

Business-to-Business Marketing Textbooks: A Comparative Review

Klaus Backhaus
Bastian Mell
Tatjana Sabel

ABSTRACT. Even in times of e-learning and multimedia, textbooks play a great part in business marketing education. For this reason and in order to help instructors select the appropriate textbook for their course setting, a comprehensive overview of textbooks currently available on the market seemed a sensible idea. This holds even if only to see what the available structural approaches to the subject are and to identify current mainstream thinking and specific views on business marketing problems. This review article is meant to provide educators and researchers with a commented overview on business marketing textbooks—not only those written in English, but also in other languages like Chinese, Italian, Hungarian or German. While the main focus was placed on the identified 16 English textbooks, this article also found that there is a “world beyond English textbooks” that might be worth looking at, because non-English textbooks in part offer approaches and content presently

Klaus Backhaus is Professor of Marketing and Director of the Institute of Business-to-Business Marketing, Marketing Center, University of Muenster, Germany and Honorary Professor of Technology Management, Technical University Berlin, Germany (E-mail: backhaus@wiwi.uni-muenster.de).

Bastian Mell is a graduate in business administration from the University of Muenster, Germany. He works at eBay GmbH, Berlin (E-mail: BastiMell@web.de).

Tatjana Sabel earned a PhD in Marketing at the Institute of Business-to-Business Marketing, Marketing Center, University of Muenster, Germany. She currently works as an Assistant Researcher at this institute (E-mail: 03tasa@wiwi.uni-muenster.de).

The authors acknowledge the great effort of the editor J. David Lichtenthal and the comments of the nine (9) reviewers, who greatly helped in improving the manuscript.

Journal of Business-to-Business Marketing, Vol. 14(4) 2007

Available online at <http://jbbm.haworthpress.com>

© 2007 by The Haworth Press, Inc. All rights reserved.

doi:10.1300/J033v14n04_03

not available in English. These may be used as a source for developing new ideas and to (re)design the business marketing curriculum/course. doi:10.1300/J033v14n04_03 [Article copies available for a fee from The Haworth Document Delivery Service: 1-800-HAWORTH. E-mail address: <docdelivery@haworthpress.com> Website: <<http://www.HaworthPress.com>> © 2007 by The Haworth Press, Inc. All rights reserved.]

KEYWORDS. Comparison of textbooks, industrial marketing, business-to-business marketing, business education, pedagogy, textbook analysis

INTRODUCTION: THE RELEVANCE OF BUSINESS MARKETING TEXTBOOKS

The business marketing course (BMC) is an important element of marketing education. The course “occupies a unique niche in the undergraduate business curriculum” (Hutt/Speh, 1998, p. 135), because students’ access to the subject is not facilitated by their own previous experiences as in B2C-marketing courses. By extending students’ knowledge of marketing and markets beyond the consumer domain, the BMC not only deepens the students’ understanding of management theories and relationship marketing, but also provides them with business marketing-specific aspects, for example organizational buying behavior. Furthermore, it provides special value by tying together essential business marketing¹ concepts from different marketing disciplines (Hutt/Speh, 1998).

The core of introductory marketing courses are the selected textbooks, as students spend considerably more time on assigned reading material than they do attending lectures (Tomkovick, 2004). Textbooks are an important element of teaching, essential to students’ comprehension of course material and presumably selected by educators based on how well the goals of their course will be met (Ramaprasad, 2005). Many business marketing instructors view the textbook as a prime component of instruction and rely heavily on it to structure, organize and effectively teach their course. Thus, the selection of a textbook for a business marketing course at the undergraduate or graduate level is an important decision for an instructor and deserves careful consideration for effective execution of the course strategy (Butaney, 2004). About 50% of business marketing instructors at the graduate level were found to use a textbook as the basis for their course; however no single and widely used textbook has yet emerged (Anderson/Narus, 1998).

Any instructor, in part, supervises the processing, development and production of knowledge by determining course philosophy, objectives, content and pedagogy-mix (Lichtenthal/Butaney, 1991). For this reason, the purchasing process for college textbooks is peculiar, in that the individuals making the buying decision are not the ones actually purchasing the product (Rich/Powers/Powell, 1988). Usually, the instructor selects the textbook and by this creates the mandate for students to purchase it. Thus, when faced with the decision of selecting a textbook, instructors should not only consider their own perspective, but seek the highest value for their students (Ramaprasad, 2005). Against this background, the instructor of a course in business-to-business marketing should have knowledge of the textbooks available and stay informed about the development and growth of the discipline.

Therefore, this review is intended to

- provide a comprehensive overview of business marketing textbooks written in English (n = 16), and
- provide an overview of textbooks written in languages other than English (n = 23).

The reason for this two-cluster approach is to show that

- the number of English textbooks published all over the world has considerably increased in the last years;
- business marketing problems are tackled in different ways. We find rather heterogeneous approaches in the different textbooks: some trying to be comprehensive, others being more aspect-oriented;
- non-English business marketing textbooks partially provide interesting and unique perspectives to business marketing problems.

Clearly, the emphasis in our review rests on the textbooks in the first cluster (textbooks written in English). Due to the increasing internationalization of university-programs, English will be the dominant teaching language, especially at the graduate level. Regarding these textbooks, we highlight differences in approach, content, illustrative elements and other pedagogical aids. Following, the approaches and emphases regarding the contents of the textbooks in the second cluster will be briefly introduced and compared to cluster 1.

COMPARATIVE ANALYSIS OF ENGLISH BUSINESS MARKETING TEXTBOOKS

Selection of English Textbooks

The textbooks included in the comparison were selected following a filtering process based on the undermentioned selection criteria, with the aim of including all English business marketing textbooks presently existing as course literature on the educational market.² First, only business marketing textbooks *aimed at students* were included in the review, since the nature of a textbook is to aid students in studying and mastering the subject. Although we did not classify editorials as textbooks due to the lack of stringent approach across the different authors, we included Rangan/Shapiro/Moriarty's book in the first cluster. It is the only edited book that is explicitly "intended to provide the basis for a course on business marketing for students" (Rangan/Shapiro/Moriarty, 1995, p. xiii). Second, only *textbooks published in or after 1995* were included in the analysis to assure "up-to-dateness." Although some of the textbooks are currently not available (e.g., Rangan/Shapiro/Moriarty, 1995), these textbooks were and still are used in BMC (Anderson/Narus, 1998).³

Research was conducted on www.amazon.com (for U.S. textbooks) as well as www.amazon.co.uk (for British and U.S. textbooks) and multiple other national electronic bookstores, using the following search terms: "industrial goods marketing," "industrial marketing," "business marketing," "b-to-b marketing," "b2b marketing" and "business to business marketing."⁴ The resulting list of textbooks is shown in Table 1.

The *net page area*, shown in Table 1 and used as a measure for multiple analyses in this review, consists of the aggregate length of all chapters within a specific textbook. Included are all pages within a specific chapter, starting with the introductory page and ending with the summary page. To ensure comparability, elements not used by all authors, such as chapter-specific discussion and consultation of case studies, review and discussion questions and references stated at the end of chapters, were excluded.

Premises

Students are individuals with individually different levels of involvement, ability, intelligence, motivation and learning styles, and any textbook *not* read by a student for whatever reasons can obviously not

TABLE 1. English Business Marketing Textbooks Included in the Comparative Review

Author(s)	Textbook Title	Year	Ed.	Origin*	Publisher	Total Pages	Net Pages
Anderson/Narus	Business Market Management	2004	2nd	USA	Prentice Hall	479	389
Bingham/Gomes/Knowles	Business Marketing	2004	3rd	USA	McGraw Hill	500	292
Blythe/Zimmerman	Business-to-Business Marketing Management	2005	1st	USA/UK	Thomson Learning	420	342
Brierty/Eckles/Reeder	Business Marketing	1998	3rd	USA	Prentice Hall	703	505
Chisnall	Strategic Business Marketing	1995	3rd	UK	Prentice Hall	515	465
Dwyer/Tanner	Business Marketing: Connecting Strategy, Relationships, and Learning	2006	3rd	USA	Irwin/McGraw Hill	712	429
Fill/Fill	Business-to-Business Marketing: Relationships, Systems and Communications	2004	1st	USA	Prentice Hall	400	323
Ford/Berthon/Brown/Gadde/Håkansson/Naudé/Ritter/Snehota**	The Business Marketing Course: Managing in Complex Networks	2002	1st	EU	J. Wiley and Sons	253	222
Haas	Business Marketing: A Managerial Approach	1995	6th	USA	Thomson Learning	844	577
Hutt/Speh	Business Marketing Management	2003	8th	USA	S.W. College	744	410
Jenster/Hayes/Smith	Managing Business Marketing & Sales: An International Perspective	2005	1st	DK/USA	Copenhagen Business School Press	292	257
Miche/Naudé/Salle/Valla	Business-to-Business Marketing	2003	3rd	FR	Palgrave/McMillan	494	388
Morris/Pitt/Honeycutt	Business-to-Business Marketing	2001	3rd	USA	Sage	559	461

TABLE 1 (continued)

Author(s)	Textbook Title	Year	Ed.	Origin*	Publisher	Total Pages	Net Pages
Rangan/Shapiro/Moriarty	Business Marketing Strategy: Concepts and Applications	1995	1st	USA	McGraw Hill	362	331
Vitale/Giglierao	Business-to-Business Marketing: Analysis & Practice	2002	1st	USA	S.W.College	551	447
Wright	Business-to-Business Marketing: A Step-by-Step Guide	2004	1st	UK	Prentice Hall	536	478

*DK = Denmark, FR = France

**The recently published second edition of this textbook (Ford/Gadde/Håkansson/Snehota, 2006) could not be included as the publication took place after the quantitative analyses were undertaken.

achieve any teaching objectives (Narus, 2004). Thus, student willingness to learn through the learning activities and pedagogies selected by the instructor is an important element in the overall learning process (Karns, 2005). For comparative purposes, we assume that 100% of the text of each chapter in a specific textbook is read by the potential student reader, including the study of all figures, tables, practical examples and usage of pedagogical aids.

While students do the learning, instructors diagnose the gap between students' prior knowledge and the knowledge level needed for succeeding professionally (Karns, 2005). The course design depends on the expertise of the instructor in determining what learning outcomes are most important, how those outcomes might best be pursued, what knowledge is present in the course and how this knowledge will be presented (Vlosky/Wilson, 2004). Thus, the suitability of a specific business marketing textbook rests on the underlying, context-specific teaching objectives (Backhaus/Muehlfeld/Okoye, 2004).

Even though textbooks will be understood as the core instrument of the BMC in the following review by providing the structure for a course, they are nonetheless only one of multiple tools employed by instructors (Sikorski/Rich/Saville/Buskist/Drogan/Davis, 2002; Lichtenthal/Butaney, 1991). Industry analysis projects, consultation of case studies and group discussion exercises, amongst other tools, also have a significant effect on knowledge transfer, overall achievement of course aims and the development of higher-order skills (Hutt/Speth, 1998). However, the interactions between these various tools will not be regarded in this analysis, as the topic has not yet been sufficiently addressed in the academic literature (Young/Klemz/Murphy, 2003).

As the textbook authors sometimes use different expressions for essentially the same topical matter (e.g., Vitale/Gigliano, 2002, discuss the product-life-cycle (PLC) within a chapter entitled "Planning and Positioning the Value Offering," while Brierty/Eckles/Reeder, 1998, discuss it in a chapter entitled "Business Products and Their Life Cycles") the process of classifying topics cannot be devoid of some subjectivity. In addition, there is a risk of comparing works that are not strictly comparable, because "full-service" textbooks (e.g., Hutt/Speth, 2003; Brierty/Eckles/Reeder, 1998) significantly differ from their slimmer counterparts (e.g., Ford/Berthon/Brown/Gadde/Håkansson/Naudé/Ritter/Snehota, 2002; Rangan/Shapiro/Moriarty, 1995) in content and pedagogy (Brennan/Skaates, 2001).

METHODOLOGY

The role of the marketing educator has been changing, and student learning, rather than mere teaching, is becoming the defining element of the instructor's role (Karns, 2005). Therefore, the review will not compare textbooks within the larger setting of educational objectives (i.e., *Bloom's Taxonomy*), but rather focus on the selection criteria instructors take into account when choosing a specific textbook in order to accomplish their main aims, namely the *transfer of knowledge* and *comprehension of content* (Karns, 2005). This will be referred to as the "value" provided by a textbook.

The instructor will primarily consider the textbook's approach to the subject and the prevailing topical coverage, because both significantly affect the suitability for a business marketing course. While the choice of a specific approach could be classified as non-compensatory, because it has to be in line with the instructor's own teaching approach, the topical coverage is in part compensatory. For example, if an instructor wants to put an emphasis on ethical aspects in his course, it is adjuvant that the textbook chosen incorporates this theme. Therefore, if the neglect of aspects to be taught exceeds a certain amount, the topical coverage can in turn become a sufficient prerequisite.

In addition, several compensatory criteria play an important part in textbook selection. Auxiliary materials, such as supplements and online material, are helpful to the instructor when teaching the course. Other textbook features, such as readability, illustrations, pedagogical aids and the use of practical examples, can have a beneficial impact on students' performance. These features have been analyzed extensively for textbooks of multiple disciplines and can be quantitatively assessed as done with the business marketing textbooks. They can be applied when analyzing textbooks of other cognate disciplines and can be generalized to aid in textbook selection. As will be shown in the respective chapters, each feature can impact upon the effectiveness of a textbook, and needs to be taken into account by an instructor. For example, the instructor of an introductory undergraduate business marketing course could consider that for his "audience," a higher amount of aids, illustrations and practical examples might be most suitable to effectively convey the knowledge presented.

