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营销学精选教材·英文影印版

BASIC MARKETING RESEARCH

# 营销研究入门

[第5版]

Gilbert A. Churchill, Jr. 著  
Thomas J. Brown



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Gilbert A. Churchill Jr., Thomas J. Brown

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## 丛书序言

20世纪80年代,市场营销学开始在我国迅速传播和发展。80年代以来,设立该专业或开设市场营销学课程的高等院校数量显著增多,研究工作亦有显著的进展。尤其是90年代以来,随着中国市场化改革进程的加快,社会急需大量的受过专业训练的市场营销人才,更是推动了我国高等院校中市场营销专业教育的迅猛发展。自此以后,市场营销学可以说是基本上实现了在我国的启蒙和普及。

随着第一阶段启蒙和普及目标的实现,当前国内对于市场营销的研究和教育开始向两个方向发展:其一就是对当前国际学术界在市场营销研究前沿的追踪和深化;其二就是结合国内市场环境的特点和经济发展的需要,实现市场营销理论的本土化,发展对中国现实更有解释力的市场营销理论。我想,这两个方向会在相当长一段时间内影响国内市场营销学的研究和教育。

营销研究的转型必然要求营销知识的传播机构,主要包括高等教育机构以及出版机构,也要做相应调整。以出版为例,在20世纪营销知识的传播和普及中,出版机构扮演着非常重要的角色。实际上,正是菲利普·科特勒博士的《营销管理》教材的引入(我印象中最早的版本是科学技术文献出版社出版的第6版)奠定了国内营销研究的学科基础,而该书从第6版直到第11版的先后引入,也见证了国内市场营销学科快速发展的历程。可以说,在国内其他领域,还很少看见一本教材会对一个学科的教学和研究能产生如此巨大和广泛的影响。然而,从另一个角度,这也许同样暴露出当前国内营销知识传播中所面临着的尴尬境地:如果说一门学科可以只用一本教科书来概括,至少说明我们对这个学科的理解和解说还缺乏足够的甚至是必要的张力和活力。

首先,按照美国市场营销学会会刊主编瓦格纳·卡马库拉的观点,市场营销学是在管理学、行为科学(心理学和社会学)和定量分析(数学和计量经济学)这三门较成熟学科的基础之上发展起来的独立学科。因此,市场营销学之中有三个侧重:侧重于管理学的叫做“市场营销学理论”,侧重行为科学的称为“消费者行为学”,而侧重营销方法论以及由此延伸出的定量分析手段的则是“市场营销科学”。所以,在市场营销的知识体系中,科特勒博士的《营销管理》只是涉及市场营销理论部分(我个人认为,本书只是营销学的入门读物,对于研究生以上层次并不适用),而营销科学(研究方法)以及消费者行为理论却没有得到同样的重视。

其次,不可否认,科特勒博士的《营销管理》确实是一本非常好的教材,他为市场营销学构建了一个较为全面的分析框架,但是他更强调一个完善的理论体系的勾勒,强调对众家之言的兼容并包,对该体系中的很多主题,却缺乏更详细的扩展和讨论。例如,渠道策略和价格策略是该书公认的薄弱章节。

最后,有些新的营销理论和观点,由于研究视角和范式的不同,很难被该书兼容,因而得不到全面的体现,如服务营销、关系营销以及组织市场营销等。

因此,也许除了科特勒,我们还应该再看点别的。

所以,我们迫切需要更加丰富和高质量的市场营销出版物。

北京大学出版社所引进出版的“营销学精选教材”则很好地顺应了这一要求。目前入选该套丛书的著作有三本,分别是 Roland T. Rust, Katherine N. Lemon 和 Das Narayandas 合作撰写的 *Customer Equity Management*, Roger J. Best 教授撰写的 *Market-based Management: Strategies for Growing Customer Value and Profitability* 以及 James C. Anderson 与 James A. Narus 撰写的 *Business Market Management: Understanding, Creating, and Delivering Value*。这是一个开放性的书系,以后还将根据需求,陆续引进其他的品种,欢迎各位专家学者的推荐。

这些入选著作有一些共同特点:其一,这些作者均系出名门,具有深厚的理论素养,在各自领域中均为蜚声世界的大家。其二,虽然这些著作都具有极强的学术价值,但全然不是“书斋的学问”。由于这些作者在理论研究之余,均具有丰富的咨询和实践经验,这就决定了这些著作不会耽于说教、“语言无味,面目可憎”,而是深入浅出,令人耳目一新。

