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Observational Research in a Marketing Classroom: A Guidebook

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OBSERVATIONAL RESEARCH IN A MARKETING CLASSROOM: A GUIDEBOOK

by

Kristen Winterton

**Thesis submitted in partial fulfillment
of the requirements for the degree**

of

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**Business Administration
in the Department of Management**

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DEDICATION

I would like to dedicate this thesis to my mother, Ronda. Throughout my life, she taught me that learning is an essential part of personal development and that it is a continual process, not a singular event. She has constantly reminded me of the blessing that education is, and of the responsibility that I have to continue to progress. It is also dedicated to my father, Hyrum, for teaching me that I can do hard things. His example of hard work and dedication has inspired me to reach a little further and achieve just a little more in all I do.

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ABSTRACT

Qualitative research plays an integral part in marketing research (Denzin and Lincoln, 1998). In fact, a search of the website for the American Marketing Association for the term “qualitative research” reveals literally hundreds of documents (white papers, case studies, etc) discussing methods of conducting observational research, examples of observational research studies, and the importance of observational research in marketing. Interestingly, though qualitative methods are used frequently by practitioners, they receive very limited attention in marketing textbooks. This seems particularly true of observation research, which is among the least expensive and easily conducted qualitative methods (Mann, 2003).

The purpose of this research is to provide a substantive review of marketing texts to determine how observational research is being introduced to a student audience, and to confirm the existence of an education gap in the instruction, as well as to offer recommendations for improvement.

Qualitative reviews performed in both practitioner and academic areas confirmed that treatment of observational research in the marketing classroom seem relatively less than its use in the field. To help address these differences, a guidebook is developed outlining the benefits, challenges, and methods of conducting elementary observational research techniques.

INTRODUCTION

Observational research is a field of study which focuses on not just what is said, but the context in which it is said, as well as physical characteristics, physiological responses, and mannerisms of an individual. An often repeated comment in popular

society is that 'people will tell you what they want you to hear, and not necessarily what they really think'. Observational research addresses this discontinuity by encouraging a more complex analysis of how something was said, response to other individuals, body language, facial expression, and tone of voice, among other variables.

Though it is often mentioned in practitioner journals, there has characteristically been a gap in the teaching portion of this field. A better understanding of other individuals has many applications in life, from 'selling yourself' in a job interview to marketing products effectively to consumers.

Research Questions

The research questions developed in this thesis started out very broad: What is observational research and how is it taught in marketing textbooks? After further research, they became much more specific and included questions such as: How much content is there in comparison to other similar topics in marketing research textbooks? How does that relate to the use in real-world applications by marketing practitioners? What are the essential elements of observational research? How is it conducted?

Methodology

In order to address these research questions, a thorough content analysis of textbooks used in the Utah State University marketing curriculum in the last ten years was conducted. From there, practitioner articles were used to determine the prevalence of observational research in current marketing journals and trade publications.

CONTENT ANALYSIS

A content analysis of textbooks used at Utah State University in marketing research classes in the past ten years returned very little information about observational research. The literature review consisted of the amount of material found that mentioned observational research, the breadth and depth of the material, the implications of observational research, and the ethical impact of such methods of gathering information.

In all cases, there is a specific structure of how observational research is presented. With very little deviation, the structure is as follows: a definition of observational research, introduction of types or methods of conducting observational research, an example of a company who engaged in observational research, and discussion of the benefits and limitations of conducting observational research. This is also often followed by a brief foray into the ethics of marketing research as a whole, and rarely discusses observational research ethics except for covert observation.

