

Storytelling with Amy and Leslie...

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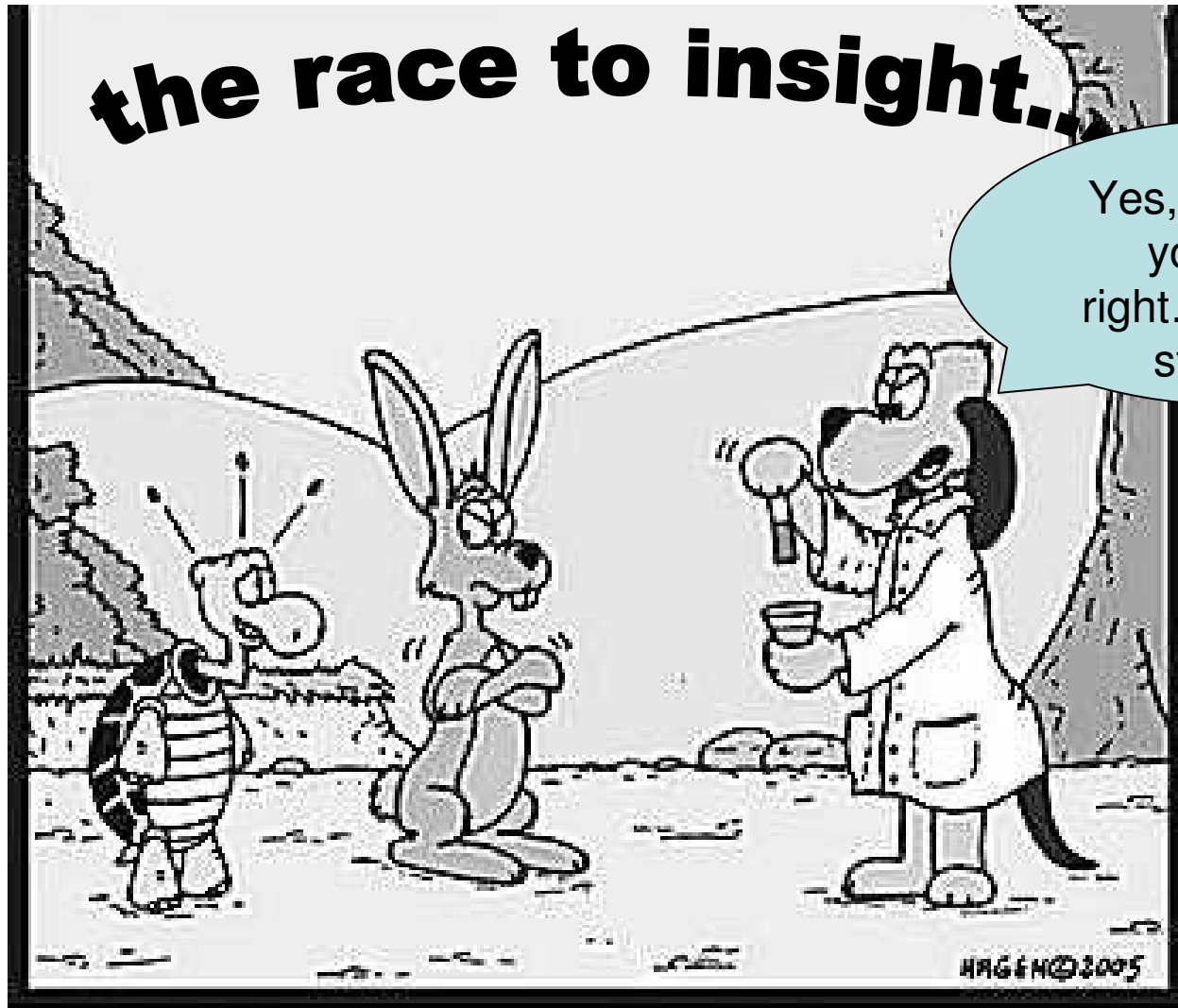


Aesopus



Aesopp's fables...

the race to insight...



Yes, Mrs Hare,
you were
right....he IS on
steroids!

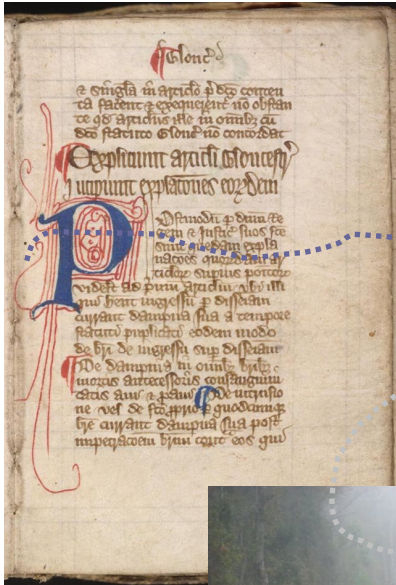
A long time ago...



