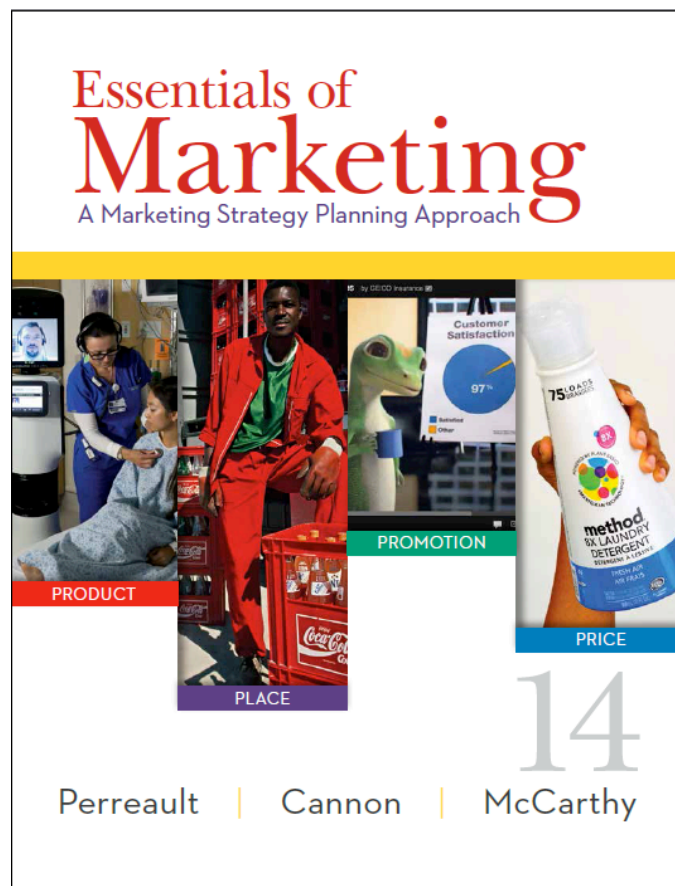


# Instructor's Manual to Accompany



*Essentials of Marketing*, 14<sup>th</sup> edition  
William D. Perreault, Jr.  
Joseph P. Cannon  
E. Jerome McCarthy

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Instructor's Manual  
to Accompany

# Essentials of Marketing

A Marketing Strategy Planning Approach

14<sup>th</sup> edition

**William D. Perreault, Jr., *University of North Carolina***  
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Instructor's Manual to accompany  
*Essentials of Marketing* 14<sup>th</sup> edition  
by William D. Perreault, Jr., Joseph P. Cannon, and E. Jerome McCarthy

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## Part I:

# How to use this manual

## INTRODUCTION

There are many effective ways to teach the beginning marketing course – and we know that how you design your course depends on your objectives and your students' needs. Our aim in preparing this *Instructor's Manual* – and more generally in preparing *Essentials of Marketing* and everything that goes with it – has been to provide you with a complete and flexible set of high-quality teaching and learning materials – materials that really work together and help you to offer your students a truly professional course. You can design your own course system by selecting – from among a wide variety of teaching units – those elements that fit your style and your students' needs.

A great number of different types of *Professional Learning Units Systems* have been anticipated in developing these materials – so we call the whole package *P.L.U.S.* *Your* system represents the custom mix of *P.L.U.S.* elements you select for your students. The exhibit on the next page summarizes major components of our *P.L.U.S.* package.

Our objective is to offer you a *P.L.U.S.* "menu" so that you can conveniently select units you want – and disregard what you do not want. You can have confidence that the units you select will work well together. To help you in selecting from this "menu," this *Instructor's Manual* provides additional discussion of each of the major components of *P.L.U.S.* – as well as a comprehensive set of ideas and suggestions on teaching the first marketing course. Almost all of the materials are available to you in computer files on the Instructor's Resource CD so you can easily make your selections.

## OVERVIEW OF THIS MANUAL – A ROAD MAP

This manual is organized into five major parts. The focus and purpose of each part is briefly described below:

### Part I: How to Use This Manual

Part I simply provides a short overview of the rest of the manual.

### Part II: Overview of the Major Elements of the P.L.U.S. Package

Part II provides a brief summary of some of the highlights of each of the major *P.L.U.S.* components that are available to you – and information about where different materials can be found. **At the beginning of Part II, we offer a review of the many elements of *P.L.U.S.* that are new to this edition, and a review of other elements that have been revised and reorganized to make them even easier to use and more complete.** Thus, Part II can be useful to long-time users of *Essentials of Marketing* and *P.L.U.S.* – as well as those who are using them for the first time. However, if you are already familiar with the elements of *P.L.U.S.* you can skip this part – or sections that are not of interest.

<b>MAJOR ELEMENTS OF ESSENTIALS OF MARKETING P.L.U.S.</b>	
<p style="text-align: center;"><b><i>Essentials of Marketing: A Marketing Strategy Planning Approach,</i></b> 14th edition by William D. Perreault, Jr., Joseph P. Cannon, and E. Jerome McCarthy</p>	<p style="text-align: center;"><b><i>Essentials of Marketing Online Learning Center for Students</i></b> (www.mhhe.com/fourps) The basic version includes free access to many student resources.</p>
<p style="text-align: center;"><b>Instructor's Manual to Accompany <i>Essentials of Marketing</i></b> Overview of all teaching/learning units as well as suggested answers to all questions, exercises, and assignments.</p>	<p style="text-align: center;"><b>The Marketing Plan Coach</b> At the Online Learning Center – a program to help students build marketing plans by referencing material from <i>Essentials of Marketing</i></p>
<p style="text-align: center;"><b>Instructor's Resource CD and Instructor's Online Learning Center to Accompany <i>Essentials of Marketing</i></b> Computer files for Interactive Lecture PowerPoints, PowerPoint archives, EZ Test software, electronic Instructor's Manuals &amp; more.</p>	<p style="text-align: center;"><b>Computer Aided Problems (CAPs)</b> Easy-to-use spreadsheet software program works with exercises at the end of each chapter to develop analytical skills needed by today's managers.</p>
<p style="text-align: center;"><b>Multimedia Lecture Support Guide</b> Includes lecture outlines and scripts, PowerPoint lecture notes, color ad suggestions, YouTube PowerPoint suggestions, PowerPoint archives for each chapter, interactive exercise instructions, student handouts, and more.</p>	<p style="text-align: center;"><b>Learn the 4 Ps – Social Media Family</b> The <i>Learn the 4 Ps</i> blog &amp; Twitter feed, <i>Learn the 4 Ps</i> Facebook page link students to current marketing practices</p>
<p style="text-align: center;"><b>Teaching Videos, Video Cases &amp; Video Clips to Accompany <i>Essentials of Marketing w/ Video Instructor's Manual</i></b> Video Instructor's Manual can be downloaded from the text's Website</p>	<p style="text-align: center;"><b>Connect Marketing with LearnSmart</b> An online assignment and assessment solution that connects students with the tools and resources they will need for success, including the LearnSmart self-study module.</p>
<p style="text-align: center;"><b>Bank of Objective Test Questions</b> Supported by EZ Test test generator software.</p>	<p style="text-align: center;"><b>Practice Marketing</b> Marketing Simulation, Instructor's Manual</p>
<p style="text-align: center;"><b><i>Essentials of Marketing</i> “cartridges” for Blackboard</b> Includes <i>Essentials of Marketing</i> materials organized for easy use with this popular course management</p>	<p style="text-align: center;"><b>The 4 Ps Social Media Families</b> (<i>Teach the 4 Ps</i> blog and Twitter feed for instructors; <i>Learn the 4 Ps</i> blog &amp; Twitter feed, <i>Learn the 4 Ps</i> Facebook page for students)</p>

## Part III: Ideas about Teaching the First Marketing Course

Part III provides a comprehensive set of ideas about teaching the first marketing course – including more detailed information about some of the possibilities for using various components of *P.L.U.S.*. Specifically, Part III covers:

- Section 1: Comments on approaches to teaching beginning marketing
- Section 2: Suggestions for writing course objectives
- Section 3: Suggestions for the pace and coverage of courses with various lengths
- Section 4: Comments on online resources for students: *Online Learning Center, Connect Marketing with LearnSmart, and Learn the 4 Ps* social media tools
- Section 5: Comments on the Connect Homework Exercises, *LearnSmart*, and *Practice Marketing*
- Section 6: Comments on the *Marketing Plan Coach*
- Section 7: Comments on the *Computer-Aided Problems*
- Section 8: Comments on the *Internet Exercises*
- Section 9: Comments on the *Ethics Questions*
- Section 10: Comments on the end-of-chapter *Questions and Problems*
- Section 11: Comments on the *Cases and Video Cases*
- Section 12: Comments on *EZ Test* and *Essentials of Marketing's Bank of Objective Test Questions*
- Section 13: Comments on the *Multimedia Lecture Support Guide, Interactive PowerPoint Lecture Slides, Print Ads, PowerPoint Archives, and YouTube PowerPoints*
- Section 14: Comments on the *Instructor's Resource CD to Accompany Essentials of Marketing*
- Section 15: Comments on the *Teaching Videos, Video Cases, and Video Clips*
- Section 16: Comments on creating a website for your course
- Section 17: Ideas for student projects
- Section 18: Feedback to the authors

In general, the information in Part III is designed to be helpful to you in planning your course – and in developing a syllabus. You can easily skip any section in this part which is not of interest.

