

零售管理

Introduction to Retailing Seventh Edition

罗伯特·F·勒斯克 (Robert F. Lusch)
(美) 帕特里克·M·邓恩 (Patrick M. Dunne) 著
詹姆斯·R·卡弗 (James R. Carver)

第7版

China Student Edition

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清华大学出版社

北京

Robert F. Lusch, Patrick M. Dunne, James R. Carver

Introduction to Retailing, 7th ed.

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出 版 说 明

为了适应经济全球化的发展趋势,满足国内广大读者了解、学习和借鉴国外先进的管理经验和掌握经济理论前沿动态的需要,清华大学出版社与国外著名出版公司合作影印出版一系列英文版经济管理方面的图书。我们所选择的图书,基本上是已再版多次、在国外深受欢迎、并被广泛采用的优秀教材,绝大部分是该领域中较具权威性的经典之作。在选书的过程中,我们得到了很多专家、学者的支持、帮助和鼓励,在此表示谢意!清华营销学系列英文版教材由清华大学经济管理学院和北京大学经济学院李欲晓、刘群艺、赵平、宋学宝、段志蓉、谢赞老师审阅,在此一并致谢!

根据我国的教学实际情况,我们在影印过程中删掉了第3章“零售顾客”和第6章“法律和伦理行为”。我们在采用原书页码的同时,还按顺序编制了新的页码,望读者予以注意。

由于原作者所处国家的政治、经济和文化背景等与我国不同,对书中所持观点,敬请广大读者在阅读过程中注意加以分析和鉴别。

我们期望这套影印书的出版对我国经济科学的发展能有所帮助,对我国经济管理专业的教学能有所促进。

欢迎广大读者给我们提出宝贵的意见和建议;同时也欢迎有关的专业人士向我们推荐您所接触到的国外优秀图书。

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总序

世纪之交，中国与世界的发展呈现最显著的两大趋势——以网络为代表的信息技术的突飞猛进，以及经济全球化的激烈挑战。无论是无远弗界的因特网，还是日益密切的政治、经济、文化等方面的国际合作，都标示着 21 世纪的中国是一个更加开放的中国，也面临着一个更加开放的世界。

教育，特别是管理教育总是扮演着学习与合作的先行者的角色。改革开放以来，尤其是 20 世纪 90 年代之后，为了探寻中国国情与国际上一切优秀的管理教育思想、方法和手段的完美结合，为了更好地培养高层次的“面向国际市场竞争、具备国际经营头脑”的管理者，我国的教育机构与美国、欧洲、澳洲以及亚洲一些国家和地区的大量的著名管理学院和顶尖跨国企业建立了长期密切的合作关系。以清华大学经济管理学院为例，2000 年，学院顾问委员会成立，并于 10 月举行了第一次会议，2001 年 4 月又举行了第二次会议。这个顾问委员会包括了世界上最大的一些跨国公司和中国几家顶尖企业的最高领导人，其阵容之大、层次之高，超过了世界上任何一所商学院。在这样高层次、多样化、重实效的管理教育国际合作中，教师和学生与国外的交流机会大幅度增加，越来越深刻地融入到全球性的教育、文化和思想观念的时代变革中，我们的管理教育工作者和经济管理学习者，更加真切地体验到这个世界正发生着深刻的变化，也更主动地探寻和把握着世界经济发展和跨国企业运作的脉搏。

我国管理教育的发展，闭关锁国、闭门造车是绝对不行的，必须同国际接轨，按照国际一流的水准来要求自己。正如朱镕基同志在清华大学经济管理学院成立十周年时所发的贺信中指出的那样：“建设有中国特色的社会主义，需要一大批掌握市场经济的一般规律，熟悉其运行规则，而又了解中国企业实情的经济管理人才。清华大学经济管理学院就要敢于借鉴、引进世界上一切优秀的经济管理学院的教学内容、方法和手段，结合中国的国情，办成世界第一流的经管学院。”作为达到世界一流的一个重要基础，朱镕基同志多次建议清华的 MBA 教育要加强英语教学。我体会，这不仅因为英语是当今世界交往中重要的语言工具，是连接中国与世界的重要桥梁和媒介，而且更是中国经济管理人才参与国际竞争，加强国际合作，实现中国企业的国际战略的基石。推动和实行英文教学并不是目的，真正的目的在于培养学生——这些未来的企业家——能够具备同国际竞争对手、合作伙伴沟通和对抗的能力。按照这一要求，清华大学经济管理学院正在不断推动英语教学的步伐，使得英语不仅是一门需要学习的核心课程，而且渗透到各门专业课程的学习当中。