...in a galaxy far away



Focus on...



Storytelling

- One of the first forms of entertainment
- True or false? Lead back into experience
- Growing up or getting stuck? Learning new stories
- One or more perspectives: personal and shared experience
- Fixed or fluid?
- Exchanging and adjusting perspectives

Myths, stereotypes and videotape...

- **Myth:** collectively held belief that can have no basis in fact (legend; fable; rumour; saga; falsehood; folklore....confusing data)
 - *μύθος mythos*, which simply means 'story'
- **Stereotypes:** first impressions; illusory correlation; prejudicial; discriminatory
 - *stereo + týpos* = "solid impression"

Storytelling, research and insight

- We construct our own view of 'reality'
- We assume life is linear and ordered (live in the present)
- Life is 'kaleidoscopic' (chaotic: past, present and future)
- We ask people to believe / conform to our view
- We structure responses...we should be gathering and presenting stories



*Myths about
.....qualitative research*

myths and misconceptions

- Qualitative research is surrounded by myths and misconceptions
- Due to these myths & misconceptions the benefit that qualitative insight provides is often underestimated or misunderstood





Qualitative research is subjective and anecdotal

It wont demonstrate the decisions for
marketing spend and resource
Its not going to give me the support to
verify decisions

Qualitative research is subjective & anecdotal

- Assumption that only numbers are evidence
- From qualitative research you get the words and reasoning behind an opinion/thought
- You hear the tone, the trigger to that opinion / thought which can give you a very different insight





Anyone can do it

**It doesn't take any skill to conduct a focus group
or carry out interviews**

Anyone can do it

- Moderation is a learnt practical professional skill (most effectively practiced when linked to psychology / sociology underpinning)
- a good moderator needs to:
 - tune into and facilitate the dynamics of the group, both individually and collectively
 - be able to pick up on things being said (and unsaid) and move the discussion to probe that area
 - be able to ensure that what they are getting from the group is not a false truth
 - Interpret the meaning, value and implications of the insights
 - Be empathetic; reflective; listening; directive; challenging; analytical; interpretive; communicative..





Resource, resource, resource...

It's too expensive and time consuming

Resource, Resource, Resource

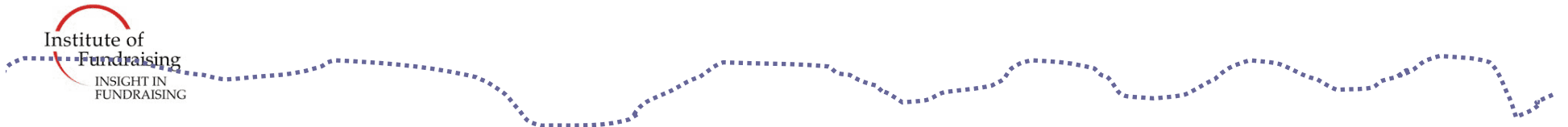
- Time spent scoping, developing and refining a discussion guide should be no more than that spent on survey's/questionnaires
- Time spent on qual analysis and interpretation is critical investment
- Qualitative research only 'costs' more if it's the wrong method for the research





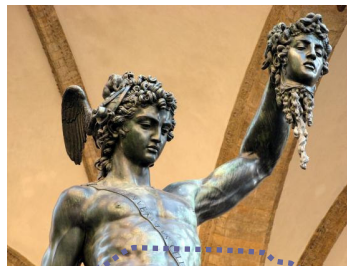
It doesn't reflect real life behaviour

What they are prepared to say in groups and what they do in life are two different things...



It doesn't reflect real-life behaviour

- No one method will truly reflect real-life behaviour (observational / ethnographic qual will get closer)
- The moderator needs to communicate to the group the need for responses to be honest/truthful (and to engender meaningful dialogue)
- Surveys are snapshots in time, and collection of dynamic behaviour patterns (unless based on diaries)





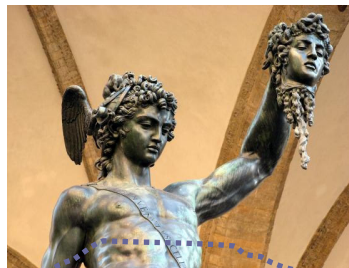
There's no science to it

Qual ...well its just people getting paid to talk with their friends over drinks in a hotel, isn't it

Participants aren't representative
(only certain types of people take part)

There's no science to it

- The screening process will prevent too many of a particular/'research friendly' (£££) type participating
- Recruitment to a thorough design will ensure that the participants reflect sample need
- Quality control mechanisms will ensure that research 'virgins' are recruited
- Local knowledge by recruiters will get a closer match to 'true' sample requirements