With respect to the buying decision problem noted earlier, the consideration of a textbook's price should also factor into the selection decision, as this has been shown to affect the perceived student value (Narus, 2004; Rich/Powers/Powell, 1988). Furthermore, the prices of

textbooks have been rising dramatically in the last 20 years. However, there is no objective way of comparing textbook prices across different countries. Because supply in foreign markets is limited and publishers exert strict price maintenance (Cabolis/Clerides/Ioannou/Senft, 2005), this criterion has not been taken into account.

COMPARATIVE ANALYSIS OF THE DIFFERENT APPROACHES IN ENGLISH BUSINESS MARKETING TEXTBOOKS

The design of a business marketing textbook should mirror the organization of a course (Hutt/Speth, 2004). The various approaches implemented in the textbooks as structural guidelines can be categorized in two groups. Some follow the “traditional approach,” which is characterized by strategic positioning followed by the execution of the marketing-mix-instruments (4Ps, see Table 2). This will be referred to as the “managerial approach” throughout the analysis. In contrast, other textbooks use a specific framework to tackle business marketing problems.

The Managerial Approaches

The managerial approach (MA) has been the central organizing framework for marketing textbooks since the concept was introduced in the 1960s (Grönroos, 1994). It encompasses the instrumental approach of the marketing mix (Product, Price, Promotion, Place), in addition to the managerial functions of analysis, (strategic and operative) planning, implementation, and control (Backhaus/Muehlfeld/Okoye, 2002; Webster, 1992). Prominent advocates are Borden and McCarthy (Grönroos, 1994) in the early years and recently Kotler’s *Marketing Management* (2003, 11th edition).⁵

Originally, the approach was developed in and for the business-to-consumer context. Because the main point of differentiation between consumer and business marketing lies in the nature of the customer, namely, that it is an organization, the traditional approach to the business marketing curriculum design has been to assess the implications of this difference for each element of the marketing management process (Brennan, 2000). It has been suggested that the marketing mix in its current form as a limited list of marketing variables might have been adopted for pedagogical reasons, because it is easy to handle and organize (Grönroos, 1994; Van Watershoot/Van den Bulte, 1992). Eleven of the

TABLE 2. Chapter Structure of Textbooks Following the Managerial Approach (a comparison of the textbooks' detailed structure can be found at www.ias.marketing-centrum.de)

Approach Coverage by Textbook Chapter Structure (% of total net page area)	Traditional MA			Extended MA				Modified MA			
	Jenster/Hayes Smith	Vitale/Gigliano	Wright	Brierty/Eckles/Reeder	Dwyer/Tanner	Haas	Morris/Pitt/Honeycutt	Huth/Speth	Fill/ Fill	Bingham/Gomes/ Knowles	Blythe/Zimmerman
Orientation	4%	17%	13%	12%	12%	15%	11%	11%	8%	5%	7%
Organizational Buying	8%	6%	8%	10%	12%	16%	8%	6%	8%	9%	4%
Strategic Business Marketing	36%	22%	34%	22%	21%	21%	29%	16%	8%	16%	16%
Operative Business Marketing	Product-related	13%	15%	9%	15%	7%	6%	17%	8%	11%	11%
	Pricing-related	10%	9%	9%	8%	7%	9%	6%	2%	10%	5%
	Promotion-related	15%	9%	12%	13%	10%	14%	16%	10%	28%	16%
	Distribution-related	10%	9%	12%	9%	14%	11%	8%	7%	16%	4%
Control	-	-	-	7%	7%	5%	7%	5%	-	-	5%
Relationships/CRM	-	7%	-	-	13%	5%	5%	5%	9%	-	8%
SCM	-	-	-	-	-	-	-	6%	-	7%	4%
Technology	5%	-	3%	-	-	-	-	6%	5%	-	-
International Marketing	-	-	-	5%	-	-	-	5%	-	10%	11%
Ethics	-	6%	-	-	-	-	-	-	8%	7%	7%

business marketing textbooks included in the comparative review follow the managerial approach to some extent in order to structure, organize, and teach business marketing.

All textbooks following the managerial approach offer an extensive orientation section, discuss the business/consumer marketing dichotomy and the unique nature of the organizational customer and derived demand. Organizational buying behavior (OBB) is a fundamental aspect of business marketing, especially from the managerial perspective, and all textbooks treat it accordingly, albeit with differing emphasis. Strategy, analysis and planning are also dealt with by all textbooks, even though there are major variations with respect to the breadth of treatment, measured as the percentage of net pages. The three distinctive categories of MA textbooks based on the textbooks' *chapter structure* and corresponding *net page area* were identified as *traditional*, *extended* and *modified MA*.

While the *traditional MA* adheres strictly to the organization of the "classic" structure described above, the *extended* and *modified* approaches alter the structure to a certain extent.

The *extended MA* textbooks adhere moderately to the "classic" structure and extend it by integrating a chapter on "control" and special chapters on selected current topics. By doing so, the structure of these textbooks follows the business marketing course curriculum recommended by Lichtenthal/Butaney (1991), who suggest altering the traditional MA to better conform to the needs of business marketing education.⁶

The structure of the textbooks following the *modified MA* has been altered significantly as the authors adopt a more fragmented structure. While these textbooks still cover all topics of the MA, they are interspersed with many trends and more recent topics of business marketing as stand-alone chapters. These topics include controlling, relationships, supply chain management, technological considerations, international marketing and ethics. Table 2 shows the textbooks identified for each approach.

The author's intended topical consideration was derived from the preface. Chapter headers and sub-headings were used as additional guidelines to identify the adopted approach.

Traditional Managerial Approach

Vitale/Gigliano, Wright and Jenster/Hayes/Smith were identified as textbooks structuring topical content along the marketing-mix functions.

Wright takes a “global perspective” to business marketing, and offers an extensive discussion of characteristics in an international marketing context. The author outlines the dichotomy and nature of business marketing, and then extends into international aspects (e.g., legal aspects, trade agreements, entry barriers), followed by a discussion on organizational types and different marketing forms (Wright, 2004). The book offers an extensive presentation of research methods set into an explanation on marketing information systems and is the only textbook in its group to highlight business marketing in the non-profit sector. Most current topics are interwoven and relationships are only rudimentarily addressed within communication and information system development. Wright integrates services into a chapter on product management, but does not analyze managerial implications in detail.

Vitale/Gigliano use the value chain concept, the product life cycle and the technology adoption-diffusion model as a conceptual basis for the book, and the notion of customer value is repeated throughout and expressed as the aim of business marketing. Thus, the book follows a value perspective, but does so within the framework provided by the marketing mix. The textbook places considerable emphasis on new offer development and value chain management considerations. Vitale/Gigliano are unique in that they include a chapter on ethics and crisis management and are also the only authors to include a discussion on the legal and political environment, dealing with different U.S.-specific legislations and their impact on business marketing. Even though the authors follow the augmented product concept in name (i.e., offering), they clearly develop product strategy based on the PLC-stages. Customer relationship management is discussed in conjunction with personal selling. Both Wright and Vitale/Gigliano give a broad coverage of the curriculum by enclosing many of the current topics, but neither considers different offering types.

Jenster/Hayes/Smith’s book covers the basic recommended stages of the traditional approach to business marketing, focusing heavily on strategy, market intelligence and planning. Furthermore, the authors dedicate a chapter to “Strategic Analysis of an Industry.” E-Commerce is covered in a separate chapter focusing on applications, pricing implications and the impact of e-business on business marketing. The authors divide product management into two sections by regarding services and products separately. The focus on international marketing reappears throughout the book in various subchapters and subtitles (e.g., the subchapter “Global Considerations” in the product management section,

p. 147, or the sequence “International Aspects” in the OBB section, p. 42), rather than having solely one focused theme-related section.

Extended Managerial Approach

Brierty/Eckles/Reeder, Dwyer/Tanner, Morris/Pitt/Honeycutt and Haas were identified as textbooks structuring content along the so-called extended managerial approach. All textbooks in this group offer a comprehensive orientation section, a strong focus on aspects relating to organizational buying and strategic business marketing, in addition to extensive considerations on controlling business marketing strategy. Even though none of these books’ structures diverges significantly from the managerial approach, all of the authors integrate current topics.

Furthermore, all textbooks emphasize the importance of personal selling for business marketing and treat sales force considerations in detail. While both Haas and Brierty/Eckles/Reeder approach business marketing from an international perspective, detailing business marketing strategy in an international context, Dwyer/Tanner focus on relationships and customer relationship management and retain this notion throughout the book by considering channels, communication and pricing from an “integrated” perspective (e.g., CRM and communications are integrated). Even though their approach could be defined as modified, the chosen framework was considered that of the extended MA. While Brierty/Eckles/Reeder and Dwyer/Tanner are the only textbooks to emphasize intra-firm cross-functional connections, Haas is the only one integrating strategic alliances. All the textbooks cover NPD, with Morris/Pitt/Honeycutt placing the largest emphasis on the subject. All the authors, with the exception of Brierty/Eckles/Reeder, who do, however, include extensive considerations on logistics, highlight the importance of SCM. Brierty/Eckles/Reeder are the only ones in this group to explicitly develop a marketing program around the marketing mix separately for both services and products, while Morris/Pitt/Honeycutt and Haas integrate both into one chapter. Dwyer/Tanner explain product management in conjunction with the PLC and portfolio models and mention the augmented product, but do not elaborate on services.

All books structured along the extended MA show a comparable topical structure, even though the different perspectives do have an impact on content and on the integration and coverage of current topics.

Modified Managerial Approach

Hutt/Speth, Fill/Fill, Bingham/Gomes/Knowles and Blythe/Zimmerman were identified as having extensively modified the concept of the managerial approach without having departed from the framework. However, within this group, there are major discrepancies with regard to structure and content. Hutt/Speth's book contains a comprehensive orientation section, and organizational behavior is organized around the "standard" buyer-types (e.g., commercial enterprises, government, institutional), describing the purchasing process and strategic implications for each type of customer. Both traditional and current topics are covered extensively, with an intense focus on technology. Hutt/Speth develop strategies separately for business products, services and high-technology products, showing the most comprehensive coverage of alternative business-types of all textbooks following the MA.

Both Bingham/Gomes/Knowles and Blythe/Zimmerman consider marketing implications of services and products separately. In addition, Blythe/Zimmerman are the only authors to include chapters on corporate organization and reputation management. Even though the book features a chapter on customer relationships and key account management, the authors mainly discuss the role of personal selling and sales force management considerations. Bingham/Gomes/Knowles approach business marketing from an "applied" perspective, adhering closely to the mix functions, but at the same time integrating current topics. The authors emphasize ethics, supply chain management and international business marketing. In addition, pricing methods and sales force considerations are substantially addressed.

Fill/Fill place great emphasis on technology (business information systems) and inter-organizational relationship considerations. They emphasize ethics and channel conflicts in a chapter on business-to-business management issues and show an extensive treatment of channel and communication issues. The authors do not develop a service marketing program separately, integrating services into a chapter on price and product management. Even though it could be argued that the book features a specific approach (based on information system, technology and organizational relationships), the textbook was considered as a modified MA textbook due to content and structure.

In summary, the books following the modified MA offer a diverse treatment of current and traditional topics within the managerial framework. Compared to the textbooks of the other MAs, this group shows the highest heterogeneity with regard to content.

Specific Approaches

While the above mentioned textbooks follow the managerial approach to at least some extent, there are some authors who have chosen to structure their textbooks based on entirely new approaches to business marketing.

This is due to the construct of the MA having come under increasing scrutiny in the recent years, and there has been much debate over whether following the marketing-mix approach is still appropriate, as the framework was originally designed for a highly tangible consumer product market and does not fit with the prevailing purchasing behavior in business marketing (Yudelson, 1999). Brennan/Skaates (2001) state that business marketing educators have faced a dilemma in recent years, as substantial bodies of knowledge coexist and assert that there is “no single right way to teach business marketing” (Brennan/Skaates, 2001). Thus, the different approaches allow for analysis of business marketing and its challenges from different vantage points.

The Network Approach

Ford/Berthon/Brown/Gadde/Håkansson/Naudé/Ritter/Snehota's *The Business Marketing Course: Managing in Complex Networks* is based on the ideas of the Industrial Marketing and Purchasing Group (IMP), an informal network of international (mostly European) researchers. The *industrial network approach* is an extension of the *interaction approach*, which is a dynamic model of buyer-supplier relationships in industrial markets (McLoughlin/Horan, 2002; www.impgroup.org).⁷ The network approach to business marketing understands business marketing as multi-directional, with both buyers and sellers acting strategically and interacting instead of purely responding to stimuli (Kleinaltenkamp/Jacob, 2001; Johanson/Mattsson, 1997). A network is an organizational form that relates companies to each other in a particular structure based on inter-organizational relationships (Ford/Berthon/Brown/Gadde/Håkansson/Naudé/Ritter/Snehota, 2002). Both supplier and customers are seen as actively *involved* in a long-term business relationship, thus consequently abandoning the ideas of the MA and the SOR paradigm (Grönroos, 1994). In contrast to the managerial approach, transactions are not understood as a series of disembodied and serially independent transactions, but instead as episodes in often long-standing and complex relationships between the buying and selling organizations.⁸ The

theoretical foundations for this approach are in network thinking, exchange theory and new institutional economics (Kleinaltenkamp/Jacob, 2001; McLoughlin/Horan, 2002).

