

MMC 6936:  
Audience Research Methods  
University of Florida, Online Masters in Audience Analytics

Instructor: Anthony Palomba, Ph.D.

## **Vision Statement**

This course teaches students the skills to design, anticipate, and critically think about strategies to analyze audiences. This course will cover quantitative and qualitative research methods, underscoring strengths and weaknesses of all research methods and their suitability for various research goals, and how students should build arguments and rationale for selected research methods. Students will be able to design and strategize execution of research methods to address specific hypotheses and answer research questions regarding audiences.

Effective audience research methods and analysis are critical today, as the ability to design and integrate research designs into media industry, marketing, public relations and advertising projects is a highly-valued skill set. Such methods also enable companies to better understand consumer behavior and audience preferences. Successfully addressing research questions and hypotheses across industries necessitates a keen understanding of both basic and advanced qualitative and quantitative methods. Understanding the theory and practical execution of these research methods will allow students to cultivate a highly-valued skill-set and become more competitive in industry.

Research software and tools such as SPSS and Qualtrics will be used to facilitate students' understanding and learning of how to execute particular research methods including survey and conjoint analysis. Each week, students will complete an assignment related to the research method that is covered during that particular week.

## **Learning Objectives**

By the end of this course, students will be able to:

- 1) Identify and apply the commonly used contemporary methods in consumer and audience research;
- 2) Describe the appropriate uses, strengths, and weaknesses of a variety of qualitative and quantitative methodological approaches to audience analysis;
- 3) Identify and articulate a strong rationale for choosing an appropriate methodological approach for a given study, based on the study's research questions and objectives;
- 4) List the commonly utilized secondary data sources and analytical tools available for analyzing consumer and audiences' preferences and behavior.
- 5) Apply relevant knowledge and tools in order to effectively answer industry questions.
- 6) Communicate the implications of a thorough data analysis and accurately, effectively communicate these implications to an organization's management and stakeholders.
- 7) Identify trends, patterns, and findings, in order to guide client efforts to make informed and strategic decisions.

- 8) Articulate the limits of samples, approaches, measures and data for forecasting and understanding.

**Required textbook and readings:**

The electronic Course Reserves system will be used in this course in order to access required readings. This will be available through a tab within the course Canvas site. There is no required textbook.

Additional readings as announced.

The Audience Research Methods course will include the following:

- Weekly assignments based on research method covered.
- Discussion postings
- Final group project and presentation

# Syllabus

## MMC 6936: Audience Research Methods Summer 2017

**Instructor:** Anthony Palomba, Ph.D.

**Email:** [apalomba87@gmail.com](mailto:apalomba87@gmail.com)

**Office Hours:**

Wednesdays 6pm-9pm. I am available for Skype meetings and discussion through other online tools such as Google Hangout.

**Course Website:** <http://lss.at.ufl.edu>

**Course Communication:**

Students should be sure to review all course documents provided before contacting me. The best way to reach me is through my provided email address. Please allow up to 48 hours before emails are replied to by me.

## **Course Description:**

This class introduces and immerses students in the primary and secondary research methods and approaches used for analyzing consumers and audiences across media platforms.

## **Course Objectives:**

By the end of this course, students will:

- 1) Identify and apply the commonly used contemporary methods in consumer and audience research;
- 2) Describe the appropriate uses, strengths, and weaknesses, of a variety of qualitative and quantitative methodological approaches to audience analysis;
- 3) Identify and articulate a strong rationale for choosing an appropriate methodological approach for a given study, based on the study's research questions and objectives;
- 4) List the commonly utilized secondary data sources and analytical tools available for analyzing consumer and audiences' preferences and behavior;
- 5) Apply relevant knowledge and tools in order to effectively answer industry questions;
- 6) Communicate the implications of a thorough data analysis and accurately, effectively communicate these implications to an organization's management and stakeholders;
- 7) Identify trends, patterns, and findings, in order to guide client efforts to make informed and strategic decisions; and
- 8) Articulate the limits of samples, approaches, measures and data for forecasting and understanding.

## **Course Goal:**

The overall objective of this class is to introduce and educate students in powerful quantitative and qualitative research methods that can aid them in analyzing individual consumers, whole audiences, and audience segments.

## **Expectations:**

It is expected that all students will complete all assignments by the given deadlines. It is also crucial that students check the discussion board at least twice a week for updates and announcements as well as posting discussion board assignments. Finally, all verbal and written communication in discussion boards, Skype meetings, Google Hangouts and submitted assignments amongst students and between students and the professor will be executed in professional manner.

## **Required Text:**

Course Reserves (through UF Libraries) will provide access to the required readings. The Course Reserves system will be accessible via our Canvas course site using the university's VPN.

Additional readings may be suggested or announced.

## **Recommended Texts:**

Webster, Phalen, & Lichty (2014). Audience Ratings Analysis: Audience Measurement and Analytics (4<sup>th</sup> ed.) Routledge.

Wimmer, R. & Dominick, J., Mass Communication Research, 7<sup>th</sup> ed. or later.

## **Additional Readings and Resources:**

Listed in the course schedule and in each weekly module on Canvas.

UF Libraries resources for this class include a variety of databases available through VPN access:

Demographics/Audience Analysis database (UF Libraries via VPN access):  
<http://guides.uflib.ufl.edu/c.php?g=147369&p=2760384>

## **Instructional Methods:**

This course will be comprised of recorded lectures, assigned readings, and weekly assignments based on discussion and discussion posts. It is recommended to check the website at least twice a week for additions.

## Course Policies:

### Attendance Policy:

Because this is an online asynchronously delivered course, attendance in the form of calling roll will not occur; however, students are expected to sign onto the course site at least once each day, Monday – Friday, to check for course updates in the announcements and discussion sections of the site.

