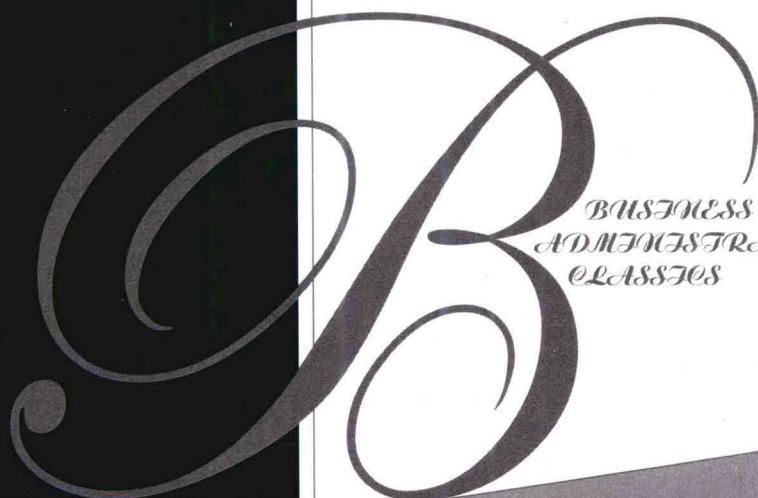


教育部高校工商管理类教学指导委员会 双语教学推荐教材

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Administration Classics

营销管理：知识与技能

(英文版·第10版)

MARKETING MANAGEMENT KNOWLEDGE AND SKILLS (10th Edition)

J·保罗·彼得 (J. Paul Peter)

小詹姆斯·H·唐纳利 (James H. Donnelly, Jr.) 著

楼尊 改编

中国人民大学出版社

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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，为使后续推出的教材更适于教学，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

在我国市场经济飞速发展,企业与各种非营利组织的营销实践日臻丰富的今天,我很高兴能够将《营销管理:知识与技能(第10版)》介绍给各位读者朋友。这本由两位在营销研究领域声誉斐然并多次获得杰出教学奖的营销教授——威斯康星大学的J·保罗·彼得教授和肯塔基大学的小詹姆斯·H·唐纳利教授合作完成的经典教材,因其鲜明的特色多年来一直受到全球主流商学院师生的欢迎。为适合国内读者阅读需求和国内高校双语(全英语)教学的需要,中国人民大学出版社及时出版了该书的英文改编版。

市场营销是科学,也是艺术。《营销管理:知识与技能(第10版)》一书最主要的特色在于“巩固营销知识”和“发展营销技能”并重,更好地体现了营销管理的科学性、综合性和实践性。正如作者在阐述自己撰写本书的目的时所说,“巩固学生的营销管理知识,并将这些知识运用于制定和执行成功的市场营销战略的训练之中,以不断提高他们的营销技能,是我们自始至终贯穿全书所有篇章的清晰脉络”。作为作者在多年的教学实践中不断创新和改进教学理念和方法的成果,本书创建了“六阶段学习方法”模型,强调在传授营销知识的同时,有效地帮助学生建立思考和理解动荡市场环境中日趋激烈的竞争本质,进而制定科学营销决策的能力。书中经过多年教学实践检验的六阶段学习方法包括:(1)掌握基本的营销原理;(2)学习进行营销分析的方法和工具;(3)分析网络环境下的营销实践和信息;(4)分析营销管理案例;(5)分析战略营销案例;(6)制定市场营销计划。作者正是以此为框架谋篇布局,将系统的营销知识和概念、分析现实营销问题的方法和工具,以及制定营销决策的技能,以严密的逻辑和清晰的脉络浑然融为一体,在营销学习过程中突出“学”与“用”的紧密结合。

