in relation to processing fluency in the article; *“Processing fluency and aesthetic pleasure: Is beauty in the Perceiver’s processing experience?”* The main result from their research paper is the that the more fluency an individual has in its processing of an object or information, the higher and more positive the aesthetic pleasure

is. The authors demonstrate through experiments and field research that if fluency is high it will elicit positive emotions. In this way Chikzentmihaly (1999) argues that the satisfaction comes with a fluent experience. One experiment performed by Winkielman and Cacioppo (2001) monitored facial expression of participants when they were exposed to high as well as low fluency processing elements (Reber et al, 2004). Two main reasons as to why high fluency brings out a positive effect are presented. Firstly, it is because fluency *“is associated with progress towards successful recognition of the stimulus”* (Reber et al. 2004; pp. 366). Moreover, fluency strengthens the probability of error-free processing. Finally, fluency is also positive because it is an indicator as to whether the stimuli are familiar to the individual (Zajonc, 1998).

Reber et al. presents four relevant factors for fluency in the processing of an object – these are; the amount of information, symmetry, contrast and clarity, and the perceiver’s history with the stimuli. It is easier to process less information than more information, which is also the reason why people prefer symmetric shapes over asymmetric shapes. As of such it is further argued that people prefer symmetry because it facilitates fluent processing (Reber et al., 2004). Moreover, people prefer *“high in figure-ground”* stimuli because it is faster to process. Furthermore, it is easier to process something that is familiar rather than something unfamiliar. This is why repeated exposures to a stimulus most likely results in more favourable evaluations. This effect is called the *“mere exposure effect”* (Zajonc, 1998). Zajonc (1998) showed through experiments that people are more likely to evaluate a stimulus more favourably when the individual is repeatedly exposed to the stimulus. One of the reasons for this is that the stimuli become more familiar, which is valued as both positive and pleasurable.

Beside the influence of the four aforesaid areas, two other factors are simplicity/complexity of the stimuli and the individual’s expectations (Reber et al. 2004).

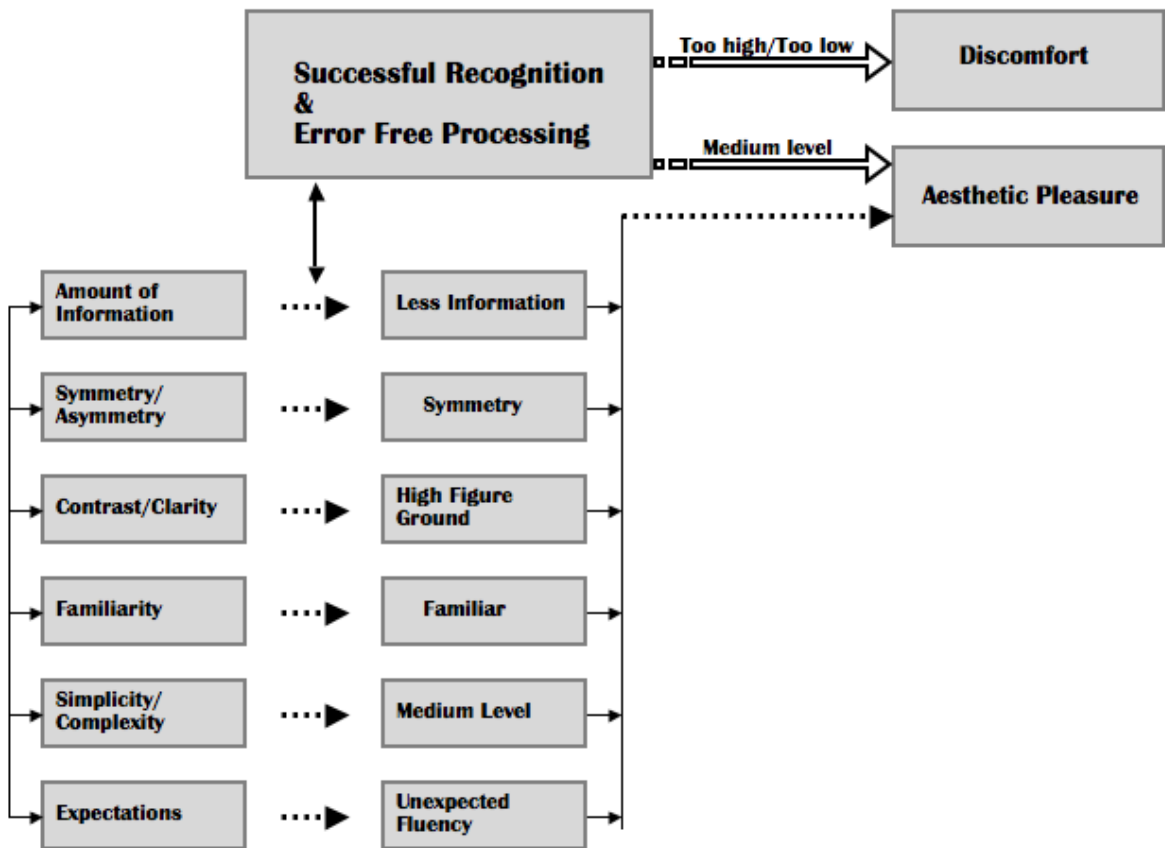
**Simplicity/Complexity:** Simple rather than complex information or stimuli may seem easier to process and one may thereby assume a high processing fluency. However, this is not necessarily the case as it might become boring if the stimuli is too simple. For example, experts may evaluate simple stimuli negatively despite the pleasures from easy processing (Reber et al, 2004). This indicates that the processing can become too fluent. If the fluency is too high it might become boring for the individual, which may entail that the individual will lose its attention towards the stimuli. The reason for this is, as previously mentioned, that individuals need interruptions in order to remain staying curious as well as achieving pleasure of the mind. However, if the processing fluency is too low it might overwhelm the individual, which may result in an abandoning of the processing of stimuli (Reber et al., 2004). This is because both boredom and overload are unpleasant. The individual prefers an intermediate level of complexity (Kubovy, 1999).

**Expectations:** Fluency becomes more positive if it is not expected. When the individual ex-

pects the processing to be difficult and discovers an ease (fluency), it is more pleasurable to the individual. This is also correlative with Kubovy’s (1999) theory about violating expectations in order to be able to achieve pleasure of the mind. Furthermore, the unexpected or the unknown makes the individual curious and the unexpected fluency may strengthen the individual’s feeling of virtuosity.

### 3.3.1. Model of Fluency

The model below illustrates the relevant factors in relation to a fluent processing.



### 3.4. Summary of the Personal Transformation

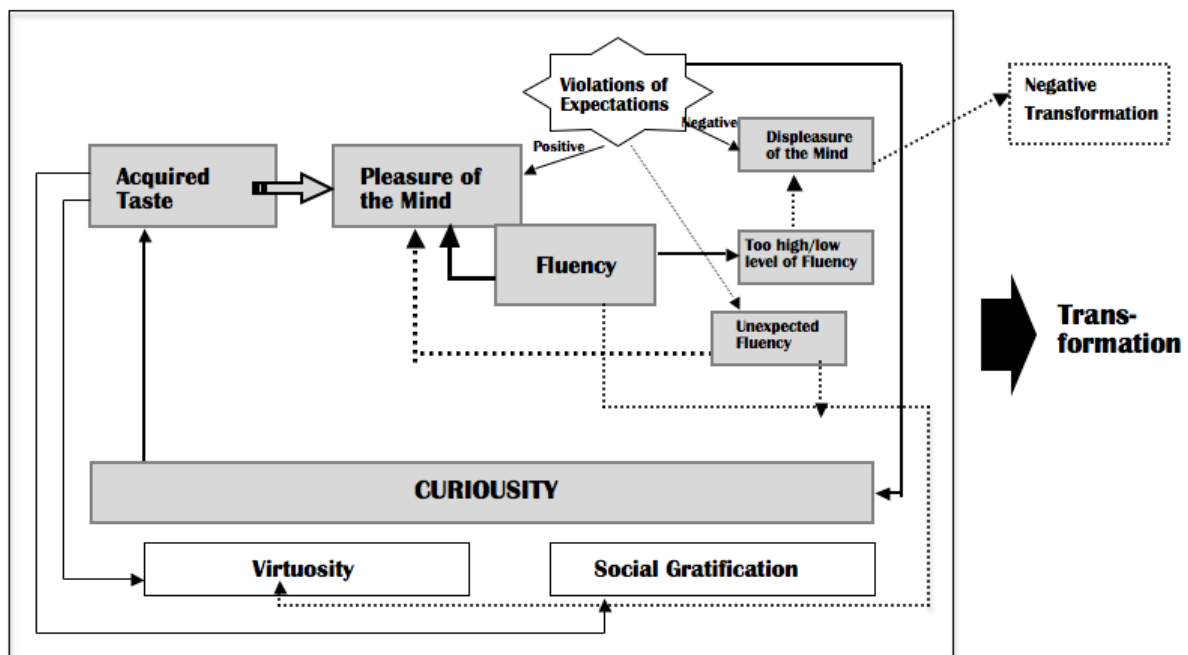
The model below summarises the aspects of the transformation process covered in this chapter. The model starts with the consumer at the left and its need for transformation. The three motives that function as a driving force and motivation throughout the transformation process are illustrated at the bottom of the model. The highest and overall motive is curiosity. Virtuosity and social gratification are below, supporting curiosity. All three motives have to be fulfilled in order for the individual to go through the different processes including in the transformation process.



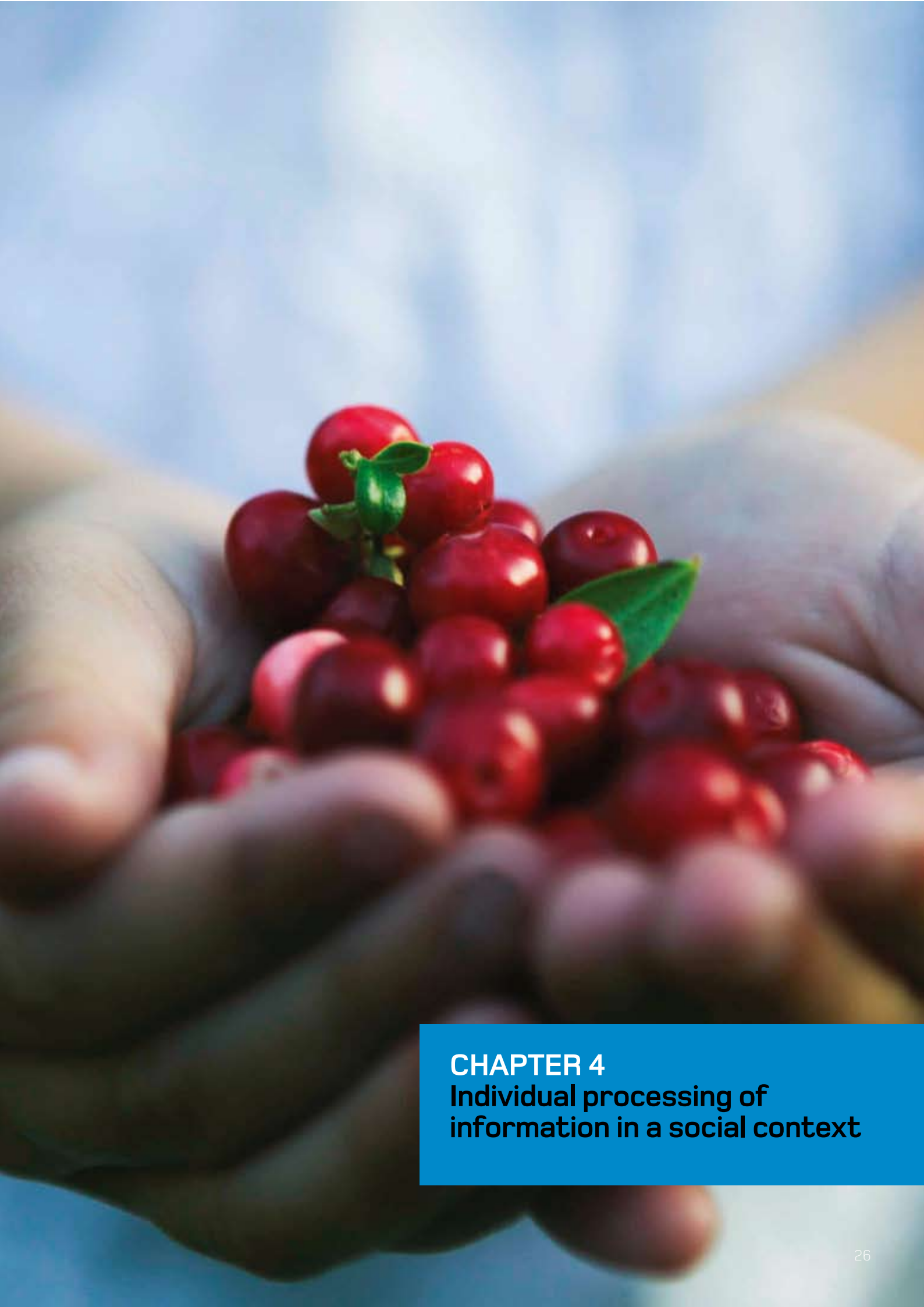
Step 1. Acquired taste – The consumer needs to go through the sometimes difficult and painful learning process of acquiring a new taste. As shown by the arrows curiosity is needed as a driving force with acquired taste. During the learning process the motive of virtuosity is likely to be fulfilled when the individual learns to use and master the right technique. Moreover, the fact that acquired taste is a social process may lead to a feeling of acceptance from the group of experienced which may fulfil the motive of social gratification.

Step 2: Pleasure of the Mind – After acquiring a new taste, the state of pleasure of the mind becomes relevant. The pleasures of the body have to turn into pleasures of the mind. For this to happen the individuals expectations have to be violated. The violation of the individual's expectations maintain the individual's curiosity. However, if the violation is unpleasant the individual will experience displeasure of the mind.

Step 3. Fluency – a medium level of processing fluency is crucial in order for the individual to experience pleasure of the mind. When fluency is viewed as too high or too low it becomes unpleasant and leads to displeasure of the mind. Unexpected fluency is pleasurable for the individual and the potential for pleasure of the mind increases. Fluency and especially unexpected fluency fulfil the motive of virtuosity.



It is important to notice that the steps in the model are shown as a straight line in order to simplify the different relevant factors to the reader. Some steps may take place at the same time or in a different order than pictured. The model of the transformation is not yet complete. The individual's processing and the social context also have influence on the transformation and will be expanded on in the next chapter.



## **CHAPTER 4**

### **Individual processing of information in a social context**

## Chapter 4

### Individual processing of information in a social context

A transformation is individual and no person will go through exactly the same transformation. The reason for this is that all individuals process information differently as the upcoming paragraphs on the processing of information will show. One of the reasons for this is that we all have different cognitive schemata and thereby process the information with the help of different types of knowledge.

Even though transformation is an individual phenomenon the social context in which the individual takes part in an experience has an influence on the individual transformation. This chapter will look into how social situations have an effect on transformation and on how individual processing of information can give rise to an individual transformation.

#### 4.1. Social Experience

Experiences should not be experienced by the individual alone if a transformation experience is desired. When other people are present the chance of the experience becoming deeper is greater. Furthermore, the experience becomes more enjoyable for the individual when others are present to share it (Kristensen, 2009; 1). The reason for this is that people enjoy talking to others about their experiences. This can be argued to enhance the experience. Moreover, the individual will in a social setting be able to strive for and achieve social gratification and have the possibility of fulfilling that motive (Kristensen, 2009). An important aspect of experiences, therefore, is the social scene surrounding an experience. As of such Jacobsen (in Sundbo and Darmer, 2008) argues that company is especially important with the eating experience. Eating with others can lead to a profound social experience. The reason for this is that the company you eat the food with has a great influence on how you experience the food. For example, if the food is cooked by a person someone dislikes it will not be enjoyed. Likewise the exquisite eating experience is a question of cultural capital. It is a dialectic experience produced by skilled actors and consumers qualified to enjoy the meal (Jakobsen in Sundbo and Darmer, 2008). Moreover, Kristensen (Transformation Academy, 2009) argues that the social experience also is relevant in relation to enjoying art. One of the main aspects within an art experience is the ability to have conversations with other people about one's new insights and is such the interaction in a larger community. The fact that people like talking about their experiences enables transformations to take a form of cohesion in society.

