



PEARSON

教育部高校工商管理类教学指导委员会双语教学推荐教材

工商管理经典教材·市场营销系列

BUSINESS ADMINISTRATION CLASSICS

基于Excel的营销调研

英文版·第3版

阿尔文·C·伯恩斯 (Alvin C. Burns)

罗纳德·F·布什 (Ronald F. Bush)

著

BASIC MARKETING RESEARCH
USING MICROSOFT® EXCEL DATA ANALYSIS

..... Third Edition

 中国人民大学出版社

全新版

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· 北京 ·

总序

随着我国加入 WTO,越来越多的国内企业参与到国际竞争中来,用国际上通用的语言思考、工作、交流的能力也越来越受到重视。这样一种能力也成为我国各类人才参与竞争的一种有效工具。国家教育机构、各类院校以及一些主要的教材出版单位一直在思考,如何顺应这一发展潮流,推动各层次人员通过学习来获取这种能力。双语教学就是这种背景下的一种尝试。

双语教学在我国主要指汉语和国际通用的英语教学。事实上,双语教学在我国教育界已经不是一个陌生的词汇了,以双语教学为主的科研课题也已列入国家“十五”规划的重点课题。但从另一方面来看,双语教学从其诞生的那天起就被包围在人们的赞成与反对声中。如今,依然是有人赞成有人反对,但不论是赞成居多还是反对占上,双语教学的规模 and 影响都在原有的基础上不断扩大,且呈大发展之势。一些率先进行双语教学的院校在实践中积累了经验,不断加以改进;一些待进入者也在模仿中学习,并静待时机成熟时加入这一行列。由于我国长期缺乏讲第二语言(包括英语)的环境,开展双语教学面临特殊的困难,因此,选用合适的教材就成为双语教学成功与否的一个重要问题。我们认为,双语教学从一开始就应该使用原版的各类学科的教材,而不是由本土教师自编的教材,从而可以避免中国式英语问题,保证语言的原汁原味。各院校除应执行国家颁布的教学大纲和课程标准外,还应根据双语教学的特点和需要,适当调整教学课时的设置,合理选择优秀的、合适的双语教材。

顺应这样一种大的教育发展趋势,中国人民大学出版社同众多国际知名的大出版公司,如麦格劳-希尔出版公司、培生教育出版公司等合作,面向大学本科生层次,遴选了一批国外最优秀的管理类原版教材,涉及专业基础课,人力资源管理、市场营销及国际化管理等专业方向课,并广泛听取有着丰富的双语一线教学经验的教师的建议和意见,对原版教材进行了适当的改编,删减了一些不适合我国国情和不适合教学的内容;另一方面,根据教育部对双语教学教材篇幅合理、定价低的要求,我们更是努力区别于目前市场上形形色色的各类英文版、英文影印版的大部头,将目标受众锁定在大学本科生层次。本套教材尤其突出了以下一些特点:

- 保持英文原版教材的特色。本套双语教材根据国内教学实际需要,对原书进行了一定的改编,主要是删减了一些不适合教学以及不符合我国国情的内容,但在体系结构和内容特色方面都保持了原版教材的风貌。专家们的认真改编和审定,使本套教材既保持了学术上的完整性,又贴近中国实际;既方便教师教学,又方便学生理解和掌握。

Preface

What Makes Basic Marketing Research: Using Microsoft® Excel Data Analysis, 3rd Edition, Unique?

This book provides:

- a concise presentation of the fundamentals of marketing research
- an improved software package, XL Data Analyst™, which runs using Microsoft® Excel 2010 or earlier versions
- input from many professionals in the marketing research industry
- an integrated case complete with a data set that gives students an experiential learning exercise throughout the course

What's New in the 3rd Edition?

