

英文版

约翰·A.奎尔齐  
罗伯特·J.多兰  
托马斯·J.科斯尼克



# 营 销 管 理

教程与案例

正版

## 哈佛商学院案例教程

# Marketing Management Text and Cases

John A. Quelch  
Robert J. Dolan  
Thomas J. Kosnik



东北财经大学出版社



McGraw-Hill 出版公司

正版哈佛商学院案例教程·英文版

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# 出版者的话

当今的世界是一个变革的世界，政治体制在变革，经济结构在变革，管理方式在变革，思想观念在变革……从东方到西方，从中国到世界，一切无不处在变革之中。毫不例外，管理教育也正面临着一场深刻的变革。在以 MBA (Master of Business Administration, 通常译为“工商管理硕士”) 教育为主干的应用型管理教育大行其道的同时，一种以经典案例为主要素材、强调培养实务操作能力、反对一味灌输抽象理论的所谓“案例教学法”(Cases Methods) 逐渐取代了传统的管理教学模式，并以惊人的速度风靡全球。

作为世界 MBA 教育发祥地的美国哈佛大学工商管理研究生院 (Graduate School of Business Administration, Harvard University, 通常简称 Harvard Business School, 即“哈佛商学院”), 同时也是管理专业案例教学的首创者和积极倡导者。哈佛商学院经过近一个世纪的发展, 已经无可争辩地登上了全世界 MBA 教育的制高点, 哈佛商学院 MBA 已经成为全球企业管理界一块光芒四射的“金字招牌”。个中原因除了素来坚持严格的学员遴选制度之外, 主要应归功于独具一格的案例教学方法。

毋庸讳言, 我国的管理教育尚处于“初级阶段”, 亟待借鉴发达国家的成功经验, 包括先进的教学方法、权威的教学素材和科学的教学体系。为此, 我们通过多方努力, 终于开通了一条通过合法途径引进哈佛商学院案例教程的渠道, 并及时推出了首批十余种图书。按照预定计划, 我们将在今后两到三年内, 陆续推出哈佛商学院 MBA 其他主干课程案例教程的英文 (影印) 版和相应的中译版, 以满足国内管理教育尤其是 MBA、经理培训项目 (ETP) 师生和其他有关人士的迫切需要, 为推动我国管理教育改革和向国际接轨的步伐贡献一份绵薄之力。

对于本套系列教材在选题策划、翻译、编辑、出版以及发行工作中存在的缺点和不足, 恳请广大读者不吝指正, 我们在此先致谢忱!

东北财经大学出版社

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**John A. Quelch** is Professor of Business Administration, Graduate School of Business Administration, Harvard University, where he oversees the introductory MBA Marketing course taken by all 800 students each year and chairs the first year MBA curriculum committee. Professor Quelch has published articles in journals ranging from *Harvard Business Review* to *Marketing Science*. He is the (co)author of 10 books including *Ethics in Marketing* (1993), *Global Marketing Management* (1992), and *The Marketing Challenge of Europe* 1992 (1990). He serves as a director of Reebok International Ltd. and WPP Group plc. He is a graduate of Oxford University (BA), University of Pennsylvania (MBA), and Harvard University (MS and DBA).

**Robert J. Dolan** is the Edward W. Carter Professor of Business Administration and Marketing Area Chairman at the Graduate School of Business Administration, Harvard University. He is editor of the Field Studies section of *Marketing Science*. An expert on product policy and pricing, his work has appeared in leading journals such as the *Bell Journal of Economics*, *Marketing Science*, and the *Journal of Marketing*. His latest book is *Managing the New Product Development Process* (1993). He is a graduate of Boston College (BA) and the University of Rochester (MS and PhD).

