**Syllabus for**

**Qualitative Research MAR 5338-001**

**Fall, 2011**

**Instructor:** Michael Richarme, Ph.D.

**Email Address** (preferred contact method**):** [Richarme@uta.edu](mailto:Richarme@uta.edu)

**Class Web-Site URL**: [www.uta.edu/faculty/richarme](http://www.uta.edu/faculty/richarme)/ (contains this syllabus, course schedule, PowerPoint slides, assignments, etc.)

**Office Number:** COBA 618

**Office Telephone Number:** 817-272-3027

**Office Hours:** Monday 6:00 – 7:00 p.m. or by appointment.

**Course Number, Section Number, and Course Title:** MAR 5338-001, ID 84732

**Time and Place of Class Meetings:** Mondays from 7:00 – 9:50 p.m. in COBA 141.

**COURSE DESCRIPTION**: To shape a conceptual knowledge structure for qualitative marketing enabling students to meaningfully contribute to the design of qualitative research projects. Examines the nature of qualitative research and its growing value to the marketing research community. The role of observational research, depth and focus group interviewing, projective techniques, and environmental forecasting will be explored. Conceptual and applied issues of field observation, interviewing and postmodernism will be the focus of the course.

**LEARNING OUTCOMES**:

1. Understand important psychological and philosophical issues

related to consumer behavior and consumer experience.

1. Understand the need for complementary methods of

quantitative and qualitative research.

3. Successfully execute coding and text analysis.

1. Contribute to an effective proposal to win a qualitative research

project which has been put out for bid.

1. Successfully plan, conduct, and report individual and/or

group field interviews.

1. To develop critical thinking (logical and deliberate reasoned

evaluation of issues), and the ability to organize information

in a convincing manner to support one’s arguments.

**REQUIREMENTS**: Completion of MARK 5327 - Marketing Research or

permission of the instructor. Concurrent enrollment with MARK 5327 is **not** recommended.

**TEXTS**: 1) *Designing Qualitative Research, 5th Ed.* By Catherine Marshall and Gretchen Rossman, Thousand Oaks, CA: Sage Publications,

ISBN 978-1-4129-7044-0.

2) *How Customers Think: Essential Insights into the Mind*

*of the* *Market* By Gerald Zaltman, Boston, MA:

Harvard Business School Press, ISBN 1-57851-826-1.

**CASES:** 1) *Exploring Brand-Person Relationships: Three Life Histories (Condensed)*, HBS Number: 9-597-091, May 1998.

1. *Mountain Man Brewing Company*, HBS Number: 2069
2. *Relating to Peapod*, HBS Number 9-502-050
3. *Ad-Lider Embalagens*, HBS Number: TB0141
4. *L’Oreal of Paris*, HBS Number: 9-598-056

6) *Vincor: Project Twist*, HBS Number 908A02

*7) Building Brand Community on the Harley-Davidson Posse Ride,*

HBS Number 9-501-015

1. *Harley-Davidson: Preparing for the Next Century*,

HBS Number 9-9056-410

You can purchase the downloadable HBS Publishing materials from Harvard Business School Publishing for $3.95 per case by going to this link:

**http://cb.hbsp.harvard.edu/cb/access/9706348**

**COURSE FORMAT:** The class will utilize a variety of pedagogical techniques to foster a positive learning environment. To maximize learning, students MUST read the assigned material prior to class discussions. The ability to learn the material and grades will significantly depend on your understanding of the assigned readings. Class lectures will utilize a combination of the lecture method and the Socratic method of questioning

to foster discussions.

**COURSE ELEMENTS:** The course will consist of readings and discussion from texts and articles, four cases, two examinations, ten homework assignments, and a client field project which will allow application of class materials to a real client project. All homework assignments must be typewritten (double spaced) and uploaded to Blackboard prior to the start of class on the day they are due. Homework assignments are to be no more than two pages of cogent and salient insight. **No emailed or late assignments will be accepted.** If the mid-term exam is missed by a student, a make-up exam will be allowed during the final exam period, which means the student will take both the mid-term and final at the same time. If there is a question as to a specific assignment, ask before it is due – not understanding the assignment is not a reason for not completing it.

**GRADING POLICY**: Your course grade is determined objectively from a

combination of the exams, individual assignments, and group projects. Class participation and overall respect for the course are the best options

for enhancing your grade.

