

**DEPARTMENT:** .... : MARKETING (MCD)  
**COURSE** ..... : MASTER & PHD  
**SUBJECT** ..... : MULTI-METHODS IN MARKETING  
**LECTURER**..... : TÂNIA MODESTO VELUDO-DE-OLIVEIRA

**1<sup>ST</sup> SEMESTER /2018**

## SYLLABUS

### OBJECTIVE

The main objectives of this course are:

- a) To present contemporary views on multi-method and mixed method research, taking into account the foundational knowledge and terminology of the field and the concept of triangulation.
- b) To define and distinguish multi-method and mixed method research.
- c) To discuss paradigmatic assumptions of multi-method and mixed method research.
- d) To illustrate how qualitative and quantitative strands can be integrated, considering different data sources and stages of the research process.
- e) To discuss the current status quo of the use of multi-method and mixed method research in Consumer Behavior studies.
- f) To present the major mixed methods designs and discuss how they can be applied in Consumer Behavior studies.
- g) To provide a solid basis for critical thinking on the use of multi-method and mixed method approaches in Consumer Behavior studies and discuss situations where these approaches may be suitable or the best choice.
- h) To acknowledge the advantages and challenges of applying mixed method research in Consumer Behavior studies.
- i) To provide the tools to design a multi-method or mixed method research in a Consumer Behavior study, by making the student familiar with various methods of data collection that can be combined in a single Consumer Behavior project.
- j) To enable the student to develop his/her own ideas on a Consumer Behavior research topic as well as his/her ability to conceptualize and plan a research, applying a multi-method or mixed method research design.

### SUMMARY CONTENT

The subject includes the following content:

- a) Definitional issues in multi-methods and mixed methods research
- b) The major mixed method designs
- c) Multi-methods and mixed-methods in Marketing and Consumer Behavior studies
- d) Advantages and challenges of multi-methods and mixed methods research in Consumer Behavior studies
- e) Quantitizing and qualitzing

### METHODOLOGY

The course is totally centred on the student. The students should prepare pro-actively for all their classes. They should read the recommended material (articles and book chapters) and seek additional bibliography that will help them to understand the theories and methods presented in the reading material. It is expected that the students should be prepared to discuss the content of the recommended texts in class. We shall address various research methodologies during the course. These will be presented as part of the discussion of the conceptual themes addressed during the course. Apart from the multi-method and mixed method research designs, there will be no lessons on specific methodological content. Students should

seek additional information about the methodology which they wish or need to investigate. There is a project to be developed over the period covered by the course. It should be undertaken individually by each student and the students should organise their studies from the first lesson day to complete it on time. The professor will be at their disposal to solve doubts and exchange ideas on the project and the methodology involved.

#### EVALUATION CRITERIA

| Activity                                    | Weight |
|---|--------|
| Homework (1 + 2)                            | 30%    |
| Group activities (Activities 1 + 2 + 3 + 4) | 10%    |
| Exam  | 30%    |
| Individual research project                 | 30%    |

#### THE ETHICS OF THE LECTURER/STUDENT RELATIONSHIP

- Punctuality.
- Due preparation for the lectures.
- The fulfillment of the tasks given within the relevant deadlines.
- The honest undertaking of all activities.
- Mutual respect.

#### CONTACT AND OFFICE HOURS

Appointment should be made by email: [tania.veludo@fgv.br](mailto:tania.veludo@fgv.br)

#### BIBLIOGRAPHY

- Arnould, E.; Price, L. (1993). River magic, extraordinary experience and the extended service encounter. *Journal of Consumer Research*, v. 20, p. 24-45.
- Baca-Motes, K., Brown, A., Gneezy, A., Keenan, E. Nelson, L. (2013). Commitment and Behavior Change: Evidence from the field. *Journal of Consumer Research*, v. 39, n. 5, p. 1070-1084.
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- Creamer, E. G. (2017). *An Introduction to Fully Integrated Mixed Methods Research*. Sage: Los Angeles.
- Creswell, J. W. (2014). Mixed methods procedures. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Chapter 10), pp. 215-240. Los Angeles: Sage.
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- Creswell, J.; Clark, V. (2011). The nature of mixed methods research. In: Creswell, J.; Clark, V. *Designing and Conducting Mixed Methods Research* (Chapter 1), pp. 1-18. Thousand Oaks: Sage.
- Guest, G. (2012). Describing mixed methods research: An alternative to typologies. *Journal of Mixed Methods Research*, v. 7, n. 2, pp. 141-151.
- Hanson, D.; Grimmer, M. (2007). The mix of qualitative and quantitative research in major marketing journals, 1993-2002. *European Journal of Marketing*, v. 41, n. 1/2, pp. 58-70.