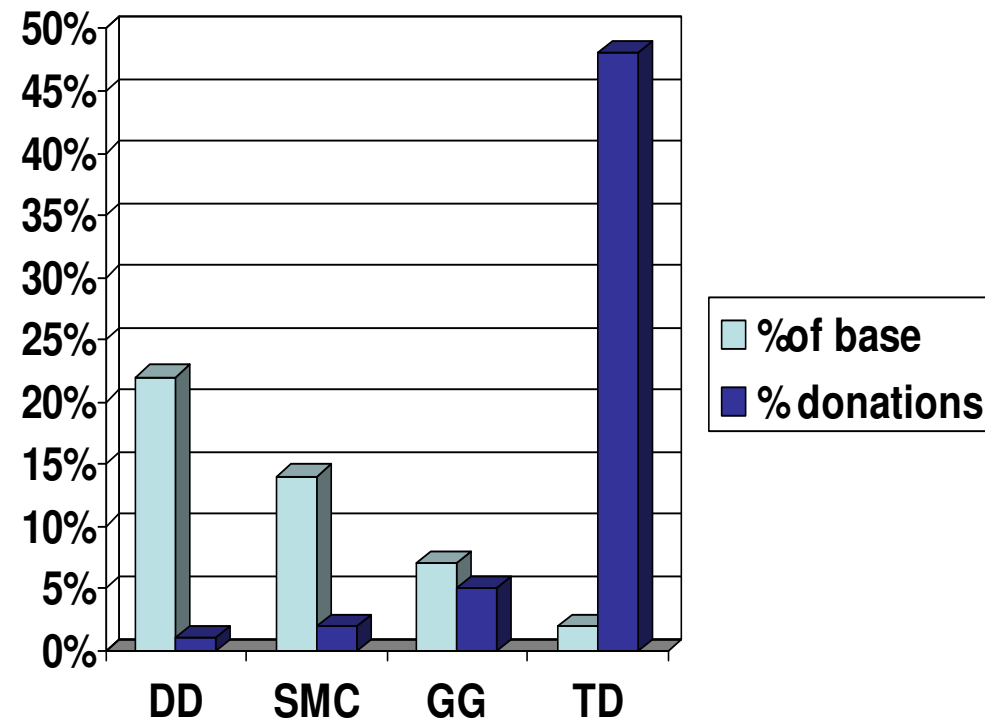


CAF Case Study- Segmentation of donor's

- Transaction based segmentation exercise on the database of donors using CAF products
 - Donation frequency, donation value, deposit value, charities
- Some qualitative research had been completed previously
- 10 segments that represented our donor base

What it gave us

- Each segment had a series of descriptive statistics attached to it
 - Seasonal donors
 - 2nd largest segment
14% of base
 - £24 average donation
roughly 1 per month
 - 16% more donation in
December
 - Average age of 60
 - Average 8 different
charities donated too
- And lots of diagrams illustrating these numbers



Insight from using other data

- To help provide insight other data/information could be used
- Overlay of population data such as geographic, affluence
 - Help to build a picture of who these segments are
- Taking the seasonal donors...you may learn that these tend to be in the south east and in wealthy areas enjoying/nearing retirement

But.....

- We don't know WHO the individuals in the segment are-we know their %s
- We don't know why, what or how makes them that segment
- We want to know where/ what it was that triggered them to come to CAF or to use their account to donate
 - What's the message that they are getting?



What next to get the insight

- Humanising the data-using qualitative research to bring these segments and the individuals within them alive
- To bring our segments alive we are planning on...
 - Talking to the individuals who make up those segments
 - Identify and understand what their attitudes, characteristics and behaviours are
 - Insights into why they are that segment

Donor Dabblers

Data from the segmentation

- Av. Age 54
- 24% under age of 44
- £140 a year donations to 2 charities
- 99% use CAF's Charity Account
- 80% use the vouchers to donate
- Largest segment in terms of donors but only 1.5% of donations

Insight from speaking to the individuals

- We can learn.....
 - Mainly professionals
 - Want to ensure their giving is effective and suits them
 - New to structured giving methods and management
 - Tentative about number of charities
 - Favour the voucher method as it's a physical act of giving
 - Use of CAF's services only part of their giving-open to external methods or only use this product and limit who they give to and how often
- Communication methods need to stand out in order to get their attention and nurture them with the product

Value of using qualitative research

- Qualitative research humanises numbers
- Gives the story that leads to the insight
- Allows you to understand what that individual or those groups see, hear and read which makes them respond, donate and continue to support.
- Highlights the method and tone of the communication that speaks to them

Where next?

- **Technology opens new doors....**
 - Digital vignettes
 - real time moderated online discussion;
 - blogs;
 - web 2.0
- **.....creates challenges for ‘analysis’**
- **.....provides a rich and dynamic vein of individual (and collective) observations...**

Buzz....

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Megan Butler Rise
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Vicky Gwilliam Guardian
Louise Roper Method
Products

Challenge and opportunity

- Respondent base
- Harnessing new stories
- Creating effective story boards to bring the insights (and the data) alive
- Finding new ways of living the story
- Personalisation
- Validation