Each grade element is as follows:

Test 1 (Midterm) 100 points

Several essay questions

Cases (8 @25 points each) 200 points

Field Project

Field work 20 points

Analysis/top-line report of 4 interviews 20 points

Contributions to class project success 30 points

Class Participation 30 points

Team Presentation 100 points

Final Exam 100 points

**Total 600 points**

Each of these elements is described in detail in the syllabus. If the requirements for this class are unclear, it is your responsibility to remedy the situation through an appointment with the instructor. Class time will be devoted to discussion of the critical topics. You are strongly encouraged to monitor your grades regularly to make sure that the scores for your assignments are posted correctly.  **DO NOT WAIT UNTIL THE END OF THE SEMESTER TO MAKE CORRECTIONS.** Tracking your scores should also help you to adjust your effort, if you are expecting a particular grade from this course. Grades will not be “curved.”

|  |  |
| --- | --- |
| Percent of Points | Grade |
| 90-100 | A |
| 80-89 | B |
| 70-79 | C |
| 60-69 | D |
| Below 60 | F |

**CLASS SCHEDULE Fall 2010**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topics** | **Readings** | **Due** |
| Aug. 29 | **Overview of Qualitative Research**  Introductions  Syllabus review  Overview of qualitative research  *The Power of the Situation* video | Marshall Ch. 1, 2 |  |
| Sept. 5 | **LABOR DAY – NO CLASS** |  |  |
| Sept. 12 | **Client Project overview**  **How Customers Think**  Limbic Structures of the Brain  Discussion of *How Customers Think* | Zaltman,  chs. 1-7  Reading 1 | **Exploring Brand-Person Relationship** |
| Sept. 19 | **Consumer Behavior**  Why your customers hire your product | Zaltman,  Chs. 8-13  Reading 2 | **Mountain Man** |
| Sept. 26 | **Data Collection**  Observational Ethnography  Interviewing biases  Individual Depth Interviews  Interviewing senior executives –  **GUEST SPEAKER** | Reading 3  Reading 4  Marshall Ch. 6, 7 | **Peapod** |
| Oct. 3 | **Focus Groups**  Perspectives on Focus Groups  How to ask “why?”  Some basics and finer points of  focus groups  *Focus group demo video* | Reading 5 |  |
| Oct. 10 | **Analysis** **and Reporting**  Content Analysis/Coding  *“Red Auerbach on Management”*  Bring a pack of 3”x3” Post-it Notes  We will produce a graph answering:  What does Red see as the essence of  management?  Do these steps before class:   1. Highlight and number at least   20 quotes in the article.   1. Using a broad-tipped marker,   transcribe a short set of words  for each quote onto a Post-It Note.  Put the number for your quote in  the upper right-hand corner. Writing and evaluating a Qual Proposal Reporting Results | Marshall Ch. 8  Reading 6 | **Ad-Lider Embalagens** |
| Oct. 17 | **MIDTERM EXAM – Bring Bluebooks** |  |  |
| Oct. 24 | **Community and Social Networking**  **Guest Speaker - Gwen Ishmael of Decision Analyst** | Reading 9 | **Vincor** |
| Oct. 31 | **Understanding Advertising**  *“Interpreting…Advertising”*  *“Copywriter’s Theories…”*  *Branford Marsalis on jazz video* | Reading 7  Reading 8 | **L’Oreal** |
| Nov. 7 | **Post-positivistic Methods I**  Building Brand Community on the  Harley-Davidson Posse Ride  Harley-Davidson Preparing for the Next  Century | HBS case  9-501-009  HBS case  9-906-410 | **H-D 1 case**  **H-D 2 case** |
| Nov. 14 | **Post-positivistic Methods II**  *“River Magic”*  Torment your customers. They’ll love it.  *“…Cool Hunting”*  *Merchants of Cool* video | Reading 10  Reading 11 |  |
| Nov. 21 | **New Product Development**  **and Post-modernism**  Environmental forecasting  Literary critic Harold Bloom  *“My Supermarket”*  Stephen Brown on representation  What does postmodernism mean  for managers and researchers?  *Burning Man* video clip | Reading 12  Reading 13  Reading 14  Reading 15  Reading 16 |  |
| Nov. 28 | Project review |  | **PPT’s** |
| Dec. 5 | **Client Session**  Teacher Evaluation (be kind ☺)  Team presentations to client  Final Exam Review (if time and interest) |  | **Report** |
| Dec. 12 | **Final Exam** |  |  |

**Professionalism and Attendance:** A climate of cooperation should permeate this course. However, for cooperation to be effective there has to be an atmosphere of mutual respect. Professionalism is reflected in appropriate class behaviors, work ethics, and adequate completion of the course assignments. Professionalism will go a long way in establishing respect, from fellow students and the instructor.

