

◆ 国际通用MBA教材 ◆

加拿大毅伟管理学院
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共同策划、推荐

世界经济
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Master of
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A

市场营销学基础： 全球管理

小威廉 D. 佩勒尔特 E. 杰罗姆·麦卡锡 著

Basic Marketing: A Global-Managerial Approach

William D. Perreault, Jr. E. Jerome McCarthy

TWELFTH EDITION

英文版·第 12 版

机械工业出版社



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Basic Marketing: A Global- Managerial Approach

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序 言 1

此次首批专为中国影印的系列教材直接配合中国工商管理硕士课程的各门必修课程，而且是由加拿大西安大略大学毅伟管理学院的任课教授们专门参与选择的。

毅伟管理学院是加拿大西安大略大学（UWO）所属的一所专业学院，而西安大略大学是加拿大历史最悠久的大学之一。毅伟管理学院的本校在安大略省伦敦市，同时在多伦多的密西沙加设有分校，而且最近在香港也建立了分校。

历史地看，毅伟管理学院一直是管理学开发领域的领导者，现将部分成就列后，标示毅伟管理学院日新月异的发展：

- 1922年，创立了加拿大第一个培养本科生的商学系。
- 1932年，开始出版杂志《毅伟商学季刊》。该杂志发行到25个国家，发行量多达10 000册，深受学术界和管理界读者的喜爱。
- 1948年，在加拿大首次设立行政管理人员培训计划以及工商管理硕士课程。
- 1961年，首创了加拿大的第一个商学博士课程。
- 1974年，被联邦政府正式指定为加拿大第一个（现在已发展到8个）国际商业研究中心（CIBS，即美国CIBERS的前身），联邦外交部对该中心持续提供财政支援。
- 1975年，毅伟管理学院成立了自己的出版社。该部门目前拥有2 000个加拿大的案例，并成为哈佛案例的加拿大资料交换所。1998年，毅伟管理学院的案例已分销至20多个国家的100多所学院和100多家企业。毅伟管理学院是全世界管理学案例研究的第二大制作者，每年向校外读者分销案例教材超过100万册。
- 1978年开始实施第一项国际学生交换计划，目前该交换计划已增至20余项。
- 1984年毅伟管理学院在加拿大联邦政府的支持下，在伦敦市组建国家管理学研究与开发中心的过程中发挥了主导作用。
- 1984年，是毅伟管理学院和清华大学连续合作开始的第一年，合作内容包括：交换访问学者、教材编写与出版以及各种培训活动。
- 1992年，毅伟管理学院被选为主导性的国际商学刊物，即《国际商学研究杂志》在1993年至1997年间的编辑总部。
- 1993年，《加拿大商学》杂志根据由各大聘用公司首席执行官、人力资源管理人员和求职顾问等人士组成的所有评选组得出的全方位评比结果，将毅伟管理学院列为加拿大培养工商管理硕士的最佳学院，并且这一结论被逐年的评比一再肯定。1994年《亚洲企业》杂志又将毅伟管理学院列于亚洲公认的25所世界最佳商学院的行列中。
- 1997年，《国际管理学杂志》将毅伟管理学院评为国际战略管理学文献的主要贡献者，并领先于哈佛大学与西北大学凯洛格商学院。《商业周刊》将毅伟管理学院列为全世界最佳国际商学院之一，和欧洲管理学院（INSEAD）及伦敦商学院（LBS）并列，而且《美国新闻与世界报导》将毅伟管理学院选为全世界在行政管理人员培训

计划方面最佳的 15 所商业学院之一。

至 1998 年，毅伟管理学院拥有 65 名全职教授，他们每年负责教授 600 名普通课程的和行政管理人员培训课程的工商管理硕士生、300 名本科生、40 名博士生，以及范围广泛的非学位课程。

负责挑选这批 MBA 通用教材的教师们均具有著名商学院（如：哈佛、沃顿、密西根、麻省理工学院和毅伟管理学院等）的博士学位，每位教授都对大批现有教材进行了仔细筛选，确保为中国市场提供最佳教材。相信您会对他们的选择表示满意。

加拿大西安大略大学毅伟管理学院

PREFACE 1

The texts in this initial series of books were selected to directly correspond to each of the required courses in China's MBA programs. The books were selected for reprinting by faculty members at the Ivey Business School, The University of Western Ontario, Canada.