### Late Work and Make-up Policy:

NO LATE ASSIGNMENTS WILL BE ACCEPTED FOR FULL CREDIT without making prior arrangements that are acceptable to the instructor, unless the lateness is due to an excused absence such as illness or catastrophic emergency that can be documented. This is true for all assignments, discussion boards, case studies, etc. Assignments less than one hour late will be docked 20%. Assignments more than an hour late, but less than 24 hours late will be docked 50%. Assignments more than 24 hours late will receive the score of “0.”

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalogue at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### Deadlines:

This class, like others, involves many deadlines. Here is a reminder. The new lecture starts on Mondays:

Weekly Discussion Posts	12 PM EST Fridays the week of lecture
Assignments	12 PM EST Fridays the week assigned
Final Project and Presentation	12 PM EST the last Friday of the semester

### Grading:

Your work will be evaluated according to this distribution:

- Discussion Posts 20%
- Assignments 45%
- Final Project and Presentation 35%

The final grade will be awarded as follows. A grade that has a “.5” or higher attached to it (i.e. 92.5) will be rounded up.

A	100%	to	93%
A-	< 92%	to	90%
B+	< 90%	to	87%
B	< 87%	to	83%
B-	< 82%	to	80%
C+	< 80%	to	77%
C	< 77%	to	73%
C-	< 72%	to	70%
D+	< 70%	to	67%
D	< 67%	to	63%
D-	< 62%	to	60%
F	< 59%	to	0%

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### **Weekly Lectures:**

The Instructor will post a lecture video to Canvas for 10 of the 12 weeks and two additional videos – one is an introduction to the course and course topic and the other will cover the syllabus. These videos will vary in length depending on the material. It is your responsibility to watch each of the videos.

Although it is possible to watch the pre-recorded video lectures at any time and at any pace, keeping up with the videos week to week according to the schedule will be easier as many build off the other along with the weekly readings.

### **Assignments:**

One of the major objectives in this class is to endow you with a highly-refined skill set of quantitative and qualitative methods that you can design and execute to analyze audiences and investigate or answer research questions and hypotheses. Each week, you will be tasked with an assignment that will be used to demonstrate your competency in the research method covered during the lecture. All assignments will be made available at the beginning of class. (Please also see the syllabus Appendices for a compilation of all course Assignments.) It is up to the

student to be sure to complete the proper assignment that corresponds to the current lecture week. All assignments will be due on Friday afternoons at 12pm.

**Weekly Assignment Rubric:**

	<b>100-90 Excellent</b>	<b>89-80 Good</b>	<b>Less than 80 Unsatisfactory</b>
Topic – 15%	Competently describes and contextualizes subject matter of assignment.	Capably describes subject matter of assignment with some context	Fails to fully describe subject matter of assignment or fails to contextualize it
Relevance – 25%	Thoroughly cites own experiences or real life incidents to highlight learnings.	Cites some relevant experiences or real life incidents to give additional context.	Material is presented without real world relevance.
Insight – 35%	Compelling, focused and persuasive views are offered.	The paper falters at times, but the main point is clear.	Point is unclear, either through misunderstanding or lack of focus.
Writing – 25%	Precise syntax and superior usage of grammar, punctuation and spelling result in a coherent and intelligible piece of work.	Syntax is clear and the relatively few grammar, punctuation or spelling errors do not impede understanding.	Syntax is not always clear with grammar, punctuation and spelling errors noticeable. This may disrupt understanding.

**Discussion Postings and Rubric**

1) Weekly Discussion Postings

These postings are your synthesis and commentary on the weekly lecture and readings, which will begin by addressing questions posted by the instructor. Unlike a summary, a synthesis should bring together and connect the concepts you encountered within the assigned readings and/or videos, including lecture content. How does all of the material seem to fit together? Do you agree with or take issue with any of the things you read? If so, why? You must answer all questions posed by the instructor, as well as comment on all of the assigned readings for the week within the Reading Posting. These postings should be between 350-500 words each, and include proper grammar and citations. The Weekly Posting must be

posted to the Discussion board of our Canvas site by 12:00pm EST each Friday. To start the process, just go to the ‘Discussion’ tab on the toolbar in Canvas, click it, look for the relevant module, and start your post. For a guide on how your posts will be evaluated, please see the rubric below.

### Weekly Discussion Grading Rubric

0	1-2	3-4	5-6	7-8	9-10
No post is written or posts include plagiarized content (all outside content must be in quotations or student will receive a ‘0’)	The post fails to meet the word count requirement. The post does not address all questions posed or offer a thoughtful, well-developed response for the questions that are answered. Not all readings are commented on. Post is not well organized. There are many spelling or grammar errors or outside content is not appropriately cited.	The post fails to meet the word count requirement but does respond to all questions posted (or vice versa). The responses however, are not well presented or well thought out. Ideas are not organized nor do they offer something new to the discussion. There may be several grammatical or spelling errors or outside content is not	The post meets the word count requirement and answers all questions posed and comments on all readings. The level of response is poor with disorganized ideas or the ideas are not well presented. There may be grammatical or spelling errors as well, or outside content is not appropriately cited.	Post is accurate, relevant and well written. The student addresses all questions and readings with thoughtful and reflective ideas that have substance and depth. If used, outside content is cited appropriately (Ex. “According to Jones (2013)...”). Post either does not meet requirement for word count or has spelling/grammatical errors.	Post is accurate, relevant and well written. The student addresses all questions in the prompt with thoughtful, reflective ideas that have substance and depth. All readings are commented upon and synthesized. Ideas are original and offer something new to the discussion. If used, outside content is cited appropriately (Ex. “According to



		appropriately cited.			Jones (2013)...”). Post meets requirements for word count and is without grammatical or spelling errors.
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## University Policies

### University Policy on Accommodating Students with Disabilities:

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations. Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC can be contacted by phone at 352-392-8565.

