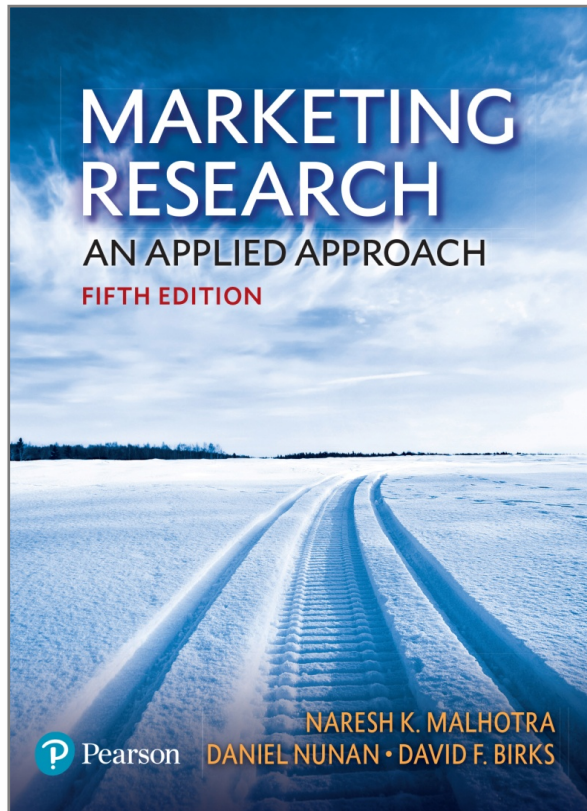


Marketing Research

An Applied Approach

5th edition



Chapter 8

Qualitative research: in-depth interviewing and projective techniques

With no social pressure to conform to group responses, participants can be questioned in depth in a context that allows them to really express how they feel.

Chapter outline

- 1) In-depth interviews
 - a. The meaning of 'in-depth'
 - b. Procedure
 - c. Advantages and challenges of in-depth interviews
 - d. The laddering technique
 - e. The repertory grid technique
 - f. The Zaltman metaphor elicitation technique
 - g. Applications of depth interviews
- 2) Projective techniques
 - a. Association techniques
 - b. Completion techniques
 - c. Construction techniques
 - d. Expressive techniques
 - e. Advantages and disadvantages of projective techniques
 - f. Applications of projective techniques
- 3) Comparison between qualitative techniques.

Overview

- We start by describing and evaluating what is meant by an **in-depth interview** and the procedure of **in-depth interviewing**.
- In the process of conducting in-depth interviews, the techniques of “laddering” and “repertory grid” can be applied to help to structure the elicitation and analysis process.
- The indirect qualitative association, completion, construction and expressive projective techniques are described and illustrated.

In-depth interviews and fragrances

- Christian Dior and the research agency Repères developed a **RESEARCH APPROACH** that tested consumer reactions to **NEW FRAGRANCES** and **the context** in which they are used.
- This work was particularly aimed at supporting decisions made in the launch of new fragrances. **Researchers used IN-DEPTH INTERVIEWS.** They felt there **were limitations** in how consumers could talk about **fragrances** and so chose *metaphors* as a way of describing an object, using words other than those that consumers usually employ.
- **Why in depth-interviews?** The researchers felt that **individual interviews** enabled them to go beyond **initial reactions** and explore the **emotional unconscious**. They considered that group discussions would never go as far into perceptions because participants could be restricted in their emotional reactions by the perception of other participants.
- Participants were recruited with a **specially designed recruitment questionnaire** that ensured that all had a minimum **level of creativity** and were able **to speak** on the topics under investigation.
- The room and the moderator were prepared to be as neutral so that the fragrance under study was the star of the experience.
- The moderator avoided wearing perfume so as not to pollute the air. The participants were asked to attend unscented (inodore).
- They were asked to place the tested fragrance on their skin as they were needed to claim ownership of the fragrance.



In-depth interviews: the meaning of “in-depth”

- An in-depth interview is an **unstructured, direct, personal interview** in which a single participant is probed by an **experienced interviewer** to uncover *underlying motivations, beliefs, attitudes and feelings* on a topic.
- It is a **qualitative interview** and, as such, is based upon **conversation**, with emphasis on **researchers** asking questions and listening, and **participants** answering. The emphasis is upon a **full interaction** to understand the meaning of the participant’s experiences and life worlds.
- In order to tap into these experiences and life worlds, **in-depth interviewing** uses a certain style of *social and interpersonal interactions*. In-depth interviews develop and build upon **intimacy**. They can resemble the forms of talking one finds among close friends. But all the information obtained are used for certain purposes.
- In-depth interviewing seeks “**deep**” information and understanding. The word “**deep**” has four meanings in this context.

