Business Research Methods

Donald R. Cooper / Pamela S. Schindler   **NINTH EDITION**

>businessresearchmethods

Donald R. Cooper
Florida Atlantic University

Pamela S. Schindler
Wittenberg University

ninthedition

McGraw-Hill Irwin

Boston   Burr Ridge, IL   Dubuque, IA   Madison, WI   New York   San Francisco   St. Louis
Bangkok   Bogotá   Caracas   Kuala Lumpur   Lisbon   London   Madrid   Mexico City
Milan   Montreal   New Delhi   Santiago   Seoul   Singapore   Sydney   Taipei   Toronto

McGraw-Hill Irwin

>**business**research**methods**
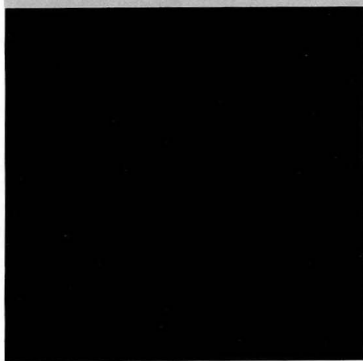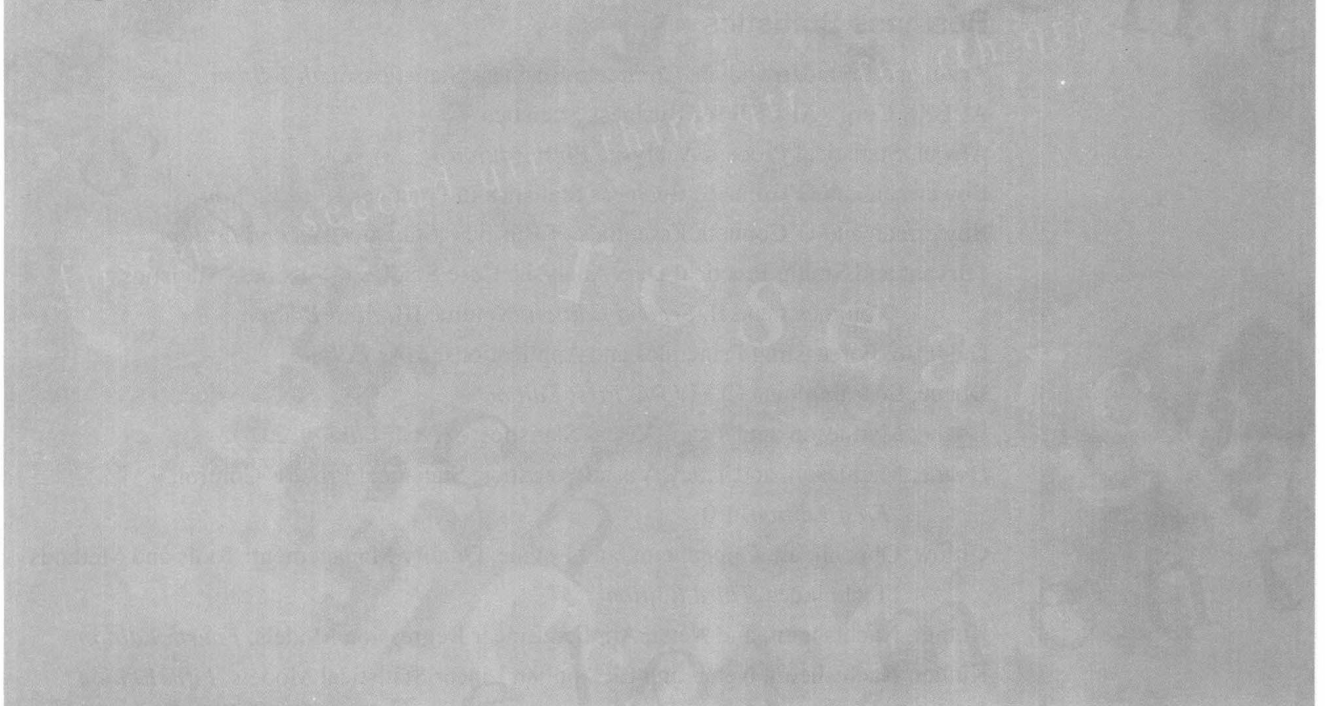
The McGraw-Hill/Irwin Series
Operations and Decision Sciences

Business Statistics

Aczel and Sounderpandian, Complete Business Statistics, *Sixth Edition*

ALEKS Corp., ALEKS for Business Statistics

Alwan, Statistical Process Analysis, *First Edition*

Bowerman and O'Connell, Business Statistics in Practice, *Third Edition*

Bowerman and O'Connell, Essentials of Business Statistics, *Second Edition*

*Bryant and Smith, Practical Data Analysis: Case Studies in Business Statistics, Volumes I and II, *Second Edition;* Volume III, *First Edition*

Delurgio, Forecasting Principles and Applications, *First Edition*

Doane, LearningStats CD-ROM, *First Edition*

Doane, Mathieson, and Tracy, Visual Statistics, *Second Edition, 2.0*

Doane, Mathieson, and Tracy, Visual Statistics: Statistical Process Control, *First Edition,* 1.0

Gitlow, Oppenheim, Oppenheim, and Levine, Quality Management: Tools and Methods Techniques, *Third Edition*

Kutner, Nachtsheim, and Neter, Applied Linear Regression Models, *Fourth Edition*