The importance of a social experience also appears within the learning process involved in acquired taste. As previously argued acquired taste is a social learning process where the

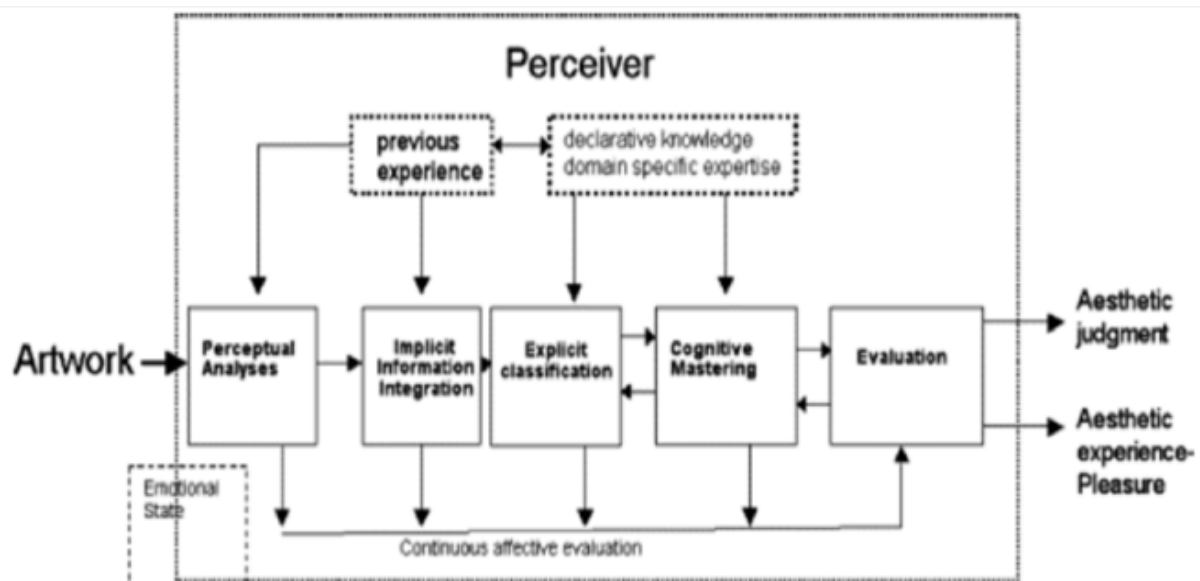
novice interacts with the experienced in order to master the right way of doing things and also in order to achieve knowledge about how the outcome is supposed to be. The social aspect especially becomes relevant in relation to the redefinition process where Becker argues that the degree of participation with others has a strong influence on the probability of redefinition.

## 4.2. Processing information

It now becomes relevant to look into the processing process in order to understand how the individual processes information.

### 4.2.1. Aesthetic appreciation and aesthetic judgement

Helmut Leder, Benno Belke, Andries Oeberst and Dorothee Augustin (2004) present a model for information processing in the article "A model of aesthetic appreciation and aesthetic judgments". *"Exposure of the art provides the perceiver with a challenging situation to classify, understand and cognitively master the artwork successfully"* (Leder et al. 2004; pp 493). This process is called an aesthetic experience. An aesthetic experience can also be referred to as pleasure of the mind (Kubovy, 1999).



The model above (Leder et al, 2004; pp 492) illustrates the individual's processing of information and also the factors that have an influence upon the individual processing. The model shows the different processing stages and other variables involved in an aesthetic experience. The model is based on the processing of art and especially visual aesthetics but is argued as transformable to other aesthetic experiences. Successful mastery of the artwork is the main

source for wanting future exposure to the given object (Leder et al, 2004). This is due to correlation between the two motives of virtuosity and curiosity where virtuosity is the source for curiosity. The model suggests five processing stages.

Firstly, when processing artwork some pre-classification exists. The context provides strong clues for this classification (a museum, a gallery). Moreover, before looking into the five stages it also becomes relevant to look at the emotional affective state. Leder et al. (2004) argue that the individual's state has an effect on the aesthetic experience – this concept is referred to as aesthetic attitude. This needs to be present in order to achieve an aesthetic experience. The state in the beginning is especially important as it is argued that a negative state might hinder positive aesthetic experiences. However, the aesthetic experience may also change the affective state as is illustrated in the figure where it is assumed that positive aesthetic experiences induce a positive affective state.

The first processing stage is perceptual analysis. Within the process, basic occipital visual processing is mainly involved. Contrast, complexity, symmetry, order and grouping are all involved in this stage. Clearer images often are more preferred, as well as a medium level of complexity. However, this depends on the individual's adaption level. Moreover, symmetry is preferred and a grouping and ordering occurs. From this it can be argued that Leder et al (2004) agree with Kubovy (1999) that fluency is important due to the same factors which are presented as relevant as with the theory of fluency (Reber et al, 2004).

In the second stage the artwork is processed in relation to familiarity, prototypicality and peak-shifts. As Kubovy (1999) argued with pleasure of the mind, familiarity positively affects aesthetic preferences. Moreover, prototypicality is the amount to which an object is representative of a class of objects. This is built through previous experiences and a preference prototypicality exists.

The third stage, explicit classification, is analysis concerned with style and content and is dependant on the individual's knowledge within the specific domain. Furthermore, this processing is also influenced by personal taste and interest.

The fourth and fifth stage, cognitive mastering and evaluation, are closely related with feedback loops. The result of every processing stage can have an influence on an increase or decrease of the affective state. Moreover, repeated success in cognitive mastering results in positive changes of the affective stage leading to the stage of satisfaction – or pleasure. Furthermore, if the evaluation is not subjectively experienced as successful, the information processing can be redirected to the previous stage.

The results of the processing of an artwork are aesthetic emotion and aesthetic judgement,

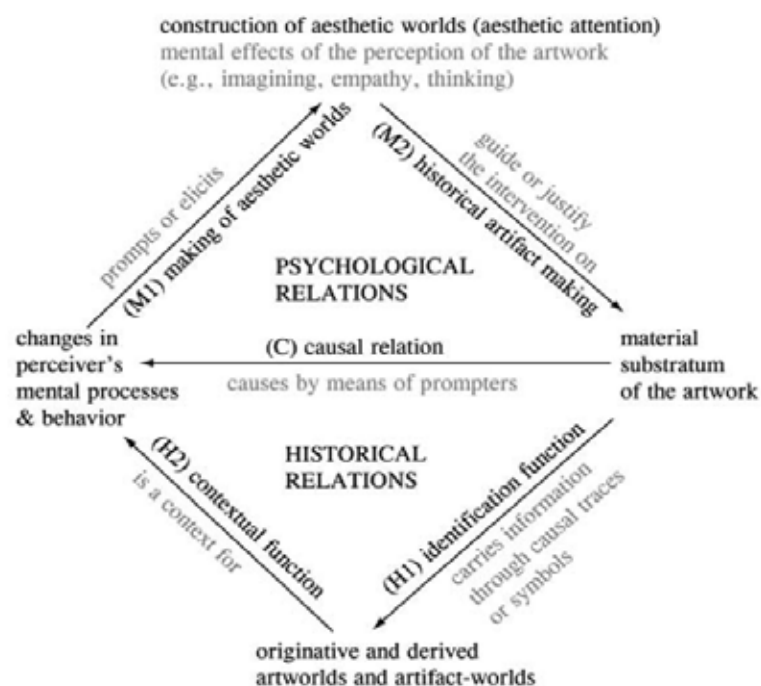
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which are somewhat independent. Aesthetic emotion arises from the individual's subjective level of success of the information processing. This results in pleasure or displeasure depending on the satisfaction level of the processing. The outcomes derive mainly from the evaluation stage in form of the affective effect and the cognitive appraisal. In relation to aesthetic judgment an artwork is judged as positive if the processing is experienced as emotionally positive, whereas if the artwork is not meaningful or clear in association the judgement of the artwork will be negative and thus not preferred. The aesthetic experience is most often positive and thereby pleasurable but it can also be negative and thereby result in displeasure. Displeasure is most often the outcome of a processing where the individual did not understand the artwork. Cupchik and Laszlo (1992) argue that there is a distinction between the novice or naïve and experts – naïve persons will refer more to the emotional reception whereas experts will refer more to the cognitive reception.

Finally, it is important to notice that the model does not take social processes into account - thus may neglect important processes. In order to take some of these processes into account the psycho-historical perspective on processing will now be looked at.

#### 4.2.2. The psycho-historical perspective on individual processing

Nicolas J Bullot (2009) presents a theory he calls the Psycho-Historical Theory of Art. The theory incorporates both a historical and a psychological perspective to the processing of an artwork. Artworks are defined as *"historical and material artefacts designed to prompt mental activities and elicit the conscious experience of aesthetic worlds"* (Bullot, 2009; pp. 1). The model below (Bullot, 2009; pp. 16) illustrates the processing of an artwork.



The point of departure is the artefact. An artefact consists of material components or parts, which are called the material substratum, and is the result of an agent's (an artist's) work with these components into a new configuration. The material substratum carries multiple information. The psychological aspect introduces the material substratum as prompters that prompt the perceiver's mental processes because it directs the perceiver's attention and imagination. The historical perspective views the artefact as carrying information about historical and cultural systems. This entails that the historical context in which an artefact is produced and cultural systems it is presented in have an influence on how we perceive the artefact. Moreover, we need to examine the parts or components (the substrata) of the artwork in order to understand it as a whole.

An artwork is dependent on the artworld it exists in and this world's conventions. Furthermore, the artworld consists of a number of conventions that are formed upon the background of former constructed artefacts. The artworld functions as the context of how the individual perceives the artefact. In the artworld system the artist presents his work of art to the public according to historically defined conventions. However, social conventions are not enough - the perceiver has to possess some causal knowledge in order to understand the artwork. Artefacts normally have a function, and the way individuals understand an artefact are caused by causal-explanatory understanding of the intended function and working. Bullot (2009) introduces an example that illustrates the need for causal knowledge; an iron covered with a line of nails on the flat surface of the iron. These nails will make the iron useless for its normal purpose - to iron clothing. In order to understand the artwork properly one must know the original purpose of an iron. As the model shows, this causal relation (C) causes changes in the perceiver's mental processes and behaviour. This is due to the means of prompters. As the model shows, the mental processes guide or justify how the artefact will be accepted. Thus, they take a part in forming the individual's causal knowledge.

The psycho-historical theory deals with how the processing of an artefact is both influenced by historical perspectives as well as psychological factors. Thereby it deals with how the artefact carries historical factors and how the classifications and usage of similar artefacts in the past are a part of the present processing. This means that the past view on a certain artefact will influence the present. Furthermore, the individual's mental processes in forms of thinking, fantasy and imagination also influence our processing. Moreover, our causal knowledge - our expectations to the artefact or our imaginations about the artefact have an influence on how the artefact is perceived. As shown in the model this can provide for changes in the perceiver's mental processes and behaviour and thereby transforms the individual. In relation to Kubovy's (1999) theory about disruption of expectations one can imagine that the causal knowledge in which the individual's expectations lies must be disturbed in some way in order for such change to occur.