一般说来,一本好的营销学教材应该具备如下的重要特点:首先,一本好书应根植于对某一领域的实际研究,而许多书籍只是给学生提供了一个基于抽象的理论基础上的简单的提纲。另外,一本好书应该让学生和营销实践者们很容易看懂,并能在其指导下制定成功的策略,为此,好的教材应列举大量的相关案例,分析具有创造性的策略并结合实际进行评述。而很多书籍要么在论述时缺乏丰富的案例,要么在分析时缺乏理论的深度。

而在这两方面,该套丛书均表现出优秀教材的素质:大度、深刻且平易近人,相信它不仅对于市场营销理论的研究和学习,而且对于营销实务的操作和实践,都是极好的指南。

江涛

武汉大学市场营销系教授

2005年10月于珞珈山

# 关于本书

## 适用对象

本教材适用于本科生、研究生、MBA 的营销调查课程。

## 内容简介

本教材是市场营销调查方面最为畅销的入门性读物,其第 5 版进行了全面的修订,在保持了它最重要的特点——所提供信息的相关性和重要性——的同时,使得学生更加容易理解教材的内容。对修订后的教材进行大致的浏览之后,你就会发现,我们不仅真正地强调管理与决策,而且非常详细地解释了营销调查的内涵以及营销调查的过程。这本教材会让学生全面理解现代营销调查实践,掌握从提出问题到表述结果的整个过程。

## 作者简介

Gilbert A. Churchill 于 1966 年在印第安纳大学(Indiana University)获得工商管理博士学位,并在毕业后到威斯康星大学(the University of Wisconsin)执教。1986 年,美国营销协会授予 Churchill 杰出营销教育家的荣誉称号,他是获得此殊荣的第二人。“杰出营销教育家”是一种终身成就奖励,只授予那些在营销教育领域中做出杰出贡献的在世营销教育者。Churchill 教授还因他所做出的重要的学术贡献在 1993 年获得营销科学学会的终身成就奖。1996 年,他又获得 Paul D. Converse 奖,这一奖项只授予美国最有影响力的营销学者。同年,美国营销协会的营销调查组建立了 Gilbert A. Churchill 终身成就奖,用以表彰那些对营销调查做出重要贡献的人,每年奖励一人。

Churchill 教授还曾获得许多其他的学术奖励,曾是美国营销协会理事、人口普查局顾问委员会委员。另外,他还是多家公司的顾问,其中包括 Oscar Mayer 食品公司、Western 出版社和派克钢笔等著名企业。

Churchill 教授曾在 *Journal of Marketing Research*、*Journal of Marketing*、*Journal of Consumer Research*、*Journal of Marketing*、*Journal of Business Research*、*Decision Sciences Technometrics* 和 *Organizational Behavior and Human Performance* 等期刊上发表过多篇论文。他还与他人合著过多本专著,也曾担任过 *Journal of Marketing Research* 的编辑。另外,他还是 *Journal of Marketing Research*、*Journal of Marketing*、*Journal of Health Care Marketing* 和 *Asian Journal of Marketing* 等刊物的编委。

Thomas J. Brown, 俄克拉何马州立大学(Oklahoma State University)的营销学副教授,在威斯康星大学麦迪逊商学院获得营销学博士学位和营销学理学硕士学位。Tom 还是俄克拉何马州立大学的工商管理硕士和营销学理学学士。在就读威斯康星大学麦迪逊商学院之前,他就是营销系博联会、威斯康星校友研究基金会(WARF)大学联谊会的成员。他还是 Richard D. Irwin 基金会博士论文奖励基金的获得者。Tom 曾独立撰写或与他人合著过多篇论文,广泛地发表在 *Journal of Marketing*、*Journal of Marketing Research*、*Journal of Consumer Research*、*Journal of Retailing*、*Journal of Science Research*、*Journal of Services Marketing* 和 *Marketing Health Ser-*



vices(其前身为 *Journal of Health Care Marketing*)等知名期刊上。他的研究领域包括公司联合的原因和影响(如公司形象和组织识别)、个人(如顾客和服务员工)忠诚度的决定因素、客户对服务中的各种冲突的反应、在冲突发生前造成的影响及服务员工的客户导向。Tom 的教学领域包括营销调查、服务营销和公司交流。Tom 还是美国营销协会及消费者调查协会的成员。