灵活适应营销教学的要求是本书的另一特色。教学实践表明,“六阶段学习方法”模型非常灵活,可以很方便地适应不同层次的学习需求和教学目的。教师可以面对营销初学者、已经修读过市场营销相关课程的高年级学生或MBA高级营销课程的学生,有针对性地安排课程的重点和本书的使用。例如,针对初学者,教师的重点可以放在科学而全面地阐述营销理论和概念的第一阶段。针对营销专业高年级学生或MBA高级课程的学生,教师可以把主要精力转向第二至第六阶段,课程应该以发展营销技能为重,第1部分可以作为文献和参考资料。甚至,有些教师将本书拆分成两门营销管理课程,一门课程强调“六阶段学习方法”中的第一阶段至第四阶段;另一门课程强调第五阶段和第六阶段。

与本书先前的版本相比,经过作者精心修订和更新的第10版更加突出了用户(营销教学的参与者——学生与教师)导向。本书增添或拓展了对主要的营销类型、品牌化、营销调研中数据收集技术比较、服务组织中的关系营销、数字化

营销等一系列新观点和新现象的讨论。而且,本书更新了网络环境下营销练习的内容和指导,精挑细选了涉及众多行业和企业类型的、具有挑战性的案例供学生分析和讨论。

为了适应我国当前市场的特定需要和营销管理教学的要求,在保持原著的精髓和主体完整性的前提下,该英文改编版删减了原书的部分章节和案例。相比保留的内容,被删减的章节具有以下特点:文化和法律环境的差异导致内容明显不适用;与其他教材重叠的内容;涉及公司或产品过于陌生或经营环境差异过大,不适合在教学中使用的案例。

在本书改编过程中,我得到了许多朋友的热情帮助和扶持,特别是中国人民大学出版社各位编辑热情、高效而细致的工作是本书顺利出版的有力保证,在此致以诚挚的谢意!最后,尽管为本书的改编和出版做出了很多努力,但本人对原书的诠释和所做的删减难免有不当之处,敬请各位老师和读者批评指正。

楼 尊

Preface*

Our goal for *Marketing Management: Knowledge and Skills* has always been very clear to us: to enhance students' knowledge of marketing management and to advance their *skills* in utilizing this knowledge to develop and implement successful marketing strategies. *Knowledge enhancement* and/or *skill development* are the purpose of each section in our book. Our vision always has been to *assemble a complete student resource for marketing management education*. This edition is no exception.