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- Harrison, R. L.; Reilly, T. M. (2011). Mixed methods designs in marketing research. *Qualitative Market Research: An International Journal*, v. 14, n. 1., p. 7-26.
- Hausman, A. (2000). A multimethod investigation of consumer motivation in impulse buying behavior. *Journal of Consumer Marketing*, v. 17, n. 4-5, p. 403-419.
- O'Guinn, T. C.; Faber, R. (1989). Compulsive buying: A phenomenological exploration. *Journal of Consumer Research*, v. 16, n. 2, p. 147-157.
- Hesse-Biber, S. (2010). Qualitative approach to mixed methods practice. *Qualitative inquiry*, v. 16, n. 6, pp. 455-469.
- Johnson, R. B. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, v. 33, n. 7, pp. 14-26.
- Johnson, R. B.; Onwuegbuzie, A. J.; Turner, L. A. (2007). Toward a definition of mixed method research. *Journal of Mixed Methods Research*, v. 1, n. 2, p. 112-133.
- Mason, J. (2006). Mixing methods in a qualitatively driven way. *Qualitative Research*, v. 6, n. 1, pp. 9-25.
- Maxwell, J. A. (2010). Using numbers in qualitative research. *Qualitative Inquiry*, v. 16, n. 6, p. 475-482.
- McAlexander et al. (2002). Building brand community. *Journal of Marketing*, v. 66, n. 1, p. 38-54.
- Mertens, D. M. (2007). Transformative paradigm: Mixed methods and social justice. *Journal of Mixed Methods Research*, v. 1, n. 3, p. 212-225.
- Milne et al. (1996). Environmental organization alliance relationships within and across nonprofit, business, and government sectors. *Journal of Public Policy and Marketing*, v. 15, n. 2, p. 203-215.
- Saunders, M.; Lewis, P.; Thornhill, A. (2009). Formulating the research design. *Research Methods for Business Students (Chapter 5)*, pp. 106-135. 5th ed. Harlow: Prentice Hall.
- Saunders, M.; Lewis, P.; Thornhill, A. (2009). Understanding research philosophies and approaches. *Research Methods for Business Students (Chapter 4)*, pp. 106-135. 5th ed. Harlow: Prentice Hall.
- Scaraboto, D.; Fischer, E. (2012). Frustrated fashionistas: An institutional theory perspective on consumer quests for greater choice in mainstream markets. *Journal of Consumer Research*, v. 39, p. 1234-1257.

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## **INSTRUCTIONS FOR THE UNDERTAKING OF THE ACTIVITIES**

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### **Exam (individual)**

The students will individually undertake an exam during this course. The exam should be a critique that addresses the advantages and challenges of conducting mixed-methods research in consumer behavior studies. The students are allowed to consult the recommended material to develop their critique, as well as additional printed or online material that they may judge relevant. Students are allowed to bring their notebook to the exam. The exam should be done at the classroom and throughout lesson time (not before or after the class).

### **Group activity (in groups or pairs)**

A series of group activities will be proposed during this course. It is expected that the students assume a pro-active posture in discussing the texts and developing the proposed activity in their groups. All the students should read the recommended material and be prepared to discuss it deeply and meaningfully in the class with their colleagues and the lecturer.

### **Homework (individual)**

Homework should be done individually outside lesson time. Students should upload the homework in the E-class and hand-in their printed homework on the lesson day, as indicated in the course outline.

