



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

Mc  
Graw  
Hill  
Education

工商管理经典教材·核心课系列

BUSINESS ADMINISTRATION CLASSICS

# 企业管理研究方法

英文版·第11版

唐纳德·库珀 (Donald R. Cooper) 著  
帕梅拉·欣德勒 (Pamela S. Schindler)  
孙健敏 改编

BUSINESS RESEARCH METHODS

..... Eleventh Edition .....



中国人民大学出版社



Mc  
Graw  
Hill  
Education



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·核心课系列

BUSINESS ADMINISTRATION CLASSICS

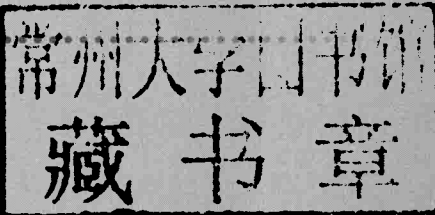
# 企业管理研究方法

英文版·第11版

唐纳德·库珀 (Donald R. Cooper) 著  
帕梅拉·欣德勒 (Pamela S. Schindler)  
孙健敏 改编

BUSINESS RESEARCH METHODS

Eleventh Edition



中国人民大学出版社  
· 北京 ·



图书在版编目 ( CIP ) 数据

企业管理研究方法: 第11版: 英文/库珀等著: 孙健敏改编. —北京: 中国人民大学出版社, 2013.10

工商管理经典教材·核心课系列 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

ISBN 978-7-300-18107-3

I. ①企… II. ①库…②孙… III. ①企业管理-研究方法-高等学校-教材-英文 IV. ①F270-3

中国版本图书馆 CIP 数据核字 (2013) 第 057872 号

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·核心课系列

企业管理研究方法 (英文版·第11版)

唐纳德·库珀 著

帕梅拉·欣德勒

孙健敏 改编

出版发行 中国人民大学出版社

社 址 北京中关村大街31号

电 话 010-62511242 (总编室)

010-82501766 (邮购部)

010-62515195 (发行公司)

网 址 [http:// www. crup. com. cn](http://www.crup.com.cn)

[http:// www. ttrnet. com](http://www.ttrnet.com) (人大教研网)

经 销 新华书店

印 刷 三河市汇鑫印务有限公司

规 格 215 mm × 275 mm 16开本

印 张 31.75插页2

字 数 924 000

邮政编码 100080

010-62511398 (质管部)

010-62514148 (门市部)

010-62515275 (盗版举报)

版 次 2013年11月第1版

印 次 2013年11月第1次印刷

定 价 59.00 元

版权所有

侵权必究

印装差错

负责调换



# 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。



● 突出管理类专业教材的实用性。本套教材既强调学术的基础性，又兼顾应用的广泛性；既侧重让学生掌握基本的理论知识、专业术语和专业表达方式，又考虑到教材和管理实践的紧密结合，有助于学生形成专业的思维能力，培养实际的管理技能。

● 体系经过精心组织。本套教材在体系架构上充分考虑到当前我国在本科教育阶段推广双语教学的进度安排，首先针对那些课程内容国际化程度较高的学科进行双语教材开发，在其专业模块内精心选择各专业教材。这种安排既有利于我国教师摸索双语教学的经验，使得双语教学贴近现实教学的需要；也有利于我们收集关于双语教学教材的建议，更好地推出后续的双语教材及教辅材料。

● 篇幅合理，价格相对较低。为适应国内双语教学内容和课时上的实际需要，本套教材进行了一定的删减和改编，使总体篇幅更为合理；而采取低定价，则充分考虑到了学生实际的购买能力，从而使本套教材得以真正走近广大读者。

● 提供强大的教学支持。依托国际大出版公司的力量，本套教材为教师提供了配套的教辅材料，如教师手册、PowerPoint 讲义、试题库等，并配有内容极为丰富的网络资源，从而使教学更为便利。