Kutner, Nachtsheim, Neter, and Li, Applied Linear Statistical Models, *Fifth Edition*

Lind, Marchal, and Wathen, Statistical Techniques in Business and Economics, *Twelfth Edition*

Lind, Mason, and Wathen, Basic Statistics for Business and Economics, *Fifth Edition*

Merchant, Goffinet, and Koehler, Basic Statistics Using Excel for Office 2000, *Third Edition*

Merchant, Goffinet, and Koehler, Basic Statistics Using Excel for Office XP, *Fourth Edition*

Siegel, Practical Business Statistics, *Fifth Edition*

Wilson, Keating, and John Galt Solutions, Inc., Business Forecasting, *Fourth Edition*

Zagorsky, *Business Information, First Edition*

Quantitative Methods and Management Science

Bodily, Carraway, Frey, and Pfeifer, Quantitative Business Analysis: Text and Cases, *First Edition*

Hillier and Hillier, Introduction to Management Science: A Modeling and Case Studies Approach with Spreadsheets, *Second Edition*

*Available only on Primis at www.mhhe.com/primis.

To my sons, Ryan and Paul Cooper, for their love and courage; in memory of my daughter Chrissy; and to my Li Xiaoying for her gentle spirit, endless devotion, and loving care.

枯木逢春

Donald Cooper

To Bill, my partner in the fullest sense of the word.

Pamela S. Schindler

Walkthrough

Bringing Research to Life reveals research in the trenches.

Much of research activity isn't obvious or visible. These opening vignettes are designed to take the student behind the door marked RESEARCH. Through the activities of the principals at Henry & Associates, students learn about research projects, many that were revealed to the authors *off the record*. The characters and names of companies are fictional, but the research activities they describe are real—and happening behind the scenes in hundreds of firms every day.

>bringingresearchtolife

Sally arrives for an analysis meeting with Jason and finds a round, bald little man sitting at Jason's desk, studying the screen of a laptop computer, stroking his gray beard and smiling broadly.

"Sally," says Jason, "meet Jack Adams, rising political consultant."

Jack, who seems to be caressing his laptop, grins broadly. "Hello, Sally," says Jack. "I wanted Jason to [ ]mputer has made me the marketing [ ]ca Beach political scene."

[ ] painting business on Long Island to [ ]I moved to Boca Beach after his wife [ ]rs Jason in explanation.

[ ]ths I played golf in the morning and [ ]d played cards in the afternoon. For [ ]en days, I did this. I was going crazy. [ ]r neighbor Marty died and his wife [ ]Writer."

[ ]rough Boca Beach and stopped for a [ ]ded a statistical program, free from [ ]t say, statistics in college never gen-[ ]citement as they have recently," grins [ ]ise guy, Sandy Plover, a former elec-[ ]n Jersey, who got himself into local [ ]atural-born troublemaker, he waited [ ] agitate. As it happens, the sheriff re-[ ] newspaper that the incidence of ar-[ ]om police calls to Oceanside—the [ ]eighborhoods where the sheriff hap-[ ]igher than in Gladeside." [ ]following:

Research hypothesis: Gladeside residents get special treatment when it comes to solving crimes and thus live in a safer environment due to their higher incomes and greater political power.

Null hypothesis: Gladeside and Oceanside receive the same attention from the police.

	Gladeside	Oceanside
Police calls without arrest	46	40
Police calls resulting in arrest	4	10
Total calls	50	50

"I doubt that Sandy would have paid attention, except that in both neighborhoods the total number of police calls happened to be 50, which made it easy for him to see that in Oceanside the rate of arrests was twice that in Gladeside."

"Actually," says Sally, "I'm surprised there would be any police calls in such an upscale community."

"We are old," says Jack, "but not dead."

"In any case, Sandy's finely honed political instincts told him he was going nowhere by trying to turn the community against the sheriff. It would be much, much better to turn voters of Oceanside against those in Gladeside. So he complained about the disparate impact of arrests. While both the communities are roughly the same size, in Oceanside folks are mostly from Brooklyn, and in Gladeside folks come from the Bronx."

"But the ethics . . ."

". . . meant nothing to Sandy. He told me, 'I think I'm gonna kick some butt and make a name for myself down here.'"

"The trouble with the police calls as an issue is that sheriffs' offices nowadays are well staffed with

>chapter 14

Questionnaires and Instruments

" "By using the Internet, you can show consumers pictures, show them packaging and even play videos." "

>learningobjectives

After reading this chapter, you should understand . . .

1 The link forged between the management dilemma and the communication instrument by the management-research question hierarchy.

2 The influence of the communication method on instrument design.

3 The three general classes of information and what each contributes to the instrument.

4 The influence of question content, question wording, response strategy, and preliminary analysis planning on question construction.

5 Each of the numerous question design issues influencing instrument quality, reliability, and validity.

6 Sources for measurement questions.

7 The importance of pretesting questions and instruments.

Learning Objectives serve as memory flags.

Learning objectives serve as a road map as students start their journey into the chapter. Read first, these objectives subconsciously encourage students to seek relevant material, definitions, and exhibits.

Special tools for today's visual learner.

A transformation is taking place in many of our classrooms. During the last decade, more and more of our students have become visual—not verbal—learners. Verbal learners learn primarily from reading text. Visual learners need pictures, diagrams, and graphs to clarify and reinforce what the text relates.