The Richard Ivey School of Business is a professional School within The University of Western Ontario (UWO), one of Canada's oldest universities. Although Ivey is based in London, Ontario, it also has campuses in Mississauga (Toronto), Ontario and most recently, in Hong Kong.

Historically the School has been a leader in management development. A partial list of achievements follows.

- In 1922, the first undergraduate business department in Canada was established.
- In 1932, the school began to publish its own journal. Known as *Ivey Business Quarterly*, it reaches out to both academic and management audiences and enjoys a circulation of 10 000 in 25 countries.
- In 1948, Canada's first executive development program and first MBA program were established.
- In 1961, Canada's first Ph. D. program in business was introduced.
- In 1974, official designation was received by the Federal Government as Canada's first Centre for International Business Studies (CIBS).
- In 1975, Ivey opened its own case and publications office. This office now holds an inventory of 2 000 cases. In 1998, Ivey cases were being distributed to over 100 teaching institutions and 100 corporations in over 20 countries. Ivey is the second largest producer of management case studies in the world (and the largest producer of Asian cases), with over 1 000 000 copies studied each year by people outside the university.
- In 1978, commencement of its first international student exchange program took place. Over twenty such exchange programs are now in place.
- In 1984, the School took a leading role in establishing the National Centre for Management Research and Development in London with support from the Canadian Federal Government.
- 1984 also marked the beginning of a continuing linkage with Tsinghua University, one

which has involved visiting scholars, materials development and publication, and various training initiatives.

- In 1992, Ivey was selected to be the editorial home for the 1993-1997 period for the *Journal of International Business Studies*, the leading international business journal.
- In 1993, *Canadian Business* magazine's survey rated Ivey as the top MBA School in Canada, according to all groups: CEOs, human resources executives, and placement consultants. This ranking has been re - confirmed every year. In 1994, *Asia, Inc.* rated Ivey among the World's Top 25 Business Schools for Asians.
- In 1997, the *Journal of International Management* named Ivey the world's leading contributor in the previous decade to the international strategic management literature, ahead of Harvard & Kellogg. *Business Week* magazine ranked Ivey as one of the top international business schools in the world, alongside INSEAD and LBS; and *US News* and *World Report* selected Ivey as one of the top 15 business school in the world for executive development programs.

As of 1998, the School had 65 full - time faculty who annually taught 600 regular and executive MBA, 300 undergraduate, and 40 Ph. D. students, plus executives in a wide range of non - degree programs.

The faculty members who selected each book for reprinting all have Ph. D. s from major business schools such as Harvard, Wharton, Michigan, M. I. T. , and Ivey. Each professor carefully reviewed the various books available to ensure the best possible choices of material for the China market. We are confident you will be pleased with their selection.

Richard Ivey School of Business
The University of Western Ontario

序 言 2

中国的改革开放事业催生了中国的现代管理教育，社会主义市场经济体制的确立，为中国的管理教育开辟了广阔的发展空间，使中国的管理教育，尤其是工商管理硕士（Master of Business Administration, MBA）的教育进入了一个全新的发展阶段。1991年，国务院学位办刚刚批准在部分高校中试办 MBA 教育时，只有九所院校得到授权，当年只招收了 86 名学生；到 1994 年，授权院校增加到 26 所，招生规模扩大为 1230 名；而在不久前结束的 1998 年招生工作中，已有 56 所院校得到了授权，这些院校共招收了 4000 名 MBA 学生。这一事实生动地说明了 MBA 教育在我国正方兴未艾。根据美国的经验，MBA 学位占每年硕士学位授予人数的四分之一，中国目前这一比例只占到百分之五，因此，从发展的前景看，MBA 教育在中国前程远大。

然而，也应看到，中国的 MBA 教育还刚刚起步，在培养人的各个环节：师资、课程与教材方面还很落后，难以适应经济发展的需要，与发达国家的情况相比差距是十分巨大的。加强国际合作与交流，大胆地借鉴、引进世界上一切优秀的 MBA 教育方面的教学内容、方法和手段，特别是系统地引进国外优秀的 MBA 教材，在此基础上坚持贯彻“以我为主，博采众长，融合提炼，自成一家”的指导方针，是逐步提高师资水平、更新专业知识、不断改进课程结构与内容、努力改革教学方法、引进案例教学、从而大大缩小中国与发达国家的差距、迅速提高中国 MBA 教育水平的重要步骤。