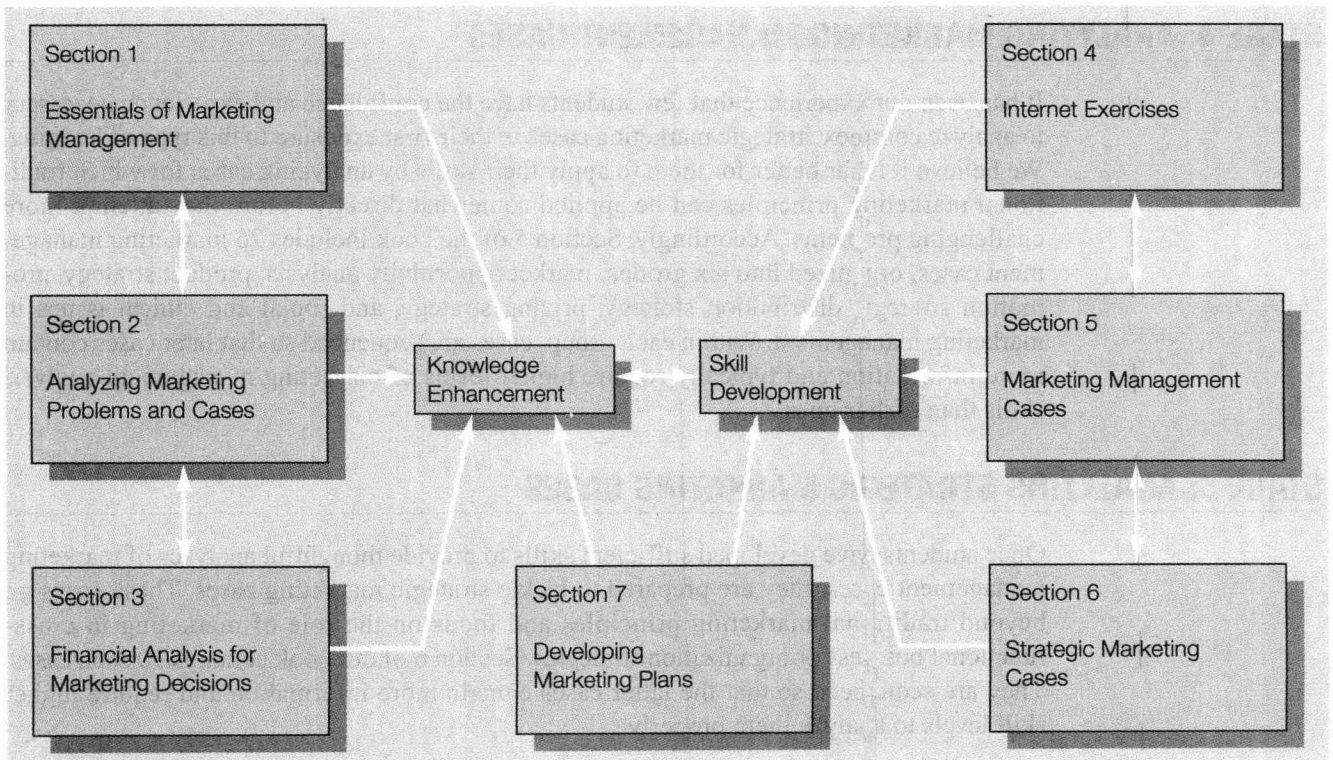
THE STRUCTURE OF THE BOOK

During our years of teaching, we have experimented with many different teaching approaches and philosophies. The structure of this book reflects an evolution from these experiments. Presently, our model includes a six-stage learning approach that includes (1) mastering basic marketing principles, (2) learning approaches and tools for performing marketing analyses, (3) analyzing Internet exercises, (4) analyzing marketing management cases, (5) analyzing strategic marketing cases, and (6) developing marketing plans.

Our six-stage learning approach is the focus of the seven sections of the book. Each section has as its objective either *knowledge enhancement* or *skill development* or both. The framework and structure of our book is presented in the diagram and will appear throughout the text to integrate the sections of the book.

STAGE 1: MASTERING BASIC MARKETING PRINCIPLES

It is clearly necessary for students to learn and understand basic definitions, concepts, and marketing logic before they can apply them in the analysis of marketing problems or development of marketing plans. Section 1 of the book contains 13 chapters that present



* 为使读者了解原书全貌，前言未做删改。——改编者注

the essentials of marketing management. One problem we continually face in more advanced case-oriented courses is that most students have long ago discarded or sold their basic marketing texts. Consequently, when they are faced with case problems they have nothing to rely on but their memories. We believe this seriously detracts from the usefulness of case analysis. Thus, we include this section as a reference source for key marketing concepts. Our objective in this section is to focus on material that is relevant primarily for analyzing marketing problems and cases.

STAGE 2: LEARNING APPROACHES AND TOOLS FOR PROBLEM ANALYSIS

The second stage in our approach involves offering students basic tools and approaches for solving marketing problems. Section 2, “Analyzing Marketing Problems and Cases,” is a widely praised approach to analyzing, writing, and presenting case analyses. Section 3, “Financial Analysis for Marketing Decisions,” presents some important financial calculations that can be useful in evaluating the financial position of a firm and the financial impact of various marketing strategies. Section 4 includes an annotated bibliography of some of the most widely used marketing databases. It will assist students in researching a particular industry or firm and can greatly improve the analysis of cases.

STAGE 3: ANALYZING INTERNET EXERCISES

As a way of introducing students to the challenges of case analysis, some instructors utilize Internet exercises. They find that these exercises are an especially useful way to integrate text material with case work. Accordingly, Section 4 provides 11 such exercises. Other instructors, especially those with more advanced marketing students, find their students are fully prepared to tackle case analyses. For these instructors, this section is optional.

