**Qualitative Marketing Research**

B8678

Fall 2017

Professor: Robert J. Morais
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Office hours/student consultation by appointment

**COURSE OVERVIEW**

*Course Goal:* To enable students to apply a wide range of qualitative marketing research techniques for more distinctive and competitive marketing.

*Course Content:* This course provides an in-depth introduction to qualitative marketing research methods as a basis for competitive marketing strategies and execution. We will situate qualitative research within the larger marketing research toolkit by reviewing the strengths and limitations of qualitative v. quantitative research. Students will learn how to craft respondent screeners, research proposals, and conduct qualitative research first-hand. We will cover a wide range of qualitative research methods in detail, including focus groups, in-depth one-on-one interviews, interactional research, and ethnography, looking at ways these techniques can be executed F2F, online, and otherwise. The course will draw on methods and theory from “classic” marketing research, along with valuable methodological and analytic approaches from anthropology, psychology, sociology, phenomenology, and semiotics. Students will gain first-hand field experience with the techniques and theory covered in this course.

**COURSE METHODOLOGY**

* Class Sessions: Lecture and discussion
	+ PowerPoint slides will be posted on Canvas after each class
* Readings: Two books and a few articles
* Student Tasks and Weight
	+ 1st Project: Screener 10%
	+ 2nd Project: Observation 10%
	+ 3rd Project: In-depth Interview 15%
	+ 4th Project: Proposal 15%
	+ 5th Project: Research Report 30%
	+ Class Participation 20%

* Class Participation: Students should come to class having done the readings and assignments and be prepared to participate in lively class discussions. Participation includes offering an informed point-of-view and listening actively and responding to fellow students. Demonstration of knowledge acquired in assigned readings and our earlier classes, as well as other CBS courses, will be valuable to the class and considered as part of the class participation grade.
* Class attendance: Attendance will be reflected in the overall participation grade. The professor must be informed in advance of any absence that can be anticipated. More than one absence or excessive lateness to class will negatively impact the class participation grade significantly.
* This course adheres to the Columbia Core Culture. Students are expected to be:
	+ *Present*: On time for every class. Attendance will be tracked and is required except for reasonable absences.
	+ *Prepared*: Complete required reading and other work and expect cold calling. Bring and display nameplates.
	+ *Participating*: Constructive participation is essential, as noted above. Use of electronic devices is not permitted unless requested by the professor.

**REQUIRED READINGS**

Books

* *Qualitative Consumer and Marketing Research.* Russell W. Belk, Eileen Fischer and Robert Kozinets. 2013. (Selected chapters will be required)
* *The Moment of Clarity.* Christian Madsbjerg and Mikkel B. Rasmussen. 2014.

Articles

* Complementary Approaches: <https://www.researchgate.net/profile/Timothy_Malefyt/publication/277721253_How_Anthropologists_Can_Succeed_in_Business_Mediating_Multiple_Worlds_of_Inquiry/links/5572393d08ae7536374dff9f.pdf>
* Driving: <https://www.epicpeople.org/ethnographic-study-lifts-the-hood/>
* Shaving: <https://rauli.cbs.dk/index.php/jba/article/view/4787/5214>
* From Marketing Research to Marketing Strategy: <https://www.researchgate.net/publication/314100980_In_Pursuit_of_Strategy_Anthropologists_in_Advertising>