为此，清华大学经济管理学院与加拿大西安大略大学毅伟管理学院（Richard Ivey School of Business, The University of Western Ontario）合作，联合推出一套能反映当代水平、体现国际规范、可供中国借鉴的 MBA 核心课程的教材。清华大学的经管学院成立于 1984 年，是国务院学位办首批授权举办 MBA 教育的九所院校之一，1997~1998 学年度招收 MBA 学生 400 多名，现拥有全国最大规模的 MBA 教育项目；毅伟管理学院成立于 1948 年，是加拿大最好的商学院，拥有很高的国际声誉，在 MBA 的培养方面具有丰富的经验和很强的力量，它所培养的 12000 名毕业生中有六分之一成为其所在机构的董事会主席、副主席、总裁、副总裁，首席执行官或经理。

两院推出的这套 MBA 教材共十八种，大致可分为四部分。第一部分是反映管理主要内容的《管理学》（Richard L. Daft）、《战略管理》（Arthur A. Thompson, Jr. and A. J. Strickland III）、《市场营销学基础：全球管理》（William D. Perreault, Jr. and Jerome McCarthy）、《人力资源管理》（Lawrence S. Kleiman）、《国际管理》（Paul W. Beamish, Allen Morrison and Philip M. Rosenzweig）、《经理人员的沟通》（Norman B. Sigband and Arthur H. Bell）与《管理沟通：原理与实践》（Michael E. Hattersley and Linda McJannet）；第二部分是反映企业资产负债管理、投融资与财务活动和企业会计理论与实践的《公司财务原理》（Richard A. Brealey and Stewart C. Myers）、《投资学精要》（Zvi Bodie, Alex Kane and Alan J. Marcus）、《财务会计》（Clyde P. Stickney and Roman L. Weil）与《管理会计》（Ronald W. Hilton）；第三部分是反映企业管理技术方面的《管理科学导论》（David R. Anderson, Dennis J. Sweeney

and Thomas A. Williams)、《信息时代的管理信息系统》(Stephen Haag, Maeve Cummings and James P. Dawkins)、《商务与经济统计》(David R. Anderson, Dennis J. Sweeney and Thomas A. Williams)与《生产与运作管理》(Richard B. Chase, Nicholas J. Aquilano and F. Robert Jacobs);最后一部分是反映管理基础内容的《经济学原理》(N. Gregory Mankiw)、《商业伦理学》(David J. Fritzsche)和《商法与监管环境》(Ronald A. Anderson, David P. Twomey, Ivan Fox and Marianne Moody Jennings)。

在这套 MBA 教材的挑选中,在版权允许的范围内,既照顾了课程的结构,又考虑了 MBA 的特点。反映最新成果、理论结合实际、突出案例分析、作者知名度高是挑选中注意把握的基本原则。毅伟管理学院还特意组织了 17 名教授专为这套教材编配了案例集。这套教材可以做教师的教学参考书,教师可以运用书中的原理与国情相结合,逐渐发展出有中国特色的 MBA 教材;它也可以做 MBA 学生的教科书,帮助学生掌握市场经济的原理与规律,以便分析、解决中国的实际问题。另外,所有具有英文阅读能力的企业界与经济界人士、对经济管理有兴趣的高校学生,都可以把它作为系统学习经济管理知识、了解市场经济的规范的学习材料,以便更好地理解经济管理问题,增长分析、处理经济管理问题的才干。

朱镕基总理在 1994 年写给清华大学经济管理学院建院十周年的贺信中曾明确指出:“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。”他在 1996 年提出“管理科学、兴国之道”,希望在中国“掀起一股学习管理、加强管理、发展管理科学、加强管理培训的热潮”。我们联合推出这套书,就是希望能在普及市场经济的一般规律与运行规则的知识、促进管理教育在中国的发展、提高中国企业的管理水平方面做一点实际的工作。

清华大学经济管理学院

1998 年 6 月 16 日

About the Authors

of *Basic Marketing*, Twelfth Edition



William D. Perreault, Jr., is currently Kenan Professor at the University of North Carolina Kenan-Flagler Business School and President of the American Marketing Association Academic Council. He has taught at the University of Georgia, North Carolina State University, and Stanford University. At UNC, he has twice received awards for

teaching excellence. In 1987, the Decision Sciences Institute recognized him for innovations in marketing education, and *Ad Week* magazine has profiled him as one of the "10 best young marketing professors in America." In 1995, The Academy of Marketing Science recognized him with its Outstanding Educator Award.