Participant Involvement

The definition of observational research is very similar in all cases, with each textbook stating a variation of the definition that observation is “The systematic activities of witnessing and recording the behavioral patterns of objects, people, and events.. (Hair, Bush, and Ortinau, 2003)”

Within the definitions of observational research, differing opinions exist as to whether the observational researcher should be involved. Examples of sentiments of researcher involvement include, “Observation is the systematic activities of witnessing and recording the behavioral patterns of objects, people, and events *without directly communicating with them* [italics added] (Hair, Bush, and Ortinau, 2003).” Another

example in support of this practice is from *Marketing Research: An Applied Orientation* which states, “Observation involves recording the behavioral patterns of people, objects, and events in a systematic manner to obtain information about the phenomenon of interest. *The observer does not question or communicate with the people being observed* [italics added] (Malhotra, 2007).”

In contrast to the belief that observation should not have any involvement, other textbooks such as *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* state that “Observation.. researchers take fieldnotes on the behavior and activities of individuals at the research site. In these fieldnotes, the researcher records, in an unstructured or semistructured way, activities at the research site. *The qualitative observer may also engage in roles varying from a nonparticipant to a complete participant* [italics added] (Creswell, 2003).”

Methods or Types

The methods or types of observational research are commonly the same across textbooks. There is little variation except for the hierarchal structure. Many textbooks agree that there are three basic characteristics and methods of conducting observational research; according to *Marketing Research Within a Changing Information Environment*, these characteristics are: Directness of Observation, Subjects Awareness of Being Observed, and Structuredness of Observation (Hair, Bush, Ortinau, 2003). These three methods are similarly stated in all textbooks used in the literature review.

Directness of Observation encompasses the observer’s location with respect to the person being observed. Direct observation involves the observer being in the same

location and observing the participant directly. In indirect observation, the observer need not be on location, and does not even need to be watching a real-time feed of the event. It can be relayed through technological means such as a recorded event that is played back to the observer.

Awareness of observation details the participant's knowledge of the observer. Participants change their behaviors based on the knowledge that someone is aware of their every move. It is a natural behavior for this to occur; certain behaviors can be eliminated, added, or altered simply by the presence of another person, and an added element of the participant knowing that someone is specifically watching them can enhance the effects of these behavioral changes.

The third common characteristic mentioned in these textbooks is Structuredness of Observation. This element addresses the structure of the observation, whether the observer is looking to identify particular behavioral patterns, or whether the observation is open-ended. It also characterizes the sequence of events that a participant will go through. In a highly-structured observation-situation, the observer will mandate which event sequence is followed, so as to replicate the experience for all participants. This is in contrast to unstructured observation-situations where a sequence of events is not detailed, and the participant is much more in control of how the experience will all play out.

Two additional characteristics of observation, human and mechanical observation, are included in the methods of observational research. While they are mentioned in many texts in the literature review, there is some discord over the hierarchal structure of the previous three methods and mechanical and human

observation. In some texts, such as *Marketing Research Within a Changing Information Environment* and *Essentials of Marketing Research* (Hair, Wolfinbarger, Ortinau, and Bush, 2008), these methods are a fourth method, stated as a Type of Observing Mechanism (Hair, Bush, and Ortinau, 2003).

In other texts, such as *Marketing Research: An Applied Orientation*, human (or personal) observation and mechanical observation are classified into modes of observation that are overarching themes through which observation methods of structured v. unstructured, disguised v. undisguised, and natural versus contrived observations can be applied (Malhotra, 2007).

Importance

In one textbook, *Marketing Research: An Applied Orientation*, the textbook mentions “Observation methods are employed less frequently, but they too have important uses in marketing research.. (Malhotra, 2007)” This statement alone indicates two ideas: one, that observational research is important, and two, that a gap exists between marketing textbooks and the current marketing environment, as this textbook suggests that observation is not done very often. This is a common misconception of observational research.

Current marketing textbooks used at Utah State University have relatively little information about observational research. A comparison study of the mention of focus groups in marketing textbooks versus mention of observational research in marketing textbooks was conducted using textbooks used in the last ten years in the marketing curriculum. The summary of Expressed as percentages of the total number of pages in the textbook that mention 1) observational or 2) focus group research, and then divided

by the total number of pages within the textbook, two ratios were created, and resulted in surprising conclusions. Refer to Appendix 1 for the complete findings of this study.

