

THOMSON

清华营销学系列英文版教材

零售管理

Retailing

Fifth Edition

(美) 帕特里克·M. 邓恩 (Patrick M. Dunne)
罗伯特·F. 勒斯克 (Robert F. Lusch)

著

第5版

清华大学出版社

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北京

Retailing, 5th ed.

Patrick M. Dunne, Robert F. Lusch

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978-981-4195-23-2

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北京市版权局著作权合同登记号 图字: 01-2004-4798

图书在版编目 (CIP) 数据

零售管理=Retailing: 第5版/ (美) 邓恩 (Dunne, P. M.), (美) 勒斯克 (Lusch, R. F.) 著. —北京: 清华大学出版社, 2006.6

(清华营销学系列英文版教材)

ISBN 7-302-13354-9

I. 零… II. ①邓… ②勒… III. 零售商店—商业经营—高等学校—教材—英文 IV. F713.32

中国版本图书馆 CIP 数据核字 (2006) 第 074570 号

出版者: 清华大学出版社 地 址: 北京清华大学学研大厦

<http://www.tup.com.cn> 邮 编: 100084

社总机: 010-62770175 客户服务: 010-62776969

责任编辑: 江 娅

印刷者: 清华大学印刷厂

装订者: 三河市金元印装有限公司

发行者: 新华书店总店北京发行所

开 本: 203 × 260 印张: 36.75

版 次: 2006 年 6 月第 1 版 2006 年 6 月第 1 次印刷

书 号: ISBN 7-302-13354-9/F · 1590

印 数: 1 ~ 4000

定 价: 54.00 元

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的前沿动态,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!

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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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。正如朱镕基总理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，朱镕基总理多次建议清华的 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

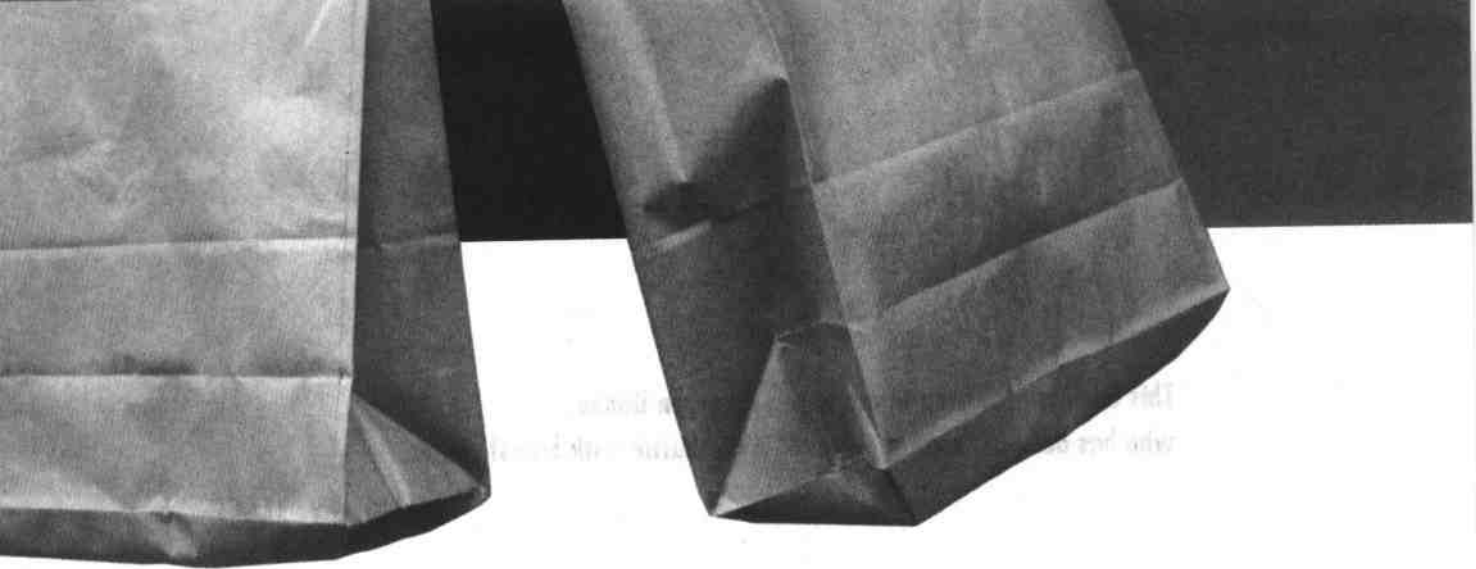
清华大学经济管理学院

**This book is dedicated to my sister, Maureen Dunne,
who has been an inspiration to all in her battle with breast cancer.**

PATRICK M. DUNNE

This book is dedicated to my sisters, Marion Bachrach and Nancy Leubner.

ROBERT F. LUSCH



FOREWORD

The world of retailing is constantly evolving and there is increased competition for consumers, employees, products, and resources. In a methodical and organized format, this textbook gives the reader a broad scope of the retail industry. It uncovers issues that are faced by individuals at all levels of a retail organization. The authors have thoroughly researched all aspects of the industry from both historical and forward-thinking perspectives. This approach empowers the reader to engage in a well-rounded discussion on the retail industry today. Whether you are interested in merchandising, marketing, operations, finance, human resources, or any other area of running a retail business, this textbook will be valuable in helping you gain understanding about the retail industry.

As the world's largest trade organization for retail, the National Retail Federation (NRF) works to provide thought leadership in our industry. The NRF co-brands this textbook to encourage people who are considering careers in retail. It is our hope that your study of retailing reveals diversified challenges and opportunities for a fulfilling career that can last a lifetime. We encourage you to call upon the NRF in the years ahead as you pursue any endeavor in the retail arena.