课堂讲授之外，课前课后的大量英文原版著作、案例的阅读对于提高学生的英文水平也是非常关键的。这不仅是积累相当的专业词汇的重要手段，而且是对学习者思维方式的有效训练。

我们知道,就阅读而言,学习和借鉴国外先进的管理经验和掌握经济理论动态,或是阅读翻译作品,或是阅读原著。前者属于间接阅读,后者属于直接阅读。直接阅读取决于读者的外文阅读能力,有较高外语水平的读者当然喜欢直接阅读原著,这样不仅可以避免因译者的疏忽或水平所限而造成的纰漏,同时也可以尽享原作者思想的真实表达。而对于那些有一定外语基础,但又不能完全独立阅读国外原著的读者来说,外文的阅读能力是需要加强培养和训练的,尤其是专业外语的阅读能力更是如此。如果一个人永远不接触专业外版图书,他在获得国外学术信息方面就永远会比别人差半年甚至一年的时间,他就会在无形中减弱自己的竞争能力。因此,我们认为,有一定外语基础的读者,都应该尝试一下阅读外文原版,只要努力并坚持,就一定能过了这道关,到那时就能体验到直接阅读的妙处了。

在掌握大量术语的同时,我们更看重读者在阅读英文原版著作时对于西方管理者或研究者的思维方式的学习和体会。我认为,原汁原味的世界级大师富有特色的表达方式背后,反映了思维习惯,反映了思想精髓,反映了文化特征,也反映了战略偏好。知己知彼,对于跨文化的管理思想、方法的学习,一定要熟悉这些思想、方法所孕育、成长的文化土壤,这样,有朝一日才能真正“具备国际战略头脑”。

以往,普通读者购买和阅读英文原版还有一个书价的障碍。一本外版书少则几十美元,多则上百美元,一般读者只能望书兴叹。随着全球经济合作步伐的加快,目前在出版行业有了一种新的合作出版的方式,即外文影印版,其价格几乎与国内同类图书持平。这样一来,读者可以不必再为书价发愁。清华大学出版社这些年在这方面一直以独特的优势领先于同行。早在1997年,清华大学出版社敢为人先,在国内最早推出一批优秀商学英文版教材,规模宏大,在企业界和管理教育界引起不小的轰动,更使国内莘莘学子受益良多。

为了配合清华大学经济管理学院推动英文授课的急需,也为了向全国更多的MBA试点院校和更多的经济管理学院的教师和学生提供学习上的支持,清华大学出版社再次隆重推出与世界著名出版集团合作的英文原版影印商学教科书,也使广大工商界人士、经济管理类学生享用到最新最好质优价廉的国际教材。

祝愿我国的管理教育事业在社会各界的大力支持和关心下不断发展、日进日新;祝愿我国的经济建设在不断涌现的大批高层次的面向国际市场竞争、具备国际经营头脑的管理者的勉力经营下早日中兴。

赵纯均 教授
清华大学经管学院

The retail industry has faced many challenges, but one thing is certain: The industry is resilient and will come out on top. Retailers are innovative and dynamic, and the retail landscape is competitive. The many changes in the world of retailing also offer exciting times for retailers and consumers alike.

This seventh edition of *Introduction to Retailing* gives the reader an insight into all aspects of retailing in a well thought out and methodical approach that is sensitive not only to the industry's current environment but also to its future changes. Professors Dunne, Lusch, and Carver have conducted the highest level of research to stay current with the industry. This enables the reader to engage in a well-rounded dialog about the retail industry. To gain the best possible understanding about the industry, this latest edition covers all major disciplines for retailing including human resources, operations, marketing, merchandising, multichannel retailing, finance, supply-chain management, and more. The conversational writing style presented in the book makes even the most critical issues easy to understand.

The National Retail Federation co-brands this seventh edition of *Introduction to Retailing* by Dunne, Lusch, and Carver to encourage people who may be considering careers in retailing and others who may be beginning their journey into understanding retailing.

The National Retail Federation is the world's largest retail trade association. NRF represents an industry with more than 1.6 million U.S. retail establishments, more than 24 million employees—about one in five American workers—and 2008 sales of \$4.6 trillion.

It is our hope that your study of the retail industry reveals diverse challenges and opportunities for a fulfilling career that can last a lifetime.