In-depth interviews: the meaning of “in-depth”



1. **Everyday events.** Deep understandings are held by the participants in some everyday activity, event or place. *The interviewer seeks to achieve the same deep level of knowledge or understanding as the participants.* If the interviewer has never used eBay to buy or sell products and this experience is what is being investigated, in-depth interviewing can be used

2. **Context.** In depth interviewing aims to explore contextual boundaries to uncover what is hidden from ordinary view and to penetrate the more reflexive understanding about the nature of that *experience*. In an *eBay* investigation, the interviewer can explore the meanings of different shopping experiences, the thrill of winning a “deal” and the joy of owning a particular artefact.



In-depth interviews: the meaning of “in-depth”

3. **Multi-faced.** Deep understanding allow *multiple views* and *perspectives* on the meanings of some activity, event, place or cultural object. The researcher may wish to explore the many perspectives of eBay buyers and sellers, family members who make transaction on e-Bay, executives who manage eBay.



4. **Interviewer reflection.** Deep understandings can help to reveal the interviewer’s common sense *assumptions*, practices, ways of talking and self-interest. The situation mirrors *children-parent relationships*. Children do not learn what their parents tell them, but what they are prepared and ready to hear. Researchers do not necessarily “hear” what their informants tell them, but only what their own intellectual, social, cultural and ethical development has prepared them to hear.

Going deep into the minds of iconsumers is a **learning process**. Researchers make mistakes, learn from their experiences, discovering strengths and playing to them, realizing weakness and understanding how to compensate for them. In this spirit of experimentation and learning we present a procedure that encapsulates how a researcher may approach the in-depth interview.

<https://www.youtube.com/watch?v=U4UKwd0KExc>

<https://www.youtube.com/watch?v=eNMTJTnrTQQ>

In-depth interviews: Procedure



The **researcher** interviews the *marketing director of a soap brand* that has successfully sponsored a major athletics event. The sponsorship has resulted in many industry awards, increased sales and better employee-employer relations. The researcher wishes to understand why the soap manufacturer **became involved** in the sponsorship and how it achieved such success.

The in-depth interview with the **marketing director** takes places from 30 minutes to over an hour.

1. Once the interviewer has gained access to the *marketing director* (which could be problematic; why should he/she give up valuable time and share commercial knowledge?), the interviewer begins by a) explaining the purpose of the interview, b) showing what both will get out of taking part in the interview and c) explaining what the process will be like.
 2. Beyond the introduction, the interviewer may ask the marketing director a *general question* such as “**what impacts have the industry awards had upon your business?**”. This question could encourage the marketing director to talk more freely about the different impacts of the awards. The impact of sponsorship could be upon existing and potential new customers, employees and suppliers.
- The interviewer uses an unstructured format, guided by a topic guide as a reminder of important subject areas to cover. But the subsequent direction of the interview is determined by the participant’s initial reply.

In-depth interviews: Procedure



Suppose that the participants replies to the initial question by saying: *The **award** for the best use of sponsorship in the launch of a new product gave us the most satisfaction. It has made us review how we execute all of our new-product launches and integrate different marketing agencies, our employees and supply chain.*

- The interviewer might then pose a question such as “was it the award that initiated the review or would you have done that anyway”?
- If the answer is not very revealing, the interviewer may ask: “what did the award tell you about how you worked as a team?”.
- This question could open up a whole series of issues such as “trust”, “relationship development”, “technical support”. This answer could emerge from a *heading* of “integrating sponsorship with other marketing communications” on the topic guide.



Probing is relevant to obtain *meaningful responses* and uncovering hidden issues. Probing can be done by asking general questions such as “*why do you say that?*”, “*that’s interesting, can you tell more*” or “*would you like to add anything else?*”? Probing can search for general issues but also be more specific, an example could be the question: “*what does good teamwork mean to you?*”



In-depth interviews: Procedure



- The interviewer must **listen carefully** and **observe** which issues fire enthusiasm in the participants.
- The questions and probes the interviewer put to participants should follow the **interest** and **logic** of the participants, making them feel motivated to respond in a manner that suits them.
- The participants should feel comfortable and relaxed (office, home, sport clubs as places to make interviews). There have even been experiments using a “**research taxi**” in which participants are taken to their destination while they participate in an interview conducted by the researcher-driver, and shadowing (observations and interviews) with subway passengers during their home-work commute.
- The in-depth interview is the best way to gain access and to talk to **managers**. Much of the interviewing takes places in their office and a time that is convenient to them.
- Researchers can also observe characteristics of the manager in their office environment that can be of help in the analysis *[the level of formality in the workplace, reports and books that the manager has for reference, the manager’s use of technology]*.