### 关键特色

**开篇简介:**每一章开头都会有根据实际情形改编的“营销调查前瞻案例”,用以为该章的内容奠定基础、激发读者的兴趣。每一个开篇简介的末尾都会提出一系列讨论问题,读者可以在阅读该章内容时仔细思考这些问题。

**回到案例:**在每一章的最后,读者会再次重温开篇案例。“重审案例”会说明如何使用该章中描述的方法或主题将最开始介绍的场景抽象为一个清晰的焦点,让读者了解问题的全貌。

**调查窗口:**各章中的“调查窗口”会告诉读者营销调查领域中的最新动向,涉及的主题包括真实公司中实际发生的情况以及对影响营销调查的新现象的讨论。对读者而言,这些窗口将会使章节中介绍的材料更加真实。

**道德困境:**全文中贯穿的“道德困境”专栏带领读者深入思考营销调查领域中的各种道德问题。

**调查项目:**在每一章的最后,读者都可以根据课文中讨论的内容完成一个调查项目。这一项目主要关注零售商对各种媒体的广告所持的态度。做完这个连续性的案例之后,读者可以对实际的调查过程有真实的切身体会。

**全面的修订:**第5版对以前各版进行了全面的修订,特别是写作风格大有改观,文笔更加优美。教材的内容也进行了精简,可理解性大大提高。

**修订后的第一章:**读完修订之后的第一章“营销调查的作用”,读者可以了解营销调查如何用于人们的决策,无论这些决策是个人性的,还是在商业环境中做出的。

**重写了问题的提出及度量等有关章节:**作者重写了第四章“问题的提出”,以求为学生提供更多的框架性内容。另外,作者对有关度量的第十三章和第十四章进行了全面的改写,使得这些内容更加明了、易懂。

**新的数据收集重点:**修订后的第十八章和第十九章更加直接地对数据收集和数据分析的初级阶段中存在的实际性问题进行了概述。以前各版更为注重技术或理论上的细节,往往忽略了实践方面的考虑,而修订后的第5版则重点讨论建立代码本、输入数据、数据遗失时的处理和计算反馈率等重要信息。

**对数据分析有关章节进行了修订:**作者对有关数据分析的第二十章和第二十一章进行了全面的修订,删掉了一些容易引起混淆的统计性的细节和公式。现在,这些章节把重点放在调查中会直接用到的各种分析上面,并围绕单变量分析、双变量分析以及各种度量标准的框架展开。另外,这些章节现在也重点强调计算机分析,并根据目前最为流行的计算机软件的模式表述数据结果。

**技术性的语言:**这一全新的特点在教材中随处可见,希望就自己面临的问题了解更为深入的信息的读者可以从书中得到更多技术性的知识。

**对案例进行了修订:**第5版对教材中所有的案例都进行了全面的修订,读者可以使用学到的概念对一些真实公司的情况进行分析。

## 简要目录

### 第一部分 营销调查简介及问题定义

1. 营销调查的作用
2. 收集调查情报
3. 营销调查过程
4. 问题的提出

### 第二部分 调查设计

5. 调查设计的类型及试探性调查
6. 描述性及非正式调查的设计

### 第三部分 数据收集方法

7. 二级数据
8. 标准营销信息服务
9. 收集原始数据
10. 通过交流收集信息
11. 通过观察收集信息

### 第四部分 数据收集格式

### 12. 问卷或观察表的设计

### 13. 度量基础

### 14. 态度、观点和偏好的度量

### 第五部分 抽样及数据收集

### 15. 抽样基础、非概率抽样及简单随机样本

### 16. 分层抽样及整群抽样

### 17. 样本规模

### 18. 收集数据:非抽样误差及反馈率的计算

### 第六部分 数据分析

### 19. 数据分析:预备步骤

### 20. 数据分析:单个变量的分析及假设检验基础

### 21. 数据分析:多变量的联立分析

### 第七部分 调查报告

### 22. 书面调查报告

### 23. 口头调查报告

## 教辅产品

1. 教师资源光盘(包括:教师指导手册、授课幻灯片、ExamView 测试软件) \ 0-324-19098-0
2. SPSS 统计软件(11.0 版), 营销调查 \ 0-324-

19117-2

3. 录像带 \ 0-324-20099-4



# Preface

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**D**ESIGNED FOR THE INTRODUCTORY, UNDERGRADUATE COURSE in marketing research, *Basic Marketing Research, 5e* can be used either in one- or two-quarter sequences or in semester courses.