The textbook *The Business Marketing Course* is structured into ten chapters and understands business marketing management as “the task of selecting, developing, and managing customer relationships for the advantage of both customer and supplier, with regard to their respective skills, resources, technologies, strategies and objectives” (Ford/Berthon/Brown/Gadde/Håkansson/Naudé/Ritter/Snehota, 2002, p. 6), and thus follows its own paradigm (“Markets as networks,” MAN). This special view makes a direct comparison to the US mainstream textbooks nearly impossible. Based on the IMP-paradigm, the authors consequently abstain from traditional organizational buying behavior and communication-related aspects as stand-alone chapters, rather integrating OBB within the basic network idea.

Due to the theoretical basis of the book, the focus is on networks and relationships. The operative marketing section is organized around understanding customers and managing relationships, followed by building and transferring the market offering. Starting with an orientation section on business marketing characteristics and business networks, the authors emphasize technology as a vital part of networks and business marketing, and highlight both theoretical technological considerations and the importance of “the Web” for networks and business marketing (Ford/Berthon/Brown/Gadde/Håkansson/Naudé/Ritter/Snehota, 2002).

The authors no longer consider the physical product, but integrate it in the construct of “offer management.” Even though they mention the importance of services, no explicit marketing program is consequently developed. In summary, the textbook exhibits a focused coverage of the curriculum and has in part rejected many traditional topics (Ford/Berthon/Brown/Gadde/Håkansson/Naudé/Ritter/Snehota, 2002, p. xiii), due to a focus on conveying a different way of looking at and dealing with business marketing-specific problems.

The Value Approach

Anderson/Narus’s approach differs significantly from the other textbooks in the analysis. They define business marketing management as “the process of understanding, creating and delivering value to targeted business markets and customers” (Anderson/Narus, 2004, p. 4). The “value” construct is defined as “the worth in monetary terms of the economic, technical, service, and social benefits a customer firm receives

in exchange for the price it pays for the offering” (Anderson/Jain/Chintagunta, 1993), and is characterized by four aspects (Anderson/Narus, 2004):

- Value is measured in monetary terms.
- Value consists of the aforementioned benefits plus all costs a customer incurs in receiving these benefits, except the purchase price.
- Therefore, a market offering has two elements: value and price.
- In order to sell offerings, the firm’s own difference between the elements value and price must be greater than the difference of the next-best alternative.

The value construct is the main organizing idea in Anderson/Narus’s book, as all managerial functions are restructured to fit into the value framework. Beside value, the ten chapters of the book build on four fundamental ideas: value, international processes, working relationships and business networks (Anderson/Narus, 2004).

The marketing program consists of three main components: understanding, creating and delivering customer value. Understanding involves segmentation, competitor analysis, the assessment of customer value, an understanding of a customer firms’ purchasing orientation and crafting of business marketing strategy. Value creation entails the management of market offerings, new offer development and channel management issues, while delivering value discusses gaining customers and sustaining relationships with both resellers and distributors.

Anderson/Narus restructure all considerations concerned with strategic and operative business marketing into the value approach. The authors forgo the dichotomy and the “traditional” characteristics and start by a definition and discussion of value, understanding business market management as an “overarching business process, composed of a series of related interdependent business processes” (Anderson/Narus, 2004, p. 9). In addition, they emphasize the importance of international business (culture, exchange risk, negotiations) and highlight relationships, business networks and cross-functional connections. Planning and research are entitled “market sensing” and are split into four components: segmentation, competitive analysis, value assessment (CVM) and customer satisfaction management. The authors provide a discussion on competitor analysis, followed by measures of customer value assessment. Furthermore, emphasis is placed on personal selling, branding in business marketing (within the context of value creation) and new offering development. Anderson/Narus follow the augmented product

concept, and focus on specific aspects due to their emphasis on the approach itself (Anderson/Narus, 2004).

The Business Type Approach

Business marketing covers a broad spectrum of products and services (Backhaus/Muehlfeld, 2005). The business-type approach responds to the heterogeneity of business marketing processes by developing a specific marketing program for each type of business (e.g., standardized products, systems selling, project management) (Backhaus/Muehlfeld/Okoye, 2002). Because there is a high degree of variation within the nature of just what constitutes business marketing, both within and between business types, the approach addresses the individual specificities by adapting operative and strategic marketing to each type's commodity-specific, process-related and interactive dimensions (Michel/Naudé/Salle/Valla, 2003; Backhaus/Guenter, 1976).

Michel/Naudé/Salle/Valla is the only English textbook following the business-type approach and develops the business types based on an augmented version of the interaction approach. The authors derive a typology based on the intensity of the supplier-customer relationship and the degree of mutual dependence, measured as the ratio of relative customer/supplier size (Michel/Naudé/Salle/Valla, 2003). The identified buying types are split into "generic business-to-business offering" (industrial goods and services sold to firms) and other environments (i.e., services, project marketing, technological innovation) (Michel/Naudé/Salle/Valla, 2003, p. 23). While the notion of the marketing mix is recognizable throughout the generic offering part, as the authors justify its use dependent on the frequency and intensity of interactions, a separate phase-specific model is developed for both major project marketing and high-technology (innovation) products. Even though the authors dedicate a chapter to services, no strategy is explicitly developed, but rather numerous characteristics of services and their impact on business marketing are discussed. Strategy development is based on an understanding of the purchasing function, information systems, competitor analysis and segmentation. The part on strategy design follows the implementation section, and considers corporate organization, strategic planning, international marketing and Internet marketing.

Michel/Naudé/Salle/Valla organize orientation around aspects of competitiveness, productivity and strategy (Michel/Naudé/Salle/Valla, 2003), such as generic competitive strategies, international aspects and customer value. They highlight their approach by discussing various

marketing environments and the implications of the interaction concept, exchange theories and inter-organizational relationships with respect to their significance for various business types. The proceeding content is divided into three sections: strategy foundation (purchasing, information systems, broad strategy, segmentation), followed by a section on strategy implementation (generic offer design, channel and customer management, communications, innovation, services) and strategy design (organization, marketing planning and international management issues). Internet marketing is dealt with in an appended chapter. The book shows a broad coverage of themes related to the managerial, the network and the value approaches and portrays all business types with respect to their marketing implications. General orientation, organizational buying behavior and strategic marketing planning are also substantially covered and the authors offer considerations on international business marketing strategy. Furthermore, Michel/Naudé/Salle/Valla's textbook is the only one in the selection to discuss the various conceptual approaches to business marketing at length (i.e., marketing mix, interaction, value).

Product-Life-Cycle Approach

Rangan/Shapiro/Moriarty explicitly dissociate themselves from the managerial approach (Rangan/Shapiro/Moriarty, 1995, p. vii) and use a life-cycle approach, developing the business marketing program for each stage of the PLC. The book is therefore organized in four sections: Introduction, Managing New Products, Managing Mature Products and Managing Product Market Diversity.

The sections emphasize different aspects: The first section conveys information on the business markets and the organizational buyer. While the second section focuses on innovation management issues integrating pricing and market research, the third section mainly deals with customer management issues, integrating after-sales services and channels. The last section discusses organizational aspects and high-technology environments, whereas business services are not considered. In contrast, communication is addressed in detail.

International Strategy Approach

Chisnall takes a strategic perspective, set into an international framework (Chisnall, 2002), which mainly reflects the European perspective

as special attention is paid to the developments within the EU and their consequences regarding business marketing.

Chisnall only briefly considers the marketing of services and products, focusing mostly on the strategic implications of business marketing in a global context. There is exhaustive coverage of market research and the “standard methods” of strategic planning (portfolio, PLC), and a significant emphasis is placed on innovation management strategies and NPD. Chisnall integrates the product, channel and price functions within chapters on strategic planning and international strategy, whereas communication issues are discussed in a separate chapter. Chisnall is the only author following a specific approach who considers ethical issues within a stand-alone chapter.

COMPARATIVE ANALYSIS OF STRUCTURAL ATTRIBUTES

Readability

Readability has been used extensively to compare textbooks (see, for example, Davidson, 2002; Spinks/Wells, 1993; Sullivan/Benke, 1997) and appropriate readability levels have been suggested as a prime criterion for textbook selection (Spinks/Wells, 1993). The term readability analysis refers to mathematical formulas used to produce a numerical score, which reflects the relative difficulty of the text and enables a comparative (ordinal) ranking on a continuum of difficulty (Flory/Phillips/Tassin, 1992).

Readability is likely to have an impact on student performance and is often a key variable in an instructor’s selection decision (Flory/Phillips/Tassin, 1992). Razek/Hosch/Pearl (1982) assert that a text which requires a high level of effort to obtain certain information might lead to anger and frustration on the part of the student and might tend to make him take a negative view of the course. Furthermore, Spinks/Wells (1993) found a significant correlation between the readability levels of a course’s required textbook and the resulting grade averages and withdrawal rates. Since many of these textbooks are used at international business schools (Brennan/Skaates, 2001), readability is especially crucial for the text comprehension of non-English students. Numerous studies have identified difficulty of vocabulary and average sentence length as the two features to be the most consistently and strongly associated with *comprehensibility* (Collins/Thomson/Callan, 2005).

However, there are some drawbacks of readability formulas, because these tests do not consider meaning or grammar, and should thus not be considered as the only measures of readability. Furthermore, it can be argued that readability formulas ignore or violate current knowledge about the reading process, and their utility and validity have been questioned.

Thus, the following section might be only of interest to those who believe in quantitative measures for evaluating readability.

A wide variety of readability formulas has been developed and used to compare readability, suggesting that there is no agreement that any specific formula is superior to other measures (Davidson, 2002).⁹ Nonetheless, the *Flesch-Kincaid* readability measures have prevailed as the most widely used readability test (Oakland/Lane, 2004) and have even become a U.S. government standard (www.wikipedia.org). In addition, many researchers have applied these formulas for comparative purposes, as they are applicable through college grade levels, easy to apply and reliable (Florey/Phillips/Tassin, 1992). The tests are so ubiquitous that they are included with the word processing programs Word Perfect and Microsoft Word. That is why we introduce the Flesch/Kincaid procedure as a comparative index. The reader may form his own opinion of the index.

The *Flesch-Kincaid reading ease* (FKRE) test rates selected passages on a score from 1 to 100 (a higher score indicating material that is potentially easier to read). The FKRE formula considers the average number of syllables per word and the average number of words per sentence as an indication for text readability and potential difficulty (for the formulas see Davidson, 2002). The *Flesch-Kincaid grade level* (FKGL) formula translates the score delivered by the FKRE to a U.S. grade level from 1 to 16 (Davidson, 2002). The relative grade level scores should be used only to compare the *relative* readability levels of different textbooks, and should not be considered in isolation, as the comprehensibility of a text may not be directly linked to the readability score (Sullivan/Benke, 1997; Davidson, 2002).

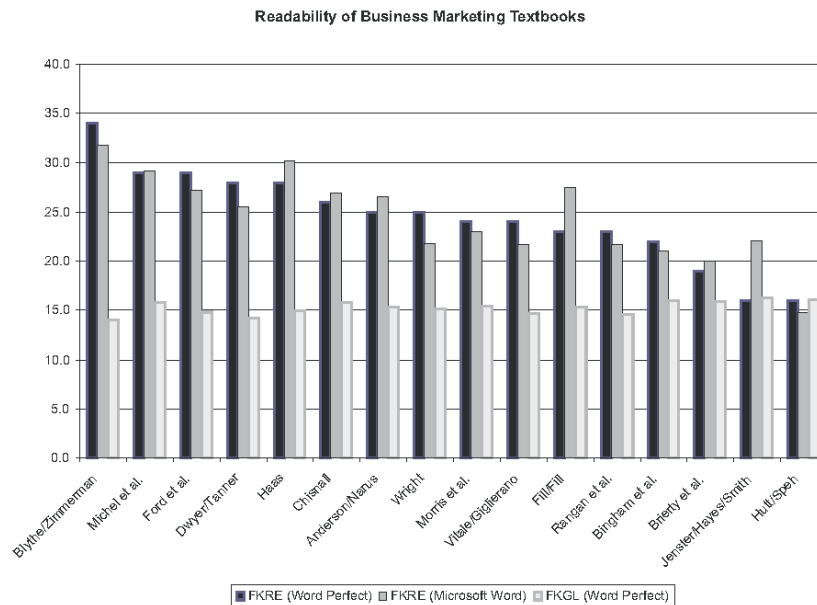
In order to conduct a readability analysis, five comparable text samples were taken from each book, following an objective sampling procedure: the first full page after 10, 25, 50, 75 and 90% of the specific textbook. The basis for calculating these percentages were total text page area, excluding chapters only containing cases studies for reasons of objectiveness. If the calculated page did not contain text, a simultaneous movement back and forth in the book was undertaken until an appropriate page, containing enough text, was found. Average sample size

twice exceeded that of *Backhaus/Muehlfeld/Okoye* (2002) and is comparable to *Davidson* (2002). However, it needs to be noted that even this sample might not suffice to be truly representative, as readability can significantly differ within and between chapters (Florey/Phillips/Tassin, 1992).

