



F. Robert Dwyer John F. Tanner

Business Marketing

Connecting Strategy, Relationships, and Learning

Second Edition

Business Marketing

Connecting Strategy, Relationships, and Learning

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Business Marketing

Connecting Strategy, Relationships, and Learning

SECOND EDITION

F. Robert Dwyer

University of Cincinnati

John F. Tanner, Jr.

Baylor University



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BUSINESS MARKETING: Connecting Strategy, Relationships, and Learning

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This book is printed on acid-free paper.

domestic 1 2 3 4 5 6 7 8 9 0 DOW/DOW 0 9 8 7 6 5 4 3 2 1
international 1 2 3 4 5 6 7 8 9 0 DOW/DOW 0 9 8 7 6 5 4 3 2 1

ISBN 0-07-241063-9

Publisher: *George Werthman*
Executive editor: *Linda Schreiber*
Editorial assistant: *Sarah Crago*
Marketing manager: *Kim Kanakes Szum*
Project manager: *Ruth Smith*
Production supervisor: *Carol A. Bielski*
Producer, media technology: *Todd Labak*
Senior designer: *Jennifer McQueen*
Lead supplement producer: *Cathy L. Tepper*
Photo research coordinator: *David A. Tietz*
Photo researcher: *Mary Reeg*
Cover design: *Crispin Prebys*
Cover image: © *Roger Ressmeyer/CORBIS*
Typeface: *10 1/2 Adobe Garamond*
Compositor: **TECHBOOKS**
Printer: *R.R. Donnelley & Sons Company*

Library of Congress Cataloging-in-Publication Data

Dwyer, F. Robert.

Business marketing: connecting strategy, relationships, and learning/F. Robert Dwyer,

John F. Tanner, Jr.—2nd ed.

p. cm.—(McGraw-Hill/Irwin series in marketing)

Includes bibliographical references and index.

ISBN 0-07-241063-9

1. Marketing. I. Tanner, John F. II. Title. III. Series.

HF5415 .D92 2001

658.8—dc21

2001042779

International Edition ISBN 0-07-112332-6

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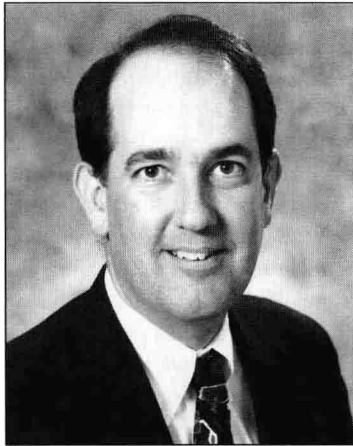
This book cannot be re-exported from the country to which it is sold by McGraw-Hill.

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He is the Joseph S. Stern Professor of Marketing at the University of Cincinnati (UC) and currently serves as marketing department head and director of the Direct Marketing Policy Center. A member of the faculty at the University of Cincinnati since 1978, Dr. Dwyer also served on the faculty at Northwestern University's Kellogg Graduate School of Management and at the University of Arizona. His primary teaching areas include marketing channels, marketing strategy, and direct marketing. He brings a blend of rigor, in-

teraction, relevance, and enthusiasm to the classroom that has resulted in two teaching awards at the University of Cincinnati. In 1991 he was named the Robert B. Clarke Direct Marketing Educator of the Year by the Direct Marketing Educational Foundation.

Professor Dwyer has published scores of articles in leading academic journals on the development and management of buyer-seller relationships. His most cited work is the *Journal of Marketing* article "Developing Buyer-Seller Relationships" which he wrote with business marketing expert Paul Schurr and noted Korean scholar Sejo Oh. He also boasts of his 1995 Best Article of the Year Award from the *Journal of Business-to-Business Marketing*, "Environment, Structure and Performance in Interfirm Exchange," co-authored with University of Kentucky professor Bob Dahlstrom (his former student) and gifted colleague Murali Chandrashekar.

Dr. Dwyer serves on the editorial review boards of the *Journal of Marketing*, *Journal of Interactive Marketing*, and *Journal of Business-to-Business Marketing*, among others. He has chaired the national conferences of the American Marketing Association and the Society of Franchising as well as the Direct Marketing Symposium, predecessor for today's Direct Marketing Educators' Conference.

Dedicated to the development of knowledge and the formation of human character even outside of the classroom. Dr. Dwyer is active in youth soccer, co-founder of the

boys' club Millennium Falcon_{24k}, faculty advisor to the UC Students for Life, and co-founder and board vice president of the private independent school Royalmout Academy. His consulting clients include many Cincinnati-area companies and he has provided marketing and strategy training for executives at Lee Enterprises, Steelcraft, Hoxworth Blood Center, the Ssangyong Group, and other companies.

