

Retailer sponsored workshops and courses: A consumer perspective

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ABSTRACT

To encourage activities such as baking, do-it-yourself home repairs, crafting, sewing, etc. and the purchase of associated supplies, a number of retailers conduct a form of experiential retailing through sponsoring onsite demonstrations and classes in areas ranging from basic home repair to scrapbooking and baking. A review of information regarding hobby and crafting leisure activities was carried out to provide background for the study. A subset of the crafter market was explored: cake decorating. Consumer awareness, perceptions, attitudes and behaviors were then investigated. Data were collected regarding demographics, perceptions, attitudes and behaviors using structured scripted interviews with 227 female target market consumers. Implications of the findings for experiential/instructional retailing, retail venues and formats are presented and discussed.

Keywords: retailer sponsored courses, crafting, experiential retailing, cake decorating

INTRODUCTION

In the United States consumers spend about \$36 billion on crafts and related hobbies annually (Danziger, 2018)). Etsy, the craft-oriented marketplace, had 39.5 million buyers in 2018 (Statista, 2019). To encourage the purchase of associated supplies, a number of retailers engage in forms of experiential retailing; offering onsite workshops and classes in areas ranging from basic home repair to scrapbooking and baking. "Capitalizing on the popularity of crafts, retailers have created a welcoming environment for crafters (and a loyal customer base) by offering demonstrations, classes, workshops with guest speakers, and more" (Miller and Washington, 2015, p.30).

This study focuses on the perceptions, attitudes, motivations and behaviors of consumers who participate in craft classes. Also, investigated was the symbiotic (perhaps synergistic) relationship between the organizations offering crafting classes and the retailers where the courses are offered. The interaction between consumer perceptions of retailer reputation/equity/image and that of the perceived reputation/image of the company offering the courses and associated products was explored and investigated. This interaction can result in the purchase, at the sponsoring retailer, of associated merchandise involved with the performance of the crafting activity, as well as enrollment in additional classes. The associated merchandise is often manufactured by the organization conducting the classes.

"For the greater majority of today's crafters, crafting is a labor of love. Long gone are the days when craft-type work was done of necessity" (Miller and Washington, 2015, p.30). One possible motivation for taking craft classes may be to increase the enjoyment connected with leisure activities. As it has been found that expertise "increases the value obtained" from leisure activities (Luo, Ratchford and Yang, 2013).

The specific craft area of focus selected for this study was cake decorating which is a subset of baking activities. So-called "edible arts" have a U.S. household participation rate of 39.7 million (Association for Creative Industries, 2017). "Food crafting such as cake decorating has risen in recent years to third place," in terms of craft sales (Leonard, 2012). In a survey of millennials, 22% listed "cooking" as among their top five favorite leisure activities. (Lachman and Brett, 2013).

BACKGROUND AND LITERATURE REVIEW

In the United States consumers spend about \$36 billion on crafts and related hobbies annually (Danziger, 2018). Retail market leaders in the crafts sector are Michaels Stores (www.michaels.com) with annual revenues of \$5.78 billion; Jo-Ann Stores (www.joann.com) with annual revenues of \$3.13 billion; and Hobby Lobby Stores with annual revenues of \$4.5 billion (Mergentintellect, 2019).

Michaels Companies, Inc owns and operates over 1,365 Michaels stores in the U.S. and Canada, and they carry more than 33,000 different products (Mergentintellect, 2019). Jo-Ann Stores operates more than 850 stores in 49 states in both large, big-box, and smaller-format stores (Mergentintellect, 2019). Hobby Lobby Stores, Inc. operates more than 600 stores in more than 45 states (Mergentintellect, 2019).

In order to drive business and attract customers, craft retailers have established relationships with organizations that offer onsite crafting and art classes. However, the

rise in technology has also opened up alternative formats for crafting classes. There are many ways to access crafting classes including: in store and in person, YouTube, and online specialty sites (Heap, 2015).

According to Michaels CEO, Pinterest (another specialty site) and YouTube "are some of the greatest things that could have happened to the industry," (Zumbach, 2016). Michaels "now talks about being in the "creativity industry," not crafting, which evokes images of grandmotherly types knitting on the porch that newer customers might not identify with" (Zumbach, 2016). And along these same lines the trade organization, Craft and Hobby Association has rebranded itself as the Association for Creative Industries (Association for Creative Industries, 2017).