Marketing research can be a complex topic. It involves a number of questions that need to be answered and a number of decisions that need to be made in order to make the best choice of techniques when solving the research problem. This text provides a framework for these choices, preventing students from becoming lost in a maze when they focus on the bits and pieces to the point that they fail to see the interrelationships of the parts to the whole. An understanding of these interrelationships is essential both to the aspiring manager and the aspiring researcher.

Decisions made in one stage of the research process have consequences for other stages. Managers and marketing researchers both need an appreciation of the subtle and pervasive interactions among the parts of the research process so that they can have confidence in a particular research result.

This book attempts to serve both aspiring managers and aspiring researchers by breaking the research process down into the basic stages that must be completed when answering a research question. These stages are

1. Formulate problem.
2. Determine research design.
3. Determine data-collection method.
4. Design data collection forms.
5. Design sample and collect data.
6. Analyze and interpret the data.
7. Prepare the research report.

The organization of the book parallels these stages in the research process. Thus, the book is organized into seven corresponding parts. Each part (or stage) is then broken into smaller parts, so that a given stage is typically discussed in multiple chapters. This modular treatment allows students to negotiate the maze. It also allows instructors some latitude with respect to the order in which they cover topics.

## Organization

Part 1 consists of four chapters. Chapter 1 provides an overview of marketing research and describes the kinds of problems for which it is used, who is doing research, and why it is important to study marketing research. Chapter 1 also provides a perspective on career opportunities available in marketing research. Chapter 2 provides an overview of the various ways of gathering marketing intelligence. It emphasizes the increasingly important role played by decision support systems and the Internet in providing business and competitive intelligence. Chapter 3 then overviews the research process, and includes a discussion of ethics in marketing research. Chapter 4 discusses the problem-formulation stage of the research process and explains the issues that must be addressed in translating a marketing decision problem into one or more research problems that research can address productively. It also covers the preparation of the research request agreement and the research proposal.

Part 2 concerns the choice of research design and consists of two chapters. Chapter 5 overviews the role of various research designs and discusses one of the basic types, the exploratory design. Chapter 6 then discusses the two other basic types, descriptive and causal designs.

Part 3 discusses the general issue of selecting a data collection method and contains five chapters and an appendix. Chapter 7 focuses on secondary data as an information resource, while the appendix to Chapter 7 discusses the many sources of secondary data. Chapter 8 discusses the operations of and data supplied by standardized marketing information services. Chapter 9 describes the issues involved when choosing between the two primary means by which marketing information can be collected—through observing or questioning subjects. Chapter 10 then describes the main alternatives and the advantages and disadvantages of each when subjects are to be questioned. Chapter 11 does the same for observational techniques.

Part 4 addresses the actual design of the data collection forms that will be used in a study. Chapter 12 discusses a sequential procedure that can be used to design a questionnaire or observation form, and Chapter 13 then discusses some basic measurement issues that researchers and managers need to be aware of so that they will neither mislead others nor be misled themselves when interpreting the findings. Chapter 14 describes some of the most popular techniques marketers currently use to measure customers' attitudes, perceptions, and preferences. It also discusses the importance of developing norms for interpreting measures.

Part 5, which consists of four chapters, examines sample design and the actual collection of data needed to answer questions. Chapter 15 gives an overview of the main types of samples that can be used to determine the population elements from which data should be collected. It also describes the main types of nonprobability samples and simple random sampling, the most basic probability sampling technique. Chapter 16 discusses the use of stratified sampling and cluster sampling, which are more sophisticated probability sampling techniques. Chapter 17 addresses the question of how many population elements need to be sampled for research questions to be answered with precision and confidence in the results. Chapter 18 discusses data collection and the many errors that can occur in completing this task from a perspective that allows managers to better assess the quality of information they receive from research. It also presents the appropriate methods for calculating survey response rates.