Dr. Perreault is a well-known author, and his ideas about marketing management, marketing research, and marketing education have been published in many journals. He is a past editor of the *Journal of Marketing Research* and has served on the review board of the *Journal of Marketing* and other publications. In 1985, he received the American Marketing Association's prestigious William O'Dell Award, which recognizes long-run contributions to marketing research.

Dr. Perreault serves on the board of directors of the AMA and was previously AMA's VP-Publications. He has been chair of an advisory committee to the U.S. Bureau of the Census and a trustee of the Marketing Science Institute. He has also worked as a marketing consultant to many organizations, including IBM, GE, Whirlpool, Southwestern Bell, the Federal Trade Commission, and a variety of wholesale and retail firms. He is currently on the advisory board for Copernicus: The Marketing Investment Strategy Group. He has served as an advisor evaluating educational programs for the U.S. Department of Education, the Venezuelan Ministry of Education, and the American Assembly of Collegiate Schools of Business.



E. Jerome McCarthy received his Ph.D. from the University of Minnesota in 1958. Since then he has taught at the Universities of Oregon, Notre Dame, and Michigan State. He has been deeply involved in teaching and developing new teaching materials. Besides writing various articles and monographs, he is the author of textbooks on data pro-

cessing and social issues in marketing.

Dr. McCarthy is active in making presentations to academic conferences and business meetings. He has worked with groups of teachers throughout the country and has addressed international conferences in South America, Africa, and India.

Dr. McCarthy received the American Marketing Association's Trailblazer Award in 1987, and he was voted one of the top five leaders in Marketing Thought by marketing educators. He was also a Ford Foundation Fellow in 1963-64, studying the role of marketing in global economic development. In 1959-60 he was a Ford Foundation Fellow at the Harvard Business School working on mathematical methods in marketing.

Besides his academic interests, Dr. McCarthy is involved in consulting for, and guiding the growth of, a number of businesses—both in the U.S. and overseas. He has worked with top managers from Steelcase, Dow Chemical, 3M, Bemis, Grupo Industrial Alfa, and many other large and small companies. He is also active in executive education and is a director of several organizations. His primary interests, however, are in (1) "converting" students to marketing and marketing strategy planning and (2) preparing teaching materials to help others do the same. This is why he has continued to spend a large part of his time revising and improving marketing texts. This is a continuing process, and the 12th edition of *Basic Marketing* incorporates the latest thinking in the field.

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Preface

● **Basic Marketing satisfies customers' needs**

Every organization needs to think about its markets and how effectively it meets its customers' or clients' needs. Organizations that don't satisfy their customers sooner or later disappear—and usually it's sooner rather than later. Conversely, organizations that find new and better ways to meet needs prosper and grow. Trust us on this: It's better to prosper than to fail and disappear.

So, there's hardly any issue that's more important than figuring out how to satisfy customers—whether old ones an organization has served in the past or new ones it hopes to attract. At its essence, that's what marketing and marketing strategy planning is all about. And, yes, it's also what this book is all about.

Further, we believe in practicing what we preach. So, you can bank on the fact that this new 12th edition of *Basic Marketing* and all of the other teaching and learning materials that accompany it will satisfy *your* needs. We're excited about this edition, and we hope that you will be as well.

In creating this edition we've made hundreds of big and small additions, changes, and improvements. We'll highlight some of those changes in this preface, but first it's useful to put this newest edition in a longer-term perspective.

● **Building on pioneering strengths**

Basic Marketing pioneered an innovative structure—using the “four Ps” with a managerial approach—for the introductory marketing course. It quickly became one of the most widely used business textbooks ever published because it organized marketing ideas so that readers could both understand and apply them. It didn't settle for endless lists or disjointed description.

It has been 37 years since publication of the first edition of *Basic Marketing*. During that time there have been constant changes in marketing management. Some of the changes have been dramatic, and others have been subtle. Throughout all of these changes, *Basic Marketing* and the supporting materials that accompany it have been more widely used than any other teaching materials for introductory marketing. It is gratifying that the “four Ps” has proved to be an organizing structure that has worked well for *millions* of students and teachers.

