

Lebanese University

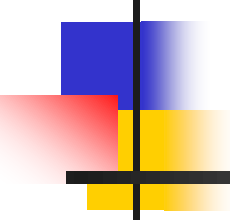
Faculty of Information (BRANCH II)

MARKETING RESEARCH

DATA SCIENCE PROGRAM

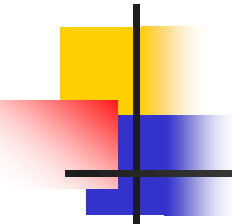
1st Semester 2023-2024

Dr. Ziad F. Haddad



Chapter Four

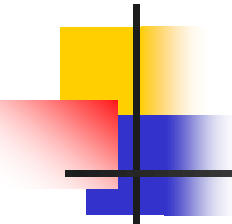
Qualitative Research



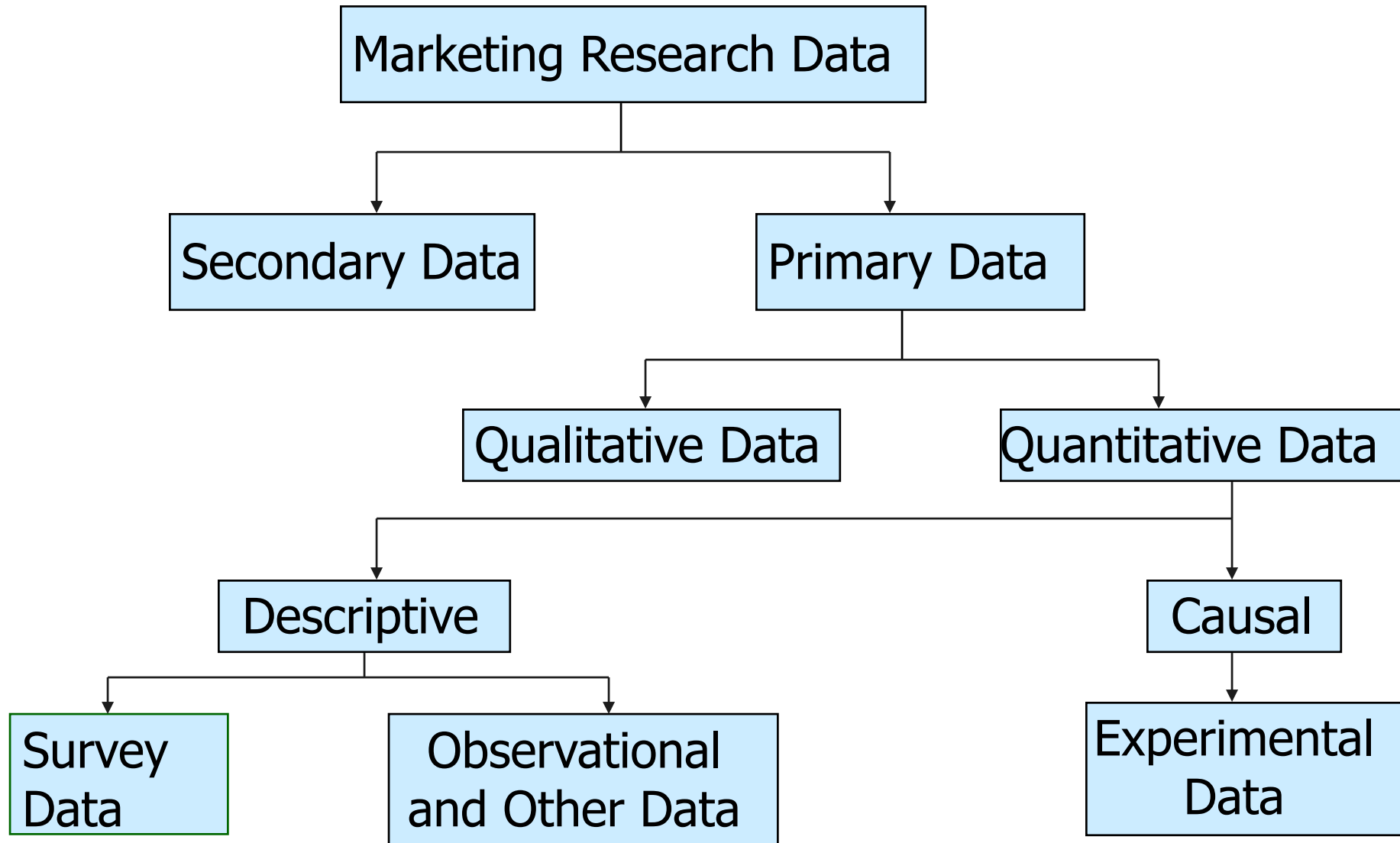
Chapter Outline

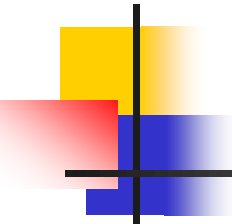
- 1) Overview
- 2) Primary Data: Qualitative versus Quantitative Research
- 3) Rationale for Using Qualitative Research Procedures
- 4) A Classification of Qualitative Research Procedures
- 5) Focus Group Interviews
- 6) Depth Interviews
- 7) Projective Techniques





A Classification of Marketing Research Data





Qualitative vs. Quantitative Research

Qualitative Research

Quantitative Research

Objective

To gain a qualitative understanding of the underlying reasons and motivations

To quantify the data and generalize the results from the sample to the population of interest

