



高等学校**应用型特色**规划教材

经管系列

市场营销学

(双语教材)

Marketing



副主编 约翰·冈瑟(Johann Günther)
刘建堤



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本书特色

推陈出新 中英表达、问题导向、首尾呼应。

简单明了 系统性强、层次明晰，每章都有一条主线贯穿始终。

实用性与针对性并举 每章案例将营销理论、知识以及实践紧密结合，促进学生动脑、动手与动嘴。

专业性与时效性强 各章案例与内容保持一致，且案例均为近年来中外知名企业案例。

可操作性强 案例讨论题主要针对案例信息和相应章节内容，可用中文、英文或中英文同时讨论。

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主 编 李志宏 梁 东

副主编 约翰·冈瑟(Johann Günther) 刘建堤

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内 容 简 介

市场营销学是一门建立在经济科学、行为科学和现代管理理论基础之上的应用科学,是工商管理类各专业的核心课程,其研究对象是以满足消费者需求为中心的企业市场营销活动的过程及其规律性。本书共十五章,主要内容包括现代市场营销理论的形成和发展、市场营销管理哲学的演变、经典的4P组合等基本理论以及市场营销环境对企业市场营销活动的影响、市场购买行为和市场营销战略与策略等基本知识,同时还包括营销工程、市场细分、目标市场选择、市场定位以及市场营销调查与预测等基本技能及其实际运用。

本书为中英文双语教材,以问题为导向组织编写,并配有丰富的案例,案例资料信息量大,选题新颖,通过案例问题讨论与案例点评,有助于读者更深入地体会市场营销理论在营销活动中的指导意义。

本书可作为高等院校工商管理、市场营销、物流管理、信息管理、会计学、财务管理及人力资源管理等专业应用型人才的教学用书,也可以作为相关从业人员的学习参考资料。

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出版说明

应用型人才是指能够将专业知识和技能应用于所从事的专业岗位的一种专门人才。应用型人才的本质特征是具有专业基本知识和基本技能，即具有明确的职业性、实用性、实践性和高层次性。加强应用型人才的培养，是“十一五”时期我国教育发展与改革的重要目标，也是协调高等教育规模速度与市场人才需求关系的重要途径。

教育部要求今后需要有相当数量的高校致力于培养应用型人才，以满足市场对应用型人才需求量的不断增加。为了培养高素质应用型人才，必须建立完善的教学计划和高水平的课程体系。在教育部有关精神的指导下，我们组织全国高校的专家教授，努力探求更为合理有效的应用型人才培养方案，并结合我国当前的实际情况，编写了这套《高等学校应用型人才特色规划教材 经管系列》丛书。

为使教材的编写真正切合应用型人才的培养目标，我社编辑在全国范围内走访了大量高等学校，拜访了众多院校主管教学的领导，以及教学一线的系主任和教师，掌握了各地区各学校所设专业的培养目标和办学特色，并广泛、深入地与用人单位进行交流，明确了用人单位的真正需求。这些工作为本套丛书的准确定位、合理选材、突出特色奠定了坚实的基础。

◆ 教材定位

- 以就业为导向。在应用型人才培养过程中，充分考虑市场需求，因此本套丛书充分体现“就业导向”的基本思路。
- 符合本学科的课程设置要求。以高等教育的培养目标为依据，注重教材的科学性、实用性和通用性。
- 定位明确。准确定位教材在人才培养过程中的地位和作用，正确处理教材的读者层次关系，面向就业，突出应用。
- 合理选材、编排得当。妥善处理传统内容与现代内容的关系，大力补充新知识、新技术、新工艺和新成果。根据本学科的教学基本要求和教学大纲的要求，制订编写大纲(编写原则、编写特色、编写内容、编写体例等)，突出重点、难点。
- 建设“立体化”的精品教材体系。提倡教材与电子教案、学习指导、习题解答、课程设计、毕业设计等辅助教学资料配套出版。

◆ 丛书特色

- 围绕应用讲理论，突出实践教学环节及特点，包含丰富的案例，并对案例作详细解析，强调实用性和可操作性。
- 涉及最新的理论成果和实务案例，充分反映岗位要求，真正体现以就业为导向的培养目标。
- 国际化与中国特色相结合，符合高等教育日趋国际化的发展趋势，部分教材采用双语形式。
- 在结构的布局、内容重点的选取、案例习题的设计等方面符合教改目标和教学大纲的要求，把教师的备课、授课、辅导答疑等教学环节有机地结合起来。

◆ 读者定位

本系列教材主要面向普通高等院校和高等职业技术学院，适合应用型人才培养的高等院校的教学需要。

◆ 关于作者

丛书编委特聘请执教多年且有较高学术造诣和实践经验的教授参与各册教材的编写，其中有相当一部分的教材主要执笔者是精品课程的负责人，本丛书凝聚了他们多年的教学经验和心血。

