

# MARKETING MARKETING RESEARCH RESEARCH

SIXTH EDITION

DAVID J. LUCK • HUGH G. WALES  
DONALD A. TAYLOR • RONALD S. RUBIN

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# **MARKETING RESEARCH**

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# PREFACE

As a textbook is revised in new editions, one may expect the task to be progressively easier. To the contrary—our experience is that it is of increasing difficulty. In addition to competition, in marketing research there are dynamics of technology, philosophies, and growing social responsibility. An edition also becomes outmoded by changing teaching styles and topical emphasis.

Major changes in the sixth edition are evident in the table of contents, primarily in the following areas:

- One chapter, which dealt with application to market analysis and forecasting, has been deleted. Most teachers did not find time to include this, nor are applications chapters popular.
- A large increase in the number of chapters, from fourteen in the fifth edition to twenty-three (after excluding the one deleted) in this edition. More chapters enhance teachability in (1) finer division of subjects, (2) deeper treatment of some subjects, and (3) adding some desirable subjects previously excluded. Chief treatment changes by chapter are:
  - Sampling and statistical methods are given more thorough treatment.
  - Subject augmentation, with new chapters on:
    - Decision science
    - Measurement and meaning
    - Managing marketing research
    - Ethics
- Following the introduction, the text is divided more logically into three phases, which may be called simply planning, implementation, and facilitating use.

We have not tinkered with the structure of the evolution of research studies, for that is a basic tenet. That sequence now begins more quickly in the second chapter and is uninterrupted, which aids learning and is a boon when students are to conduct their own projects (the prevailing teaching practice).

An innovation is found at the beginning of each chapter: an episode in the life of a marketing research department—the corporation is fictitious but the characters are drawn from life. Rather than being teaching cases, these vignettes provide continuity and purpose to each chapter, and they should add human warmth and career attractiveness—so real in this profession.

Following the text of each chapter is a set of review questions. These are followed by one or more cases pertaining to the chapter. The cases have doubled in number to fifty, so they deal with more subjects and afford more variety. Most cases are new, and the remainder have been revised.

As before, our aim is to be lucid at the undergraduate level and to use a managerial approach. Advances in techniques have been brought in, but with care to avoid the esoteric. Beyond technical instruction, we strive to explain when and how to use marketing research and how to evaluate it, and therefore the first third of the book is necessarily more descriptive than precise. Successful researchers would attest that these competencies are as essential as technical knowledge.

We have also expanded and improved, we hope, the diagrams and other learning aids in the text. Teachers are reminded that for efficient use of these aids and of the cases, the Teacher's Manual is an essential tool.

We thank many students and fellow teachers for ideas that have improved the book's merits. Among colleagues on our campuses, we particularly acknowledge the assistance of James Culley and Stephen Keiser of the University of Delaware, Robert Cosenza of the University of Central Florida, and Bill Stoddard and Linda Sweitzer of Michigan State University. The comments of the outside reviewers of the manuscript have earned our profound thanks: Sam Carter, Michigan State University; Bob Dwyer, University of Cincinnati; and David J. Ortinau, University of Southern Florida. Among sources of illustrative material, we wish to thank Minnesota Mining and Manufacturing Company (3M) for material on report preparation. Among the many persons at Prentice-Hall who made this book possible, we single out John M. Connolly, editor of marketing books, and our production editor, Linda Mason.

The reader is strongly urged to inform us of any faults or needed improvements that he or she perceives, so that mutually we may improve education in marketing research.

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PART ONE

# **PRELIMINARIES**