The samples taken from each textbook were scanned, corrected and aggregated. Readability was calculated for each text sample using the automated functions with both Microsoft Word and Word Perfect, because these programs can potentially show differing readability estimates.¹⁰

The analysis showed that all English textbooks have a comparable readability score on the FKGL (average 15.3), suggesting that all texts are appropriate for either the undergraduate or graduate level. However, the FKRE formula does show variations with both programs producing a uniform ranking and average score of 24.4. The results sorted by WordPerfect's FKRE scores are shown in Figure 1. The textbooks by Dwyer/Tanner, Blythe/Zimmerman, Ford/Berthon/Brown/Gadde/Håkansson/Naudé/Ritter/Snehota and Michel/Naudé/Salle/Valla score

FIGURE 1. FKRE and FKGL Scores of English Business Marketing Textbooks



near 30, indicating that they are potentially easier to read than the books of Hutt/Speth and Jenster/Hayes/Smith, having a score near 15 points.

ILLUSTRATIVE ELEMENTS

Illustrations have an attention role, making reading more enjoyable and bringing excitement to the topic while motivating the consumer to pick up, browse through and read the text (Evans/Watson/Willows, 1987). On the other hand, overly extensive incorporation of illustrative elements will increase the length and the cost of publishing, in addition to potentially being disruptive and distracting (Backhaus/Muehlfeld/Okoye, 2002; Evans/Watson/Willows, 1987). The incorporation of illustrative elements depends on the pedagogy, the general approach to the subject and, naturally, on the specific context matter they are used to illustrate. Flory/Phillips/Tassin (1992) point out that illustrations should be considered in textbook selection, but at the same time that there is no objective method of rating and evaluating illustrations and examples.¹¹ However, the *nature* and *frequency* of illustrative elements can potentially be used as indicators of student value, as the inclusion of pictures, tables and diagrams was found to affect students' perceived value of a textbook (Rich/Powers/Powell, 1988).

In order to compare illustrative elements of the business marketing textbooks, the investigative design by *Backhaus/Muehlfeld/Okoye* (2002), designed to illustrate the types of figurative elements and their respective frequencies, was revised in order to include practical examples. Their categorization involved counting and classifying all figurative elements for each textbook. The frequency scores were calculated by dividing the number of elements per category by the total net page area.

The application of various illustrative elements in the textbooks can thus be investigated, and the extent of usage can be objectively compared.

Table 3 shows the application of the various elements in the analyzed textbooks, while Table 4 depicts a ranking by total frequency of illustrated elements (n = 2,863 illustrative elements).

FIGURES AND TABLES

Figurative illustrations were classified into four distinct categories, which were held broad enough to keep the investigative design operable. Figures portraying the structure of a specific relationship or process

TABLE 3. Usage of Illustrative Elements by Category (in % of Total Illustrations)

Mainly Utilized	Author(s)	Net Text	Figures			Tables		Examples		Utilization by Category			
			Simple	Complex	Pictures	Diagram	Num.	Verbal	Practical	Research	Figures	Tables	Examples
Figures	Chisnall	465	20.2%	12.4%	-	43.8%	15.7%	7.9%	-	-	76%	24%	-
	Rangan/Shapiro/Moriarty	331	16.4%	5.2%	1.7%	44.8%	2.6%	25.9%	1.7%	1.7%	68%	28%	3%
	Michel/Naudé/Salle/Valla	388	12.1%	6.8%	-	38.2%	3.9%	29.0%	10.1%	-	57%	33%	10%
	Ford/Berthon/Brown/Gadde/Håkansson/Naudé/Ritter/Snehota	222	8.1%	9.5%	-	36.5%	4.1%	14.9%	25.7%	1.4%	54%	19%	27%
Figures and Tables	Jenster/Hayes/Smith	257	11.7%	3.9%	1.3%	35.1%	10.4%	33.8%	2.6%	1.3%	52%	44%	4%
Tables	Blythe/Zimmerman	342	8.7%	5.0%	2.3%	21.1%	6.9%	47.7%	8.3%	-	37%	55%	8%
	Brierty/Eckles/Reeder	505	9.7%	4.3%	2.7%	17.1%	32.2%	22.1%	7.8%	4.3%	34%	54%	12%
	Morris/Pitt/Honeycutt	461	8.8%	7.1%	2.2%	20.9%	12.1%	34.1%	9.9%	4.9%	39%	46%	15%
Practical	Wright	478	9.8%	0.8%	-	7.2%	0.8%	12.1%	67.9%	1.5%	18%	13%	69%
	Anderson/Narus	389	9.4%	6.0%	6.0%	16.1%	0.0%	8.7%	51.7%	2.0%	38%	9%	54%
	Fill/Fill	323	7.0%	3.7%	0.5%	14.9%	0.5%	31.6%	40.0%	1.9%	26%	32%	42%

Balanced	Vitale/Giglierano	447	7.2%	7.2%	-	22.4%	3.2%	27.2%	28.0%	4.8%	37%	30%	33%
	Hutti/Speth	410	9.2%	7.1%	8.2%	13.6%	1.1%	26.6%	31.0%	3.3%	38%	28%	34%
	Bingham/Gomes/ Knowles	292	16.3%	3.3%	-	17.0%	3.9%	26.8%	32.7%	-	37%	31%	33%
	Haas	577	6.6%	5.1%	9.6%	13.4%	24.2%	19.1%	17.0%	5.1%	35%	43%	22%
	Dwyer/Tanner	429	6.1%	2.3%	7.9%	21.0%	9.8%	17.3%	28.0%	7.5%	37%	27%	36%

TABLE 4. Frequency of Illustrative Elements (based on Net Text/Total Illustrations)

Author(s)	Net-Text	Total Frequency Per Net Page			Frequency Per Net Page Area
		Figures	Tables	Practical/Research	
Fill/Fill	323	5.77	4.68	3.59	1.50
Blythe/Zimmerman	342	4.22	2.87	19.00	1.57
Haas	577	4.97	3.98	7.80	1.72
Wright	478	10.17	14.06	2.60	1.80
Michel/Naudé/Salle/Valla	388	3.29	5.71	18.48	1.87
Bingham/Gomes/Knowles	292	5.21	6.21	5.84	1.91
Brierty/Eckles/Reeder	505	5.80	3.61	16.29	1.96
Dwyer/Tanner	429	5.36	7.40	5.64	2.00
Hutt/Spoh	410	5.86	8.04	6.51	2.23
Morris/Pitt/Honeycutt	461	6.49	5.49	17.07	2.53
Anderson/Narus	389	6.95	29.92	4.86	2.61
Rangan/Shapiro/Moriarty	331	4.19	10.03	82.75	2.85
Ford/Berthon/Brown/Gadde/Håkansson/Naudé/Ritter/Snehota	222	5.55	15.86	11.10	3.00
Jenster/Hayes/Smith	257	6.43	7.56	51.40	3.25
Vitale/Gigliano	447	9.72	11.76	10.90	3.58
Chisnall	465	6.84	22.14	-	5.22
				Average	2.44

were classified into *simple* and *complex* interrelationships, depending on the complexity of the relation being described (Backhaus/Muehlfeld/Okoye, 2002). An example for a simple relationship is the depiction of the phases of new product development (Bingham/Gomes/Knowles, 2005, p. 215), while the strategic market exit process (Chisnall, 1995, p. 107) was considered as a complex relationship. A *diagram* is a simplified and structured visual representation of a concept, idea, construction or statistical data used in textbooks to visualize and clarify the topic.¹² Tables, defined as general presentations of *verbal* or *numerical* data displayed in columns and lines were considered separately due to the different nature of information processing (Backhaus/Muehlfeld/Okoye, 2002). The ability to comprehend and interpret tabulated information

“requires special reading skills” (Wright, 1982, p. 318), and these skills are certainly mandatory for business marketing students’ later employment. When examining numerical tables, readers usually engage in three activities: grasping the logical principles on which the information has been organized, finding the required information within the table and interpreting the information (Wright, 1982).

All analyzed textbooks use all kinds of illustrative elements, but there are vast differences with respect to the manner and the frequency of application. While some authors work more with figurative elements (e.g., Chisnall; Rangan/Shapiro/Moriarty), others employ more tables within their business marketing textbooks (e.g., Blythe/Zimmerman). The utilization by category for each author is shown in the last three columns of Table 4. Brierty/Eckles/Reeder and Haas work primarily with numerical tables, largely due to the extensive statistical data included in the textbooks. Some textbooks appear rather balanced out (e.g., Hutt/Speth), while others mainly employ verbal practical examples (e.g., Anderson/Narus). Jenster/Hayes/Smith are an exception, because they work equally with figures and tables, but use only a few practical examples.

On average, illustrations appear approximately every two-and-a-half pages. Fill/Fill and Blythe/Zimmerman are more heavily illustrated, with a frequency of one and a half pages per illustration. Chisnall incorporates illustrative elements only every five pages. This also applies to Wright, who, though extensively using short practical examples, only incorporates figures and tables every 10 and 14 pages, respectively.

PRACTICAL EXAMPLES AND RESEARCH FINDINGS

Practical examples, highlighted separately from the text in boxes, are a favored element in most textbooks. They are short verbal illustrations of an approach, strategy or a tactic employed by a company (Narus, 2004) and are used to “bridge the gap” between theory and practice of business marketing. They are typically half a page to two pages long and appear as breakout boxes. Multiple studies confirm that marketing students prefer the inclusion of practical real-world knowledge, because this may create the perceptions to contribute to the skills needed for employment (Rich/Powers/Powell, 1988; Karns, 1993; Karns, 2005). In addition, inclusion of practical examples has an impact on textbook retention, suggesting that these elements in particular contribute to textbook value (Ramaprasad, 2005). *Research examples*, which present a summary of research projects or extracts of journal articles, were also recorded.

Almost all authors, with the exception of Chisnall, Jenster/Hayes/Smith and Rangan/Shapiro/Moriarty, provide practical examples highlighted separately from the text in boxes. However, Anderson/Narus, Wright and Fill/Fill work primarily with practical examples, including extensive ones, which are often as long as one textbook page or more. Wright includes many informational statements or plain text as “practical examples,” which could not be considered as such.

Wright, Fill/Fill and Anderson/Narus have a frequency of practical examples and research findings below 5 pages on average, while Haas, Dwyer/Tanner, Hutt/Speth and Bingham/Gomes/Knowles feature these every 6 to 10 pages. Ford and Vitale/Gigliano have a lower average (11-15 pages), followed by the textbooks of Brierty/Eckles/Reeder, Morris/Pitt/Honeycutt, Michel/Naudé/Salle/Valla, Blythe/Zimmerman, all averaging more than 15 pages. Rangan/Shapiro/Moriarty and Jenster/Hayes/Smith hardly utilize boxed practical examples, with their average frequency exceeding 50 pages.

PEDAGOGICAL AIDS

Pedagogical aids used in textbooks are aimed at facilitating student learning and decreasing conceptual complexity,¹³ which might evoke a situation of information overload, and their usage in textbooks has increased considerably over recent years (Butaney, 1998). Even though learning aids are a prominent and important element in introductory texts, especially of U.S. origin, they have only very recently become the subject of empirical research (e.g., Marek/Griggs/Christopher, 1999; Weiten/Guadagno/Beck, 1996; Weiten/Deguera/Rehmke/Sewell, 1999). Student usage of and preference for specific pedagogical elements in psychology textbooks has been analyzed extensively (Weiten/Guadagno/Beck, 1996; Weiten/Deguera/Rehmke/Sewell, 1999). All studies have found that students' perceptions of the value of pedagogical elements varied considerably across different aids (Ramaprasad, 2005). In general, students were found to be more enthusiastic about aids that would help them to master terminology (e.g., boldface type, glossaries) or consolidated material (e.g., chapter summaries) (Marek/Griggs/Christopher, 1999). Rich/Powers/Powell (1998) found a similar ranking of preference and usage for marketing students and a correspondence between specific aids and student satisfaction with a marketing textbook. Given the test-conscious and pragmatic attitude of students in general, the transferability of these findings to introductory business marketing

textbooks seems likely. The most frequently used and most valued aids from a student perspective were found to be *chapter* and *section summaries*, *glossaries* and *boldface terms*, while *chapter outlines*, *learning objectives*, *discussion questions* were rated less likely to be used by both first-year and more advanced students (Marek/Griggs/Christopher, 1999; Weiten/Deguera/Rehmke/Sewell, 1999). As noted earlier, graduate students were found to have potentially less use for these aids, suggesting that a high amount of elements would indicate special suitability for an undergraduate course (Marek/Griggs/Christopher, 1999).

Table 5 shows the application of pedagogical aids in the individual business marketing textbooks. Chapter outlines are used by 69% of the authors and learning objectives by 50%. With the exception of Rangan/Shapiro/Moriarty, all books start with an introduction to the chapter (although not always clearly entitled), which familiarizes students with the proceeding topics. Almost all authors end chapters with a summary, one of the most valued and most used aids by students. Type style elements, used to highlight key terms within the text, contribute greatly to textbook value as they are important to students and are used by all authors with the exception of Wright and Jenster/Hayes/Smith.