In all textbooks, the greatest percentage of a textbook dedicated to observational research was 1.23%, from *Marketing Research Within a Changing Information Environment*. As a comparison, however, focus groups constituted 3.45% of the textbook (Hair, Bush, Ortinau, 2003). This represents almost three times more physical space in a textbook being dedicated to focus groups as observational research.

In the textbooks examined, observational research constituted at least 0.69%, but was never more than 1.23%. Focus group discussion, however, varied between 1.32% and 3.45%. In every case, information about focus groups had *at least 1.5 times* the dedicated physical space that observational research was allocated.

The emphasis of observational research in these textbooks is in direct contrast to the real-world application of these theories. In fact, a search of practitioner articles, which mentioned many ways that marketing research was being conducted and the various ways in which individuals could conduct such research, returned hundreds of documents on observational research.

A common theme among the articles was the necessity of observational research and qualitative research in general. More specifically, the articles mentioned that there are limits to the information that can be gleaned from quantitative research, and that there were some elements that could only be gathered by qualitative analysis.

An accurate concept detailing the need for observational research is found in *Info is Not the Only Research Need*, and is the idea that the responses gathered from individuals purely to be quantified gives no context. “..We report the results as if they

were facts. They are, but in a limited way—the fact that these are our respondent’s answers (Semon, 2006).” If responses are compiled with no qualitative analysis of what the information means, there will be no context surrounding the facts, and they can cease to become meaningful.

The progression in the understanding and the approach to observational research is becoming ever more anthropologically based. Robert G. Tian, a professor at Erskine College, stated, “Anthropology, especially its ethnographic methods, is becoming an increasingly popular source from which to borrow tools to investigate marketing and consumer behavior. Some anthropologists themselves do some consumer research (Tian, 2001).” The implication of these anthropologists conducting market research lends validity to the practice of observational research as a whole.

Additional support for observational research in marketing applications can be found in a paper by Robert G. Tian, in which he states, “..Marketers can successfully employ many aspects of an anthropological perspective in marketing in a shorter time frame. The result will not be an ethnography (nor are they designed to be) but they can be complete enough to help the marketers understand the driving forces that shape consumers’ beliefs and behaviors in a particular market...It is claimed that there is no better way to get close to the consumer...than by using ethnography as a bridge (Tian, 2001).” In this statement, ethnography is described as expanded observational research, where a researcher lives among a group of people for a longer period of time, and develops an understanding of those people as a whole. Observational research is meant to have a much shorter time frame, but employs the same techniques.

Implications

Observational research allows a researcher to better understand the actions of customers, employees, and other individuals, and the implications of such actions. As aptly stated in *Teaching Students to Observe: Towards an Anthropological Approach to Marketing Education*, “The goal is to apply what the anthropologists learn...It’s the extreme form of understanding the customer (Tian, 2001).”

GUIDEBOOK

BIASES

Observational research seeks to minimize subjectivity. Bias is inherent; the goal is to eliminate as much bias as possible. Because people and events are uniquely different, so must the observation of these subjects. As such, there is no textbook method for completing observational research. There are tools of completing observational research, but no one technique is all-inclusive and encompassing.

The purpose is not to validate a theory, but rather to go into the situation trying to understand the current state, and then to make an interpretation which will, in turn, validate or invalidate a theory of another person.

Parts of Observation: In the Moment and Evaluative

There are two parts to observational research which are commonly thought of as one process. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* makes this distinction through two types of notes. The first type is descriptive notes, which are the notes taken during the observation; actions and behaviors are recorded with no outside interpretation being applied. The second type is

reflective notes, which include the observer's thoughts, impressions, and feelings (Creswell, 2003).