Sample

Small number of non-representative cases

Large number of representative cases

Data Collection

Unstructured

Structured

Data Analysis

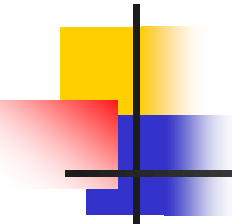
Non-statistical

Statistical

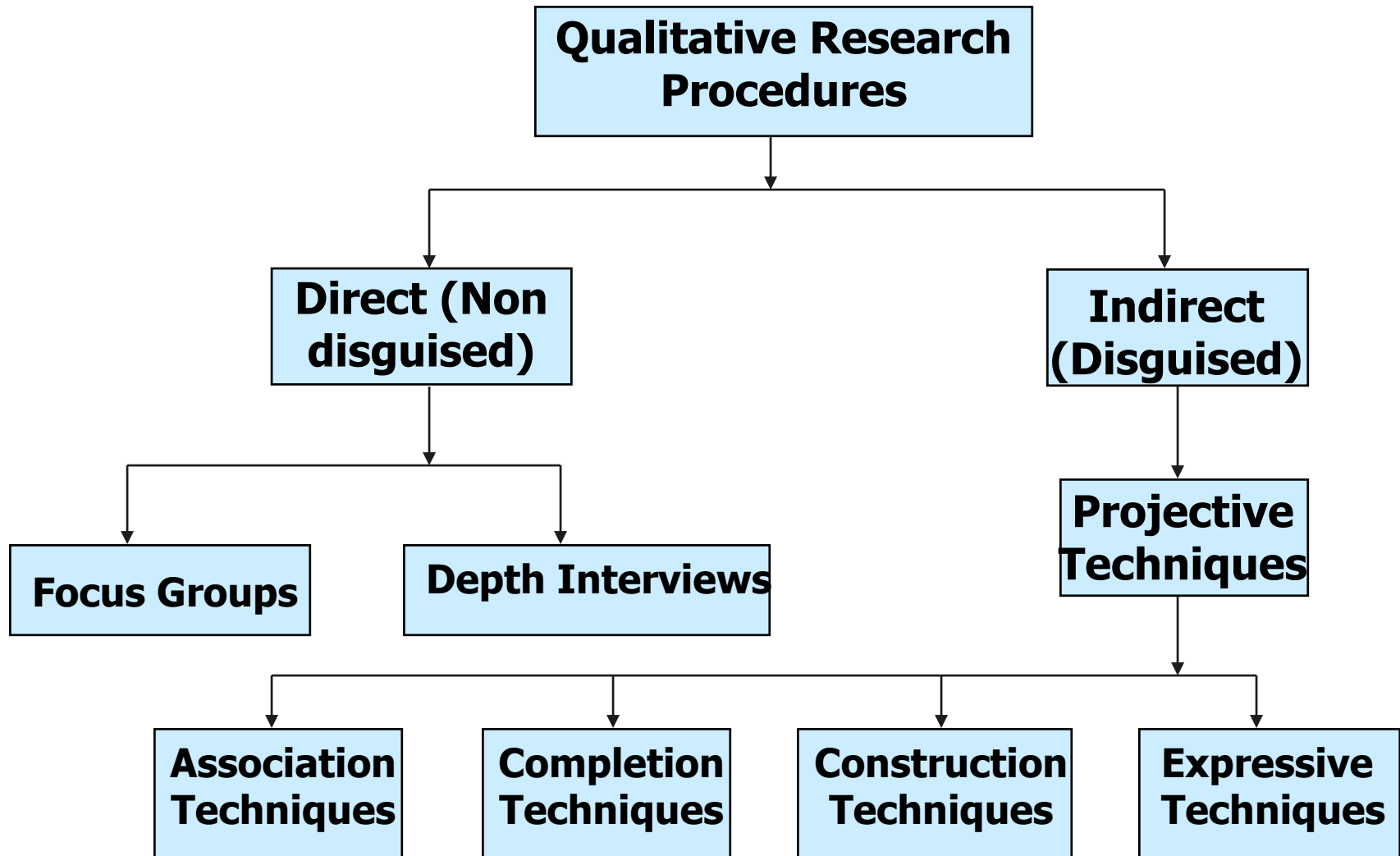
Outcome

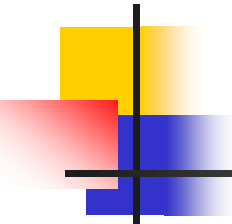
Develop an initial understanding

Recommend a final course of action



A Classification of Qualitative Research Procedures





Characteristics of Focus Groups

Group Size

8-12

Group Composition

Homogeneous

Physical Setting

Relaxed, informal atmosphere

Time Duration

1-3 hours

Recording

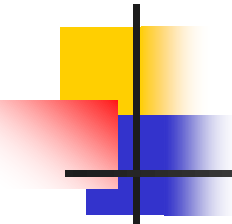
Use of audiocassettes and videotapes

Moderator

Observational, interpersonal, and communication skills of the moderator

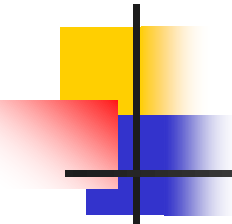
Viewing room looking into the focus group room through one-way mirror





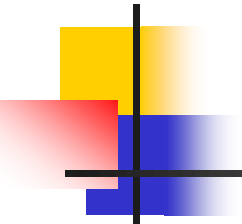
Key Qualifications of Focus Group Moderators

1. **Kindness with firmness:** The moderator must combine a disciplined detachment with understanding empathy so as to generate the necessary interaction.
2. **Permissiveness:** The moderator must be permissive yet alert to signs that the group's cordiality or purpose is disintegrating.
3. **Involvement:** The moderator must encourage and stimulate intense personal involvement.
4. **Incomplete understanding:** The moderator must encourage respondents to be more specific about generalized comments by exhibiting incomplete understanding.



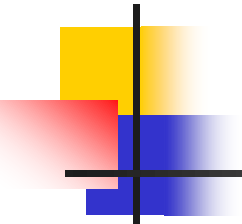
Key Qualifications of Focus Group Moderators

5. **Encouragement:** The moderator must encourage unresponsive members to participate.
6. **Flexibility:** The moderator must be able to improvise and alter the planned outline amid the distractions of the group process.
7. **Sensitivity:** The moderator must be sensitive enough to guide the group discussion at an intellectual as well as emotional level.