本套教材是在双语教学教材出版方面的一种尝试。我们在选书、改编及出版的过程中得到了国内许多高校的专家、教师的支持和指导，在此深表谢意。同时，为使我们的教材更适于教学，我们也真诚地期待广大读者提出宝贵的意见和建议。需要说明的是，尽管我们在改编的过程中已加以注意，但由于各教材的作者所处的政治、经济和文化背景不同，书中内容仍可能有不妥之处，望读者在阅读时注意比较和甄别。

徐二明

中国人民大学商学院



# 改编者的话

*Business Research Methods* 是一本非常实用的关于管理学研究方法的教材。1998 年我在美国访问时，注意到很多著名大学的商学院给 MBA 学生开设研究方法课，使用的都是这本书。当时是 1995 年的第 5 版，我看过之后爱不释手，于是买了一本带回国内，开始用双语给研究生讲授管理研究方法。我喜欢它的原因是，这是一本非常实用的介绍研究方法的教材，它不是为研究而研究，而是结合企业管理的实际问题，从解决问题出发，针对性和实用性都很强。十多年过去了，国内关于管理研究的气候已经形成，尽管称呼还不一样（大家直接把书名翻译为企业研究方法或商业研究方法，实际上应该是企业管理研究方法）。

在这样的時候再出这本书的英文改编版，是否还有必要？

答案是肯定的。理由有四：

首先，这是一本针对管理领域研究生水平的研究方法教材。其定位清晰，内容的针对性强，特别是关于研究过程的解释和描述，具有自己的特点。

其次，内容难度适中。既有对科学研究的基本概念的解释和说明，也有对高级统计分析的简单介绍，使读者拥有自己的选择余地，教师也可以根据学生的特点进行取舍。

再次，实用性强。本书密切结合企业实际，通过大量的实例和练习，把所讲解的内容和概念与企业实际结合起来，让读者充分感受科学研究在实际工作中的重要性。特别是每一章开始的实例，是一个贯穿全书的真实故事，以此来注解研究方法在企业实际中的应用，非常巧妙。

最后，国内一般人对科学研究方法的理解往往停留在肤浅的表层。大多数人一听说研究方法，想到的就是象牙塔里做学问使用的东西，与企业管理或其他领域的实践没有什么关系，所以一般人不需要学。这实在是偏见。我认为，科学研究方法要教给我们的，绝不仅仅是具体的方法，更重要的是一种思维方式，一种实事求是的精神和态度。这种思维方式的核心是：任何判断或结论都必须有事实依据或数据！这种实事求是的精神是：对客观事物，包括我们自己，不能仅靠直觉经验，应该借助科学的方法去认识和理解。

科学研究，就是针对某个问题寻求答案的过程。英文中的“研究”（research）一词，完全可以从词根的角度解释成“再搜索”。所以，研究就是为一个问题反复寻求或搜索答案的过程。从这个角度讲，不仅从事学术研究的人需要掌握研究方法，从事实际工作、解决实际问题的人，更需要掌握科学的研究方法！

基于上述原因，我认为这本改编的《企业管理研究方法》（英文版·第 11 版）在国内具有不可替代的地位和作用。



本书的改编主要是压缩了三部分内容：一是插图，全书大概有上百幅黑白和彩色插图，在改编版中都看不到了；二是某些章后的附录；三是一部分网上练习和不适合我国国情的内容。

改编后的版本精炼了很多，对中国学生来说买书的负担也就小了些，但原版本的基本框架和内容没有作任何改动。

孙健敏

于人民大学求是楼



For undergraduate students just learning about research methods or graduate students advancing their research knowledge, with each new edition *Business Research Methods* promises—and has repeatedly delivered—not only a teachable textbook but a valued reference for the future. As a mark of its worldwide acceptance as an industry standard, *Business Research Methods* is now published in nine international editions and in four languages.