Integrated research process exhibits reveal a rich and complex process in an understandable way.
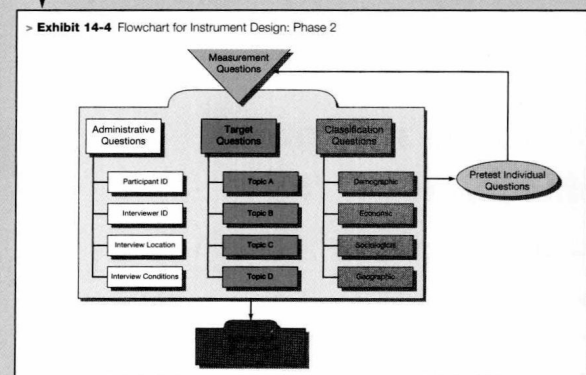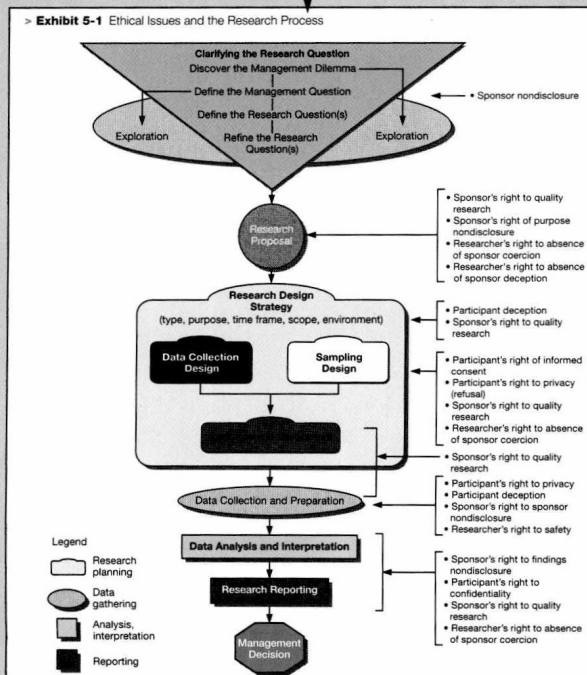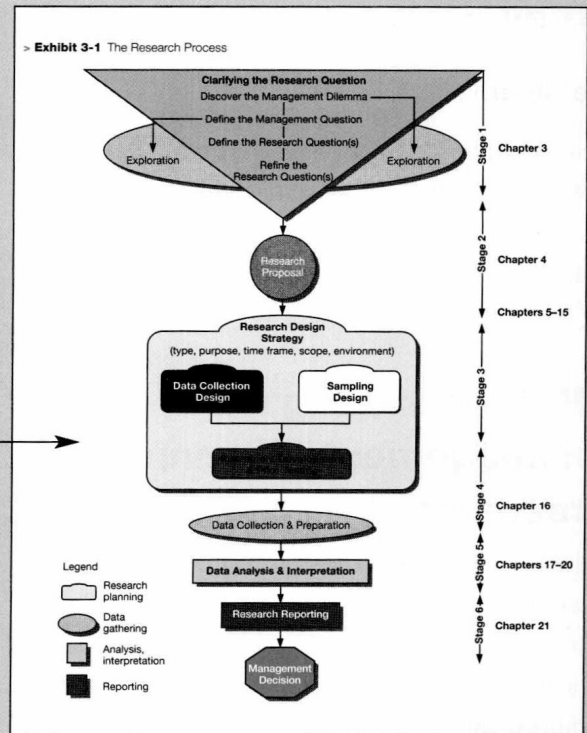
Every textbook has exhibits. We use these tables and line drawings to bring key concepts to life and make complex concepts more understandable.

Within our array of exhibits is a very special series of **31 fully integrated research process exhibits.** Each exhibit in this series shares symbols, shapes, and colors with others in the series.

Exhibit 3-1 is the overview exhibit of the research process, to which all other exhibits related to the process will link.

Subsequent exhibits (like this one for survey design) show more detail in a part of this process.

Another exhibit in the series might layer the main process exhibit with additional information (like this exhibit from the ethics chapter).

> **Exhibit 3-1** The Research Process

> **Exhibit 14-4** Flowchart for Instrument Design: Phase 2

> **Exhibit 5-1** Ethical Issues and the Research Process

You'll find more than 300 exhibits within this text to aid student understanding.

Some topics deserve more attention— with their own chapter!