**COURSE ROADMAP**

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| --- | --- |
| **Date** |  **Topic/Synopsis/Reading/Assignments** |
| Class 19/6/17 | **Introduction and Frameworks** This introductory session will lay out the course roadmap, requirements, and expectations. We will situate qualitative research within the larger marketing research toolkit, and discuss the what, how and why of consumer understanding. We will cover how to determine the right respondents for research projects and the process for crafting a formal respondent screener to recruit respondents for research. ReadingChapters 1-2 in *Qualitative Consumer and Marketing Research*Assignments to be discussed/due the following weekScreener (Due 9/13, 2-3 pages)Observation (Due 9/13, 1-2 PPT slides) |
| Class 29/13/17 | **Focus Groups and IDI’s**We will review approaches to focus groups, in-depth interviews, interactional research and online community marketing research. We will consider how basic marketing research interviewing techniques and sophisticated methods such as guided retrospection, deprivation, personification, metaphor elicitation, and triadic sorting can enable marketers to gain deep consumer understanding and spark marketing insights. Cases: breakfast cereal, emergency contraception, sore throat remedy. ReadingsChapters 3 & 5 in *Qualitative Consumer and Marketing Research*Begin *The Moment of Clarity*We will begin the discussion on the final project assignment in the context of the readings and techniques discussed in class.**Screener and Observation due**Assignment to be discussed/due the following weekIn-depth one-on-one interview (Due 9/20, 3-5 PPT slides) |
| Class 39/20/17 | **Ethnography**This session will explain the role of ethnography in the marketing research toolkit and provide details on when, why and how to conduct ethnographies F2F, online, and otherwise. In addition, we will discuss the value of mixed methods/perspectives for generating consumer understanding and insight. Cases: a floor cleaner, a room deodorizer, and cake mix. We will also discuss qualitative marketing research proposal formats/content.ReadingChapter 4 in *Qualitative Consumer and Marketing Research*Continue *The Moment of Clarity* <https://www.researchgate.net/profile/Timothy_Malefyt/publication/277721253_How_Anthropologists_Can_Succeed_in_Business_Mediating_Multiple_Worlds_of_Inquiry/links/5572393d08ae7536374dff9f.pdf> <https://www.epicpeople.org/ethnographic-study-lifts-the-hood/>We will discuss the final project assignment in the context of ethnography.**In-depth one-on-one interview due**Project to be discussed/due the following weekFinal project proposal draft due 9/27, 2-3 PPT slides |
| Class 49/27/17 | **Marketing Epiphanies** **Design**In class, we will dive into *The Moment of Clarity.* We will also consider how ethnography can ignite fresh design ideas. In addition to *Moment* cases: Transportation, WD-40, and Domino’s Pizza.We will discuss the final project proposal/execution in the context of lectures, readings, and proposal drafts.**Final project proposal draft due (ungraded)**Project to be discussed/due the following weekFinal project proposal due 10/4, 2-3 PPT slidesReadingFinish *The Moment of Clarity* |
| Class 510/4/17 | **Qualitative Research, Sensory Experiences and Identity****Mixing Qualitative Methods** We will look at how qualitative research can adapt concepts from anthropology and sociology to enhance consumer understanding and inform marketing initiatives. Cases: men’s shaving, mouthwash. We will also discuss a case that mixes psychologically and anthropologically-informed methods in research on a dog food brand.We will also discuss the final project.ReadingShaving: <https://rauli.cbs.dk/index.php/jba/article/view/4787/5214>**Final Project Proposal Due (Graded)**Final project due 10/11, 10-15 PPT slides |
| Class 610/11/17 | From Marketing Research to Marketing Strategy: <https://www.researchgate.net/publication/314100980_In_Pursuit_of_Strategy_Anthropologists_in_Advertising> Case: Orange Juice.This class will also either:* Examine how qualitative methods derived from anthropology and psychology can inform very different marketing research projects on pets. (If the class size is 20+ students)

 Or* Include student presentations of final research projects. (If the class size is fewer than 20 students)

**Final project due** |

**INCLUSION, ACCOMMODATIONS, AND SUPPORT FOR STUDENTS**

At Columbia Business School, we believe that diversity strengthens any community or business model and brings it greater success. Columbia Business School is committed to providing all students with the equal opportunity to thrive in the classroom by providing a learning, living, and working environment free from discrimination, harassment, and bias on the basis of gender, sexual orientation, race, ethnicity, socioeconomic status, or ability. Students seeking accommodation in the classroom may obtain information on the services offered by Columbia University’s Office of Disability Services online at [www.health.columbia.edu/docs/services/ods/index.html](http://www.health.columbia.edu/docs/services/ods/index.html) or by contacting (212) 854-2388.

Date: July 20, 2017