This study concentrates on one form of crafting, that is cake decorating. Popularity of the hobby has been driven in part by a series of television programs such as: "Cake Boss", "Kids Baking Championship" "Ridiculous Cakes" and "Cake Wars" on the Food Network (www.foodnetwork.com), "Cake Boss" on The Learning Channel (www.tlc.com), "Cake Hunters" on the Cooking Channel (www.cookingchanneltv.com) and "The Great British Baking Show" on PBS (www.pbs.org/food/shows).

These shows include, "competitions based on decorating wedding cakes, anniversary cakes, birthday cakes and cupcakes... that exposure is bringing more attention to cake decorating, and encouraging more home bakers to expand their skills" (Miel, 2012, p. 0004).

One major provider of cake decorating and baking supplies is ATECO which makes a line of baking and cake decorating tools/accessories. The company has been in business for over 100 years (Ateco, 2019). Another provider of baking tools, as well as cooking and brewing tools is OXO. The company has been in operation for over 25 years (Oxo, 2019).

The leading provider of baking and cake decorating accessories is Wilton Industries. Wilton "founded in 1929, is the leading food-crafting company in the industry, with the number one position in cake decorating and bakeware (Hoovers, 2019). Wilton's Method of cake decorating classes is taught in more than 3,000 retail outlets around the world. These retail sites include Michaels, Jo-Ann stores, and Hobby Lobby. Wilton Industries is a major supplier of cookware and related products through these same retailers (Wilton, 2017a). In 2008, Wilton began "posting videos to its YouTube online video channel"...in 2009 "Wilton launched a Facebook page to share ideas, recipes and techniques with social media savvy consumers" (Wilton, 2017b).

In 2011, Wilton introduced a cake decorating app. With ratings and reviews, the Wilton app brings cake decorating to life in a brand new way. Included on the app are 3,000 decorating ideas, along with hundreds of recipes, how-to videos, and complete product information (PR Newswire, 2011).

Drivers of Consumer Crafting Experiences and Involvement

Research has been conducted to investigate motivating factors and elements of consumer leisure experiences. From a retailing standpoint, consumer motivation is of great importance because "an individual's decision to invest time in an activity (e.g. engage in arts and crafts...) is often necessary before he or she decides to purchase the

goods (e.g. raw materials, tools...) associated with the consumption" (Luo, Ratchford and Yang, 2013, p.24).

Researchers Luo, Ratchford and Yang (2013) conducted a study in which they investigated "287 U.S. consumers' time use, consumption motives, and expertise measures on five leisure activities on a weekly basis from January to June 2011" making use of a consumer panel over a 20 week period. They noted that leisure activities provide utility to consumers through consumption benefits.

"Consumption benefits discussed in the leisure activity literature can be broadly classified under the following three categories proposed by Celsi, Rose and Leigh (1993): (1) hedonic (sensory pleasure, enjoyment, fun), (2) social (satisfaction from interacting with others, need to conform to others' wishes), and (3) self-efficacy (personal growth, achievement). Different activities may provide these benefits to varying degrees" (Luo, Ratchford and Yang, 2013, p.25).

Luo, Ratchford and Yang theorized (2013, p.25) "that expertise contributes to perceived benefits (i.e. hedonic, social and self-efficacy) of an activity, which in turn leads to high value associated with activity consumption. Expertise also directly influences value obtained from an activity." Expertise has been defined by Alba and Hutchinson, (1987, p. 411) "as the ability to perform product-related tasks successfully."

In terms of findings, Luo, Ratchford and Yang (2013) discovered that the baseline utility of all examined activities including "arts and crafts" increases with (1) its ability to satisfy a set of consumption benefits (self-efficacy, social and hedonic) and (2) an individual's expertise in performing the focal or related activities. It was further determined that expertise has an indirect impact on the marginal utility of an activity by influencing its hedonic, social and self-efficacy benefits. In particular it was found that, expertise exhibits both a direct and an indirect (through its influences on consumption motives) impact on consumers' preferences toward an activity.

Regarding gender breakdown, findings indicated that women spend more time on arts and crafts activities than men, and that women participating in arts and craft activities spent a mean of 1.797 hours per week on such activities. It was also found that in terms of utility that "men appear to engage in arts and crafts for hedonic (pleasure) and social reasons, not for self-efficacy, while women participate in this activity for self-efficacy (self-fulfillment), followed by social and hedonic reasons." (Luo, Ratchford and Yang, 2013)

It can be concluded that educational instructional courses in arts and crafts leisure activities, that lead to a noticeable increase in expertise; enhances, both directly and indirectly, the amount of consumption benefits a person obtains from participating in such arts and crafts activities. These findings provide insight into consumer motivations for enrolling in such courses.

