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Preface to the Fifth Edition

This is an introductory text in marketing research. As such, it is primarily concerned with *decisional* research rather than *basic* research. Decisional research is done to provide information for a pending decision. Basic research is done primarily to advance the level of scientific knowledge.

A "good" decisional research project results in helping to make the best decision that can be made at the least cost of making it. A good basic research project results in the best estimate that can be made or the best hypothesis test that can be run. These differing objectives result in differing ways of deriving meaning, applying methods, and making measurements in the two types of research.

This book is concerned with the doing of good decisional research, specifically good marketing research. The competently conducted marketing research project provides information to help identify, structure, and solve a marketing problem. The information it provides will have meaning to the manager who is to use it so that it will be relevant to his perception of the problem and will have the required level of accuracy. It will have been obtained by using the methods and making the measurements appropriate for the problem. The project will have been designed in such a way that the information will be worth more than it costs to obtain and will be provided at the time it is needed.

As those who have some acquaintance with decisional research projects are aware, meeting these requirements is not easy. The problems of proper design and sound implementation in basic research are serious ones; they are compounded in decisional research by the insistent constraints of time and of the economics of information acquisition.

In this text we have attempted to deal with these problems as clearly and directly as possible. Our continuing concern has been the illustration of the concepts and techniques discussed by the use of actual examples. Students, whether they are users or doers of research, are better motivated and taught when they can see how a concept is applied or learn how a technique is used in actual situations.

This edition is a comprehensive revision that both updates and extends the topics covered in the fourth edition. In it, we have made a conscious effort to include even more examples of marketing problems whose solution was aided, or could have been aided, by applying one or more of the techniques that we discuss. Also new to this edition are several other changes which bear mentioning, as they make the text easier for instructors and students to use:

- A more open, attractive design, including the functional use of color to highlight important material.
- More, but shorter and more focused, chapters.
- Up-to-date coverage of the electronics and computer revolution sweeping the marketing research field.
- A continuing real-world case that runs throughout the text, allowing students to apply new material to a familiar context.

We share the difficulty of most authors of giving adequate recognition to those who have contributed to their work. Our students have been a continuing source of helpful comments and suggestions. Our colleagues, both here at Oregon and at other universities, have also provided many useful suggestions. The reviewers for this edition each provided unusually perceptive comments, and so deserve individual recognition. They are:

Panos Apostolidis University of Scranton Joseph Bellizzi Arizona State University

Ray DeCormier Central Connecticut State University

Lawrence Feick University of Pittsburgh
Donald Fuller University of Central Florida
Roger Gates University of Texas—Arlington

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Kent State University
George Mason University

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We are also indebted to the many practicing marketing researchers and research organizations that supplied examples, illustrations, and material for cases.

They each have contributed to this being a much better book than it could possibly have been without their help. All have our sincere thanks. None are in any way responsible for any shortcomings that may remain.

Particular thanks must go to Michael Capizzi of Burgoyne, Inc. His comments, criticisms, and suggestions were invaluable in anchoring this text solidly in reality. He is a practicing marketing researcher who is not only concerned about the education of future marketing managers but is willing to invest considerable time and effort to improve the educational process.

Finally, we thank Jan Clayton, who not only deciphered our frequently illegible notes, but typed with speed, accuracy, and a constant sense of humor.

Eugene, Oregon

D. S. T.

D. I. H.

Supplementary Material for the Text

Markstat Statistical Package We have responded to the increased attention given to microcomputers and their applicability in solving marketing problems with an integrated version of MARKSTAT, a microcomputer package developed for the marketing research course by Peter LaPlaca at the University of Connecticut. This software is packaged with a student exercise manual which has been integrated with the data and underlying research concepts found in the Tull/Hawkins text.

Data Disks For those who wish only to have the data from several cases and applications found in the text, these data are also available separately on computer disk to adopters.

Instructor's Manual This comprehensive resource contains teaching objectives, quiz and demonstration questions and problems, review questions, and transparencies.

Test Bank This edition of Tull/Hawkins provides a separate test bank that contains a large selection of over 2700 multiple choice and true/false questions, many of which have been class tested.

Microtest A microcomputer testing system is available to adopters that provides the test bank on computer disk for the IBM, Apple, and TRS-80 microcomputers.

To the Student

What you will want to learn from the course in which this text is being used will depend in part on whether you plan to be in a management position in which you will use marketing research, or whether you intend to be a marketing researcher and do research.

Those who are going to be users of research need to learn to judge how useful research information would be to help solve specific marketing problems, and how to evaluate the quality of the information promised by a research proposal. Those who are going to be marketing researchers need to learn how to design and conduct sound research projects at the least possible cost.

We have kept both of these objectives in mind in writing this text. We have attempted to give a thorough description of the underlying principles in each of the topic areas to enable a researcher to design and conduct a sound research project. In addition most of the topic areas have suggested step-by-step procedures for applying these principles in practice (how to design a research project, how to set up a sampling plan, how to prepare a questionnaire, and how to select the methods of analysis to use are examples.

Wherever possible we have used actual examples to illustrate the application of these principles and procedures. We have provided the opportunity to evaluate the quality of research proposals or information in each of the topic areas through an extensive use of examples, illustrations, discussion questions, problems, and cases.

In studying this material, we recommend that you read the review questions at the end of the chapter *before* you read the chapter. They will prepare you for the key terms and ideas in the chapter. After you read the chapter, try

to answer each review question. This will serve as a review and a measure of your surface knowledge of the key terms and concepts. Once you are comfortable with these questions, examine the discussion questions/problems. They are designed to enhance your *understanding* and *ability to use* the material in the chapter. Answering these questions requires only the textbook and, for some, a calculator. The project questions require you to "leave the room" to interview people, use library or computer resources, or otherwise actually do marketing research.

Whether you intend to be a user or a doer of research, this is a textbook that you may want to keep. It has been said that knowledge is of two kinds: to know a subject ourselves, or to know where we can find information about it. We have attempted to make this book useful for both purposes.

Donald S. Tull Del I. Hawkins

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