◆ 互动交流

本丛书的编写及出版过程，贯穿了清华大学出版社一贯严谨、务实、科学的作风。伴随我国教育的不断深入，要编写出满足新形势下教学需求的教材，还需要我们不断地努力、探索和实践。我们真诚希望使用本丛书的教师、学生和其他读者提出宝贵的意见和建议，使之更臻成熟。

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前 言

随着经济的全球化以及全球市场经济的不断发展与完善,企业和社会组织的国际商业交往越来越频繁,市场营销学作为一门集经济学、管理学和行为科学等于一身的学科,以其独特的科学性、艺术性和应用性受到了经济社会的关注,并被企业和社会组织广泛用于生产经营与商务运作决策的制定过程中。同时,市场经济的提升性发展、全球经济一体化以及市场与商务往来的频繁性,对市场营销人员及其决策者提出了更高的要求,不但要求他们具备市场营销的基本理论知识和技巧,还要求他们了解市场营销发展的前沿领域及其在实践中的应用,同时对他们在专业实践领域的中英文沟通能力也提出了新的挑战。为适应市场发展需要,在清华大学出版社的支持与指导下,我们与奥地利的约翰·冈瑟教授(Johann Günther)合作编写了这本中英双语教材。

本教材具有如下特点。

一是编写形式的推陈出新。本书不但重视继承已有中文教材中的合理部分,而且重视按英文原版教材编写体例进行编写,以问题为导向,既突出内容结构与章节安排的系统性,又力求做到每章篇首问题与结尾的总结首尾呼应,以帮助学生更深入地了解全书的结构层次及每章的知识架构。

二是内容简洁明了。本书针对中国大学生对英文原版教材理解有限的现状,在充分吸取现有市场营销学教材经典理论观点的同时,增加了部分前沿性的营销知识,并以简单明了的英文表现形式对这些观点与知识进行整合,尽量避免英文原版教材因过于庞大繁琐而影响学生阅读和理解等问题,以便学生在使用本书的过程中,能轻松地掌握市场营销学科的理论结构,同时,还能了解到市场营销的专业知识与术语的中英文表达。

三是知识的实用性与针对性强。市场营销学是一门应用性很强的学科,随着市场营销环境的开放化,学科知识与学生在学校学到的英文知识在实践中无法很好衔接,影响了他们在实践中与相关专业人士的深层次沟通,鉴于此,本书将理论教学、案例分析与营销策划、理论知识与语言知识的运用有机融合在一起,有利于提高学生的动脑、动手及动嘴能力。

四是案例的专业性与时效性强。“专业性”主要体现在每章结尾都配备有与该章内容相匹配的案例,尽力做到案例与内容的同步;“时效性”则表现在所选择的案例大部分为近年来国内外市场知名企业的案例,以此帮助学生熟悉市场发展变化的前沿思想。

五是配套练习的可操作性强。每个案例后均配有一定数量的案例讨论题,学生在学完一章的内容后,可以通过案例的阅读、理解与讨论,把学习到的营销理论知识与案例中反映的实际营销活动紧密结合并展开讨论,提出自己的观点,这样,一方面能提高灵活运用所学知识的能力,另一方面则可以深化对案例现象的理解,从理论的高度去解释实践中的

市场现象,以便今后更好地指导自己的实践活动。

本教材由江汉大学商学院李志宏博士和梁东教授负责总体设计并拟就编写大纲,参编人员按编写大纲分工撰写。李志宏博士和梁东教授担任主编,奥地利约翰·冈瑟教授(Johann Günther)和刘建堤副教授担任副主编。全书共十五章,各章参编人员如下:第一章,李志宏;第二章,梁东、王自晔;第三章和第四章,李莉;第五章,刘泉宏;第六章,李志宏、刘建堤;第七章,洪菲;第八章,李志宏、邹蔚;第九章,周红;第十章,约翰·冈瑟;第十一章,洪菲;第十二章,许以洪;第十三章,约翰·冈瑟;第十四章,周红;第十五章,梁东、约翰·冈瑟。本书最后由李志宏、梁东统稿并修改定稿。本书所有参编人员均来自江汉大学商学院(除约翰·冈瑟教授外)。

本书从立项到完成得到了江汉大学领导、老师和朋友的指导与帮助。在此,我们深表谢意,同时我们也非常感谢清华大学出版社编辑为本教材的编写提出的建设性意见,也对本教材的顺利完成提供资料的各界同仁一并表示谢意。

另外,本书配有电子课件,以适应多媒体教学的需要。课件下载网址为 www.tup.com.cn。

由于编写组水平有限,书中存在的各种错漏和不足在所难免,还请各位专家、学者批评指正,对此,我们编写组全体成员表示由衷的感谢!我们的联系方式为 cockrabbit@hotmail.com。

编 者

于武汉经济技术开发区三角湖畔

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Part I About Marketing



Chapter 1

Production and Development of Marketing

Focus on:

1. What are the connotation and features of marketing?
2. What is the main pathway on which marketing evolves?
3. Discuss the contributions to marketing by classical schools, management schools and behavior schools.
4. Analyze the concerns for marketing by commodity research approach, functional research approach, institutional research approach, management research approach and systematical research approach.