#### **Homework 1 – Mixed Methods in Marketing and Consumer Behavior studies (Student's short presentation in English)**

You should prepare one-page document to hand-in and a short presentation in Power Point (10-15 min.) to present to your colleagues. To develop this exercise, you should read Harrison & Reilly (2011) and choose one study from the 39 mixed method studies that Harrison &

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Reilly (2011) analyzed. You should analyze how the chosen study employed the mixed method research. In your document and your presentation, you should:

1. Contextualize the chosen study (E.g. Context of the study, area addressed in marketing or consumer behavior etc. Present relevant information for your audience to understand what the study is about).
2. Present the objective/research questions of the chosen study.
3. Describe the chosen study, answering the following questions:
  - 3.1. Has the study described itself as mixed method?
  - 3.2. What are the types of data sources involved (e.g. survey, focus groups etc.)?
  - 3.3. Was one data set collected prior to the other? If so, what is the sequence?
  - 3.4. Has one data set provided information, explained or enhanced the results of the subsequent data collection? If so, how?
  - 3.5. Was one type of data transformed into a data set of the other type (i.e., was the data quantified or qualified)? If so, what type of conversion was done (e.g., calculation of theme frequencies arisen from interviews, labeling the factors arisen from Exploratory Factor Analysis)?
  - 3.6. Are qualitative and quantitative data sets analyzed independently or in an integrated manner?
  - 3.7. Has the analysis of the data sets converged or diverged? Explain.
  - 3.8. Do you have any recommendation or critique about the mixed method research employed in this study? (E.g. Are the relationship and influence between data sets explicit? Is the study well organized in the way it presents its mixed method research (E.g. separate sections for each type of data set, joint analysis etc.)?)

## **Homework 2 – “Quantifying Words and Qualifying Numbers”**

We have learned that in mixed method research it is possible to quantify qualitative data and qualify quantitative data.

An example of quantifying (or quantifying) qualitative data is to “code qualitative data, assign numbers to codes, and record the number of times codes appear as numeric data. Descriptively analyze data for frequency of occurrence.” (Creswell, Plano, Gutmann and Hanson, 2003, p. 233).

An example of qualifying (or qualifying) quantitative data is to “factor-analyze the quantitative data from questionnaires. These factors then become themes. Compare these these themes to themes analyzed from qualitative data” (Creswell, Plano, Gutmann and Hanson, 2003, p. 233).

Creswell, J. W.; Plano, C.; Gutmann, M. L.; Hanson, W. E. *Advanced Mixed Methods Research Designs* (Chapter 9). In: Tashakkori, A. & Teddlie, C. *Handbook of Mixed Methods in Social & Behavioral Research*. (pp. 209-240). Thousand Oaks: Sage.

Search an article of your own interest that has quantified qualitative data or qualified quantitative data. Please write a paragraph explaining how it has been done and hand-in the paragraph at class as indicated in the course outline. Be prepared to share and explain the procedure (of quantifying qualitative data or qualifying quantitative data) used in the article of your choice to your colleagues and the lecturer at the beginning of the class. No need to prepare a formal presentation for this activity. You may simply read to your colleagues what you have written, or explain it using your own words.

## **Research project (individual)**

Students should individually develop a project on a specific Consumer Behavior topic. It is highly recommended that the students address the theme that will be studied in their dissertation/thesis. The objective of this activity is to encourage students to think about her/his research from different methodological perspectives, thus combining them into a single methodological approach that uses multi-methods or mixed methods.

Although the focus of this project is on the methodology of students’ research projects, it is important to contextualize their research to the audience. Therefore, it is expected that the students introduce both the theoretical topic and the contextual theme of their studies and present the rationale for researching it. Furthermore, the students should present the research problem (or general and specific objectives) and produce a brief theoretical frame of reference based on the relevant literature of his/her theme. They should present up-to-date data, gaps in the literature, and justify the importance of their study to the field.

Students should consider at least two different methods in their projects. The methods may be a survey, an experiment, a netnography, a qualitative projective technique, long interviews etc. It is the student's job to justify how the methods are integrated in their projects and explain the reasons why they were chosen. The students should be clear about how mixing will be achieved in their research projects, indicating the stages of research in which it

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will occur and the types of data sources used. The students should indicate the timing and the priority given to each method in their research. That is to say, from the point of view of a multi-method or mixed method approach, the students should discuss which type of data collection or research method(s) will be used in their research as the previous/next step, and justify it, taking into consideration the purpose of their research. They should explain how these chosen methods would join together in their research design. Students should be clear and creative in developing the methodological design of their own research.

To conclude their projects, the students should indicate the possible contributions of the research (for the knowledge and practice of marketing) and possible limitations (evaluating the appropriateness of the multi-method or mixed method approach chosen to the particular research setting and research questions of the study).

Students should upload their final project in the E-class and deliver a printed copy in the last day of the course.

Students should prepare a short 10-15 min. presentation of his/her research project to present at class.