Once the data have been collected, the research process logically turns to analysis, which is a search for meaning in the collected information. The search for meaning involves many questions and several steps, and the three chapters in Part 6 give an overview of these steps and questions. Chapter 19 reviews the preliminary analysis steps of editing and coding, plus building the codebook and data file. Chapter 20 discusses the procedures that are appropriate for analyzing individual variables, along with the basics of hypothesis testing. Chapter 21 describes the statistical procedures that can be used when multiple variables are considered at the same time.

Part 7, which consists of one chapter and an epilogue, discusses the last, yet critically important, part of the research process: the research report. Because it often becomes the standard by which any research effort is judged, the research report—whether in written or oral format—must contribute positively to that evaluation. Chapter 22 discusses the criteria a written research report should satisfy and a form it can follow so that it does contribute positively to the research effort. A similar perspective is provided for oral reports. Finally, this chapter also discusses some graphic techniques that can be used to more forcefully communicate the important findings. The epilogue ties together the elements of the research process by demonstrating their interrelationships in overview fashion.

Organizing the material in this book around the stages in the research process has several significant benefits. First, it allows the subject of marketing research to be broken into very digestible bites. Second, it demonstrates and continually reinforces how the individual bits and pieces of research technique fit into a larger whole. Students can see readily, for example, the relationship between statistics and marketing research, or where they might pursue additional study to become research specialists. Third, the organization permits the instructor some flexibility with respect to the order in which the parts of the marketing research process may be covered.

## Changes in the Fifth Edition

This newest edition of *Basic Marketing Research* brings with it several major changes. While the structure of the book remains largely the same, we have gone to great lengths to make the information in it more accessible and appealing to twenty-first century undergraduate students. At the same time, we maintain the scholarly standards the book has built over its four previous editions. We have focused our efforts on the practical aspects of conducting marketing research—the general “how-to,” including key issues and possible problems and their solutions. Through extensive examples, we demonstrate how the concepts and techniques presented are put into practice.

Here are a few highlights of the changes we’ve made.

- In Chapter 1, we make an even greater effort to communicate to students why organizations need marketing research, as well as why they personally need to study the topic.
- Chapter 2 includes new information about the types of data companies hold in their MIS and DSS systems, as well as a discussion of customer relationship management.
- We have streamlined the discussion of marketing research ethics in Chapter 3, and in the process eliminated an appendix that had appeared in prior editions. Under the “less is more” axiom, we think that students will be more likely to absorb the information in its new format.
- One of the most extensive changes we made involves the problem definition/formulation process. Chapter 4 now centers on a new process for defining problems that adds considerable structure to what has traditionally been a mostly abstract process in marketing research. Here, students are introduced to the notion of discovery- vs. strategy-oriented research.
- Consistent with ongoing trends in the industry, we have added to Chapter 6 a discussion of online panel research conducted via the Internet, as well as new examples of test marketing and an exhibit detailing the relative advantages and disadvantages of different types of test markets.
- In Chapter 8, we’ve included new information on the NAICS classification system as well as current information about UPC codes. We’ve also added a Technically Speaking box on how the Nielsen television ratings are computed, which should be of interest to many students, given that almost all will have heard of these ratings. We also briefly discuss syndicated measurement for Internet Web sites.
- In Chapters 13 and 14, we’ve streamlined much of the discussion of measurement and the assessment of attitudes and preferences, added a Research Window on how marketing research is used in Hollywood, and provided an example from BizRate.com of online attitude ratings for online companies. We’ve also added new sections on considerations in scale design and on the importance of developing norms for interpreting rating scale scores.
- Chapters 15 through 17, which cover sampling and sample size calculation, have been streamlined to make the presentation more straightforward. Some of the more technical material has been shifted to Technically Speaking boxes.
- Chapter 18 has been completely restructured, with large amounts of new material on sources of error, calculating response rates for different types of data collection, and improving response rates. New exhibits detail methods for detecting nonresponse error and the percentages, for two new studies, of respondents contacted by number of telephone calls.
- Chapter 19 demonstrates our effort to focus on practical aspects of marketing research, with new material on coding two kinds of open-ended responses, building the data file and codebook, cleaning the data file, and an expanded discussion of how to handle missing data. Exhibits 19.1 through 19.4 use an ongoing example to demonstrate how to take responses from the questionnaire to the data file.