When you are creating an 11th edition, you don't want to tinker too much with what has made instructors want to teach with your textbook or researchers use it as a valuable shelf reference. But to ignore environmental changes would be irresponsible. We've tried to respond with clarity and purpose to changes in the business and government environments.

## Leading

In this edition, you'll find a new chapter on oral presentations. Since the development of the data warehouse, identifying patterns and drawing meaningful conclusions from data has been as important as collecting primary data addressing specific problems. But business managers today are not always schooled in data analysis and interpretation. Thus, it becomes the job of the researcher to present data processes and conclusions in an understandable way. Also, advances in technology for presenting over the Web have made it possible to gather all the individuals who need to understand the research findings, often without leaving their offices, to hear the researcher explain the findings and conclusions. So, while presenting research findings in written reports is still the norm, the oral presentation of findings has taken on new significance—thus, the new chapter.

## Responsive . . . to Students and Faculty

Snapshots, PicProfiles, and Closeups are the way we reveal what is timely and current in research. We wait until such issues are more mainstream before giving the topic a permanent place within the text. You'll find several of these new examples in this edition, dealing with Internet research, cloud computing, using Excel in data analysis and presentation, smartphone research, dirty data, gut hunches, wildcat surveys, and more. And you'll find research stories that relate to such organizations or brands as the Army, Netflix, Sausages, Best Buy, Blackstone Wines, Rypple, Twitter, Facebook, Ford, and Match.com, among numerous others.

Our process series of exhibits has expanded with the addition of Chapter 21 and the revision of Chapter 20. And you'll find new and revamped exhibits in other chapters as well. Each is designed to make the process more understandable for students.

Chapter 19 got a fresh pair of eyes this edition. We hope you will find the enhanced clarity of concepts to your liking.

We've added a new type of discussion question—"From the Headlines"—to demonstrate to students that research is applicable to all types of scenarios. They are designed for faculty who enjoy using discussion examples in teaching research methods.

We've added research examples to the Instructor's Manual, for use in class discussion or testing. We continue to use chapter and end-of-text appendices for important information that, given the skills and knowledge of their students, an instructor might not always use. You'll find appendices related to a sample proposal, advanced search techniques, question development, the research industry, and more.

## Fine-Tuned

**Process Series of Exhibits** The core pedagogy of *Business Research Methods* is based on an understanding that student learners are of three types: visual, auditory, and kinesthetic. These exhibits offer a detailed, graphical map of the research process or a more detailed breakout of each subprocess, perfect for hands-on projects. Each of these exhibits is linked to others in the series with a consistent use of shape and color. You'll find 32 of these exhibits throughout the text.

**Written Cases** Cases offer an opportunity to tell research stories in more depth and detail. You'll find cases about hospital services, lotteries, data mining, fundraising, new promotions, and website design, among other topics, featuring organizations like Akron Children's Hospital, Kelly Blue Book, Starbucks, Yahoo!, the American Red Cross, and more.

**Video Cases** We are pleased to offer a first in video supplements, several short segments drawn from a two-hour metaphor elicitation technique (MET) interview. These segments should be invaluable in teaching students to conduct almost any type of individual depth interview and to explain the concept of researcher-participant rapport. Four of our video cases were written and produced

\* 本前言中提到的部分内容在改编时作了精简，但为了便于读者了解原书全貌，前言未作改动。——改编者注



especially to match the research process model in this text and feature noted companies: Lexus, Starbucks, Wirthlin Worldwide (now Harris Interactive), Robert Wood Johnson Foundation, GMMB, Visa, Bank One, Team One Advertising, U.S. Tennis Association, Vigilante New York, and the Taylor Group. You can download video cases and video supplements from the Online Learning Center.

**Web Exercises** It is appropriate to do Web searches as part of a research methods course, so each chapter offers one or more exercises to stimulate your students to hone their searching skills. Due to the ever-changing nature of Web URLs, however, we offer these exercises in the instructor's manual, downloadable from the text website.

**Sample Student Project** Visualization of the finished deliverable is key to creating a strong research report. This detailed project sample is downloadable from the Online Learning Resource Center.