Study Objectives

For purposes of our research and of confidentiality a big box arts and crafts retailer venue was designated as Retailer-A and a bakeware/educational company offering classes was designated as InstructCo-B. Using this notation, the formal purpose of the proposed study was: to investigate consumer crafter awareness, perceptions, attitudes and behaviors regarding the bakeware/educational company offering the crafting

courses, as well as the retail venue where the classes were offered. This included the interaction between the educational company's and retail venue's reputation and brand equity.

METHODOLOGY

A consumer perceptual study was conducted employing an interview survey of target market consumers. Subjects who screened into the study were surveyed regarding a series of research questions focusing on their participation in the crafting courses offered and their perception and attitudes regarding, the courses as well as Retailer-A and InstructCo-B. All collected data were recorded for appropriate statistical analysis.

Population and Sample

Participants in the cake decorating classes primarily profile as female heads of household, aged 25 to 45 years, college educated, employed and living in the suburbs with children at home, according to information provided by InstructCo-B.

Three sample cells (227 total sample) drawn from this population of cake decorating householders were studied. They were those who either:

- Shop and have taken the InstructCo-B cake decorating class at Retailer-A (76);
- Have taken the InstructCo-B cake decorating class, but not at Retailer-A (83);
- Shop Retailer-A, but have not taken an InstructCo-B class (although they may have taken other classes) (68).

Given a total sample of 227, the maximum error in results reported is no more than about +/- 7% at the 95% level of confidence. Each of the three study cells has a confidence interval of around +/- 12% at the 95% level of confidence.

Data Collection

The members of each cell were randomly interviewed by telephone (from appropriate lists provided by InstructCo-B at a ratio of at least 5:1 of supplied names to completed interviews). Measured were relevant awareness, perceptions, attitudes and behaviors. Each interview required about 15 minutes administration time and consisted of a series of appropriate closed ended, rating scale, and multiple choice questions, as well as, a very limited number of open-ended queries. All interviewing was completed during a two-week period by a private Midwestern research firm.

Analysis and Findings

All data collected were subject to a series of analytical routines designed to report the measurements desired. Specifically the resultant data were coded cross tabulated, and where appropriate, tests of statistical significance ("t" tests) were employed.

DETAILED FINDINGS

The individuals participating in this study average 40 years of age and typically attended college. Also, about one half of them (49%) have child(ren) living at home as indicated in Table 1 (Appendix).

Present Shopping Patterns at Retailer-A

Every crafter in this study is a Retailer-A's shopper as indicated in Table 2 (Appendix). Two-thirds of them are recent shoppers (past month) and the others have shopped there at least once across the past year. While it does not appear that there is a relationship between recent shopping at Retailer-A and taking an InstructCo-B class there; it does appear that those taking an InstructCo-B class at a different venue, are less likely to have shopped at Retailer-A during the past month.

While slightly more than one half of the participants in this study perceive themselves to be Intermediate Crafters as indicated in Table 3 (Appendix), less than one in five define themselves as Advanced. Retailer-A's shoppers, who have not taken an InstructCo-B course, are more likely to perceive themselves to be Advanced Crafters than the other two groups. Beginners, on the other hand, have the highest incidence of having taken an InstructCo-B class at Retailer-A.

InstructCo-B Cake Decorating Classes

Even given sample cell definitions and limitations, it can still be seen that about two thirds of all participants have enrolled in one or more of InstructCo-B's cake decorating classes as indicated in Table 4 (Appendix). Those taking all three classes are more likely to do this at Retailer-A than elsewhere.

Of those who have taken InstructCo-B classes, but not at Retailer-A, the most frequently mentioned venues are "Other Major Big-box Craft Retailers" and baking and cake decorating supply stores as indicated in Table 5 (Appendix).

In-store announcements (i.e., postings) are the most frequent sources for information about InstructCo-B classes. This is true for both those who have taken InstructCo-B courses at Retailer-A and those who don't. Word-of-mouth is also an important source as indicated in Table 6 (Appendix).

Types of Craft Classes Taken

Cake decorating is, obviously, the key class taken. No other ones except for Painting and Scrapbooks have substantial mention. However, it should be emphasized that the broad range of these crafters interests is highlighted by the large and diverse number of classes they have taken. This implies that these individuals are not limited in terms of their interests and are likely constantly on the outlook for new classes that may appeal to them as indicated in Table 7 (Appendix).

Table 8 (Appendix) shows where these respondents take their classes. Among those who take InstructCo-B classes at other locations than Retailer-A, a number of locations are of significance.