John F. Tanner, Jr.



At Baylor University, Dr. Tanner is the associate dean for the Hankamer School of Business Undergraduate Programs, research director of the Center for Professional Selling, and associate professor of marketing. He earned his PhD from the University of Georgia. Prior to entering academia, Dr. Tanner spent eight years in industry with Rockwell International and Xerox Corporation as both salesperson and marketing manager.

Dr. Tanner has received several awards for teaching effectiveness and research. Co-author of several other textbooks, including *Selling: Building Partnerships*, he also wrote the Center for Exhibition Industry Research's *Faculty Guide to Trade Shows*, an instructor's manual for incorporating trade shows into marketing and small business curricula, which is available free to any interested college faculty; just drop him an email with a postal address to jeff_tanner@baylor.edu.

Grants from the Center for Exhibition Industry Research, the Institute for the Study of Business Markets, University Research Council, the Wollongong Group, and others have supported his research efforts. Dr. Tanner has published over 35 articles in *Journal of Marketing*, *Journal of Business Research*, *Journal of Personal Selling and Sales Management*, international journals, and other publications. He serves on the review boards of several journals, including *Journal of Marketing Education*, *Journal of Personal Selling and Sales Management*, and *Journal of Marketing Theory & Practice*.

Dr. Tanner writes a monthly column on sales and sales management topics for *Sales and Marketing Strategies & News*. He has also published over 50 articles in various trade publications like *Business Marketing*, *Sales Managers' Bulletin*, and *American Salesman*.

Dr. Tanner coaches two youth soccer teams and breeds Thoroughbred race horses on his farm in Central Texas. In addition, he is a director for Florida Furniture Industries and consults with clients around the globe.

Dedication

Dedication

To T.K.C., Kathy, Chris, Mike, Matt, Dan, and John

Bob Dwyer

To those most precious: My God, my wife, my children and my parents.

Jeff Tanner

Preface

Welcome to the second edition of *Business Marketing: Connecting Strategy, Relationships and Learning*. In the time that we've spent revising the first edition, the rapid change of business marketing has confirmed for us the need for this type of textbook.

The revision still has each chapter opening with a profile of a company and its activities in the particular area of business marketing. As a provocative collage, they well capture the key dynamics in the business marketing arena. Information technology, especially the Internet, has brought new avenues for efficiency and market performance. It has also provided a latticework for new means of interfirm collaboration and coordination of value creation. Indeed, the imperatives for high performing buyer-seller relationships—e.g., supply chain management, customer lifetime value, R&D synergies—are stronger than ever. A bevy of new tools offer promise.

Clearly, when considered in light of the continuing trend of global competition, the new information technologies buyers a range of new options and expectations. Business marketing today demands a sophisticated and intense customer focus combined with turn-on-a-dime strategic nimbleness. With that in mind, the 2nd edition of *Business Marketing* offers the following distinctions from other business marketing books.

- No compartmentalization of the Internet! Yes, some books have dedicated chapters on it. And we pondered the merchandising lever it would give our McGraw-Hill/Irwin reps: "See, Chapter 6 is brand new coverage of eB2b." But the Internet is a dynamic and ubiquitous tool that is rightly treated for its utility across many, many marketing strategies and tactics. The roles of the new information technology are highlighted throughout the text.
- Intense focus on relationships—developing, managing, maximizing.
- Attention to broad types of relationships—customers, channel partners, suppliers, network constituents and virtual communities.
- Development of marketing's key role in the learning organization.
- Thorough and integrated treatment of marketing communications.

Our Philosophy

We named our book to distinguish it from the rest.

Connecting was chosen because it is only through connecting that marketing works. Connecting new knowledge with developed knowledge is the essence of learning, and

learning is the essence of being market-driven. Connecting knowledge to people and people to knowledge is the essence of relationships. All of these connections are made in the context of marketing strategy. Truly, this book represents a unique approach to business marketing.

Relationship marketing is not a buzzword or a set of sales techniques, nor is it a business fad to be quickly adopted and then dropped just as quickly. Nor does relationship marketing operate as an exclusive organizational philosophy or strategy. We believe that relationship marketing is a strategic choice, enabled by technology, driven by global competition, capable of being taught. Hence, we have created a true relationship marketing text and teaching package.

Critical to this strategic choice is the organization's ability to learn—hence our emphasis on learning organizations. Some may say that learning organization theory is not marketing—yet being market-driven requires an understanding of learning organizations and making learning happen.

