

# ***Channeling Customer Experience***

## **MARK 70150**

Professor John F. Sherry, Jr.  
Mendoza College of Business  
MCOB 308A  
[jfsherry@nd.edu](mailto:jfsherry@nd.edu)

Module Three 2017  
Office Hours: TR 4:00-5:00  
Office Phone: 631-9107  
<http://www.nd.edu/~jsherry/>

### **Required Texts:**

*Why We Buy: The Science of Shopping* (2008), Underhill  
*Qualitative Consumer and Marketing Research* (2013), Belk, Fischer and Kozinets

### **Recommended Texts\*:**

*Look: A Practical Guide for Improving Your Observational Skills* (2016) Gilmore  
*Mapping Experiences* (2016), Kalbach  
*Satin Island* (2016), McCarthy  
*Netnography: Redefined* (2015), Kozinets  
*X: The Experience When Business Meets Design* (2015), Solis  
*Field Guide to Huna-Centered Design* (2015) IDEO.org  
*Contemplative Qualitative Inquiry* (2015), Janesick  
*Method Meets Art* (2015), Leavey  
*Interpretive Autoethnography* (2014), Denzin  
*Handbook of Business in Anthropology* (2014) Denny and Sunderland  
*Interviewing Users* (2013), Portigal  
*Manufacturing Morals* (2013), Anteby  
*Creative Confidence* (2013), Kelley and Kelley  
*The Coding Manual for Qualitative Researchers* (2013), Saldaña,  
*Qualitative Data Analysis: Practical Strategies* (2013), Bazeley,  
*The Interview* (2012), Skinner

*Writing Ethnographic Fieldnotes* (2011), Emerson, Fretz and Shaw  
*Different* (2010), Moon  
*Shopper Marketing* (2010), Stahlberg and Maila  
*How Pleasure Works* (2010), Bloom  
*Designing Things* (2010), Boradkar  
*Doing Sensory Ethnography* (2009), Pink  
*Everything But the Coffee* (2009), Simon  
*Innovation Games* (2007), Hohmann  
*Handbook of Qualitative Research Methods in Marketing* (2007), Belk  
*Doing Anthropology in Consumer Research* (2007), Sunderland and Denny  
*Handbook of Qualitative Research Methods in Marketing* (2006), Belk  
*The Perfect Thing* (2006), Levy  
*Ethnography for Marketers* (2006), Mariampolski  
*Analyzing Social Settings* (2005), Lofland et al.  
*Emotional Design* (2004), Norman  
*The Long Interview* (1988), McCracken  
*Focus Groups* (1990), Stewart and Shamdasani

### **Recommended Equipment:**

Field notebook  
Inexpensive audio recorder  
Single-use camera(s)  
Video camera (will be provided)

\*Life-long learning, student-requested

## Course Description:

(See <http://business.nd.edu/marketing/academics/> for elaboration)

This course will help you distinguish the *actual* experience of stakeholders from the *assumptions* of the firm. You will conduct primary field research into consumption use-systems. Your thick description and rich interpretation of these systems will enable you to identify marketing opportunities and propose creative responses to your discoveries. Our effort is trained on the managerial implications of prolonged engagement with stakeholders.

## Learning Objectives

The conscientious, diligent and insightful student completing this course will be able to:

1. Interpret the cultural ecology of consumer behavior;
2. Understand the interplay of experiential and functional dimensions of product/service/brand essence;
3. Discover dark value inherent in market offerings;
4. Conduct rapid appraisals using qualitative methods;
5. Supervise diagnostic qualitative research into stakeholder experience;
6. Design empathic marketing interventions against unarticulated stakeholder wants and needs;

## Policy and Procedure

*Participation and Attendance:* The class will observe a seminar-workshop format. You are expected to prepare for and contribute to each session. Class work will complement, not duplicate, assigned reading, and thus will weigh significantly in your final evaluation. Because field immersion is such an integral component of your skill development, you will be expected to spend the bulk of your class preparation time in the field, onsite, working with stakeholders. About 60% of your 8 hr/wk homework budget should be devoted to fieldwork. You will presumably soon want to spend additional time in the field, commensurate with your other course load responsibilities. Contextual inquiry is *extremely* labor-intensive. Continuous, timely preparation and intelligent verbal participation are essential for the course to succeed. While our workshop format demands the use of laptops and tablets, non-70150-related usage is deemed a violation of the honor code, a breach of decorum, and a measure of contempt of scholarly community, for which you will be banished. You will also be banished for cell phone use (including an audible ring tone) during class.