In-depth interviews: Procedure

In order to make the in-depth interview works, the interviewers should:

- Do their utmost to develop an empathy with the participant
- Make sure the participant is relaxed and comfortable
- Be personable, to encourage and motivate participants
- Notes issues that interest the participant and develop questions around these issues
- Not be happy to accept brief “yes” or “no” answer
- Note where participants have not explained clearly enough issues that need probing.

In **marketing research** the context of the in-depth interview helps to set the frame of mind of the participant. The context should also help the participant and interviewer to relax, engendering an atmosphere to explore and develop issues that they feel to be relevant.

In-depth interviews: Procedure

The in-depth interview helps **to overcome**:

- **Hectic** (frenetico) **schedule**: the ideal participants tend also to be the *busiest* and most *successful people*. They can make time for an interview, but are rarely able to spare [prestare] the much greater time needed for them to come to a group discussion at some location away from their office.
- **Heterogeneity**: the group discussion is dependent on the group's composition being fairly homogeneous; the job backgrounds of business people make them too varied to be entirely comfortable in a group.
- **Live context**: a lot of information comes from seeing the participant at their desk, which is missed in a group discussion. Work schedules pinned to the wall, the working atmosphere, artefacts placed on the desk, family photographs, the way coffee is served
- **Interviewer reflection**: groups do not allow the researcher enough thinking time. Individual interviews give much more scope for experimentation. If one way does not work, it is only one participant, not a whole group, that is affected.

In-depth interviews: Procedure

- Another major application of in-depth interviews is in the **interviewing of children**.
- Researchers into children and teenagers spend considerable time working out the **best research approach**. Debates on the most appropriate research techniques are a lot: in-depth interview versus group, mini groups versus standard groups, friendship pairs versus stranger groups, association projective techniques versus expressive ones, and of digital media-based techniques
- It is relevant to ensure children **certain situations** in which they are interviewed.
- Like adults, children have **multi-faced personalities**. But the essential difference between children and adults is the extent to which different aspects of the persona can be accessed on one occasion and in one situation, the research setting.
- Adults have insight into the different roles and behaviors, which they adopt in different contexts, can project other aspects of themselves that they bring into the research situation. On the contrary *children* and young *teenagers* react to the moment and thus project only one aspect of themselves. They lack maturity, experience and self-knowledge to draw on other parts of themselves.
- A question like “what do you think about ?” may throw children into confusion. A formulation such as “if you were to call your friends about this, what would you tell them?” would be more likely to produce illuminating response.

Quantifying the emotional aspects of advertising

In order to understand how to talk to **children** we need to find way to connect to them and hence explore what it is like to be a 10 year old.

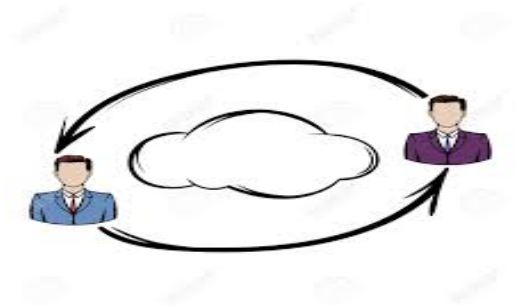
The way Optimisa (www.optimisa-research.com) tries to understand how we as adults adapt to who children are, finding a way to engage with every child and building a bridge to help us reach their world. A good starting point is the skills children have developed in school, using these as the building blocks for the technique.

Thus, rather than asking a child a direct question, we can ask children to draw picture, or select a photograph, or even write a story that simply relates to the question we are trying to ask. Children react well to this approach and find the prop easy to talk around, often giving the researchers more than they hoped for.

An effective technique when working with children is the use of **friendship pairs** – interviewing two friends or classmates together. This helps to cut out lying because children are not alone with strangers and because, if one tells a lie, the other tells on that one. The ingrained honesty of children makes them easier to research than adults, who of course are far more accomplished exponents of deception.



Advantages and challenges of in-depth interviews



In-depth interviews have the following advantages:

- Uncover a **greater depth of insights** than **focus group**. It concentrates and develops an issue with the individual; in the focus group this is not possible.
- Attribute the **responses directly** to the participant; in the focus group it is difficult to determine which participant made a particular response.
- **Free exchange of information** that may not be possible in focus group because, alone, there is no social pressure to conform to group response.
- Be easier to **manage** than the focus group as there are not so many individuals to coordinate and the interviewer can travel to the participant.