Almost two-thirds of these crafters indicate that Retailer-A need not offer other classes than those they currently provide as indicated in Table 9 (Appendix). This may also reflect the respondents' inability, on an unaided basis, to effectively identify other classes to be offered. Further, the minority that does make suggestions recommends a broad range of subject matter which undoubtedly reflects their diverse personal interests.

Within these mentions, 13% are for classes that InstructCo-B could likely develop – Advanced Cake Decorating, Bread Baking and Candy Making. Not surprisingly the classes mentioned above are also the main ones that respondents suggest InstructCo-B could offer through Retailer-A or another outlet as indicated in Tables 10 and 11 (Appendix).

Association of Instruct-B Classes with Purchasing Behavior at Retailer Sponsoring Class

Crafters were also asked if they purchased class supplies at the same retailer where they took a class. The response was a resounding “Yes.” (for the key class taken, cake decorating, 91% of those taking this class bought supplies for it where it was held). This implies that the more classes Retailer-A sponsors, the more potential revenue they will accrue from the sales of associated supplies.

Evaluation of Retailer-A

Retailer-A's image (indicative of brand equity) is extremely positive among respondent shoppers as indicated in Table 12 (Appendix). Strong ratings define a store that sells quality merchandise and employs courteous and knowledgeable sales associates who do their best to ensure customers have a positive experience whenever they shop there. Additional factors that enhance this positive brand image/equity are that it is easy to find things in the store and that Retailer-A's promotions are excellent.

Where perceptions diverge significantly is on the five attributes shown highlighted in Table 12 (Appendix) related to classes. Here, those who take InstructCo-B classes at Retailer-A (column 1) score dramatically higher than those in the other two groups as indicated in Table 12 (Appendix).

Critique of InstructCo-B and Classes It Can Offer

Crafters who have taken InstructCo-B courses have a very positive image of the bakeware/educational company, which as previously mentioned, is the producer of a line of cake decorating supplies as indicated in Table 13 (Appendix). The firm achieves ratings (in excess of 4.00) on ten of the fifteen image attributes considered and is almost as strong on four of the other five. The last attribute – who one attends class with - is not a satisfaction rating. Apparently, positive experiences with InstructCo-B classes enhance the overall image of the entire company. This is also highlighted by the fact that ratings of the company are generally significantly lower among those who have not taken an InstructCo-B class. There are no significant negatives mentioned about InstructCo-B.

The respondents indicate that InstructCo-B should offer other classes (if they decide to do so) in their perceived areas of greatest expertise – candy making, cookie,

pastry and dessert baking, as well as, specialty cake decorating as indicated in Table 14 (Appendix).

More than 9 in 10 of those participating in the study (93%) as indicated in Table 15 (Appendix) respond that they are likely to take a new InstructCo-B class offered (if interested) and about one half of those people are “extremely likely” to do so. Those who have not taken InstructCo-B classes are only a little less likely to do so than those with an InstructCo-B history. Apparently, these classes may potentially have appeal among a broader market than merely those with past experience with InstructCo-B.

Also, while the fact that these classes are being offered at Retailer-A enhances their appeal across the board, the greatest impact appears to be among those who have previously taken InstructCo-B classes at Retailer-A as indicated in Table 16 (Appendix).

DISCUSSION

Summary of findings

This study reports consumer attitudes, perceptions and behaviors concerning Retailer-A and InstructCo-B companies and cake decorating course offerings as a form of experiential retailing. Two hundred and twenty-seven female crafters were interviewed concerning cake decorating courses. Every crafter in this study, whether they have taken cake decorating classes at Retailer-A or not, is a Retailer-A shopper. These consisted of:

- 1) Retailer-A shoppers who have taken InstructCo-B classes at Retailer-A;
- 2) Retailer-A shoppers who have never taken any InstructCo-B classes;
- 3) Retailer-A shoppers who have taken an InstructCo-B class but not at Retailer-A.

This study found in terms of specifics:

- A little over one half of the participants in this study perceive of themselves as Intermediate Crafters and the balance are divided between self-defined Beginners and Advanced.
- About two thirds of all the respondents have enrolled in one or more InstructCo-B classes. Those taking InstructCo-B classes, at Retailer-A, are more likely to have taken all three cake decorating courses than the other respondents.
- Retailer-A, but also "Other Major Big-box Craft Retailers" and baking and cake decorating supply stores are significant InstructCo-B class venues.
- Two-thirds of the crafters indicate that Retailer-A need not offer additional classes over their current offerings. Those that do make new class suggestions, do so with as much diversity as the individual interests they hold. Thirteen percent of the mentions (the largest amount) are for crafts for which consumers perceive InstructCo-B, as a bakeware/educational company, would have a high level of expertise – Advanced Cake Decorating, Bread Baking and Candy Making. Consistent with this, respondents feel that if InstructCo-B decides to offer other classes, at Retailer-A or elsewhere, they should be of this variety.