Glossaries are lists of terms with corresponding definitions and traditionally appear at the end of a book to cover terms introduced throughout the text, so that the reader may easily access the related knowledge to follow the argumentation in the book.¹⁴ Butaney (2004) suggests that a glossary at the beginning of a chapter containing chapter-specific definitions of terms (concepts and practices), inserted after or near the chapter's learning objectives, might be more productive. Because explanations of the proceeding concepts would be provided upfront together with the learning objectives, comprehension and connection with concepts presented in other chapters of the book could be facilitated (Butaney, 2004). However, only about half of the business marketing textbooks include a glossary, and only five authors provide key terms. All of the reviewed business marketing textbooks offer a subject and/or name index with the exception of Jenster/Hayes/Smith. Indices can aid students in localizing information within a textbook by facilitating navigation through the text, which can increase satisfaction with a textbook (Rich/Powers/Powell, 1988). Some of the more recent textbooks include features that will be mentioned individually. Blythe/Zimmerman include talking points, which are "challenges to received wisdom, meant to spark critical thinking and discussions in class" (Blythe/Zimmerman, 2005, p. XIV). They also provide a "walk-through" tour on how students should use the book. Vitale/Gigliano are the only authors

TABLE 5. Overview of Pedagogical Aids (based on the investigative design by Marek/Griggs/Christopher, 1999, p. 13)

Author(s)	Organization			Summaries		Type Style		Glossaries			Questions Review & discussion	Inter- net exer- cises	Index Subjects/ names	# of ped. aids
	Chapter outlines	Learning objec- tives	Intro- duction	Chapter	Section over- view	Bold	Italic	End of Book	Chapter “key terms”	Learning checks				
Bingham/ Gomes/ Knowles	0	0	0	0	0	0	0	0	0	0	0	0	0	12
Dwyer/Tanner	0	0	0	0	0	0	0	0	0	0	0	0	0	12
Vitale/ Giglierano	0	0	0	0	0	0	0	0	0	0	0	0	0	12
Hutt/Speth	0	0	0	0	0	0	0	0	0	0	0	0	0	10
Brierty/ Eckles/ Reeder	0	0	0	0	0	0	0	0	0	0	0	0	0	9
Fill/Fill	0	0	0	0	0	0	0	0	0	0	0	0	0	9
Haas	0	0	0	0	0	0	0	0	0	0	0	0	0	9
Anderson/ Narus	0	0	0	0	0	0	0	0	0	0	0	0	0	8
Blythe/ Zimmerman	0	0	0	0	0	0	0	0	0	0	0	0	0	8
Michele/Naudé/ Salle/Valla	0	0	0	0	0	0	0	0	0	0	0	0	0	8
Wright	0	0	0	0	0	0	0	0	0	0	0	0	0	8

Ford/Berthon Brown/Gadde/ Håkansson/ Naudé/Ritter/ Snehota	0		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7
Morris/Pitt/ Honeycutt		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7
Chisnall			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
Rangan/ Shapiro/ Moriarty	0																				3
Jenster/ Hayes/ Smith			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
% authors	69%	50%	94%	94%	44%	56%	88%	56%	56%	31%	19%	75%	38%	94%	94%	81%	81%	81%	81%	81%	Ave. 8,1

*Even though Jenster/Hayes/Smith sporadically employ italic type style elements (n < 40 words within the whole book), in comparison to the other books this element is not systematically used.

extensively employing synoptic “learning vignettes” alongside the text. Hutt/Speth and Bingham/Gomes/Knowles regularly include interactive “what would you do” boxes, inserted to address ethical considerations. Bingham/Gomes/Knowles are also the only authors to use “concept review” questions within the text. Some of the more recent textbooks also offer Internet exercises within the text, with the aim of motivating students to research a particular topic online.

In conclusion, the more recent U.S. textbooks (published after 1998) employ a comparatively high amount of pedagogical elements, while older U.S. and most European textbooks include comparatively less.

SUPPLEMENTS AND AUXILIARY MATERIALS

The cost of textbooks has been increasing tremendously (United States Government Accountability Office, 2005), due in large part to the extensive inclusion of supplements (e.g., case studies) and the provision of auxiliary instructor tools (e.g., exam databases, prepared lecture slides, Web pages). Case studies are an important element of business education and can help in facilitating a deeper understanding of practical skills and key relationships and “accelerate rigorous, valid and useful theory development” (Beverland, 2001, p. 208). Inclusion can simplify selection for the instructor and guarantee that all students have access to the material, but exclusion (or obtaining/printing from a course homepage) is likely to significantly reduce the publishing costs and in consequence the price of a textbook. Table 6 shows an overview of these properties for the reviewed textbooks.

While the more recent U.S. business marketing textbooks (e.g., Bingham/Gomes/Knowles; Dwyer/Tanner; Hutt/Speth) extensively provide supplementary materials and instructor tools, older U.S. and the majority of European textbooks (e.g., Michel/Naudé/Salle/Valla; Rangan/Shapiro/Moriarty; Chisnall; Morris/Pitt/Honeycutt) provide few or none. Some authors (e.g., Wright; Vitale/Gigliano; Blythe/Zimmerman; Bingham/Gomes/Knowles) choose to “outsource” extensive case studies to the course website, with the outspoken aim of lowering costs to students. The case studies provided in Bingham/Gomes/Knowles’s textbook are all brief, usually only covering one to two pages, meant for homework assignments or brief discussions, according to the authors, with longer case studies available on the book’s website. Wright

TABLE 6. Auxiliary Features and Supplements

Author(s)	Supplements & Auxiliaries										
	Student/Instructor Resources					Available Instructor Resources					
	Case studies		Internet			Lecture slides	Videos	Manual	Exam	Comments	
# in book	Online	Website	Projects/ Exercises				Questions				
Anderson/Narus	-	yes	-	-	yes	-	yes	yes	yes	online case map with suggested cases	
Bingham/Gomes/ Knowles	34	yes	yes	yes	yes	yes	yes	yes	yes	short cases included, longer cases online	
Blythe/Zimmerman	3	yes	yes	yes	yes	-	yes	yes	yes	extensive instructor resources	
Brierty/Eckles/ Reeder	21	-	-	-	-	yes	yes	yes	yes	extensive case studies included	
Chisnall	-	-	-	-	-	-	-	-	-	no support materials	
Dwyer/Tanner*	19		yes	yes	yes	yes	yes	yes	yes	32 mini cases counted as questions	
Fill/Fill	-	-	yes	yes	yes	-	yes	yes	-	outsourced supplements	
Ford/Berthon/Brown/ Gadde/Håkansson/ Naudé/Ritter/Snehota	-	-	yes	-	yes	-	-	-	-	no extensive support materials	
Haas	25	-	-	-	-	-	-	-	-	extensive case studies included	
Jenster/Hayes/Smith	-	-	yes	-	-	-	-	-	-	no support materials	
Hutt/Speth	15	-	yes	yes	yes	yes	yes	yes	yes	extensive case studies included	

TABLE 6 (continued)

Author(s)	Supplements & Auxiliaries										
	Student/Instructor Resources					Available Instructor Resources					
	Case studies		Internet			Lecture slides	Videos	Manual	Exam Questions	Comments	
# in book	Online	Website	Projects/ Exercises								
Michele/Naudé/Salle/Valla	-	-	-	-	-	-	-	-	-	case studies integrated into text	
Morris/Pitt/Honeycutt	-	-	-	-	-	-	-	-	-	no support materials	
Rangan/Shapiro/Moriarty	-	-	-	-	-	-	-	-	-	no support materials	
Vitale/Gigliarano	3	yes	yes	-	yes	yes	yes	yes	yes	outsourced supplements	
Wright	-	yes	yes	yes	yes	yes	yes	yes	-	outsourced supplements	

* With exception of the case studies, the data collected for Dwyer/Tanner refers to the second edition published in 2002, as the publisher has not yet updated the supplements and auxiliaries.

completely refrains from including case studies, but the author provides extensive resources for both instructors and students on the website and points this out at the end of every chapter, thus probably integrating on-line resources most effectively. Anderson/Narus do not include supplementary case studies in the book; however they provide an overview of corresponding HBS case studies for each chapter on the website. In addition, they provide nine case studies directly related to the specific chapters with teaching notes for instructor's use only.

CONCLUSION OF THE COMPARATIVE REVIEW OF ENGLISH TEXTBOOKS

The aim of the comparative review of English business marketing textbooks was to analyze the selected objects with respect to differences in approach, content, pedagogy and auxiliary materials.

When selecting a business-to-business textbook an instructor is offered a vast variety of approaches, which can be divided into the managerial approaches, which are more or less adapted to the business-to-business setting, and the specific approaches, which can be arranged by either the notion of the product-life-cycle, international strategy, business types or the network or value idea.

The additional criteria used to assess the business marketing textbooks revealed differences as well as similarities. While the readability levels of the analyzed textbooks appear to be rather homogeneous, the analysis of pedagogical aids, illustrative elements and practical examples revealed significant differences between the textbooks. The more recent U.S. textbooks (published after 1998) incorporate a comparatively high amount of pedagogical elements, while older U.S. and most European textbooks include comparatively less. Furthermore, the American textbooks usually provide extensive case studies within the book and numerous instructor resources. The analysis of the frequency and nature of illustrative elements also confirmed that there are significant differences in visual pedagogy. Although there are differences in the nature, frequency and provision of practical examples, these appear to be non-nationality specific.

In conclusion, the stated heterogeneity strongly suggests that business marketing instructors need to consider carefully when deciding on a textbook for their course.

ANALYSIS OF NON-ENGLISH BUSINESS MARKETING TEXTBOOKS

Selection of Non-English Textbooks

In line with the search for English textbooks, research was conducted on the respective national top-level domains of the online book retailer amazon (e.g., www.amazon.fr for French textbooks) and several other national electronic bookstores, using a language-specific list with the search terms: “industrial marketing,” “business marketing” and “business-to-business marketing.” In order to cope with the numerous languages, especially in Europe, we were assisted by both native-speaking academic colleagues and employees of the University of Muenster, Germany.¹⁵

We single-handedly read as many textbooks as possible (e.g., Dutch and Spanish textbooks). The prefaces and the indices of content as well as the short descriptions and flap texts of the remaining textbooks available online were translated either into English or German by a native speaker, and every textbook was screened and categorized. The analysis will show that the classification scheme introduced for the English textbooks is well applicable for the non-English textbooks also. The resulting list of non-English textbooks shown in the following Table 7 might not actually include all textbooks available in the respective language, as the linguistic difficulties do present a significant hurdle.¹⁶

As listed in Table 7, there are differences in the amount of textbooks published in the respective languages. There are three or more books in French ($n = 5$), German, Italian (both $n = 4$) and Dutch ($n = 3$) and two books published in Hungary and Poland, respectively. In contrast, only one textbook was detected in Chinese, Greek and Spanish, and no textbooks could be found in Russian, Japanese or Portuguese.

Approaches and Topical Emphases in Non-English Textbooks

Due to the complexity of evaluating books written in multiple languages, the analysis of non-English textbooks was restricted solely to approaches and topical emphases. The classification of the different non-English textbooks with respect to their approach to business marketing is shown in Table 8.

TABLE 7. Non-English Business Marketing Textbooks Included in the Comparative Review

Origin*	Author(s)	Textbook Title	Year	Ed.	Publisher	Total Pages
Chinese	Li	企业间营销理论与实务 [B2B-Marketing in theory and practice]	2005	1st	Tsinghua University Publishing House	322
Dutch	Biemans	Business marketing management–Strategie, planning en implementatie [Business marketing management–Strategy, planning and implementation]	2004	4th	Wolters-Noordhoff	374
	Gelderman	Business marketing	2003	3rd	Stenfert Kroese	459
	Fill/Fill**	Business-to-Business Marketing	2006	1st	Pearson Prentice Hall	378
French	Dayan	Marketing B to B–Le marketing appliqué aux biens et services industriels et professionnels [B2B-Marketing–Marketing applied to industrial and business goods and services]	2003	5th	Vuibert	249
	Longatte	Marketing industriel : de la stratégie à l'opérationnel [Industrial Marketing: From Strategy to Operations]	2000	1st	ESKA	314
	Maniak/ Baumann/ Fouchard/ Molliex/ Soyer	Marketing Industriel [Industrial Marketing]	2005	1st	Armand Colin	359
	Malaval/ Bénaroya	Marketing Business to Business–Du marketing industriel au marketing des affaires [B2B-Marketing–From Industrial Marketing to Business Marketing]	2005	3rd	Pearson Education	704
	Michel/ Salle/Valla**	Marketing industriel [Industrial Marketing]	2000	2nd	Economica	529

TABLE 7 (continued)

Origin*	Author(s)	Textbook Title	Year	Ed.	Publisher	Total Pages
German	Backhaus/ Voeth	Industrieguetermarketing [Marketing of Industrial Goods]	2006	8th	Verlag Vahlen	730
	Buck	Neues Industrieguetermarketing [New Industrial Marketing]	1998	1st	Vogel	230
	Godefroid	Business-to-Business Marketing	2003	3rd	Kiehl	424
	Richter	Investitionsguetermarketing [Producer Good Marketing]	2001	1st	Fachbuchverlag Leipzig	241
Greek	Avlonitis***	Στρατηγικό Βιομηχανικό Μάρκετινγκ [Strategic Industrial Marketing]	2001	2nd	Stamoulis A.E.	436
Hungarian	Töröcsik	Ipari marketing [Industrial marketing]	1996	1st	Nemzeti Tankönyvkiadó Rt.	240
	Ford**	Szervezetközi kapcsolatok menedzsmentje [The business marketing course: Managing in com- plex networks]	2003	1st	KJK-Kerszöv	292
Italian	Fiocca/ Snehota/ Tunisini	Business Marketing [Business Marketing]	2003	1st	McGraw Hill	260
	Foglio	Il marketing industriale–Politiche e strategie di marketing busi- ness-to-business [Industrial Marketing– Policies and Strategies of B2B-Marketing]	2000	1st	Franco Angeli	400
	Giacomazzi	Marketing industriale [Industrial Marketing]	2002	1st	McGraw Hill	652
	Anderson/ Narus**	Business market management: Capire, creare, fornire valore [Business Market Management: Understanding, Creating, and Delivering Value]	2005	1st	ETAS Libri	588
Polish	Gołębowski	Marketing na rynku instytucjonalnym [Marketing on institutional/organizational markets]	2003	1st	Polskie Wydawnictwo Economiczne	412

Origin*	Author(s)	Textbook Title	Year	Ed.	Publisher	Total Pages
	Olczak/ Urbaniak	Marketing B2B w praktyce gospodarczej [B2B-Marketing in the economic practice]	2006	1st	Difin	302
Spanish	Cariola	Marketing Industrial: Con Aplicaciones a Transportes, Internet e Ingeniería [Industrial Marketing—with appliances in transports, internet and engineering]	2001	1st	Ugerman Editor	423

*No Russian, Portugese and Japanese B2B-textbook could be identified.