● **Continuous innovation and improvement**

Of course, this position of leadership is not the result of a single strength—or one long-lasting innovation. Rather, the text's four Ps framework, managerial orientation, and strategy planning focus have proved to be foundation pillars that are remarkably robust and powerful in supporting and encompassing new developments in the field.

Thus, with each new edition of *Basic Marketing*, we have continued to introduce innovations—and to better meet the needs of students and faculty. Our objective is to provide a flexible, high-quality text and choices from comprehensive and reliable support materials—so that instructors and students can accomplish their learning objectives. For example, included with the other innovations for this new edition are:

- Completely integrated coverage of the role of marketing in building relationships.

- A new chapter on marketing's link with other functional areas.
- Integrative video cases.
- Multimedia electronic slides and related lecture materials.
- CD-ROM technology to support multimedia teaching and learning.
- Powerful new versions of our Hypertext reference disk and computer-aided problems software.

● **And a symbolic change too**

Another change in this edition is that we've shifted the order of the authors' names on the cover of the book. Many people who knew we planned to do that have asked why, so we'll mention it here in case other old friends and users of the text are also curious. When McCarthy wrote the first edition of *Basic Marketing*, he did it alone and when he was still in his early 20s. He was responsible for seven editions of the book before Perreault, at age 32, joined the project. Our long-term plan has always been for the "newcomer" to take over the bulk of the work of actually incorporating new innovations to the text and supplements—after we worked together very closely for a number of editions to maximize the impact of our joint efforts. As this transition has evolved, the senior partner has taken on more of a "Chairman of the Board" role—providing valuable ideas, advice, criticisms, and encouragement. Thus, the change in the masthead of the book is simply symbolic of the shift in our *current* contributions to the ongoing improvements in the book and package.

● **We believe in continuous quality improvement**

We formed our partnership with a shared commitment to ongoing improvements, and we're both proud that we were implementing continuous quality improvements in preparing *Basic Marketing* long before the idea became popular in the world of business. Useful teaching innovations are ones that meet students' and instructors' needs well—and you can be confident that's what this innovative edition will accomplish. We work to be creative in our coverage and approaches—because creativity is at the heart of the marketing spirit. That's also why our first priority has always been—and always will be—producing quality materials that work for students and teachers as they should.

As with many other product categories, too many books come out that don't do that. It's said that the cost of poor quality is lost customers—and that's why poor quality texts routinely disappear from print. Yet, the real cost of poor quality texts is more insidious. Students only take the first marketing course once. If their only exposure is to a poor quality text, the cost is their lost learning—or worse. We see that as a totally unacceptable cost, and it's why we see it as a personal responsibility to build quality into every aspect of the text and accompanying package.

Our belief that attention to continuous quality improvement in every aspect of the text and support materials *does make a difference* is consistently reaffirmed by the enthusiastic response of students and teachers alike to each new edition.

● **Critically revised, updated, and rewritten**

We believe that the 12th edition of *Basic Marketing* is the highest-quality teaching and learning resource ever published for the introductory marketing course. The whole text and all of the supporting materials have been critically revised, updated, and rewritten. As in past editions, clear and interesting communication has been a priority. *Basic Marketing* is designed to make it easy, interesting, and fast for students to grasp the key concepts of marketing. Careful explanations provide a crisp focus on the important "basics" of marketing strategy planning. At the same time, we have thoroughly:

- Researched and incorporated new concepts.
- Integrated hundreds of new examples that bring the concepts alive.
- Illustrated marketing ideas in a wide variety of contexts.

We have deliberately used marketing examples from a host of different contexts. Examples span profit and nonprofit organizations, large and small firms, domestic and international settings, purchases by organizations as well as by final consumers, and services and ideas or “causes” as well as physical goods, established products, and new technologies—because this variety reinforces the point that effective marketing is critical to all organizations.

Clear focus on changes in today's dynamic markets

The 12th edition focuses special attention on changes taking place in today's dynamic markets. *Throughout every chapter of the text* we have integrated discussion and examples of:

- Relationship building in marketing.
- The importance of customer satisfaction and retention.
- International perspectives.
- Ethical issues.

Similarly, we've also integrated new material on such important and fast-evolving topics as:

- Integrated marketing communications, including direct-response promotion.
- The expanding role of information technologies in all areas of marketing.
- Return on quality and quality management (with special emphasis on service quality).
- The increasing channel power of large retail chains.
- Competitor analysis.
- Marketing control, including marketing cost analysis, to name but a sampling.