EASY



Disadvantages/Challenges of in-depth interviews



The **lack of structure** makes the results susceptible to the interviewer's influence and the quality and completeness of the results depend heavily on the interviewer's skills.

The **length of the interview** combined with **high costs**, means that the number of in-depth interviews in a project tends to be few. If few in-depth interviews can be managed, the researcher should focus upon the quality of the whole research experience.

Qualities that the participant possesses in terms of richness of experience and how relevant the experiences are to the study



The quality of drawing out and getting participants to express themselves clearly and honestly

The quality of the analysis in terms of interpretation of individual participants and individual issues evaluated across all the interviews conducted.

The **data obtained** can be difficult to **analyze** and **interpret**. Many responses may not be taken at face value; there can be many hidden message and interpretations in how participants express themselves. Additional observations add to the richness and multi-faced analyses and potential transcription.



Christian Dior in-depth interview discussion guide



The in-depth interview approach developed by Christian Dior and the research company Repères followed these stages:

- 1) **Gather initial sensations** and **emotions** that come up instantly after a first sniff. [evocations and imagery were explored: associations, imaginary place/scene, a photofit of the fragrance, etc..]
- 2) Gather **new sensations** a few minutes after the first sniff and then **re-evaluate** the different sensations mentioned to obtain [a) a detailed description of each sensation (if sensation of warmth, is it warmth from a chimney fire, from the noon sun, from a duvet-piumino) and where it operates (on the body, on the mood, on the state of mind); b) the source of this sensation: what note, what scent, what sort of odour.



Christian Dior in-depth interview discussion guide

- 3) Analyse the **olfactory journey** or construction of the **fragrance**, its mechanism (it goes from what sensation/effect to what sensations)
- 4) Identify the **resulting personality** of the fragrance: descriptors, values, objectives, etc...; the projected target: what is the likely female (male) profile for the fragrance.
- 5) Image **assessment** using visual stimuli (photos, colours, shape, etc..) to expose hidden or unconscious perceptions.
- 6) Then close up with a **critical assessment** of the potential and limitations of the fragrance.

The laddering technique

- The in-depth interview can be driven by a topic guide, made up of just a **few topics** covering a very broad range of issues. The nature of questions, the order of questions and the nature of probes can be driven by the interviewer's perception of what will draw the best out of participants.
- But an **in-depth interview** can be **semi-structured** where parts of the **interview** use consistent and highly structured questions.
- One of the most popular techniques is called **laddering**.
 - It requires interviewers to be trained in specific **probing techniques** in order to develop a **meaningful "mental map"** of the **consumer's view towards a particular product**.
 - The ultimate goal is to **combine mental maps of consumers who are similar**, which lead to the reasons why **consumers purchase particular products**.

HOW TO USE
THE LADDERING
TECHNIQUE
in Your Language
Learning Plan

Bilingua



The laddering technique

The laddering technique is made up of a **linking** [collegamento] **of elements** that represent the **link** between **products** and the **consumer's perception process**. The laddering technique is designed to identify and follow the chain:

Attributes- Consequences-Values (A-C-V)

The *in-depth interview* using the laddering technique is based on **comparisons** of the consumer's choice alternatives. These can include for example different products used for the same purpose such as an electric toothbrush and a conventional toothbrush or such as certain food products respect to others.

The interview revolves around **3 basic questions** that could be:

- 1. Attributes.** What is different about these alternatives (low calories)
- 2. Consequences.** What does this difference mean (e.g. not fattening)
- 3. Values.** How important is this for you (e.g. health)

<https://www.youtube.com/watch?v=SUUqE3hJm3o>



The laddering technique

- The resulting responses are analyzed to establish possible **categories** of **attributes**, **consequences** and **values**.
- Laddering requires an interviewer **with experience** of in-depth interviewing.
- It sets out to unravel “how consumers translate product attributes, through personal meanings associated with them to provide a **motivational and cognitive structure** to purchase decisions in a given market”.
- It look at a brand in terms of the **attributes** that **make it different from other brands**, the **consequences** of this for the individual (what does the difference mean?) and the **value** the difference has (how important is it?).