**The books by Anderson/Narus, Fill/Fill, Ford and Michel/Salle/Valla are translations of the one considered within the first cluster and are therefore not integrated in the analysis within the second cluster.

***Avlonitis' book is the first of two books which in sum represent a complete approach. Since the second one is not published yet, the first book will not be regarded in the following analysis.

Managerial Approaches

Traditional Managerial Approach

Maniak/Baumann/Forchard/Molliex/Soyer (2005) are the French representatives of the traditional MA. The authors follow its structure very closely, but focus on three particular aspects, namely market research, innovation and product quality.

The two German books in this group (Buck, 1998; Godefroid, 2003) differ slightly regarding the topical focus. While Buck does not cover customer analysis despite discussing the customer portfolio, organizational issues are given extensive treatment (e.g., teambuilding, human resources, key accounts and TQM). Godefroid, on the other hand, emphasizes market research (e.g., MIS). Both authors integrate business-type specific aspects within the marketing-mix instruments, using the business-type approach of Backhaus/Voeth (2006). Within the marketing-mix section, Buck discusses mass markets and individualized products differently regarding their implications on product policy. The pricing section is also divided by discussing pricing policy for products, systems and projects separately. In a similar matter, Godefroid differentiates between products, systems and services regarding offering-related aspects.

Golebiowski (2003) adheres closely to the traditional MA structure. The only difference is the integration of a chapter dealing with internal organizational aspects at the end of the book. With respect to content,

TABLE 8. Approaches of the Non-English Textbooks

*Country of Origin	Author(s)	Managerial Approach			Specific Approaches				
		Traditional	Extended	Modified	Network	Value	Bus. Type	PLC	Int. Strategy
A	Cariola	x							
C	Li		x						
F	Dayan		x						
F	Longatte			x					
F	Maniak/ Baumann/ Fouchard/ Molliex/Soyer	x							
F	Malaval/ Bénaroya			x					
G	Backhaus/Voeth						x		
G	Buck	x							
G	Godefroid	x							
G	Richter						x		
H	Törösik		x						
I	Fiocca/Snehota/ Tunisini			x					
I	Foglio		x						
I	Giacomazzi		x						
NL	Biemans					x			
NL	Gelderman		x						
P	Golebiowski	x							
P	Olczak/Urbaniak			x					
	Sum	5	6	4	0	1	2	0	0

*A = Argentina, C = China, F = France, G = Germany, H = Hungary, I = Italy, NL = Netherlands, and P = Poland.

the author discusses relatively unique aspects not addressed in other MA orientated business marketing textbooks (i.e., contract management or specific loyalty programs).

In contrast to Golebiowski's book, the Spanish textbook by Cariola (2001), although covering all aspects of the traditional MA, follows an altered structure. This becomes apparent in the first chapter, which is dedicated to product management, however the authors also cover general

orientation therein. The following chapters on strategy and OBB follow the traditional structure, as well as the chapters dealing with the remaining three P's. Cariola's chapter on distribution is called "logistics" and its content well exceeds the other books' contents within this cluster. The author explains value chain aspects as well as stock-keeping concepts. The last chapter, which is followed by three extensive case studies, contains NPD.

Extended Managerial Approach

The only Chinese business marketing textbook is written by Li (2005) and can be categorized as a borderliner between the traditional and the extended MA. Although the author quite strictly abides to the structure of the MA, he integrates chapters on financial aspects (e.g., submissions and leasing) as well as on control. Throughout the book, Chinese aspects are strongly emphasized.

There are two Italian textbooks following the extended MA. The first one is written by Foglio (2000). Besides integrating aspects of controlling, the author examines six marketing-mix instruments, which are product, price, distribution, communication, promotion and personal selling. The latter three instruments are treated separately. Furthermore, organizational aspects are also addressed. The second textbook, written by Giacomazzi (2002) features special chapters on controlling and relationship marketing as well as small subchapters on international and technological aspects. The author partly integrates interaction-related aspects within the large orientation section, which includes six chapters, and addresses the value approach explicitly within both strategy formulation and marketing implementation.¹⁷

Gelderman's *Business Marketing* (2003) follows the extended MA by integrating aspects of controlling within the chapter on marketing planning. One of the book's four parts is dedicated to services, although this is by far the smallest part containing just one single chapter. The author subsumes services and relationship management under the marketing-mix instruments.

The Hungarian representative Törőcsik (1996) divides the orientation section in two parts, one dealing with business marketing as a special set of problems and the other one dealing with the special features of business markets. Besides incorporating controlling aspects, the author dedicates a special chapter to marketing information systems and marketing mix-decisions.

The French book by Dayan (2002) provides stand-alone chapters on market research and control. Furthermore, the author integrates a typology of business goods and services in addition to discussing peculiarities of project marketing, however not pursuing the notion through the following chapters.

Modified Managerial Approach

There are two French books which follow the modified MA, that is, Malaval/Bénaroya (2005) and Longatte (2000), both dedicating a special chapter to market research and control. Furthermore, Malaval/Bénaroya feature an extensive portfolio of particular themes within separate chapters, which are either unique or unusual within the modified approach (e.g., public-private partnerships, project marketing, branding and lobbying). In addition, the book is one of the few European textbooks to discuss ethics and strategic alliances in separate chapters. Within the marketing-mix, products and services are treated separately. Therefore, the books were categorized as following the modified approach, although the structure of the book appears to be quite traditional at first sight. Longatte adopts the MA by integrating a chapter entitled “Understanding the Company” on internal production-, organization- and finance-related aspects. This is a rather unusual modification of the MA, as he is the only author in the entire review to integrate these aspects.

The Polish book of Olczak/Urbaniak (2006) is significantly modified. The book begins with a chapter on relationship management followed by a chapter on strategy and OBB, which includes details on negotiations. The following four chapters are dedicated to one of the 4 Ps each with a special focus on branding, while the last chapter contains five case studies from different business market environments.

The book by Fiocca/Snehota/Tunisini (2003) is the Italian representative of the modified MA. The book follows the notion of the network approach; however is not consequently structured along the idea. It can therefore be classified as a borderliner between modified MA and the network approach. The book is divided into three main parts: “understanding business markets,” “handling of industrial clients” and “strategic business marketing.” The first part includes the orientation section containing a subchapter on network and relational aspects as well as OBB. The second part starts with a special chapter on process management, which is also interspersed with the network idea. The authors handle operative marketing (within part 2) before dealing with strategic

marketing implications. Besides discussing strategic marketing, the third part contains chapters on technological and organizational aspects.

Specific Approaches

Value Approach

The Dutch book by Biemans (2004) follows the value approach and is organized in four parts: introduction to business markets, developing a value proposition, elaborating the value proposition and implementing a value-oriented organization. The first part is used to cover the following topics: orientation, OBB and a description of the approach, showing the relevance of the value construct for business marketing. The second part deals with the management of market information, segmentation and the definition of value propositions. The 4 Ps are addressed within the third part, which also covers rarely discussed aspects such as “system and project marketing” or “alternate forms of financing.” The last part provides information on project management and organizational aspects.

Business-Type Approach

Richter (2001) and Backhaus/Voeth¹⁸ (2006), all German authors, follow this approach and base their typologies on new institutional economics (Backhaus/Voeth, 2006; Backhaus/Muehlfeld, 2005; Richter, 2001). Based on these theories, Backhaus/Voeth develop four fundamentally different business types based on two criteria: “intensity of lock-in-effect” (*low or high*) and “target group” (*few defined customers or anonymous market/segments*). By combining the manifestations of the two criteria, four business types are derived by the authors: product business (mass marketing, transaction-oriented, e.g., marketing of standard screws), project business (single customer market, transaction-oriented, for example, marketing of power plants), OEM business (single customer market, relationship-oriented, for example, marketing of lighting systems to car manufacturers) and systems business (mass market, relationship-oriented, for example, marketing of interrelated software modules). While the authors describe the marketing in product business along the MA, the sections on project and OEM business marketing are described along phase models (“pre-request, bid proposal, negotiations, settlement and post-contract-marketing” in the case of project marketing and “initiating, securing, extending and terminating business

relationships” in the case of OEM marketing). Systems marketing, which is characterized by a “lock in-effect” on the buyer side, focuses primarily on reducing uncertainties (Backhaus, 1998, p. 4).

Richter, whose textbook is also based on new institutional economics, classifies his business types along two dimensions: degree of specificity and relationship. He distinguishes between five business types, that is, mass business (low specificity and low relational aspects), customer business (low specificity and high relational aspects), cooperation business (high specificity and low relational aspects), complex business (high specificity and high relational aspects) and combination business (medium specificity and medium relational aspects). The traditional marketing mix is applied to mass business transactions, while additional marketing-mix instruments are relevant for customer business (i.e., additional distributive instruments like reference policies) and complex business (e.g., risk management, animation contracting). Products and services in the cooperation business are marketed through an “integrated approach” and the marketing approach of the combination business contains a mixture of all aforementioned instruments (Richter, 2001).

CONCLUSION

The review of the non-English textbooks illustrates that business marketing seems to be a growing field of research and teaching. Half of the analyzed non-English business textbooks’ first editions have been published after 2000.¹⁹ Another important indication is the vast variety of recent business marketing publications other than textbooks. During the search for textbooks, more than 150 specialized book publications (e.g., handbooks or instrument specific monographs like Malavals’s *Strategy and Management of Industrial Brands* in English, 2003 and French, 1998) in English, French, German and Spanish were detected.²⁰

In addition, the analysis shows that the approach and topical coverage are obviously not dependent on a textbook’s language or country-of-origin. German textbooks for example display a large diversity of approaches to business marketing. While the business-type approach is implemented in two textbooks, the other two books follow the basic traditional MA. However, the latter also discuss different business types within the orientation section. This language-specific heterogeneity is also shared by the two Dutch authors, one implementing the MA and one the value approach. Although four French textbooks adhere to the MA, Michel/Salle/Valla’s book follows the business-type approach. In

contrast, the two Polish textbooks appear rather uniform by adhering to the traditional and the modified MA. This also applies for the Italian textbooks, which either follow the extended or the modified MA. However, these textbooks appear rather heterogeneous in their integration of specific approaches, namely the value and the network approach. While the Chinese and Hungarian textbooks structure their content along the extended MA, the Spanish textbook by Cariola implements the traditional MA.

A continent-specific rather than language-related view on the numerous business marketing textbooks allows for the following conclusions. The main approach to business marketing, irrespective of the language of publication or country-of-origin, is the managerial approach adapted to the specifics of business marketing. As can be clearly seen in Table 9, more than 75% of business marketing textbooks structure their content along the MA. However, there is a variety of innovative approaches to the subject implemented in some textbooks. Those textbooks basically do not strive for comprehensiveness, but stress a new focus on business marketing problems. There is clearly a divide between the US and Europe, as 75% of the textbooks adopting a specific approach originate from the latter.

Furthermore, a development towards more interaction between English and non-English publications is observable. The French textbook by Michel/Salle/Valla has been published in English and is the only English language book to pursue a business-type approach. In addition, Ford/Berthon/Brown/Gadde/Håkansson/Naudé/Ritter/Snehota's, Anderson/Narus' and Fill/Fill's books were translated into Hungarian, Italian and Dutch, respectively. It is remarkable that two out of the three translated English textbooks follow specific approaches to business marketing. Thus, these translations significantly further the scope of international business marketing education, because they have so far not been available on the respective language markets and might contribute to advancing the field of business marketing, in addition to offering instructors an alternate structure on which to base their course. Furthermore, the trend towards globalization enhances the international discussion on research results that have become part of business marketing teaching.

Another important development is the rise of "publish on demand" which comes along with individualized teaching material and new multimedia tools provided by publishers in order to help instructors to teach a course. One might argue that this development will decrease the importance of "traditional" textbooks as instructors can assemble their material individually and do not necessarily need to adhere to one textbook.