The types of notes can be expanded to create two distinct time horizons for these types of notes. The first part of observational research is "In the Moment" or, the actual act of observation. It is done during the event, and applies no interpretation. The observer simply records what goes on as it happens. All behaviors are given the same emphasis, with no subjective weighting applied at this time. Descriptive notes are taken and recorded during this period of time.

The second part is the "Evaluative" portion, which is done afterward, and is the interpretive and analytical portion of observational research. This portion of observational research weights behaviors that are consistent across several individuals, instances, or events in order to develop a consistent pattern. Reflective notes are used at this time to record the unquantifiable portions of the interviews. The reconstruction of these events is where the most bias is applied, though the observation portion is not without biases of its own.

As shown in the Table 1 that follows, there are different types of biases that are concerning to observational researchers. These biases can come from both the observer and the participant, and are concerning to the legitimacy of the study, no matter the origination.

Participant Biases
Participant-Expectancy Bias
Observer Biases
Observer-Expectancy Bias
Unconscious Experimenter's Bias

Figure 1

Participant-Expectancy Bias

A common participant-based bias is that of a participant telling the observer what they think the observer wants to hear. This can aptly be named the participant-expectancy bias, as participants tend to expect that observers desire affirmation rather than negative truth. This bias leads to flawed information for marketers through skewed customer preferences, discord in pricing structure, and inaccurate distribution systems, among many other concerns. This bias is very closely related to another bias, that of the observer-expectancy bias.

Observer-Expectancy Bias

One of the most concerning biases in the observation portion of observational research is the observer-expectancy bias, which states that an observer can sometimes lead the observed in the direction that the observer would like the results to point.

One example of this bias is of questions that are phrased in such a way that the observed feels subconsciously trapped into saying the “correct” answer. This bias is deeply concerning because individuals consider it polite to tell someone what they want

to hear, and generally impolite to express complaints. This phenomenon places the validity of the whole study in question, and leads to problems specifically in marketing because marketers move forward with flawed information given to them under questionable circumstances. The subjects of the study may be expressing their true beliefs, but there is no guarantee.

Unconscious Experimenter's Bias

Another bias is the unconscious experimenter's bias, which indicates that an experimenter will find evidence to substantiate the claim they were trying to prove. This can come in different ways as an observer seeks to interpret the observations and determines incorrect correlations or places too much significance on one event.

An example of this bias is the household belief that people who are dishonest are not able to look someone in the eye. This does not mean that every person who doesn't look at the observer when they are answering a question is dishonest; rather, it means that there is one factor that is consistent with the behavior of someone who is dishonest. An observer cannot place too much emphasis on one personality characteristic or behavioral trait.

Implications of Biases

These biases are the reason why companies often bring in outside consultants who are not familiar with the expectations of the company, and who are not trying to prove any prior judgment, but who are seeking to understand the realities facing the business. While the practitioner is still biased in some ways because of his or her unique background, there is no directed bias placed on the observer by the company.

OBSERVATION METHODS

Many methods can be employed to complete observational research; however, they can be categorized broadly into two overarching categories of mechanical methods and human methods. The difference is based on the means by which data collection takes place.

Mechanical Methods

Benefits and Limitations: These mechanical methods can help to quantify the physiological response changes which occur. Additionally, because this data can be backed up by an unbiased source, there is decreased concern of reporting biases; however, because there is no human interaction or interpretation, the result that can be gleaned from this method is that the event happened, not the basis for *why* it happened. Cost is also a factor that needs to be addressed, as these instruments range from mildly cost-prohibitive to highly cost-prohibitive, depending on the instrument used, and require trained personnel to administer the usage of the instruments.

Mechanical methods can be defined as those using some form of sensor, instrument, or tool in order to collect data. Commons forms include: physiological monitoring through the use of psychogalvanometers, eye-tracking monitors, pupilometers, and voice pitch analyzers, or other mechanical methods such as cameras or physical evidence. The following Table 2 summarizes these instruments and the main purpose.