## Collaborative

When we revise an edition, many individuals and companies contribute. Here are some who deserve special recognition and our gratitude.

- We would like to acknowledge the changes in Chapter 19, "Multivariate Analysis: An Overview," by Edye Cleary, a doctoral student in the School of Public Administration, Florida Atlantic University. She simplified numerous explanations and elaborated on others to make the material more student-friendly.
- To all those researchers who shared their projects, ideas, perspectives, and the love of what they do through e-mails and interviews and who helped us develop cases, Snapshots, PicProfiles, or Closeups, or provided new visuals: Andy Peytchev, Research Triangle Institute (RTI International); Jeffrey C. Adler, Centrac DC Marketing Research; Josh Mendelsohn, Chadwick Martin Bailey, Inc.; Ruth Stanat, SIS International Research; Sharon Starr, IPC, Inc.; Tom Anderson, Anderson Analytics; Jennifer Hirt-Marchand, Marcus Thomas LLC; Lance Jones, Keynote Systems; Keith Crosley, Proofpoint; Christopher Schultheiss, SuperLetter.com; Ryan Cooper, Lifetime TV; Hy Mariampolski, QualiData Research Inc; Julie Grabarkewitz and Paul Herrera, American Heart Association; Holly Ripans, American Red Cross; Mike Bordner and Ajay Gupta, Bank One; Laurie Laurant Smith, Arielle Burgess, Jill Grech, David Lockwood, and Arthur Miller, Campbell-Ewald; Francie Turk, Consumer Connections; Tom Krouse, Donatos Pizza; Annie Burns and Aimee Seagal, GMMB; Laura Light and Steve Struhl, Harris Interactive; Emil Vicale, Herobuilders.com; Adrian Chiu, NetConversions; Eric Lipp, Open Doors Organization; Stuart Schear, Robert Wood Johnson Foundation; Elaine Arkin, consultant to RWJF; Colette Courtion, Starbucks; Mark Miller, Team One Advertising; Rebecca Conway, The Taylor Research Group; Scott Staniar, United States Tennis Association; Danny Robinson, Vigilante; Maury Giles, Wirthlin Worldwide; and Ken Mallon, Yahoo!; and numerous colleagues at IBM and Lenovo.
- To Rebecca Mann, our Developmental Editor, who facilitated the complex process and to our Executive Editor, Dick Hercher, who felt strongly enough about us as successful authors to support this revision.
- To the remainder of our McGraw-Hill team, for making the book a priority:
  - Project Manager: Harvey Yep
  - Marketing Manager: Jaime Halteman
  - Media Producer: Cathy Tepper
  - Production Supervisor: Carol Bielski
  - Designer: JoAnne Schopler
  - Photo Researcher: Keri Johnson
  - Photo Coordinator: Lori Kramer
- To our faculty reviewers for their insights, suggestions, disagreements, and challenges that encouraged us to look at our content in different ways: Scott Baker, Champlain College; Scott Bailey, Troy University; Robert Balik, Western Michigan University–Kalamazoo; John A. Ballard, College of Mount St. Joseph; Jayanta Bandyopadhyay, Central Michigan University; Larry Banks, University of Phoenix; Carol M. Belew, New Mexico Highlands University; Jim Brodzinski, College of Mount St. Joseph; Taggart Brooks, University of Wisconsin–La Crosse; L. Jay Burks, Lincoln University; Marcia Carter, University of Southern New Hampshire; Raul Chavez, Eastern Mennonite University; Darrell Cousert, University of Indianapolis; David Dorsett, Florida Institute of Technology; Michael P. Dumler, Illinois State University; Kathy Dye, Thomas More College; Don English, Texas A&M University–Commerce; Antonia Espiritu, Hawaii Pacific University; Hamid Falatoon, University of Redlands; Judson Faurer, Metropolitan State College of Denver; Eve Fogarty, New Hampshire College; Bob Folden, Texas A&M University–Commerce; Gary Grudinski, San Diego State University; John Hanke, Eastern Washington University; Alan G. Heffner, Silver Lake College; Lee H. Igel, New York University; Burt Kaliski, New Hampshire College; Jane Legacy, Southern New Hampshire