***Please, adopt the the following format in your written project:***

Layout of the pages: size of paper A4

margins: top - 3cm; bottom - 2cm; right - 2cm; left - 3cm.

Layout of the text:

Times New Roman Type 12

Spacing between characters, words and lines: 1.5

Use the bottom of the pages (and not the top) for the numbering of the pages.

Number of pages: minimum 5, maximum 10, including illustrations and references

Content of the first page

Title of the study, all the main words beginning with capitals

Student's name

The beginning of the text itself

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**COURSE OUTLINE**


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| <b>Class</b> | <b>Topic</b>  | <b>Recommended reading material</b>   | <b>Student activity</b>  |
|--------------|---|---|--|
| 1            | Definitional issues in multi-methods and mixed methods research | <p><u>Mandatory reading:</u></p> <p>Creswell, J. W. (2014). The selection of a research approach. <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (Chapter 1), pp. 1-22. Los Angeles: Sage.</p> <p>Johnson, R. B.; Onwuegbuzie, A. J.; Turner, L. A. (2007). Toward a definition of mixed method research. <i>Journal of Mixed Methods Research</i>, v. 1, n. 2, p. 112-133.</p> <p>Maxwell, J. A. (2010). Using numbers in qualitative research. <i>Qualitative Inquiry</i>, v. 16, n. 6, p. 475-482.</p> <p>Saunders, M.; Lewis, P.; Thornhill, A. (2009). Formulating the research design. <i>Research Methods for Business Students</i> (Chapter 5), pp. 106-135. 5th ed. Harlow: Prentice Hall.</p> <p>Saunders, M.; Lewis, P.; Thornhill, A. (2009). Understanding research philosophies and approaches. <i>Research Methods for Business Students</i> (Chapter 4), pp. 106-135. 5th ed. Harlow: Prentice Hall.</p> <p><u>Additional reading</u> (<i>indicated only for those students who want to deepen their learning</i>):</p> <p>Feilzer, M. Y. (2010). Doing mixed methods research pragmatically: Implications for the rediscovery of pragmatism as a research paradigm. <i>Journal of Mixed Methods Research</i>, v. 4, n. 1, p. 6-16.</p> <p>Hesse-Biber, S. (2010). Emerging methodologies and methods practices in the field of mixed methods research. <i>Qualitative Inquiry</i>, v. 16, n. 6, p. 415-418.</p> | <p><b>Activity 1</b> – Group activity: “The Metaphorical Symbol” (at class)</p>    |
| 2            | The major mixed method designs                                  | <p><u>Mandatory reading:</u></p> <p>Bahl, S.; Milne, G. R. (2006). Mixed methods in interpretive research: An application to the study of the self-concept. In: Belk, R. <i>Handbook of Qualitative Research Methods in Marketing</i> (Chapter 15), pp. 198-218. Cheltenham: Edward Elgar. (<i>You need to read from page 198 until page 201 only</i>).</p> <p>Creswell, J. W. (2014). Mixed methods procedures. <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (Chapter 10), pp. 215-240. Los Angeles: Sage.</p> <p>Mertens, D. M. (2007). Transformative paradigm: Mixed methods and social justice. <i>Journal of Mixed Methods Research</i>, v. 1, n. 3, p. 212-225</p> <hr/> <p>Please observe the methodology of the following articles (<i>be prepared to discuss the methodologies of these articles in the class</i>):</p> <p>Article 1: Milne et al. (1996)</p> <p>Article 2: Hausman (2000)</p> <p>Article 3: O’Guinn &amp; Faber (1989)</p> <p>Article 4: McAlexander et al. (2002)</p> <p>Article 5: Arnould &amp; Price (1993)</p> <p>Article 1: Milne et al. (1996). Environmental organization alliance relationships within and across nonprofit, business, and government sectors. <i>Journal of Public Policy and Marketing</i>, v. 15, n. 2, p. 203-215.</p> <p>Article 2: Hausman, A. (2000). A multimethod investigation of consumer motivation in impulse buying behavior. <i>Journal of Consumer</i></p> | <p><b>Activity 2</b> – Group activity: “Flip Charts &amp; Post-its” (at class)</p> |