Mechanical Instrument/Tool	Purpose
Blood Pressure Monitor	Measure changes in blood pressure
Heart Rate Monitor	Measure changes in heart rate
Psychogalvanometer	Measure changes in electrical resistance of skin
Eye-Tracking Monitor	Follow eye movement, track patterns
Pupilometer	Measure dilation of pupils
Voice Pitch Analyzer	Measure changes in voice pitch
Response Latency	Measure time between questions asked and response

Table 2

The first method of mechanical collection methods is physiological monitoring. In physiological monitoring, there are sensors or instruments which are placed on the body of the individuals or in close-proximity. These instruments measure such things as blood pressure, changes in the electrical resistance of the skin, pupil dilation, eye tracking, respiration, response latency, and heart rate (Malhotra, 2007). When individuals are introduced to stimuli, there are physiological responses which indicate excitement. For example, heart rate increases, pupils dilate, eyes move quickly and do not linger, respiration become much more rapid, and blood pressure increases.

Psychogalvanometers are used to measure the electrical resistance of skin; when excited, subjects develop a greater resistance in their skin. Eye-tracking monitors follow the patterns of eye movement when subjects are exposed to visual representations. Through analysis of eye movement, researchers can target optimal flows of information and find optimal presentation methods to convey a marketing message (Malhotra, 2007).

An additional tool is the use of pupilometers to measure the dilation of pupils; when subjects see something that they like, their pupils involuntarily dilate, providing an unbiased measure of interest in products or services through which a marketer could determine such things as demographics of target market and likelihood that a product would sell. Another option is voice pitch analyzers; when stimulated, the vocal cords can tighten, resulting in higher pitched voices. Voice pitch analyzers quantify this response, allowing for greater clarity in interpretation.

The analysis of pitch can be paired with response latency measurements, through which the period of time between questions being asked and the associated response is measured. Long periods of time between question and answer, or greater latency, is often associated with uncertainty or indecision, while short periods of time, or decreased latency, is associated with clarity and decision.

Another method of mechanical observational research is the use of cameras. Cameras provide an unfiltered lens through which patterns of behavior can be tracked. Cameras can track the movement of individuals, quantities of individuals, or provide an unbiased eye for a researcher to use after an event has taken place. Though it is a very objective way to record observation, there is still subjectivity in the interpretation of some of the data, as motives are especially difficult to ascertain when there is no human interaction.

Perhaps the most objective method of observation and analysis in mechanical methods is the use of physical evidence. This practice is characterized by the use of buying patterns as seen by empty space on shelves or in the actual numbers demanded of products. Physical evidence can also be seen in the wear-and-tear of physical items,

including such indicators as scuff marks on the floor, litter, worn stairs, or stains on carpet, among other indicators. The results of these observations are usually quantifiable, as human traffic can be easily measured.

Another method of observation that is increasing in prevalence is the use of social media, blogs, e-mail, or other online record-keeping mediums, which act as traceable evidence of the feelings of consumers. An article by Laura Johnson entitled *Technology, Indirect Observation Yield Insights*, speaks directly to this new phase of observation, as she states that insights can be gained from the exploration of customers' lives and behavior through this media (Johnson, 2007).

Human Methods

Benefits and Limitations: The human methods of conduction observational research often lead to more specific understanding of why individuals do what they do. However, because of the broad ability of the research subjects to come to different outcomes, there are infinite possibilities for the answers a researcher will receive, and many opportunities for researcher-bias to come through in the interpretation and evaluation of the observation. This bias therefore makes it difficult to come to a concrete consensus about individual's patterns of behaviors as a representation of a group. These methods also raise significant ethical concerns about privacy and confidentiality.