Next, broader findings were explored; these may be extended to retailer sponsorship of experiential workshops and courses across a wider spectrum, as well for various manufacturers and/or wholesalers offering instruction.

- First, the sponsoring of courses was found to drive the purchase of supplies. When asked if they purchased class supplies at the same retailer where they took a class. The response was a resounding “Yes.” (for the key class taken, cake decorating, 91% of those taking this class bought supplies for it where it was held). This implies that, within reasonable limits, the more classes a retailer sponsors, the more potential revenue they will accrue from the sales of associated products. This finding can also be extended to illustrate the value of such engagement for wholesalers and/or manufacturers if they are involved in providing the instruction. For example, Home Depot offering manufacturer instruction on Do-it-Yourself projects such as re-tiling a bathroom, benefiting both the retailer and manufacturer.
- Those taking InstructCo-B courses have also generally taken other crafting courses. The most common mentions are Painting (9%) and Scrapbooks (8%). However, a number of other offerings were also highlighted; and this implies that these crafters interests are quite diverse. Going beyond crafting into other retail areas such as Do-it-Yourself projects in home repair, there could very well be a similar opportunity to offer diverse courses associated with multiple products such as power tools, roofing materials, paint supplies, etc.
- It was found that in-store announcements (i.e., postings) are the most frequent sources for information about classes. This is true for both those who take classes at Retailer-A and those who do not. Further, while enrollment in such courses is not usually done on impulse, and mass media have value in their promotion, in-store activities should be emphasized as they are the most effective means of promotion. This would indicate the need for sponsoring retailers to transform simple in-store course announcements to more powerful point-of-purchase (P-O-P) pieces calling consumers to action – to enroll in specific courses. Word-of-mouth is also an important source. Certainly, these finding could be extended to other sponsoring retailers and instructional/manufacturer or wholesale firms outside of the crafting area.
- It was found that those who have taken instructional courses previously will likely be strongly predisposed to additional new courses from the same provider. In general terms, direct p-mail, email contact and/or social media promotional programs targeting prior attendees should be considered when offering such forms of experiential retailing.
- It was also found that image/ brand equity of the Bakeware/educational producer was enhanced by taking their courses. Crafters who have taken InstructCo-B courses have a very positive brand image of the educational/bakeware company. The firm achieves ratings (in excess of 4.00) on ten of the fifteen image attributes and is almost as strong on four of the other five. As a general finding this supports

the premise that manufactures and/or wholesalers can use instructional programs and workshops to enhance their brand equity

- Finally, more than 9 in 10 of these consumers mention that they would take a new InstructCo-B class (if interested in the topic) and that this interest would be enhanced by the course being offered at Retailer-A. This appears to highlight the positive interaction effects of the strong brand equity of the sponsoring retailer enhancing the reputation and equity of the manufacturer/educational co. As it was also found that Retailer-A's customers have a very positive brand image of the retailer. The store achieved ratings in excess of 4.00 on a 5 point Likert-type scale. So in general, it would appear that there may be a mutual interaction between the brand equity of the sponsoring retailer and the manufacturer/educational co. in such cases. That would indicate the importance of selectivity on both the retailer and manufacturer parts when jointly participating in such a form of experiential retailing.

CONCLUSION

In this study a review of information regarding hobby and crafting leisure activities was carried out to provide background for the research. A subset of the crafter market was explored: cake decorating. Consumer awareness, perceptions, attitudes and behaviors were then investigated. Data were collected regarding demographics, perceptions, attitudes and behaviors using structured scripted interviews with 227 female target market consumers. Implications of the findings for the specific area of cake decorating/crafting were presented and discussed. And this was followed by a more general discussion of the implications of the findings for retailer sponsorship of experiential workshops and courses, in general, as well as for various manufacturers and/or wholesalers offering instruction regarding their products in a retail venue.

In terms of recommendations for future research, the interaction between sponsoring retailer brand equity/image and manufacturer/educational co. brand equity/image would be a fertile area for future research. In this study both the retailer and the manufacturer had strong brand equity which appeared to be mutually reinforcing. However, this research could be extended by the investigation of other pairings such as a weak brand equity/image on the part of the sponsoring retailer paired with a strong brand equity/image on the part of the manufacturer.