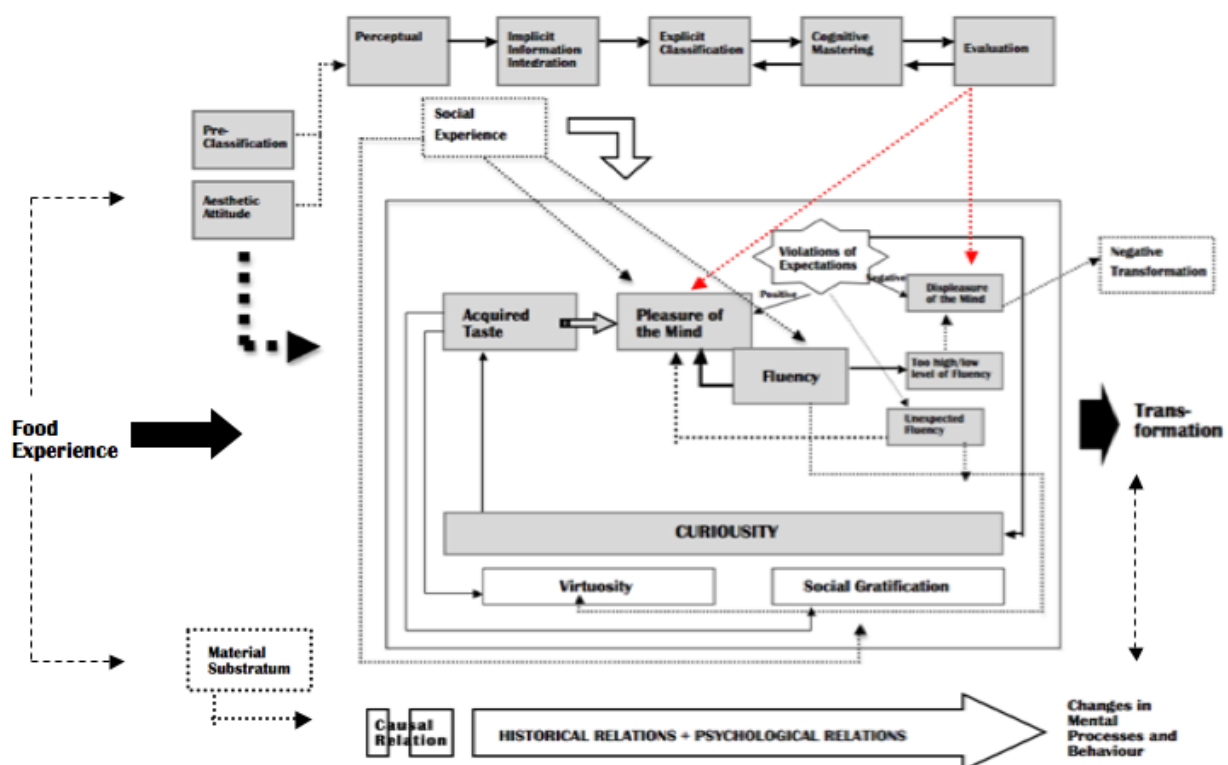


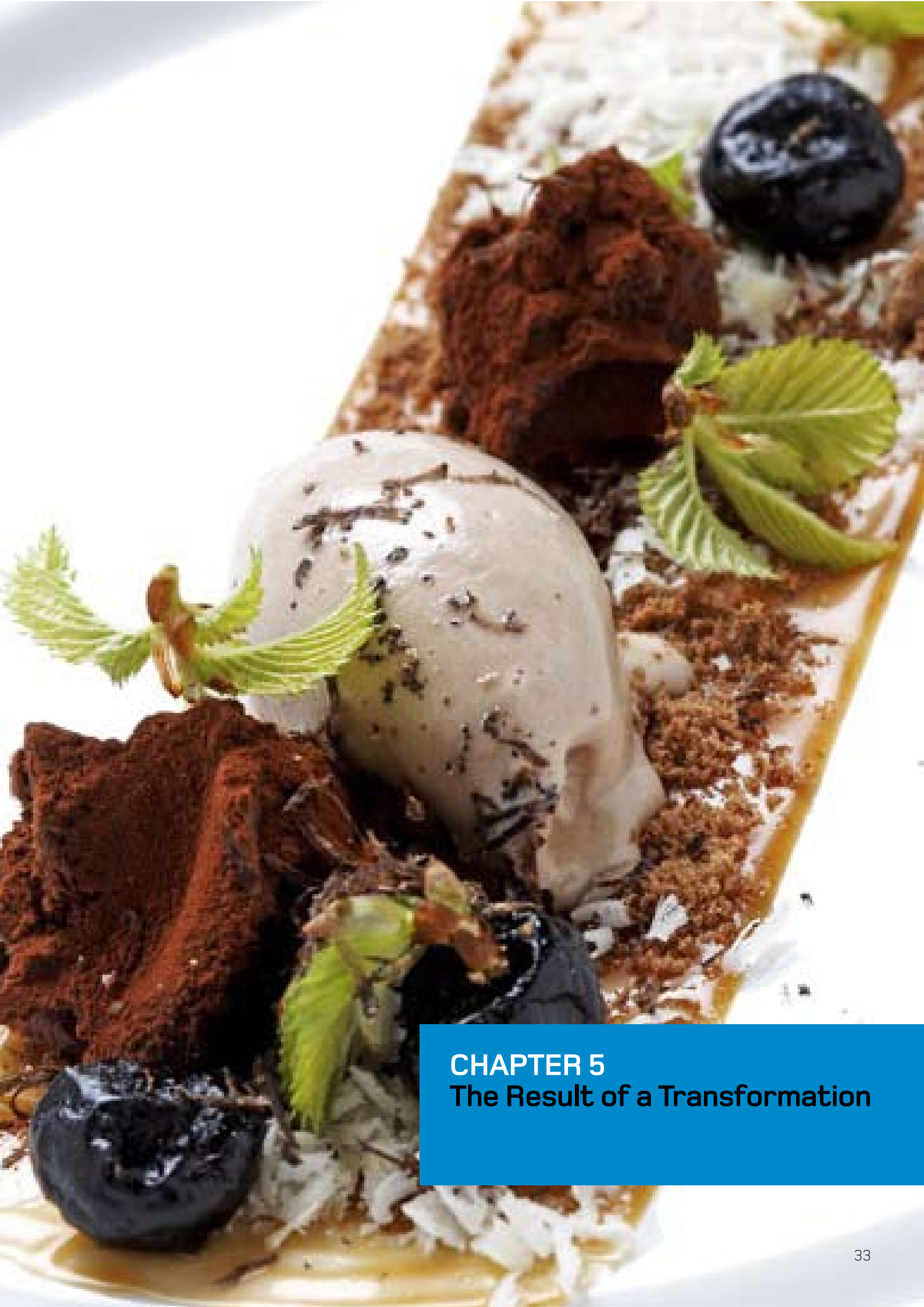
### 4.3. Summary of The Individual's Processing of Information in a Social Context

The social aspect deepens the experience and makes it more enjoyable. Moreover, it strengthens the experience in relation to becoming transformational (Kristensen, 2009). As the model below shows, the social element has an effect on the several aspects of the transformation process. Not only does it deepen the experience but it also has an influence on acquired taste - the process of acquired taste is best done in a social setting (Becker, 1953). Furthermore, it can be argued that since it makes the experience more fun and enjoyable, it might have an influence on the aesthetic attitude (Leder et al. 2004).

Two processing processes are viewed as relevant to the transformation process. Leder et al. (2004) presented a cognitive processing model of aesthetic appreciation - or with Kubovy's (1999) terminology; pleasure of the mind. Furthermore, Bullot (2009) dealt with the material substratum influence both in a historical and psychological perspective. The transformation process model presented earlier will, in light of the above, need to be modified in order to include these perspectives.

The model below illustrates the individual's processing of information in a social context. The model shows how the processing of the input (the food experience) takes part during the entire transformation process. At the top is the process of Aesthetic Appreciation that if successful results in pleasure of the mind. At the bottom is the Psycho-Historical process that starts with the material substratum of an object and ends with a change in the perceiver's mental processes and behavior - what also could be referred to a transformation.





## CHAPTER 5

### The Result of a Transformation

## Chapter 5

### The Result of a Transformation

The result of an individual consumer transformation, is a change within the individual. Such a change can be evident from the change in the individual's basic set of criteria and may result in new preferences (Kristensen, 2009; 2). The transformation and thus the change can be small or large, be life changing or just a minor change in the consumer's basic set of criteria. As a result Kristensen (2009; 1) argues that the individual should not be able to turn back. He gives an example with the help of Elster and Lowenstein (1992) who argue that people will experience a difficulty transitioning from having a superior meal to have a less good meal – the less good meal will become unsatisfying. When individuals judge a meal they will automatically process it and judge it in relation to prior experiences (Leder et al., 2004) or to a historical context (Bullot, 2009) - the context of a previous meal. As of such Kristensen (Transformation Academy, 2009) argues that it is the sensory contrast effect that is the reason for this phenomenon. However, it is possible to enjoy a superior meal after consuming a bad meal. This implies that *“a real transformation will mean that the people in question set new standards for her culinary experiences”* (Kristensen, 2009; 1; pp. 9).

Moreover, transformation can mean that the individual has acquired a taste and thereby experienced a change in the consumer's conception and preferences. When people have gone through a transformation, a change in the basic set of criteria occurs which often leads to a change in the individual's need. It is not certain how long a transformation will last but it is argued by Kristensen (2009; 1) to be relatively irreversible. However, it can be lost or removed by legitimate authority. Moreover, it is not possible to go through the same transformation twice and also it is not possible for different individuals to go through the exact same transformation.



## **CHAPTER 6**

### **A potential influence on transformation**

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### A potential influence on Transformation

A very active form of participation is when the consumers become so involved and active that they are a part of creating the experience themselves. This phenomenon is called co-creation.

#### 6.1. Co-Creation

The concept of co-creation was presented in the late nineties as a new source of competitive advantage. The pioneers and main representatives within the co-creation field are C.K. Prahalad and Venkat Ramaswamy. The following chapter will mainly be based on the work of these authors. Moreover, the present paper will not focus on the organisational and managerial challenges that follow with the co-creation approach.

Co-creation is a new approach to value creation (Prahalad and Ramaswamy, 2004). Co-creation describes a concept where the consumers take part in the production of value (Humphreys and Grayson, 2008). The creation of value is created in collaboration between the companies and the consumers (Prahalad and Ramaswamy, 1999). The consumers cannot only co-create value but also co-invent and co-innovate (Ramirez, 1999). In this way both the consumers and companies become producers of value (Prahalad and Ramaswamy, 2004; 1). In this paradigm the company and the consumers have new and different roles than previously. They are both collaborators and competitors – they collaborate in the co-creation of value and compete in order to achieve the highest outcome of the economic value (Prahalad and Ramaswamy, 2004; 1). Prahalad and Ramaswamy argue that this approach is based on "an individual-centred co-creation of value between consumers and companies" (Prahalad and Ramaswamy, 2004; pp. 1). They further argue that in order to gain competitive advantage it is crucial for companies to focus on co-creation with their consumers and especially on co-creating unique experiences with the consumers.

Henceforth, with co-creation a massive shift in the role of the consumers and the companies is presented.

##### 6.1.1. A shift in the role of the consumer and company

Traditionally the company was the sole and only producer of value. It developed its products and delivered the value to the consumers. In this lies a perspective where value occurs inside the company of which the consumers are outside (Prahalad and Ramaswamy, 2004; 1). Prahalad and Ramaswamy (1999) describe this concept referencing to the theatre as a metaphor. The traditional form of business competition can be described as a traditional theatre where the

actors have been giving specific roles, the customers paid for a ticket and passively saw the play. However, in the co-creation perspective the business competition is no longer an ordinary theatre; it is more of an experimental theatre where the traditional roles no longer exist (Prahalad and Ramaswamy, 1999). This especially stems from a change within the consumers. Consumers now have endless information access, networking opportunities and so forth. They have changed from being isolated, unaware and passive to become connected, informed and active (Prahalad and Ramaswamy, 2004). This type of consumer is increasingly showing a need to be a part of the creation of value (Humphreys and Grayson, 2008). The consumers want to interact with the company and thereby co-create value with the company (Prahalad and Ramaswamy, 2004; 1).

The presented shift has led to the changing relationship between the company and consumer. The previously clear distinction between the two is no longer evident (Humphreys and Grayson, 2008) as the above example has shown. Tapscott and Williams (2006) argue that the roles of the consumers and companies have become blurred as has the gap between the two roles. Producers are no longer the sole producers of value and can therefore not determine and deliver value to the customers. In this perspective Humphreys and Grayson (2008) argue that the consumers must, after making a purchase, take part in a range of activities in order for the offering to provide the intended value. However, Lush et al (2007) takes the new consumer co-creator role further and argue that consumers do not just add value at the end of the process; “they are an operant resource, a collaboration partner who co-creates value with the firm” (Lush et al 2007; pp. 6). Prahalad and Ramaswamy (2004) share Lush’s view and also argue that co-creation takes place throughout all processes of value creation. Moreover they suggest a completely different process than previously seen. It involves individual consumers in a personalised co-creation experience. This form of co-creation is argued as being the best way of gaining competitive advantage (ibid). This arises from the view that individual customers actively co-construct their own consumption experience through personalised interaction and thereby co-creating unique value for themselves (Prahalad and Ramaswamy, 2003).

### **6.1.2. Co-creation experience**

Inspired by Pine and Gilmore’s work from 1999, Prahalad and Ramaswamy (2004) suggest a focus on experience to be more beneficial in the co-creation field rather than the present focus on products and services. In the light of this perspective the consumer becomes a co-creator of its experience involving or surrounding the products and services. When the experience along with the value inherent in the experience is co-created, the company can still be producers of products or services, however the main focus is no longer on those but instead shifts to the characteristics of the total experience environment (Prahalad and Ramaswamy, 2004). Lego is an example of a company, which has an experience environment that facilitates co-creation. Lego consumers co-create value by interacting with the Lego company

through its experience environment. The Lego brick is an artefact consumers have experiences around. Every time a child plays with Lego it will create a new experience and even in the same time, as a part of the same “play”, different individuals will create different experiences.

After introducing the concept of co-creation experiences Prahalad and Ramaswamy (2004) developed a new, and to them, more valuable concept within the field of co-creation and experiences – the personalised co-creation experience.

### **6.1.3. Personalised Co-creation Experience**

Prahalad and Ramaswamy (2004) introduce the personalised experience as the prime way of gaining competitive advantage. With personalisation the consumer becomes co-creator of its own experience. This concept is called Personalised co-creation experience and is argued to have the possibility of unlocking further new sources of competitive advantage.

Personalising to a co-creation of an experience means fostering individualised experiences (Prahalad and Ramaswamy, 2004). Personalised co-creation experience is when the individual customer creates unique experiences together with a company. Co-creation of an experience arises from the interaction between the individual consumer and the experience environment. From this perspective it becomes relevant to understand the personalisation of interaction and as of such gain more knowledge on how a personalised co-creation experience can be developed. According to Prahalad and Ramaswamy (2004) a new consumer demand is developing a consumer need that entails that the consumers want to be involved in the process on their own terms and in the way best suited to the individual consumer. This means that the company must facilitate an experience environment that allows a heterogeneous group of consumers all to interact and be a part of the process on their own terms. Therefore the companies must try to develop a robust and innovative experience environment that allows for different levels of consumer interaction as well as different needs and desires. Henceforth, a personalised co-creation experience can reflect how consumers are to act and interact within the experience environment.

## **6.2. Personalised Co-creation Experience and Transformation**

As described above the highest form of competitive advantage according to Prahalad and Ramaswamy (2004) is the personalised co-creation experience. Previously in relation to transformation it was argued that transformation is a new and rising consumer need and an important focus for companies. If we look at a comparison of the two concepts some similarities are discovered.

The co-creation field argue that co-creation gives the consumer a personalised experience.



Furthermore, the transformation field argue that when an experience is customised to fit a consumer perfectly it cannot help transforming them.

Where co-creation talks about a personalised experience the transformation field talks about a customised experience. Prahalad and Ramaswamy (2004) describe these two concepts: Customisation of an experience is an experience that is designed by companies to suit an individual consumer's needs whereas with personalisation of an experience the consumers become co-creator of the experience. They further argue that the personalised experience adds more value than the customised experience.

In this light it can be argued that a personalised experience (created by the co-creation dynamics) will have greater potential over the customised experience, of transforming the consumer.

From this reasoning a hypothesis, that needs to be tested by empirical work, is formed:  
H2: Co-creation has a positive effect on transformation.



## CHAPTER 7

### The New Nordic Kitchen

## Chapter 7

### The New Nordic Kitchen

The New Nordic Kitchen is an initiative to promote and establish a Nordic Kitchen that can compete with world kitchens like the French and Italian (Appendix A1). Only local ingredients found or produced in the Nordic countries are used and everything is homemade. Not only are the ingredients local, but it is also essential to take the seasons into account ([nordiskekoekken.dk](http://nordiskekoekken.dk)). Moreover the New Nordic Kitchen is an attempt to change the consumer focus on price to that of quality.

Two basic tendencies are viewed as the background for the kitchen – a professional need and a consumer demand. Firstly, Danish chefs have had a need to develop and explore and not only focus on mastering the French and other cuisines alike. Jens Olsson describes this need as a driving force and a trapped energy within the Danish chefs to explore themselves and their Nordic roots (Appendix A1). Secondly, the consumers have increasingly begun to request products with integrity and have started to focus more on the origin of the ingredients. The New Nordic Kitchen is viewed as a response mainly to these two needs and requests. The New Nordic Kitchen saw the light of day in 2004 when chefs, politicians, small and large companies and opinions leaders from all over the world participated in the Nordic Kitchen symposium in November 2004 ([nordiskekoekken.dk](http://nordiskekoekken.dk)). Its purpose was to define the contours of a New Nordic Cuisine.

This led to the development of the New Nordic manifesto that describes the purpose of the New Nordic Kitchen: ([Clausmeyer.dk](http://Clausmeyer.dk))

1. To express the purity, freshness, simplicity and ethics that we would like to associate with our region.
2. To reflect the different seasons in the meals.
3. To base cooking on raw materials which characteristics are especially excellent in our climate, landscape and waters.
4. To combine the demand for good taste with modern knowledge about health and well-being.
5. To promote the Nordic products and the variety of Nordic producers – and to disseminate the knowledge of the cultures behind them.
6. To promote the welfare of the animals and a sound production in the sea and in the cultivated as well as wild landscapes.
7. To develop new possible applications of traditional Nordic food products.
8. To combine the best Nordic cooking procedures and culinary traditions with impulses from outside.
9. To combine local self-sufficiency with regional exchange of high-quality goods.
10. To cooperate with representatives of consumers, other cooking craftsmen, agriculture, fishing industry, food industry, retail and wholesale industry, researchers, teachers, politicians and authorities on this joint project to the benefit and advantage of all in the Nordic countries. ([Clausmeyer.dk](http://Clausmeyer.dk))

The initiator behind the symposium was the Danish food entrepreneur Claus Meyer. Claus Meyer is at the forefront in the Danish restaurant and food industry. He is one of the men behind the extremely successful restaurant, Restaurant Noma. He also established Meyers Madhus and Meyers Deli, which are the chosen as representatives for the New Nordic Kitchen in the present thesis's case study.

Meyers Madhus:

Meyers Madhus is located in Copenhagen and has since 1999 offered a variety of cooking courses to the Danish consumers. More than 40.000 people have participated in the cooking courses in the last ten years and Meyer Madhus has been a huge success. A range of cooking courses are offered from Japanese, to French and Spanish. In the last couple of years one of the most popular courses has been the Nordic Food course. At the course the consumers get a chance to learn about and how to cook food from the New Nordic Kitchen. A cooking course normally includes twenty participants and is an evening event that last for approximately six hours. (Meyersmadhus.dk)

Meyers Deli:

Meyers Deli is a modern Nordic cafeteria placed at three central locations in Copenhagen. Meyers Deli mainly serves Nordic inspired food, which can also be taken home. Furthermore, it is possible to buy ready to eat meals that only need to be heated. Moreover, the Deli contains a small grocery store with local specialities and rare specialities from all over the world –it also has its own bakery.