- Significantly more information about qualitative research with a new section in the chapter on research design covering qualitative vs. quantitative research and new material discussing several methods used in qualitative research.
- Secondary data analysis is now combined with standardized information into one chapter and we have extensive coverage of the new, annual census information available through the American Community Survey. The text features a complete illustration of how to use the ACS for a marketing research objective.
- New Chapter (Chapter 10) on data issues and inputting data into XL Data Analyst, describes data matrices and data coding plus data quality issues. We also describe the organization of data and variables in the XL Data Analyst.
- New flow charts on data analysis identify key considerations such as categorical or metric data and provide guides to the selection of proper analyses.
- *iReportWriting Assistant* is an online tool to help students with the report writing process. It contains PowerPoints, templates for various aspects of a marketing research report, grammar and citation help, and an example marketing research report to use as a model. The *iReportWriting Assistant* can be accessed through any chapter by clicking on the Companion Website at <http://www.pearsonhighered.com/burns>.
- Numerous tweaks and small improvements to make the presentation as understandable and useful as possible have been made after a careful examination of every section of the text.

Why Excel for Data Analysis?

Most students will not become marketing researchers and only a small percentage of them, in their future careers, will have access to powerful software programs designed specifically for data analysis. By having this book, they will continually have access to our Excel add-in program, XL Data Analyst™. In this course students will learn how to use this powerful software program, which they can access as long as they can access Excel. Instructors told us they want to teach students a software program they will have and use in the future. Once students learn to use XL Data Analyst™ they can use it with their Excel programs for years to come.

Microsoft Excel is a powerful computing tool that is widely used and understood by students. Developers commonly program applications, called add-ins, that simplify Excel spreadsheet operations. Our add-in, XL Data Analyst™, opens up Excel's computing capabilities for marketing research applications in an easy-to-use format. Many features of XL Data Analyst™ make it more desirable than some of the most widely used dedicated stat packages because it takes the mystery and confusion out of data analysis.

Who Should Use This Textbook?

This book is written for the introductory marketing research course at the undergraduate level. We assume students have not had a prior course in marketing research, and that they have had at least one elementary statistics course. We focus on teaching the process of marketing research so that students will be better users of marketing research. They should be able to evaluate the need for marketing research and also determine the adequacy of research proposals. At the same time, we give the students of this book the tools to conduct basic analysis techniques on their own.

A Concise Presentation

We wanted to provide a book with the basics of marketing research. Adopters have told us they want to teach the basics of marketing research in depth as opposed to covering a large amount of material superficially. Many professors desire to teach a course with less text material, allowing them to supplement the course with projects or to spend more time on the basics. *Basic Marketing Research: Using Microsoft® Excel Data Analysis* is shorter in length but covers the essential, basic components of marketing research. We made every effort to write a shorter book without sacrificing knowledge on what we consider the “basics.”

Features of XL Data Analyst™

XL Data Analyst™ is unique in that it only requires Excel, to which many students have access, and it is written expressly for the purpose of conducting marketing research data analysis. When we wrote the first edition of this book we knew we didn't want to just write a shorter version of a marketing research book. We wanted a new approach to data analysis. Specifically, we wanted a program that would operate without statistical terms that are difficult for students to navigate. We wanted the program to operate in a user-friendly format that was intuitive. Secondly, with many years of teaching marketing research experience, we wanted our program to offer output in a way that allowed students to interpret the output correctly and more easily. Those who have studied statistics realize that many of the presentations of statistical output are based upon tradition. We offer users an alternative. The XL Data Analyst™ has both traditional and classical statistical format as well as output in our new easy-to-interpret format. However, the essence of our new software is output that students can immediately interpret without a need to consult the statistical values: our program generates polished tables with “plain English” presentations of the various findings. This allows students to have greater focus on using marketing research to make decisions; the purpose of marketing research. The XL Data Analyst has been tested and is fully compatible with Excel 2010. Students may download XL Data Analyst™ at <http://www.xldataanalyst.com>.

About the Text: Key Strengths

Aside from being the first marketing research text to fully integrate Excel for data analysis, this book offers several key strengths.

Time-Tested, 11-Step Approach

The framework of our best-selling SPSS® text is the same framework for our Excel version. Our logical 11-step process is a time-tested process used throughout this book.

New Examples

In every chapter we searched for new examples for opening vignettes that would wake the students' interest and understanding of marketing research. Several of these vignettes were supplied from our professional contacts in the marketing research industry. Several of them reflect current marketing research practice. In addition to these all-new chapter-opening vignettes, new examples, many from marketing research industry sources, are integrated throughout the text.