Another area for potential research would be investigating the growing list of other crafting, cooking, Do-it-Yourself, etc. course formats such as online web-based how-to videos (YouTube), webinars, smartphone, and apps; all beyond physical bricks and mortar retail venues.

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APPENDIX

Table 1
Demographic profile of Sample

		Total
(Base) (All Female)		(227)
		%
Age		
	Less than 25 years	14
	25 to 35 years	33
	36 to 45 years	22
	46 to 54	17
	55 +	14
	Average	40
Education		
	High School graduate or less	22
	Some College	37
	College graduate	29
	Graduate School	12
Children In Home		
	One	18
	Two	21
	Three	5
	Four or More	5
	None	51

Table 2
Shopped at Retailer-A Craft Supply Store

	Total	InstructCo-B Classes at Retailer-A	InstructCo-B Classes Not at Retailer-A	Retailer-A Shoppers No InstructCo-B Classes
(Base)	(227)	(76)	(83)	(68)
	%	%	%	%
Shopped at Retailer-A				
Past Month	67	74	48	81
Past 12 Months	23	26	52	19
Never	-	-	-	-

Questions: During the past month, did you shop at Retailer-A's craft supply store? How about the last year? Did you shop at Retailer-A at any time during the past twelve months?

Table 3
Self-Defined Crafter Status

	Total	InstructCo-B Classes at Retailer-A	InstructCo-B Classes Not at Retailer-A	Retailer-A Shoppers No InstructCo-B
(Base)	(227)	(76)	(83)	(68)
	%	%	%	%
Status				
Beginner	27	34	28	19
Intermediate	55	53	56	56
Advanced	18	13	16	25

Question: As a crafter, do you consider yourself to be beginner, intermediate or advanced/:

Table 4
Enrollment in InstructCo-B Cake Decorating Classes

	Total	InstructCo-B Classes at Retailer-A	InstructCo-B Classes Not at Retailer-A	Retailer-A Shoppers No InstructCo-B Classes
(Base)	(227)	(76)	(83)	(68)
	%	%	%	%
Enrollment				
<u>Yes</u>	70	100	100	-
Cake Decorating I	28	20	35	-
Cake Decorating II	3	3	4	-
Cake Decorating III	3	4	2	-
I and II	23	20	25	-
I, II and III	13	53	34	
<u>No</u>	30	-	-	100

Questions: Are you currently enrolled, or have you ever been enrolled, in an InstructCo-B cake decorating class?
Is/was the InstructCo-B cake decorating class at Retailer-A:

Table 5
Where InstructCo-B Cake Decorating Class Taken

	Total	InstructCo-B Classes at Retailer-A	InstructCo-B Classes Not at Retailer-A	Retailer-A Shoppers No InstructCo-B Classes
(Base)	(159)	(76)	(83)	(-)
	%	%	%	%
Where Taken				
Retailer-A	48	100	-	-
Other Major Big-box Craft retailers	18		34	
Baking/Cake Decorating Supply Store	9	-	18	-
Park District, YMCA or other community organization	5	-	14	-
Department Stores	3		6	
Other	17	-	28	-

Question: Where are (did) you taking (take) the InstructCo-B cake decorating class?*No individual mention in "other category" more than 2%

Table 6
How InstructCo-B Class Heard About

	Total	InstructCo-B Classes at Retailer-A	InstructCo-B Classes Not at Retailer-A	Retailer-A Shoppers No InstructCo-B Classes
(Base)	(159)	(76)	(83)	(-)
	%	%	%	%
Source of Information				
Announcement at a Retailer-A store	30	54	7	
Announcement at a craft store, not Retailer-A	24	-	46	
Word-of-mouth	20	17	23	
Retailer-A newspaper advertising	9	16	4	
Other	7	7	5	
Newspaper advertising, not from Retailer-A	4	-	8	
Don't Know	4	3	5	
Retailer-A E-Mail	1	3	-	
Retailer-A announcement by postal mail	1	-	2	
Question: How did you hear about InstructCo-B cake decorating classes?				

Table 7
Classes Taken

	Total	InstructCo-B Classes at Retailer-A	InstructCo-B Classes Not at Retailer-A	Retailer-A Shoppers No InstructCo-B Classes
(Base)	(227)	(76)	(83)	(68)
	%	%	%	%
Class				
Cake Decorating	68	99	94	3
Painting	9	5	5	18
Scrapbooks	8	4	5	18
Crochet	3	1	1	6
Flower Arranging	3	3	1	4
Rubber Stamping	3	-	4	6
Knitting	3	3	1	6
Other	28	17	26	23
None	10	-	1	30

Question: What craft classes have you taken during the past three years?