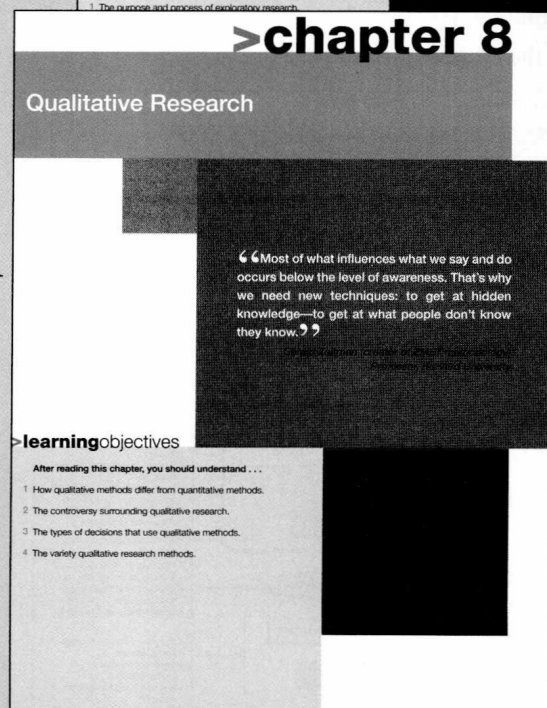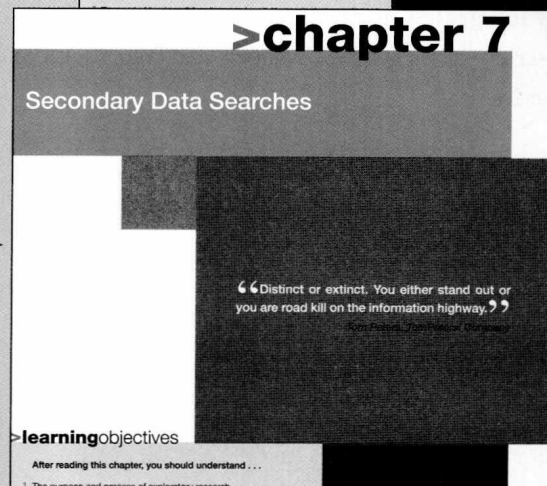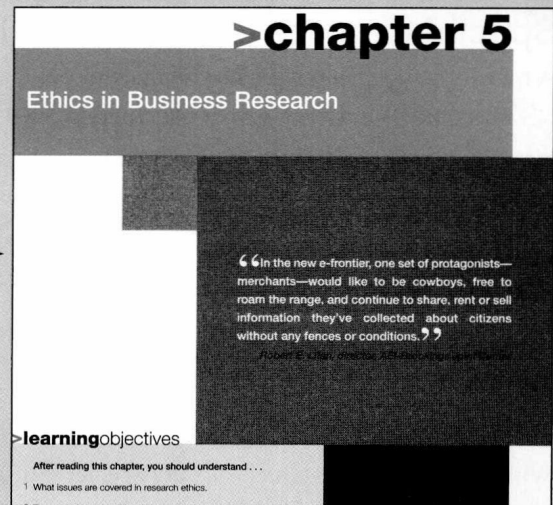## Ethical issues get the attention they deserve.

ethicalissues
Ethical issues abound in business research but may go unnoticed by students who need a framework to discuss and understand these issues. We devote a chapter to building that framework. Then in subsequent chapters we highlight when an ethical issue might be present with a special icon.

Help in moving from management dilemma to research design.

This is where talented people can steer research in the wrong direction. We devote a chapter to this difficult phase of research planning. And we introduce the student to a methodology for making the right decisions more often.

Qualitative research steps out from the background.

Researchers increasingly admit that quantitative research can't reveal all they need to know to make smart business decisions. In a special chapter, we capture the best of the current qualitative methods and reveal where and how they are used. Your students should know the qualitative methods beyond the perennial favorite—the focus group.

>**chapter 5**

Ethics in Business Research

❝In the new e-frontier, one set of protagonists— merchants—would like to be cowboys, free to roam the range, and continue to share, rent or sell information they've collected about citizens without any fences or conditions.❞

Robert E. Chin, director, Xerox Computing Research

>**learning**objectives

After reading this chapter, you should understand . . .

1 What issues are covered in research ethics.

>**chapter 7**

Secondary Data Searches

❝Distinct or extinct. You either stand out or you are road kill on the information highway.❞

Tom Peters, business author

>**learning**objectives

After reading this chapter, you should understand . . .

1 The purpose and process of exploratory research.

>**chapter 8**

Qualitative Research

❝Most of what influences what we say and do occurs below the level of awareness. That's why we need new techniques: to get at hidden knowledge—to get at what people don't know they know.❞

Gerald Zaltman, author of How Customers Think, Harvard Business School

>**learning**objectives

After reading this chapter, you should understand . . .

1 How qualitative methods differ from quantitative methods.

2 The controversy surrounding qualitative research.

3 The types of decisions that use qualitative methods.

4 The variety qualitative research methods.

problem from a multimethod, multistudy strategy, the advantages of several competing designs should be considered before settling on a final one.

Jason's preference for MindWriter is to collect as much information as possible from an exploration of company records, company managers of various departments, and multiple phone surveys. Financial constraints, however, might force the substitution of a less expensive methodology: a self-administered study in the form of a postcard sent to each CompleteCare program user with his or her returned laptop, followed by phone contact with nonresponders.

> Sampling Design

Another step in planning the design is to identify the target population and select the sample if a census is not desired. The researcher must determine who and how many people to interview, what and how many events to observe, or what and how many records to inspect. A **sample** is a part of the target population, carefully selected to represent that population. When researchers undertake sampling studies, they are interested in estimating one or more population values and/or testing one or more statistical hypotheses.

If a study's objective is to examine the attitudes of U.S. automobile assemblers about quality improvement, the population may be defined as the entire adult population of auto assemblers employed by the auto industry in the United States. Definition of the terms *adult* and *assembler* and the relevant job descriptions included under "assembly" and "auto industry" may further limit the population under study. The investigator may also want to restrict the research to readily identifiable companies in the market, vehicle types, or assembly processes.