Daniel Butler
VP Merchandising and Retail Operations
National Retail Federation



Preface

This edition brings some new blood to *Introduction to Retailing*. James Carver, who joined the author team, has already had a considerable impact on the material presented as the authors continue to seek to offer an *Introduction to Retailing* text that describes the exciting challenges that a career in retailing offered college students. This is especially important given the changes that have occurred in the world's economic environment since the previous edition was published. At the same time, the authors wanted a textbook that students would enjoy reading. Today, as we introduce our seventh edition of the highly accepted text, we believe we have accomplished our goals.

This edition of *Introduction to Retailing*, like retailing itself, has undergone major revisions from prior editions. Fifty-nine of the book's 70 story boxes ("Global Retailing," "Service Retailing," "Retailing: The Inside Story," and "What's New?") and cases are new or updated to better reflect retailing's changing environment. As noted above, a major contributor of the new ideas in this edition is Dr. James Carver of Auburn University. Dr. Carver was a student of Dr. Dunne and Dr. Lusch; as a result, his thoughts and views fit into the popular flow of the book. Therefore, despite these new and exciting additions, we sought to maintain the conversational writing style that past adopters have come to appreciate.

Given the influence of the Internet, the continuing growth of the service industry, and the ever-changing global market, we also felt that there has never been a more exciting time to study and pursue a career in retailing. Thus, we tried to capture this excitement with the story boxes and text content. Each chapter of this edition updates retailing changes now occurring as well as a behind-the-screen story relating to the chapter's topic. We have continued to offer the in-depth coverage of the topics that readers have come to expect. As a result, we believe that students and instructors will like this edition even more than they did the highly successful first six editions.

With retail providing 15 percent of the jobs in today's economy, we have a strong belief that retailing offers one the best career opportunities for today's students. Thus, *Introduction to Retailing* was written to convey that message, not by using boring descriptions of retailers and the various routine tasks they perform, but by making the subject matter come alive by focusing on the excitement that retailing offers its participants in an easy-to-read conversational style filled with pictures and exhibits. This text demonstrates to the student that retailing as a career choice can be fun, exciting, challenging, and rewarding. This excitement arises from selecting a merchandise assortment at market, determining how to present the merchandise in the store, developing a promotional program for the new assortment, and planning next season's sales in an ever-changing economic environment. And the reward comes from doing this better than the competition. While other texts may make retailing a series of independent processes, this edition, like the first six editions of *Introduction to Retailing*, highlights the excitement, richness, and importance of retailing as a career choice. *Introduction to Retailing* provides the student with an understanding of the interrelationship of the various activities that retailers face daily. To do this, we attempted to show how retailers must use both creativity and analytical skills in order to solve the problems and pursue the opportunities of today's fast-paced environment.

In keeping with our goal of maintaining student interest, *Introduction to Retailing* focuses on the material that someone entering the retailing field would need to know. We were more interested in telling the student what should happen, and what is happening, than in explaining the academic “whys” of these actions. Thus, when knowledge of a particular theory was needed, we generally ignored the reasoning behind the theory for a simple explanation and an example or two of the use of the theory. In presenting these examples, we drew from a rich array of literature sources, as well as from our combined 80 years of work in retailing.

Students and teachers have responded favorably to the “personality” of *Introduction to Retailing* because the numerous contemporary and relevant examples, both in the text itself and in each chapter’s various story boxes, provide realistic insights into retailing. One student wrote to say “thanks” for writing a book that was “so interesting and not too long.” A faculty member noted she was “so pleased with the writing style because it was easier to understand, and the examples used were very appropriate and helped to present the material in a meaningful and easy-to-grasp manner for students.” Still another liked *Introduction to Retailing* because the writing style was “conversational,” thus lending itself to very easy reading, so that she felt confident that her students would read the chapters. “The content coverage was excellent. Terms were explained in easy-to-understand language. And, although most of the topics of an advanced retailing text were presented, the extent and presentation of the material was very appropriate to an introductory course.” Another reviewer was especially pleased that we were able to incorporate so many current examples.

Text Organization

Introduction to Retailing, which features an attractive, full-color format throughout the entire text, is divided into five parts that are, in turn, divided into 14 chapters that can easily be covered over the course of the term. Part 1 serves as an introduction to the study of retailing and provides an overview into what is involved in retail planning. Part 2 examines the environmental factors that influence retailing today: the behavior of customers, competitors, channels, as well as our legal and ethical behavior. Part 3 examines the role that location plays in a retailer’s success.