Due to the interactive nature of this class, attendance for the entire class period is crucial to success. Material missed due to class absence is your responsibility. Due dates on assignments are printed in the syllabus. There will be no make-ups on missed class work. If you are not in class, you cannot earn points. “Letting me know” that you will not be able to attend class does not exempt you from turning in written assignments.

You are expected to offer salient comments during class and be prepared to answer questions. If you are absent due to illness or documented extenuating circumstances, you are required to submit a summary (2 pages double spaced) covering the main points in the chapter missed or provide answers to the questions from the chapters (check with the instructor). You need to make such arrangements prior to the next class period.

### **COLLEGE/UNIVERSITY GENERAL POLICIES**

**Drop Policy:**

Effective Fall 2006, adds and drops may be made through late registration either on the Web at [MyMav](http://www.uta.edu/mymav/) or in person in the academic department offering the course. Drops may continue in person until a point in time two-thirds of the way through the semester, session, or term. Students are responsible for adhering to the following regulations concerning adds and drops.

1. A student may not add a course after the end of the late registration period.
2. No grade is posted if a student drops a course before 5:00 p.m. CST on the Census Date of that semester/term.
3. A student entering the University for the first time in Fall 2006, or thereafter, may accrue no more than a total of 15 semester credit-hours of coursework with a grade of W during his or her enrollment at the University.
4. A student may drop a course with a grade of "W" until the two-thirds point of the semester, session, or course offering period. A student may drop a course after that point only upon approval of the appropriate official.
5. Exceptions to this policy may be entertained because of extraordinary non-academic circumstances. Under such circumstances, approval must be received from the instructor, department chair, dean, and the Office of the Provost.

**Americans With Disabilities Act:**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels.  Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability.   Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

**Academic Integrity:**   
  
It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.   
  
"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents’ Rules and Regulations, Series 50101, Section 2.2)

**Student Support Services Available:**   
  
The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

**Final Review Week:**   
  
A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabi. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. Classes are held as scheduled during this week and lectures and presentations may be given.

**E-Culture Policy:**

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at [www.uta.edu/email](http://www.uta.edu/email). New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly.

**Grade Grievance Policy**:

Refer to the University of Texas at Arlington Graduate Catalog.

**Fall Semester 2010 - Reading List**

1. Stengel, James R., Andrea L. Dixon, and Chris T. Allen (2003), “Listening Begins at Home,” *Harvard Business Review*, Nov., 106-116.
2. Wilson, Timothy D. (2003), “To Know Thyself, Start With the Adaptive Unconscious,” *Chronicle of Higher Education*, Vol. 49 Issue 43, B15.
3. Henson, Ramon, Charles F. Cannell, and Sally Lawson (2001), “Effects of Interviewer Style on Quality of Reporting in a Survey Interview,” *The Journal of Psychology*, 1976 (93), 221-227.
4. Herzog, A. Regula and Jerald G. Bachman (1981), “Effects of Questionnaire Length on Response Quality,” *Public Opinion Quarterly*, 45, 549-559.
5. Fern, Edward F. (1982), “The Use of Focus Groups for Idea Generation: The Effects of Group Size, Acquaintanceship, and Moderator on Response Quantity and Quality,” *Journal of Marketing Research*, XIX (February), 1-13.
6. Webber, Alan M. (1987). “Red Auerbach on Management,” *Harvard Business Review*, March-April, 84-91.
7. Coulter, Robin A. and Gerald Zaltman, and Keith S. Coulter (2001). “Interpreting Consumer Perceptions of Advertising: An Application of the Zaltman Metaphor Elicitation Technique,” *Journal of Advertising*, Volume XXX, No. 4, 1-21.
8. Kover, Arthur J. (1995). “Copywriters’ Implicit Theories of Communication: An Exploration,” *Journal of Consumer Research*, 21, 596-611.
9. Ishmael, Gwen and Michael Richarme (2010). “Enhancing the Open Model through The Use of Community,” Research World (ESOMAR), Jan/Feb. 2010.
10. Arnould, Eric and Linda Price (1993). “River Magic: Extraordinary Experience and the Extended Service Encounter,” *Journal of Consumer Research*, Vol. 20 (1), 24-45.
11. Gladwell M. (1997). “The Coolhunt”, *The New Yorker,* March 17, 1997. http://www.gladwell.com/1997/1997\_03\_17\_a\_cool.htm
12. Watkins, Michael D. and Max H. Bazerman (2003). “Predictable Surprises: The Disasters You Should Have Seen Coming,” *Harvard Business Review*, March, 72-80.
13. Coutu, Diane L. (2001). “A Reading List for Bill Gates and You: A Conversation with Literary Critic Harold Bloom,” *Harvard Business Review*, 79 (5), 63-68.
14. Morris, Tim (2000). “My Supermarket,” *American Scholar*, Winter, 37-48.
15. Brown, Stephen (1996). “Postmodern Marketing Research: No Representation Without Taxation,” *Journal of the Market Research Society*, 37 (3), 287-310.
16. Cova, Bernard (1996). “The Postmodern Explained to Managers: Implications for Marketing,*” Business Horizons*, November 21, 15-23.