> **We describe types of samples, sample frames, and the determination of sample size in Chapter 15 and its appendix.**

The sampling process must then give every person within the target population a known nonzero chance of selection if probability sampling is used. If there is no feasible alternative, a nonprobability approach may be used. Jason knows that his target population comprises MindWriter customers who have firsthand experience with the CompleteCare program. Given that a list of CompleteCare program users (a sample frame) is readily available each month, a probability sample is feasible.

Students learn by and deserve the best examples.

Snapshots are research examples from the researcher's perspective.

Snapshots are like mini-cases: They help a student understand a concept in the text by giving a current example. As mini-cases they are perfect for lively class discussion. Each one focuses on a particular part of the research process as it applies to a particular firm and project. You'll find more than 60 of these timely research examples throughout the text, several in each chapter, some from well-known companies but many from research firms that until now you've had no reason to get to know.

Web addresses speed secondary data searches for additional information on an example.

Margin notes reinforce and link the text discussion to prior or subsequent material.

Icons help students link parts of a richer, more complex example, told over a series of chapters.

MindWriter Some examples are so rich in detail that one Snapshot or exhibit just isn't sufficient. MindWriter is a computer laptop manufacturer that prides itself on customer service, especially when it comes to laptop repair at its CompleteCare center. Each time you see this icon in the text, you'll be learning more about the customer satisfaction research that Henry & Associates is doing.

Two award-winning research programs appear in several chapters, on the student CD, and on video.

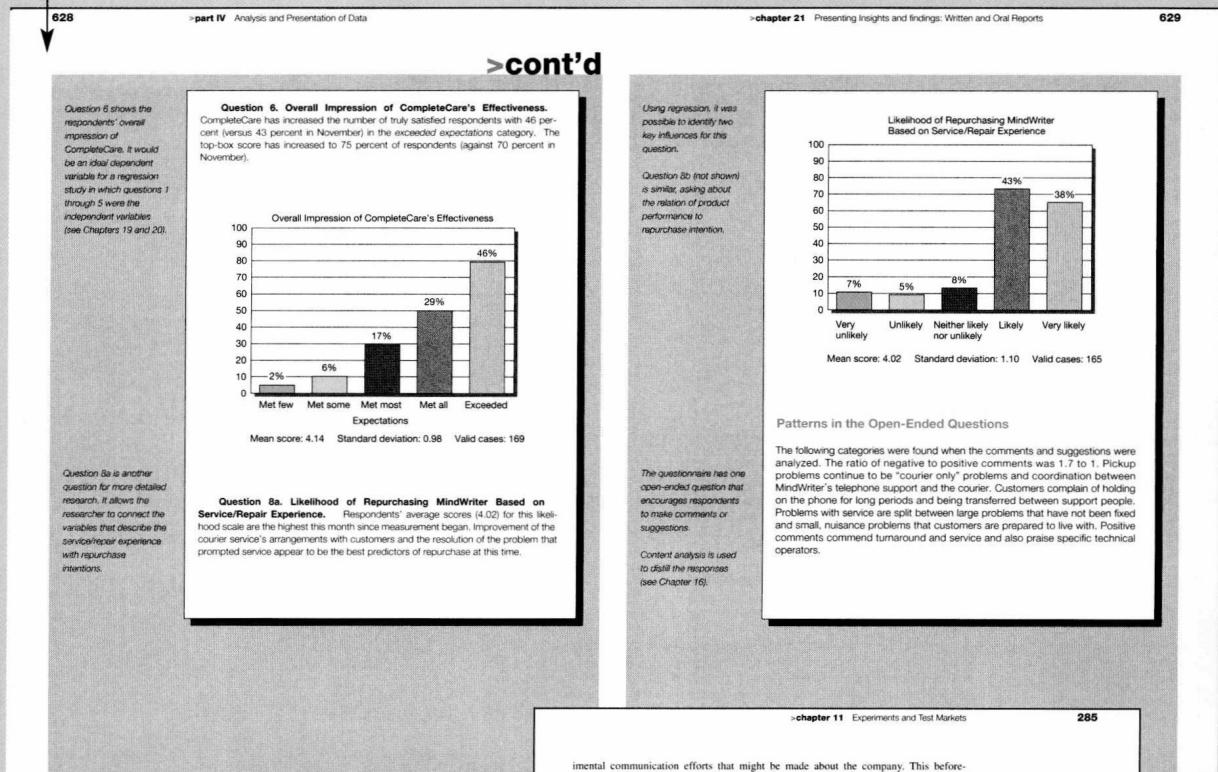*Covering Kids* Research Program   *Lexus SC 430* Research Program

Other award-winning examples appear throughout the text.
Watch for this icon to recognize these examples.

The Closeup offers a more in-depth examination of a key example.

Sometimes you just need more time and space to showcase all the detail of an example. This glimpse of the Closeup from Chapter 21 reveals two pages from a complete annotated client research report.

>cont'd

Question 6 shows the respondents' overall impression of CompleteCare. It would be an ideal dependent variable for a regression study in which questions 1 through 5 were the independent variables (see Chapters 19 and 20).

Question 6. Overall Impression of CompleteCare's Effectiveness. CompleteCare has increased the number of truly satisfied respondents with 46 percent (versus 43 percent in November) in the exceeded expectations category. The top-box score has increased to 75 percent of respondents (against 70 percent in November).