## Part IV: Chapter-by-Chapter Aids: Answers to Questions and Problems

Part IV provides answers to or discussion of all of the student assignment material, including:

- the *Questions and Problems* that appear at the end of each chapter of *Essentials of Marketing*;
- the questions for the *Computer-Aided Problems*;
- comments on the use of the "*Suggested Cases*" at the end of each chapter of *Essentials of Marketing* (this is in addition to more detailed comments on each case provided in Part V);
- comments on the *Ethics Question* exercise and two *Internet Exercises* in each chapter; and
- summary of the *Connect Homework Exercises* for each chapter.

The material in this part of the manual may be helpful to you at the point when you are planning/selecting specific assignments for your syllabus. In addition, all of the materials are organized on a chapter-by-chapter basis – to make it easier for you to find them when you need them during the course. Further, the answers are clear and complete; you have everything you need for class discussion of the questions or for grading of assignments. For example, the answers to the questions and exercises based on the computer-aided problems include printed copies of all the computer spreadsheets – so you don't need to spend time doing the assignments yourself.

## Part V: Comments on Cases in *Essentials of Marketing*

Part V includes comments and teaching notes on each of the 36 marketing cases at the end of the text. The discussion of each case found in this part supplements the suggestions that appear in the chapter-by-chapter aids (Part IV). Comments and teaching notes on the 8 video cases are available in the *Video Instructor's Manual*.

### CONCLUDING REMARKS

It has been our objective in preparing this edition of *Essentials of Marketing* – and the whole set of *P.L.U.S.* materials that are available with it – to provide the most complete set of high-quality teaching and learning materials available anywhere for the first marketing course. We sincerely hope that you find these materials helpful and that they assist you in developing a course that meets your needs and your objectives for your students.

Our work on all of these materials is an ongoing process. As you read this manual we will already be at work on refinements and innovations for the next edition. Thus, we would welcome your comments and suggestions about this manual, or more generally about any of the *P.L.U.S.* components. The most efficient way to reach us is by sending an email to [Bill\\_Perreault@UNC.edu](mailto:Bill_Perreault@UNC.edu) or [Joe.Cannon@ColoState.edu](mailto:Joe.Cannon@ColoState.edu).

William D. Perreault, Jr., Joseph P. Cannon, and E. Jerome McCarthy

## Part II:

# Overview of the major elements of P.L.U.S.

## INTRODUCTION

The purpose of this part of the *Instructor's Manual* is to provide you, in one place, with an overview of the major elements of P.L.U.S. (short for Professional Learning Units Systems) that are available to you.

This part of the manual just focuses on the highlights of each component – and indicates where to look for more detail if that component is of interest. For example, several of the major components of P.L.U.S. have their own separate instructor's manuals.

### All of the *Essentials of Marketing* teaching materials are digital

We have found that most instructors utilize the digital copies of the *Essentials of Marketing* teaching materials. So to save trees, McGraw Hill provides all of the teaching materials only in a digital format. That said, we have created all of the materials in Word and PDF formats so that they are easy for you to print out in hard copy if you prefer.

- *Essentials of Marketing*, 14th edition. This section includes an overview of the textbook and a chapter-by-chapter outline of changes in the 14th edition
- *Instructor's Manual to Accompany Essentials of Marketing*. Overview of all teaching/learning units as well as suggested answers to all questions, exercises, and assignments
- *Instructor's Resource CD and Instructor's Online Learning Center to Accompany Essentials of Marketing*
- *Multimedia Lecture Support Guide*. Includes lecture outlines and scripts, PowerPoint lecture notes, ad suggestions (in color), YouTube PowerPoint suggestions, PowerPoint archives for each chapter, interactive exercise instructions, student handouts, and more.
- *Bank of Objective Test Questions*
- Teaching Videos, Video Cases, and Video Clips to Accompany *Essentials of Marketing*
- *Essentials of Marketing "cartridges" for Blackboard*
- Online Resources for *Essentials of Marketing*:
  - Resources at the free *Online Learning Center for Students*:
    - *Chapter Quizzes* (10 questions per chapter)
    - *Video Cases*
    - *Marketing Plan Coach*
    - *Computer-Aided Problems*
  - *Learn the 4 Ps* (free). Students can stay current with online articles, websites, podcasts, and videos delivered on a blog, Twitter, and Facebook.
  - *Connect Marketing with LearnSmart* (premium package)
    - *Connect Homework Exercises*
    - *LearnSmart*
    - *Practice Marketing*
    - *Learning with Ads*
- *Teach the 4 Ps* blog, Twitter feed provide current resources for instructors
- *Essentials of Marketing* website

## **ESSENTIALS OF MARKETING, 14th Edition** by Perreault, Cannon, and McCarthy

The whole text has been thoroughly revised and updated. Each chapter in *Essentials of Marketing* features the following

- Learning Objectives at the start of the chapter
- Revised and updated text material, including hundreds of new, carefully integrated examples based on well-known companies - as well as smaller, entrepreneurial companies
- Relevant illustrations—hundreds of new full-color ads and photographs selected, positioned, and annotated by the authors to effectively illustrate concepts in the text. (All of these illustrations are also available to instructors in digital form on the *Instructor CD*.)
- Exhibits—all of the exhibits feature a completely new design. The exhibits have been revised or updated and there are many completely new exhibits (charts, tables, graphs, and conceptual organizers) throughout the whole edition. (All of these exhibits are available to instructors in digital form on the *Instructor CD*.)
- *Internet Exercises*—two per chapter, with many updated for this edition. These give students another learning experience.
- *Ethics Questions*, which pose ethical dilemmas based on those faced by real people
- integrated treatment of important topics, such as “big data,” e-commerce, sustainability, social media, customer value, the impact of the Internet, relationship marketing, international marketing, and marketing ethics
- Key Terms, which are color-highlighted and clearly defined when they are first used – and also listed alphabetically in the glossary at the end of the text
- End-of-chapter Questions and Problems – answers for which are given in Part IV of this manual.
- A *Creating Marketing Plans* exercise. This ties in with the *Marketing Plan Coach* software relating topics from the chapters to sample marketing plans provided at the **free Online Learning Center for Students**.
- *Suggested Cases* – 36 written and 8 video cases based on well-known companies. Teaching notes on the 36 regular cases are provided in Part V of this manual, and additional comments are provided with the chapter-by-chapter materials in Part IV. The video cases have their own instructor’s manual.
- A *Computer-Aided Problem* to be solved with the software by the same name at the **free Online Learning Center for Students**. Part III of this manual provides more information about the *Computer-Aided Problems*. Part IV provides suggested answers to the assignment questions.

At the back of the text you will find the following:

- *Video cases* - supported with accompanying video and additional background information and lecture/discussion ideas in the *Video Instructor’s Manual*. The *Premium Online Learning Center* also features video clips to accompany the video cases.
- Endnotes to each of the references in a chapter
- Illustration Credits
- Name Index, Company Index, Subject Index
- Glossary

**Essentials of Marketing comes packaged in 2 different ways:**

- 1) **at no extra charge to students, with the completely revised Online Learning Center for Students found at [www.mhhe.com/fourps](http://www.mhhe.com/fourps).** The *Online Learning Center* offers important teaching and learning innovations that are available with no other marketing text. More detail on the *Online Learning Center* is provided later in this part of the manual.
- 2) **at a value price, with the Connect Marketing/LearnSmart package.** Alternatively, students can purchase the text and Connect Marketing/LearnSmart separately.



## Chapter-by-Chapter Overview of “What’s New in This Edition”

There are several big changes to this edition of *Essentials of Marketing* and hundreds of smaller ones. *Essentials of Marketing* is quick to recognize the many dramatic changes in the market environment and marketing strategy—we are also quick to jump on new pedagogical innovations. So here is a quick overview of what we changed for the fourteenth edition of *Essentials of Marketing*.

**“Big Data” and its implications.** One of the most profound recent changes in marketing has been the explosion of what is being called “big data”—data sets too large and complex to work with typical database management tools. Organizations are using this to more narrowly target individual customers with tailored marketing mixes. It raises strategic and ethical questions. Almost every chapter in the book has a reference to this trend.

**Shorter and easier to read.** Students and instructors appreciate concise coverage. We have had to make some difficult decisions—because one instructor’s cut is another’s favorite topic. We may have cut one of your pet topics. If so, please let us know—in this edition we brought back some of our coverage of competition when feedback suggested it was trimmed too much.

**Social media and digital lifestyles.** A major thrust of the last edition of *Essentials of Marketing* addressed customers’ digital lifestyles. The growth in smart phone ownership and overall use of the Internet continues to march on, having an impact on all areas of marketing. We continued to make updates to reflect this market dynamic.

**Up-to-date content, examples, exhibits, and images.** We update *Essentials of Marketing* with each new edition. Students and instructors appreciate current and relevant examples that demonstrate important marketing concepts. We update each and every chapter opening case scenario. There are dozens of new examples and specific concepts spread throughout the book. While we don’t have space to list all of these changes, we can provide you with some highlights of the more significant changes with this edition of *Essentials of Marketing*:

**Chapter 1.** We wrote a new chapter opener that features Nike, one of our students’ favorite brands. We added an extended example in the text describing how Chipotle adds value for its customers. *Triple bottom line* is a new concept and key term.