Part 4 deals with the operations of a retail store. This section begins with a chapter on managing the retailer’s finances. Special attention in this section is given to merchandise buying and handling, pricing, promotion and advertising, personal selling, and store layout and design. The book concludes with Part 5 and managing people—both customers and employees.

Chapter Organization

Each chapter begins with an “Overview” that highlights the key topic areas to be discussed. In addition, a set of “Learning Objectives” provides a description of what the student should learn after reading the chapter. To further aid student learning, the text material is integrated with the learning objectives listed at the beginning of the chapters and the summaries at the end. In addition, the text features a prominent placement of key term definitions in the margin to make it easier for students to check their understanding of these key terms. If they need a fuller explanation of any term, then the discussion is right there—next to the definition.

The body of text has photos, exhibits, tables, and graphs that present the information and relationships in a visually appealing manner. Each chapter has four

retailing box features that cover the inside story of a particular retailing event or decision (“Retailing: The Inside Story”); what is happening in the international retail market (“Global Retailing”); the impact of technology, especially the Internet, on retailers (“What’s New?”); and retailers who provide services (“Service Retailing”) that have addressed the issues presented in that chapter. These boxes are typically lengthier real-world examples than can be incorporated in the regular flow of text material. Some of these box features are humorous, while others present a unique way to solve problems retailers faced in their everyday operations.

Each chapter ends with a student study guide.

The first feature of this section to the text is a chapter “Summary” by learning objectives followed by “Terms to Remember.” These are followed by the traditional “Review and Discussion Questions,” which are also tied into the learning objectives for the chapter, which are meant to test recall and understanding of the chapter material, and provide students with an opportunity to integrate and apply the text material. Another feature is a “Sample Test Questions” with multiple-choice questions that cover each chapter’s learning objectives. The answers to these questions are at the end of the book.

The second half of the study guide is the applications section, which opens with a “Writing and Speaking Exercise” that attempts to aid the instructor in improving the students’ oral and written communication skills as well as their teamwork skills. Here the student, or group of students, is asked to make a one-page written report or oral presentation to the class incorporating the knowledge gained by reading the chapters. Some instructors may prefer to view these as “minicases.”

A “Retail Project” has the student either visiting a library or a website or finding an answer to a current retail question.

The next feature of each chapter’s study guide is a “Case.” The cases are located at the end of the text after Chapter 14. Most of these are drawn from actual retail situations. The authors believe that the ability to understand the need for better management in retailing requires an explanation of retailing through the use of case studies. These cases will cover the entire spectrum of retail operations and involve department stores, specialty shops, direct retailing, hardware stores, grocery stores, apparel shops, discount stores, and convenience stores.

Since many of the students taking this class will one day open their own retail businesses, the next section is for them. “Planning Your Own Retail Business” presents a very specific problem, based on the chapter’s material, that a small business manager/owner will face in his or her day-to-day operations. Importantly, the student, by working the problems, can witness the financial impact of retail decisions.

Finally, key terms and concepts are presented in boldface type in each chapter, and their definitions are presented in the margins.

Supplementary Material

The Supplementary material includes an overview of the chapter, several detailed teaching tips for presenting the material, a detailed outline, the answers to questions for review and discussion, suggestions for handling the writing and speaking exercises, retail projects, cases, and planning your own business.

- The test bank contains more than 2,000 questions. These questions are true–false and multiple choice. The test bank is available in Word as well as ExamView—Computerized Testing Software. This software is provided free to instructors who adopt the text.

- PowerPoint slides includes a chapter overview, key terms and definitions, charts, tables, and other visual aids by learning objectives.
- A retail spreadsheet project called *The House* is a spreadsheet analysis of the financial performance of a family clothing store in a small college town. As you read and work with the material in this electronic text, you can answer the problems and, if necessary, print out your answers. The software used is Microsoft Office, which integrates word processing (Word) and spreadsheet analysis (Excel). You will be able to work the problems as they are presented since the spreadsheet worksheets are linked to the electronic text.
- The Instructor's Manual includes an overview, learning objectives, an outline, answers to the end-of-chapter material, and a "Teaching in Action" section.

The book's companion Website at www.cengage.com/international contains a section on choosing a retailing career and 12 to 20 online questions (true-false and multiple-choice) for each chapter.

A DVD supplement offers a professionally written and produced video case package that provides intriguing, relevant, and current real-world insight into the modern marketplace. Each video is supported with application questions located on the website.



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