Daniel Butler
Vice President Retail Operations
National Retail Federation

Karen Knobloch
Senior Vice President Member Services
National Retail Federation



P R E F A C E

This fifth edition of *Retailing* has undergone significant changes from prior editions. Not only are we back with South-Western Publishing, where we started fifteen years ago, but we have gained the endorsement of the National Retailing Federation. This book seeks to portray the excitement of today's fast-paced retailing environment and especially the impact of the Internet and the many changes in the world's economic systems. As a result, in addition to the in-depth coverage within the text that you have come to expect, every chapter features four boxes covering the hottest topics in retailing today. These four boxes provide the reader with the *Inside Story* behind some recent retailing activity; the impact of new technologies, including the Internet, in the chapters' *What's New* boxes; as well as the traditional *Global Retailing* and *Service Retailing* boxes. As a result, we believe that students and instructors will like this edition even more than they did the highly successful first four editions.

With the retail sector providing one out of every five jobs in today's economy, the authors believe that retailing offers one the best career opportunities for today's students. Thus, *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, and challenging. 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, or planning next season's sales in an ever-changing economic environment. While other texts may make retailing a series of independent processes, this edition, like the earlier editions, highlights the excitement, richness, and importance of retailing as a career choice. *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 of today's fast-paced environment.

In keeping with our goal of maintaining student interest, *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 rather than explain 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 our combined 80 years of work in retailing.

Students and teachers have responded favorably to the "personality" of *Retailing* because of the numerous current examples, both in the text itself and in each chapter's various story boxes, which give 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 *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

Retailing, which features an attractive, full-color format throughout the entire text, is divided into four parts, which 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, and channels, as well as legal and ethical behavior. The third section examines the role 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, store layout and design, and a new chapter about 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** provide 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, the discussion is right there—next to the definition.

The body of text will have **photos, exhibits, tables, and graphs** presenting the information and relationships in a visually appealing manner. As mentioned in the opening paragraph, each chapter will have four **Retailing boxes** covering the inside story on a particular retailing event or decision (*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 providing services (*Service Retailing*). These boxes are typically lengthier real-world examples than can be incorporated in the regular flow of text material. Some of these “boxed” features are humorous, while others present a unique way to solve problems retailers face in their everyday operations. In addition, each chapter contains a managerial question within the body of the text asking the reader to relate how a retailer would use the chapter material in his or her business.

At the conclusion of each chapter is a student study guide. The first feature of this addition to the text is a **Chapter Summary by Learning Objective** followed by a list of **Terms to Remember**. These are followed by the traditional **Review and Discussion Questions**, which are also tied into the learning objectives for the chapter and are meant to test recall and understanding of the chapter material as well as provide students with an opportunity to integrate and apply the text material. Another feature is the **Sample Multiple Choice Questions** covering each of the chapters' learning objectives. The answers to these questions are at the end of the book.

The second half of the study guide is the **Application Section**. Most of the material in this section is new to this edition. The **Writing & Speaking Exercise** attempts to aid the instructor in improving the students' oral/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 and/or oral presentation to the class, incorporating the knowledge gained by reading the chapters. Some instructors may prefer to view these as “mini-cases.”

A **Retail Project** is included that has the student either visiting a library or a Web site and finding an answer to a current retail question.

The next feature of each chapter's Study Guide is a **Case**. 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 with cases involving department stores, specialty shops, direct retailing, hardware stores, grocery stores, apparel shops, discount stores, and convenience stores. There is also a casebook available that features longer and more advanced cases, which can be used to accompany this text.

Since many of the students taking this class will one day open their own retail business, 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.

Finally, **Key Terms and Concepts**, which will be presented in boldface type in the chapter, will have their definitions presented in the margins throughout the chapters.

SUPPLEMENTARY MATERIAL

Instructor's Resource CD-ROM—For instructors, we have created an Instructor's Resource CD-ROM, which contains three helpful teaching supplements: Instructor's Resource Manual, Test Bank (available in Word and in South-Western's ExamView electronic testing software), and PowerPoint Presentation.

1. **Instructor's Resource Manual**—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 & speaking exercises, retail projects, cases, and planning your own business.
2. **Test Bank**—contains over 2,000 questions. These questions are true-false and multiple-choice. The test bank is available in Word as well as in South-Western's **ExamView—Computerized Testing Software**. This software is provided free to instructors that adopt the text.
3. **PowerPoint Presentation**—an innovative, easy-to-use tool that will enable instructors to custom design their own multimedia classroom presentations. Organized by chapter, this tool allows instructors to use full-color slides of exhibits, figures, tables, and graphs from the text, as well as material from outside sources. It is also available on the publisher's website at <http://www.dunne.swlearning.com>

Retail Spreadsheet Project—a computer spreadsheet case called "The House" replaces the study guide for this edition and is accessible from the book's Web site at <http://dunne.swlearning.com>. The project is set up for use with a computer, but it is possible to do all the required computations with a calculator or by hand. "The House" is about a small retail shop and has two exercises for each chapter of *Retailing*.

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ACKNOWLEDGMENTS

A major contributor, with many exciting new ideas in our 4th edition, Professor David Griffith of Michigan State University, has left us to devote more time to his other research interests. We were grateful for David's many contributions which continue to be reflected in this edition. Thanks again, David.

Many other people contributed to the development of this text. For their helpful suggestions as reviewers of the various editions of this text, we are especially grateful to the following:

Phyllis Ashinger
Wayne State University

Chad W. Autry
Bradley University

Steve Barnett
Stetson University

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