**Chapter 2.** We significantly modified our coverage of lifetime customer value and customer equity. Customer lifetime value is a new key term. A new boxed teaching note looks more closely at differentiation. We added competitive advantage as a key term. There is a new Internet Exercise on Levi’s in China.

**Chapter 3.** This has traditionally been one of the longest chapters in the book—so we made an effort streamline coverage of all topics. The competitor, technology, and cultural and social environment sections were updated and re-written. We look at competition in the streaming music industry. We wrote a new boxed teaching note on the role of 3D printing. Sustainable competitive advantage, gross national income, and Generation Z are new key terms.

**Chapter 4.** A new chapter opener case features LEGO. The boxed teaching note in this chapter is the first extended treatment of “big data”—with a look at how Target stores uses big data to predict what customers will want to buy. A new Internet exercise profiles different segments in the mobile phone market. While we cover customer relationship management (CRM) in several places in the text, we decided to add more substantial coverage in this chapter. We developed a new Ethics Question, which addresses issues around consumer privacy and gaming apps.

**Chapter 5.** This chapter has many changes related to the influence of the Internet on consumer behavior—we note a few here. For example, we consider how the web drives needs. We update and offer more rigorous coverage of the web and social influence on consumer decision-making. Drawing on Charles Duhigg’s, *The Power of Habit*, we adapted our treatment of learning and introduced an extended example on Febreze. On the suggestion of a reviewer, we decided to pull culture out of “Social Influences” and give it more coverage, along with consumer behavior in international markets. Cloud storage service, Dropbox, is featured as an extended example of the adoption process.

**Chapter 6.** After several editions of modest change, we made some bigger changes in the organizational buying chapter. Some of this was due to feedback from our review team. We have re-organized the chapter and believe that it will teach even better. We more explicitly discuss differences between organizational customers and final consumers (see new Exhibit 6-2) and we provide a more structured model of organizational buying (see Exhibit 6-4). We further recognize the growing role of social media and online search as key sources of information for organizational buyers.

**Chapter 7.** Big data provides a natural extension to our traditional coverage of marketing information systems, data warehouses, and decision support systems. Consequently, we give students an important foundation of big data in the market research chapter. A new boxed teaching note “Big Data.Big Opportunity” offers context and application. Related topics, including sentiment analysis, are covered later in the chapter along with a new Internet exercise on the topic. An extended example describes the marketing research Heinz used to develop new ketchup packages. We more carefully outline differences between primary and secondary data.

**Chapter 8.** We have increased coverage of goods & service combinations, product lines, and the “battle of the brands.” An extended example on Coca-Cola replaces one on Yahoo! There’s new coverage on international trademarks spurred by problems Apple had with “iPad” in China. A new boxed teaching note covers the Internet of Things—an emerging technology concept with big implications for products. We refined our discussion of consumer product classes.

**Chapter 9.** We have been reading a lot about innovation. There is a lot of new thinking out there; so we beefed up coverage of this critical area. We have new sections on: 1) idea generation, 2) “the pivot” as key to new product introduction, and 3) stimulating growth in mature markets, featuring the recent story of Philadelphia Cream Cheese and different types of innovations from the customer’s perspective (with some great new examples). We discuss how big data can be used to generate new product ideas. A new boxed teaching note looks more closely at nature as a source of ideas through biomimicry. We also describe how big data is important to product quality. A tradeoff in adding these new topics is a cutback in our treatment of product quality.

**Chapter 10.** The use of *multiple* channels of distribution continues to grow—and so does our coverage of this trend and related topics here and in chapter 12. We provide a richer explanation of how product class relates to channel choice. We added discussion of firms using both direct and indirect channels and enhanced coverage of multichannel distribution. There is a new exhibit covering levels of market exposure. Following some feedback, we updated and now provide a more careful explanation of channel systems.

**Chapter 11.** We revised our discussion of the tradeoffs among physical distribution costs, customer service level, and sales with a longer, but clearer treatment. We describe how transportation companies utilize big data to lower costs. We added a new Internet Exercise.

**Chapter 12.** There is always a lot new in retail. Our new chapter opening case features Macy’s—a retailer leading a renaissance of the department store world. Macy’s use of big data and effective integration of brick-and-mortar and online retailing fueled its revival. Online retailing continues to evolve—and this section has received major revision, including extensive coverage of showrooming and big data. We also look at mobile shopping. To wrap things up, we discuss the ethics of big data and retailing.

**Chapter 13.** This chapter always has a lot of new examples—students notice dated examples and we aim to eliminate them. We refined our coverage of promotion objectives and cut back on direct response promotion. We added a distinction between inbound and outbound promotion. Inspired by a new book *Youtility*, a new boxed teaching note examines firms that focus on using communications to help customers. We updated our treatment of budgeting for promotion.

**Chapter 14.** A new boxed teaching note describes the use of analytics to match customer service reps with customers—a kind of matchmaking that helped Assurant Solutions significantly increase customer retention. We updated our coverage of personal selling and information technology.

**Chapter 15.** This chapter always has a lot of new coverage and new images. This is the most noticeable when not up-to-date. So there are lots of new ads and photos and plenty of new examples. We also updated lots of numbers in this chapter. Our revised coverage of media reflects changes being brought on by technology and big data. Online advertising became “Digital Advertising,” with greater attention to advertising on both the Internet and cell phones. We cover how big data is used for social targeting. We compare the advantages of advertising on Google vs. Facebook. Our groundbreaking treatment of social media as a form of publicity has been well-received; we built on that to cover new methods of social media. We now distinguish paid, earned, and owned forms of media. Finally, in order to better consolidate our coverage of sales promotion we moved some from chapter 13 to chapter 15.

**Chapter 16.** We have a new chapter opening case scenario focusing on Method Products, Inc. We think you and your students will appreciate hearing more about this interesting company. New topics address the use of big data for dynamic pricing—which is now being used in more product-markets. We added coverage of paying over time (installment plans and leasing) and on price-quality relationships. We also added a new Internet Exercise.

**Chapter 17.** The chapter opener, while still about TVs was completely re-written around Samsung. There is also a new Internet exercise.

**Chapter 18.** We added coverage of the role of the Internet in keeping companies honest. Big data has lots of controversy around privacy, so we added a new section and a boxed teaching note “Marketers Use Big Data – Creepy or Cool” that helps students understand what this trend means.

## **INSTRUCTOR'S MANUAL TO ACCOMPANY ESSENTIALS OF MARKETING** **by Perreault and Cannon**

This manual includes:

- extensive suggestions on teaching the first marketing course and on using *P.L.U.S.*
- descriptions and overviews of all of the different teaching/learning materials that accompany *Essentials of Marketing* and make up *P.L.U.S.*
- answers for all end-of-chapter *Questions and Problems*.
- answers for all questions in *Computer-Aided Problems*.
- answers for all *Suggested Cases*.
- answers for all *Ethics Questions*.
- answers for all *Creating Marketing Plans* questions.
- suggestions for the *Connect Homework Exercises*.

This *Instructor's Manual* is available for download in digital form from the *Instructor's Resource CD* and at the *Instructor's Online Learning Center* ([www.mhhe.com/fourps](http://www.mhhe.com/fourps)). We have also prepared the entire manual as a single PDF file for easy printing.

## **INSTRUCTOR'S RESOURCE CD TO ACCOMPANY ESSENTIALS OF MARKETING** **by Perreault and Cannon**

The *Instructor's Resource CD* provides a comprehensive multimedia digital “archive” of all the *P.L.U.S.* teaching and learning materials for use with *Essentials of Marketing*. It provides, in one place, all of the computer materials that have been developed for *Essentials of Marketing*. For example, for each chapter there is a file for the *Interactive PowerPoint* lectures as well as a file for the *PowerPoint Archive* that includes all of the exhibits, ads, and photos from the text.

The *Instructor's Resource CD* features an easy-to-use graphical interface. You simply click on the materials you want to open or to copy to your computer.

The *Instructor's Resource CD* also includes digital versions of this *Instructor's Manual to Accompany Essentials of Marketing*, and the files for each chapter in the *Multimedia Lecture Support Guide*. It includes the installation procedure for the *EZ Test* exam generator software as well as the *PowerPoint Viewer* and other software that makes it easier to use any of the *Essentials of Marketing* materials.

## **MULTIMEDIA LECTURE SUPPORT GUIDE (2 VOLUME SET) TO ACCOMPANY ESSENTIALS OF MARKETING by Perreault and Cannon**

*Essentials of Marketing* has always been the market leader in providing innovative lecture/discussion support materials and choices. The comprehensive teaching resources provided with the *Multimedia Lecture Support Guide* makes it easier to prepare and present interesting and effective lectures (or class discussions). This guide has been created in easy-to-print (pre-formatted) Adobe PDF format; so if you would rather work with a “hard copy,” you can print out your own copy. This guide includes many different components, as highlighted below.