University; Andrew Luna, State University of West Georgia; Andrew Lynch, Southern New Hampshire University; Iraj Mahdvi, National University; Judith McKnew, Clemson University; Rosemarie Reynolds, Embry Riddle Aero University–Daytona; Randi L. Sims, Nova Southeastern University; Gary Stark, Northern Michigan University; Bruce Strom, University of Indianapolis; Cecelia Tempomi, Southwest Texas State University; Charles Warren, Salem State College; Dennis G. Weis, Alliant International University; Bill Wresch, University of Wisconsin-Oshkosh; and Robert Wright, University of Illinois at Springfield.

We are also indebted to dozens of students who identified areas of confusion so that we could make concepts more understandable, who participated in search tests, who worked on numerous research projects demonstrating where we needed to place more emphasis, and who reminded us with their questions and actions that many aspects of the research process operate below their learning radar.

Through this 11th edition, we hope you and your students discover, or rediscover, how stimulating, challenging, fascinating, and sometimes frustrating this world of research-supported decision making can be.

**Pamela Schindler  
Donald Cooper**



# 简明目录

## 第I篇 企业管理研究概论

第1章 企业管理中的研究	2
第2章 企业管理研究中的伦理	20
第3章 像研究者一样思考	38
第4章 研究过程：概述	58
第5章 通过二手资料和探索性研究澄清所研究的问题	72

## 第II篇 研究设计

第6章 研究设计：概述	92
第7章 定性研究	108
第8章 观察研究法	130
第9章 实验法	144
第10章 调查研究法	162

## 第III篇 数据的来源和收集

第11章 测量	186
第12章 测量量表	204
第13章 问卷及测量工具	226
第14章 抽样	252

## 第IV篇 数据分析与展示

第15章 数据准备和描述	276
第16章 数据的探索、展示与研究	296
第17章 假设检验	312
第18章 关联测量	346
第19章 多元分析：一个回顾	378
第20章 展示观点和结果：书面报告	410
第21章 展示观点和结果：口头报告	434



## >part I

### Introduction to Business Research 1

- 1 Research in Business 2**
  - Why Study Business Research? 4
  - Information and Competitive Advantage 6
  - Hierarchy of Information-Based Decision Makers 8
  - The Research Process: A Preview 10
  - What Is Good Research? 11
  - A Glimpse at Four Research Studies 14
  - >discussion questions 18

- 2 Ethics in Business Research 20**
  - What Are Research Ethics? 22
  - Ethical Treatment of Participants 22
  - Ethics and the Sponsor 28
  - Researchers and Team Members 31
  - Professional Standards 32
  - Resources for Ethical Awareness 34
  - >discussion questions 35

- 3 Thinking Like a Researcher 38**
  - The Language of Research 40
  - Research and the Scientific Method 52
  - >discussion questions 57

- 4 The Research Process: An Overview 58**
  - The Research Process 60
  - Stage 1: Clarifying the Research Question 61
  - Stage 2: Proposing Research 63
  - Stage 3: Designing the Research Project 66
  - Stage 4: Data Collection and Preparation 67
  - Stage 5: Data Analysis and Interpretation 68
  - Stage 6: Reporting the Results 68
  - Research Process Issues 69

>discussion questions 71

## **5 Clarifying the Research Question through Secondary Data and Exploration 72**

A Search Strategy for Exploration 74

Mining Internal Sources 79

The Question Hierarchy: How Ambiguous Questions Become Actionable Research 83

>discussion questions 89

## >part II

### The Design of Business Research 91

- 6 Research Design: An Overview 92**
  - What Is Research Design? 94
  - Exploratory Studies 99
  - Descriptive Studies 103
  - Causal Studies 104
  - >discussion questions 107