The present paper will use the Nordic Food from Meyers Deli as a platform for the empirical research. This will, together with the Nordic Food cooking course at Meyers Madhus, be the paper's case study. (Meyersdeli.dk)

## 7.1. Research Design

Initially the research was carried out without having any concrete hypothesis. Its point of departure was the phenomenon transformation with the New Nordic Kitchen as the case. However, after the exploratory interviews the approach changed from being an inductive approach to a more deductive approach as more areas of interest were found and relevant themes were discovered. The following research was therefore conducted in order to confirm or disconfirm the hypotheses.

1. Hypothesis: The New Nordic Kitchen has transformation potential
2. Hypothesis: Co-creation has a positive effect on transformation in relation to the New Nordic Kitchen

The following is an outline of the research carried out in order to confirm or disconfirm the two hypotheses.

### 7.1.1. Outline of the research study

**Explorative interviews:**

- Interview with Jens Olsson
- Interview with Emil Blauert

**Experiment 1: Nordic Kitchen**Session 1: Dinner with food from Meyers Deli

Participant Observation

Session 2: Dinner at Meyers Madhus

- 2 Pre-dinner interviews
- Participant Observation
- 2 post dinner semi-structured interviews

**Experiment 2: Cooking Course**Session 1: Meyers Madhus Nordic Kitchen Cooking Course

- Observation - 19 participants
- Four semi-structured interviews

Session 2: Meyers Madhus French classics Cooking course

- Observation - 17 participants
- Four semi-structured interviews

### 7.1.2. Exploratory Research

Firstly, two exploratory interviews were held with the leading persons at Meyers Madhus in order to gain an understanding of the New Nordic Kitchen and Meyers Madhus. The purpose of the exploratory interviews was to get a better and more varied description of the field (Kvale, 2006). The first interview was with the CEO of Meyers Madhus, Jens Olsson (now post CEO). The second interview was held with the head of the OPUS project at Meyers Madhus, Emil Blauert (present CEO of Meyers Madhus). The first interview was unstructured. No specific questions were prepared beforehand and instead I tried to get the respondent to speak broadly about the New Nordic Kitchen as well as Meyers Madhus' in order to gain more general knowledge about the company and the kitchen. The following interview had some level of focus and was conducted in order to gain a better understanding of the cooking courses at Meyers Madhus and also to gain access to these courses. The questions were therefore mainly focused on broadening my knowledge of the cooking courses. (Please refer to appendix A1 and A2 for a resume of the interviews).

### 7.1.3. Experiments

After the exploratory interviews two experiments were established. The experiments strive to identify whether the new Nordic kitchen has transformational potential and whether co-creation has a positive influence on this transformation.

#### Experiment 1: Dinner with food from the New Nordic Kitchen

The first experiment was carried out to discover the new Nordic kitchen's transformational potential. The experiment is divided into two sessions.

Session 1: A dinner with food from the New Nordic Kitchen made by Meyers Deli was held (20.03.10). Three respondents participated at the dinner that was held at one of the respondent's flat in order to establish natural surroundings. The purpose with the dinner was to gain an understanding of the effect the New Nordic Kitchen had on the three respondents. The chosen research method in session 1 was participant observation.

Session 2: A dinner at Meyers Deli (25.03.10). On this specific evening Meyers Deli was featuring guest chef Torsten Vildgaard from the recently renounced best restaurant in the world Restaurant Noma. Two participants took part in the dining experience, which was held in order to achieve a better understanding of the effect the New Nordic Kitchen had on the two respondents. The chosen research method in session two was participant observation as well as a pre-dinner semi-structured interview and a post-dinner semi-structured interview.

#### Experiment 2: Cooking Courses at Meyers Madhus

Experiment 2 has been conducted in order to get a further understanding of the New Nordic Kitchen Transformation potential but foremost in order to discover co-creation's influence on transformation.

Session 1: Nordic Food Cooking course (24.03.10). Nineteen people participated in a cooking course at Meyers Madhus. A participant observation was held where the observer acted as an assistant to the hostess. Afterwards semi-structured interviews were conducted with volunteering participants. Furthermore, the course is an example of a co-creation experience where the participants created the experience in collaboration with the staff at Meyer's Madhus. By comparing the experiment with experiment 1 co-creation's influence should become evident.

Session 2: French Classics Cooking Course at Meyers Madhus (07.04.2010). The same methods as in session 1 were used. The experiment was conducted in order to provide a comparison between the New Nordic Kitchen's potential and an assumed more familiar kitchen's potential. Thus, it should be possible to illustrate the New Nordic Kitchen's potential as well as the co-creations potential for transformation.

### 7.1.4. Research Methods

A qualitative cross-sectional analysis has been conducted in order to answer the two suggested hypotheses. Qualitative research is viewed as the most appropriate method for gaining an un-

derstanding of the respondent's life-worlds in relation to the New Nordic Kitchen due to Kvale's (2006) argument that qualitative methods are the best way of researching and identifying complex and current phenomena. Participant observation and semi-structured interviews are chosen as the specific methods for the research.

#### **Participant observation:**

As showed above both experiment 1 and 2 consisted of two observations each. The observations are best described as participant observations as the observer to some extent took part in the different activities (Christine Daymon and Immy Holloway, 2002). Observation is the chosen method due to its strength of enabling one to identify the conscious as well as the rarely articulated taking-for-granted actions (Bryman and Bell, 2003). Furthermore, observation gives the possibility of noting the actual behavior rather than how it is later remembered and told by the participants (Daymon and Holloway, 2002). Combined with interviews observations thereby give an opportunity of identifying the difference between what people say and people actually do. The participant observation allowed the observer to note the participant's unexpressed intentions and expectations (Bryman and Bell, 2003) to the New Nordic Kitchen. The observations are characterised as semi-structured due to the fact that the theory has had an influence for the observer's attention to some extent.

The observations are linked to interviewing which allows for a furthered understanding of the respondents (Daymon and Holloway, 2002).

#### **Experiment 1:**

With experiment 1 the observer took part in the two dinners by eating with the participants – however, without taking part in the conversations surrounding the food. The fact that the event was staged by the observer and that the participants knew that they were being observed may have affected the participants' behavior. They might have been more conscious about how they carried themselves and what they said.

#### **Experiment 2:**

In experiment 2 the observer participated as a part of the working team and was introduced as a helper to the hostess. The participants in the cooking courses did not know that they were being observed during the session but were told at the end of the evening. This approach was chosen in order to be as unobtrusive as possible and thereby facilitate a natural environment for the participants (Bryman and Bell, 2003).

#### **Session 1:**

The observation was focused on two groups, which were randomly chosen. The two groups were group 1 and group 2 and were placed next to each other, which made it possible to observe both groups simultaneously.

Group 1: Christian (25 years, single) David and Maria (couple in their 30s) and Henning (59

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years, single)

Group 2: Ane (65 years, single), Lisbeth (54 years, single), Lotte and Marianne (friends, late 40s).

Session 2:

Like session 1 two groups were also randomly chosen as target groups for the observation. These two groups consisted of six participants.

Group 3: Mads, Morten and Thomas (late 30s early 40s)

Group 4: Mette and Sarah (Friends in their 30s) and Charlotte (56 years, her husband was in another group by choice)

### **Semi-structured Interviews:**

Eleven semi-structured interviews have been conducted within the two experiments (Kvale, 2006). The interviews were carried out with the participants to gain a better understanding of some aspects of the participation on the course. It can for example be difficult to observe an individual's expectations to see if they felt that they are met or broken (both positive or negative).

Firstly, four interviews were conducted in experiment 1 session 2 (two "*pre-dinner*" interviews to clarify the expectations and two "*post-dinner*" interviews) Please refer to Appendix C2-C5. Secondly, four "*post cooking course*" interviews in experiment 2 session 1 (Appendixes D2-D5); finally, three "*post cooking course*" interviews in Experiment 2 session 2 (Appendix E-E4). The interviews were semi-structured and the interview guide was a guide for the potential relevant themes that need to be covered (Kvale, 1997). The question guide was thereby used as guidance for the interview because the conversation is viewed as the fundamental form of realisation for creation of knowledge. The idea is to create a more open form of interviewing process where the respondent has the possibility for setting new themes and directions over and above the broad basic themes set by the interviewer. The themes in the interview guide are inspired by the chosen theory described in the previous chapters (Please refer to appendix C1, D1 and E1 for interview guides). Questions have been modified in relation to the specific respondent's life world in order to avoid asking leading questions and to facilitate an understanding of the individuals of the area. However, some questions have been directed specifically, for example, questions were created in order to discover the participant's expectations of the meeting with the New Nordic Kitchen and/or the cooking course and the evaluations of the events.

Each interview lasted between 30-60 minutes depending on the individual respondent as some respondents were more elaborative than others. The interviews in experiments 1 were held at a location chosen by the respondents whereas the interviews in experiment 2 were phone interviews. Phone interviews were chosen because that was the only way to ensure participation.

### 7.1.5. Dealing with the Conducted Empirical Data

All interviews were recorded as audio files. Due to limited resources the interviews were not transcribed but instead summaries has been developed from the recordings. The parts of the interview that were found to be relevant have been transcribed as well and the parts I have used for quotes in the paper.

Moreover, in relation to the observation field notes were conducted during and shortly after the observation in order to record the event as correctly as possible and to overcome the problem of memory recalls (Bryman and Bell, 2003). Summaries have been conducted from the field notes. Some conversations were transcribed in order to provide the reader with a better understanding of the conversation between the participants.

Furthermore, all conversations in both the interview and observations have been translated from Danish into English by the author.

### 7.1.6. Participants

**Selection of participants:** The participants of experiment 1 were found via the observer's extended network. They were found randomly by sending out a request to all in the authors network and asking them to suggest participants within their networks. Furthermore, individuals with little experience within food from the New Nordic Kitchen were chosen over more experience ones.

#### Experiment 1; session 1:

Anders 27 years old, Copenhagen V, salesman

Jacob, 30 years old, Copenhagen S, chef

Louise 26 years old, Copenhagen K, student

Anders and Louise do not have any experience with food from the New Nordic Kitchen. Jacob also expressed that he did not have any experience with the kitchen, however he has experience with many of the ingredients and preparation styles because of his occupation as a chef. (Please refer to Appendix B for more information about the participants.)

#### Experiment 1; session 2:

Susanne 55 years old, Frederiksberg, social worker

Mia, 29 years old, Copenhagen V, communication consultant

Susanne is the mother of Mia.

Neither Susanne nor Mia have any experience with the New Nordic Kitchen. (Please refer to Appendix C for more information about the participants). The participants in Experiment 2 were people who signed-up for a cooking course at Meyers Madhus.

#### Experience 2; Session 1 (Nordic Food):

The participants ranged from the age of 25-65 years. Most of them were couples, some were female friends, one mother and son and also a few men and women participated who were on their own. Most of the participants stated that they were given the course as a present for either Christmas or a birthday. Most of them stated that they attended the course because they had a great interest in food and in cooking. Most of them do a lot of cooking at home and want new inspiration. While only a few were inexperienced with cooking, around one third of them have had prior experience with food from the Nordic Kitchen. (Please refer to appendix D-D5).

#### Session 2:

17 people participated in the cooking course. The participants were between 30-60 years old and were mainly men and couples. Most of the participants participated in the course to have a fun experience with friends and to learn to cook French food. All participants had experience with food from the French kitchen before and most of them had tried to cook all or some of the dishes. (Appendix E). The respondents for the semi-structured interviews were chosen on a volunteer basis. At the end of the evening the participants were informed of the role of the observer and were asked to participate in an interview. The people who volunteered were the ones who were the respondents for the semi-structured interviews.

### **7.1.7. Method of Analysis**

The theory is used as the framework for the empirical data. The point of departure for the analysis of the findings is an assumption that transformations can be discovered. A transformation is “discovered” when the respondent goes through the exemplified phases in the Transformation Process model. Firstly, the respondent experiences positive violations of expectations; secondly, some interruptions occur without being too many in order for a medium processing fluency to exist. Thirdly, the respondent fulfils the three motives; curiosity, virtuosity and social gratification with a particular focus on curiosity. Finally, the respondent likes or acquires a taste for the food. Furthermore, transformation is identified when the respondent shows smaller or larger changes in his or hers basic set of criteria or changes in preferences. Within this background, four main areas of the theory are chosen as a way of dealing with the vast amount of information from the observations as well as the interview. For experiment 1 these themes are:

- Violations of expectations and interruptions
- Curiosity
- Virtuosity
- Social gratification
- Acquired taste
- Transformation

The same themes are the framework for Experiment 2 with an addition of the co-creation element.

**Violations of expectations:** Are identified when the participants shows either signs of being surprised or disappointed.

Signs: When expectations are not met and the participant identifies whether that is positive or negative to them.

*Example: I did not think I would like it at all but it is amazing*

**Interruptions:** When the respondent finds something weird, odd, different, or when many things the respondent is unfamiliar with appears.

*Example: This is very weird I am not sure I like it or This is so strange I have never seen or taste this before- it is amazing.*

**Curiosity:** When the respondent identifies to be curious, interested in, wants to learn more, maintains attention towards the object (food) or the given activity.

Signs: Being deeply involved in a process, pay attention and asking interested questions or/and explicitly describing her self as curious.

*Example: This is so interesting – I really want to learn more about it.*

**Virtuosity:** is identified when the participant shows satisfactions with its own result in its activities.

Signs: Happiness, looking proud, smiling, stating that they are overly satisfied with their process or results.

*Example: A respondent happily states "I never thought I would be able to deal with a huge fish like this, and I did it - all on my own".*

**Social Gratification:** As when the respondents seek others acknowledgement and receives it.

Signs: Asking other participants for their opinion in order to get recognition.

*Example: "Come and taste this isn't great?" gets happy when the others agree and praise it.*

## 7.2. Verification

The present chapter will deal with the verification aspect of the present thesis. This is so it is possible to look into the quality, rigour and wider potential of the research (Bryman and Bell, 2003). This becomes important due to the fact the knowledge and science show its quality in relation to how useful it is (Rønn, 2006). Bryman and Bell (2003) suggest three main areas as relevant while assessing and verifying research – reliability, validity and generalisability.

### Reliability:

When dealing with qualitative research conducted by a single researcher the main focus becomes the external reliability, which deals with whether the study can be replicated. In order to heighten the reliability I have formed interview guides, formed semi-structured observa-

tion schemes and conducted field notes where I have strived to describe as many details as possible. However, qualitative research is very difficult to replicate. The fact that the present paper is researching an ever changing phenomena makes it almost impossible to replicate the research due to the difficulties with "freezing" a social setting and the circumstances of the initial study (Bryman and Bell, 2003). Furthermore, the researchers involvement in both the participant observations and the semi-structured interviews give rise to further complications with replicating the study.

#### Validity:

In qualitative research validity refers to whether the researcher has done her work correctly and whether the research can be viewed as trustworthy. Henceforth validity is *"concerned with the integrity of the conclusions generated from a piece of research"* (Bryman and Bell, 2003; pp. 33) and the question becomes whether you are observing and identifying what you say you are.

In order to strengthen the validity I have strived to describe my approach in detail and identified methods used for research and analysis. Furthermore, I have tried to avoid esoteric questions and having presumptions about the findings and results. In addition, I have chosen to use more than one method to heighten the validity (Bryman and Bell, 2003). In relation to the ecological validity participant observation in a natural setting was chosen with the cooking courses. The dinners on the other hand were designed, however in order to make it a setting that was as natural as possible, the respondents had either a friend or family relationship with one another. The reason for this is that the more unnatural the setting is the more likely it is that the findings will be ecologically invalid. Moreover, in relation to the internal validity, which focuses on the consensus of the research - it is important to notice that it is impossible for the researcher herself to judge. Thereby it becomes the reader's task to assess whether the research is conducted and dealt with in a satisfying manner (Kvale, 1997).