Advantages of Focus Groups

1. **Synergy**
2. **Snowballing**
3. **Stimulation**
4. **Security**
5. **Spontaneity**
6. **coincidence**
7. **Specialization**
8. **Scientific inspection**
9. **Structure**
10. **Speed**



Disadvantages of Focus Groups

1. **Misuse**
2. **Misjudge**
3. **Moderation**
4. **Messy**
5. **Misrepresentation**



Online Versus Traditional Focus Groups

Characteristic

Online Focus Groups

Traditional Focus Groups

Group size

4-6

8-12

Group composition

Anywhere in the world

Drawn from the local area

Time duration

1-1.5 hours

1-3 hours

Physical setting

Researcher has little control

Under the control of the researcher

Respondent identity

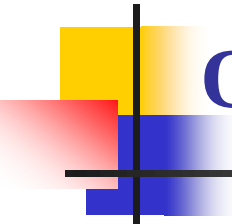
Difficult to verify

Can be easily verified

Respondent attentiveness

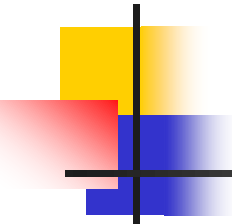
Respondents can engage in other tasks

Attentiveness can be monitored



Online Versus Traditional Focus Groups

Respondent recruiting	Easier. Can be recruited online, e-mail, panel, or by traditional means	Recruited by traditional means (telephone, mail, mail panel)
Group dynamics	Limited	Synergistic, snowballing (bandwagon) effect
Openness of respondents	Respondents are more candid due to lack of face-to-face contact	Respondents are candid, except for sensitive topics
Nonverbal communication	Body language cannot be observed. Emotions expressed by using symbols	Body language and emotions observed
Use of physical stimuli	Limited to those that can be displayed on the Internet	A variety of stimuli (products, advertising demonstrations, etc.) can be used