- 7 Qualitative Research 108**
  - What Is Qualitative Research? 110
  - Qualitative versus Quantitative Research 110
  - The Process of Qualitative Research 114
  - Qualitative Research Methodologies 114
  - Combining Qualitative Methodologies 127
  - Merging Qualitative and Quantitative Methodologies 128
  - >discussion questions 129

## **8 Observation Studies 130**

The Uses of Observation 132

Evaluation of the Observation Method 135

The Observer–Participant Relationship 136

Conducting an Observation Study 137



Unobtrusive Measures 141  
 >discussion questions 142

## 9 Experiments 144

What Is Experimentation? 146  
 An Evaluation of Experiments 147  
 Conducting an Experiment 147  
 Validity in Experimentation 153  
 Experimental Research Designs 156  
 >discussion questions 160

## 10 Surveys 162

Characteristics of the Communication Approach 164  
 Self-Administered Surveys 172  
 Survey via Telephone Interview 178  
 Survey via Personal Interview 181  
 Selecting an Optimal Survey Method 182  
 >discussion questions 184

## >part III

### The Sources and Collection of Data 185

## 11 Measurement 186

The Nature of Measurement 188  
 Measurement Scales 191  
 Sources of Measurement Differences 195  
 The Characteristics of Good Measurement 197  
 >discussion questions 203

## 12 Measurement Scales 204

The Nature of Attitudes 206  
 Selecting a Measurement Scale 208  
 Rating Scales 212  
 Ranking Scales 220  
 Sorting 223  
 Cumulative Scales 223  
 >discussion questions 224

## 13 Questionnaires and Instruments 226

Phase 1: Revisiting the Research Question Hierarchy 228  
 Phase 2: Constructing and Refining the Measurement Questions 232  
 Phase 3: Drafting and Refining the Instrument 242  
 >discussion questions 250

## 14 Sampling 252

The Nature of Sampling 254  
 Steps in Sampling Design 259  
 Probability Sampling 263  
 Nonprobability Sampling 269  
 >discussion questions 273

## >part IV

### Analysis and Presentation of Data 275

## 15 Data Preparation and Description 276

Introduction 278  
 Editing 278  
 Coding 280  
 Data Entry 290  
 >discussion questions 294

## 16 Exploring, Displaying, and Examining Data 296

Exploratory Data Analysis 298  
 Cross-Tabulation 306  
 >discussion questions 310

## 17 Hypothesis Testing 312

Introduction 314  
 Tests of Significance 322



>discussion questions 344

## 18 Measures of Association 346

Introduction 348

Bivariate Correlation Analysis 349

Simple Linear Regression 357

Nonparametric Measures of Association 367

>discussion questions 375

## 19 Multivariate Analysis: An Overview 378

Introduction 380

Selecting a Multivariate Technique 380

Dependency Techniques 382

Interdependency Techniques 397

>discussion questions 407

## 20 Presenting Insights and Findings: Written Reports 410

Introduction 412

The Written Research Report 412

Research Report Components 414

Writing the Report 419

Presentation of Statistics 424

>discussion questions 432

## 21 Presenting Insights and Findings: Oral Presentations 434

Introduction 436

Aristotle's Three Principles of Persuasive  
Communication 437

Plan 439

Organize 443

Support 447

Visualize 450

Deliver 456

Practice and Arrange 460

>discussion questions 464



# >part I<

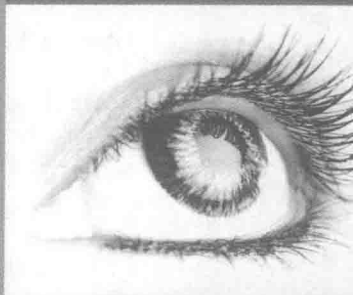
Chapter 1 **Research in Business**

Chapter 2 **Ethics in Business Research**

Chapter 3 **Thinking Like a Researcher**

Chapter 4 **The Research Process: An Overview**

Chapter 5 **Clarifying the Research Question  
through Secondary Data  
and Exploration**



**Introduction to Business Research**



# >chapter 1

## Research in Business

### >learning objectives

After reading this chapter, you should understand . . .