#### Generalisability:

Generalisability or what that can be referred to as external validity refers to whether the findings can be generalised across social settings. According to Bryman and Bell (2003) it is impossible to generalise the findings from qualitative research to other settings due to the low amount of respondents. However, that does not necessarily mean that the research is not valid. A validation of the research is possible from a qualitative generalisation approach. This approach involves a deliberate assessment of the level of which the results can act as a guidance for possible outcomes in other situations (Kvale, 1997). The research presents an insight into the individuals' meeting with the New Nordic Kitchen in specific different situations with a focus on the individual's possible transformation process. It is not possible to generalise the findings to a larger scale of the Danish population. Instead, the research can be viewed as identifying some relevant tendencies within the individual's experience with the New Nordic Kitchen.



## CHAPTER 8

### Experiments

## Chapter 8

### Experiments

#### 8. Experiment 1

##### 8.1.1. Experiment 1 Session 1: Dinner from Meyer's Deli

Three respondents were served Nordic Food from Meyers Deli at one of the participant's flat (Please refer to Appendix B for description of the menu). None of the participants have been introduced to food from the New Nordic Kitchen before. However, one of them is a chef and has a lot of knowledge and experience with all types of food. The other two participants have a moderate level of experience and interest with food together with dining experiences. The three participants were Jacob (chef), Anders, and Louise. The three of them are friends. (Please refer to Appendix B for Observation notes)

##### Findings of experiment 1 Session 1:

Violation of expectation and interruptions:

The three participants expressed very different expectations to the evening and therefore violations of expectations and interruptions in processing will appear as being very different for each participant. Several violations as well as interruptions occurred during the evening – some were evaluated as positive by the individuals while others as negative.

Jacob seemed to have very particular expectations of the dinner (Appendix B), which might be because he, as a chef, is used to being presented with a wide range of food. He did not expect to be surprised or to have a food experience out-of-the-ordinary. Jacob's expectations were not violated except when presented with the third course, which he described as being disgusting. However, he explicitly decided that he would not judge the kitchen on this meal because Meyer's Deli, according to him, must have made a mistake when they composed the particular dish. Moreover it seemed like he had high processing fluency without any interruptions beside the third course.

Louise stated that she was *"intrigued by this new type of kitchen"* (Appendix B) and that she had read and heard a lot about it. She furthermore expected that she would love this type of food. Louise's expectations appear to be violated several times during the dinner – mostly in a negative way. The greatest violation is the fact that she did not like the food at all. Furthermore, her processing of the experience seemed to be interrupted a lot by the different, and to her, unpleasant textures of the food and also by the taste combinations within the meals.

Anders did not know what to expect. He has not heard much about the New Nordic Kitchen beforehand and consequently he did not seem to have any specific expectations. Using the name *"New Nordic food"* he formed expectations from his knowledge of Danish food he had before (Bullot, 2009) and assumed that it might be new versions of the same food (Appendix



B). Anders quickly formed several expectations when he was first presented with the food - most of which were not met. An example of this was when he was presented with the first course. Anders looked at the food with terror in his eyes and stated *"it looks a bit raw and weird"* (Appendix B). However when he tried it he was then pleasantly surprised. *"I love it. It is amazing. I have never tasted these flavours before. I do not know what it is but it is amazing and the way it is cooked is sublime"* (Appendix B). Most of the dishes Anders was presented with were new to him, which may entail that he did not achieve processing ease; but on the other hand he seemed to be pleased, which may mean that he did not find it too difficult to process.

#### Curiosity:

From the beginning both Anders and Louise seemed very curious (Appendix B) whereas Jacob seemed to look forward to the food but was not as curious as the other two, which may be because he was certain his expectations would be met (Appendix B). Jacob showed a great deal of interest in inspecting the different dishes and ingredients (Appendix B) and maintained that level throughout the evening. Louise on the other hand appeared to become less curious during the evening as if her curiosity declined concurrently with the declined excitement of the food. Finally, Anders became more and more excited and gave the impression of wanting to experience and learn more about New Nordic Food. One of the reasons for the increased curiosity may be that Anders may have fulfilled the motive of virtuosity (Kristensen, 2009; 1) by being able to guess some of the ingredients used in the food and also by finding out that his taste was skilled enough so that he did not have to learn to like the food (like Louise did). Moreover, both Louise and Anders sought social gratification by looking for approval when they commented on the meal (Appendix B). Louise did not receive acceptance because the other two most of the time disagreed with her while Anders had Jacob's approval. Every time Jacob agreed with Anders - Anders smiled (Appendix B). The achievement of social gratification or the lack of it can also have effect on the participant's curiosity (Kristensen, 2009; 1).

#### Acquired Taste:

Jacob did not need to acquire a taste for the New Nordic food as he already had the taste for it (Appendix B). Jacob functioned as an Experienced that could guide the Novice - Anders and Louise (Becker, 1953). He showed and described to them how the food was supposed to be eaten. Moreover, he explained how it was meant to feel and taste and verified the other participants' experiences. Louise and Anders asked Jacob questions when they were insecure. Furthermore, they sought for his approval of their opinions. Anders seemed to go through the three steps identified earlier for acquired taste (Becker, 1953) during the evening. He asked questions and observed Jacob as to how the food was consumed correctly. Furthermore, he asked questions about how it was supposed to feel and taste and finally found out that he enjoyed and loved the food (Appendix B). However, Louise did not accomplish acquiring a taste for it. She did not like the food from the start to end. The only thing she enjoyed was the salmon, which she was already familiar with. She may demand a longer period of time and

more work to acquire a taste (Kristensen, 2009; 1) for the Nordic Kitchen. This decrease in curiosity can however, become problematic for the process (Kristensen, 2009; 1).

#### Transformations:

Some transformations seemed to occur. Anders experienced some positive violation of expectations (Kubovy, 1999) and looked like he had a pleasant processing, which may mean that the right level of fluency was present (Reber et al. 2004). Furthermore, it seemed like his affective state changed into being positive during the evening (Leder et al. 2004). This entails that he probably experienced pleasure of the mind (Leder et al. 2004 and Kubovy, 1999). Moreover, he now likes something he did not believe he would like. Some changes to his preferences have occurred and he now shows a preference for food from the New Nordic Kitchen. Conversely, Jacob and Louise did not seem to experience any form of transformation. With Jacob his expectations were met but not violated and Louise experienced a negative violation of her expectations and some processing difficulties.

#### **Summary of Session 1:**

In session 1 three friends had food from the New Nordic Kitchen made by Meyers Deli at home in one of the respondent's flat in Copenhagen. One participant experienced transformation while the other two did not.

Anders' expectations were positively violated, which left him feeling pleased and excited by the eating experience. Moreover, he seemed to experience some positive interruptions that made sure he did not experience too high fluency in his processing (Reber et al. 2004). These factors indicate that Anders probably experienced pleasure of the mind (Kubovy, 1999). The interruptions and positive violations also strengthened his curiosity (Kubovy, 1999), which increased to leave him more curious than when he arrived. Anders either did not have to acquire a taste for the kitchen because he already liked it, or else the evening with Jacob as the experienced was the acquired taste process (Becker, 1953), which then resulted with a successfully acquired taste for the New Nordic Kitchen. On the other hand, Jacob did not seem to be either disappointed or surprised – except with course number two where he decided not to take into account in his judgement. The fact that the experience made him want to experiment with some of the things he was introduced to can indicate that his level of curiosity was either steady or increased a little. However, he did not experience a fulfilment of the other motives (Kristensen, 2009; 1). Finally, Louise experienced many violations of her expectations (mainly which were negative) as well as several negative interruptions, which led her to be disappointed. This indicates that she did not experience fluency in her processing (Reber et al, 2004). Furthermore, it seemed like her affective state changed from being positive to negative, which meant that she did not have an aesthetic attitude (Leder et al. 2004). These factors indicate that she did not experience pleasure of the mind (Kubovy, 1999) but rather displeasure of the mind. Her curiosity declined during the evening, which left her with a

much lower level at the end. However, she is still curious and states her desire to learn more, which indicates that it is still possible for her to acquire a taste for the New Nordic Kitchen (Becker, 1953).

### **8.1.2. Experiment 1 Session 2: Dinner at Meyer's Deli**

Session 2 was a dinner where participants who were inexperienced with food from the New Nordic Kitchen were introduced to it for the first time. The dinner took place at Meyer's Deli on a special evening in which Torsten Vildgaard from Restaurant Noma and the Nordic Food lab was the guest chef. The evening's menu introduced food normally served at Restaurant Noma. Two respondents – Mia and Susanne were invited to join the observer. (Please refer to Appendix C for the résumé of the evening)

#### **Findings Experiment 1 Session 2:**

##### **Interruptions and violation of expectations:**

Mia and Susanne appeared to experience several interruptions and to have their expectations violated continuously. Some of these were positive while others were negative and in the same way as session 1 it was very different from one individual to the other. (Appendix C, C2, C3, C4 and C5).

Mia expressed high and positive expectations to the New Nordic Kitchen (Appendix C2-preI Mia). Her main explicit and articulated expectations were that she expected to be served amazing food, which looked and tasted good. She also thought that she would like the food a lot. Moreover, she hoped to learn more and therefore achieve a better understanding to what she had already of the New Nordic Kitchen. (Appendix C2-preI Mia).

The evening started by matching her expectations with the introduction of the appetizer, which also seemed to accumulate further positive expectations for the experience to follow (Appendix C3-I Mia). However, after the appetizer Mia experienced several interruptions and also violations of her expectations (Kubovy, 1999). The first interruption was when she could not identify the ingredients in the starter and when she tried the shrimp, which she thought had a *“weird and unpleasant”* texture (Appendix C3-I Mia). The next interruption was when the main course was served. First it was the size of the portions, which she thought were too small and then it was the look and taste of the dish (Appendix C). She did not find the dish visually attractive and she described the accompanying potatoes as horrible - *“it did not at all live up to the culinary standards I expected at all”* (Appendix C3-I Mia). Her expectations to the desert were not met either – she expressed that she thought she would have loved it but instead found it strange (Appendix C3-I Mia).

It did not seem like the participant experienced fluency in the processing (Reber et al, 2004) or that she at any time reached the state of flow (Csikszentmihalyi, 1999). The reason for this could be that her processing was interrupted negatively too many times, both by the negative violation of her expectations but also by the uncertainties. The participant showed on one

occasion to be annoyed with the uncertainty of what she was eating and several times described the taste and textures as either “*strange*” or “*weird*” (Appendix C).

Susanne on the other hand expressed mixed expectations towards the New Nordic Kitchen (Appendix C4-preI Susanne). On the other hand she was influenced by her expectations which were formed upon her previous knowledge about Restaurant Noma; from this she thought the kitchen would be exiting and different. However, on the other hand she also thought of the type of food in a less pleasurable way. “*It does not seem attractive at all, it sounds a bit scary*”. “*I must admit that a part of me is thinking; help oat meal and pork loin*.” But at the same time she stated that she felt like she was open minded about the food (Appendix C4-preI Susanne).

Susanne experienced both positive and negative violations of her expectations (Kubovy, 1999). She was shocked about the size of the dishes, which seemed to be the only but still very important, negative violation of the expectations (Appendix C). Positive violations were, for example, experienced when the participant with joy found out that the food was not “*oatmeal with flowers*” (Appendix C5-I Susanne). Moreover, the participant also experienced interruptions in her processing. The first interruption was finding the raw shrimp on the plate, but when she found it and tried it the interruption became positive – “*I have never tasted raw shrimps before – never thought about that as a possibility*” (Appendix C5-I Susanne). Also some processing difficulties (Reber et al, 2004) occurred when the main course was introduced where the participant did not understand it and had to send it back. This experience could have the effect of not fulfilling the motive of virtuosity. However, this did not seem to be the case. Furthermore, the participant found the food to be provocative because it was out of her normal food culture. This implies that interruptions have occurred - “*I think when I have to comprehend something new it has to be close enough to something well known but at the same time the gap has to be big enough for it to be something new*.” (Appendix C5-I Susanne) The gap existed but she did not feel it was too big.

Susanne mainly experienced a positive violation of expectations and the interruption of the processing that made her more curious.

#### Curiosity:

Mia showed a high level of curiosity from the beginning (Appendix C and C2-PreI Mia). However, this was a falling curve, which ended in close to nil curiosity level at the end. The high level of curiosity was observed by her expressing how much she had looked forward to food from the New Nordic Kitchen (Appendix C2-PreI Mia). Furthermore, she looked very interested when the dishes were introduced (Appendix C). During the meal she appeared less and less interested (Appendix C) and afterwards she expressed that the curiosity she had about the food was completely gone and that she was not going to seek that type of food ever again (Appendix C3-I Mia).

Some of the reasons for the decrease in curiosity may arise from the lack of the fulfilment of the motive of virtuosity (Kristensen, 2009) *"Maybe it was us that were not educated enough within this area to understand it or maybe our taste senses were not developed enough because we have not tried it before"* (Appendix C3-I Mia). Moreover, she did not achieve the motive of social gratification but actually ended feeling excluded from the in-group (Rossister and Percy, 1998). *"The whole experience made me feel a bit demoted by not being able to be a part of the highly acknowledged group. The group where the people with finer taste senses than I belong. Those who have the society's stamp of having good taste. I feel excluded from this popular scene because everyone always only ever talks about how great this New Nordic Kitchen is."* (Appendix C3-I Mia)

Susanne started, as previously mentioned, with some mixed expectations and therefore it can be argued that she only had a middle level of curiosity at the beginning of the evening. However, the positive experiences that broke her expectations seemed to have an influence of her curiosity (Kubovy, 1999). She seemed to become more and more interested during the evening. This interest was revealed by her asking the waiter and chef questions clearly showing excitement towards the new things (Appendix C). She herself stated that the evening has left her wanting to experience more of the New Nordic Kitchen and that she was far more curious than when she arrived (Appendix C5-I Susanne). Her curiosity seemed now to be more directed to what kind of new and different ingredients and cooking methods this cuisine had to offer her.

#### Acquired taste:

Mia did not like what she was introduced to that evening (Appendix C and C3-I Mia). However, in relation to Becker's (1953) theory one can imagine that it does not mean that she cannot come to like it. The participant has previously successfully acquired a taste when it comes to food. *"When I had sushi the first time I did not like it either but at least there was something interesting that triggered me to try it again. People told me to give it another go because it would take time to adjust to it."* (Appendix C3-I Mia) However, this process does not seem likely for the participant. In order to go through the sometimes painful process of acquired taste the individual would have to be willing and determined to work against her existing preferences (Kristensen, 2009; 1). The participant does not seem willing or curious enough to go through such a process. *"If this is something that requires me to learn to like it, it is a very expensive learning process and I am not willing to take part in it."* (Appendix C3-I Mia)

On the contrary, it appears that Susanne has already acquired a taste for many of the things she got presented with in the New Nordic Kitchen. Moreover, some of the new things she instantly liked such as the raw shrimp (Appendix C), can be because she already has been through a process of acquired taste in relation to shrimps and to raw fish. However, some tastes and textures were new and unpleasant for the participant such as the liquorice in the dessert and the amount of fat in the lamb (Appendix C5-I Susanne). As of such the participant appeared to have a desire to learn more and as being curious, which entails that she may be able to acquire a taste for this if she is presented with this type of food in the future (Becker, 1953).

