



# Consumer Research



# Consumer Behavior

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# Chapter 16 Learning Objectives



16.1 To understand how to develop research objectives

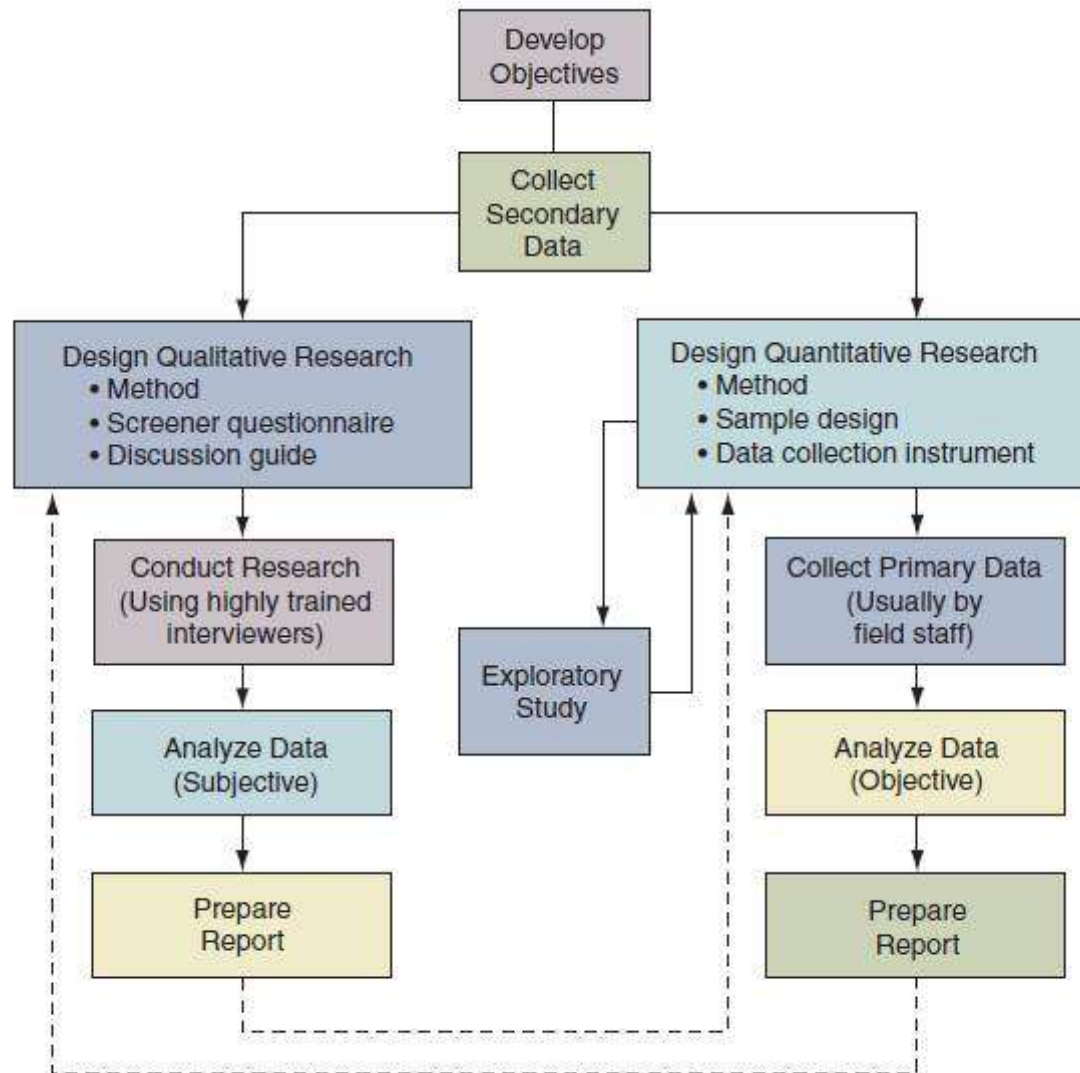
16.2 To understand how to collect secondary data

16.3 To understand qualitative and quantitative research methods

16.4 To understand how to combine qualitative and quantitative research

16.5 To understand how to analyze data and report research findings

# Consumer Research Process



# Learning Objective 16.1

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16.1 To understand how to develop research objectives

# Qualitative and Quantitative Research

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- Purpose: New ideas for products or promotional themes → qualitative research (focus groups, depth interviews)
- Purpose: Count number of consumers who match demographics or psychographics of target market → quantitative research (surveys, observational studies)
- Qualitative research often takes place before quantitative research – helps define objectives

# Discussion Questions

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Assume you are planning to open a new pizza restaurant near your campus.