## Term Project

Although you are building a portable skill bank of individual techniques, you will exercise these skills within the context of a group project. I expect you to teach each other what you've mastered, and build a solid, organic instrument. Groups may range widely across categories, such as *consumer* products/services (e.g., food), *high-tech* products/services, (e.g., cell phones), *b2b* products/services (e.g., management information systems), *stakeholder experiences* (e.g., art galleries) and *servicescapes* (e.g., retail outlets). Using qualitative research techniques, each group will describe and interpret the *consumption use-system* of the product/service, capture the *functional/behavioral/aesthetic* dimensions of customer experience, create a *cultural biography* of the product/service, identify *marketing opportunities* arising from the inquiry, and make specific *recommendations* for acting upon the group's discoveries. While your final results will be presented *orally* and in *white paper* format (15 pp., exclusive of appendices), interim progress

will be demonstrated in classroom *workshops* that examine your emergent data sets. Each group will prepare *draft* presentation materials – PowerPoint/Prezi slides of observations, transcripts, verbatims, photo and video images, etc. - to facilitate discussion on assigned dates. Finally, each group will submit its annotated *data sets* for evaluation near the middle and end of the term. Your grade will be apportioned as follows:

### **Term Project (cont'd)**

Class co-facilitation (20% - group)  
Project presentation (20% - group)  
Data sets (30% - individual)  
White paper (30% - group)

You will provide a comprehensive confidential evaluation of your teammates at midterm and at the end of the module. While I trust each group to regulate its own dynamics, I will intervene as necessary to prevent the triumph of dysfunction.

### **Data Sets:**

Each student will submit an electronic portfolio of materials that will include annotated examples of:

- Informed consent forms
- Archival sources
- Netnographic data
- Artifacts
- Field notes
- Photos
- Videos (spontaneous/naturalistic and scripted)
- Depth interview guides/transcripts/files
- Focus group guides/transcripts/files
- Projective task stimuli/responses
- Coding
- Autodriving
- Member checking

This portfolio can be selective, but should also be instructive. That is, include examples not only of your greatest hits, but also of your near misses or abject failures. The latter are often very effective learning opportunities, and are a source of reflective commentary. Collectively, these portfolios comprise the group's data set, the source of all prospective managerial interventions. All marketing recommendations must be grounded in the data set.

### **Conferences:**

You are invited to discuss course-related issues and interests with me during the office hours listed above. In the event that our hours conflict, an appointment for a mutually convenient time may be arranged after class. I expect to meet at least twice with your entire group during the quarter.

## Course Schedule:

Rigid adherence to this schedule is not anticipated. I intend to remain flexible enough to accommodate emergent personal interests that appear fruitful.

Session	Date	Topic	Prepare for Class Discussion	Assignment
1	1/17	Context, Experience and Interpretation	<i>Shopping</i> 1-2, <i>QCMR</i> 1-2	
2	1/19	Skill Build: Participant-Observation	<i>Shopping</i> 3-4, <i>QCMR</i> 4	Identify field site(s)
3	1/24	Workshop	<i>Shopping</i> 5-6, <i>QCMR</i> 5	Observations, images
4	1/26	Skill Build: Depth Interview	<i>Shopping</i> 7-9, <i>QCMR</i> 3	
5	1/31	Workshop	<i>Shopping</i> : 10-12	Guides, transcripts, files
6	2/2	Skill Build: Focus Group	<i>Shopping</i> 13-14,	
7	2/7	Workshop	<i>Shopping</i> 15-16	Guides, transcripts, files
8	2/9	Skill Build : Projective Techniques	<i>Shopping</i> 17-19	<b>Data Set Due</b>
9	2/14	Workshop	<i>QCMR</i> 6	Stimuli, responses
10	2/16	Data Reduction	<i>QCMR</i> 7	Coding, annotation
11	2/21	Data Analysis	<i>QCMR</i> 8	[bring everything to Commons]
12	2/23	Framing Interpretations	<i>QCMR</i> 9-10	Managerial speculation
13	2/28	Project Presentations		<b>Data Set Due</b>
	3/3			<b>Paper Due</b>