### University counseling services and mental health services:

Phone: 352-392-1575

### \*\*Netiquette: Communication Courtesy:

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

### Class Demeanor:

Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to meet all deadlines. Work assigned in advance of class should be completed as directed. Full participation in online discussions, group projects, and small group activities is expected.

My role as instructor is to identify critical issues related to the course, direct you to and teach relevant information, assign appropriate learning activities, create opportunities for assessing your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

At all times it is expected that you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

### **Getting Help:**

For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

\*\* Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources  
<http://www.counseling.ufl.edu/cwc/Default.aspx>  
352-392-1575
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

## **Course Evaluation:**

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>

Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>

## **University Policy on Academic Misconduct:**

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>

The University of Florida Honor Code was voted on and passed by the Student Body in the Fall 1995 semester. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-392-1261.

## **ACADEMIC HONESTY**

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

**Plagiarism:** Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

**Cheating:** Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

**Misrepresenting Research Data:** The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

**Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.**

Students are expected to adhere to the University of Florida Code of Conduct <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.

## Schedule

### **Week One:** Introduction to Audience and Consumer Research: Industry Research vs. Academic Research through Current Demands and Trends

#### Learning Objectives:

- Understand what an audience is
- Understand the structure and presentation of audience research in academic and industry circles
- Gain a basic framework of how audience research is evolving, and understand its most current trends

#### Watch:

- Week 1 Lecture

#### Required Readings:

#### In course packet:

- Calder, B., & Tybout, A. (1987). What consumer research is. *The Journal of Consumer Research*, 14(1), 136-140.
- Napoli, P. (2012). Audience evolution and the future of audience research. *The International Journal on Media Management*, 14, 79-97.
- Barbu, A. (2013). Eight contemporary trends in the market research industry. *Management & Marketing Challenges for the Knowledge Society*, 8(3), 429-450.

#### Online reading (Also required):

-Webster, J. G. (2008). Audience research. In W. Donsbach (Ed.). *The international encyclopedia of communication* (Vol 1). Oxford: Wiley-Blackwell Publishing, 257-261.

See link:

[http://webster.soc.northwestern.edu/pubs/Webster%20\(2008\)%20Audience%20Research.pdf](http://webster.soc.northwestern.edu/pubs/Webster%20(2008)%20Audience%20Research.pdf)

#### Assignments:

(Note: All weekly assignments can be found in this syllabus' appendix.)

-See Week 1 Assignment in syllabus Appendix.

## **Week Two: Epistemology and Methodology, Introduction to Quantitative Methods, & Descriptive Research**

Learning Objectives:

- Understand how knowledge is created
- Gain a solid foundation in what quantitative research is
- Articulate why descriptive research is vital to all research studies

Watch:

- Week 2 Lecture

Required Readings:

In course packet:

- Muijs, D. (2004). *Doing quantitative research in education with SPSS* (pp. 1-10). Los Angeles, CA: Sage Publications.
- Harvey, B., Herbig, T., Keylock, M., Aggarwal, R., & Lerner, N. (2012). Exploding the legend of TV advertising and price promotions: The proper mix of price, in-store, and TV for maximum short- and long-term ROI. *Journal of Advertising Research*, 52(3), 339-345.
- Mohammad, A., Rashid, B., & Tahir, S. (2013). Assessing the influence of customer relationship management (CRM) dimensions on organization performance. *Journal of Hospitality and Tourism Technology*, 4(3), 228-247.

Assignments:

- See Week 2 Assignment

## **Week Three: Surveys**

Learning Objectives:

- Understand how to evaluate the strength of a questionnaire
- Identify pitfalls of questionnaire creation

- Design a questionnaire around an area of interest

Watch:

- Week 3 Lecture

Required Readings:

In course packet:

- Murphy, J., Link, M., Childs, J., Tesfaye, C., Dean, E., Stern, M., & Pasek, J. (2014). Social media in public opinion research: Executive summary of the AAPOR task force on emerging technologies in public opinion research. *Journal of Advertising Research*, 78(4), 788-794.
- Link, M., Murphy, J., Schober, M., Buskirk, T., Childs, J., & Tesfaye, C. (2014). Mobile technologies for conducting, augmenting and potentially replacing surveys: Executive summary of the AAPOR task force on emerging technologies in public opinion research. *Public Opinion Quarterly*, 49, 779-787.
- De Bruijne, M., & Wijant, A. (2014). Improving response rates and questionnaire design for mobile web surveys. *Public Opinion Quarterly*, 78(4), 951-962.
- Moy, P., & Murphy, J. (2016). Problems and prospects in survey research. *The Journal of Services Marketing*, 93(1), 16-37.
- McMullan, R. (2005). A multiple-item scale for measuring customer loyalty development. *Journalism & Mass Communication Quarterly*, 93(1), 16-37.

Assignments:

- See Assignment Week 3

### **Week Four: Experiments**

Learning Objectives:

- Understand the method's strengths and limitations
- How to design an experiment
- The differences between a traditional experiment and a quasi-experiment

Watch:

- Week 4 Lecture

Required Readings:

- Wimmer, R., & Dominick, J. (2011). *Mass Media Research* (9th ed., pp. 238-265). Australia: Wadsworth Cengage Learning
- Keppel, G. & Wickens, T.D. (2004). *Design and analysis: A researcher's handbook* (4th ed.). Upper Saddle River, NJ: Pearson Prentice Hall. (Ch. 1).
- Batinic, B. & Appel, M. (2013) Mass communication, social influence, and consumer behavior: two field experiments. *Journal of Applied Social Psychology*,43(1), 1353-1368.