At the heart of the guide is the manual itself. The *Multimedia Lecture Support Manual* includes

- Chapter-by-chapter lecture outlines (in large typeface that make them easy-to-read), which include:
  - learning objectives for the chapter,
  - definitions of key terms from the text,
  - call-outs for slides in the *PowerPoint Archive*, with cross references (where appropriate) to exhibits in the text;
- Printouts of the chapter-by-chapter *lecture script pages* for use with the *Interactive PowerPoint lecture slides*
  - *PowerPoint lecture slides* (discussed in more detail below),
  - masters of student notes pages;
- Suggested ideas on using the color ads;
- Suggestions for using the YouTube PowerPoints; and
- Perspectives on teaching the material in each chapter, including ideas on how to tie the special highlighted teaching examples from the text into class discussion.

### **Interactive PowerPoint Lecture Slides and Lecture Scripts**

- The revised and updated *Essentials of Marketing Interactive PowerPoint Lecture Slides* are easy to set up, use, and modify – even at schools that normally require special “administrator rights” to load materials on a classroom computer. Each chapter features
- Innovative interactive classroom exercises, developed to work seamlessly within PowerPoint and accompanied by complete teaching notes. A variety of interactive exercises are included—many featuring graphs or numbers to illustrate the impact of marketing concepts;
- A complete, easy to follow and use lecture script for each slide show;
- Fully integrated, full-motion video advertisements (about 2 per chapter);
- A video clip from our longer videos – about 1 per chapter;
- Interesting photos and ads (different from those in the text) that illustrate key concepts and are fully integrated;
- Effective use of animation and builds, and about 35 slides per chapter;
- Slides with “Checking Your Knowledge” questions that can be used in class to keep students engaged and thinking. These can also be used with any of the popular class clicker systems and related software to get feedback on how students are doing with the material;
- A special design that both looks great and makes it easy to integrate other PowerPoint materials (like those detailed below) without worrying about shifts in format.

In addition to the PowerPoint lecture files, for each chapter we provide a large “archive” of supporting PowerPoint slides. You can easily mix and match these slides with the *Essentials of Marketing Interactive Lecture Slides* or with your own presentation materials. These *PowerPoint Archive* files include:

- Many of the exhibits, ads, and photos from the text, as well as many other useful graphics (such as “bullet point” discussion guides and conceptual organizers), all in the order in which they appear in or relate to the text;
- 76 PowerPoint slides of new print ads keyed to the text with chapter-by-chapter lecture suggestions;
- About 80 YouTube PowerPoint slides are provided – with the Notes section of each providing suggestions on how to integrate them into your class presentations.

## **BANK OF OBJECTIVE TEST QUESTIONS**

The test bank provides more than 6,000 objective test questions that have been specially prepared by the authors for use with the 14th edition of *Essentials of Marketing*. There are hundreds of brand new questions and many of the other multiple-choice questions have been revised and/or updated.

In the test bank, all of the questions are arranged in the same order as the material in the text. Each question is labeled with the exact learning objective and textbook section to which it pertains, making it easier to find particular questions and to ensure even coverage. Immediately below each T-F question, the correct answer is given. Similarly, with each M-C question, the correct alternative is identified. Each true-false and multiple-choice question is classified according to: (1) an AACSB classification code for skills and abilities (i.e., communication, ethics, analytic, technology, diversity, and reflective thinking), (2) the expected difficulty level (Easy, Medium, Hard), (3) the number of the relevant Learning Objective from the chapter, and (4) a Bloom’s Taxonomy code for cognitive processes (i.e., remember, understand, apply, analyze, evaluate, and create). This information is summarized below each question – making it easier to select the questions you want for a test.

The manual also provides suggestions on developing tests and ideas on grading – as well as answer form templates that make grading easier. More information about computer-based versions of the Bank of Objective Tests is briefly discussed below.

### ***EZ Test* software**

All of the questions from the *Bank of Objective Test Questions* are available in a computerized database to make it easy to assemble a final (ready-to-be-duplicated) version of a test using the new version of McGraw-Hill’s *EZ Test* software. This new version of *EZ Test* features a number of improvements, including the ability to output tests as a word-processing file. It has new features suggested by marketing faculty who gave us feedback in a special focus group on testing, so we think you’ll like it. Further, the installation procedure, which is available on the *Instructor’s CD to Accompany Essentials of Marketing*, makes it quick and easy to setup the software and database of questions on your own computer.

Below are just some of the features offered by the *EZ Test* software:

- Individual questions can be added to tests simply by double-clicking on them, or you may have *EZ Test* randomly select your test questions (the new self-test questions are “blocked” so that they will not be included on a test based on random selection). The instructor controls whether self-test questions are included or not.
- Instructors may edit current questions or enter new questions into the test bank with the use of the question editor.
- Instructors may filter questions by any available question characteristic (such as Difficulty, Question Type, Page, etc.) to quickly find exactly the questions they want to incorporate into the test.
- Instructions to students can be added to any location within a test.

- Answer Keys, including reference pages for correct answers, can be printed independently.
- Questions in the printed test can be scrambled to create many different versions and printed with the version number on each test page.
- A test can be output as a Word-processing format for easy editing. For example, an instructor might wish to include additional essay questions specific to a class lecture before printing the final test.
- Users can preview tests before printing them.

Additional description of these computerized approaches to test generating is provided in the *Bank of Objective Test Questions*. If you want more detail, you can contact your local sales representative or McGraw-Hill's technical support center at 1-800-338-3987.

## **TEACHING VIDEOS, VIDEO CASES, AND VIDEO CLIPS TO ACCOMPANY ESSENTIALS OF MARKETING by Perreault and Cannon**

For the 14th edition of *Essentials of Marketing*, we offer 31 custom-developed teaching videos. There are 8 *Video Cases* (with accompanying printed cases in the text). In addition, there are 23 *Teaching Videos* – including four bonus videos (averaging about 10-15 minutes each). All of the video resources are supported by a new *Instructor's Manual to Accompany the Essentials of Marketing Teaching Videos*; it is available as a download from the text's website. In addition, new to this edition we've also added two new types of short videos.

Judy Wilkinson (Youngstown State University) served as the Academic Coordinator for the complete video series and writes the *Video Instructor's Manual*. Post-production creative work was managed by Nick and Debra Childers in Louisville, KY.

Part III of this manual provides more information about all these video resources, including an overview of the individual segments. In addition, as noted below, there is a separate, complete *Instructor's Manual to Accompany Teaching Videos*. It provides a number of discussion questions (and suggested answers) as well as many other ideas about using the videos in class. Please note that it is available as a download from the text's website ([www.mhhe.com/fourps](http://www.mhhe.com/fourps)), but not on the *Instructor's Resource CD*.

### ***Instructor's Manual to Accompany Teaching Videos, Video Cases, and Video Clips***

This manual, which is available as a download from the text's website, provides the instructor with a complete set of ideas on using the *Teaching Videos* and *Video Cases*. The manual includes

- teaching ideas for each video;
- suggested questions for discussion;
- relevant references; and
- ideas for related student projects.

## **ESSENTIALS OF MARKETING “CARTRIDGES” FOR BLACKBOARD**

*Essentials of Marketing* is highly integrated with the *Blackboard* learning management system. There is a “cartridge” that can easily drop *Essentials of Marketing* supplements into your own Blackboard course. There is also integration between *Connect Marketing for Essentials of Marketing* (described below) and your Blackboard gradebook. For more information, talk to your McGraw-Hill sales rep.

## ONLINE RESOURCES TO ACCOMPANY ESSENTIALS OF MARKETING: 1) ONLINE LEARNING CENTER FOR STUDENTS, AND 2) CONNECT MARKETING WITH LEARNSMART

The online resources for students can be accessed in the following ways:

- 1) Through the free *Online Learning Center* (accessed through [www.mhhe.com/fourps](http://www.mhhe.com/fourps))
- 2) Via *Connect Marketing with LearnSmart* (free with new textbooks, a small charge for those without a new book) 3)
- 3) Through *Learn the 4 Ps* social media tools, which include a blog ([www.learnthe4ps.com](http://www.learnthe4ps.com)), Twitter feed ([www.twitter.com/learnthe4ps](http://www.twitter.com/learnthe4ps)), and Facebook page ([www.facebook.com/learnthe4ps](http://www.facebook.com/learnthe4ps)).

These online resources have the potential to significantly enhance the teaching and learning experience when utilized with *Essentials of Marketing*. The premium *Connect Marketing/LearnSmart* resources for students come free with the purchase of a new textbook, or they can be purchased separately. The table below provides an overview of these resources and indicates where each is located. A more detailed discussion of each follows.