This text is theory-driven, but at the same time, we've worked hard to make it as how-to as possible. Theory will guide people facing changing markets; the how-to will help them get started. We assume that students have had principles of marketing and now plan to explore the field of business marketing and perhaps enter the field after they graduate. Therefore, we want paint with vivid colors the creativity, dynamism, and nobility of business marketing. Furthermore, we want students to hit the ground running but capable of adapting to the changes that are bound to occur.

Another objective is to integrate this course with others. You'll find some material in this book that is unusual for a marketing text, but it is here because we hear from all sides that we have to break down the silos in academia. Readers should come away from this book with an understanding of the importance of not only other marketing courses, but also areas such as organizational behavior, accounting and finance. Business marketers don't operate in a vacuum, so we've tried to sensitize them to the needs and contributions of others.

A textbook is really only a part of the experience. We welcome your feedback regarding the package. We hope you'll share with us your victories and your concerns when teaching business marketing.

Teaching Features

There are a number of features unique to this text. For example, each chapter begins with an **opening vignette**, a focus on a firm or industry that illustrates the importance of the material in the chapter. Then, throughout the chapter, reference is made to that firm or industry. This running example highlights the importance of the opening vignette, increasing readership and helping each chapter come alive.

Each opening vignette is followed by action-oriented **learning objectives**. While an excellent test bank has been developed using these objectives, we hope you will also find them useful in preparing essay and short-answer questions. Research indicates that students who use these are more able to identify important points as they read, increasing their learning, so we've taken great care in creating meaningful learning objectives.

Another related feature is the **Business 2 Business** box. Each chapter has two of these boxes, which are designed to encourage reflective learning. Most are tied to the opening vignette, and each one will cause students to pause and reflect on the material they have just read. Not just a discussion question, a Business 2 Business box provides additional detail and orients students to a deep consideration of how business marketing principles are applied.



A **Technology Icon** flags Internet and other IT applications in business marketing. We've found this device directs students to extrapolate to additional uses of the new IT. It also enhances their perceptions of the "hip-ness" of business marketing, not to mention the text's currency in the absence of a wrong-headed chapter on the Internet.

Two **From the Field** boxes are included in each chapter, one of which focuses on an international issue or practice. These short stories illustrate key concepts as they've been applied by firms as big as IBM and as small as Freeman Exhibit Company. Our students tell us that these detailed examples are interesting and fun to read as well as helpful in keying on what is important in the chapter. Many From the Fields are original to this text, as we've conducted interviews and researched companies in order to create a feature that truly adds value to the student.

Key terms can be found at the end of each chapter. Each key term is in bold print in the chapter's sentence in which you find its definition. Further, each key term can also be found in what is probably the most comprehensive **glossary** of any business marketing text. We've made a significant effort to include both academic terms and the jargon of the field. Students familiar with these terms will enter the field speaking the language of business marketing.

Each chapter has at least 10 **discussion questions**, which can be used in class or as homework. You'll find questions that apply concepts, integrate material from earlier chapters, or require deep analysis of principles as well as questions that simply review the chapter. This variety of question types means that any reader, whether professor or student, can use these discussion questions for both in-class use and study.

An **Internet exercise** is also offered for each chapter. These exercises are, for the most part, designed to encourage students to further explore concepts presented in the chapter within the context of the focus firm. For example, students are expected to find and evaluate press releases about Intel, the focus firm of the advertising, publicity, and trade show chapter. These exercises will increase students' familiarity with the web while also encouraging them to conduct company research, applying concepts from the chapter.

Two **cases** also follow each chapter. Cases are designed for homework and class discussion focusing on the immediate chapter. You'll notice that many have data that require analysis, but the level of analysis is not as rigorous as with a longer case. Students will, however, have to carefully formulate their responses, synthesizing the concepts of each chapter with application.

Additional readings are provided for upper-level courses. These readings represent recent research papers that provide relevant detail to the concepts covered in the chapter. Professors may want to assign these when using the book at the graduate or senior level, whereas undergraduate students can use these to begin research on term papers.

Comprehensive cases can be found at the end of the book. These full-length cases are designed to integrate material across several chapters, and some are **video cases**, making use of video introductions to the written case. Many of these cases are new, some written especially for this text. Because we've developed an innovative text that deals with issues such as marketing's role in the learning organization, it was often impossible to locate cases that fit, so we created new ones. We also found a number of colleagues who shared our concerns about existing cases and wrote their own, which they've contributed to this text. As a result, you'll enjoy a number of cases involving global marketing issues presented within the context of typical marketing issues such as marketing communications planning.