(New) Integrated Case with Data Set

As with our previous textbooks, we wanted an integrated case which relates to students' interests and which was realistic. Consequently, for the 3rd edition, we developed "Advanced Automotive Concepts," a fictitious case about a major automobile manufacturer attempting to develop fuel-efficient and environmentally friendly vehicles. The case addresses consumer concerns about rising gasoline prices, global warming, and their reactions to automobile concepts the company is capable of manufacturing. The case is integrated throughout the textbook. The case resonates with students' interests and, at the same time, is an excellent example of teaching the marketing research process. The cases and topics covered are:

- **Chapter 1, Case 1.2:** The Need to Conduct Marketing Research
- **Chapter 2, Case 2.2:** Searching for a Marketing Research Firm
- **Chapter 3, Case 3.2:** Putting It All Together Using the Integrated Case for This Textbook: Defining Problems and Research Objectives
- **Chapter 4, Case 4.2:** Understanding Research Design
- **Chapter 5, Case 5.2:** Using Secondary Data
- **Chapter 6, Case 6.2:** Advanced Automobile Concepts Data Collection
- **Chapter 7, Case 7.2:** Turning Measurement Principles into Survey Questions
- **Chapter 8, Case 8.2:** Questionnaire Design
- **Chapter 9, Case 9.2:** Balancing Sample Error with Sample Cost
- **Chapter 10, Case 10.2:** The Advanced Automobile Concepts Survey Data Quality
- **Chapter 11, Case 11.2:** Advanced Automobile Concepts Summarization Analysis
- **Chapter 12, Case 12.2:** The Advanced Automobile Concepts Survey Generalization Analysis
- **Chapter 13, Case 13.2:** The Advanced Automobile Concepts Survey Differences Analysis
- **Chapter 14, Case 14.2:** The Advanced Automobile Concepts Survey Relationships Analysis
- **Chapter 15, Case 15.1:** Advanced Automobile Concepts: Using *iReportWriting Assistant*
- **Chapter 15, Case 15.2:** Advanced Automobile Concepts: Making a PowerPoint® Presentation

Also, we use the Advanced Automobile Concepts case data set to illustrate all of our data analyses procedures discussed in our four data analyses chapters. Of course, we have an Advanced Automobile Concepts XL Data Analyst data set for students to use in applying the various types of data analysis covered in the textbook.

Our Approach to Teaching Data Analysis

When we introduced the first edition of this book we said “Finally there is an alternative!” After many years of teaching marketing research and talking with dozens of colleagues who do the same, the authors decided it was time to do some things a different way. Weary of students struggling with levels of measurement, we present measurement in terms of categorical or metric variables. Instead of having students baffled by data analysis, we present data analysis in an easy-to-learn process. In this edition, we have provided flow charts that instruct students on the key factors to consider when deciding what analysis to use. In addition, data analysis keystrokes are illustrated through colorful, annotated screen captures. Experience has shown us that the students, using XL Data Analyst™, quickly learn the tools of data analysis and complete their projects much faster than with traditional software programs. They focus more on getting the answers and writing their reports instead of staring at hard-to-interpret output.

Datasets

In addition to the Advanced Automobile Concepts dataset (AAConcepts.xlsm), we have a dataset on retail store target marketing, Case 14.1, “Friendly Market Versus Circle K” (Friendlymarket.xlsm). Chapter 10 describes how students can set up their own datasets, such as those obtained with a team marketing research project, in the XL Data Analyst.

Ethics, Global Marketing Research, and Practical Applications

In our Marketing Research Applications, when we touch on ethical issues or give examples of the global use of research, we use icons to alert readers to these special topics. When we illustrate a practical application we denote this with an icon as well.

Marginal Notes, Key Terms, Review Questions, Application Questions, and Case Studies

These proven pedagogical aids are included in *Basic Marketing Research: Using Microsoft® Excel Data Analysis*, 3rd Edition.

Teaching Aids

PowerPoint Presentations (0135078261)

A comprehensive set of PowerPoint slides that can be used by instructors for class presentations or by students for lecture preview or review.

Instructor's Manual (0135078245)

A complete instructor's manual, prepared by the authors, can be used to prepare lecture or class presentations, find answers to end-of-chapter questions and case studies, and even to design the course syllabus.