Online Versus Traditional Focus Groups

Transcripts

**Available immediately
obtain**

Time consuming and expensive to

**Observers' communication
with moderator**

**Observers can communicate with the
the moderator on a split-screen**

**Observers can manually send notes
to the focus group room**

Unique moderator skills

**Typing, computer usage, familiarity
with chat room slang**

Observational

Turnaround time

**Can be set up and completed
in a few days**

**Takes many days for setup and
completion**

Client travel costs

None

Can be expensive

Client Involvement

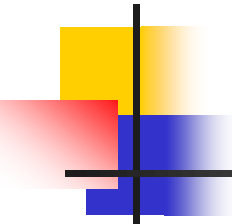
Limited

High

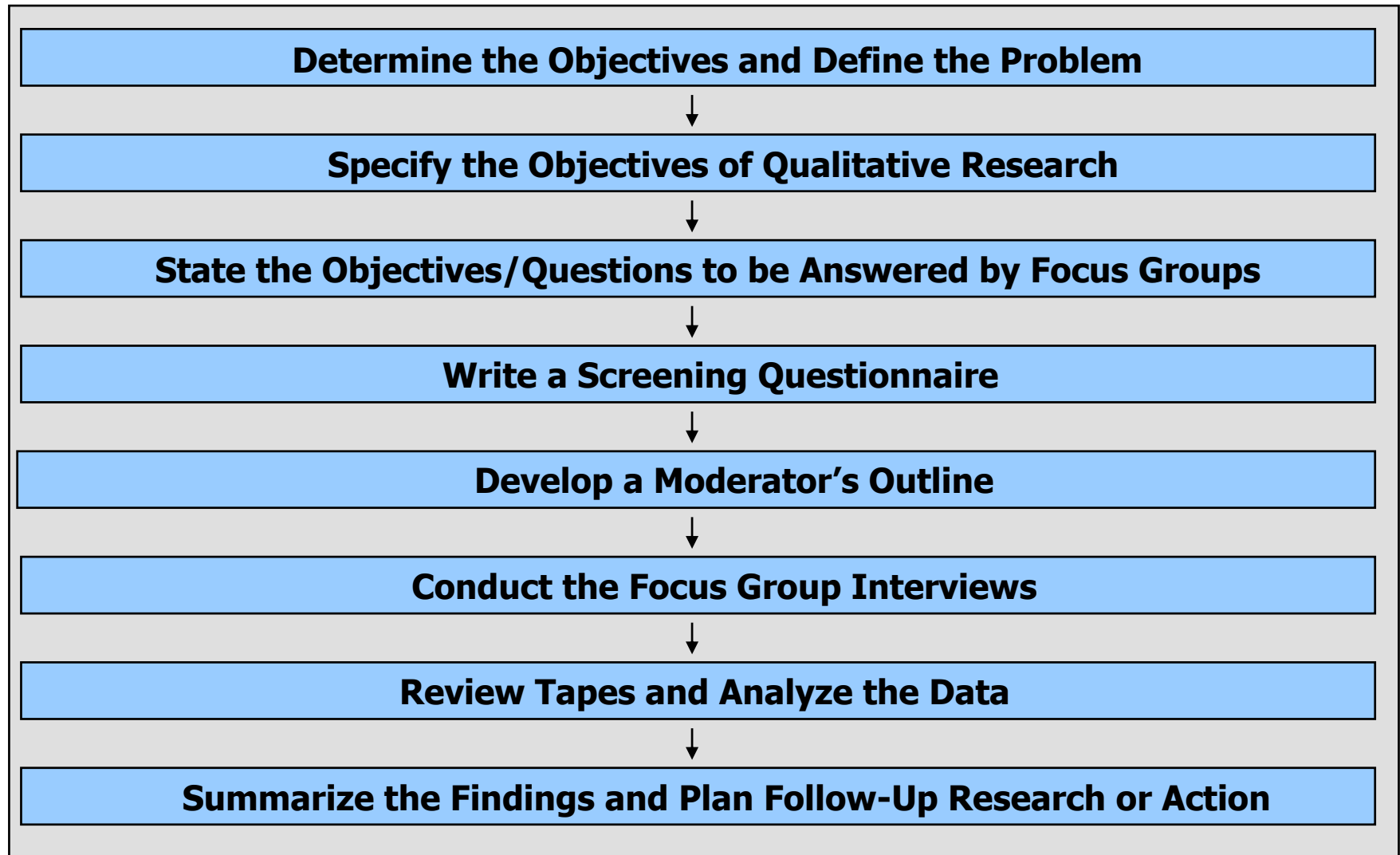
Basic focus group costs

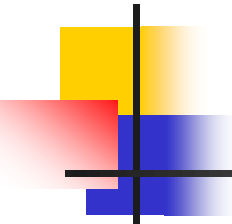
Much less expensive

**More expensive: facility rental,
food, taping, transcript preparation**



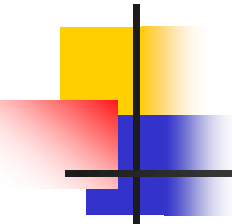
Procedure for Planning and Conducting Focus Groups





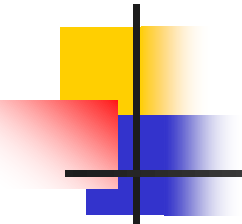
Definition of Projective Techniques

- **An unstructured, indirect form of questioning that encourages respondents to project their underlying motivations, beliefs, attitudes or feelings regarding the issues of concern.**
- **In projective techniques, respondents are asked to interpret the behavior of others.**
- **In interpreting the behavior of others, respondents indirectly project their own motivations, beliefs, attitudes, or feelings into the situation.**



Word Association

In word association, respondents are presented with a list of words, one at a time and asked to respond to each with the first word that comes to mind. The words of interest, called test words, are found throughout the list which also contains some neutral, or filler words to disguise the purpose of the study.



Word Association

In **word association**, respondents are presented with a list of words, one at a time, and asked to respond to each with the first word that comes to mind. The words of interest, called test words, are interspersed throughout the list which also contains some neutral, or filler words to disguise the purpose of the study. Responses are analyzed by calculating:

- (1) the frequency with which any word is given as a response;
- (2) the amount of time that elapses before a response is given; and
- (3) the number of respondents who do not respond at all to a test word within a reasonable period of time.