*Total adds to more than 100% due to multiple responses

**No individual response in "other" category has more than 2%

Table 8
Where Class Taken by Type of Class

	Total	InstructCo-B Classes at Retailer-A	InstructCo-B Classes Not at Retailer-A	Retailer-A Shoppers No InstructCo- B Classes
(Base)	(227)	(76)	(83)	(68)
	%	%	%	%
Retailer-A	47	99	10	34
Other Major Big-box Craft retailers	14	1	35	4
Cake Decorating Instructional Store	5	-	15	-
Other	38	20	48	46

Question: Where did you take (INSERT CLASS TAKEN)?

*Totals may add to more than 100% due to multiple response

**No individual "other" mentions equal more than 4%.

Table 9
Other Craft Classes Retailer-A Should Offer

	Total	InstructCo-B Classes at Retailer-A	InstructCo-B Classes Not at Retailer-A	Retailer-A Shoppers No InstructCo-B Classes
(Base)	(227)	(76)	(83)	(68)
	%	%	%	%
Class				
Scrapbooks	6	8	2	7
Candy Making	5	9	5	2
Bread baking	4	9	2	-
Advanced Cake Decorating/Wedding Cakes	4	3	8	-
Other	35	18	27	47
None	62	65	65	56

Question: What kinds of craft classes would you want Retailer-A's to offer, that they currently do not?

* Totals add to more than 100% due to multiple responses. ** No individual response in "other" category more than 3%

Table 10
Other Craft Classes InstructCo-B Should Offer at Retailer-A

	Total	InstructCo-B Classes at Retailer-A	InstructCo-B Classes Not at Retailer-A	Retailer-A Shoppers No InstructCo-B Classes
(Base)	(227)	(76)	(83)	(68)
	%	%	%	%
Class				
Candy Making	11	9	16	7
Cooking, baking and decorating	8	15	6	3
Bread baking	5	11	4	2
Cake Decorated	4	4	5	2
Other	38	22	33	42
None	63	59	64	68

Question: What craft classes, aside from cake decorating, would you expect InstructCo-B to offer at Retailer-A's?

* Totals add to more than 100% due to multiple responses.

** No individual response in "other" category more than about 3%

Table 11
Other Craft Classes InstructCo-B Should Offer at Other Craft Stores

	Total	InstructCo-B Classes at Retailer-A	InstructCo-B Classes Not at Retailer-A	Retailer-A Shoppers No InstructCo-B Classes
(Base)	(225)	(76)	(83)	(68)
	%	%	%	%
Class				
Candy Making	11	7	22	3
Cooking baking and decorating	7	11	8	2
Bread baking	4	8	4	-
Flower Arranging	3	1	5	2
Other	15	6	11	16
None	70	78	55	79

Question: What craft classes, aside from cake decorating would you expect InstructCo-B to offer at other craft store?

* Totals add to more than 100% due to multiple responses.

** No individual response in "other" category more than about 3%

Table 12
Retailer-A Craft Store Image

	Total	InstructCo-B Classes at Retailer-A	InstructCo-B Classes Not at Retailer-A	Retailer-A Shoppers No InstructCo-B Classes
(Base)	(227)	(76)	(83)	(68)
Dimensions				
They sell quality merchandise	4.60	4.70	4.42	4.71
Retailer-A' sales people are courteous	4.32	4.29	4.45	4.21
When I go to Retailer-A the experience is always positive	4.24	4.25	4.20	4.28
It is easy to find things in their stores	4.13	4.17	4.08	4.13
Retailer-A' promotions are excellent	4.12	4.33	4.05	3.99
The sales people are knowledgeable	4.10	4.17	4.23	3.87
They have fair pricing	4.08	4.14	4.13	3.96
Retailer-A' does effective newspaper advertising	4.04	4.11	4.00	4.01
What I want is usually in stock	4.03	3.92	4.08	4.09
1) Their instructors are knowledgeable	3.90	4.57	3.52	3.63
2) Classes are fairly priced	3.89	4.50	3.54	3.63
3) Overall, I was very satisfied with the classes I took there	3.81	4.50	3.41	3.53
4) They offer classes I want to take	3.80	4.34	3.49	3.56
5) Their craft classes are well constructed	3.74	4.32	3.42	3.50
I most often attend a class with a family member of friend	3.26	3.62	3.08	3.09

Question: Using a five point Likert type scale "Agree – Disagree" scale, please tell me to what extent do you agree or disagree with each of the following statements about **Retailer-A'** craft stores. If you "Strongly Agree" with a statement, you would rate it "5"; if you only "Somewhat Agree," you would rate it "4." If you neither "Agree" nor "Disagree," the rating is "3." If you "Somewhat Disagree" the rating is "2" and Strong Disagreement is indicated by a rating of "1."