- What might be three objectives of a research plan for your new business?
- How could you gather these data?

# Learning Objective 16.2

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16.2 To understand how to collect secondary data



# Secondary Data

Existing information that was originally gathered for a research purpose other than the present research



# Secondary Research

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- Internal secondary data
- External secondary data
  - Government secondary data
  - Periodicals
  - Syndicated market research
  - Consumer panels

**Discussion Question: What are the advantages and limitations of secondary data?**

# Secondary Data

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## Advantages

- May provide solution
- Helps clarify and redefine objectives of the primary study
- Helps identify difficulties that are likely to occur in full-scale study
- Cheaper and quicker than primary data

## Limitations

- Categorization of units may not match what researcher seeks
- It may not be accurate; errors may have been made in data collection and/or analysis
- Data could be out of date

# Learning Objective 16.3

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16.3 To understand qualitative and quantitative research methods

# Qualitative Research

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- Rejects idea that consumers are rational decision makers
- Motivational researchers – consumers either unaware/unable to express motives
- Small sample sizes – not generalizable to population
- Ideal for initial ideas (promotional campaigns, products, positioning)

# Qualitative Methods: Depth Interviews

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- Also called one-on-one interview
- Usually 20 minutes to 1 hour
- Nonstructured
- Interviewer will often probe to get more feedback (see following slide for probing)
- Session is usually recorded

# Qualitative Methods: Focus Groups

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- 8-10 participants
- Respondents are recruited through a **screenner** questionnaire
- Lasts about 2 hours
- Always taped or videotaped to assist analysis
- Often held in front of two-way mirrors
- Online focus groups are growing

# Probing Questions

**Request for elaboration:** "Tell me more about that." "Give me an example of. . . ."

**Request for definition:** "What do you mean by . . . ?" "What does the term \_\_\_\_\_ mean to you?"

**Request for word associations:** "What other word(s) do you link with \_\_\_\_\_?" "Give me some synonyms that also describe \_\_\_\_\_."

**Request for clarification:** "How does that differ from . . . ?" "In what circumstances do you . . . ?"

**Request for comparison:** "How is \_\_\_\_\_ similar to \_\_\_\_\_?" "Which costs more, X or Y?"

**Request for classification:** "Where does \_\_\_\_\_ fit?" "What else is in the category of \_\_\_\_\_?"

**"Silent" probe:** This is a non-verbal probe and is characterized by such actions as raised eyebrows or hand gestures such as moving the right hand in a rolling motion that signifies "Tell me more."

Source: Naomi R. Henderson, "The Power of Probing,"  
Marketing Research (Winter 2007): 39.



# Discussion Guide

A step-by-step outline that sets out the line of questioning the researcher needs to cover with the respondent in a depth interview, or a group of respondents in the case of a focus



# Qualitative Research: Projective Techniques

**TABLE 16.1** Some Commonly Used Qualitative Projective Exercises

	DESCRIPTION	APPLICATIONS
<b>Word Associations</b>	The researcher has a list of words, some of them to be studied and some just as “filler.” The researcher asks the respondent(s) to react, one-at-a-time, to each word by stating or (in a focus group setting) writing on a pad the first word that comes to mind, and to explain the link.	The word association exercise tends to be used when marketers seek to know what certain words (or a phrase) mean to consumers. The exercise is used to determine if a word or words have a sufficiently positive meaning or relevance to a product, or even a proposed product’s name or description.
<b>Sentence Completions</b>	The researcher has a series of incomplete sentences that the respondent(s) needs to complete with a word or phrase.	The sentence completion exercise is an alternative to the word association exercise (it is used for the same purpose). In reality, it is easier to use and generally provides for more useable consumer insights than the word association exercise.
<b>Photo/Visual for Storytelling</b>	The researcher creates/selects a series of photos of consumers, different brands or products, range of print ads, etc., to serve as stimuli. The respondents are asked to discuss or tell a story based on their response to a photo or some other visual stimulus.	The product or consumer ideas secured from responding to the photos/visuals, in the form of “free association” or “storytelling” reveals how the participants feel about a topic, brands, or consumer within the context of the photos or other visual forms (e.g., cartoons). Ideas for new products or communication themes are possible outcomes.
<b>Role-Playing</b>	Is quite similar to storytelling; however, instead of telling a story, the participant(s) will be given a situation and asked to “act out” the role(s), often with regard to a product or brand, or particular selling situation.	Role-playing is appropriate in a focus group environment where different participants can be asked to role play and to act out different interacting roles.