Word Association

EXAMPLE

STIMULUS

washday

fresh

pure

scrub

filth

bubbles

family

towels

MRS. M

everyday

and sweet

air

don't; husband does

this neighborhood

bath

squabbles

dirty

MRS. C

ironing

clean

soiled

clean

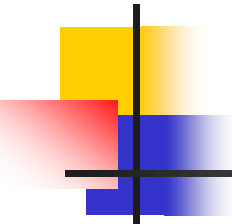
dirt

soap and

water

children

wash



Completion Techniques

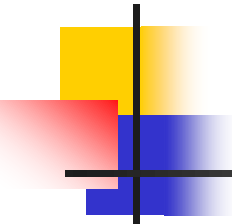
In Sentence completion, respondents are given incomplete sentences and asked to complete them. Generally, they are asked to use the first word or phrase that comes to mind.

A person who shops at ABC is _____

BHV is most liked by _____

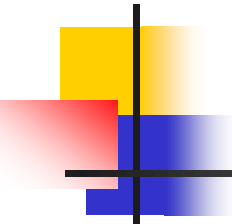
When I think of shopping in a department store, I _____

A variation of sentence completion is paragraph completion, in which the respondent completes a paragraph beginning with the stimulus phrase.



Completion Techniques

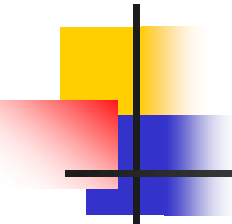
In story completion, respondents are given part of a story – enough to direct attention to a particular topic but not to hint at the ending. They are required to give the conclusion in their own words.



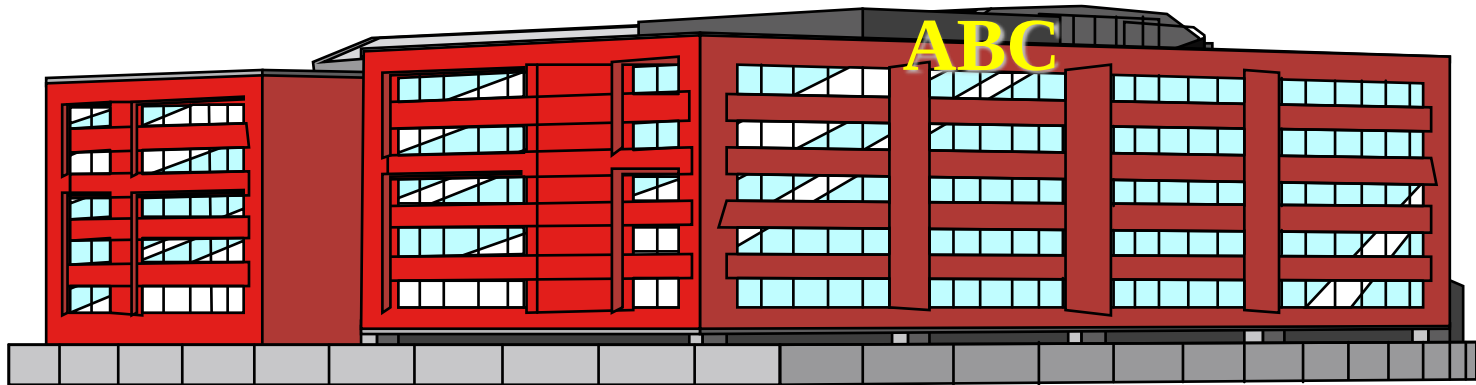
Construction Techniques

With a picture response, the respondents are asked to describe a series of pictures of ordinary as well as unusual events. The respondent's interpretation of the pictures gives indications of that individual's personality.

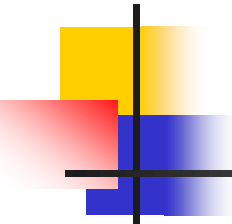
In cartoon tests, cartoon characters are shown in a specific situation related to the problem. The respondents are asked to indicate what one cartoon character might say in response to the comments of another character. Cartoon tests are simpler to administer and analyze than picture response techniques.