Overall Impression of CompleteCare's Effectiveness

Met few 2%, Met some 6%, Met most 17%, Met all 29%, Exceeded 46%

Mean score: 4.14   Standard deviation: 0.98   Valid cases: 169

Question 8a is another question for more detailed research. It allows the researcher to connect the variables that describe the service/repair experience with repurchase intentions.

Question 8a. Likelihood of Repurchasing MindWriter Based on Service/Repair Experience. Respondents' average scores (4.02) for this likelihood scale are the highest this month since measurement began. Improvement of the courier service's arrangements with customers and the resolution of the problem that prompted service appear to be the best predictors of repurchase at this time.

Using regression, it was possible to identify two key influences for this question.

Question 8b (not shown) is similar, asking about the relation of product performance to repurchase intention.

Likelihood of Repurchasing MindWriter Based on Service/Repair Experience

Very unlikely 7%, Unlikely 5%, Neither likely nor unlikely 8%, Likely 43%, Very likely 38%

Mean score: 4.02   Standard deviation: 1.10   Valid cases: 165

The questionnaire has one open-ended question that encourages respondents to make comments or suggestions.

Content analysis is used to distill the responses (see Chapter 16).

Patterns in the Open-Ended Questions

The following categories were found when the comments and suggestions were analyzed. The ratio of negative to positive comments was 1.7 to 1. Pickup problems continue to be "courier only" problems and coordination between MindWriter's telephone support and the courier. Customers complain of holding on the phone for long periods and being transferred between support people. Problems with service are split between large problems that have not been fixed and small, nuisance problems that customers are prepared to live with. Positive comments commend turnaround and service and also praise specific technical operators.

imental communication efforts that might be made about the company. This before-measurement effect can be particularly significant in experiments where the IV is a change in attitude.

Interaction of Selection and X

The process by which test subjects are selected for an experiment may be a threat to external validity. The population from which one selects subjects may not be the same as the population to which one wishes to generalize results. Suppose you use a selected group of workers in one department for a test of the piecework incentive system. The question may remain as to whether you can extrapolate those results to all production workers. Or consider a study in which you ask a cross section of a population to participate in an experiment but a substantial number refuse. If you conduct the experiment only with those who agree to participate (self-selection), can the results be generalized to the total population?

Other Reactive Factors

The experimental settings themselves may have a biasing effect on a subject's response to X. An artificial setting can obviously produce results that are not representative of larger populations. Suppose the workers who are given the incentive pay are moved to a different

>**pic**profile

Researchers know that as many as 60 percent of purchase decisions are made in the store. Thus marketers aggressively seek in-store space to place temporary displays, shelf-talkers, and instant coupons, as well as ceiling signs and banners. Even the floor is contested real estate. So the ability to demonstrate the effectiveness of promotional materials is critical. FLOORgraphics, Inc., uses a longitudinal design, tracking sales of products in matched groups of stores (test and control groups). After test stores receive the FLOORad, relative sales in both groups are again compared to pre-ad performance and to each other. Research shows the FLOORad effect (the percentage sales increase directly due to the FLOORad) can lift sales 20 to 40 percent depending on the product category. www.floorgraphics.com

PicProfile offers a memory visual to enhance an example.

In research, as in life, sometimes a picture is worth more than words. Sometimes you need to see what is being described to fully understand the foundation research principle. That's the case with the research for FloorGraphics. You need to see the ad to understand how the research guided its development. These visuals are offered as memory teasers, to help students remember the research example.

Learning aids cement the concepts.

Discussion questions and Web exercises that go one step further.

Four types of discussion questions reveal differing levels of understanding—from knowing a definition to applying a concept.

The Web exercise asks students to search on the Web for something that they might need to do if they were acting the role of researcher.

>keyterms

area sampling 419	population 402	sampling 402
census 402	population element 402	sampling error 405
cluster sampling 418	population parameters 409	sequential sampling 421
convenience sample 423	population proportion of	simple random sample 414
disproportionate stratified	incidence 410	skip interval 414
sampling 418	probability sampling 408	snowball sampling 425
double sampling 421	proportionate stratified sampling 417	stratified random sampling 416
judgment sampling 424	quota sampling 424	systematic sampling 414
multiphase sampling 421	sample frame 402	systematic variance 405
nonprobability sampling 407	sample statistics 409	

>glossary

relational hypothesis describes the relationship between two variables with respect to some case; relationships are correlational or explanatory.
relevant population those elements in the population most likely to have the information specified in the investigative questions.
reliability a characteristic of measurement concerned with accuracy, precision, and consistency; a necessary but not sufficient condition for validity (if the measure is not reliable, it cannot be valid).
reliability, equivalence a characteristic of measurement in which instruments can secure consistent results by the same investigator or by different samples.
reliability, internal consistency a characteristic of an instrument in which the items are homogeneous.
reliability, stability a characteristic of measurement in which an instrument can secure consistent results with repeated measurements of the same person or object.
replication the process of repeating an experiment with different subject groups and conditions to determine the average effect of the IV across people, situations, and times.
reporting study provides an account or summation of data, including descriptive statistics, on a particular topic, but requires little inference or conclusion drawing.
request for proposal (RFP) a formal bid request for research to be done by an outside supplier of research services.
research design the blueprint for fulfilling research objectives and answering questions.
research process various decision stages involved in a research project and the relationship between those stages.
research question(s) the hypothesis that best states the objective of the research; the answer to this question would provide the manager with the desired information necessary to make a decision with respect to the management dilemma.
research report the document that describes the research proj-