	Online Learning Center (OLC)	Learn the 4 Ps	Connect Marketing with LearnSmart
<b>Description</b>	<i>Essentials of Marketing</i> site (free)	Blog, Twitter and Facebook sites (free)	Premium resources (Free with new book, or purchase)
<b>Availability</b>	<a href="http://www.mhhe.com/fourps">www.mhhe.com/fourps</a>	<a href="http://learnthe4ps.com">learnthe4ps.com</a>	Instructor sets up class-specific site
<b>Chapter Quizzes</b> – Multiple-choice questions per chapter 10 questions at the OLC, 20 more at Connect Marketing.	X		X
<b>Video Cases</b> – clips from video cases in the book – available for viewing on your computer or iPod.	X		X
<b>Marketing Plan Coach</b> - this online software tool helps students build marketing plans by drawing on concepts from <i>Essentials of Marketing</i> .	X		X
<b>Computer-Aided Problems (CAPs)</b> – easy-to-use spreadsheet software program works with exercises at the end of each chapter to develop analytical skills needed by today’s managers.	X		X
<b>Learn the 4 Ps</b> – Students can stay current with online articles, websites, podcasts, and videos delivered on a blog, Twitter and Facebook.		X	
<b>Connect Homework Exercises</b> – Homework exercises that are automatically graded and put in your gradebook.			X
<b>LearnSmart</b> – An adaptive learning system designed to help students learn faster, study more efficiently, and retain more knowledge.			X
<b>Practice Marketing.</b> Computer simulation offers students the opportunity to plan and implement the marketing strategy for a simulated product.			X
<b>Learning With Ads</b> – a great way to preview concepts from each chapter and see how they are applied in real print ads.			X

### **Self-Test Quizzes for Every Chapter in the Text**

The (free) Online Learning Center at the *Essentials of Marketing* website features a set of 10 multiple-choice questions keyed to each of the chapters in the text. A student selects an answer from those presented and gets immediate feedback. *Connect Marketing for Essentials of Marketing* includes an additional 20 multiple-choice questions. Plus, an instructor can draw from the *Essentials of Marketing* test bank to create more student practice quizzes. From our experience, students find the self-test quizzes particularly helpful in studying and reduce their apprehension if the class utilizes multiple-choice tests.

### **Full-Motion Video Clips Developed for the *Essentials of Marketing* Video Cases**

The *Online Learning Center* features a number of full-motion video clips for use with the eight video cases at the end of the text. All the student needs to do is “click” on the title of the clip and it displays on screen in a video window. The student can study the video cases and then view these video clips independently, or watch the clips first in preparation for a class discussion or written assignment. The *Essentials of Marketing Video Cases* are designed to span several topics covered in the text so that they can be used at various points throughout the course.

The *Essentials of Marketing Video Clips* complement the printed versions of the video cases that appear in the text and are extracts from the complete video case materials (about 15 minutes per case). The video clips are provided to instructors by the publisher.

### **Marketing Plan Coach**

Available at the *Online Learning Center*, the *Marketing Plan Coach* is an important innovation for the first marketing course. The basic concept is that this software makes it easy for a student – or a marketing manager – to put together a marketing plan. The plan is based on the text’s strategy planning framework and it is linked to a database of relevant supporting concepts and ideas from the text. It also includes a sample marketing plan to give students a hands-on feel for what a plan looks like, and exercises at the end of each chapter provide a simple way to get students thinking about marketing planning. We developed the Coach, the sample plan, and the end-of-chapter assignments specifically to go with *Essentials of Marketing* – and to be at the right level for students in the first marketing course. Any student who has surfed the web will find the interface familiar—and that makes it easy for students to take advantage of its power.

The *Marketing Plan Coach* offers students a unique tool for integrating information and developing more effective marketing plans – whether for case studies in class, for group projects, or for later use in the business world.

### **Computer-Aided Problems (CAPs)**

Our innovative spreadsheet software drives the Computer-Aided Problems, which are available at the *Online Learning Center*. This is a professional-quality spreadsheet program designed by the authors. The 18 computer-aided problems featured in the text and in the spreadsheets were developed by the authors to deepen student understanding of important topics and concepts covered in *Essentials of Marketing*. The software makes it easy for students to prepare assignments based on the *Computer-Aided Problems*—and easy for instructors to follow what the student has done. Specifically, after a student has prepared a spreadsheet, or “what if” analysis, to see how a change in assumptions about a value affects other outcomes, the student can type in his or her answer to the assigned questions and print the annotated analysis (or save the file so that it can be printed later). This feature is especially helpful for instructors who teach a distance learning course or want assignments to be emailed to a grader or uploaded to a course website.



There is a separate suggested problem (a short caselet) at the end of each of the first 18 chapters in the text. Each problem description concludes with questions for the student to answer – using the spreadsheet software.

Answers to all of the questions – along with discussion suggestions and copies of all of the relevant spreadsheets – are provided in Part IV of this manual (along with answers to all the other chapter-by-chapter assignment materials).

The software has been designed – and extensively tested and refined – so it will be easy for students to use. It provides clear online directions. While students usually don't need them, the text also provides a complete set of printed instructions on using the software.

### **Learn the 4 Ps blog, Facebook page, and Twitter feed**

We provide a blog, a Twitter feed, and a Facebook page to give students alternative channels to access useful resources. These resources come in the form of links to articles, podcasts, and videos. The blog and Facebook page allow students to comment on these posts as they see fit – or as you might assign.

Check out these resources:

- Find the *Learn the 4 Ps* blog at [www.learnthe4ps.com](http://www.learnthe4ps.com),
- There is also a Twitter feed for *Learn the 4 Ps*,
- The *Learn the 4 Ps* Facebook page at [www.facebook.com/learnthe4ps](http://www.facebook.com/learnthe4ps)

We encourage our students to use these resources and offer them extra credit at the end of the semester when they turn in a “one-pager” that documents how and where they got interactive with the content. We suggest they simply cut and paste their comments on the blog or Facebook page into a Word document they continually update over the course of the semester. The next generation of business professionals will need to stay current – and students should get used to using and interacting with relevant blogs and newsfeeds. We are very open to suggestions for other ways to utilize these social media channels – send us an e-mail, give us a call, or post your suggestions at the instructor blog – *Teach the 4 Ps* ([www.teachthe4ps.com](http://www.teachthe4ps.com)).

All posts to *Learn the 4 Ps* (for students) first appear on *Teach the 4 Ps* (for instructors). In fact, many of the posts on *Teach the 4 Ps* do not appear on *Learn the 4 Ps*, allowing the instructor access to interesting examples the students have not already seen at *Learn the 4 Ps*.

### **Connect Homework Assignments**

*Connect Marketing* offers an exciting innovation to our supplement package. *Connect Marketing* now comes with *LearnSmart*, the adaptive learning system designed to help students learn faster, study more efficiently, and retain more knowledge for greater success.

*Connect Marketing for Essentials of Marketing* includes a web-based assignment and assessment platform that enriches the learning experience for your students. We have created about 80 interactive exercises. These exercises go beyond basic recall and create highly engaging interactive content that assesses student performance on key course objectives.

*Connect Marketing* works for students. It helps students connect the marketing dots – in a fun and interactive way. The exercises are not busy work; they are designed to stimulate critical thinking and reinforce key concepts from each chapter. All assignments can be instantly graded (you decide when students get feedback) – so students know right away what they understand and what they don't.

*Connect Marketing* works for instructors. It fits right in with the teaching and learning package you have become accustomed to with this text by giving you even more options for teaching your students your way. While many instructors want to give application and understanding-oriented homework assignments

to their students, giving timely student feedback is time-consuming and often impractical. With *Connect Marketing*, assignments are automatically graded – with grades dropped right into your *Connect* grade book. Plus, with dozens of exercises to choose from, the instructor has options and control. All assignments are tied to AACSB Assurance of Learning knowledge standards and Bloom’s Taxonomy guidelines.

You can also easily create your own exercises and online quizzes – with capabilities for them to be automatically graded. You pull questions right from the *Essentials of Marketing* test bank (linked to *EZ Test*), create your own quiz, offer it via *Connect* to your students, and set up all the policies for the quiz.

The whole system is integrated with our *Essentials of Marketing* eBook – we link the practice questions directly with the corresponding material in the text book.

Check the *Essentials of Marketing Online Learning Center* ([www.mhhe.com/fourps](http://www.mhhe.com/fourps)) for more information on *Connect Marketing* exercises.

### ***LearnSmart for Essentials of Marketing***

*LearnSmart* follows from McGraw-Hill Higher Education’s leadership in developing adaptive learning technology. *LearnSmart* provides students with a personalized learning path based on how each responds to questions (right or wrong), as well as how confident they feel about the answers they provide. Questions come in a variety of formats (matching, multiple choice (some with multiple answers), fill-in-the-blank, and more). The program also encourages retention of the material by identifying concepts that students are likely to forget, and directing them back to portions of the e-book to help them solidify concepts. If your students are up for some friendly competition, the instructor can allow their scores to be compared with others in the class or the country at large. This approach often helps motivate students and gives them feedback to see where they stand.

Instructors can see how their students are performing. Wouldn’t it be great to go into class knowing which part of the chapter appears to be causing students the most trouble? If your students complete *LearnSmart* before class, you can gather this information. The “back-end” also provides instructors with information about how much time each student spends with *LearnSmart* and their performance level. This can be helpful in providing diagnostic feedback to students looking to perform better on exams.

### ***Practice Marketing simulation***

We are excited to offer a brand new computer simulation—*Practice Marketing*. The simulation allows students to assume the role of a marketing manager in a simulated market. Students utilize the entire marketing strategy planning process to sell backpacks. The simulation can be used by students individually or in teams. For more information, see <http://mhpractice.com>.

### ***Learning with Ads - Slide Show of Print Ads That Illustrate Concepts from Each Chapter***

The *Connect Marketing Library* features a database of digital images from print ads selected and annotated by the authors to illustrate concepts developed throughout the text. There are about 75 different ads, and many of them are used to illustrate different points in different chapters. Thus, as a student learns more about marketing, they realize that there are more concepts implicit or explicit in the design of the various promotions that marketers develop.