- 1 What business research is and how it differs from decision support systems and business intelligence systems.
- 2 The trends affecting business research and the emerging hierarchy of research-based decision makers.
- 3 The different types of research studies used in business.
- 4 The distinction between good business research and that which falls short of professional quality.
- 5 The nature of the research process.

“ This is a fantastic time to be entering the business world, because business is going to change more in the next 10 years than it has in the last 50. ”

Bill Gates, entrepreneur and founder of Microsoft



# >bringingresearchtolife



Myra Wines, director of consumer affairs for MindWriter, Inc., has been charged with the task of assessing MindWriter's CompleteCare program for servicing laptops. As a result, she sent several well-respected research firms a *request for proposal (RFP)*, and she and her team are interviewing the last of those firms, Henry & Associates.

Newly promoted to her position, Wines has a TV journalism and government public relations background. She has been a MindWriter laptop owner since it came on the market decades earlier and has never personally experienced a problem. She wants a research supplier from whom she can learn, as well as one whom she can trust to do appropriate, high-quality research.

The last interviewee is Jason Henry, managing partners, Henry & Associates. H&A comes highly recommended by a professional colleague in a different industry. H&A has gained a reputation for merging traditional methodologies with some creative new approaches. Myra is interested in exploring the firm's methodology for customer satisfaction studies. As Wines approaches Henry in the waiting area, she extends her hand. "Welcome to MindWriter, Jason. I'm Myra Wines."

Henry rises, clasping Wines's hand in a firm hand shake. "Pleased to meet you, Myra."

Myra directs Jason's attention to a long corridor. "My team members are gathered in our conference room just down this hall. Let's join them, shall we?"

The interview process starts with Henry's short presentation on H&A and its capabilities. As the interview progresses, Henry shares some impressive results accomplished for former clients in noncompetitive industries. The last slide in his presentation features a top industry award H&A recently won for its customer satisfaction methodology.

During the Q&A that follows, Henry demonstrates current knowledge of the computer industry (he's obviously read numerous articles), confidence, and expertise, at a level that Wines initially had not expected given his relatively youthful appearance. At the conclusion of the interview, Wines is leaning toward hiring Henry & Associates, but wants to confer with her team.

The next day, Myra calls Jason at his office. "We've chosen Henry & Associates for the MindWriter CompleteCare assessment contract. Congratulations."

"Thank you," accepts Jason. "You've made the right choice."

"I've got two seats on a flight to Austin next Wednesday," shares Myra. "Can you join me? This will be my first look at the CompleteCare facility and my first face-to-face contact with its manager. I'd like someone along who can lay the groundwork for the project and understand the number crunching that's already been done."

The phone goes silent as Jason pauses to consult his BlackBerry. Two internal meetings will need to be shifted, but MindWriter is an important new client. "Yes, I can work that in as long as we're back by 7 p.m. I've got an evening commitment."

"Shouldn't be a problem," shares Myra. "Those seats I mentioned are on the corporate jet. We'll be back by 5:30. I'll meet you in the lobby at the county airstrip at 8 a.m. Wednesday then."

"A quick question," interrupts Jason before Myra can disconnect. "I need some idea of what's happening at this meeting."

"The meeting is to get you started. I'll introduce you to other people you will be working with and share more details about the concerns we have with the CompleteCare program," shares Myra.

"Fine. Can you arrange a third seat? It would be best to include Sara Arens from the very beginning. Her expertise will be crucial to the success of the assessment program."

"Yes, you mentioned her before. That shouldn't be a problem, but I'll check and get back to you."

"Then, Wednesday, Sara and I will plan on asking probing questions and listening to discover exactly what