Assignments:

- See Week 4 Assignment
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**Week Five: Conjoint Analysis**

Learning Objectives:

- Understand theory behind conjoint analysis
- Know several different types of conjoint analyses
- Learn how to structure a conjoint analysis

Watch:

- Week 5 Lecture

Required Readings:

- Hair, Jr., J., Black, W., Babin, B., & Anderson, R. (2011). *Multivariate Data Analysis* (7th ed., pp. 238-265). Upper Saddle River, NJ: Pearson.
- Kuhfeld, Warren F. (2003). *Conjoint Analysis*, SAS Institute Publications. [http://support.sas.com/techsup/tnote/tnote\\_stat.html](http://support.sas.com/techsup/tnote/tnote_stat.html) (Accessed July 2016).

Online reading (Also required):

- Hauser, R. *Note on Conjoint Analysis*. See link: <http://www.mit.edu/~hauser/Papers/NoteonConjointAnalysis.pdf>
- Curry, J. *Understanding Conjoint Analysis in 15 Minutes*. <https://www.sawtoothsoftware.com/download/techpap/undca15.pdf>



Assignments:

- See Week 5 Assignment

### **Week Six: Secondary Data Analysis**

Learning Objectives:

- Understand what secondary data analysis is
- Why secondary data analysis is crucial in design of primary research studies
- How it can complement and support primary research findings

Watch:

- Week 6 Lectures

Required Readings:

- Prescott, M. (2014). Big data and competitive advantage at Nielsen. *Management Decision*, 52(3), 573-601.
- Rabianski, J. (2003). Primary and secondary data: Concepts, concerns, errors and issues. *The Appraisal Journal*, 71(1), 43-55.
- Church, R. (2001). The effective use of secondary data. *Learning and Motivation*, 33(1), 32-45.
- Johnston, M. (2014). Secondary data analysis: A method of which the time has come. *Qualitative and Quantitative Methods in Libraries (QQML)*, 3, 619-626.
- Nielsen Total Audience Report (2016, Q3): Available at <http://www.nielsen.com/us/en/insights/reports/2016/the-nielsen-total-audience-report-q3-2016.html>

Assignments:

- See Week 6 Assignment

### **Week Seven: Introduction to Qualitative Methods & Interview Method**

Learning Objectives:

- Understand uses of qualitative methods

- Possess a foundational understanding of how to design qualitative studies
- Know how to select appropriate qualitative method for research project

Watch:

- Week 7 Lecture

Required Readings:

- Wimmer, R., & Dominick, J. (2011). *Mass Media Research* (9th ed., pp. 114-151). Australia: Wadsworth Cengage Learning
- Liu, J. (2015). Communicating beyond information? Mobile phones and mobilization to offline protests in China. *Television & New Media*, 16(6), 503-520.

Assignments:

- See Week 7 Assignment

## **Week Eight: Focus Groups**

Learning Objectives:

- Understand the fundamentals behind holding focus groups
- How to properly design a focus group
- Key strategies in serving as an effective moderator

Watch:

- Week 8 Lecture

Required Readings:

- Morgan, D. (1996). Focus groups. *Annual Review of Sociology*, 22, 129-158.
- Morgan, D., & Bottorff, J. (2010). Advancing our craft: Focus group methods and practice. *Qualitative Health Research*, 20(5), 579-581.
- Morgan, D. (1995). Why things (sometimes) go wrong in focus groups. *Qualitative Health Research*, 5(4), 516-523.

- Morgan, D. (2010). Reconsidering the role of interaction in analyzing and reporting focus groups. *Qualitative Health Research*, 20(5), 718-722.

Assignments:

- See Week 8 Assignment

### **Week Nine: Participant Observation & Ethnography**

Learning Objectives:

- Understand intricacies in participating in an ethnography
- Anticipate obstacles in selected fields for ethnographies

Watch:

- Week 9 Lecture

Required Readings:

- Mariampolski, H. (1999). The power of ethnography. *Journal of the Market Research Society*, 41(1), 75-86.
- Mendez, C. (2009). Anthropology and ethnography: Contributions to integrated marketing communications. *Marketing Intelligence & Planning*, 27(5), 633-648.
- Sangasubana, N. (2011). How to conduct ethnographic research. *The Qualitative Report*, 16(2), 567-573.

Assignments:

- See Week 9 Assignment

### **Week Ten: Textual Analysis & Qualitative Content Analysis**

Learning Objectives:

- Learn how to analyze video, sound, or print content with textual analysis
- Understand the pros and cons to using this method compared to quantitative content analysis

Watch:

- Week 10 Lecture

Required Readings:

- Hung, K. (2000). Narrative music in congruent and incongruent TV advertising. *Journal of Advertising*, 29(1), 25-34.
- Richelieu, A., & Korai, B. (2014). The consumption experience of Tim Hortons' coffee fans. *Qualitative Market Research*, 17(3), 192-208.
- Djafarova, E., & Anderson, H. (2008). The contribution of figurative devices to representation of tourism images. *Journal of Vacation Marketing*, 14(4), 291-303.

Assignments:

- See Week 10 Assignment

### **Week Eleven: Case Studies & Other Methods**

Learning Objectives:

- Understand how and why researchers implement the case study method
- Learn how quantitative and qualitative studies may be used in case studies

Watch:

- Week 11 Lecture

Required Readings:

- Gerring, J. (2004). What is a case study and what is it good for? *The American Political Science Review*, 98(2), 341-354.
- Lee, K., Madanoglu, M., & Ko, J. (2013). Developing a competitive international service strategy: A case of international joint venture in the global service industry. *The Journal of Services Marketing*, 27(3), 245-255.
- Crawford, A., Humphries, S., & Geddy, M. (2015). McDonald's: A case study in glocalization. *Journal of Global Business Issues*, 9(1), 11-18.