Test Item File (0135078253)

The test bank for the 3rd Edition contains over 50 questions for each chapter. Questions are provided in both multiple-choice and true/false format. Page numbers corresponding to answers to the questions are provided for each question.

This Test Item File supports Association to Advance Collegiate Schools of Business (AACSB) International Accreditation. Each chapter of the Test Item File was prepared with the AACSB learning standards in mind. Where appropriate, the answer line of each question indicates a category within which the question falls.¹ This AACSB reference helps instructors identify those test questions that support that organization's learning goals.

¹Please note that not all test questions will indicate an AACSB category.

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What Is the AACSB?

AACSB is a not-for-profit corporation of educational institutions, corporations, and other organizations devoted to the promotion and improvement of higher education in business administration and accounting. A collegiate institution offering degrees in business administration or accounting may volunteer for AACSB accreditation review. The AACSB makes initial accreditation decisions and conducts periodic reviews to promote continuous quality improvement in management education. Pearson Education is a proud member of the AACSB and is pleased to provide advice to help you apply AACSB Learning Standards.

What Are AACSB Learning Standards?

One of the criteria for AACSB accreditation is the quality of the curricula. Although no specific courses are required, the AACSB expects a curriculum to include learning experiences in such areas as:

- Communication abilities
- Ethical understanding and reasoning abilities
- Analytical skills
- Use of information technology
- Dynamics of the global economy
- Multicultural and diversity understanding
- Reflective thinking skills

These seven categories are AACSB Learning Standards. Questions that test skills relevant to these standards are tagged with the appropriate standard. For example, a question testing the moral questions associated with externalities would receive the Ethical understanding and reasoning abilities tag.

How Can I Use These Tags?

Tagged questions help you measure whether students are grasping the course content that aligns with AACSB guidelines noted above. In addition, the tagged questions may help to identify potential applications of these skills. This, in turn, may suggest enrichment activities or other educational experiences to help students achieve these goals.

Instructor's Resource Center

All your teaching resources in one place. Electronic versions of the instructor's manual, test item file, TestGen test generating software, plus PowerPoints are available online at <http://www.pearsonhighered.com/burns>. (Select Instructor Resources.)

Companion Website for Students

At <http://www.pearsonhighered.com/burns>, students should go to the "Companion Website." Here, by clicking on a chapter, they can take the self study quiz. The self study quizzes are automatically graded. To get the most out of the self study quizzes, students should study the chapter *first*, and then take the sample test to assess how well they have learned chapter material.

Also, at the "Companion Website" students will have access to: a. *iReportWriting Assistant*, b. a link where they can download the XL Data Analyst™ software, and c. find information about careers in marketing research.

CourseSmart for Students

CourseSmart goes beyond traditional expectations providing instant, online access to the textbooks and course materials students need at lower cost. They can also search, highlight and take notes anywhere at anytime. See all the benefits to students at www.coursesmart.com/students.



An Introduction to Marketing Research

LEARNING OBJECTIVES

- To know the relationship of marketing research to marketing, the marketing concept, and marketing strategy
- To define marketing research
- To understand the purpose and uses of marketing research
- To classify different types of marketing research studies
- To describe a marketing information system (MIS) and understand why marketing research occupies a place in an MIS

Why and How We Conduct Marketing Research at the Sports & Leisure Research Group

SPORTS LEISURE RESEARCH GROUP

What do organizations like Callaway Golf, Unilever, Carnival Cruises, Time Inc., and the PGA of America have in common? They are all actively seeking to efficiently communicate with their target market, many of whom are heavily involved in sports or recreation activities. As these organizations seek to optimize their product offerings, and the ways in which they communicate the benefits of these offerings, they face numerous marketing decisions. At the Sports & Leisure Research Group (SLRG) we help our clients make these decisions and devise optimal marketing strategies, going "beyond the numbers" by using marketing research to better understand what customers want and how to position their products and services most effectively to meet those needs.

Marketing research is the tool that we use to bring information to our clients which allows them to make the best decisions. At SLRG we use a variety of marketing research: qualitative and quantitative techniques such as focus groups, one-on-one interviews, telephone interviews and online surveys, and purchase diaries. We custom design research studies so our clients receive the best value from our service. In this book you will learn about these and other marketing research techniques.