# Quantitative Research

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- Acceptance of products, brands, promotional messages
- Capture satisfaction/unmet needs
- Predict future needs or behavior
- Experimentation, surveys, observation
- Descriptive and empirical; can be generalized if appropriate sample

# Quantitative Research: Observation

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- Human observation
- Mechanical observation
- Physiological observation

# Quantitative Research: Experiments

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- Causal research
- Relative sales of many types of variables
- Test markets
- Lab experiments

# Quantitative Research: Survey

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- Mall intercepts
- Telephone interview surveys
- Mail surveys
- Email surveys
- Internet surveys

# Survey Advantages and Disadvantages

**TABLE 16.2**

**The Advantages and Disadvantages of Mail, Telephone, Personal Interview, and Online Surveys**

	MAIL	TELEPHONE	PERSONAL INTERVIEW	ONLINE
Cost	Low	Moderate	High	Low
Speed	Slow	Immediate	Slow	Fast
Response Rate	Low	Moderate	High	Self-selected
Geographic Flexibility	Excellent	Good	Difficult	Excellent
Interviewer Bias	N/A	Moderate	Problematic	N/A
Interviewer Supervision	N/A	Easy	Difficult	N/A

# Data Collection

- Validity and reliability
- Open-ended and closed-ended questions

**TABLE 16.3** Guidelines for Wording Questions

1. *Avoid leading questions.* For example, questions such as “Do you often shop at such cost-saving stores as Staples?” or “Weren’t you satisfied with the service you received at Staples today?” introduce bias into the survey.
2. *Avoid two questions in one.* For example, “In your view, did you save money and receive good service when you last visited Staples?” is really two questions combined; they should be stated separately.
3. *Questions must be clear.* For example, “Where do you usually shop for your home office supplies?” is unclear because the term usually is vague.
4. *Use words that consumers routinely use.* For example, do not use the verb to rectify; use the verb to correct.
5. *Ensure that respondents are able to answer the question.* For example, it is unlikely that any respondent can accurately answer a question such as “How many newspaper or TV ads for Staples did you read or see during the past month?”
6. *Make sure that respondents are willing to answer the question.* Questions about money, health issues, personal hygiene, or sexual preferences can embarrass respondents and cause them not to answer. Sometimes asking the question in a less personal fashion can help generate more responses. For example, rather than asking older consumers whether they experience incontinence, the researcher should ask, “Millions of Americans experience some level of incontinence. Do you or anyone you know experience this difficulty?”

# Readership and Attitudes

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- Magazine readership survey
- Attitude scales
  - Likert scales
  - Semantic differential scales
  - Behavior intention scale
  - Rank order scales



# Customer Satisfaction

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- Customer satisfaction surveys
- Mystery shoppers
- Complaint analysis

# Sampling

**TABLE 16.4** Types of Samples

## PROBABILITY SAMPLE

Simple Random Sample	Every member of the population has a known and equal chance of being selected.
Systematic Random Sample	A member of the population is selected at random and then every $n$ th person is selected.
Stratified Random Sample	The population is divided into mutually exclusive groups (such as age groups), and random samples are drawn from each group.
Cluster (Area) Sample	The population is divided into mutually exclusive groups (such as blocks), and the researcher draws a sample of the groups to interview.

## NONPROBABILITY SAMPLE

Convenience Sample	The researcher selects the most accessible population members from whom to obtain information (e.g., students in a classroom).
Judgment Sample	The researcher uses his or her judgment to select population members who are good sources of accurate information (e.g., experts in the relevant field of study).
Quota Sample	The researcher interviews a prescribed number of people in each of several categories (e.g., 50 men and 50 women).

# Discussion Questions

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- What might direct marketers test in experiments?
- How can they use the results?