Assignments:

- See Week 11 Assignment

### **Week Twelve: Final Project**

Assignments:

- Final group project (Please see directions for final assignment)

**Disclaimer:**

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

## Appendix: Course Assignments

### Assignment One

Write a discussion post in which you discuss your own consumption experiences. You may use any consumption experience (i.e. Viewing a movie, going to a basketball game, watching a car commercial, going to a dance club, attending an undergraduate institution). Length should be 3-4 pages, double spaced, Times New Roman font, default margins. This assignment is due Friday at 5pm. Please submit through Assignment tab. **Please be sure to cite all of the week 1 assigned readings in answering all of the following:**

- Introduce the consumption experience. Why was this a unique consumption experience?
- How do you think the responsible parties (advertisers, public relations, and related media) targeted you? Did it work?
- Did you perceive any key differences between yourself and the consumption experience and the rest of the involved audience and the consumption experience?
- How could your consumption experience have been improved?
- What will have to be done in the future to convince you and the rest of the audience to engage in this consumption experience again?

## Assignment 2

Introduction: In this assignment, you will be asked to conduct simple data analysis by determining the mean, median, mode, range, standard deviation and variance in a data set.

What you will need: SPSS Software and ability to run descriptive statistics, Excel data (provided).

The data set is comprised of weekend movie box office grosses for all 52 weeks in 2015. It also details the total amount of movies exhibited in theaters during each week, the number one movie each week, and it denotes each week. Be sure to view both tabs of the spreadsheet.

Please answer the following questions:

- 1) What is the weekend box office average for each month of 2014 and 2015?
- 2) What is the average amount of movies that are exhibited each weekend in 2014 and 2015?
- 3) What is the variance and standard deviation for overall box office gross in 2014 and 2015?
- 4) What movie appears as the #1 movie the most in 2014 and 2015?
- 5) Write up a summary (one paragraph or so) reporting numbers to answer the following questions:
  - A. Which months earned the most box office revenue in 2014 and 2015?
  - B. Which seasons did best for box office in 2014 and 2015?
  - C. Based on this limited data, are there any recommendations you would make for movie studios that wish to release a movie?

### Assignment 3

Introduction: In this assignment, you will be asked to create a questionnaire.

What you will need: Microsoft Word.

You are asked to think of a problem or area of interest that you would like to investigate and create a 20 question questionnaire to investigate it.

Aside from delivery of a complete questionnaire, in the same document, you should include answers to the following:

- A) Justify why each question is relevant to your questionnaire.
- B) Overall, why does your questionnaire possess strong face validity and content validity?
- C) Discuss why a firm would be interested in the results of the questionnaire.

You will be graded on strength of questionnaire, clear language used in the questionnaire, questionnaire structure and question order, as well as your answers surrounding the strength of the questionnaire.



## Assignment 4

Introduction: In this assignment, you will be asked to evaluate an experiment and then create your own experiment.

What you will need: Microsoft Word and the following journal article:

Batinic, B., & Appel, M. (2013). Mass communication, social influence, and consumer behavior: Two field experiments. *Journal of Applied Social Psychology, 43*, 1353-1368.

- 1) You are asked to evaluate the following study (For both study 1 and study 2 in the article):
  - A) What are the independent variables and dependent variables in each hypothesis?
  - B) What was the manipulation in this experiment? Does it make sense to use here?
  - C) What were the results?
  
- 2) You are asked to design your own experiment
  - A) Think of an industry related problem you'd like to investigate. It can be something brewing at your own firm, or a simple general interest.
  - B) List your independent and dependent variables.
  - C) Discuss the overall design of the study. This includes the setting, selection of participants, operationalization of variables, and how to manipulate the independent variable.
  - D) Explain why the results are relevant to industry.

## Assignment 5

Introduction: In this assignment, you will be asked to evaluate a conjoint analysis study and then create your own conjoint analysis design.

What you will need: Microsoft Word and the following journal article:

Song, J., Jang, T., & Sohn, S. (2009). Conjoint analysis for IPTV service. *Expert Systems with Applications*, 36, 7860-7864.

3) You are asked to evaluate the following study:

- D) What is the goal of the study? What are the attributes and levels?
- E) What were the results?
- F) How might the results be used for business decisions?
- G) Based on the results here, what future studies would you design to find out more about IPTV?

4) You are asked to design your conjoint analysis

- E) Think of an industry related problem you'd like to investigate. It can be something brewing at your own firm, or a simple general interest.
- F) Discuss the overall design of the study. This includes the setting, selection of participants, operationalization of variables, and how to manipulate the independent variable.
- G) Explain why the results are relevant to industry.

## Assignment 6

Introduction: In this assignment, you will be asked to create an industry based literature review.

What you will need: Microsoft Word and access to the UF library.

- 5) You are asked to describe a unique problem you'd like to explore.
  - a. Write an introductory paragraph about the topic you're interested in looking into.
  - b. Write another paragraph explaining why there is a current gap in research in this area.
  
- H) Think of an industry related problem you'd like to investigate. It can be something brewing at your own firm, or a simple general interest.
  
- I) Discuss the overall design of the study. This includes the setting, selection of participants, operationalization of variables, and how to manipulate the independent variable.

Explain why the results are relevant to industry.

## Assignment 7

Introduction: In this assignment, you will be asked to conduct three in-depth interviews.

What you will need: Microsoft Word, UF library, and a recorder or a note pad.

- 1) You are asked to describe a unique problem you'd like to explore.
  - a. Write an introductory paragraph about the topic you're interested in exploring.
  - b. Write another paragraph explaining why there is a current gap in research in this area.

- c. Think of 5-7 questions to ask an individual about the topic. Be sure to start questions with “why” or “how” or with an alternative phrase that invites a length answer. Be sure to also consider the order of the questions you ask, following the guidance of your readings.
- d. Find three willing participants for your study. You may hold interviews in person, on the phone, or through a digital device (Facetime, Skype, Google Hangout, etc...). In using a digital device, you will be able to record the interviews, which may be easiest to do.
- e. Interviews should be 15-20 minutes long. Please be sure to ask follow up questions when appropriate. It is possible that the participants may state interesting things.
- f. Once all interviews are done, write a paragraph describing the method of the research study. You should include participants’ gender, age, and or occupation (and anything else relevant to the study). Do not use actual names of participants. You can make up names to protect identities.
- i. Look for at least three “themes” that come out from the study. Write a brief paragraph **on each theme**, and support each theme with at least one quote from one of the participant interviews.
- ii. Write a concluding paragraph that discusses implications of your findings for your industry of interest.