Human methods can be defined as those utilizing the presence of a researcher to record observations. Adapted from Malhotra's observation methods from *Marketing Research: An Applied Orientation*, common methods include: direct v. indirect observation, participant v. nonparticipant observation, overt v. covert observation, and

structured v. unstructured observation. Refer to Table 3 for a summary of these types of observation:

Types of Human Observational Research	
Direct	Indirect
Participant	Nonparticipant
Overt	Covert
Structured	Unstructured

Table 3

Direct v. Indirect

In the case of direct observation, the researcher is available, on location, to monitor the research. The researcher is very involved with the events that take place, and has direct participation in the research. This participation can be actual interaction with the subjects of the observation, or it can be pure observation, with the observer taking an out-of-the-way approach. An example of this would be an observer sitting in an interview at the back of a room and listening to the responses of participant individuals.

Indirect observation is characterized by the researcher reviewing the events through an intermediary. This intermediary can be another person, or even a mechanical device such as a camera. Additionally, physical evidence can be a form of indirect observation; researchers gather the information after an event to determine what can be learned from the evidence. Indirect observation often takes place after-the-fact, such as an observer watching a film of the events after an interview has concluded.

Participant v. Nonparticipant

The participant method describes the role that the researcher plays during the research. Participant researchers are very involved with the individuals they are researching, and are able to interact with them by asking questions and providing response. There are varying degrees of participation, from observers sitting in the same room, to posing as another subject, to questioning the subjects directly. In some cases it is much easier for an observer to obtain the necessary information if he or she is able to participate in the questioning of the subjects.

The researchers in the case of nonparticipant methods do not interact with the individuals, and instead watch the events take place. This can happen while the researcher is in the same room, or it can happen from a viewing station into the room, such as through a one-way mirror or through the use of cameras to project real-time video to another location.

Overt v. Covert

In the overt method, subjects of the research know they are being observed. The researcher can be either in the same room as the subjects, or he or she can be in a remote location. The location of the researcher, in relation to the subjects, is not the most important factor; it is the knowledge of being observed that is particularly important in this case.

As would be expected, using covert methods, subjects of the research do not know they are being observed. Though this is a very effective form for eliminating reporting biases, it has been known to raise many ethical concerns. Researchers have been known to take many approaches to covert observation including engaging in acts

such as hiding under beds, standing behind partitions, and participating in undercover operations as participants.

Structured v. Unstructured

In structured methods, a researcher has developed a specific sequence of events that will transpire, and is very concerned with controlling events so that the situational events are the same for each subject involved in the research. In structured observation, an observational researcher is keenly aware of reactions to specific events and places lesser weight on situational factors. The observation is very structured in that it tells the observer what to look for and what to record.

The use of unstructured observation requires no dictate for what events should take place. This method puts the subject of the observation in control, and leads to many outcomes, as the researcher does not place limitations on the structure of the observation. This can be one of the most difficult methods to employ, as there is a vast number of possible results and greater subjectivity must be used to classify general patterns of behavior.

Summary of Human Observation

The methods of human observational research can be combined in many different ways. For example, one observational research study can employ covert, participant, and structured observation, while another may be a covert, nonparticipant, unstructured observation. These methods are not usually all-inclusive methods, and are meant to be adjusted for the setting and use of the research being conducted.

In addition, hybrids can be created from the combination of all methods, as well as combinations of human or mechanical means of observing. In some cases, a hybrid

approach could be taken through the use of a researcher overtly sitting in on an interview while still simultaneously having a video camera recording the events. The multiplicity of these approaches can increase the validity of the findings through providing a second perspective of the observations.

These methods are not all-encompassing. Because of the unique perspectives, beliefs, and actions of specific individuals, there will be variation in techniques to best understand them. For this reason, observational research is difficult. There are no clear-cut and defined answers that allow a researcher to disseminate demographic information about a person and suggest a specific method to use. The researcher must instead learn to adapt and become flexible in his or her approach, which will allow him or her to gain a better understanding of the subject(s) being observed.

ETHICAL CONCERNS

Because of the invasive nature of observational research, there are many ethical implications and concerns. The methodology of collecting qualitative data can be particularly distressing in regards to ethical concerns, especially considering that one of the methods employed is covert observation. People have concerns over privacy violations in this method of data collection, as they are likely to say or do things that they would not want others to know about, and which could possibly be traced back to them.