**Thomas J. Kosnik** is a lecturer at Stanford Graduate School of Business and in the Stanford Engineering Management program. From 1985 to 1989, he was an assistant professor at Harvard Business School. Kosnik's research focuses on the design and marketing of information technology-based products and services for global markets. He has worked in design, sales, and marketing roles in the computer software and systems integration industries. He is a graduate of Duke University (BA), University of Virginia (MBA), and Stanford University (PhD).

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This volume is a substantial departure from the concept on which most other marketing books are based. Here we cover not only the substance of marketing, but also the process of marketing—the activities that marketers perform to satisfy customer needs and to build an enduring, distinctive, competitive competence. Each activity such as strategy formulation, planning, programming and budgeting, and implementation is important in its own right and receives careful attention. We have also endeavored to demonstrate both the unity of the total process and the important relationships among the activities. Understanding the marketing process can leverage the effectiveness of marketing plans and programs.

Any learning process is based on a series of partnerships. Most important among these is the partnership between student and teacher. In the case method, the student assumes much of the responsibility for his or her own development, and the teacher provides the structure and support necessary to the process. A second equally important partnership involves all the students in a class; their interactions and respectful sharing of thoughts and testing of ideas are critical to their growth and development.

In this book, the integration of textual notes and cases represents an equally important partnership. The textual notes provide the structure and nomenclature, while the cases provide the opportunity to apply the principles described in the notes. We believe that the breadth, depth, and integrated nature of this material will ensure its relevance to the student and its rigorous application in the classroom.

Almost all books are cooperative efforts. Because this book contains so many cases, it is more of a cooperative venture than most. Thus, we want to extend our sincere appreciation to a wide range of people, including:

- The many people on the Harvard Business School marketing faculty who have, over the years, contributed to the development of the first-year MBA marketing course, the required course on which this volume is based. They provided us with a heritage of devoted teaching and a tradition of experimentation that enabled us to develop this material.
- Our colleagues in the marketing discipline who have labored to develop and explain important marketing skills and concepts. We are indeed indebted to



the academy for the knowledge we are attempting to disseminate in this volume.

- The administration of the Harvard Business School, and its supporters, particularly those companies who are members of the Associates of the Harvard Business School. Under the leadership of Dean John H. McArthur and the Directors of the Division of Research, the school provided us with the substantial financial resources needed to complete a field-oriented project of this magnitude.
- The editorial and word-processing support functions of the Harvard Business School, which are exceptional because of their competence, quality, and generosity. We are particularly appreciative of the assistance provided by Antoinette Prince and Elisa Morton Palter who were responsible for preparing the manuscript for submission.
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- Our students who also shared their thoughts with us and who, in the process of their own education, added immensely to our development and to the evolution of the concepts and material in this book.
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John A. Quelch  
Robert J. Dolan  
Thomas J. Kosnik

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# OVERVIEW



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# AN INTRODUCTION TO CASES

Management instruction involves the development of a set of philosophies, approaches, skills, knowledge, and techniques. Lectures and readings are the most efficient way to acquire knowledge and to become informed about techniques. Exercises or problem sets are an excellent way to begin to learn about the application and limitations of techniques. But the development of philosophies, approaches, and skills is best served by the case method, which can also help to provide knowledge and experience with techniques. The case method becomes a part of a broad gauge approach to management education and development. It is therefore generally used in well-orchestrated concert with other approaches.

Most students and executive program participants are quite familiar with lectures, readings, exercises, and problem sets, but the case method is often new to them. It is important to understand the basis for the case method and to have some idea of how to approach cases. That is the purpose of this brief note.

The case method is built around the concepts of *metaphors* and *simulation*. Each case is a description of a real business situation and serves as a *metaphor* for a particular set of problems. The situations which you face as a manager may differ from the metaphors we have chosen here, but taken together, the cases provide a useful and relevant set of metaphors for marketing situations. The cases were selected to include a wide variety of products and company types so that at least some of them would be relevant along those dimensions. The situations analyzed and skills developed in the cases are relevant to almost all marketing management situations. Thus they are relevant to students of marketing management.