The repertory grid technique

- Another technique that is applied to qualitative in-depth interviewing is the repertory **grid technique** (RGT).
- It was developed by George Kelly (1955) and is used to explore **the meanings** that people attach to the world around them and which is hard to articulate. It is rooted in a grounded theory perspective.
- It is used when there is a need **to explore** the personal worlds of participants.
- It can help to access the underlying realities in situations where the cultural or people issues are particularly strong, and where participants might otherwise feel constrained to try to answer in the way they think they should as opposed to how they really think.

The stage involved in the **repertory grid technique** are:

1. Element selection
2. Construct elicitation
3. Element comparisons
4. Data analysis

The repertory grid technique

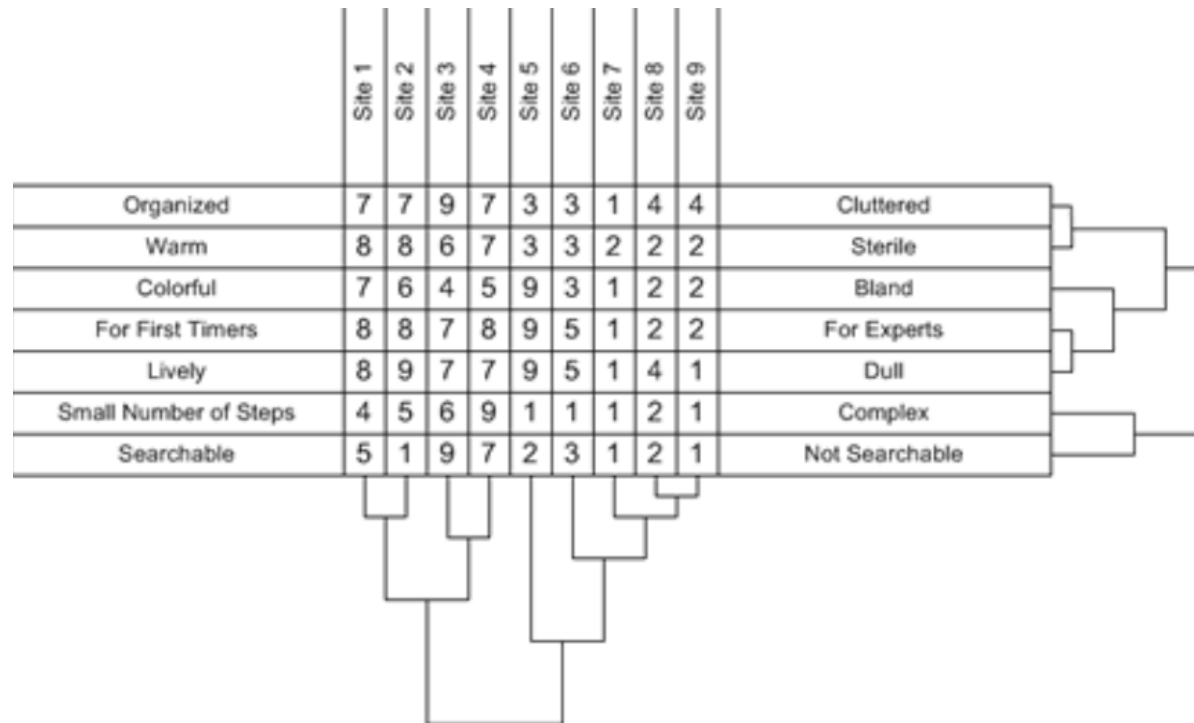
Element selection. The elements selected will depend upon the nature of consumer behavior that the interviewer wishes to examine. In a study that wished to understand the process of effective new product development the element chosen included **30 successful new products** and services such as Slim Fast, Pull Ups, Loed Tea, Ultraglide, Baby Jogger, Gormet Coffee, Zantac, Paragliders, MTV and Carmen Soft. These elements should be chosen by the participants not just chosen and presented by the interviewer.

Construct elicitation. The interviewer now seeks to understand what connects together the different elements.

- The first stage of this involves the interviewer selecting **three of the chosen elements** at random and then presenting to the participant small cards with a summary of these elements.
- The participant is then asked to describe how **they see two of the three** to be alike and **how the third can be different.**
- The researcher selects different **“triads”** to the point where all the elements have been contrasted or the participant cannot describe further similarities or differences. Construct elicitation draws out the participant’s perspective of the important features that encapsulate a particular form of behavior.