## Assignment 8

**NOTE: In actual fieldwork, a focus group should not contain participants who know the moderator, other associated researchers, or intricate details of the study and its end purpose. These would be considered breaches of interest and violations of ethics. Since professionally recruiting participants, renting out space, and offering participants incentives would be a challenge within our time frame, this assignment is simply meant to give you an idea of how to moderate a focus group session.**

Introduction: In this assignment, you will be asked to hold one focus group and provide a write-up.

What you will need: Microsoft Word, UF library, a recorder or a note pad, and three to five participants.

- 6) You are asked to describe a unique problem you'd like to explore.
  - a. Write an introductory paragraph about the topic you're interested in looking into.
  - b. Write another paragraph explaining why there is a current gap in research in this area.
  - c. Think of 5-7 questions to ask a group about the topic. Be sure to start questions with "why" or "how" or with an alternative phrase that invites a lengthy answer. An icebreaker question is also recommended as a first question to help everyone feel comfortable as a group.
  - d. Find three to five willing participants for your study. Try to find a neutral site to hold the focus group, such as a public library, back of a restaurant or church. You may also hold the focus group through a digital device (Facetime, Skype, Google Hangout, etc...). In using a digital device, you will be able to record the interviews, which may be easiest to do.
  - e. The focus group should be 30-45 minutes long. As the moderator in the focus group, please be sure to ask follow up questions when appropriate. It is possible that the participants may state interesting things. A good rule of thumb is to get at least three answers per every focus group question from the interview guide before moving on (if possible).
  - f. After the focus group, write a paragraph describing the method of the research study. You should include participants' gender, age, and or occupation (and anything else relevant to the study). Do not use actual names of participants. You can make up names to protect identities.

- i. Look for at least three “themes” that come out from the study. Write a brief paragraph **on each theme**, and support each theme with at least one quote from one of the participants.
- ii. Write a concluding paragraph that discusses implications of your findings for your industry of interest.

## Assignment 9

Introduction: In this assignment, you will be asked to hold one ethnographic session.

What you will need: Microsoft Word, UF library, a note pad, and a public area.

- 7) You are asked to describe a unique problem you'd like to explore that you believe can be solved with an ethnography.
- a. Write an introductory paragraph about the topic you're interested in looking into.
  - b. Write another paragraph explaining why there is a current gap in research in this area.
  - c. Think of 3-5 broad research questions that you would like to try to explore.
  - d. Select a public setting that is relevant to your investigation. This could include airports, coffee shops, parks, subway stations, train stations, downtown areas, malls, shopping centers among others. You will need to think about whether or not you will interact with people, and the amount of engagement.
  - e. The ethnography should be 40 minutes to an hour. Please be sure to take notes on setting and all aspects of viewed behavior.
  - f. After the ethnography, write a paragraph describing the method of the research study. Why did you pick this place? Did you choose to interact with people or not? Why? You should be able to describe the physical setting, other sights, sounds, smells, and take note of the time and date of the ethnography. You want to write a vivid picture of what you experienced during this ethnography.
  - i. Look for at least three themes that come out from the study. Write a brief paragraph **on each theme**, and support each theme with at least one quote from one of the participants.
  - ii. Write a concluding paragraph that discusses implications of your findings for your industry of interest.

## Assignment 10

Introduction: In this assignment, you will be asked to conduct a brief textual analysis.

What you will need: Microsoft Word, UF library, and a non-random sample of fifty units.

- 8) You are asked to describe a unique problem you'd like to explore that you believe can be solved with a textual analysis.
  - a. Write an introductory paragraph about the topic you're interested in looking into.
  - b. Write another paragraph explaining why there is a current gap in research in this area.
  - c. Think of 3-5 broad research questions that you would like to try to explore.
  - d. Select a public data base that could work here. It may be a twitter handle or a YouTube channel for the brand that you like. You could use a newspaper or magazine, too. The sample units should either be videos, photos, or print content.
  - e. The textual analysis should look for particular themes that manifest. As the sole researcher in this assignment, your interpretation is crucial to the success of this assignment. You must be able to justify the themes with evidence from the sample.
  - f. After the textual analysis, write a paragraph describing the method of the research study. Where did you get your sample? Why? How does this fit into the research study. How many sample units did you analyze?
  - i. Look for at least three themes that come out from the study. Write a brief paragraph **on each theme**, and support each theme with at least one piece of evidence from your sample.
  - ii. Write a concluding paragraph that discusses implications of your findings for your industry of interest.



## Assignment 11

Introduction: In this assignment, you will be asked to conduct a case study analysis.

What you will need: Microsoft Word, UF library, and a phenomenon of interest.

- 9) You are asked to describe a unique problem you'd like to explore that you believe can be solved with a case study.
  - a. Select a brand or company or unique phenomenon that you would like to consider.
  - b. Write an introductory paragraph about the topic you're interested in looking into. In this case, introduce the topic and write a summary of its history and the phenomenon (2-4 paragraphs)
  - c. Write another paragraph explaining why there is a current gap in research in this area.
  - d. Think of 3-5 broad research questions that you would like to try to explore.
  - e. The case study should be supported with primary research (but can also utilize secondary research). This means that you could conduct a brief survey (10-15 questions), a brief focus group (1 session, 3-5 participants, 6-8 research questions), in-depth interviews (5 interviews, 8-10 research questions) or any other methods you would like to use. **Please be sure to let me know if you are using different methods than what are listed above. Please be sure to use at least two methods, and one should be primary research-based.**
  - f. You should introduce the topic, and include a brief summary of the brand or company. Once this is done, you should write a paragraph on the methods of your case study. Which method(s) did you select? Why? If applicable for some of the methods, where did you get your data sources from? Why? How does this fit into the research study? How many sample units did you analyze?
  - i. Look for at least three findings that come out from the study. Write a brief paragraph **on each finding**, and support each theme with at least one piece of evidence from your sample.
  - ii. Write a concluding paragraph that discusses implications of your findings for your industry of interest.