The case method of management instruction is based upon the belief that management is a set of skills, rather than a collection of techniques or concepts. The best way to learn a skill is to practice in a *simulation*-type process. Thus, the swimmer swims and the pianist plays the piano. The swimming novice might drown if thrown into deep water after reading a set of books. And few of us would want to hear a concert pianist who had never before touched a piano, but who had attended many lectures on piano playing. Because it is impractical to have the student manager manage a company, the case provides a vehicle for simulation.

The total case process consists of four steps ordered as follows:

1. Individual analysis and preparation.
2. Optional informal small group discussion.
3. Classroom discussion.
4. End-of-class generalization about the learning.

Each of these steps asks the participant to perform related but different activities.

While there is no "one ideal way to approach a case," some generalities can be drawn. The student gains the most by immersing him- or herself in the case and actively playing the role of the protagonist. The protagonist is usually one manager, but is sometimes a group. By actively studying the case, the student begins to learn how to analyze a management situation and develop a plan of action. By participating in an involved manner in the case discussion, the student learns to commit him- or herself to a position easily and to express that position articulately. The core of management decision making consists of the processes of analysis, choice, and persuasion.

The fourth step, generalization, is also part of good management practice. The smart manager steps back from each situation he or she has experienced and asks, "What did I learn?" and "How does the situation and the lesson relate to my whole experience?" The astute student will want to do the same thing on his or her own, building on the help provided by the instructor. An important part of that process is to relate the cases to the assigned reading material. The reading material generally provides the structure and techniques, and the case a simulated experience in the application of the structure and techniques. The cases also help to develop a generalized approach to business situations as well as a set of philosophies.

The case method is demanding of both teachers and students. Participants who are involved in each case analysis and discussion, and who attempt to generalize their learning across cases gain the most from the process.

Each person should strive to develop the ability to ask "the right questions" about each case. The instructor may provide specific questions for each case. The following questions are among those which are generally relevant to all cases:

- Who is the protagonist?
- What are his or her objectives (implicit or explicit)?
- What decisions (implicit or explicit) must I make?
- What problems, opportunities and risks do I, as the protagonist, face?
- What evidence do I have to help make the decision? Is the evidence reliable and unbiased? Can I improve it?
- What alternative courses of action are available?
- What criteria should I use to judge the alternatives?
- Are there ethical issues involved?
- What action should I take?
- How should I convince others in the company as well as customers, competitors, and channel members that my approach is best?
- What contingency plan do I have to respond to adverse reactions?
- What did I learn from this case?
- How does it relate to past cases and my own "live" experiences?



---

# AN INTRODUCTION TO MARKETING

Marketing is the function of the company, or nonprofit organization, with the responsibility for serving customers and for dealing with intermediaries and external support organizations such as distributors and advertising agencies. Many people who come to the study of marketing with little or no business experience picture it as the study of selling and advertising. While marketing certainly includes selling and advertising, it encompasses much more. Perhaps the best way to explain the scope and nature of marketing is to review a specific example of some of the decisions marketers make.

---

## The Substance of Marketing

Assume for a moment that you have decided to enter the watch business. You must make a set of important marketing-related decisions which might include:

1. To which consumers should I sell my watches? How should I define the consumer I hope to serve? Should I think in terms of geography, perhaps the country or region of the country in which my consumer lives? Or maybe the consumer's income or sex or fashion orientation is more important.
2. What product or products should I offer? For example, should I offer digital or analog, ornate or simple, multifunction or single function?
3. How much should I charge for each watch? Should I offer discounts to people who pay cash or who buy in large volumes?
4. Should I sell direct to consumers or through stores, and if through stores, what type of stores? Watches are, after all, sold in drug stores, gift shops, department stores, jewelry stores, and a myriad of other outlets. Do I want to offer my product in several types of outlets or only in one type?

---

This note was prepared by Professors Benson P. Shapiro and John A. Quelch.  
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