The ads represent a broad spectrum of marketing situations – profit and nonprofit organizations; goods and services; high-tech products; established, mature products; consumer ads and ads targeted at business-to-business customers; domestic and international communications; and more.

## **BLOG & TWITTER FEED FOR INSTRUCTORS - TEACH THE 4 Ps**

We have developed the *Teach the 4 Ps* blog ([www.teachthe4ps.com](http://www.teachthe4ps.com)) to help instructors of the introductory marketing course with up-to-date examples, teaching tips, and ideas for student assignments. We make several blog posts a month year-round – with links to recent articles, videos, podcasts, teaching tips, and more.. The handy lists of “Categories,” “Tags,” and “Search” allow you to find the most recent posts on the topic you are teaching tomorrow (or today!). At the blog you can link to an RSS feed – or sign up to follow us on Twitter.

## **ESSENTIALS OF MARKETING WEBSITE**

The *Essentials of Marketing website* on the Internet provides both instructors and their students with important and up-to-date online resources for the marketing course.

The *Essentials of Marketing website* address is: <http://www.mhhe.com/fourps>

It may help you to remember this address knowing that “mhhe” stands for “McGraw-Hill Higher Education.” We hope that the “four Ps” part will be easy to remember!

The website is basically divided into sections: one section is limited to instructors and the other is mainly for students. However, some material, including the new short video clips from the *Bloomberg Business Week* and NBC archives, are available on both “sides” of the website.

The website will have a host of other features, including

- downloads of instructor materials and software products;
- links to information about current events related to marketing;
- information about marketing careers;
- self-test questions;
- learning objectives; and
- Internet exercises.

Please note that updates about the two Internet exercises found in each chapter of the *Essentials of Marketing* text will be provided at the website. Because web addresses are subject to change, we will try to keep this information as up-to-date and reliable as possible.

In all stages of producing *Essentials of Marketing* and the whole package, we work hard to provide the highest quality possible. On the other hand, there are often questions that arise after the fact that we didn't anticipate. And there are ways for errors to occur, given the large set of data and materials being manipulated (at any stage of writing or production). So, we will also take advantage of the website to keep you up-to-date with answers to frequently asked questions and info on any “errata” or problems that may be identified after publication. Please help us and help your colleagues in the marketing discipline by letting us know if you encounter a problem of some sort.



### **Part III:**

## **Ideas about teaching the first marketing course**

### **INTRODUCTION**

This part of the manual provides a number of ideas about teaching introductory marketing – including some ideas about the possibilities open to you with different elements of *P.L.U.S.*

There are 18 major sections in this part of the manual. As an overview, these sections are listed below:

- Section 1: Comments on approaches to teaching beginning marketing.
- Section 2: Suggestions for writing course objectives.
- Section 3: Suggestions for the pace and coverage of courses with various lengths.
- Section 4: Comments on online resources for students: *Online Learning Center*, *Connect Marketing with LearnSmart*, and *Learn the 4 Ps* social media tools.
- Section 5: Comments on the *Connect Homework Exercises*, *LearnSmart*, and *Practice Marketing*
- Section 6: Comments on the *Marketing Plan Coach*.
- Section 7: Comments on the *Computer-Aided Problems*.
- Section 8: Comments on the *Internet Exercises*.
- Section 9: Comments on the *Ethics Questions*.
- Section 10: Comments on the end-of-chapter *Questions and Problems*.
- Section 11: Comments on the *Suggested Cases and Video Cases*.
- Section 12: Comments on *EZ Test* and *Essentials of Marketing's Bank of Objective Test Questions*
- Section 13: Comments on the *Multimedia Lecture Support Guide*, *Interactive PowerPoint Lecture Slides*, *Print Ads*, *PowerPoint Archives*, and *YouTube PowerPoints*.
- Section 14: Comments on the *Instructor's Resource CD to Accompany Essentials of Marketing*.
- Section 15: Comments on the *Teaching Videos* and *Video Clips*.
- Section 16: Comments on creating a website for your course.
- Section 17: Ideas for student projects.
- Section 18: Feedback to the authors.

## **1. COMMENTS ON APPROACHES TO TEACHING BEGINNING MARKETING**

### ***Essentials of Marketing and P.L.U.S. Support Many Approaches***

The preface to *Essentials of Marketing* exposes many of the authors' preferences and priorities for the beginning marketing course. Certainly there are many ways to teach this course – and we have worked to develop a complete set of materials that will support many different teaching needs. The "best" approach depends upon the instructor and his or her objectives. We firmly believe that *any* teaching approach can be used effectively as long as the instructor really believes that he or she has something to teach – and that it is important for students taking the course. As is clear throughout the text, the authors firmly believe in the importance of marketing – and a strong effort is made to impress its importance upon students.

The major differences among various teaching approaches are:

- the kind and extent of student participation (including whether the course is a traditional in-class offering or a distance learning course), and
- the extent to which the course incorporates or uses computer-based technologies, multimedia materials, or both.

*Essentials of Marketing* provides extensive support for whatever approach meets the objectives set by the instructor. Many of the student materials can be used either independently for self-study or as the basis for class assignments (and discussions). All of the instructor-support materials are available in both “hard copy” and digital formats. (For a more comprehensive discussion of the digital materials available, see the *Multimedia Lecture Support Guide*.)

The authors think that it is desirable to get students really involved in the course. Otherwise, material may be “poured in” during lectures and then “poured out” at examination time – but without as much active learning taking place as is desirable. This involvement can be achieved in a variety of ways:

- (1) The “self-help” parts of the *Essentials of Marketing Online Learning Center* website can be assigned to involve the student *without* committing the instructor to additional time – either in or out of class. For example, the self-test quizzes on the *Online Learning Center* website can stand alone – with answers and text page numbers provided. These can be a great resource, especially in larger classes where stimulating in-class involvement may be more of a challenge.
- (2) The *Marketing Plan Coach* (available at the *Essentials of Marketing Online Learning Center* website) can be used to help review and integrate readings from the course – or to help students analyze a firm’s current marketing strategy or develop a new marketing plan.
- (3) The *Computer-Aided Problems* (at the *Essentials of Marketing Online Learning Center* website) help students develop a better understanding of important topics in the text – and give them hands-on practice in using spreadsheet analysis to help solve marketing problems. The questions for these problems can be the basis for effective classroom discussions.
- (4) The chapter opening examples and the special highlighted teaching cases (there is one in each chapter of the text) can serve as the basis for some motivating class discussions. The *Multimedia Lecture Support Guide* provides ideas about possible topics for class discussion and additional background information for these cases.
- (5) The two *Internet Exercises* in each chapter of the text provide students with a great opportunity to see how marketing concepts are being applied on the Internet and serve as an excellent basis for in-class discussions (or, at schools with support for classroom technology, live demonstrations). Be sure to check these assignments before using them – websites are often updated and you may want to adapt the assignment to any changes before assigning it in class. We have found that the overwhelming majority of our exercises are robust to changes.
- (6) The *Ethics Question* integrated into each chapter provides an excellent basis for student discussion and debate. For many of these questions there is not a simple “correct” answer, so different students are likely to have different opinions—which helps to make even a short discussion interesting.
- (7) Discussion of the *Questions and Problems* at the end of each chapter can be fruitful.
- (8) Class discussion of the *Suggested Cases* available at the end of the text can be engaging. There are 36 traditional cases to offer choices. In addition, there are 8 *Video Cases* that are accompanied by 15-minute video segments. Any of these can help to stimulate discussion and bring the concepts to life. Case discussion – perhaps supplemented with use of the *Marketing Plan Coach* (available at the *Essentials of Marketing Online Learning Center* website) and/or coupled with preparation of a written case analysis – can be very useful.
- (9) The *Practice Marketing* simulation involves students in the excitement of making marketing decisions in a dynamic, competitive situation. Students are more motivated to learn from the class because they have an immediate application of the ideas – in their next marketing plan. Each student can run his or her own firm. Or, if you wish, the simulation is a good way to get students involved in a team – which also means a team-learning experience. Teams are an especially good

way to get involvement when the in-class activity is primarily focused on a large lecture section. Competition and peer pressure are great motivators!

- (10) The interactive exercises (including the graphical exercises) in the *Interactive PowerPoint Lecture Slides* provide an interesting, high-involvement basis for in-class discussion and lectures. With or without the interactive exercises, many of the lectures include a number of suggested discussion question slides. Lectures can be used in combination with the videos, materials from the *Instructor's Resource CD*, or the *Multimedia Lecture Support Guide*, or any of the other materials noted earlier to bring variety and interest to class sessions.
- (11) The *PowerPoint slides of color ads* provided with the *Multimedia Lecture Support Guide* can be used as a stimulus to class discussion. The *Essentials of Marketing Online Learning Center* website also features electronic slide shows of annotated ads that illustrate concepts in each chapter of the text. The ads at the *Essentials of Marketing Online Learning Center* website are different from the ones in the instructor materials.
- (12) The *Teaching Videos* can be the opener for a high-involvement class discussion.
- (13) In the endnotes for each chapter, a variety of references to additional "classic" and current readings on the key text topics are included. We provide a much more extensive set of references than is available with any other text. Thus, these can be used to direct additional library reading on selected topics, or to get students started on term paper projects.

