

Detailed Table of Contents

| | |
|--|----------|
| Acknowledgments | xiii |
| Introduction to the Focus Group Kit | xv |
| About This Book | xix |
| Part I: THINKING ABOUT QUESTIONS | 1 |
| 1. Guiding Principles of Asking Questions | 3 |
| Conversational-Conversational-Conversational | 3 |
| Be Clear | 4 |
| Seek Help | 5 |
| Allow Sufficient Time | 5 |
| What Works Is Right | 6 |
| 2. The Topic Guide Versus the Questioning Route | 9 |
| Advantages of the Topic Guide | 11 |
| Disadvantages of the Topic Guide | 11 |
| Advantages of the Questioning Route | 12 |
| Disadvantages of the Questioning Route | 12 |

| | |
|--|----|
| 3. How and Where to Begin: | |
| Sequence for Developing Questions | 13 |
| Clarify the Problem | 14 |
| Begin to Identify Questions | 14 |
| Prepare First Draft of Questions | 15 |
| Share and Revise, Revise, Revise | 16 |
| | |
| Part II: THE ART AND MECHANICS | |
| OF ASKING GOOD QUESTIONS | 19 |
| | |
| 4. Categories of Questions | 21 |
| Opening Question | 23 |
| Introductory Questions | 24 |
| Transition Questions | 25 |
| Key Questions | 25 |
| Ending Questions | 26 |
| All-Things-Considered Questions | 26 |
| Summary Question | 27 |
| Final Question | 28 |
| Putting the Parts Together | 28 |
| | |
| 5. Phrasing the Questions | 31 |
| Use Open-Ended Questions | 31 |
| Ask Participants to Think Back | 32 |
| Avoid Asking Why | 33 |
| Keep Questions Simple | 34 |
| Be Cautious About Giving Examples | 35 |
| | |
| 6. Sequencing the Questions | 37 |
| Provide Background Information to Participants | 38 |
| General Questions Before Specific Questions | 39 |
| Positive Questions Before Negative Questions | 39 |
| Uncued Questions Before Cued Questions | 40 |
| Participant Categories Before Other Categories | 41 |

| | |
|---|-----------|
| 7. Probes, Follow-Ups, and Unplanned Questions | 45 |
| Probe Questions | 45 |
| Follow-Up Questions | 46 |
| Unplanned or Serendipitous Questions | 47 |
| 8. Know the Limits | 49 |
| Time and Attention Constraints | 49 |
| Clarity Constraints | 50 |
| Cultural Constraints | 50 |
| Language Constraints | 51 |
| 9. Changing Questions: | |
| The Importance of Consistency | 53 |
| Usually Questions Are Not Changed | 53 |
| Using Parallel and Similar Questions | 54 |
| Circumstances When Questions Might Change | 55 |
| 10. Pilot Testing and Reviewing the Plan | 57 |
| Pilot Test Questions | 58 |
| With Research Team Members | 58 |
| With Experts | 58 |
| With Potential Participants and Nonresearchers | 58 |
| Reviewing the Focus Group Plan | 59 |
| With Research Team Members | 59 |
| With Experts | 59 |
| With Participants | 60 |
| Part III: QUESTIONS THAT ENGAGE PARTICIPANTS | 61 |
| 11. Listing, Rating, and Choosing Questions | 63 |
| Listing Things | 64 |
| Rating Using a Predetermined Scale | 64 |
| Rating Using a Self-Determined Scale | 67 |

| | |
|---|-----------|
| Choosing Among Alternatives | 69 |
| Arranging Categories—Conceptual Mapping | 69 |
| Sorting Pictures | 70 |
| 12. Projective Questions | 71 |
| Completing a Sentence | 72 |
| Developing a Collage | 73 |
| Drawing a Picture | 73 |
| Creating Analogies | 74 |
| Creating Families | 75 |
| Using Personification | 75 |
| Using Fantasy and Daydreams | 76 |
| Analysis of Projective Questions | 77 |
| 13. Group Activities | 79 |
| Developing a Campaign | 79 |
| Role Playing | 80 |
| Mini-Team Debate | 81 |
| | |
| Appendix: Examples of Questions | 83 |
| Training Needs of Dentists | 83 |
| Statewide Needs and the Role of the University | 85 |
| Local Business Needs Assessment | 85 |
| Nutrition Needs Assessment | 86 |
| Role of Spiritual Community in Youth Drug and Alcohol Prevention | 86 |
| Role of Parents in Youth Drug and Alcohol Prevention | 87 |
| System Standards for K-12 Public Education | 88 |
| The Role of Higher Education in the Community | 89 |
| Extension Agent Training Needs on Water Quality | 92 |
| Youth Focus Group on Tobacco, Alcohol, and Drug Prevention | 92 |
| Teen Pregnancy Prevention | 93 |

| | |
|---|-----|
| Teen Violence Prevention | 94 |
| Violence Prevention and Treatment for a Category of People | 95 |
| Climate of Local High School | 95 |
| Changing the Name of the Department | 96 |
| Foundation Self-Assessment | 96 |
| Focus Group With Focus Group Moderators | 97 |
| Testing the Proposal for a New Educational Effort | 97 |
| Pilot Testing New Materials | 97 |
| Formative Program Evaluation | 98 |
| Complaint System Questions | 98 |
| Community Assessment | 99 |
| Inventory of Church Members | 100 |
| References | 101 |
| Index to This Volume | 103 |
| Index to the Focus Group Kit | 105 |
| About the Author | 107 |