The repertory grid technique

EX. User experience comparisons

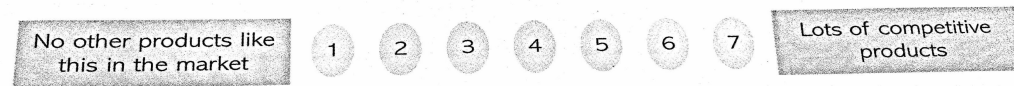




The repertory grid technique



Element comparisons. The constructs elicited from participants are turned into bipolar descriptions in a manner similar to the semantic differential scale.



Data analysis. A grid can be assembled containing total response from one participant.

Construct	MTV	Gourmet Coffee	Paragliders
Market <u>newness</u>	6	6	2
Company <u>newness</u>	3	7	1
Technology <u>newness</u>	2	4	6

With a number of these completed grids, **factor analysis** can be performed to discover the important underlying factors or dimensions that encapsulate a particular **form of behavior**. The analysis can continue by performing **cluster analysis** to explore patterns of similarity or dissimilarity in different types of participant.

The Zaltman metaphor elicitation technique

- A technique used to create a “**mental map**” of the consumer towards a particular product is the Zaltman metaphor elicitation technique (ZMET).
- It is a **qualitative in-depth technique** used by companies such as Procter & Gamble, Ford and General Motors. It used during in-depth interviews and participants are asked to gather **pictures** that reflect their **thoughts** and **feelings** about **advertising** and **brand**.
<https://www.youtube.com/watch?v=blQ0U50c1xs>
- ZMET allows the **emotional aspects** of products and their use to emerge. The resultant analysis creates a graphical visualization of the “**mind of the market**”. This visualization creates a link between **consumer perceptions** and those involved in creative activities of product design and marketing communication.
<https://www.nytimes.com/2002/02/23/arts/penetrating-the-mind-by-metaphor.html>
<https://www.youtube.com/watch?v=RIUu1lB5ciA>
- Such an approach accelerates the creative process and helps design and advertising agencies to add more emotional value to their work.

Diving for pearls [perle]



The use of metaphor is extremely effective in revealing submerged thoughts and feelings, and specifically in allowing access to the emotional domain.

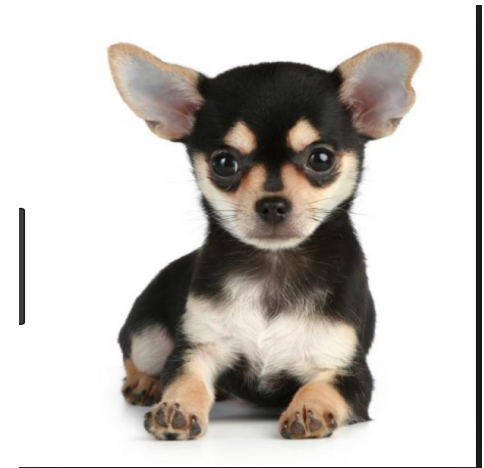
Participants are given a question a few days before their actual interview and asked to source **images reflecting their feelings**.

For example, in a study of looking at how people choose which **financial products** to buy and which suppliers to use, one participant brought in a **picture of two dogs**, a fully grown Saint Bernard towering over [sovrasta] a tiny Chihuahua, to express his feelings of being intimidated by large companies.

This period of reflection brings **tacit knowledge** to the surface. At an in depth interview, participants explain the significance of **each image** and how it **relates** to the question.

Probing for clarification, **causes** and **consequences** reveals the **meaning** behind each idea and the **connection** between ideas.

The results reveal the **consumers' mindset**: the issue most salient to them and the thoughts and feelings they attach to each issue. The result is a consensus **map of the mind** of the market.





Projective techniques

- Projective techniques have the ability to capture responses from participants in a less structured and more imaginative way than direct questioning. **They provide participants to project their thoughts and feelings onto another person or object.**
- Projective techniques can enable research participants to express **feelings** and **thoughts** they would otherwise find difficult to articulate. In projective techniques participants are asked to interpret the behavior of others rather than describe their own behavior.
- In interpreting the behavior of others, it is contended that participants indirectly project their emotions, needs, motives, attitudes and values.

Association Techniques - Word Associations

In **association techniques**, an individual is presented with a **stimulus** and asked to respond with the **first thing** that comes to mind.

WORD ASSOCIATIONS:



- Participants are presented with a **list of words**, one at a time, and **encouraged to respond** without deliberation to each **with the first words that comes to mind**.
- The words of interest, called **test words**, are interspersed throughout the list, which also contains some neutral, or filler, word to disguise the purpose of the study.
- The participant's response to each word is **recorded** verbatim and **responses are timed** so that participants who **hesitate** or **reason out** can be identified.
- Word association allows participants to reveal their **inner feelings** about the topic of interest.