### Transformation:

From the above it can be argued that Mia did not experience pleasure of the mind (Kubovy, 1999). Mia initially entered the dinner experience with a positive affective state – however, this changed into a negative state and she never reached an aesthetic attitude (Leder et al. 2004). This, together with the negative violations and unexpected difficulties with processing the information apply such that Mia, on the contrary possibly experienced displeasure of the mind. Mia identifies her displeasure by comparing the experience to previous ones; *"Food and going out for dinners normally give me a great deal of life quality but this experience did the opposite."* (Appendix C3-I Mia). However, changes to her preferences have occurred. Previously she thought positively with a curiosity about the New Nordic Kitchen (Appendix C2-PreI Mia) whereas now she states that it is not for her and that she would not want to have this kind of food again (Appendix C3-I Mia). This negative judgement may indicate that Mia did not understand the food concept that she was presented to (Leder et al. 2004). Furthermore, the feeling of disappointment has affected her prior curiosity and she is now not curious anymore. It can be argued that a transformation has occurred and that it can be characterised as a negative transformation.

As regards to Susanne it can be argued that the participant probably experienced pleasure of mind. Her expectations were positively violated (Kubovy, 1999). Moreover, she seemed to have a medium level of fluency in her processing. (Reber et al. 2004). The participant's perspective on the New Nordic Kitchen has shifted *"just the word Nordic food made me think of oatmeal and pork (sulet flæsk). But now I think it can be really delicious and that Nordic food can be a gourmet experience. It is something I have not related to before. I see it as a kitchen of the future"* (Appendix C5-I Susanne). Furthermore, it seems like she has developed some preferences for this type of food and that it has influenced her choices when it comes to cooking herself. *"I have started to think a lot about the different ingredients and started to wonder how I can use them and if there are other ingredients I do not think about that could be good"* (Appendix C5-I Susanne).

### **Summary of Experiment 1 session 2:**

Session two illustrated two individuals' experience with the New Nordic Kitchen. One participant experienced transformations while the other either did not experience any, or if she did she experienced negative transformations.

Mia mostly experienced negative violations of her expectations and unpleasant interruptions, which left her disappointed and with a feeling of displeasure of the mind (Kubovy, 1999). Furthermore, she did not achieve fulfilment of the motives social gratification and virtuosity, which had a negative influence on the motive curiosity (Kristensen, 2009). Her curiosity level went from very high to being very low or nil, which also indicates difficulties with the possibilities of her going through the demanding process of acquired taste (Becker, 1953).

Susanne experienced some negative and several positive interruptions. This may have had

the result that high fluency did not occur. On the other hand, the processing did not appear as being unpleasant, which indicates that a medium level of fluency in her processing occurred (Reber et al. 2004). Furthermore, Susanne experience positive violations of her expectations, which may have led to a state of pleasure of the mind (Kubovy, 1999). Susanne's curiosity increased during the experience and it can be argued that she will be willing to go through the steps of acquired taste (Becker, 1953) if it became necessary in her future meetings with the New Nordic Kitchen. This indicates some transformations have taken place.

### **8.1.3. Results for experiment 1**

Experiment 1 was designed as an attempt to discover the New Nordic Kitchen's transformation potential in a social dinning experience with food from or at Meyer's Deli. The observations and interviews showed that all the participants had distinctive ways of processing, which resulted in very different outcomes. Some transformations occurred for two out of the five respondents. Henceforth, the findings of experiment 1 indicate that the New Nordic Food does have some potential for transformation. Moreover, the experiment showed that the kitchen also may have potential for negative transformation for the consumer. However, it appears that there is a great likelihood that most consumers will not be transformed by the New Nordic Kitchen when being presented to it in one of the two chosen set-ups.

## **8.2. Experiment 2: Cooking course at Meyers Madhus**

The goal of this experiment is to further discover the New Nordic Kitchen's transformational potential. In this experiment I have looked into the transformation potential at both a Nordic Kitchen cooking course and a French Classics cooking course at Meyers Madhus. The assumption behind this experiment is that the consumer will be much more familiar with the French Kitchen rather than the Nordic Kitchen. In this way it will be possible to see the effect the New Nordic Kitchen has compared to a more familiar kitchen.

Furthermore, the experiment is used as a fundament for a comparison with experiment 1 in relation to co-creation – the purpose with such a comparison is to identify co-creation's influence on transformation and thereby either prove or disprove H2. The cooking courses are examples of a co-creation experience. When looking at the two experiments in relation to each other it is possible to identify co-creation's influence on transformation in relation to the New Nordic Kitchen. This aspect will be dealt with after the two session have been analysed in relation to transformation.

### **8.2.1. Session 1: Cooking course The Nordic Kitchen**

The cooking course took place at Meyers Madhus. The evening was a mix of explanations and demonstrations by the chef and participants cooking on their own with the possibility of seeking help from the chef in relation to the participants' needs. At the end of the evening the participants and chef shared a dinner with the prepared food. (Please refer to Appendix D for further descriptions).

### Findings for Experiment 2 Session 1:

#### Violation of expectations and interruptions:

The cooking course facilitated an environment where the participants experienced interruptions, were surprised but also disappointed. An example of the interruptions were difficulties with identifying ingredients, taste or textures as they were “weird” for the participants (Appendix D). All participants appeared as experiencing interruptions as violations of expectations – some positive and some negative and some participants more than others (Appendix D). The main difference between the participants within this area was primarily the level of experience with cooking and with the type of kitchen. It became clear that the novice/inexperienced (Christian, David, Maria) experienced more interruptions than the more experienced cooks/diners (Ane, Lisbeth, Lotte and Marianne). Ane and Lisbeth for example only experienced a few interruptions (Appendix D, D2 – I Ane, and D3 – I Lisbeth) where David and Christian seemed to experience several (Appendix D, D4- I David and D5-I Christian). Ane and Lisbeth experienced interruptions when they had problems identifying what some of the dishes they have not made themselves consisted of (Appendix D, D2 and D3). Both David and Christian had several interruptions as they described an ingredient as weird or a taste as being strange (Appendix D). Most of the time these were positive but some were negative as when Christian tasted the ice with ash from wood; *“that ice was really weird – it was horrible. Who wants his ice-cream to taste like wood? I do not get at all”* (Appendix D5- I Christian).

Furthermore, some violations of the participants’ expectations occurred (Kubovy, 1999), most of which were positive but also some negative (Appendix D). Christian and David seemed to be the participants who experienced the highest amounts of surprises and the course and the food appeared to exceed their expectations (Appendix D). David was probably the one who was the most pleasantly surprised (Appendix D and D4-I David). He was surprised at how much he liked the cooking course and stated that *“the evening totally exceeded all my expectations... I met a whole new world ... it was so inspiring”* (Appendix D4-I David). However, the other participants also indicated that some areas of the experience turned out to be different than expected. For example, Marianne does not normally like cooking with other people. At the start of the evening the group process appeared to be interrupting her process, but after a while that changed. She stated that she was surprised when she found out it could be pleasant and that she could learn a lot from it (Appendix D). Lotte also seemed to have some unexpected experiences; for example when she tasted the Jerusalem artichoke soup; *“I normally do not like Jerusalem Artichokes at all but I really like this soup”* (Appendix D). However, Lisbeth did not seem to be surprised or disappointed by anything. She identified that the cooking course and the food had lived up to her expectations but not more or less than that. *“I got some new inspiration, learned some new tricks but not more than that, but that is what I expected”* and *“nothing neither process nor food really surprised me. I knew most of the ingredients and have made some of the dishes before. Those I have not made before were amazing to learn but none of them were really that different to me”*. (Appendix D3-I Lisbeth). Ane also said that the evening



met her expectations; however, she stated that she was disappointed that she knew so many of the ingredients; *“I expected to get introduced to new ingredients but I knew most of them. It would have been more fun if there had been some I did not know”* (Appendix D2-I Ane).

#### Curiosity:

In the two selected groups, seven out of eight persons showed high curiosity during the entire session (Appendix D). One participant, Henning, did not pay attention and stopped participating during the evening. Henning quickly showed signs of a low level of curiosity. He did participate at the beginning of the cooking session but quickly stopped and socialised instead. The rest of the participants were very engaged and enthusiastic (Appendix D). Ane demonstrated such an example when she described her group; *“In my team we were all very enthusiastic – We almost fought over who could get to do the most.”* (Appendix D3-I Ane) Another way the participants illustrated their engagement and interest level was by asking the chef many questions during his demonstrations. Furthermore, they appeared to be concentrated as if they were listening closely while he was explaining different areas. (Appendix D)

It became evident that the participants with less knowledge and experience about the Nordic Kitchen (Maria, David and Christian) were more curious in the beginning than the more experienced participants (Ane, Lisbeth, Marianne and Lotte). The reason for this might be that the more *“unknown”* occurs to the less experienced than the experienced, which thereby strengthens the less experienced’s attention (Kubovy, 1999). Another reason is that the less experienced may experience more pleasure because there is more novelty for them and it is more pleasurable learning something new (Kubovy, 1999). This is also the reason why the participants that experienced the most surprises showed to increase their curiosity at the end of the event. For example, David wanted to learn more about the New Nordic kitchen and identified himself as being more curious (Appendix D4-I David).

#### Virtuosity:

I observed eight cases where the motive virtuosity appeared to be fulfilled (Kristensen, 2009). One of the most noticeable examples was when David from group 1 was deboning and cutting a large cod for the first time in his life (Appendix D). Throughout the process he sometimes looked as though he was struggling but in the end he managed to do it. When he was finished he looked happy and said to his wife *“I never thought I would be able to deal with a huge fish like this, and I did it - all on my own”* (Appendix D). The fact that he looked happy before his wife commented on his work indicated that the motive was fulfilled (Kristensen, 2009) and that it was unexpected. This seems to strengthen the positive feeling. It also indicates that he was pleasantly surprised, which can be a sign for a positive violation of his expectations (Kubovy, 1999). Another example is when Christian from group 1 was making a creme. He was doing it on his own without speaking to anyone. He looked as though he was concentrated on his work. Suddenly, he looked like he was finished and after tasting it he looked pleased (Appendix D).

### Social gratification:

I observed thirteen examples where participants from the two groups were striving for the approval from the chef and from the other participants (Appendix D). Out of these, approval was received twelve times. The desire to get approval from the other participants was shown by Maria from group 1 who in a conversation with another woman said *"I think ours is really good. I cannot wait for everyone to try it and see what they say"* (Appendix D). Moreover, many statements were directed towards the others in order to receive approval. Positive emotions were shown when they received the approval; this indicates a fulfilment of the motive social gratification (Kristensen, 2009). Furthermore, this was illustrated when Lotte from group 2 told everyone which dishes she had made. She asked some of the participants *"it is really good, is it not?"* (Appendix D). When they confirmed it she became really happy which indicated that she had fulfilled the motive of social gratification. When the participants received approval from other participants or the chef, positive emotions were shown. This was the case when David from group 1 stood nervously while his wife and the chef were trying his dish; *"yeah this is really good"* the chef said; his wife agreed and said *"see I knew you could cook"* – then David looked around proudly (Appendix D). However, *"negative"* emotions appeared in the case where approval was not received. This was the case when Marianne from group 2 contacted two women from a third group; Marianne was arranging a salad on a plate and was very satisfied with the result – she turned to the two women in order to receive their approval *"see how pretty it is"* she said. The two women do not react to her statement and instead started talking about another dish on the table. Marianne looked disappointed and hurried back to her group (Appendix D).

The many cases of fulfilment of the motive social gratification and virtuosity could have played a large role in the high level of curiosity that most of the participants had during the entire session (Kristensen, 2009).

### Acquired Taste:

Seven out of eight participants appeared as though by stating that they enjoyed the food at the end of the evening. This can indicate that they did not have to acquire a taste since they already liked it. However, it can also be because the cooking course facilitated the process of acquiring a taste (Becker, 1953). A very experienced individual, the chef, was present and guided the participants through the evening. He was there to teach them the proper techniques and help them with identifying how it was supposed to feel and taste. The chef was not only capable of explaining the techniques to the participants but also demonstrated to them so the participants were able to observe. Moreover, the chef was with the participants while cooking and eating. During this process he explained to them how it was supposed to feel and taste and the participants were able to ask him questions when in doubt. Finally, he was there to educate them in order for them to be capable of valuing the food (Jacobsen in Sundbo and Darmer, 2008). Furthermore, the fact they were in groups also had a positive influence on the possibilities of acquired taste. This was due to such a change, which according to Becker

(1953) is most often a result of participation in group situations.

Christian, David and Lisbeth did show that they disliked some of the food. However, it was only a small part of the food they were introduced to (Appendix D, D3-I Lisbeth, D4-I David and D5-I Christian). In relation to Christian and David it can be argued that they were curious and determined enough to go through the process of acquired taste if it became relevant with some areas of the New Nordic kitchen (Appendix D4- I David and D5-I Christian). Lisbeth on the other hand did not express any desire to acquire a taste for smoked food (Appendix D3-I Lisbeth). Maria experienced many new flavours and textures she did not like and would most likely have to go through a more painful process in order to acquire a taste for this type of food (Appendix D).

#### Transformations:

Out of the eight participants some form of transformation was noticeable with four of them (Appendix D). Some of the other four participants may also have experienced transformation, however, that was not clear from the observation.

As explained above David and Christian especially experienced some positive violations of expectations and interruptions. The interruptions seemed to be at a medium level that made them more curious but did not hinder their processing. This can be argued as being a medium form of fluency in their processing (Reber et al. 2004). Furthermore, it made it possible that David and Christian experience pleasure of the mind (Kubovy, 1999).

From the interview with David some changes in perception and future actions were identified (Appendix D4-I David). He is now interested in cooking and wants to have a more experimental approach. His experience with the cod made him realise that he is capable of cooking almost anything. Furthermore, he thinks his food habits will change in some way *"We are definitely going to have more food inspired from the Nordic Kitchen – we are going to mix it up a bit more and maybe combine the different things we normally have with elements from this kitchen"* (Appendix D4-I David). He has also gained an interest in cooking courses, which he did not think he would appreciate before. Some changes also became evident with Christian. His perception of Danish food is no longer only the classical dishes he previously had experience with. Moreover, he states that participating in the course has made him more curious and that he wants to know more and experience more with the New Nordic Kitchen. Moreover, he is not certain that he wants to have a gourmet experience at Restaurant Noma (Appendix D5-I Christian). Marianne may also have experienced a change in perception. She now thinks that cooking with others in some occasions can be educational and beneficial (Appendix C). Finally, some minor transformation seemed to occur in relation to Ane. She wants to start implementing Nordic food to a much larger extent in her everyday cooking (Appendix D2-I Ane).

Lisbeth on the other hand did not seem to be transformed. Her expectations were not violated and her three motives were not fulfilled to the same extent as the others. The same can

be argued for Henning. He lost interest fast and did not participate in the educational part of the course. Moreover, he did not seem to experience any violation of expectations in his consumption of the food. Furthermore, Maria probably did not experience any forms of transformations due to the fact that she did not seem to have acquired a taste for this type of food. Finally, Lotte may have experienced some forms of transformations that were not noticeable in the observation due to the fact that some positive violations of expectations, as well as positive interruptions, occurred.

#### **Summary of Findings Session Experiment 2 Session 1:**

The cooking course showed the potential for transformation. Transformations were documented with four participants and may have been evident with one other participant who appeared to fulfil the three motives while having some violations of expectations and already having a taste for this type of food. Several violations of the participants' expectations occurred (Kubovy, 1999) and mostly in a positive direction. Furthermore, the New Nordic Kitchen seemed as being a new field for many of the participants, which gave rise to many interruptions in the process (Reber et al. 2004). All the above indicate that some participants experienced pleasure of the mind (Kubovy, 1999). However, the experience was very different from participant to participant as shown in experiment 1.

Moreover, the cooking course showed great potential for fulfilling the three motives; curiosity, virtuosity and social gratification (Kristensen, 2009). Curiosity was especially high with the more inexperienced. However, the experienced also showed a high level of curiosity during the evening. The fulfilment of virtuosity was also predominately present with the more inexperienced participant. This can be for several reasons; for example, the course may be better suited with the inexperienced cooks; it can also be that there is more of the "unknown" to trigger the curiosity of the less experienced due to less knowledge about the New Nordic Kitchen or the parts within the kitchen such as the ingredients.