The various aids are offered to help you motivate and involve your students in studying marketing. If you can get them involved in investigating and organizing the material, they will really start thinking for themselves – and begin to draw useful conclusions. In this sense, marketing can be the very best course a student has – one that develops the student's ability to think, analyze, and express thoughts – along with the added feature that the subject material has practical application in the "real world." Think about picking a "portfolio" of the items that you like the best. Students will benefit from being stimulated in a variety of ways, and for today's Facebook generation of students the variety can help build relevant interest in the topic.

Of course, lectures are an important part of many courses, and the ideas found in the *Multimedia Lecture Support Guide* (along with the *Interactive PowerPoint Lecture Slides and PowerPoint Archive*) are important resources for easily preparing interesting lectures that go beyond what students read in the text. Busy instructors will appreciate the lecture scripts and the ready to use *Interactive PowerPoint Lecture Slide Shows*. The PowerPoint resources provided on the *Instructor CD* make it easy to use a full multimedia presentation without a lot of preparation.

The *Teaching Videos and Video Cases* can also add dimension here. They are consistent with the text – but they go into more depth on selected topics. In addition, they deal with products, ads, and organizations that are part of the students' everyday lives. The *Essentials of Marketing* website also features links to the Internet websites of many of the companies featured in the videos. All of these materials can save the instructor time and make the lecture part of the course stimulating and involving.

Regardless of the specific approach you select for your course, students will want to know what you have planned and what is expected of them. The following sections share some ideas on these topics. Perhaps some of them will be helpful to you as you plan your course.

### ***It Helps to Remind Students about the Structure of Your Course***

*Essentials of Marketing* was written so that there is a logical progression of topics from the beginning to the end. If you assign chapters in the order in which they appear in the text, you will probably not need a specific explanation of the logic behind this structure for your students. The ideas build logically on the 4 Ps framework introduced in Chapter 2 and the integrative framework for the marketing strategy planning process introduced in Chapter 2 (see Exhibit 2-9). Moreover, with this edition we have added a series of chapter-opening exhibits that highlight how a chapter fits with other related chapters and the course as a whole. Even with this structure clearly presented, some students may benefit from an occasional refresher. An instructor may wish to occasionally remind students of the overall structure – and why the next topic *is* next. One simple and useful approach here is to reuse Exhibit 2-9 from the text (it is available in the PowerPoint archive for Chapter 2) to reinforce where the topics of the day fit within the whole course.

The chapters of the text fall into three broad groupings. The first seven chapters introduce marketing and a broad view of the marketing strategy planning process. They cover topics such as segmentation, differentiation, the market environment, and buyer behavior, as well as how marketing information systems and research provide information about these forces to improve marketing decisions. The next 10 chapters go into the details of planning the four Ps, with specific attention to the key strategy decisions (and what influences them) in each area. Then, in Chapter 18 we conclude the coverage with an assessment of marketing's challenges and opportunities.

The first chapter deals with the important role of marketing—focusing on how a marketing orientation guides a business or nonprofit organization in the process of providing superior value to customers. It also covers the role of macro-marketing and how a market-directed economy shapes choices and quality of life for consumers.

Chapter 2 builds on these ideas with a focus on the marketing strategy planning process and why it involves narrowing down to selection of a specific target market and blending the four Ps into a marketing mix to meet the needs of those customers. With that foundation in place, the chapter introduces an integrative model of the marketing strategy planning process that serves as an organizing framework for the rest of the text.

Chapter 3 alerts students to the importance of evaluating opportunities in the external environments affecting marketing. As part of the cultural and social environment, this chapter introduces the demographic dimensions of the global consumer market and provides up-to-date coverage on important geodemographic trends. Chapter 3 also highlights the critical role of screening criteria in narrowing down from possible opportunities to those that the firm will pursue.

Chapter 4 shows how analysis of the market and external market environment relate to segmentation and differentiation decisions as well as the criteria for narrowing down to a specific target market and marketing mix.

You have to understand customers to understand marketing, segment markets, and satisfy target market needs. So the next two chapters take a closer look at *customers*. Chapter 5 studies the behavioral aspects of the final consumer market. Chapter 6 looks at how business and organizational customers – like manufacturers, channel members, and government purchasers – are using e-commerce and how they are similar to and different from final consumers.

Chapter 7 is a contemporary view of getting information—through “big data,” marketing information systems and marketing research – for marketing management planning. This chapter includes discussion of how information technology—ranging from intranets and speedy collection of market research data—is transforming the marketing manager's job. This sets the stage for discussions in later chapters about how research and marketing information improve each area of marketing strategy planning.



The next group of chapters – Chapters 8 to 17 – is concerned with developing a marketing mix out of the four Ps: Product, Place (involving channels of distribution, logistics, and distribution customer service), Promotion, and Price. These chapters are concerned with developing the "right" Product and making it available at the "right" Place with the "right" Promotion and the "right" Price to satisfy target customers and still meet the objectives of the business. These chapters are presented in an integrated, analytical way—as part of the overall framework for the marketing strategy planning process – so students' thinking about planning marketing strategies develops logically.

Chapters 8 and 9 focus on product planning for goods and services as well as new-product development and the different strategy decisions that are required at different stages of the product life cycle. We emphasize the value of innovation and developing really new products that propel a firm to competitive advantage and long-run profitable growth. Chapter 9 also details how quality management approaches can improve products and implementation, including implementation of better customer service.

Chapters 10 through 12 focus on Place. Chapter 10 introduces decisions a manager must make about using direct distribution (for example, selling from the firm's own website) or indirect distribution (working with other firms in a channel of distribution). We put special emphasis on the need for channel members to cooperate and coordinate to better meet the needs of customers. Chapter 11 focuses on the fast-changing arena of logistics and the strides that firms are making in using e-commerce to reduce the costs of storing and transporting products while improving the distribution service they provide customers. Chapter 12 provides a clear picture of retailers, wholesalers, and their strategy planning—including exchanges taking place via the Internet. This composite chapter helps students see why the big changes taking place in retailing are reshaping the channel systems for many consumer products.

Chapters 13 to 15 deal with Promotion. These chapters build on the concepts of integrated marketing communications, direct-response promotion, and customer-initiated digital communication, which are introduced in Chapter 13. Then, Chapter 14 deals with the role of personal selling, customer service, and sales technology in the promotion blend. Chapter 15 covers advertising, publicity, and sales promotion, including the ways that managers are taking advantage of the Internet and other highly targeted media to communicate more effectively and efficiently.

Chapters 16 and 17 examine Price. Chapter 16 focuses on pricing objectives and policies, including use of information technology to implement flexible pricing, pricing in the channel, and the use of discounts, allowances, and other variations from a list price. Chapter 17 covers cost-oriented and demand-oriented pricing approaches and how they fit in today's competitive environments. The careful coverage of marketing costs helps equip students to deal with the cost-conscious firms they will join.

The final chapter considers how efficient the marketing process is. Here we evaluate the effectiveness of both micro-and macro-marketing – and we consider the competitive, technological, ethical, and social challenges facing marketing managers now and in the future. Chapter 218 also reinforces the integrative nature of marketing management and reviews the marketing strategy planning process that leads to creative marketing plans and programs.

After this chapter, three appendixes are included to aid student learning. Appendix A explains some of the economist's tools including demand and supply curves, elasticity and inelasticity of demand and supply, and competitive market situations. Appendix B discusses some of the accountant's tools including operating statements, operating ratios, stockturn rates, markups, markdowns, and ROI and ROA. Appendix B also includes forecasting. Then, the student might want to look at Appendix C – which is about career opportunities in marketing and getting career information on the Internet.

Great care has been taken in writing so that the chapters can be reorganized in a number of different sequences – to meet different needs. For example, some professors prefer to cover marketing research after covering the marketing mix chapters, and this reordering should cause students no problem. Similarly, some professors prefer to cover Price topics (Chapters 16 and 17) immediately after introducing Product concepts (Chapters 8 and 9), or to save the Place chapters until other marketing mix decisions

have been covered. Some faculty elect to cover the Promotion chapters last, mainly because many students are interested in promotion so they end the course on a high note. *Essentials of Marketing* is carefully written to be flexible in this regard – so changes in order can be made quite readily.

As a general suggestion, instructors who assign chapters in an order that differs from the text order should consider explaining to students briefly but explicitly the logic for the selected structure. The instructor who sees the "big picture" can have very good reasons for selecting a particular order, but students going through the material for the first time may wonder what the special value of the structure might be. They may not realize that *Essentials of Marketing* was prepared so that an instructor would have such flexibility.

### ***Students Often Appreciate a Written Course Overview***

Most of us like to have some idea of what is expected of us, and usually students in the beginning marketing course do, too. A written course overview (syllabus) posted on a website or handed out at the beginning of the term – along with a schedule of assignments and dates when they are due – can often play an important role in clarifying what the instructor expects of students, and what the students can expect from the instructor. *And if there is some problem during the course, the overview can be consulted as a "fair" source for resolving questions* – without a student feeling that he or she has been singled out by the instructor.

Many instructors make their course overview available on the school's computer network and/or on a website, perhaps a website that is handled with *Blackboard* or one of the other course management systems being used at many colleges.