# Learning Objective 16.4

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16.4 To understand how to combine qualitative and quantitative research

# Combining Quantitative and Qualitative Designs

**TABLE 16.5** A Comparison of the Elements of Quantitative and Qualitative Research Designs

	QUALITATIVE RESEARCH	QUANTITATIVE RESEARCH (QUAN)
<b>Study purpose</b>	Studies are designed to provide insights about new product ideas and identify positioning strategies aimed at a target market. Ideas uncovered should be tested via quantitative studies. QUAL studies are also often used to refine the objectives and wording of QUAN studies.	QUAN studies are aimed at describing a target market—its characteristics and possible reactions of various segments to the elements of the marketing mix. Results are used for making strategic marketing decisions.
<b>Types of questions and data collection methods</b>	Open-ended, unstructured questions, stressing probing by the moderator or highly skilled interviewer. QUAL research also uses projective techniques, including disguised questions and response to pictures or prototypes.	QUAN research often consists of closed-ended questions with predefined response choices and limited numbers of open-ended questions that have to be coded.
<b>Main methods</b>	Focus groups and depth interviews.	Survey questionnaires, including attitude scales and questions that are not disguised. QUAN questioning often consists of surveys that are self-administered, or conducted in person, by phone or mail, or online. Observation of consumers, experimentation, and consumer panels are other QUAN data collection methods.
<b>Sampling methods</b>	Small, nonprobability samples; findings are generally not representative of the universe under study.	Large probability samples. If the data collection instruments are valid and reliable, the results can be viewed as representative of the universe.
<b>Data analysis</b>	Data consist of transcripts or tapes of the verbal responses. The analysis is performed by skilled behavioral science researchers. Researchers seek to identify reoccurring “themes” of responses coming from participants.	After data are collected, they are coded and entered in the database. The researcher analyzes the data, using a variety of statistical methods of analysis, and estimates the extent to which the results represent the universe.

# Learning Objective 16.5

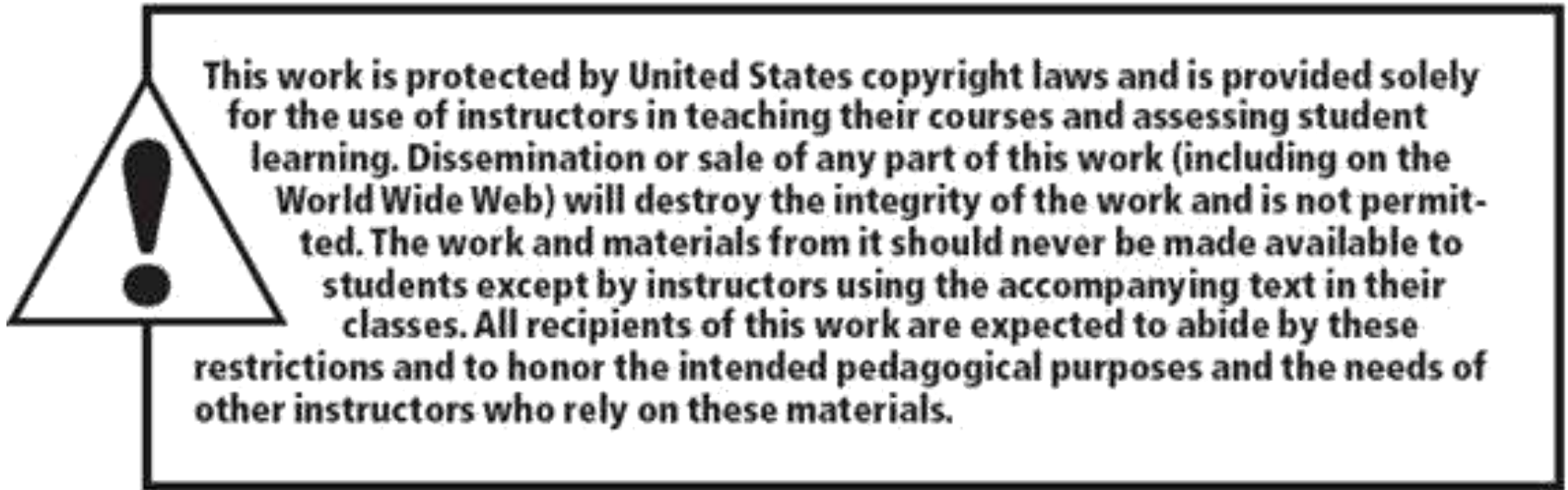
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16.5 To understand how to analyze data and report research findings

# Research Report Components

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- Executive summary
- Recommendation for marketing action (maybe)
- Full description of methodology
- Tables and graphics to support the findings (maybe)



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