Association Techniques - Word Associations

Responses are analyzed by calculating:

- The **frequency** with which any word is given as response
- The **amount of time** that elapses before a response is given
- The **number of participants** who do not respond at all to a test word within a reasonable period
- Those who do not respond at all may be judged to have an **emotional involvement** so high that it blocks a response. It is often possible to classify the associations as favorable, unfavorable and neutral.

Dealing with dirt [sporczia]

- **Word association** is used to study women's attitudes towards **detergents**. Below is a list of stimulus words used and the responses of two women of similar age and household status.

Stimulus	Alfa	Beta
Washday		
Fresh		
Pure		
Scrub [macchia]		
Filth [sporczia]		
Bubbles		
Family		
Towels [asciugamani]		

Dealing with dirt [sporczia]

- **Word association** is used to study women's attitudes towards **detergents**. Below is a list of stimulus words used and the responses of 2 women of similar age and household status.
- It emerges that women differ in **personality** and **attitudes** towards housekeeping.
- **Ms M's** associations reveal that she sees dirt as inevitable and does not do much about it. She does not do hard cleaning, nor does she get much pleasure from her family. **Ms C** sees dirt too, but is energetic, factual-minded. She is actively ready to combat dirt, and she uses soap and water as weapons.

Stimulus	Ms M	Ms C
Washday	Everyday	Ironing
Fresh	And sweet	Clean
Pure	Air	Soiled [sporco]
Scrub [macchia]	Does not; husband does	Clean
Filth [sporczia]	This neighbourhood	Dirt [immondizia]
Bubbles	Bath	Soap and water
Family	Squabbles [battibecchi]	Children
Towels [asciugamani]	Dirty (sporco)	Wash

Market for detergents could be segmented on the basis of attitude.

Association Techniques – Completion techniques

In **completion techniques**, participants are asked to complete an incomplete stimulus situation.

SENTENCE COMPLETION:

- Participants are given **incomplete sentences** and are asked to complete them.

(a) Formula one fan that supports a team rather than a driver is _____
(b) A sponsor who selects drivers based on how competitive they are is _____
(c) The Ferrari team is most preferred by _____
(d) When I think of watching Formula One on television, I _____

- Sentence completion may provide more information about the subject's feelings than word association.
- Sentence completion is not as disguised as word association and many participants may be able to guess the purpose of the study.

STORY COMPLETION:

- Participants are given part of a **story** and they are required to give the conclusion in their own words

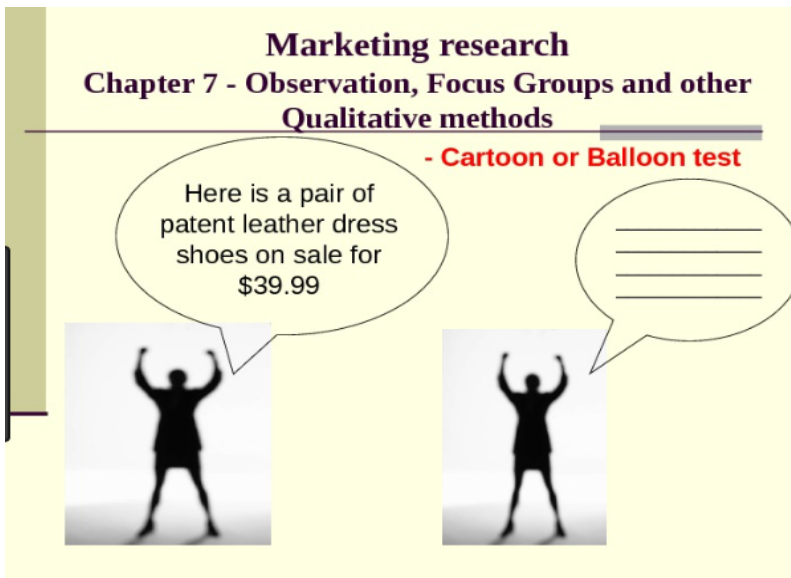
Association Techniques – Construction techniques

In **construction techniques**, the participants are required to construct a **response** in the form of a story, dialogue or description. The researcher provides *less initial structure* for the participants than in a completion technique. The 2 main construction techniques are: **PICTURE RESPONSE TECHNIQUES** and **CARTOON TESTS**.



- **PICTURE RESPONSE TECHNIQUES** can be traced to [ricondotto] the **thematic apperception test (TAT)**.
- It consists in a series of **pictures** the persons or objects are clearly represented, while in others they are relatively vague.
- The participants is asked to tell **stories** about these pictures. The participant's interpretation of the pictures gives indications of that *individual's personality*.
- An individual may be impulsive, creative and unimaginative.