- We have completely rewritten and restructured Chapters 20 and 21, the analysis chapters, from earlier editions. We have placed a premium on application and interpretation of the various techniques, with less focus on how many of the statistics are calculated. Our goal is to emphasize to students that analysis is actually quite straightforward when we know (a) the level of measurement of the variable(s) being analyzed, and (b) whether a variable is being analyzed in isolation or simultaneously with other variables. Accordingly, Chapter 20 deals with univariate analyses (and the basics of hypothesis testing) and Chapter 21 addresses multivariate analyses. In some examples, we also present SPSS output and guide students toward the relevant statistics in the output. Relevant information from three appendices (for example, the analysis of variance) appearing in earlier editions has been moved directly into the text.
- Chapter 22 provides and updates material on presenting the results of the research project, both in written and oral format. This chapter condenses material that had previously appeared as two separate chapters.
- A total of eleven cases are new to the text for this edition, with significant revisions to numerous other cases. In addition, the end-of-chapter materials including review questions, discussion questions, problems, and projects have been revised—sometimes quite substantially—to reflect the revised content of the chapters.

## Key Features

*Basic Marketing Research* has several special features that deserve mention. The general approach employed when discussing topics is not only to provide students with the pros and cons of the various methods used to address a research problem, but also to develop an appreciation of why these advantages and disadvantages occur. The hope is that through this appreciation students will be able to creatively apply and critically evaluate the procedures of marketing research. Other important features include the following:

**Learning Objectives.** A set of learning objectives highlights the most important topics discussed in the chapter. The learning objectives are repeated in the margins in the chapter where the topics are discussed. The chapter summary then recaps the learning objectives point by point.

**Looking Ahead/Looking Back Cases.** A specific research scenario, Looking Ahead, opens each chapter. These scenarios are adapted from actual situations and should prove to be very interesting to students. Furthermore, an end-of-chapter continuation of the scenario, Looking Back, illustrates how the scenario can be brought into sharper focus using the methods described in the chapter.

**Key Terms with Definitions.** A running glossary appears throughout the text. Key terms in each chapter are boldfaced, and their definitions appear in the margin where the terms are discussed. A complete glossary is also included.

**Research Windows.** The Research Windows provide a view of what is happening in the world of marketing research. Research Windows describe what is going on at specific companies and offer some specific how-to tips. Like the Looking Ahead/Looking Back features, they serve to breathe life into the subject and strongly engage the students' interest.

**Technically Speaking Boxes.** These provide interested students with more detailed information about some of the topics presented in the text.

**Photos and Cartoons.** These provide visual reinforcement to important concepts. Throughout the book, photos provide students with a tangible understanding of how various aspects of the research process are conducted.

**End-of-Chapter Materials.** Discussion questions, problems, and/or projects are found at the end of each chapter. This feature allows students the opportunity to apply the chapter topics to focused situations, thereby honing their analytical skills and developing firsthand knowledge of the strengths and weaknesses of various research techniques.

## End-of-Part Features

1. A **complete research project** at the end of each part concerns retailers' attitudes toward advertising in various media. The project represents an actual situation faced by a group of radio stations in one community. It begins with a description of the radio stations' concerns and objectives. Each of the sections then describes how the research was designed and carried out, demonstrating the interrelationships of the stages in the research process and providing students with a real, hands-on perspective as to how research is actually conducted. Discussion questions are included with each section of this case.
2. **End-of-Part Cases for Parts 1 through 6** deal with each stage in the research process. These cases assist students in developing their own evaluation and analytical skills. They are also useful in demonstrating the universal application of marketing research techniques. Marketing research methods can be used not only by manufacturers and distributors of products, as is commonly assumed, but also by the private and public sectors to address other issues. Cases include such diverse entities or issues as the Big Brothers program, education, banking, and theater, among others. All cases represent actual situations, although some of them have been disguised to protect the proprietary nature of the information.

## Raw Data

Data are provided for several of the cases to allow students to perform their own analyses to answer questions. These data are available to adopters both on an Instructor's Resource CD-ROM and on the Web site for this text: <http://churchill.swlearning.com>.