# Final Marketing Report

Objective: Learn how to put together a cohesive marketing report on a topic of interest. This group assignment involves use of the survey method, focus group method, and brand audit analysis. You are asked to find an industry brand from any vertical or market and analyze it. The assignment will be graded out of 100 points. Please see the grading breakdown below:

## Grading Breakdown:

30% - Written survey portion

30% - Written focus group portion\*\* **To grade focus groups, please be sure to supply video recordings, as I will need to listen to transcripts to ensure accuracy\*\***

30% - Written brand audit portion

10% - Discussion/Conclusion

## Deliverables:

Introduction

Written survey instrument and results

Written focus group interview guide and transcripts\*\*

Written brand audit

Discussion/conclusion

**\*\*You will be required to get my approval of the final project topic before moving forward\*\***

One of the goals of this assignment is to ensure that you practice working in teams and fulfill your obligations to your group. The media industries rely on teamwork, so take advantage of this opportunity to showcase your teamwork skills. Moreover, this is an opportunity to leave this course with a portfolio demonstrating your abilities to write a market research report. A second goal is to hone your research skills. Be sure to take full advantage of the UF library databases for market and industry reports and related materials, including ABI/Inform complete database. These will help you in particular with the historical overview of industry trends and the market competition and market analysis sections of your report.

## Peer Evaluations

At the end of the project, students are expected to fill out peer evaluations that evaluate how members of their team performed during a project. I reserve the right to decrease points on individuals' final project grades based on evaluations from team members.

## Class Function:

Class will function as a workshop. You are expected to work on your assignments and consult me when necessary. Please be professional with your time spent in class. You may help each other on portions of the assignment, too.

You are expected to have sound punctuation, grammar, and sentence structure as well as correct citations and reference list. Points will be deducted for poor punctuation, grammar, sentence

structure, inaccurate citations and a reference list that is missing citations. Please use APA style throughout the entire report, including in-text citations and references. The report should be written in Times New Roman font, 12 point, double-spaced and default margin settings. **Points will be deducted for noncompliance with these rules. Moreover, any plagiarism found in this report will result in an “F” for the group grade. The group will be assigned one grade, though this may fluctuate based on team peer evaluations, which are to be completed on the last day of class.**

Please be sure that all survey questionnaires, focus group interview guides, and interview protocols are included as appendices in the back of the report.

**Cover Page** – Please put your name, date, class title and topic of interest as well as a picture of your brand in the middle of the cover page. It should be a picture or image related to the topic of interest. Remember, marketing is all about image!

**After the cover page, please provide a table of contents as well as appendices (located in the back of the report, but just before references) that contain copies of survey questionnaires, focus group guides and in-depth interview protocols.**

**All citations used throughout the market research report should be cited in-text as well as in the back, where there should be a references list.**

**The order of the report should be (and your table of contents should include):**

Introduction

Brand Audit

Brand Analysis

Consumer Analysis

The Brand Exploratory (Please be sure to place a copy of the in-depth interview guide or other research questionnaires/interview guides in the appendices section. For clarification on how to write up in-depth interviews, please see focus group example. Please limit in-depth interview to 8 to 10 questions)

Proposed Brand Positioning/Identity

Branding Recommendations

Focus Group

-Introduction

-Background

-Objectives

-Method

-Participants Biographies

-Key Findings

-Detailed Findings

Survey

-Introduction

-Summary Findings

-Detailed Findings

-Appendices

Brand Exploratory (I.E. In-depth interview guide)

Brand Exploratory (In-depth interview guide transcription)  
Focus Group Transcripts  
Survey Questionnaire

References

## INTRODUCTION

Introduction (2-3 pages)

Provide an overview of the industry problem in an industry or area of interest. Explain why this is important, why it is relevant to study, and how this may impact consumers.

## BRAND AUDIT

Objective: Learn how to apply brand concepts and analysis toward your brand of interest. **Since some of you are not studying brands, you may rename this is a “Market Audit” and thus replace all other “Brand” words with “Market.”**

The focus of the brand audit is to:

- 1) Conduct a Brand Inventory
- 2) Develop? A Brand Exploratory
- 3) Propose Brand Positioning
- 4) Prepare a Recommended Branding Plan

**Introduction** - (The intro section is a brief recap of the most important points from #2-4) (2-3 pages)

- a. Overview of your brand’s product category/market: Give a summary of your brand by identifying the current state of your brand, any major developments, and main competition within your brand.

### 1.Brand Inventory

Market Analysis (2-3 pages)

- a. Major trends in the product market: Identify trends in the brand over the last decade. This may include the evolution of the brand, its drivers and what has resulted from the brand from societal, political, and economic perspectives.
- b. Examine two to three major players in your brand. It could be executives, designers, marketers, or politicians among others. Consider how they impact the brand, and how long they have done so.
- c. What are the related products and services related to the brand? Why? How might this impact consumers’ perception of the brand?

### Brand Analysis (2-3 pages)

- a. Describe and analyze the major marketing/branding advertisements and campaigns that your brand has exhibited over the last decade (YouTube is a great resource for this). Do this for three related entities in your brand.