Association Techniques – Construction techniques



- **CARTOON TESTS.** Cartoon characters are shown in a specific situation related to the problem.
- Participants are asked to indicate what one cartoon character might say in response to the comments of another character.
- The responses indicate the participants' feelings, beliefs and attitudes towards the situation.

Association Techniques – Expressive techniques

Participants are presented with a verbal or visual situation and asked to relate the **feelings** and **attitudes** of other people to the situation. The main expressive techniques are **role playing**, the **third-person technique** and **personification**.

ROLE PLAYING

Participants are asked to play the **role** or to assume the **behavior** of **someone else** [such as another household member with whom they would share a decision]. “Bernard, you are a 13-year old boy and imagine you are at home deciding which summer holidays you would like this year as a family” = It emerges possible objections concerning how parents would like Bernard to have holidays. The researchers assumes that the participants will project their own feelings into the role.

THIRD-PERSON TECHNIQUE

Participants are presented with a **verbal** or **visual situation** and are asked to relate the beliefs and attitudes of a **third person**, rather than directly expressing personal beliefs and attitudes. This third person may be a friend, a neighbour, a colleague or any person that the researcher chooses.

PERSONIFICATION TECHNIQUE

Participants image that the **brand is a person** and then describe characteristics of that person, e.g., their lifestyle, status, demographics, home(s). The description help to uncovers and develop the perceived nature of a brand’s personality.

Advantages and disadvantages of projective techniques

Advantages:

- The projective techniques elicit **responses** that participants would be unwilling or unable to give if they knew the purpose of the study;
- In cases of direct questioning, the participant may intentionally or unintentionally **misunderstand**, misinterpret and mislead the researcher;
- Projective techniques are also helpful when underlying **motivations, beliefs** and **attitudes** are operating at a subconscious level.

Disadvantages:

- The projective techniques require personal interviews with individuals who are experienced interviewers and interpreters; thus they can be **expensive**;
- All the technique are **open-ended techniques** (with the exception of word association) and all this makes the analysis and the interpretation more problematic;
- Some techniques (the role playing, cartoon test, and picture response technique) require participants to engage in an unusual behavior; they may not have **self-confidence** and the ability to **express themselves** fully with these techniques.

Application of projective techniques

- The projective techniques are mainly used to test **brand names**, to measure **attitudes** about particular products, brands, packages or advertisements.
- The projective techniques should be used:
 1. Because the required **information** cannot be accurately obtained by **direct questioning**
 2. In an exploratory manner to elicit **issues** that participants find difficult to conceive and express
 3. To engage participants in the subject, by **having fun** in expressing themselves in interesting and novel ways.

Comparison between qualitative techniques

- In the **qualitative research** there are numerous variations of the **techniques** with different strengths and weakness in eliciting and representing consumer feelings.
- It is possible to choose the techniques by considering which is the **most appropriate** to represent or understand consumers. And what may influence this choice is the confidence that marketing decision makers may have in particular techniques.

Criteria	Focus groups	In-depth interviews	Projective techniques	Ethnographic techniques
Degree of structure	Can vary from highly to loosely structured	Can vary from highly to loosely structured	Tends to be loosely structured	Loosely structured though can have a framework to guide observation
Probing of individual participants	Low	High	Medium	None when used in isolation and in a covert manner
Moderator bias	Medium	Relatively high	Low to high	None when used in isolation and in a covert manner
Uncovering subconscious information	Low	Medium to high	High	High

Comparison between qualitative techniques

Criteria	Focus groups	In-depth interviews	Projective techniques	Ethnographic techniques
Discovering innovative information	High	Medium	Low	Medium
Obtaining sensitive information	Low	Medium	High	High
Involving unusual behaviour or questioning	No	To a limited extent	Yes	Perhaps on the part of the observer

Questions

- What is an in-depth interview?
- What are the major advantages of in-depth interview?
- What are the requirements of the researcher undertaking in-depth interview?
- Why may a structure be applied to the in-depth interview in the form of laddering of the repertory grid technique?
- Describe the process of administering the repertory grid technique
- What are projective techniques? In what circumstances should projective techniques be used?
- Describe the “word association” technique. Give an example of a situation in which this technique is especially useful
- Describe the “story completion” technique. Give an example of the type of participant and the context in which such a technique would work.
- Describe the criteria by which researchers may evaluate the relative worth of qualitative techniques