sample a group of cases, participants, events, or records consisting of a portion of the target population, carefully selected to represent that population; see also *pilot test, data m*
sample statistics descriptors of the relevant variables computed from sample data.
sampling the process of selecting some elements from a population to represent that population.
sampling error error created by the sampling process; that not accounted for by systematic variance.
sampling frame list of elements in the population from the sample is actually drawn.
scaling the assignment of numbers or symbols to an individual a property or objects to impart some of the characteristics the numbers to the property; assigned according to valuation magnitude.
scalogram analysis a procedure for determining whether of items forms a unidimensional scale; used to determine an item is appropriate for scaling.
scatterplot a visual technique that depicts both the direction the shape of a relationship between variables
scientific method systematic, empirically based procedures generating replicable research; includes direct observation phenomena; clearly defined variables, methods, and procedures; empirically testable hypotheses; the ability to rule out rival hypotheses; and statistical rather than linguistic... cation of conclusions.
scope the breadth and depth of topic coverage of a secondary source (by time frame, geography, criteria for inclusion); one of the five factors for evaluating the quality of secondary sources.
screen question question to qualify the participant's knowledge about the target questions of interest or experience needed to participate.
search query the combination of keywords and connectors, operators, limiters, and truncation and phrase devices u

are known in advance, you decide on nonprobability sampling. Based on past seating configurations, you can calculate the number of tickets that will be available for each of the 200 concerts. Thus, collectively, you will know the number of possible attendees for each type of music. From attendance research conducted at concerts held by the Glacier Symphony during the previous two years, you can obtain gender data on attendees by type of music. How would you conduct a reasonably reliable nonprobability sample?

7 Your large firm is about to change to a customer-centered organization structure, where employees who have rarely had customer contact will now likely significantly influence customer satisfaction and retention. As part of the transition, your superior wants an accurate evaluation of the morale of the firm's large number of computer technicians. What type of sample would you draw if it was to be an unrestricted sample?

Bringing Research to Life

8 Design an alternative nonprobability sample that will be more representative of infrequent and potential riders for the CityBus project.
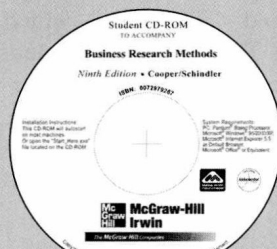9 How would you draw a cluster sample for the CityBus project?

Key terms indexed at the end of the chapter and defined in the

Glossary reinforce the importance of learning the language of research.

Supplements offer the tools students and faculty ask for . . . and more.

On the CD, students will find everything from cases and data sets to a directory of business information sources (with Web links), a research proposal, a sample student project, and supplemental material for many chapters.

Forty-eight cases are on the CD, from one-page focused cases to full-coverage, comprehensive cases. Four new video cases, filmed especially for this text, feature award-winning research programs and award-winning products and companies. You'll find 15 full-size written cases providing an intensive look at some noteworthy research written especially to reveal the concepts in this text—12 of these are so new they reflect ongoing research programs or those conducted within the year before publication.

Student CD-ROM
TO ACCOMPANY
Business Research Methods
Ninth Edition • Cooper/Schindler
ISBN 0073297267

McGraw-Hill
Irwin

Business Research Methods is designed to share the stimulating, challenging, fascinating, and sometimes frustrating world of research-supported decision making with undergraduate students preparing to be future managers. We have used our research and teaching experience and our numerous research industry contacts to create a textbook full of practical examples and researcher insights. For undergraduate students just learning about research methods or graduate students advancing their research knowledge, with each new edition *Business Research Methods* promises—and delivers—not only a teachable textbook but a valued reference for the future.

Four words summarize the changes made to this ninth edition of *Business Research Methods*—**expanded, reorganized, new,** and **collaboration.** You'll be happy to see that we've made these changes while keeping all those features on which you have come to rely—great coverage of the research process, especially the clarification of the research problem; great coverage of ethical issues; great coverage of survey research; and great coverage of research reporting.

What's Expanded?

Coverage of Qualitative Research You'll find a new chapter in *Business Research Methods*—"Qualitative Research." For several years research practitioners have been exhibiting increasing interest in qualitative research methodologies. In their search for insights, they are using these qualitative techniques more frequently. These tools took a back seat to the quantitative ones during the last 20 years, which may explain why many of our students think *research* is synonymous with *survey*. To correct this misconception, we've given students the "what and why" of numerous qualitative techniques in Chapter 8. Here we've expanded our coverage of the focus group (as it is the most frequently used qualitative technique), and we've also presented a rich array of other techniques being used. You'll notice that our Snapshots and cases also reveal an increasing use of qualitative techniques. And we've given students something most have never seen: a focus group discussion guide. Now you and your students can see how a 25-year veteran moderator structures a focus group. It's in Appendix A.

Process Series of Exhibits The core pedagogy of *Business Research Methods* is based on an understanding that students learn both verbally and visually. Our process series of exhibits has been expanded to cover every aspect of the research process. These exhibits offer an overview of a process or a more detailed breakout of a subprocess. And each exhibit is linked to the others in the series with a consistency in use of shape and color. In all, three new exhibits have joined this series, and many of the others have been refined to make the research process easier to understand. You'll now find 31 of these exhibits throughout the text.