### Consumer Analysis (2-3 pages)

- a. Consumer profile: Describe the demographics/psychographics/product needs/usage of: a) The target market/consumer for the industry problem b) the core and potential market for these users related to the industry.
- b. Core benefits: Why do consumers gravitate toward this particular brand?
- c. What are the points of differences between the three related entities in your brand? What are the points of similarity between the three related entities in your brand?
- d. What do you prescribe should be done for your industry problem in the future? Based on the previous analyses you have conducted, what types of advertisements, marketing strategies, or cross-promotion should be executed to successfully push this brand forward in the future?

## 2. The Brand Exploratory:

(2-3 pages)

To identify the sources of the value or brand equity behind your brand, your team will need a preliminary investigation of consumers' brand awareness, associations, attitudes, preferences, loyalty and other perceptions. Specifically, you will need to use one of the three aforementioned market research methods to gather consumer information for this section of the report: 1) three 4-6 person focus groups 2) personal interviews of at least five consumers 3) one online survey of at least 60 consumers. An interview guide used to direct focus groups/personal interview or questionnaire for online consumer survey must be approved by your instructor before its implementation. It should also be included in the appendices in the final report. **It is recommended that you conduct in-depth interviews. You may split them up amongst group members as you wish.**

For this section, you should include:

- A) Consumer Research Questions: Identify the consumer research questions investigated in the exploratory. You may include questions regarding the types of brand associations consumers make with particular brands, as well as test brand recall,

brand recognition, brand image benefits (functional, symbolic, experiential), as well as brand attributes (price, user/usage image, brand personality, feelings and experiences). You may also create new questions, too.

- B) Research Design: Describe the market research/data collection method and participant recruitment process. Be specific and describe the steps of your investigation.
- C) Major findings: Present and analyze the major findings/themes from the results. If you use qualitative methods such as focus groups or personal interviews, please provide major themes/patterns observed with quoted statements. If you use quantitative research method like online surveys, please provide clear data and graphic tabulations (e.g., charts and tables).

## 1. Proposed Brand Positioning/Identity

(3-4 pages)

- A) The brand exploratory results should uncover current perceptions regarding your brand.

This section should consider the desired brand positioning/identity of your brand.

## 2. Branding Recommendations

(3-4 pages)

- A) Your team will recommend an action for your brand. This may include strengthening brand associations among consumers or perhaps creating new ones. Recommend strategies to improve consumer perceptions regarding your subject of interest.

## SURVEY

This section is dedicated to the survey instrument. This is quantitative research, which is based on objective measurements and scales. While it does not offer the kind of breadth and depth of qualitative research, it does provide an opportunity to cost-effectively study many consumers at once. It may be wise to attempt to measure brand awareness or brand image here, as determining brand recognition and brand recall will allow you to understand how consumers perceive your brand. **Each group is required to have AT LEAST 60 participants complete the survey. Each group is responsible for designing and disseminating the survey. Once data collection is done, each group should forward the data Excel spreadsheet to me to ensure accuracy of analysis.**

**The survey portion should include:**

**Introduction**

**Background:**

Discuss when the survey was disseminated, and to what population it was disseminated. What is the sampling frame?

**Objectives of the study:**

List the objectives of the survey. What are the goals of the research assignment?

**Method**

**Protocol Approval:**

What was the method used here? Describe the survey instrument and how it was approved.

**Recruitment:**

Discuss the method used to recruit participants.

**Participants:**

Describe the participants who completed the survey. Please list the amount of participants involved. Be sure to break down the gender of the participants, educational background as well as race.

**SUMMARY FINDINGS**

Please provide an executive summary of key points under key themes.

**For Each Theme:**

Break down each theme based on the questions asked. For each survey question, please provide a chart or table for the data being discussed.

## FOCUS GROUPS

Focus groups allow for in-depth and rich analysis of human processes. Moreover, they may help explain findings in quantitative research, or even serve as a pre-test for quantitative research.

**Each group will hold three focus groups. Each focus group session should be 30-40 minutes in length with 4-6 participants per focus group. There should be 8-10 questions in the focus group interview guide. It is recommended that each graduate student hold one focus group.**

**Introduction**

**Background:**

Discuss when the focus groups were held, and who participated in the focus groups. Who is the sampling frame?

**Objectives of the study:**

List the objectives of the focus group. What are the goals of the research assignment?

**Method**

**Protocol Approval:**

What was the method used here? Describe the focus group instrument and how it was approved.

**Recruitment:**

Discuss the method used to recruit participants.

**Participants:**

Describe the participants who completed the focus group. Please list the amount of participants involved. Be sure to break down the gender of the participants, educational background as well as race.

**Focus Group Location and Settings:**

Describe the focus group location and setting. Mention the building, type of table, furnishings in the room, lighting and temperature. Remember, it's important to show that the environment was normal and comfortable for participants (without saying it).

**Participants' Biographies:**

Introduce each focus group briefly:

Focus Group 1 was held on November 8<sup>th</sup>, and there were eight participants, six females and two males. Two were attorneys, and three were managers. All participants were from Florida. Here are the characteristics of each participant:

Anthony Palomba: Anthony is a Ph.D. candidate from Westchester County, New York. His area of interest is media management and marketing. His favorite comedy-driven television show is Arrested Development and his favorite radio station is Z100....\*

\*A brief survey of 5-7 questions should be developed by each group to be given out to participants as they enter each focus group session. These questions should ask participants about their usage and engagement with a brand, including its related products and services. This will allow the researcher to glean personal details about the participants.\*

**Key Findings**

Make sure that you discuss key themes here. Shape this as an executive summary.

**Detailed Findings**

Provide detailed summaries of themes. Use quotes from transcripts to highlight themes.

## Discussion/Conclusion

You should discuss your findings, results, and themes across all three methods and come up with a general sense of the state of your selected brand. Is it healthy? Is it performing well? Moreover, you should also make recommendations regarding how the brand can improve its current position in its own vertical against other competing brands.