Finally, the cooking course was a good ground for the process of acquired taste (Becker, 1953). Some may have succeeded in acquiring a taste for the New Nordic kitchen while others already processed a taste for it. However, a few participants did not succeed in acquiring a taste for it, which can indicate that the process will take longer and be more demanding for these participants, or that they may never be able to succeed due to the fact of lacking motivation.

### **8.2.3. Experiment 2 Session 2**

The French Classics cooking course was carried out in a similar way as the New Nordic Kitchen (Refer to Appendix E for a deeper description)

Findings of Experiment 2 Session 2:

Violation of expectations and interruptions:

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All the participants were familiar with the French kitchen and had tried almost all the dishes before (Appendix E, E2, E3, E4). Moreover, most of them have cooked one or more of the dishes before. Furthermore the three participants in group four had all been participants on cooking courses before.

It appeared that all the participants' expectations to a cooking course and to the French cuisine were met (Appendix E, E2, E3, E4). The consequence of this was that almost none of the participants experienced any form of surprise or disappointment. Moreover, not many interruptions seemed to occur. However, one participant, Mads from group 3, was surprised of his skills in a kitchen; *"I have of course had most of the dishes at restaurants before, but I have not made any of them myself. I have never done much cooking at home. Cooking has never really been my thing, but this experience has wet my appetite. I actually really enjoyed it"* (Appendix E2-I Mads).

#### Curiosity:

The participants as a whole generally seemed very curious throughout the evening. Only four participants seemed to lose interest during the evening; two of which were in group 3 (Appendix E). Morten and Thomas from group 3 were very engaged during the first half of the evening, but after having the starter they did not go back to cooking but stayed at the dining table while Morten prepared their main courses and desserts. All participants from group 4 were engaged in their cooking as well as the demonstrations. Also during dinner, group 4 showed curiosity. They sat next to the chef and asked him many questions mostly about simplifying the methods in order to make cooking at home easier. (Appendix E)

#### Virtuosity:

The participants from group 3 and 4 seemed to reach a feeling of virtuosity (Kubovy, 1999) four times (Appendix D). Sarah and Charlotte seemed to fulfil the motive one time each. Moreover, Mads had two experiences both while cooking beouf béarnaise, which was evident while making the béarnaise sauce; he had to start over several times before he finally was successful in his attempt. When that happened he was very happy. He smiled and cried *"YES fucking finally – buja I can now make béarnaise"* (Appendix E). He did not seem to care about other people's response, which therefore indicated that he had the feeling of virtuosity (Kubovy, 1999).

#### Social Gratification:

The participants showed signs of striving for recognition from the other participants and the chef at three occasions (Appendix E). All of them were rewarded with acknowledgement. Furthermore, some participants got credit for their work on five other occasions without noticeably striving for approval. This indicates that the motive of social gratification was fulfilled (Rossister and Percy, 1998) on eight occasions. This was the case when Mette was making Cog au Vin. Charlotte; *"This is the best Cog Au Vin ever - guys come and try Mette's Cog au Vin,*

*it is really good*". Two people came over to try it and both told her how good a job she had done. Mette beamed with joy over the comments she received. (Appendix E)

#### Acquired Taste:

The fact that they all already had experience with French food over a longer period of time and they were able to learn how to cook the food they liked (Appendix E, E2, E3, E4) indicates that they previously had acquired a taste for French food. Therefore, the process of acquiring a taste was neither present nor needed.

#### Transformations:

From analysing the observation and the interviews some degree of transformation was evident with one participant from the two groups. Mads from group 4 experienced the only noticeable transformation. A change in preference had occurred. This change was from not liking cooking to being interested in and enjoying it. In the interview with Mads he explained that he was surprised that the cooking course increased his interest in cooking (Appendix E2- I Mads). Furthermore, the observation showed that he did not expect to enjoy the cooking course as much as he did (Appendix E). He had some difficulties with the cooking which indicates some interruptions but they were turned into positive interruptions with the feeling of virtuosity replacing the difficulties. He may have experienced pleasure of the mind (Kubovy, 1999) and had already acquired a taste (Becker, 1953) for the food. Furthermore it appeared that he was having a fluent and pleasant processing.

Some of the other participants did fulfil the three motives (Kristensen, 2009) but did not experience a violation of their expectations, which is necessary in order to achieve pleasure of the mind. Moreover, the cooking course did not seem to change them in any noticeable way.

#### **Summary of Findings Session 2:**

The cooking course led to one transformation. This indicates that the cooking course in the French Classics has a low level of transformational potential. The main reason for this is that the course does facilitate an environment, which is able to be different to what the participants expect. It may be because the French cuisine is so familiar to the participants, and that the cooking course and the experience itself is not different to any extent, that it gives rise to no surprises or disappointments.

### **8.2.3. Results of Experiment 2**

Experiment 2 clearly indicates that the Nordic Food cooking course has greater potential than the French Classics cooking course. With the Nordic Food course four participants experienced transformation and one more participant may have experienced transformation - whereas with the French Classics course that was only the case for one participant. The main reason for these results is that the Nordic Food course showed greater possibilities of violating the participants'

expectations and gave rise to more interruptions than the French Classics course.

In relation to co-creation a relatively clear picture appears when analysing the results of the two sessions. By looking and comparing the two sessions, co-creation does not seem to have any influence on transformation. The two sessions have the same structure in relation to co-creation and while transformation is observed for a relatively large part of the participants in session one, only one transformation is observed in session two. This indicates that it is not co-creation that has an influence on transformation but instead the New Nordic Kitchen.

### 8.3. Results of the Experiments

The results of the four sessions within the two experiments. H1: The New Nordic Kitchen has transformation potential.

Experiment 1 identified that two out of five respondents have experienced some form of transformation after experiencing the New Nordic Kitchen in a social setting. Furthermore, session 2 in experiment 2, the Nordic Food cooking course, also identified transformation occurring for four out of eight respondents. Moreover, one other respondent may also have experienced transformation as well. In addition, the comparison of session 1 and session 2 in experiment 2 showed that the New Nordic Kitchen has more transformational potential than the French kitchen. *The experiments showed that the New Nordic Kitchen has transformational potential, which thereby confirms H1.*

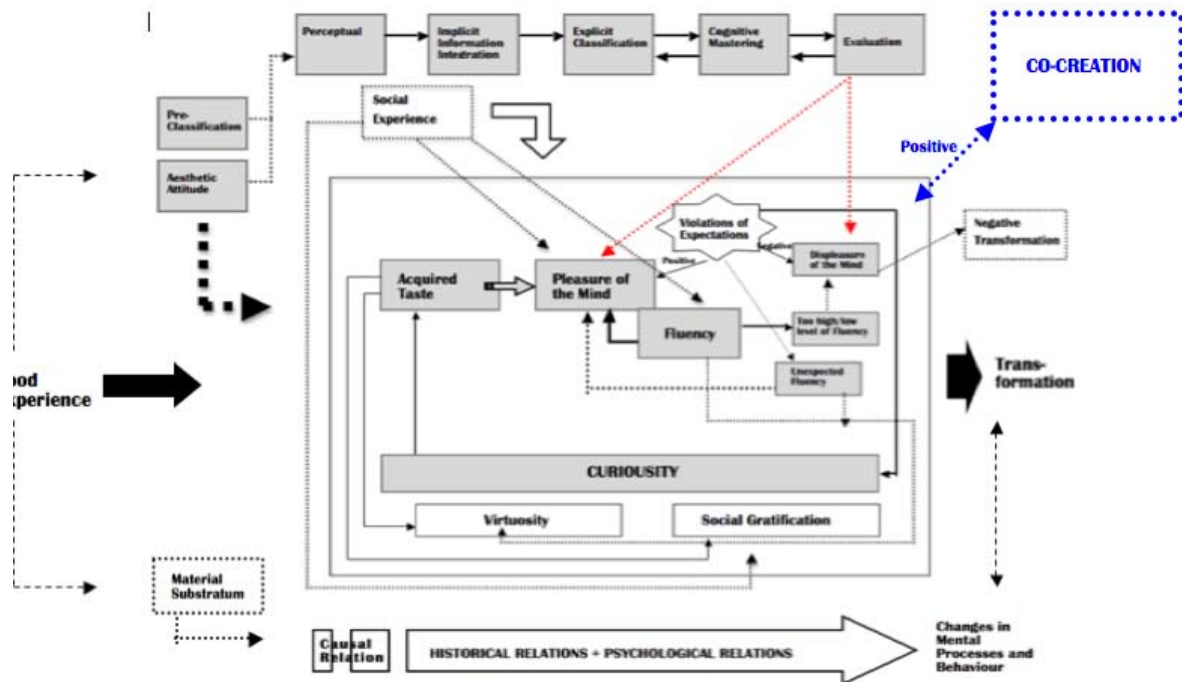
H2: Co-creation has a positive effect on transformation in relation to the New Nordic Kitchen  
When analysing the two sessions (in experiment 2) where co-creation was evident, the results did not show any indication that co-creation influences transformation. The French Classics did not seem to be able to transform the consumer whereas the New Nordic Kitchen did. Hence it appeared that it was the New Nordic Kitchen, which was essential for transformation and not co-creation. However, when comparing the results of experiment 1 with the results of experiment 2 it is apparent that more participants experienced transformation when experiencing the New Nordic Kitchen at the cooking course rather than at the two dinners. This indicates that co-creation in this example, to some extent, has a positive influence on transformation. *The experiments showed that co-creation has some positive influence on transformation in a setting where the New Nordic Kitchen is present. H2 is thereby confirmed.*

### 8.4. Modifying the transformation model from the findings in the experiments

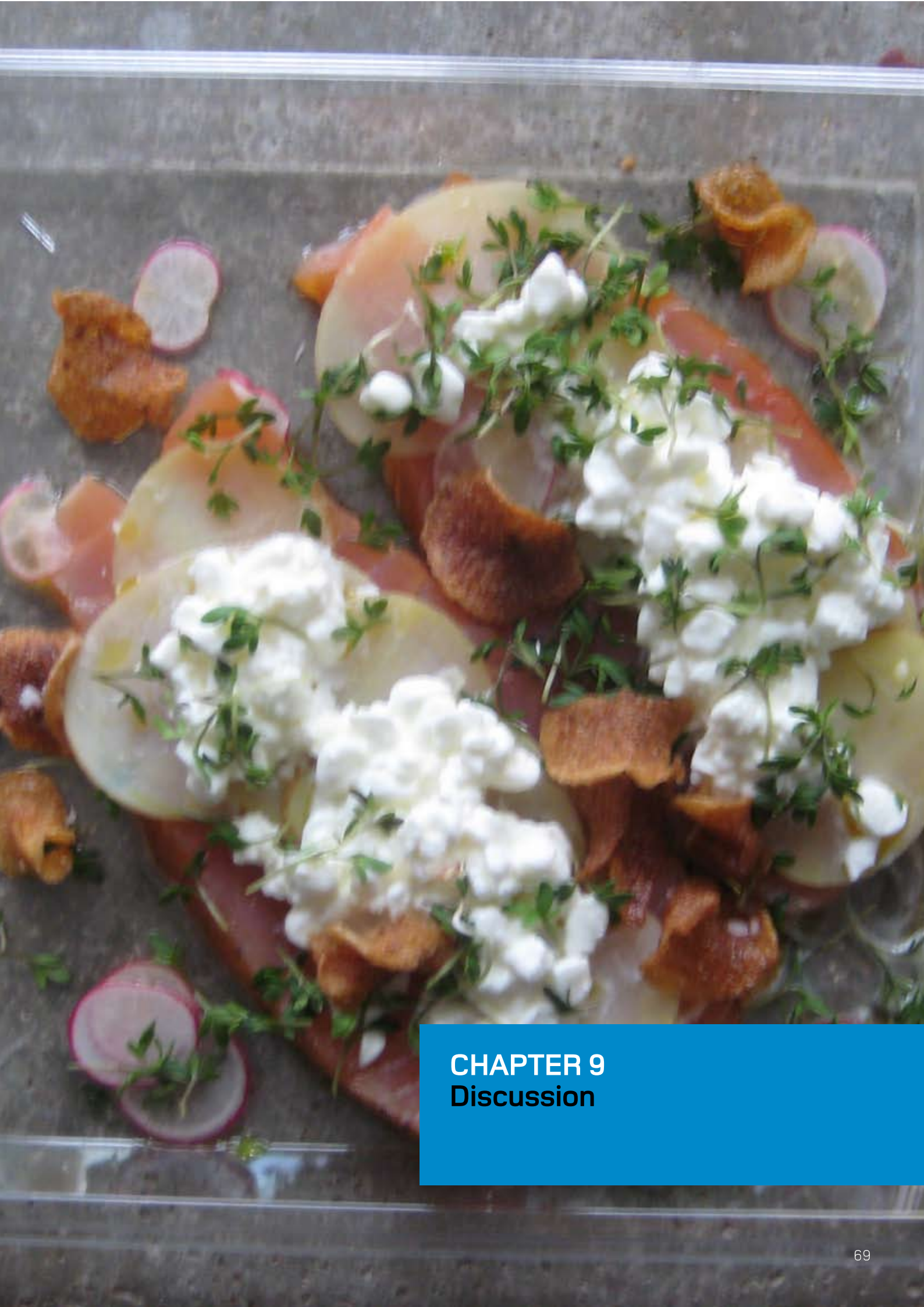
The studies showed that out of the conducted experiments the best potential for transformation occurred at the Nordic Food cooking course. Consequently, it can be argued that a combination between the New Nordic Kitchen and co-creation has the best potential for transformation out of the set-ups. From this it can further be argued that co-creation has a positive

effect on transformations when the other relevant factors are fulfilled; such as violation of expectations and a medium level of fluency and thereby pleasure of the mind (Kubovy, 1999), acquired taste (Becker, 1953), and the three motives – especially curiosity (Kristensen, 2009).

These findings require an addition of co-creation to the previously presented model for the transformation process. The figure below shows the new and modified model for the transformation process:







## CHAPTER 9

### Discussion

## Chapter 9

### Discussion

The findings in the two experiments illustrate several areas where further attention appears to be relevant. Four areas have been chosen as the most relevant in relation to the focus of the present paper; Transformational Potential; The New Nordic Kitchen vs. The French Kitchen; The Publicity's Influence on the Consumer and Transformation in Relation to Co-creation.

#### 9.1.1. Transformation Potential

The two experiments showed that the New Nordic Kitchen has some potential for transformation of the consumer but that it is not every consumer who will experience transformation - for some, the New Nordic Kitchen will not be a transformational experience. Several reasons can be a ground for this, some of which are illustrated by the conducted research. As shown by the participants Lisbeth and Ane at the Nordic Kitchen cooking course one of the reasons identified is that the New Nordic Kitchen was not capable of violating these participant's expectations (Kubovy, 1999). The participants' vast experience with the ingredients and with cooking courses resulted in that not enough was unknown and that the New Nordic Kitchen in a cooking course context therefore did not present any surprises for the two participants. On the other hand, it can be argued that the reason that the two participants did not experience any transformation is that they already had experienced a transformation process in relation to this type of food. It seems that they already have acquired a taste for it and already had preferences for it.

Another example where the respondents did not experience a transformation was when their expectations were negatively violated (Kubovy, 1999) and when they experienced too many negative interruptions, which resulted in too low fluency (Reber, 2004). For example, this was the case for the respondents Louise and Mia from experiment 1 from session 1 and session 2 respectively. Also, the reason that these two respondents did not experience a transformation also seemed to be because they have not acquired a taste for the type of food (Kirstensen, 2009; 1). They both expressed difficulties with the textures and the different taste combinations, which neither of them had expected to experience. Consequently, they both ended up being disappointed by the kitchen and lacking curiosity.