The 2nd edition features 5 cases new to the text. While many cases are newly published, all have been used by the case authors and they've given us excellent case notes.

You'll find these and other teaching tools in the **Instructor's Manual**. Both of us have taught classes using this text and we've incorporated our years of experience in developing course outlines, lecture suggestions, class exercises, question answers, and transparencies (many of which are not from exhibits in the book). We are passionate about teaching quality, and believe you'll find many useful ideas in the *Instructor's Manual*.

We would like to thank Professor Davis Folsom, University of South Carolina–Beaufort, for creating a **Test Bank** of the highest quality to accompany this text. Questions are tied directly to the learning objectives and the material covered in the discussion questions. Key terms are also an important element covered in the test questions.

One of the most exciting features about this package, and certainly one that has been fun to put together, is the **videotape library**. After pressuring our contacts in the field to provide us with videotape that isn't a part of other text packages, we've managed to locate some outstanding videos. You'll also find the video cases in this library.

Acknowledgments

Bringing a textbook to the market is not a solitary endeavor. To have a really good package requires the support and input of a lot of people, and we've been blessed with an excellent team. You'll notice an international flavor to this reviewer list. That was a purposeful move in order to ensure the global applicability of the book. The reviewers for this text were outstanding, and we'd like to acknowledge their contributions:

Jeffrey Blodgett, University of Mississippi

Brett Boyle, DePaul University

William Carigan, III, Cintas and University of Cincinnati

Robert Dahlstrom, University of Kentucky

Altan Erdem, University of Houston, Clear Lake

David Faulds, University of Louisville

Don Glover, Metro State University

Amjad Hadjikhani, Uppsala University, Sweden

Suzanne Hertz, Stockholm School of Economics, Sweden

Frank Johnson, University of Western Sydney, Australia

Vaughn Judd, Auburn University at Montgomery

Karl Mann, Tennessee Technical University

Ron Michaels, University of Central Florida

Jakki Mohr, University of Montana

Alfred Quinton, The College of New Jersey

Mary Lou Roberts, University of Massachusetts, Boston

Michael Smith, Christian Brothers University

Steven Thrasher, Pacific Lutheran University

David Urban, Virginia Commonwealth University

Elizabeth Wilson Woodside, Louisiana State University

Other faculty around the world gave us their cases. These wonderful people put a lot of time and effort into making these cases outstanding teaching tools. In appreciation of their gifts to the book, we thank

Sven Gibson, Baylor University

Mauricio Gonzales, ITESM, Mexico

Tom Leigh, University of Georgia

Faye McIntyre, Rockhurst College

Ralph Oliva, Penn State University

Jacqueline Pels, University Torcuato Di Tella, Argentina

Lou Pelton, University of North Texas

Some colleagues deserve a special thank-you. Thanks to Jim Comer, B.J. Zirger, Larry Chonko, and Mary Anne Raymond—colleagues with good examples and research with flesh and bones to hang on the data skeleton. Thanks also to Dave Wilson and the Institute for the Study of Business Markets for sparking research and interest in this field.

Thanks to Constantine Polychroniou—and his students—for testing some of the revised chapters and cases in his business marketing class.

Thanks to Bob Dahlstrom for encouraging us to showcase all the vistas in business marketing—not just steel and chemicals, but financial and marketing services, franchising, nonprofit customers, foodstuffs, and more.

With the number of original *From the Fields* and opening vignettes, we've had to rely on the assistance of many practitioners. Without their help, the book would not be nearly as exciting, so we would like to thank them here:

Denise Breiner, Kendle International, Inc.

Courtney Chamberlain and Steve Sind, Center for Exhibition Industry Research

Howard Gardner III, Florida Furniture Industries

Jim Gudmens, First Data Corp.

Pete Jones, Hydrotech

Bernie Joyce, Martiny & Company

Tim Keane, Retail Target Market Systems

Richard Langlotz, Minolta Business Systems

Joe McGrath, Xerox, The Document Company

Laurie Spar and Dick Montesi, Direct Marketing Educational Foundation

Lester Wells, Bradburn Company

The creative support and encouragement from the Irwin/McGraw-Hill staff has been exemplary. We really appreciate the support of Linda Schreiber, Sarah Crago and the staff assembled for this project. Kudos too to Mary Reeg who found most of the photographs, Carol Bielski, who coordinated the production of the book.

A number of people helped us with the manuscript preparation, including Cindy Lawless, Clint Dudley, Susan Seago, Amy Hereford, Elizabeth Vaughn, Dorynda Westbrook, and Patty Herbst. In addition, we've received helpful comments from our students who have used the text. They deserve our thanks, as do others who prefer to remain anonymous.

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