Coverage of Research Industry Structure Reviewers told us that many of their students won't ever do actual research themselves but will be more likely to hire specialists and need to supervise the process. As a result, we've added a section to Chapter 1 that describes how the research industry is structured and how research specialists work together to accomplish projects.

Coverage of Request for Proposals If students become managers who hire out research projects, then they need to know more about how such projects are put out for bid. Thus, we've expanded our coverage of the request for proposal—the RFP—including a complete RFP developed for an Ogilvy Research Award–winning project. By following the *Covering Kids* project from RFP, through the various Snapshots, the written case, and the video case, your students will fully understand the process so critical to quality research.

Coverage of Test Markets The most notable experiment in business research is the test market. We've added a section to Chapter 11 to give it the attention that this frequently used methodology deserves.

What's Reorganized?

Different Chapter Order You might first notice a different order of chapters. When we added Chapter 8, we asked reviewers to describe the order in which they cover material and the level at which they cover that material. This made us rethink the order of the chapters. The most notable changes are the "Secondary Data Searches" chapter—it has moved forward—and "Sampling," which we've moved to a later position. Both of these chapters are stand-alone chapters, however, that can be moved earlier or later depending on your particular teaching model. Our overview of data mining has also moved, to coincide with the observation methodology known as record analysis in Chapter 9.

Several Chapter Appendices Our reviewers all teach their research methods courses different ways. They cover the material in different order. Some cover material that others ignore. Their suggestions resulted in our

pulling into a free-standing chapter appendix some material previously embedded in the chapter. This will facilitate the process of using—or not using—the material in your specific course. Chapter appendices include the sample RFP on the *Covering Kids* project, complex experimental designs, crafting questions for questionnaires, calculating sample size, the pretesting of questions and questionnaires, and describing data statistically.

Clearer Writing within Each Chapter With a three-year cycle for each new edition, authors often don't get the opportunity to reexamine every word of every chapter. We took that opportunity with the ninth edition. So you may notice that some sections within your favorite chapters have been moved later or earlier within the chapter. Our student reviewers told us that this order change made material easier to understand. And you also may notice that some definitions are shorter and more tightly written or that where we had used complex sentences, we've rewritten the material in a simpler structure. Every change is designed to enhance student understanding before you devote valuable class time to the topic.

What's New?

Research Project Examples Examples are what make research methodology understandable. Some of our student reviewers told us that it is the Snapshots of real research that make them stop and consider what they have been reading. Others like to work with cases. We took their advice and enriched the ninth edition with numerous new examples—more than 60 of them—not only in the Snapshots but embedded in the text as well.

Video Cases We took award-winning research projects and with the help of the companies involved developed four new video cases to work with the pedagogy of the book. Lexus, Starbucks, Wirthlin Worldwide, Robert Wood Johnson Foundation, GMMB, Visa, Bank One, Team One Advertising, U.S. Tennis Association, Vigilante New York, and The Taylor Group are some of the firms involved with these research cases.

Written Cases Cases offer an opportunity to tell research stories in more depth and detail. Of course it helps that we have research contacts with really interesting stories to tell. You'll find stories from Ogilvy Research Award winners on children's health care initiatives, and you'll learn about the American Heart Association's first paid advertising campaign and the research behind it, as well as how the U.S. Tennis Association is revitalizing its sport and, in the process, conducting the largest research project ever related to sport. You'll see how Campbell-

Ewald uses research to measure the construct of *respect.* You'll learn how one man with a vision can move airlines as you follow the research being done by the Open Doors Organization in its attempt to substantiate the growing economic power of travelers with disabilities and how NetConversions helps Kelley Blue Book design the most powerful automotive site on the Web. You'll learn how Wirthlin Worldwide helped the American Red Cross use research to revitalize donations and how Starbucks, Bank One (now J.P. Morgan Chase), and Visa dreamed up a new financial product that won *BusinessWeek*'s outstanding product honor. And you'll learn how the low-carbohydrate diet craze inspired Donatos Pizza and how Yahoo! and ACNielsen moved Web metrics a giant leap forward. These are research projects just completed or, in several instances, ongoing.

Content-Related Exhibits In all, you'll find 12 new exhibits and 3 new process series exhibits to make student learning easier. Some of these introduce the student to different types of research—like syndicated research studies and omnibus research—while others explain concepts and constructs, some detail error sources, and others offer examples of Web survey questions.

Web Exercises It's appropriate to do Web searches as part of a research methods course, so each chapter offers one or more new exercises to stimulate your students to hone their searching skills. And for those students without that skill, they will find all the help they need in Chapter 7, "Secondary Data Searches."

Sample Student Project We've replaced the student project of the last few editions with a more comprehensive one. You and your students will find it on the text CD.

Who Collaborated?

To birth a revision, you have to have help from many people. So we extend our sincere appreciation:

- To Judith Violette, Director, Helmke Library at Indiana University–Purdue University at Fort Wayne (Indiana), who worked to develop the comprehensive information sources files on the text CD and whose knowledge of information search is the foundation for the advanced searching Closeup in Chapter 7. She never fails to find more efficient and effective ways to help us search.

- To Kathy Hayward, Pivotal Force, who so skillfully collaborated on the *Instructor's Resource Guide.*

>**brief**contents

>contents

试读结束，需要全本PDF请购买 www.ertongbook.com