Jon Last has over twenty years in marketing research including experience with Conde Nast's Golf Digest Publications Division, PGA of America, and a major cruise ship line. He holds an MBA from the Wharton School of the University of Pennsylvania and graduated magna cum laude from Tufts University. Last has served as president of the Marketing Research Association and is a recipient of the MRA's Award of Excellence.

Visit Sports & Leisure Research Group at www.sportsandleisureresearch.com.

Source: Jon Last, Sports & Leisure Research Group.



Jon Last, Founder and President, Sports and Leisure Research Group

We wish to welcome you to the world of marketing research! Any time business managers need to make decisions and they lack adequate information, they are likely to need marketing research. In our opening vignette, Jon Last, CEO of Sports & Leisure Research, collects marketing research information that is needed by magazine executives, advertisers, manufacturers of sports equipment, and service providers such as the lodging and restaurant business to make better decisions. In this chapter we introduce you to marketing research by (a) examining how marketing research is a part of marketing, (b) exploring definitions, purposes, and uses of marketing research, (c) learning how to classify marketing research studies, and (d) providing you with an understanding of how marketing research fits into a firm's marketing information system.

You will find in this book a successful statistical analysis software program that is easy to use and interpret. The program runs off Microsoft's Excel® spreadsheet program, so as long as you have access to Excel® you will be able to use this. We have developed XL Data Analyst™ to allow you to easily tap the power of Excel for purposes of marketing research analysis.

Now, we will show you *why* you conduct marketing research analyses by introducing you to the field of marketing research.

Marketing Research: Part of Marketing?

Before we discuss marketing research, we need to first discuss marketing. The reason is, marketing research is part of marketing, and you cannot fully appreciate marketing research and the role it plays in the marketing process unless you know how it fits into the marketing process. What is **marketing**?

Because marketing research is part of marketing, you cannot fully appreciate marketing research and the role it plays in the marketing process unless you know how it fits into the marketing process.

The American Marketing Association [AMA] has defined marketing as an organizational function and a set of processes for creating, communicating and delivering value to customers and for managing customer relationships in ways that benefit the organization and its stakeholders.^{1*}

This definition recognizes that marketing is an organizational function. The other basic functions of business include production, finance, and human resources. It also recognizes that marketing is a set of processes that creates something of value such as products and services, communicates or promotes the value, and delivers or distributes the value (which includes the notion of pricing) to consumers. This definition recognizes the domain of marketing, namely, the four Ps (product or service; promotion, distribution (also known as “place”) and pricing). This definition also recognizes that marketers need to manage customer relationships. This means it is not wise for a marketer to think of a one-time transaction. “Making the sale” is not the end of marketing if marketers want repeat buying and positive word-of-mouth promotion of their products and services. In addition, the AMA definition points out that marketing is carried out for the benefit of the organization and its stakeholders. A for-profit organization, for example, must earn a respectable return on investment (*ROI*) in order to remain in business.

For many years marketing focused on providing the customer with value through a physical product that emerged at the end of the distribution channel. Marketing managers focused on creating a physical product and then making efficient promotion, distribution, and pricing decisions. Current thinking, proposed primarily by Vargo and Lusch,² calls for a framework that goes beyond a “manufacturing-tangible product” view of marketing (e.g., Ford creates value by building cars). Rather, Vargo and Lusch argue that we should adopt a service-centered view of marketing which (a) identifies core competencies, the fundamental knowledge and skills that may represent a potential competitive advantage; (b) identifies potential customers who can benefit from these core competencies; (c) cultivates relationships with these customers, allowing them to help create values that meet their specific needs; and (d) allows one to gauge feedback from the market, learn from the feedback, and improve the values offered to the public.

One implication of this new framework is that firms must be more than customer oriented (making and selling what firms think customers want and need). Rather, firms must *collaborate with* and *learn from* customers, adapting to their changing needs. A second implication is that products are not viewed as separate from services. Isn't Ford really marketing a service, a service that happens to include a by-product called a car?³ This framework is referred to as the service-dominant logic for marketing.