Throughout the 12th edition we've continued our thrust begun in the 11th edition of focusing more attention on the importance of competitive advantage in strategy planning. You'll learn about the changing relationships among marketing partners—ranging from coordination of logistics and promotion efforts among firms to the new relationships between firms and their ad agencies and marketing research suppliers. You'll see how intense competition—both in the United States and around the world—is affecting marketing strategy planning. You'll see why rapid response in new-product development is so critical.

Some other marketing texts are attempting to describe such changes. But that's not adequate. What sets *Basic Marketing* apart is that the explanations and examples not only highlight the changes that are taking place today but also equip students to see *why* these changes are taking place—and what changes to expect in the future. That is an important distinction—because marketing is dynamic. Our objective is to equip students to analyze marketing situations and develop workable marketing strategies—not just recite an endless set of lists.

● A fresh design—to make important concepts even clearer

Along with the new content, we've given the text a fresh design. The changes range from the new cover to hundreds of new photographs, ads, and illustrations. We've added new artwork and revised or updated proven pieces from past editions.

The aim of all this revising, refining, editing, and illustrating is to arrive at an overall redesign that makes important concepts and points even clearer to students. We want to make sure that each student really does get a good feel for a market-directed system and how he or she can help it—and some company—run better. We believe marketing is important and interesting—and we want every student who reads *Basic Marketing* to share our enthusiasm.

● 22 chapters—with an emphasis on marketing strategy planning

The emphasis of *Basic Marketing* is on marketing strategy planning. Twenty-two chapters introduce the important concepts in marketing management and help the student see marketing through the eyes of the marketing manager. The organization of the chapters and topics is carefully planned. But we took special care in writing so that:

- It is possible to rearrange and use the chapters in many different sequences—to fit different needs.
- All of the topics and chapters fit together into a clear, overall framework for marketing strategy planning.

The first two chapters deal with the nature of marketing—focusing both on its macro role in a global society and its micro role in businesses and other organizations. The first chapter stresses that the effectiveness of our macro-marketing system depends on the decisions of many producers and consumers. That sets the stage for the second chapter—and the rest of the book—which focus on how business people and, in particular, marketing managers develop marketing strategies to satisfy specific target markets.

Chapter 3 introduces a strategic planning view of how managers can find new market opportunities. The emphasis is on identifying target markets with market segmentation and positioning approaches. This strategic view alerts students to the importance of evaluating opportunities in the external environments affecting marketing—and these are discussed in Chapter 4. Chapter 5 is a contemporary view of getting information—from marketing information systems and marketing research—for marketing management planning. This chapter sets the stage for discussions in later chapters about how research and information systems can improve each area of marketing strategy planning.

The next three chapters take a closer look at *customers*—so students will better understand how to segment markets and satisfy target market needs. Chapter 6 introduces the demographic dimensions of the global consumer market, and the next two chapters study the behavioral features of the consumer market and how business and organizational customers—like manufacturers, channel members, and government purchasers—are similar to and different from final consumers.

The next group of chapters—Chapters 9 to 18—is concerned with developing a marketing mix out of the four Ps: Product, Place (involving channels of distribution, logistics, and distribution customer service), Promotion, and Price. These chapters are concerned with developing the “right” Product and making it available at the “right” Place with the “right” Promotion and the “right”

Price—to satisfy target customers and still meet the objectives of the business. These chapters are presented in an integrated, analytical way, so students' thinking about planning marketing strategies develops logically.

Chapters 9 and 10 focus on product planning for goods and services as well as new-product development and the different strategy decisions that are required at different stages of the product life cycle.

Chapters 11 through 13 focus on Place. Chapter 11 introduces channels of distribution, with special emphasis on the need for channel members to cooperate and coordinate to better meet the needs of customers. Chapter 12 focuses on the fast-changing arena of logistics and the strides that firms are making to reduce the costs of storing and transporting products while improving the distribution service they provide customers. Chapter 13 provides a clear picture of retailers, wholesalers, and their strategy planning. This new composite chapter helps students see why the big changes taking place in retailing are reshaping the channel systems for many consumer products.

Chapters 14 to 16 deal with Promotion. These chapters have been significantly reworked to build on the concept of integrated marketing communications, including direct-response promotion, which is introduced in Chapter 14. Then, Chapter 15 deals with the role of personal selling in the promotion blend, and Chapter 16 covers advertising and sales promotion.