**Some other sources** I will use in the course are listed for wider reading on your own:

Alford, Robert R. (1998). *The Craft of Inquiry: Theories, Methods, Evidence*, Oxford, UK: Oxford University Press.

Arnould, Eric J. (2001). “Ethnography, Export Marketing Policy, and Economic Development in Niger,” *Journal of Public Policy and Marketing*, Vol. 20 Issue 2 (Fall), 151-169.

Brown, Stephen (2001). *Marketing: The Retro Revolution*, Thousand Oaks, CA: Sage Publishers.

Csikszentmihalyi, Mihaly (1996). Creativity*: Flow and the Psychology of Discovery and Invention*, New York: HarperPerennial.

Erlandson, David A. Edward L. Harris, Barbara L. Skipper, and Steve D. Allen (1993). *Doing Naturalistic Inquiry: A Guide to Methods*, Thousand Oaks, CA: Sage Publishers.

Gladwell, Malcolm (2005). *Blink: The Power of Thinking Without Thinking*, New York: Little, Brown.

Heller, Nancy G. (2002). *Why a Painting is Like a Pizza: A Guide to Understanding and Enjoying Modern Art*, Princeton, NJ: Princeton University Press.

Holt, Doug (2004). How *Brands Become Icons: The Principles of Cultural Branding*, Boston, MA: Harvard Business School Press.

Jaworski, Bernard J., Deborah J. Macinnis, and Ajay K. Kohli (2002). “Generating Competitive Intelligence in Organizations,” *Journal of Market-Focused Management*, Dec 2002, 5, Issue 4, 279-307.

Kozinets, Robert V. (2002). “Can Consumers Escape the Market? Emancipatory Illuminations from Burning Man,” *Journal of Consumer Research*, vol. 29 (June), 20-38.

Lofland, John, and Lyn H. Lofland (1995)*. Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*, Third Edition, New York, Wadsworth Publishing.

Marschan-Piekari, Rebecca and Catherine Welch (2005). *Handbook of Qualitative Research Methods for International Business,* Northhampton, MA: Edward Elgar.

Pink, Daniel (2005). *A Whole New Mind: Moving from the Information Age to the Conceptual Age,* New York: Riverhead Books.

Sherry, John F., Jr. (1998). *ServiceScapes: The Concept of Place in Contemporary Markets*, Lincolnwood, IL: NTC Business Books.

Silverman, David (1993). *Interpreting Qualitative Data: Methods for Analysing Talk, Text and Interaction,* Thousand Oaks, CA: Sage Publishers.

Stewart David W., and Prem N. Shamdasani (1990). *Focus Groups: Theory and Practice*, Thousand Oaks, CA: Sage Publishers.

Twitchell, James B. (2004). *Branded Nation: The Marketing of Megachurch, College Inc., and Museumworld*, New York: Simon and Schuster.

Walle, Alf H. (2001). *Rethinking Marketing: Qualitative Strategies and Exotic Visions*, Westport, CT: Quorum Books.

Wallendorf, Melanie and Eric J. Arnould (1991). “’We Gather Together”: Consumption Rituals of Thanksgiving Day,” *Journal of Consumer Research*, Vol. 18 (June), 13-31.

Wilson, Timothy D. (2004). *Strangers to Ourselves*, New York: Belknap Press.

Woodside, Arch G. (2005). *Market-Driven Thinking: Achieving Contextual Intelligence*, New York: Elsevier.

**Case Analysis:**

Use the “How To Analyze Cases” format on the class website.

For each case, prepare a 2 page, double-spaced and typewritten evaluation.

Cases are due at the beginning of the class as shown on the schedule.

Discussion of the case is participative during that class.