We do not wish to provide a discourse on how marketing thought is evolving. After all, we are still trying to answer the question: Why do we need to know about marketing in order to better understand marketing research? The answer is, in order to practice marketing, marketing decision makers need information in order to make better decisions. And, in our opinion, current definitions and frameworks of marketing mean that information is *more* important, not less important, in today's world. For example, the service-dominant logic for marketing implies that decision makers need information to know what their real core competencies are; how to create meaningful relationships with customers; how to create, communicate, and deliver value to customers; how to gather feedback to gauge customer acceptance; and how to determine the appropriate responses to the feedback. Keeping these information needs in mind, think about the information needed by Ford, as the company prepared to produce the Fusion hybrid to compete with the Prius and other successful hybrids already on the market; or by the managers at Sony, as they decided to go head to head with Apple with an online service to compete with iTunes®; or at Apple as they prepared to launch the iPhone and the iPad. Think about all the decisions managers made at General Mills when they launched their successful organic food line, Small Planet Foods, or how the managers at CBS's highly watched television show, *60 Minutes*, have continued to make good decisions

Why do we need to know about marketing in order to better understand marketing research? The answer is, in order to practice marketing, marketing decision makers need information in order to make better decisions.

Current definitions and frameworks of marketing mean that information is *more* important, not less important, in today's world.

*限于篇幅，将本书的注释（Endnotes）和图片致谢名单（Credits）放到人大经管图书在线（www.rdjg.com.cn）网站，读者可登录该网站查阅。

regarding their broadcasts year after year. The same applies to not-for-profits such as the American Red Cross, which earns donations and support by creating value in the sense that it provides donors with “piece of mind for helping others.” In order to make the decisions necessary for such actions, the decision makers in these organizations needed information. As you will learn, marketing research provides information to decision makers.

The phrase “hearing the voice of the consumer” has been popularized to mean that companies have the information they need to effectively satisfy wants and needs in the marketplace. While we just cited some successful firms, we recognize that not all firms hear this voice. They do not conceive of products or services that meet the needs and wants of the market. They do not provide value, and their sales come from short-term exchanges, not enduring customer relationships. These companies produce the wrong products or services. They have the wrong price, poor advertising, or poor distribution. Then they become part of the many firms that experience product failure. The Iridium telephone needed 500,000 customers to break even yet attracted only 50,000 subscribers.⁴ General Motors’s first electric vehicle, the EV1, was a failure. McDonald’s veggie burger, the MacLean, was taken off the market.

The GfK Strategic Innovation’s NewProductWorks® studies product failure in order to help clients glean ideas for successful new innovations. For example, a firm introduced scrambled frozen eggs in a push-up tube. The eggs came with cheese, bacon, or sausage and the idea was to quickly heat it up and take it with you for a convenient, eat-on-the-go breakfast. You could have eggs and bacon while driving to work! Although this sounded great in the board room, IncrEdibles were taken off the market as buyers found the eggs often ended up in their lap as they tried to push up another bite. There was inadequate information on how real consumers would use the product. Out! International, Inc. came up with what sounded like a cute name for a new bug spray: “Hey! There’s a Monster in My Room!” What information did the company fail to pick up on? The name alone scared kids when Mommy told them there was “a monster in the room!” The product failed. Marketing Research Application 1.1 illustrates other examples of product failures supplied to us from the marketing researchers at NewProductWorks®.

Of course, it is easy to play “Monday morning quarterback” and keep in mind that all these companies have many successful products to their credit. Peter Drucker wrote that successful companies are those that know and understand the customer so well that the product conceived, priced, promoted, and distributed by the company is ready to be bought as soon as it is available.⁵ Drucker is on target with his statement, but how can a marketer know and understand how to deliver value to the customer so well? The answer, as you can now see by our examples, is by having information about consumers. So to practice marketing correctly, managers must have information, and this is the purpose of marketing research. This is why we say that marketing research is a part of marketing; it provides the necessary information to enable managers to market ideas, goods, and services *properly*. But how do you market ideas, goods, and services *properly*? You have probably already learned in your studies that you must begin by having the right philosophy, followed by proper marketing strategy. We call that philosophy the “marketing concept.”