Table 13
InstructCo-B Image

	Total	InstructCo-B Classes at Retailer-A	InstructCo-B Classes Not at Retailer-A	Retailer-A Shoppers No InstructCo-B Classes
(Base)	(225)	(76)	(83)	(68)
Dimensions				
InstructCo-B offer quality products	4.46	4.68	4.72	3.90
InstructCo-B is the leader in cake decorating	4.39	4.42	4.72	3.96
InstructCo-B is a well known company	4.38	4.45	4.59	4.06
They offer a broad range of products	4.33	4.45	4.61	3.85
InstructCo-B is an excellent company	4.31	4.46	4.60	3.79
InstructCo-B instructors are knowledgeable	4.18	4.53	4.72	3.13
It is easy to find InstructCo-B products and services.	4.15	4.26	4.37	3.74
The classes they offer are well constructed	4.13	4.55	4.57	3.13
The classes are fairly priced	4.10	4.43	4.47	3.26
I want to take classes they offer	4.09	4.41	4.48	3.26
InstructCo-B is the leader in candy making	3.96	3.97	4.22	3.63
Their pricing is fair	3.94	4.11	4.08	3.59
They are available in many stores	3.93	4.08	4.20	3.44
InstructCo-B is a leader in cookie decorating	3.91	4.01	3.99	3.69
I most often attend a class with a family member or friend	3.41	3.75	3.42	3.00

Question: Using the same five point "Agree – Disagree" scale, please tell me to what extent do you agree or disagree with each of the following statements about **InstructCo-B**, the makers of kitchenware, bake ware, craft goods, decorative products and related items.. If you Strongly Agree with a statement, you would rate it "5"; if you only "Somewhat Agree," you would rate it "4." If you neither "Agree" nor "Disagree," the rating is "3." If you "Somewhat Disagree" the rating is "2" and Strong Disagreement is indicated by a rating of "1."

Table 14
New Classes InstructCo-B Should Offer

	Total	InstructCo-B Classes at Retailer-A	InstructCo-B Classes Not at Retailer-A	Retailer-A Shoppers No InstructCo-B Classes
(Base)	(227)	(76)	(83)	(68)
	%	%	%	%
Class				
Candy Making	13	8	19	10
Baking cookies pastries desserts	8	13	6	4
Specialty cake decorating	6	9	4	6
Advanced Cake Decorating	6	12	5	-
Other	23	22	25	20
Don't Know	49	40	46	63

Question: If InstructCo-B were to develop a new class, what should that class be about?

*Totals add to more than 100% due to multiple responses

**No individual response in "other" category adds to more than 3%

Table 15
Likelihood to Take New InstructCo-B Class

	Total	InstructCo-B Classes at Retailer-A	InstructCo-B Classes Not at Retailer-A	Retailer-A Shoppers No InstructCo-B Classes
(Base)	(227)	(76)	(83)	(68)
	%	%	%	%
Likelihood				
Likely (net)	93	94	96	84
Extremely Likely	55	60	58	40
Somewhat Likely	38	34	38	44
<u>Neither Likely nor Unlikely</u>	5	6	2	8
<u>Unlikely (net)</u>	2	-	2	8
Somewhat Unlikely	1	-	-	4
Extremely Unlikely	1	-	2	4
Mean Likelihood	4.43	4.53	4.49	4.12

Question: How likely would you be to take it?

Table 16
Likelihood to Take New InstructCo-B Class at Retailer-A

	Total	InstructCo-B Classes at Retailer-A	InstructCo-B Classes Not at Retailer-A	Retailer-A Shoppers No InstructCo-B Classes
(Base)	(227)	(76)	(83)	(68)
	%	%	%	%
Likelihood at Retailer-A				
Increased Likelihood	50	62	38	52
No Difference	45	36	53	48
Decrease Likelihood	5	2	7	-
Mean Likelihood	2.46	2.60	2.29	2.52

Question: Suppose I told you it would be offered at Retailer-A, would this: Increase your likelihood to take it, Make no difference, Decrease your likelihood to take it.