For those who did not experience any transformations it may still happen. They may need to go through the process of acquired taste in order for a possible transformation to occur. In relation to the respondent Mia who identified that she never wanted to try it again, this may change as it has been seen with other trends. One could imagine that if and when the New Nordic Kitchen becomes more mainstream and popular the respondent might reconsider

her decision. The consumer can probably change its mind when friends and the culture the consumer is a part of take the trend/fashion in and become “*dedicated lovers*” of the specific trend/fashion. An example of such is often seen within the clothes industry where people one day state that they will never wear tight jeans but six months later swear by them.

### **9.1.2. The French Kitchen vs. the New Nordic Kitchen**

The findings of the experiments show, as previously described, that the French Kitchen in the specific cooking course did not have high transformational potential, whereas the New Nordic Kitchen appeared as having a considerably higher potential. There can be several reasons for this but the findings indicate that the main reason is that the French Kitchen in this setting is not capable of surprising the consumer and thereby not being capable of violating the consumers expectations. This leads to the result that the consumers will not achieve pleasure of the mind (Kubovy, 1999). Looking at the interviews conducted with the participants from the French cooking course and comparing them with the participants from the Nordic Food cooking course it is evident that the participants are much more familiar with the French Kitchen than with the New Nordic Kitchen. Another difference is the level of curiosity the participants showed at the different cooking courses. A higher level of curiosity was present at the Nordic Food course than at the French course. This indicates that the participants at the French cooking course did not achieve pleasure from learning something new (Kubovy, 1999). Again the level of familiarity seems to be the best explanation. The participants could be so familiar with the French kitchen that nothing “unknown” exists to trigger their curiosity (Kubovy, 1999). From this it appears that the participants’ familiarity with the French Kitchen is the reason that the kitchen only has a very low transformation potential. Consequently, the difference between the kitchens seem to be that one is new while the other one has existed in Denmark for decades. However, the French kitchen might in other situations be capable of bringing something “*unknown*” – but perhaps the findings would be different with another scenario. Imagine a consumer that has never experienced a gourmet meal going to a French Michelin Star restaurant for the first time in her life. The food is on at another level to anything she has ever tried before, the service being exquisite – she will likely experience something “*unknown*” and a possibility of her having a transformative experience exists. From this, it can be described that “newness” appears to have a direct influence on transformation.

### **9.1.3. Transformation – the added value of co-creation**

The experiments show that co-creation has a positive influence on transformation. From this it can be argued that the transformation economy can also have an influence on the co-creation field. Prahalad and Ramaswamy (2004) argue that co-creation increases a company’s competitive advantage and a new way of creating value in collaboration with the

consumers. It can be argued that the added value or competitive advantage could be transformation. In this light it might be relevant for the co-creation field to develop a new perspective – in addition to the co-creation experience and the personal co-creation experience. This could be called the transformation co-creation experience. As of such it would be relevant to focus on the co-creation elements such as a flexible structure which allows a heterogeneous group of consumers to interact and be a part of the process on their own terms and thereby facilitate co-creation of the transformation experience.

Such perspectives can, in the light of the present paper, be argued to create additional competitive advantage for the organisation. Not only will the company gain advantage with the co-creation perspective but it will also benefit from being able to change some consumer needs – however, only if it establish such a transformation experience successfully.





## CHAPTER 10

### Conclusion

## Chapter 10

### Conclusion

The purpose of this paper has been to confirm or disconfirm the two proposed hypotheses; H1: The New Nordic Kitchen has transformation potential and H2: Co-creation has positive influence on transformation in relation to the New Nordic Kitchen.

In order to confirm H1 it firstly became necessary to discover and define how transformation at an individual level in a consumer perspective is characterised. The consumer transformation approach was chosen as the main frame in order to reach such a characterisation. In short, a transformation in this approach is defined as a change in the basic set of criteria. An individual can experience several transformations throughout life, which can vary in time and strength – they can be larger or smaller, stronger or weaker depending on the transformational experience as well as the individual's mental presence. Several theoretical areas showed to be relevant in the consumer transformation approach.

The individual has to reach or experience three main phenomena in order for a transformation to occur; Acquired Taste, Pleasure of the Mind and Fluency. Several other factors have an influence on the transformation process. One of these is the “motives” for transformation. The three motives that function as a driving force and motivation throughout the transformation process. The highest and overall motive is curiosity and supporting for this motive are virtuosity and social gratification. All three motives have to be fulfilled in order for the individual to go through the transformation process. Moreover, the social experience has an influence on the transformation process. This deepens the experience and makes it more fun and thereby strengthens the experience in relation to becoming transformational. Furthermore, the individual's processing of the experience also influences transformation. Two forms of processing are chosen as being relevant for the transformation process and are simultaneously present throughout the transformation. First is the cognitive processing of Aesthetic Appreciation, which if successful results in pleasure of the mind. Second, is the Psycho-Historical process that starts with the material substratum of an object and ends with a change in the perceiver's mental processes and behaviour or what also could be referred to as transformation. The result of such a transformation process is a change within the individual. Such a change can be evident from the change in the individual's basic set of criteria and may result in new preferences. Furthermore, a transformation can be both positive and negative. A positive transformation may arise from pleasure of the mind whereas a negative one might be evident if the consumer experiences displeasure of the mind.

From a theoretical approach an additional perspective was suggested as having an influence on transformation – co-creation. Co-creation is a concept where the consumers play a more

untraditional role in the production of value, which is argued to add additional value to the company. From this, the creation of value is created in collaboration between the companies and the consumers. The personalised co-creation experience is presented as having the possibilities of unlocking further new sources of competitive advantage. Personalised co-creation experience is when the individual customer creates unique experiences together with a company. It is argued that the personalised co-creation experience has great potential for transforming the consumer, which leads to the formation of hypothesis 2: Co-creation has positive influence on transformation in relation to the New Nordic Kitchen.

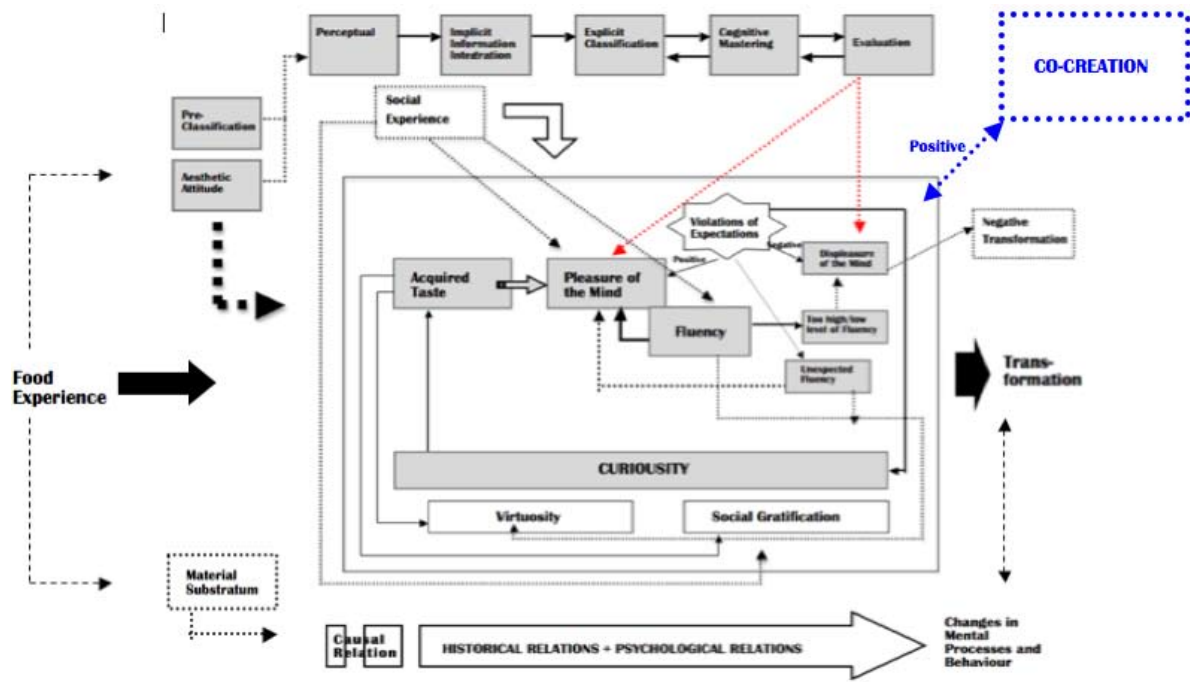
In order to confirm or disconfirm the two proposed hypotheses two experiments, which studied the consumers experiences with the New Nordic Kitchen both in a non co-creation setting and a co-creation setting were executed.

The experiments illustrated that transformations occurred for some of the participants, which showed that the New Nordic Kitchen has potential for transformation. Hypothesis 1 was thereby confirmed.

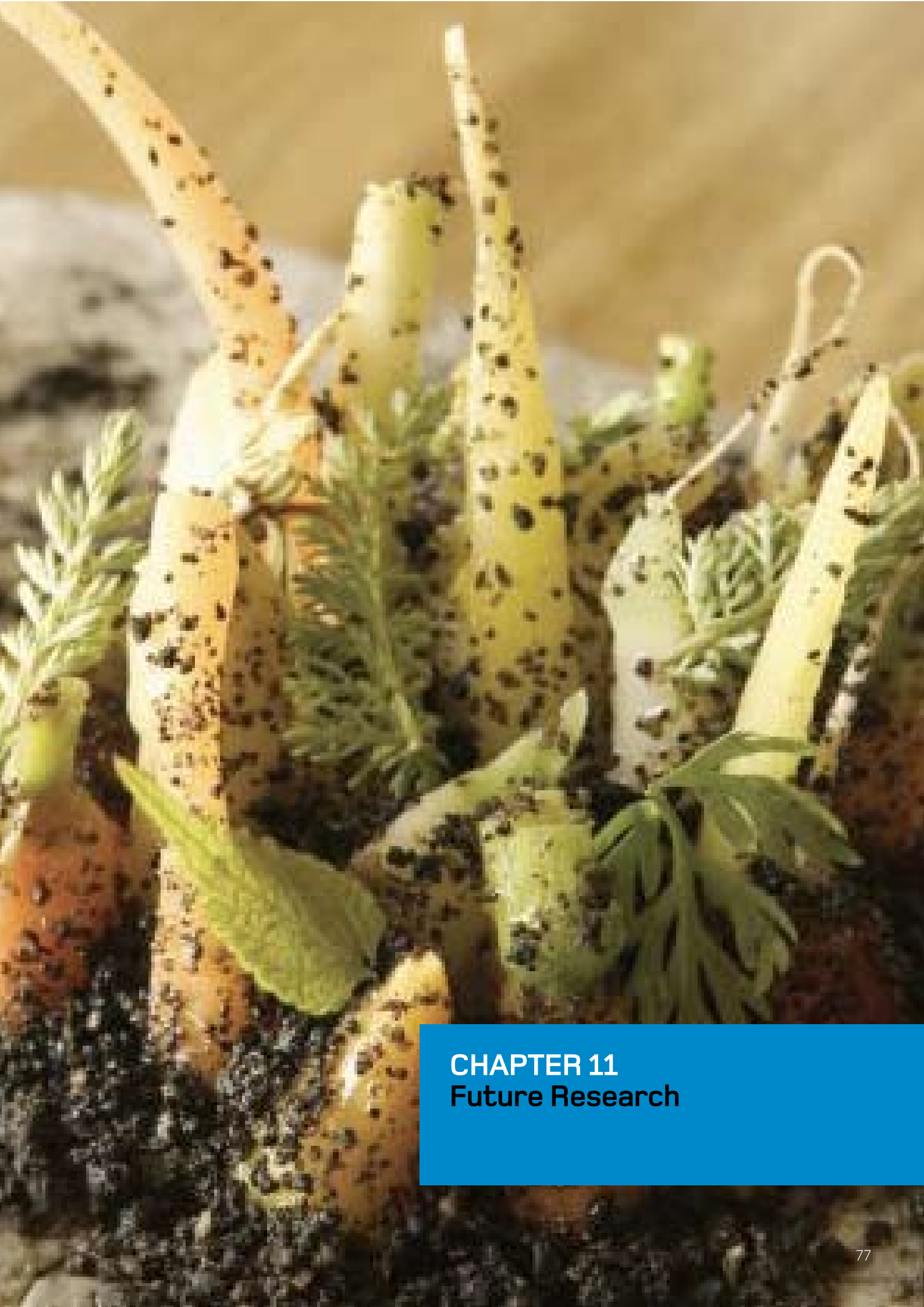
It was argued that one of the main reasons for this was that the New Nordic Kitchen brings something “*unknown*” to the consumer, which makes it curious. Furthermore, the New Nordic Kitchen was seen as being capable of violating the consumer’s expectations as well as bringing interruptions that resulted in a medium level of fluency. However, this was not evident for all the participants. This indicates that even though the New Nordic Kitchen has some potential for transformation - not every consumer will experience transformation when meeting the New Nordic Kitchen. Moreover, for those who did not experience any transformations it may still happen. They may need to go through the process of acquired taste in order for a possible transformation to occur.

Furthermore, the findings of the experiments showed that transformation occurred with more participants when they were a part of a co-creation in the Nordic Food cooking course experience. It was found that a combination between the New Nordic Kitchen and co-creation has the best potential for transformation. From this it was argued that co-creation has a positive effect on transformations when the three motives are fulfilled, the consumer reaches acquired taste and also experiences pleasure of the mind. This indicates that co-creation has a positive effect on transformation in relation to the New Nordic Kitchen. Hypothesis 2 was thereby also confirmed.

The confirmation of hypothesis 2 led to a modification of the transformation model, which included co-creation as a positive influence of transformation. The final model for the transformation process was consequently presented.







## CHAPTER 11

### Future Research

## Chapter 11

### Future Research

During the work with the present paper several areas and perspectives that might be relevant for future research within the transformational field appeared – these were in relation to the transformation as a theoretical field, to transformation in relation to the New Nordic Kitchen and to co-creation in relation to transformation. Furthermore, different research designs and methods also appeared to have potential for the future work within the transformation field. Some of these areas are presented below.

#### Transformation:

As previously mentioned the Transformation Economy is a relatively new academic area. Consequently, many areas of the field could benefit from being investigated further. Two of these areas are time and size perspective in relation to transformation.

Questions that might be beneficial to explore could be:

- How large or small does a change have to be in order for it to qualify as a transformation?
- How long should a change be present in order for it to be a transformation?

Moreover, I have looked into some specific perspectives (acquired taste, pleasure of the mind and fluency), which were identified as the main areas an individual has to experience in order for a transformation to occur. However, other perspectives may also exist. From this a research question could be:

- Which other areas or phenomenon have an influence on the transformation process?

#### Transformation and the New Nordic Kitchen:

A dinner with food from Meyers Deli; a dinner at Meyers Deli and a Nordic Food cooking course have been presented as representative of the New Nordic Kitchen in the present paper. However, other aspects of the New Nordic Kitchen other than the ones mentioned might also be relevant to explore in the future work with transformation in relation to New Nordic Kitchen.

Furthermore, I have looked at transformation from an individual consumer transformation approach. Other approaches, such as a social transformation perspective may also be relevant in relation to the New Nordic Kitchen.

#### Research Design:

I have conducted a cross-sectional analysis due to the present time limitation. However, other relevant perspectives may appear if the research was conducted as a longitudinal analysis. One can imagine that a transformation process may take longer than the short period of time had to I observe the participants and that the results thus might be different if a more longitudinal approach was taken. This could also help to gain a deeper understanding of the entire transformation process. In relation to the present research it could be interesting to follow

the participants for a longer period in order to discover if the identified transformations were lasting. Furthermore, such a study would also clarify if the New Nordic Kitchen in the long term is able to transform some of the participants who did not experience any transformations from the cross-sectional perspective.



## **CHAPTER 12**

### **Reference List**

# Chapter 12

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