The Marketing Concept: The “Right” Philosophy

Often we find that students do not understand how important philosophies are to them. First, what is a philosophy? We can think of it as a system of values, or principles, by which to live. But, more importantly, why is one of your philosophies important to you? The answer may be a surprise. Your philosophy is important because it dictates the decisions you make and what you do every day. Think about your philosophy regarding the importance of higher education. Isn’t this philosophy affecting your daily decisions?

You go to college classes daily, you listen to professors lecture daily, and you are reading this book, aren’t you? Well, the same is true for business managers. A manager’s philosophy will affect how he or she makes day-to-day decisions in running a firm. There are many different philosophies that managers may use to guide them in their decision making. “We are in the locomotive business;

Not all firms “hear the voice of the consumer.” They do not conceive of products or services that meet the needs and wants of the market.

How can a marketer know and understand how to deliver value to the customer so well? The answer is, by having information about consumers. So to practice marketing correctly, managers must have information, and this is the purpose of marketing research. This is why we say that marketing research is a part of marketing; it provides the necessary information to enable managers to market ideas, goods, and services *properly*.

Philosophies are principles, values by which to live. They are important because they dictate how we behave every day.

MARKETING RESEARCH APPLICATION 1.1



Could Better Information Have Helped to Avoid These Failures?

Practical Application

Ice Breakers Pacs went into distribution in November 2007. Pacs were small, dissolvable pouches with a flavored-powder sweetener, in orange and cool mint flavors. By January 2008, The Hershey Company stopped the



Ice Breakers Pacs

production in response to criticism that the mints looked too much like the tiny heat-sealed bags used to sell powdered illegal street drugs (cocaine). Hershey stated the mints were not intended to resemble anything of the sort. CEO David West disclosed the decision to stop production: "We are sensitive to these viewpoints and thus have made the decision that we will no longer manufacture Ice Breaker Pacs." What seemed like a breakthrough, innovative way to deliver a mint form turned out to be the opposite when consumer behaviors toward safety (for self, community, world) made this product unacceptable to the marketplace. Would better information as to the market's reaction to the packaging been helpful?

Introduced in April 2006, Coca-Cola's Blak entered the U.S. marketplace as a carbonated fusion beverage, a taste blend of Classic Coke and coffee "essence." Coke spent two years developing Blak in hopes of making inroads into consumers' growing taste for coffee and a booming premium beverage market, targeting over-thirty, savvy, sophisticate-achiever consumers. Weak product performance in the United States resulted in its being discontinued seventeen months after launch. Coke would have benefited by taking a look at more information on product history in this category. Blak was not the first of its kind; similar blends were released in the past and failed as well. In 1994, Pepsi began to test-market a soda called Pepsi Kona, which tasted more like coffee than soda. In 1995, Starbucks partnered with Pepsi and began to market a coffee product called Mazagran. It was a



Coca-Cola Blak

lightly carbonated iced coffee beverage. Customers were willing to try it once, based on the Starbucks name alone, but the drink failed to encourage repeat sales.

One question is whether it was the carbonation or the coffee that put consumers off. It is true that premium coffee sales have boomed and carbonated beverages are still a mainstay in the U.S.

marketplace, and Coke saw that in Japan the combination of coffee and carbonation was popular. Causes for failure may include (a) consumers in the United States were not ready to accept the taste; (b) there may have been some confusion as to when and how this type of blended beverage could meet the needs currently being provided by coffee and soda separately; and (c) perhaps consumers love their coffee and they love their colas, but they don't want a combination. Would better information, prior to the launch of Blak, have been helpful?



Coca-Cola C2

Coca-Cola spent an estimated \$30 to \$50 million to promote C2, a cola-flavored beverage introduced first in Japan, then later in the United States in June 2004, in response to the low-carbohydrate diet trend. This was Coca-Cola's biggest product launch since Diet Coke in 1982. Despite this support, C2 (as well as its competitor Pepsi Edge) failed to meet sales expectations and was pushed out a year later. This failure is due mostly to the decline of the low-carb fad, and partly to the success of Coca-Cola Zero, a zero-calorie version launched within the same



Wolfgang Puck's Self-Heating Latte

time frame. Zero-calorie beverages had already been established, and with the advancement in the taste of