A Cartoon Test



Let's see if we can
pick up some
house wares at
ABC

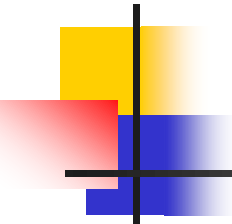


Expressive Techniques

In expressive techniques, respondents are presented with a verbal or visual situation and asked to relate the feelings and attitudes of other people to the situation.

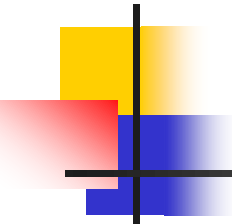
Role playing Respondents are asked to play the role or assume the behavior of someone else.

Third-person technique The respondent is presented with a verbal or visual situation and the respondent is asked to relate the beliefs and attitudes of a third person rather than directly expressing personal beliefs and attitudes. This third person may be a friend, neighbor, colleague, or a “typical” person.



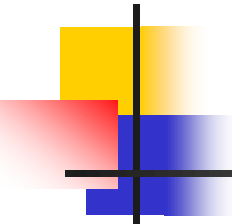
Advantages of Projective Techniques

- They may elicit responses that subjects would be unwilling or unable to give if they knew the purpose of the study.
- Helpful when the issues to be addressed are personal, sensitive, or subject to strong social norms.
- Helpful when underlying motivations, beliefs, and attitudes are operating at a subconscious level.



Disadvantages of Projective Techniques

- **Require highly trained interviewers.**
- **Skilled interpreters are also required to analyze the responses.**
- **There is a serious risk of interpretation bias.**
- **They tend to be expensive.**
- **May require respondents to engage in unusual behavior.**

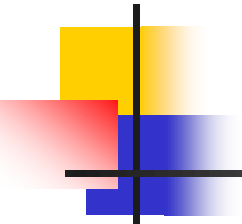


Guidelines for Using Projective Techniques

- **Projective techniques should be used because the required information cannot be accurately obtained by direct methods.**
- **Projective techniques should be used for exploratory research to gain initial insights and understanding.**
- **Given their complexity, projective techniques should not be used naively.**

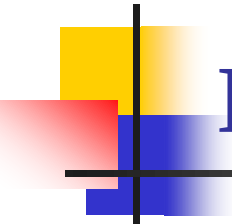
Comparison of Focus Groups, Depth Interviews, and Projective Techniques

Criteria	Focus Groups	Depth Interviews	Projective Techniques
1. Degree of Structure	Relatively high	Relatively medium	Relatively low
2. Probing of individual respondents	Low	High	Medium
3. Moderator bias	Relatively medium	Relatively high	Low to high
4. Interpretation bias	Relatively low	Relatively medium	Relatively high
5. Uncovering subconscious information	Low	Medium to high	High
6. Discovering innovative information	High	Medium	Low
7. Obtaining sensitive information	Low	Medium	High
8. Involve unusual behavior or questioning	No	To a limited extent	Yes
9. Overall usefulness	Highly useful	Useful	Somewhat useful



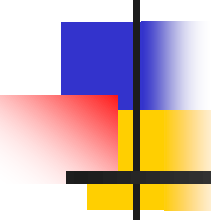
Analysis of Qualitative Data

- 1) **Data reduction** – Select which aspects of the data are to be emphasized, minimized, or set aside for the project at hand.
- 2) **Data display** – Develop a visual interpretation of the data with the use of such tools as a diagram, chart, or matrix. The display helps to illuminate patterns and interrelationships in the data.
- 3) **Conclusion drawing and verification** – Consider the meaning of analyzed data and assess its implications for the research question at hand.



International Marketing Research

- **Qualitative research is crucial**
- **The moderator should be familiar with the language, culture, and patterns of social interaction**
- **Nonverbal cues (voice intonations, inflections, gestures) are important**
- **The size of the focus group could vary across cultures**
- **Focus groups may not be appropriate in some cultures**



Next: Chapter Five

Survey and Observation