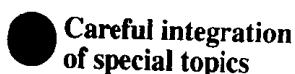
Chapters 17 and 18 deal with Price. Chapter 17 focuses on pricing objectives and policies, including consideration of pricing in the channel and the use of discounts, allowances, and other variations from a list price. Chapter 18 covers cost-oriented and demand-oriented pricing approaches. Its careful coverage of marketing costs helps equip students to deal with the cost-conscious firms they will join.

Chapter 19 reinforces the integrative nature of marketing management and offers a specific framework for creating innovative marketing plans and programs. Chapter 20 offers completely updated coverage of marketing implementation and control and provides perspective on how new approaches are reshaping these areas now that more control-related information is available faster. The chapter also details how total quality management approaches can improve implementation, including implementation of better customer service.

Chapter 21 is a totally new chapter dealing with the link between marketing and other functional areas. The marketing concept says that people in an organization should work together to satisfy customers at a profit. No other text has a chapter that explains how to accomplish the “working together” part of that idea. Yet, it's increasingly important in the business world today, and that's what this important new chapter is designed to explore.

The final chapter considers how efficient the marketing process is. Here we evaluate the effectiveness of both micro- and macro-marketing—and consider the competitive, ethical, and social challenges facing marketing managers now and in the future. After this chapter, the student might want to look at Appendix C—which is about career opportunities in marketing.

Some textbooks treat “special” topics—like relationship marketing, international marketing, services marketing, marketing for nonprofit organizations, marketing ethics, and business-to-business marketing—in separate chapters. We have deliberately avoided doing that because we are convinced that treating such



Careful integration
of special topics

topics separately leads to an unfortunate compartmentalization of ideas. We think they are *too important to be isolated in that way*. Instead, they are interwoven and illustrated throughout the text to emphasize that marketing thinking is crucial in all aspects of our society and economy. Instructor examination copies of the new edition are packaged with a grid that shows, in detail, how and where specific topics are integrated throughout the text.

● Students get
“how-to-do-it” skill
and confidence

Really understanding marketing and how to plan marketing strategies can build self-confidence—and it can help prepare a student to take an active part in the business world. To move students in this direction, we deliberately include a variety of frameworks, models, classification systems, and “how-to-do-it” techniques that should speed the development of “marketing sense”—and enable the student to analyze marketing situations in a confident and meaningful way. Taken seriously, they are practical and they work. In addition, because they are interesting and understandable, they equip students to see marketing as the challenging and rewarding area it is.

● Basic Marketing
motivates
high-involvement
learning

So students will see what is coming in each *Basic Marketing* chapter, behavioral objectives are included on the first page of each chapter. And to speed student understanding, important new terms are shown in red and defined immediately. Further, a glossary of these terms is presented at the end of the book. Within chapters, major section headings and second-level headings (placed in the margin for clarity) immediately show how the material is organized and summarize key points in the text. Further, we have placed annotated photos and ads near the concepts they illustrate to provide a visual reminder of the ideas—and to show vividly how they apply in the business world. All of these aids help the student understand important concepts—and speed review before exams. End-of-chapter questions and problems offer additional opportunities. They can be used to encourage students to investigate the marketing process and develop their own ways of thinking about it. They can also be used for independent study or as a basis for written assignments or class discussion.

● Varied types of
cases

Understanding of the text material can be deepened by analysis and discussion of specific cases. *Basic Marketing* features several different types of cases. Each chapter starts with an in-depth case study developed specifically to highlight that chapter’s teaching objectives. In addition, each chapter features a special case report in a highlighted box. Each case illustrates how a particular company has developed its marketing strategy—with emphasis on topics covered in that chapter. All of these cases provide an excellent basis for critical evaluation and discussion.

In addition, there are several suggested cases at the end of each chapter. The focus of these cases is on problem solving. They encourage students to apply—and really get involved with—the concepts developed in the text. Each chapter also features a computer-aided problem. These case-based exercises stimulate a problem-solving approach to marketing strategy planning—and give students hands-on experience that shows how logical analysis of alternative strategies can lead to improved decision making. For the convenience of students and faculty alike, the cases for computer-aided problems are now incorporated in the book itself. Further, the award-winning software we developed specifically for use with