TABLE 9. Overview Results English and Non-English Business Marketing Textbooks

	Author(s)	Managerial Approach			Specific Approaches				
		Traditional	Extended	Modified	Network	Value	Bus. Type	PLC	Int. Strat.
Asia	Li		x						
Sum	Asia		1						
Europe	Backhaus/Voeth						x		
	Biemans					x			
	Blythe/Zimmerman			x*					
	Buck	x							
	Chisnall								x
	Dayan		x						
	Fiocca/Snehota/Tunisini			x					
	Foglio		x						
	Ford/Berthon/Brown/Gadde/Håkansson/Naudé/Snehota				x				
	Fill/Fill			x					
	Gelderman		x						
	Giacomazzi		x						
	Godefroid	x							
	Gołębiowski	x							
	Jenster/Hayes/Smith	x*							
	Longatte			x					
	Malaval/Bénaroya			x					
	Maniak/Baumann/Fouchard/Molliex/Soyer	x							
	Michel/(Naudé)/Salle/Valla						x		
	Olczak/Urbaniak			x					
Richter						x			
Töröcsik		x							
Wright	x								
Sum	Europe	5,5	5	5,5	1	1	3		1

	Author(s)	Managerial Approach			Specific Approaches					
		Traditional	Extended	Modified	Network	Value	Bus. Type	PLC	Int. Strat.	
South America	Cariola	x								
Sum	South America	1								
USA	Anderson/Narus					x				
	Bingham/Gomes/Knowles			x						
	Blythe/Zimmerman			x*						
	Brierty/Eckles/Reeder		x							
	Dwyer/Tanner		x							
	Haas		x							
	Jenster/Hayes/Smith	x*								
	Hutt/Speh			x						
	Morris/Pitt/Honeycutt		x							
	Rangan/Shapiro/Moriarty							x		
	Vitale/Gigliano	x								
Sum	USA	1,5	4	2,5		1		1		
Sum	Total	<i>n</i> = 26 (76.5%)					<i>n</i> = 8 (23.5 %)			

*The publication by Blythe/Zimmerman cannot be categorized as either European or American, as it is not only written by one European and one American author, but also focuses strongly on a global perspective. The same applies for the book by Jenster/Hayes/Smith, which also focuses on international aspects. It is published by the Copenhagen Business School Press and written by two American authors and one Danish author. The latter also taught in the USA for several years

However, in order to get the best material for a specific theme, the instructors should have an overview on what is being published by various or all publishers and which aspects are focused in the respective publication.

AREAS FOR FUTURE RESEARCH

The field of business marketing has developed dramatically since the first textbook was published in 1934 by John Frederick (Frederick,

1934). As stated in the editorial of this issue, three stages can be recognized regarding the development of business marketing textbook publications. A first area for future research could comprise an analysis covering the dynamic development of these publications and thus, could contribute to a deeper understanding of time-related business marketing problems. A second area for future research rests in a more detailed comprehensive analysis of non-English textbooks, as the first analysis beared promising results concerning specific aspects that are treated in more detail in non-English publications (e.g., china-specific aspects within Li's book). This would result in a worldwide common inventory of business marketing knowledge as far as it is compiled in textbooks, even for those who do not speak the respective language.

NOTES

1. The terms business-to-business marketing and industrial marketing will be referred to as business marketing throughout the review, despite the distinction between these fields.

2. The business marketing course is taught at both the graduate and undergraduate level. Although it may be that differentiation is achieved in terms of the sophistication of treatment, studies into the differences of curricula have shown no consistent differentiation regarding topical selection (Brennan/Skaates, 2001, Anderson/Narus, 1998). Most authors classify their books as suitable for either undergraduate or graduate courses, and even those books classified by the authors as exclusive MBA-level texts were found to be used in the undergraduate BMC setting (Brennan/Skaates, 2001). For this reason, an a priori distinction between graduate and undergraduate textbooks will not be made.

3. As the study by Anderson/Narus (1998) shows, instructors use textbooks which are no longer available from the publishers. The most prominent example is the textbooks by Corey (1991), which at the time of the study was 8 years old (Anderson/Narus, 1998).

4. We chose to conduct the selection process via online bookstores, because not only do they offer a broader range of books compared to traditional bookstores (Brynjolfsson/Yu/Smith, 2003), but also allow for an overview of textbooks across different publishers. We felt that this would best serve our aim of providing a *comprehensive* textbook review.

5. It should be noted that the most recent edition (12th) from Kotler/Keller is based on a combination of the value and the managerial approach.

6. The business marketing course proposed by Lichtenthal/Butaney consists of five major sections, that is, orientation, behavioral aspects of organizations (OBB), market selection, planning and implementing the marketing program (4 Ps) as well as evaluation/control (Lichtenthal/Butaney, 1991). A detailed list containing the proposed topics as well as the topical coverage of the proposed curricula by Lichtenthal/Butaney (1991) and Hutt/Speth (1998) can be found in the literature section of www.ias.marketing-centrum.de.

7. See “The most direct predecessor of the industrial networks approach is the interaction approach developed by the IMP Group,” on <http://www.impgroup.org/about.php>.

8. See www.impgroup.org.

9. Another formula that has been used in textbook readability analyses is the *cloze procedure*, which calls for deleting every n^{th} word from the selected text and involves a test audience. The individual readability score of each subject results from the percentage of correct exact replacements and indicates the readability level of a text. However, the cloze procedure does have its drawbacks. Aside from the inability to generate a comparable readability score, the resulting readability score depends heavily on how well a test person understands the meaning of the material presented and with that on the subjective comprehension ability of the test subject (Flory/Phillips/Tassin, 1992, also for further limitations).

10. The FKGL scores shown in Figure 1 are the results of the readability tests using word perfect’s *grammatik*. This was done because the FKGL scores calculated by Microsoft Word are only displayed unto a score of 12.

11. Illustrations can serve five purposes in textbooks: decorative, representational, organizational, interpretational, and transformational. Decorative elements simply decorate the page, and will be disregarded in this analysis because they exhibit virtually no beneficial text-learning effects (Carney/Levin, 2002). Representational illustrations reflect part or all of the text (e.g., simple and complex, diagrams, pictures). Organizational illustrations provide a useful structural framework for the text content (e.g., simple and complex relationships, diagrams). Interpretational illustrations help to clarify difficult text (e.g., pictures, complex/simple, diagrams), and transformational illustrations render information more concrete and relate it to students by way of a meaningful “interactive illustrations” (e.g., verbal tables, diagrams, practical examples, pictures, Carney/Levin, 2002). Even though the academic literature concurs that illustrative elements serve these functions, classifying the function for each figure was not possible, as these functions overlap and cannot be objectively compared via an investigative design.

12. See <http://en.wikipedia.org/wiki/Diagrams>.

13. Conceptual complexity refers to the problem of information overload that arises from treating a complex subject matter and is likely to hinder the achievement of educational objectives such as knowledge, understandability, and application of the subject matter. It is a function of the number of new concepts and the conceptual and operational definitions of each new subject that a student must learn (Butaney, 2004).

14. See www.wikipedia.org/glossary.

15. We are grateful for the support of Prof. Judit Simon (Hungarian), University of Budapest, Prof. Georgi Bagiev (Russian), University of Petersburg, Uwe Holtschneider (Japanese), Institute of East Asian Studies, University of Duisburg-Essen, as well as Konstantina Kanellopoulos (Greek), Malgorzata Malinska (Polish), Mi Song (Chinese), Niklas Paulus (Portugese) and Robert Wilken (Italian), all Muenster.

16. We are aware of the problem that the list is presumably incomplete. We are grateful for information on any textbook we might have missed and will include these books and their category in the online list on www.ias.marketing-centrum.de.

17. A few subsections of the book are written by colleagues of Giacomazzi. The textbook nevertheless provides a stringent approach, as these subsections are integrated into the textbooks structure chosen by Giacomazzi.

18. We understand the potential problems caused by the fact that one of the coauthors of this review is also the coauthor of one of the analyzed textbooks. While we

wanted to exclude the specific textbook from the review, the editor asked for integration for reasons of comprehensiveness.

19. The importance of the subject can also be seen by French, German and Italian publications with at least four textbooks each. Moreover, the Chinese and Polish published new textbooks within the last two years.

20. A compilation can be found in the literature section of www.ias.marketing-centrum.de. The process of selecting those monographs and editorials was based upon the notion of identifying those publications, which are non-textbooks and published after 1995. The search process was based upon a catalogue of more than 10 business marketing related keywords. A detailed list of non-textbook publications and the list of keywords is available on www.ias.marketing-centrum.de. The list should be considered as preliminary. Supplements thereto are gratefully received and will be immediately added to the list.

REFERENCES

- Anderson, J. C./Narus, J. A. (1998), Master's Level Education in Business Marketing: Quo Vadis?, in: *Journal of Business-to-Business Marketing*, Vol. 5, No. 1/2, 75-93.
- Anderson, J. C./Narus, J. A. (2004), *Business Market Management: Understanding, Creating, and Delivering Value*, 2nd ed., Upper Saddle River: Prentice Hall.
- Anderson, J. C./Narus, J. A. (2005), *Business market management: Capire, creare, fornire valore*, Milano, Italy: ETAS Libri.
- Anderson, J. C./Jain, D. C./Chintagunta, P. K. (1993), Customer Value Assessment in Business Markets: A State-of-Practice Study, in: *Journal of Business-to-Business Marketing*, Vol. 1, No. 1, 3-30.
- Avlonitis, G. (2001), *Στρατηγικό Βιομηχανικό Μάρκετινγκ [Strategic Industrial Marketing]*, 2nd edition, Athens, Greece: Stamoulis A.E.
- Backhaus, K./Voeth, M. (2006), *Industrieguetermarketing [Marketing of Industrial Goods]*, 8th ed., Munich, Germany: Verlag Vahlen.
- Backhaus, K. (1998), Industrial Marketing: A German View, in: *Thexis*, Vol. 4, 2-6.
- Backhaus, K./Guenter, B. (1976), A Phase-Differentiated Interaction Approach to Industrial Marketing Decisions, in: *Industrial Marketing Management*, Vol. 5, 255-270.
- Backhaus, K./Muehlfeld, K. (2005), Strategy Dynamics in Industrial Marketing: A Business Type Perspective, in: *Management Decision*, Vol. 43, No. 1, 38-55.
- Backhaus, K./Muehlfeld, K./Okoye, D. (2004), Business-to-Business Marketing Textbooks: Replies to Commentaries, in: Lichtenthal, J. D. (Ed.), *Fundamentals of Business Marketing Education: A Guide for University-Level Faculty and Policymakers*, New York: Haworth Press, 267-280.
- Backhaus, K./Muehlfeld, K./Okoye, D. (2002), Business-to-Business Marketing Textbooks: A comparative Review, in: *Journal of Business-to-Business Marketing*, Vol. 9, No. 4, 27-64.
- Beverland, M. (2001), Contextual Differences and the Adoption and Practice of Relationship Selling in a Business-to-Business Setting: An Exploratory Study, in: *Journal of Personal Selling and Sales Management*, Vol. 21, No. 3, 207-215.

- Biemans, W. (2004), Business marketing management - Strategie, planning en implementatie [Business marketing management - Strategy, planning and implementation], 4th ed., Groningen, Netherlands: Wolters-Noordhoff.
- Bingham, F. G./Gomes, R./Knowles, P. A. (2005), Business Marketing, 3rd ed., New York: Irwin.
- Blythe, J./Zimmerman, A. (2005), Business to Business Marketing Management, London: Thomson Learning.
- Brennan, R./Skaates, M. A. (2001), Educating Business Marketers: A Lack of Common Ground in the Curriculum?, 17th Annual IMP Conference Competitive Paper, <http://www.impgroup.org/uploads/papers/154.pdf>, access date: 11/13/2005 – 8:30
- Brennan, R. (2000), Whither Business-to-Business Marketing Education?, Proceedings of the Academy of Marketing Conference, Derby: University of Derby.
- Brierty, E. G./Eckles, R. W./Reeder, R. R. (1998), Business Marketing, 3rd ed., Upper Saddle River: Prentice Hall.
- Buck, K. (1998), Neues Industriequetermarketing [New Industrial Marketing], Wuerzburg, Germany: Vogel.
- Butaney, G. (2004), Comparative Review of Business-to-Business Marketing Textbooks: A Commentary, in: Lichtenthal, J. D. (Ed.): Fundamentals of Business Marketing Education: A Guide for University-Level Faculty and Policymakers, 223-231.
- Butaney, G. (1998), Commentary on: Business Marketing Education: A Distinctive Role in the Undergraduate Curriculum by Michael D. Hutt and Thomas W. Speh, in: Journal of Business-to-Business Marketing, Vol. 5, No. 1/2, 127-137.
- Brynjolfsson, E./Hu, Y./Smith, M.D. (2003), Consumer Surplus in the Digital Economy: Estimating the Value of Increased Product Variety at Online Booksellers, in: Management Science, Vol. 49, No. 11, 1580-1596.
- Cabolis, C./Clerides, S./Ioannou, I./Senft, D. (2005), A Textbook Example of International Pricing Policy, <http://www.econ.ucy.ac.cy/papers/3-2005.pdf>, access date: 11/09/2005 – 16:45 pm
- Cariola, O.H. (2001), Marketing Industrial: Con Aplicaciones a Transportes, Internet e Ingeniería [Industrial Marketing – with appliances in transports, internet and engineering], Buenos Aires, Argentina: Ugerman Editor.
- Carney, R. N./Levin, J. R. (2002), Pictorial Illustrations still Improve Students' Learning from Text, in: Educational Psychology Review, Vol.14, No. 1, 5-26.
- Chisnall, P. (1995), Strategic Business Marketing, 3rd ed., Harlow, Great Britain: Prentice Hall.
- Collins-Thompson, K./Callan, J. (2005), Predicting Reading Difficulty with Statistical Language Models, in: Journal of the American Society for Information Science and Technology, Vol. 56, No. 13, 1448-1462.
- Davidson, D. A. (2002), Readability of Accounting Textbooks over the Past 100 Years, <http://www.west.asu.edu/rdavids/wpapers/readability.htm>, access Date: 19/12/2005 – 18:29.
- Dayan, A. (2003), Marketing B to B – Le marketing appliqué aux biens et services industriels et professionnels [B2B-Marketing – Marketing applicated to industrial and business goods and services], 5th ed., Paris, France: Vuibert.
- Dwyer, F. R. / Tanner, J. F. (2006), Business Marketing: Connecting Strategy, Relationships, and Learning, 3rd ed., Boston: Irwin/McGraw Hill.