1.1 Production of Marketing

As an applied science, marketing is based both on such theories as management, psychology, and sociology and on the social practice. Its origin, development and application depend on the marketing practice of the firm and also react on it. The scholars at home and abroad have been making an extensive and deep study of the birth and growth of the marketing idea, of which the exploration of marketing by Peter Druke, a famous professor in management in the Western University of the United States is well established by many marketing experts.

Peter Druke thought that the marketing was originated in Japan during the 17th century. He also pointed out that until the mid of the 19th century, the marketing came into being in the United States, and that in the western countries, the first that regards the marketing as a distinctive function of the firm and the satisfaction of the customer's demands as the special task of management is Cyrus H. McCormick (1809-1884), the harvester inventor in the United States. Besides, Cyrus H. McCormick invested the basic tools of the modern marketing, i.e. market

research and analysis, market positioning concepts, pricing policies, supplying parts and various services for customers and providing them with the payment credit by installments, etc.

Half century passed and the marketing has been studied systematically and used widely in the firms in the United States. By the end of 19th century, the scholars in the United States had started to issue and publish some theories as promotion, products, ads, pricing, product designs, brand business, package and physical distribution and so on. At the beginning of the early 20th century, "Marketing" had been up on the stage of the universities in the United States. For example, W. E. Kreusi taught a course named "The Marketing of Products" in the University of Pennsylvania in 1905; R. S. Butler in the University of Wisconsin taught "Marketing Methods" in 1910. Butler said that personnel promotion and ads must relate to the final outcome of the selling concept. In 1912, the Harvard University published the first teaching book of the marketing written by J. E. Hagerty in the world, in which the issues about promotion, distribution, and ads, etc. were discussed comprehensively. As soon as the book was spread, a great response from the enterprise was made. Some of them established marketing departments in their organization such as Curtis Publishing Company in 1911, U. S. Rubber Company in 1916, etc.

However, the study on the marketing of this time is mostly based on the seller market which is quite different from the principles and concepts of modern marketing. Moreover, the content is narrow and limited in goods distribution and advertisement promotion, etc. So the principles, concepts and discipline systems of the modern marketing are still to be built.

From the 30s of the 20th century, marketing has been emphasized and different points and views and research approaches of various schools have been put forward successively. Then, the serious economic crisis broke out in the western world. The goods of the manufacturer couldn't be sold out, firms broke down one after another, and the unemployed increased greatly. All this led to grave problems in selling the products. So, some theoretic researchers in economy were engaged in solving these social economic problems. However, the scholars were still limited in studying the circulation field. Namely, they laid emphasis on the question how to promote the products produced in a larger scale and on the know-how of promotion, advertisements, and promoting tactics.

In this period, marketing organizations with various forms were set up one after another in the United States. In 1937, American Marketing Association (AMA) was founded, in which not only the learners who were engaged in the economic theory research but also the managers of all walks of life joined to make a conjoint study of the marketing theories and their application. At the same time, the special research class was established to teach the managers of enterprises the marketing course in order to train the promoter. In this way, the marketing was determined as a discipline. The theoretical systems of the marketing were initially constructed, too.



1.2 Development of Marketing

In forming and developing the marketing theories, classical schools, management schools and behavior schools, etc. were born gradually. Different schools have established their own views, features and specialties because of the research method, interests, importance, and the individual background. They have been accelerating the development and progress of the marketing theory jointly, promoting the set-up and improvement of the marketing system as a discipline. They have contributed much in establishing and upgrading the marketing.

1.2.1 Classical Schools

In the period of the founding of marketing theories the classical schools formed, namely the commodity school, the functional school, the regional school, the institutional school and so on. The classical schools played a historical role in establishing and developing the marketing. Although lots of new schools are coming up, the classical schools still remain well known in the academic field.

1. Commodity School

Among these schools, the commodity school enjoys a long history. It started at the entrance of the 20th century. Its basic principle is that since the marketing concerns the flow of the relative goods from producers to consumers, the marketing discipline should focus on the object (product) transaction. As the scholars of the early commodity school said, that if the products in the marketing exchange could be classified in a reasonable way, the marketing discipline would make more progress in science. So they pointed out that in a perfect classified system of merchandizes, each product was not isolated and sophisticated links existed among goods. Therefore, these goods can be arranged into the category with the relative homogeneity in which all the products can be marketed in the same methods and know-how. As for the commodity school, it is an important task to classify the merchandizes.

In the early stage of the commodity school, Charles Parlin first put forward the merchandize classification framework in 1912. According to his theory, women merchandizes can be divided into three categories: convenient goods, urgent goods and option goods. The convenient goods are those daily bought as food, groceries, etc. The urgent goods include medicines and those needed unexpectedly. The option goods refer to those that need to make a selection and that allow to be postponed buying.