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|   |  | <p>Marketing, v. 17, n. 4-5, p. 403-419.</p> <p>Article 3: O'Guinn, T. C.; Faber, R. (1989). Compulsive buying: A phenomenological exploration. <i>Journal of Consumer Research</i>, v. 16, n. 2, p. 147-157.</p> <p>Article 4: McAlexander et al. (2002). Building brand community. <i>Journal of Marketing</i>, v. 66, n. 1, p. 38-54.</p> <p>Article 5: Arnould, E.; Price, L. (1993). River magic, extraordinary experience and the extended service encounter. <i>Journal of Consumer Research</i>, v. 20, p. 24-45.</p> <p><u>Additional reading</u> (indicated only for those students who want to deepen their learning):</p> <p>Guest, G. (2012). Describing mixed methods research: An alternative to typologies. <i>Journal of Mixed Methods Research</i>, v. 7, n. 2, pp. 141-151.</p> |   |
| 3 | Mixed methods in marketing   | <p><u>Mandatory reading:</u></p> <p>Harrison, R. L.; Reilly, T. M. (2011). Mixed methods designs in marketing research. <i>Qualitative Market Research: An International Journal</i>, v. 14, n. 1., p. 7-26.</p> <p>Hanson, D.; Grimmer, M. (2007). The mix of qualitative and quantitative research in major marketing journals, 1993-2002. <i>European Journal of Marketing</i>, v. 41, n. 1/2, pp. 58-70.</p>   | <p><b>Homework 1</b> – “Mixed Methods in Marketing and CB” (Student’s short presentation in English)</p>  |
| 4 | Quantifying words and Qualifying numbers   | N/A  | <p><b>Homework 2</b> – “Quantifying Words and Qualifying Numbers” (Student’s reading their text to the class)</p> <p><b>Activity 3</b> – Group activity: “Helping your colleague to choose a multi-method or mixed-method design” (at class)</p> <p>The lecture will organize a schedule for class meeting on 23/11</p> |
| 5 | Multi-methods in marketing   | <p><u>Mandatory reading:</u></p> <p>Coupland, J. C. (2005) Invisible brands: An ethnography of households and the brands in their kitchen pantries. <i>Journal of Consumer Research</i>, v. 32, p. 106-118.</p> <p>Scaraboto, D. &amp; Fischer, E. (2012). Frustrated fatshionistas: An institutional theory perspective on consumer quests for greater choice in mainstream markets. <i>Journal of Consumer Research</i>, v. 39, p. 1234-1257.</p> <p>Baca-Motes, K., Brown, A., Gneezy, A., Keenan, E. Nelson, L. (2013). Commitment and Behavior Change: Evidence from the field. <i>Journal of Consumer Research</i>, v. 39, n. 5, p. 1070-1084.</p>   | <p><b>Activity 4</b> – “Discussion of the articles and their methodologies”</p>   |
| 6 | Advantages and challenges of mixed methods research in Consumer Behavior studies | <p><u>Useful reading for undertaking the exam:</u></p> <p>Bryman, A. (2007). Barriers to integrating quantitative and qualitative research. <i>Journal of Mixed Methods Research</i>, v. 1, n. 1, pp. 8-22.</p> <p>Creswell, J.; Clark, V. (2011). The nature of mixed methods research. In: Creswell, J.; Clark, V. <i>Designing and Conducting Mixed Methods</i></p>   | <p><b>Exam</b> – Individual activity: “Critique about advantages and challenges of mixed methods research to CB” (at class)*</p> <p>*Bring your notebook</p>  |

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|---|---|---|---|
|   |   | Research (Chapter 1), pp. 1-18. Thousand Oaks: Sage.  | to class  |
|   |   | Hesse-Biber, S. (2010). Qualitative approach to mixed methods practice. <i>Qualitative inquiry</i> , v. 16, n. 6, pp. 455-469.                  |   |
|   |   | Johnson, R. B. (2004). Mixed methods research: A research paradigm whose time has come. <i>Educational Researcher</i> , v. 33, n. 7, pp. 14-26. |   |
|   |   | Mason, J. (2006). Mixing methods in a qualitatively driven way. <i>Qualitative Research</i> , v. 6, n. 1, pp. 9-25.                             |   |
| 7 | Choosing a multi/mixed method design for your own project                   | N/A   | <b>Activity 5</b> – Individual meeting with the lecturer (at class)<br>– Meeting with the lecturer to discuss a multi-method or mixed-method proposal for your own research |
| 8 | Presenting your research project’s proposal for a multi/mixed method design | N/A   | <b>Research project</b> – Student’s final presentation in English   |

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