Concerns can also arise from the use, storage, and access to sensitive qualitative data. For this reason, coding of data is a necessity. One traditional method of coding is through assignment of nondescript numbers to individuals. In this method, people are merely indicated by their number and any and all data is linked to a number

instead of a name. Storage of the sensitive data should entail a separation of the names from their coded numbers. Access of this data should be limited to those with the need to see the data; however, even if access protocols were breached, this method of coding would prevent unauthorized persons from making the connection between a person and a number.

Like any other researcher, an observational researcher's goal should be to protect his or her subject's data, and to respect the privilege with which he or she has been trusted. This trust should cause a researcher to take all necessary precautions to avoid any unauthorized disclosure of sensitive information, and to limit access to only those with a legitimate reason for viewing the data.

The concerns of emotional abuse can be countered by measures to protect subjects through obtaining permission for observational research methods to take place, careful wording of difficult questions and phrasing of responses to prevent emotional harm, and the condition of anonymity, when necessary. Additionally, compliance with Institutional Review Board practices is necessary.

CONCLUSION

While observational research is very important, it receives limited attention in textbooks, perhaps because it is so diverse. Because each individual is so unique, there is no 'one way' for observational research to be carried out. The diversity of individuals prevents one overarching method from developing, but a combination of these methods can help a researcher identify systemic regularities to indicate behavioral patterns that are true across groups of individuals.

Observational research is a very useful tool in understanding and explaining the behaviors of individuals, particularly in regards to consumer preferences and buying patterns. Quantitative research cannot stand alone, as it does not explain *why* customers buy what they do; researchers must then forge a partnership between quantitative and qualitative research in order to understand the full picture.

The impact, then, for marketers is that those who understand their customers will be better able to serve them and increase the ability of companies to cater to the likes and dislikes of consumers. In contrast, marketers who ignore qualitative research methods miss out on the potential benefits of understanding the motivations of their customers.

APPENDIX 1

Name of Text	Total Page Count	# of Pages About Observational Research	% of Book Dedicated to Observational Research	# of Pages About Focus Groups	% of Book Dedicated to Focus Groups
Marketing Research Within a Changing Information Environment	651 pages	8 pages	1.23%	22.5 pages	3.45%
Basic Marketing Research: A Decision-Making Approach	579 pages	4 pages	0.69%	9 pages	1.55%
Essentials of Marketing Research	334 pages	4 pages	1.19%	6 pages	1.79%
Marketing Research: An Applied Orientation	811 pages	9 pages	1.11%	13 pages	1.60%
Research Design: Qualitative, Quantitative, and Mixed Methods Approaches	227 pages	2 pages	0.88%	3 pages	1.32%

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AUTHOR'S BIOGRAPHY

Kristen Winterton was born at an early age in Roosevelt, Utah and graduated in 2008 from Union High School in Roosevelt, Utah. She entered Utah State University later that fall, majoring in Business Administration. Somewhere along the way, Kristen developed a love for marketing, and is consequently currently a senior with dual majors in Business Administration and Marketing.

Throughout her four years at Utah State University, Kristen has participated in the Honors Program. She has also had the privilege of being a Huntsman Scholar in the Huntsman Scholars Program, the premier program of the Jon M. Huntsman School of Business at Utah State University. Her experience with the program led to two study abroad experiences; one to South America, and the other to Europe. It was during the trip to Europe that Kristen first realized her interest in observational research as she analyzed all the behaviors of her peers and professors.

After graduating in the fall of 2012, Kristen plans to work for 3-5 years to gain experience in the business world before returning to school to earn a Masters in Global Marketing from Thunderbird. Long-term career plans for Kristen include starting an observational research consulting firm, through which Kristen will be able to advise firms on such applications as consumer preferences in product offerings, pricing, design, and display.