No late case submissions are accepted, nor are email submissions.

**Class PRoject**

Company and product to be described in second class session by our client.

**Each class member will conduct two thirty-minute depth interviews** at a public café setting (for example, Starbucks) before the midterm exam in October.

Analysis of the interviews will be done by teams of four. This is where the heavy lifting comes. **You will write up a complete transcript of your interviews. If you fail to record your interview on a tape recorder or video recorder, you must do another one.** Turn on the recording device at the beginning of the interview and monitor the operation of the recorder throughout your interview.

Themes and underlying constructs will be pursued in this analysis. This will immerse us in the elements of the consumer’s world. We will then be ready for rendering a process model of the consumer’s decision model, interacting with client researchers, as well as for recommending actionable next steps for the client. The steps of the analysis are mapped in terms of graphics in the following flow diagram.

**First, each student must individually analyze the team members’ data.** To do this, you must concatenate all transcripts for your team into one file. You must then code all the interviews for the team members by yourself. After this, you must create a consensus map which explains the underlying structure of this set of interviews. You must then produce a one-page summary of the insights you have obtained from your individual analysis. It is OK to use your imagination to “see” the emerging insights.

**Second, your team must collectively analyze the pool of individual work. You will meet with your fellow team members and synthesize a team top-line report that includes a final consensus map resulting from the discussions and negotiations among the team members working as a group**. Synthesis is needed here. Each team of four will turn in the work of each team member, as well as a final composite top-line report that includes the final team consensus map. Finally, the team leaders and the project director will pool each of the teams’ composite top-line reports into one completely aggregated top-line report from the inputs of each team.

**Third, the project team will turn in the project final package in hard copy** to Dr. Richarme consisting of 1) a one-page executive summary, 2) a top-line report for the project derived from the team-level top-line reports, 3) a final aggregated consensus map synthesized from the team-level consensus maps, and 4) a PowerPoint presentation of no more than twelve to fifteen slides. Additionally, three copies of a CD with each of these four items must also be turned in to Dr. Richarme.

**Fourth, a hard copy and electronic version on CD of all individual work, and the team-level work must be turned into Dr. Richarme.**

Interview 1, Team 1

Interview 2, Team 1

Interview 3, Team 1

Interview 4, Team 1

Single Concatenated Document with Four Transcripts

Individually-coded document 1, consensus map, 1-pager

Individually-coded document 2, consensus map, 1-pager

Individually-coded document 3, consensus map, 1-pager

Individually-coded document 4, consensus map, 1-pager

Team 5 topline

& consensus map

Team 4 topline

& consensus map

Team 3 topline

& consensus map

Team 2 topline

& consensus map

Team 1 topline

& consensus map

Final Top-line & Consensus Map

Team Synthesis

**CLASSROOM PARTICIPATION**

**EXCELLENT PERFORMANCE A**

1. initiates information relative to topics discussed
2. accurately exhibits knowledge of assignment content
3. demonstrates excellent listening by remaining on the “same page” as the rest of the class as demonstrated by comments
4. brings up questions that need to be further explored
5. clarified points that others may not understand
6. draws upon practical experience or personal opinion, as appropriate
7. offers relevant/succinct input to class
8. actively participates in simulations and classroom exercises
9. demonstrates ability to apply, analyze, evaluate, and synthesize course material
10. prepares all assignments on time, thoughtfully

**GOOD PERFORMANCE B**

1. regularly participates in discussions
2. shares relevant information
3. gives feedback to classroom discussions
4. consistently demonstrates knowledge of reading assignments
5. demonstrates ability to analyze/apply course material
6. demonstrates willingness to attempt to answer questions
7. prepares most assignments on time with some thoughtfulness

**FAIR PERFORMANCE C**

1. participates in group discussion when solicited
2. demonstrates some knowledge of course material
3. offers clear, concise information relative to class assignment
4. offers input, but tends to reiterate the intuitive
5. attends class regularly
6. prepares most assignments on time with some thoughtfulness

**POOR PERFORMANCE D**

1. Occasional input, often irrelevant, unrelated to topic or fails to participate, even when specifically asked (in large/small group discussion)
2. reluctant to share information
3. does not follow the flow of ideas
4. drains energy from the class
5. behaves towards others in a disruptive fashion, for example: sarcastic comments aimed at others who are attempting to participate
6. does not attend class regularly
7. fails to prepare assignments on time or with thought

**(Thanks to David Bowen, American Graduate School of Mgt. for these.)**