**Real-World Case.** The text also contains the description, questionnaire, coding form, and raw data for a ground coffee study conducted by NFO. This study was used to generate a number of discussion questions and problems for the chapters, which give students the opportunity to work with "live" data. This should develop their skills in translating research problems into data analysis issues and in interpreting computer output. Moreover, the database is rich enough for instructors to design their own application problems and exercises for their classes, thereby allowing even more opportunity for hands-on learning.

## Supplements

### Instructor's Resource CD-ROM

This brand-new supplement to this edition includes everything you need for teaching the marketing research course. On the CD you'll find complete files for the Instructor's Manual, the Test Bank, the Examview Testing Software, and the PowerPoint Presentation.

### Web Site

Completely new for this edition of the text, you'll find complete Instructor's Resources as well as an Interactive Study Center for students that includes quizzing, crossword puzzles, a summary of the learning objectives for each chapter, and Infotrac citations and exercises. Visit us today at: <http://churchill.swlearning.com>.

### Video Cases

For this edition of the text you'll find a video case that uses an original script and professional actors that allows students to view short segments illustrating the points being discussed. There is a special icon at the end of the chapters in the Instructor's Manual that indicates questions that might be asked after students view a segment of the video case. The video case makes for a lively and interactive learning experience.



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Gilbert A. Churchill, Jr.

Madison, Wisconsin  
March 2003

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Tom J. Brown

Stillwater, Oklahoma  
March 2003



# About the Authors

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**Gilbert A. Churchill, Jr.**, received his DBA from Indiana University in 1966 and joined the University of Wisconsin faculty upon graduation. Professor Churchill was named Distinguished Marketing Educator by the American Marketing Association in 1986, the second individual so honored. This lifetime achievement award recognizes and honors a living marketing educator for distinguished service and outstanding contributions in the field of marketing education. Professor Churchill was also awarded the Academy of Marketing Science's lifetime achievement award in 1993 for his significant scholarly contributions. In 1996, he received a Paul D. Converse Award, which is given to the most influential marketing scholars, as judged by a national jury drawn from universities, businesses, and government. Also in 1996, the Marketing Research Group of the American Marketing Association established the Gilbert A. Churchill, Jr., lifetime achievement award, which is to be given each year to a person judged to have made significant lifetime contributions to marketing research. In 2002, he received the Charles Coolidge Parlin lifetime achievement award from the American Marketing Association for his substantial contributions to the ongoing advancement of marketing research practice.

Professor Churchill is a past recipient of the William O'Dell Award for the outstanding article appearing in the *Journal of Marketing Research* during the year. He has also been a finalist for the award five other times. He is a coauthor of the most and third most influential articles of the past century in sales management as judged by a panel of experts in the field. He has served as consultant to a number of companies including Oscar Mayer, Western Publishing Company, and Parker Pen.

Professor Churchill's articles have appeared in such publications as the *Journal of Marketing Research*, *Journal of Marketing*, *Journal of Consumer Research*, *Journal of Retailing*, *Journal of Business Research*, *Decision Sciences*, *Technometrics*, and *Organizational Behavior and Human Performance*, among others.

In addition to *Basic Marketing Research*, he is the coauthor of several other books, including *Marketing Research: Methodological Foundations*, 8th ed. (Fort Worth, TX: Harcourt College Publishers, 2002), *Marketing: Creating Value for Customers*, 2nd ed. (Burr Ridge, IL: Irwin/McGraw-Hill, 1998), *Sales Force Management: Planning, Implementation, and Control*, 6th ed. (Burr Ridge, IL: Irwin/McGraw-Hill, 2000), and *Salesforce Performance* (Lexington, MA: Lexington Books, 1984). He is a former editor of the *Journal of Marketing Research* and has served on the editorial boards of the *Journal of Marketing Research* and *Journal of Marketing*, among others. Professor Churchill is a past recipient of the Lawrence J. Larson Excellence in Teaching Award.

**Tom J. Brown**, received his Ph.D. from the University of Wisconsin-Madison in 1994. Prior to joining the marketing faculty at Oklahoma State University, he served on the faculty at Southern Methodist University. Professor Brown has taught marketing research to undergraduate students every semester since receiving his Ph.D., and has supervised dozens of student research projects for industry clients ranging from not-for-profit service organizations (such as Voice of Hope Ministries) to Fortune 500 companies (such as Lucent Technologies).

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