STAGE 4: ANALYZING MARKETING MANAGEMENT CASES

It has been our experience that few students have the confidence and experience necessary to analyze complex strategic marketing cases in their first exposure to this type of learning. We believe it is far better for them to apply their skills by analyzing cases for which traditional marketing principles can be applied somewhat directly before they attempt more challenging problems. Accordingly, Section 5 of the book includes 25 marketing management cases, organized into six groups: market opportunity analysis, product strategy, promotion strategy, distribution strategy, pricing strategy, and social and ethical issues in marketing management. Within each group, cases are sequenced so that later cases contain more information and typically require higher levels of marketing management analysis skills than earlier ones.

STAGE 5: ANALYZING STRATEGIC MARKETING CASES

Once students have developed sufficient skills to provide thoughtful analyses of marketing management cases, they are prepared to tackle strategic marketing cases. These cases go beyond traditional marketing principles and focus on the role of marketing in cross-functional business or organization strategies. Section 6 of our book contains 10 such cases. They are sequenced so that the latter cases contain more information and require higher skill levels to analyze them properly.

STAGE 6: DEVELOPING MARKETING PLANS

The final stage in our approach involves the development of an original marketing plan. We believe that after a two-course sequence in marketing management, students should be able to do one thing very well and should know that they can do it well: Students should be able to construct a quality marketing plan for any product or service. Section 7 provides a framework for developing such a plan. Instructors can consult the *Instructor's Manual* that accompanies this book for alternative ways to incorporate this stage into their course.

FLEXIBILITY FOR INSTRUCTORS

The six-stage process is very flexible and we have found that it can easily be adapted to the needs of students and objectives of instructors. For example, if the course is the first learning experience in marketing, then emphasis could be placed on the first four stages. If students progress well through these stages, then marketing management cases in Section 5 can be assigned on an individual or group basis.

If the course is for students with one or more courses in marketing or in the capstone marketing course, then major attention should shift to stages 2 through 6. In this instance, Section 1 becomes a resource for review and reference and the course focuses more on skill development.

Finally, the text can be used for a two-course sequence in marketing management. The first course can emphasize stages 1 through 4 and the second can concentrate on stages 5 and 6.

THE PRESENT EDITION

Based on extensive feedback from adopters and students plus our own beliefs and judgments, we have made numerous changes in this and recent editions. The content of our book must be continually fine-tuned to ensure that it meets the current and evolving needs of students and instructors. Thus, the basic structure of the book continues to evolve and expand particularly during recent editions.

1. The text chapters are an integral component of the book and are continuously revised and updated. For example, in this and the previous edition we include new or expanded discussions of the major types of marketing, branding, a comparison of data collection techniques in marketing research, organization of the sales force, relationship marketing in service organizations, and the difference between customers and clients.

We have altered two important elements in this edition. “Marketing Insight” features replace our previous “Marketing Highlight” features. This is more than merely a name change. We did it to more accurately describe their content and purpose of being a central resource helpful to students in solving marketing problems, analyzing marketing cases, and developing marketing plans. About 25 new “insights” have been added and are an integral part of the book and not the “current events” or “news items” often found in other texts.

Previously, each chapter ended with a selection of additional readings. This component is now called “Additional Resources.” The new focus is to present current resources that students can utilize in solving marketing problems, analyzing marketing cases, and developing marketing plans, in addition to assisting in writing projects and case presentations. As with the new insights, the additional resources reflect our new criteria and focus. Each resource has been selected with students in mind. There are resources appropriate for both

advanced MBA students and undergraduate students, and they contain a mix of both academic and professional publications.

2. Selecting an array of relevant cases is indeed a perpetual challenge. We are fortunate that approximately two-thirds of the cases in this and the previous edition are new. Our major emphasis has always been on finding challenging cases for students to analyze. Our selection includes domestic and global companies, high-tech and low-tech companies, consumer and organizational products, small and large businesses, products and services, manufacturers and channel members, well-known and not-so-well-known companies, and successful and not-so-successful companies.

3. An annotated bibliography of major online databases used in marketing is a valuable student resource that has been updated in this edition. Students will find it to be a very useful tool in analyzing cases, developing marketing plans, writing assignments, and analyzing Internet exercises. It is presented in Section 4 immediately following the Internet exercises. The Internet exercises have also been revised and updated.

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