- Dwyer, F. R./Tanner, J. F. (2002), *Business Marketing: Connecting Strategy, Relationships, and Learning*, 2nd ed., Boston: Irwin/McGraw Hill.
- Evans, M. A./Watson, C./Willows, D. M. (1987), A Naturalistic Inquiry into the Illustrations in Instructional Textbooks, in: Houghton, H. A./Willows, D. M. (Eds.), *The Psychology of Illustrations*, Vol. 2, 86-115.
- Fill, C./Fill, K. E. (2004), *Business-to-Business Marketing: Relationships, Systems and Communications*, Harlow, Great Britain: Prentice Hall.
- Fill, C./Fill, K. E. (2006), *Business-to-Business Marketing*, Amsterdam, Netherlands: Pearson Education Benelux B.V.
- Fiocca, R./Snehota, I./Tunisini, A. (2003), *Business Marketing*, Milano, Italy: McGraw Hill.
- Flory, D. M./Phillips, T. J./Tassin, M. F. (1992), Measuring Readability: A Comparison of Accounting Textbooks, in: *Journal of Accounting Education*, Vol. 10, 151-161.
- Foglio, A. (2000), Il marketing industriale – Politiche e strategie del marketing business-to-business [Industrial Marketing – Policies and Strategies of B2B-Marketing], Milan et al., Italy: Franco Angeli.
- Ford, D./Gadde, L.-E./Håkansson, H./Snehota, I. (2006), *The Business Marketing Course: Managing in Complex Networks*, 2nd ed., Chichester: J. Wiley & Sons.
- Ford, D./Berthon, P./Brown, S./Gadde, L.-E./Håkansson, H./Naudé, P./Ritter, T./Snehota, I. (2002), *The Business Marketing Course: Managing in Complex Networks*, Chichester: J. Wiley & Sons.
- Ford, D. (2003), Szervezetközi kapcsolatok menedzsmentje [The business marketing course: Managing in complex networks], Budapest, Hungary: KJK-Kerszöv.
- Frederick, J. (1934), *Industrial Marketing – A Century of Marketing*, New York: Prentice-Hall.
- Gelderman, K. (2003), *Business marketing*, 3rd ed., Gouda, Netherlands: Stenfert Kroese.
- Giacomazzi, F. (2002), *Marketing industriale*, Milano, Italy: McGraw Hill.
- Godefroid, P. (2003), *Business-to-Business Marketing*, 3rd ed., Ludwigshafen, Germany: Kiehl.
- Golebiowski, T. (2003), *Marketing na rynku instytucjonalnym* [Marketing on institutional/organizational markets], Warsaw, Poland: Polskie Wydawnictwo Ekonomiczne.
- Grönroos, C. (1994), Quo Vadis Marketing? Towards a Relationship Paradigm, in: *Journal of Marketing Management*, Vol. 10, No. 5, 347-360.
- Haas, R. W. (1995), *Business Marketing: a Managerial Approach*, 6th ed., Boston: Thomson Learning.
- Hutt, M. D./Speh, T. W. (2004), Comparative Review of Business-to-Business Marketing Textbooks: A Commentary, in: Lichtenthal, J. D. (Ed.), *Fundamentals of Business Marketing Education: A Guide for University-Level Faculty and Policymakers*, New York: Haworth Press, 233-241.
- Hutt, M./Speh, T. (2003), *Business Marketing Management: A Strategic View of Industrial and Organizational Markets*, 8th ed., Mason: S.W. College.
- Hutt, M. D./Speh, T. W. (1998), Business Marketing Education: A Distinctive Role in the Undergraduate Curriculum, in: *Journal of Business-to-Business Marketing*, Vol. 5, No. 1/2, 115-138.

- Jenster, P. V./Hayes, H. M./Smith, D. E. (2005), *Managing Business Marketing & Sales: An International Perspective*, Frederiksberg, Denmark: Copenhagen Business School Press.
- Johanson, J./Mattsson, L.G. (1997), The Markets-as-Networks Tradition in Sweden, in: Laurent, G./Lilien, G./Pras, B. (Eds.), *Research Traditions in Marketing* Boston, MA: Kluwer Academic Publishers, 321-364.
- Karns, G. L. (2005), An Update of Marketing Student Perception of Learning Activities: Structure, Preferences, and Effectiveness, in: *Journal of Marketing Education*, Vol. 27, No. 2, 163-171.
- Karns, G. L. (1993), Marketing Student Perception of Learning Activities: Structure, Preferences, and Effectiveness, in: *Journal of Marketing Education*, Vol. 15, No. 1, 3-10.
- Kleinaltenkamp, M./Jacob, F. (2002), German Approaches to Business-to-Business Marketing Theory: Origins and Structure, in: *Journal of Business Research*, Vol. 55, 149-155.
- Kotler, P. (2003), *Marketing Management*, 11th ed., Upper Saddle River: Prentice Hall.
- Kotler, P./Keller, K.L.(2005) *Marketing Management*, 12th ed., Upper Saddle River: Prentice Hall.
- Li, S. (2005), *企业间营销理论与实务* [B2B-Marketing in theory and practice], Tshinghua, China: Tshinghua University Publishing House.
- Lichtenthal, J. D./Butaney, G. (1991), Undergraduate Industrial Marketing: Content and Methods, in: *Industrial Marketing Management*, Vol. 20, 231-239.
- Longatte, J. (2000), *Marketing industriel: de la stratégie à l'opérationnel* [Industrial Marketing: From Strategy to Operations], Paris, France: ESKA.
- Malaval, P. (2003), *Strategy and Management of Industrial Brands – Business to Business Products and Services*, Dordrecht, Netherlands: Kluwer Academic Publishers.
- Malaval, P. (1998), *Stratégie et gestion de la marque industrielle: Produits et services business to business*, Paris, France: Publi Union.
- Malaval, P./Bénaroya, C. (2005), *Marketing Business to Business - Du marketing industriel au marketing des affaires* [B2B-Marketing – From Industrial Marketing to Business Marketing], 3rd ed., Paris, France: Pearson Education.
- Maniak, R./Baumann, C./Fouchard, M./Molliex, V./Soyer, R. (2005), *Marketing Industriel* [Industrial Marketing], Paris, France: Armand Colin.
- Marek, P./Griggs, R. A./Christopher, A. N. (1999), Pedagogical Aids in Textbooks: Do College Students' Perceptions Justify their Prevalence?, in: *Teaching of Psychology*, Vol. 26, No. 1, 11-18.
- McLoughlin, D./Horan, C. (2002), Markets-as-networks: notes on a unique understanding, in: *Journal of Business Research*, Vol. 55, No. 7, 535-543.
- Michel, D./Salle, R./Valla, J.-P. (2000), *Marketing industriel* [Industrial Marketing], 2nd ed., Paris, France: Economica.
- Michel, D./Naudé, P./Salle, R./Valla, J.-P. (2003), *Business-to-Business Marketing: Strategies and Implementation*, New York: Palgrave/ McMillan.
- Morris, M./Pitt, L./Honeycutt, E. (2001), *Business-to-Business Marketing: A Strategic Approach*, 3rd ed., Thousand Oaks: Sage.

- Narus, J. A. (2004), Comparative Review of Business-to-Business Marketing Textbooks: A Commentary, in: Lichtenthal, J. D. (Ed.), *Fundamentals of Business Marketing Education: A Guide for University-Level Faculty and Policymakers*, New York: Haworth Press, 243-258.
- Oakland, T./Lane, H. B. (2004), Language, Reading, and Readability Formulas: Implications for Developing and Adapting Tests, in: *International Journal of Testing*, Vol. 4, No. 3, 239-252.
- Olczak, A./Urbaniak, M. (2006), *Marketing B2B w praktyce gospodarczej [B2B-Marketing in the economic practice]*, Warsaw, Poland: Difin.
- Payne, A./Holt, S. (2001), Diagnosing Customer Value: Integrating the Value Process and Relationship Marketing, in: *British Journal of Management*, Vol. 12, 159-182.
- Ramaprasad, M. U. (2005), Value Perceptions and Retention of Textbooks among Marketing and other Business Majors, in: *Marketing Education Review*, Vol.15, No. 2, 71-79.
- Rangan, V. K./Shapiro, B. P./Moriarty, R. T. (1995), *Business Marketing Strategy: Cases, Concepts, and Applications*, Chicago: McGraw Hill.
- Razek, J./Hosch, G./Pearl, D. (1982), Readability of Accounting Textbooks, in: *Journal of Business Education* (October), 23-26.
- Rich, D. L./Powers, T. L./Powell, J. D. (1988), Textbook Satisfaction: A Preliminary Examination of the Student Perspective, in: *Journal of Marketing Education*, Vol.10, No. 2, 29-33.
- Richter, H. P. (2001), *Investitionsguetermarketing [Producer Good Marketing]*, Munich/Berlin, Germany: Fachbuch-verlag Leipzig.
- Sikorski, J. F./Rich, K./Saville, B. K./Buskist, W./Drogan, O./Davis, S. F. (2002), Student Use of Introductory Texts: Comparative Survey Findings from Two Universities, in: *Teaching of Psychology*, Vol. 29, No. 4, 312-313.
- Spinks, N./Wells, B. (1993), Readability: A Textbook Selection Criterion, in: *Journal of Education for Business*, Vol.69, No. 2, 83-89.
- Sullivan, M. C./Benke, R. L. (1997), Comparing Introductory Financial Accounting Textbooks, in: *Journal of Accounting Education*, Vol. 15, No. 2, 181-220.
- Tomkovick, C. (2004), Ten Anchor Points for Teaching Principles of Marketing, in: *Journal of Marketing Education*, Vol. 26, No. 2, 109-115.
- Töröcsik, M. (1996), *Ipari marketing [Industrial marketing]*, Budapest, Hungary: Nemzeti Tankönyvkiadó Rt..
- United States Government Accountability Office (2005), *College Textbooks: Enhanced Offerings Appear to Drive Recent Price Increases*, Report to Congressional Requesters, GAO-05-806, www.gao.gov/cgi-bin/getrpt?GAO-05-806, access Date: 18/12/2005 – 15:30.
- Van Watershoot, W./Van den Bulte, C. (1992), The 4P Classification of the Marketing Mix Revisited, in: *Journal of Marketing*, Vol. 56, 83-93.
- Vitale, R. P./Gigliano, J. J. (2002), *Business to Business Marketing: Analysis and Practice in a Dynamic Environment*, Mason: S.W. College.
- Vlosky, R. P./Wilson, D. T. (2004), Technologies and Learning in the Classroom: A Reply to Commentary, in: Lichtenthal, J. D. (Ed.), *Fundamentals of Business Marketing Education: A Guide for University-Level Faculty and Policymakers*, New York: Haworth Press, 175-177.

- Webster, F. E. (1992), The Changing Role of Marketing in the Corporation, in: *Journal of Marketing*, Vol. 56, No. 4, 1-17.
- Weiten, W./Deguera, D./Rehmke, E./Sewell, L. (1999), University, Community College, and High School Students' Evaluations of Textbook Pedagogical Aids, in: *Teaching of Psychology*, Vol. 26, No. 1, 19-21.
- Weiten, W./Guadagno, R. E./Beck, C. A. (1996), Students' Perceptions of Textbook Pedagogical Aids, in: *Teaching of Psychology*, Vol. 23, No. 2, 105-107.
- Wright, R. (2004), *Business-to-Business Marketing: A Step-by-Step Guide*, Essex: Prentice-Hall.
- Wright, P. (1982), A User-Oriented Approach to the Design of Tables and Flowcharts, in: Jonassen, D. H. (Ed.), *The Technology of Text: Principles for Structuring, Designing and Displaying Text*, New Jersey: Educational Technology Publishing, 317-340.
- Young, M.R./Klemz, B.R./Murphy, J.W. (2003), Enhancing Learning Outcomes: The effects of instructional Technology, Learning Styles, Instructional Methods and Student Behavior, in: *Journal of Marketing Education*, Vol. 25, No. 2, 130-142.
- Yudelson, J. (1999), Adapting McCarthy's Four P's to the Twenty-First Century, in: *Journal of Marketing Education*, Vol. 21, No. 1, 60-67.

doi:10.1300/J033v14n04_03