A written course overview might include some or all of the following:

1. Instructor's name, office location, and office hours (and instructor or website address, if applicable).
2. How students can get a message to the instructor, if necessary (email address and/or telephone number).
3. Instructor's grading policy, including:
  - a. which aspects of course performance will be evaluated;
  - b. how final grade will be determined;
  - c. instructor's policy for dealing with "late" assignments, missed tests, and the like;
  - d. procedure, if any, for reconsideration or change of an assigned grade;
  - e. types of tests and exams.
4. Policy concerning class attendance and expectations concerning in-class participation, questions, and the like.
5. Special requirements or specifications (i.e., page limits on term papers, bluebooks needed for exams, etc.).
6. What work for the course may be done with another person, and what must be done independently, along with any information concerning the school's honor system.
7. Key dates (last day to drop or add the course, due date for term paper topic, test and exam dates, etc.).
8. Information (title, authors, date, publisher) about assigned and optional course text and materials.
9. Statement of what instructor wants course to do for students (special skills to be enhanced, career preparation, and the like; also see following section on writing course objectives).

10. Outline of assignments and due dates.

Many students view a well thought-out course overview as a sign that the instructor takes the course seriously – and they in turn take it seriously. A good course overview often can be a worthwhile front-end investment that helps to keep a course on track – and the investment can pay off again because such an overview usually can be adapted or modified for similar teaching situations in the future with relatively little effort. For illustrative purposes, we are including a **sample copy of a course overview** used by one of the authors in a recent semester. Of course, our intent here is not to suggest that the policies reflected in this overview would be right for anyone else – but rather to simply share some ideas about how topics might be addressed.

In the list above, reference was made to a statement of objectives for the course and to the outline of course assignments. Both these topics can require a lot of time and thought – especially the first time they are developed for a course. The next two sections (following the sample course overview) provide information that makes effective preparation of course objectives and outlines faster and more convenient.

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## Sample Course Overview

Professor William D. Perreault, Jr.  
4526 McColl Building; phone: 919-962-3171  
email: Bill\_Perreault@unc.edu  
Kenan-Flagler Business School  
University of North Carolina - Chapel Hill  
Intranet website address: \courses\Busi-406

### PRINCIPLES OF MARKETING

(Busi 406, 9:30-10:45 MW)

"Marketing requires separate work, and a distinct set of activities. But, it is a central dimension of the entire business. It is the whole business seen from the point of its final result, that is, from the customer's point of view. Concern and responsibility for marketing must permeate all areas of the enterprise."

Peter Drucker, *Management*

### COURSE OBJECTIVES

This course provides a decision-oriented overview of marketing management in modern organizations. The most basic objectives of the course are to provide you with a broad introduction to marketing concepts, the role of marketing in society and in the firm, and the various factors that influence marketing decision-making. Like other introductory survey courses, you will be exposed to and expected to learn the "language of marketing" (that is, terms, concepts, and frameworks) used by practicing marketing managers. However, it is also expected that by the end of the course you will have a solid understanding of the major decision areas under marketing responsibility, the basic interrelationships of those decision areas, and an appreciation of *how to apply* key frameworks and tools for analyzing customers, competition, and marketing strengths and weaknesses. In combination, then, the course should help you to develop insight about creative selection of target markets and blending decisions related to product, price, promotion, and place (i.e., the marketing mix) to meet the needs of a target market.

These objectives can only be achieved through a joint effort: I will work to stimulate your interest and learning in these areas, but you will be expected to display initiative and a program of self-study as well. In that sense, a complementary objective of the course is to provide you with an environment that will encourage and reward your own intellectual effort, while simultaneously maintaining rigorous standards that identify those who are motivated to pursue excellence in their own educational preparation for a business career.

### OFFICE HOURS AND CONFERENCES

I look forward to the opportunity to get to know you during the term. I will be glad to talk with you about any aspect of the course – or for that matter anything that is on your mind. Please let me know if I can be of help. My office is 4526 McColl. I will hold regular office hours (reserved specifically for this class) and be available to you for conferences from 10:00-11:00 on Monday and Wednesday and from 8:00-8:50 on Tuesdays and Fridays. You do not need an appointment to drop by during regular office hours, but if you would like to reserve a specific appointment time in advance that's fine with me. I will also be glad to talk with you before or after classes as our schedules permit. If you have a conflict during my scheduled office hours, I will also be pleased to make an appointment to see you at a time that is more convenient for you. I will be in my office and available much of the time outside of my scheduled office hours...and I am glad to have you just drop by my office whenever it's convenient for you. However, I do have other courses, committee responsibilities, etc. and so the best way to be certain that we'll have a chance to talk is for you to let me know you're coming.

My office phone number is 962-3171, my cell phone is 919-619-2436, and my email address is Bill\_Perreault@UNC.edu. Please feel free to call or send me an email if you have a question and it is more convenient than dropping by. Please leave a message (including a number where I can return your call) on the phone mail system if you call and I am not in. If a situation arises where you can't reach me and leaving a message is not adequate, please call the administrative assistant for the marketing faculty at 962-3199.

## PREREQUISITES

Busi 406 is designed for students who are majors or minors in Business Administration and who have successfully completed the prerequisite courses outlined in the catalog. Assignments and class discussions will assume that you have a working knowledge of the material from these background courses. More generally, after the semester starts the program office will drop from the course anyone who has not met these requirements (unless you have obtained special permission to register for the course). I don't want anyone to face those complications after it is too late to do anything about it – so please be certain that you have met the requirements set forth by the policies of the School if you are registered for this course! I will consider waiving the prerequisites when there are logical reasons to do so. However, students who have not had the required courses usually have some catch up work to do.

## TEXTBOOK

Your basic readings for this course will be from *Essentials of Marketing*, 14th edition, by Bill Perreault, Joseph P. Cannon, and E. Jerome McCarthy (published by McGraw-Hill/Irwin, Burr Ridge, Illinois).

## COURSE FORMAT

Your time during the course will be allocated among a set of interrelated activities:

- \* independent reading and preparation for tests
- \* lectures, class discussions, and guest speakers
- \* independent preparation of daily assignments
- \* class discussion of readings and assignments, including cases.

The specific assignments for each class session are in a course schedule at the end of the syllabus.

## GRADES AND WHAT'S EXPECTED

Course grades will be based on a weighted composite of performance evaluations in several areas:

1.	1st test	20%
2.	2nd test	20%
3.	Daily Assignments (and class participation):	10%
4.	Connect Marketing Homework	15%
5.	Objective portion of final exam:	25%
6.	Essay portion of final exam:	10%

Because your grade will be based on a number of different elements, your success in the course does not hinge on any single outcome. However, your independent reading and study of your text assignments is a core element of the course and thus it will be a basic contributor to how well you do.

### Tests and Final Exam

The tests during the term and about two-thirds of the final exam are based on a modified objective-test format. The tests will consist of multiple-choice questions presented in a test booklet. You will be asked to pick the best answer from among those presented and mark your answer on an answer sheet. However, if you think that a question is ambiguous or that more than one answer is appropriate (for example, the answer depends on some unstated assumption), you will have the opportunity to write out a brief explanation (defense) of your logic and your answer. You will be given credit if your explanation reveals that you understand the issues involved. (Note: there is not a requirement to write explanations – and most students find that they are not necessary.)

The tests during the term will involve about 50 questions each, and they will sample about evenly from both the general concepts and the details presented in the text and in class. (I will include some questions from the self-test questions available at the Essentials of Marketing Online Learning Center website, so that's one way to prepare and get a feel for the type of questions you'll see on the tests. Please bring a few good number 2 pencils (and a good eraser) to the test session; I'll provide you with the answer sheets and a place to write any explanations you might want to offer.

The objective portion of the final exam will be like the midterms, but it will be cumulative and will involve about 90 questions. The final exam will not include any "repeat" questions asked on one of the earlier tests. The final exam will also include a discussion question, probably based on a short case – so please bring a bluebook with you to the final exam.

You should recognize from the very beginning that there is much more material in your reading assignments, cases, and related exercises than is possible to cover, repeat, and develop in detail in class. Lectures and class discussions will only touch on some of the most important issues. Thus, although tests tend to place somewhat more emphasis on topics that are covered in both the text and in class, the focus of the two tests and the *objective* portion of the final is on the core material from your reading. Class lectures and related assignments will be directly relevant to your understanding of the material and other aspects of your performance, but the exams will go into depth on what you have been assigned to read.

Note that the discussion portion of the final exam will be 10 percent of the course grade – and about a third of the final exam grade. The discussion portion of the exam will not simply ask you to recite/rehash a particular idea or concept developed in your reading or a specific class discussion, but will require that you demonstrate an ability to analyze a situation, determine relevant issues, and integrate a set of ideas. That is what you are expected to do with the case assignments we will be covering throughout the course. Thus, that work on those assignments will be particularly important in developing skills relevant to this portion of the exam.

Please keep in mind that being prepared and present for the tests is your responsibility. The tests are on the schedule and I urge you to mark them on your calendar now. Missing a scheduled test without prior permission will result in a zero for that test.

I return graded tests and discuss them in class as quickly as possible – usually the period after they are given. I do a comprehensive analysis of the responses to the test before handing them back, so in class I typically focus primarily on questions and review issues that proved to be more difficult. I take up the test booklets at the end of the discussion. However, you are welcome to come by at any point to review your test in more detail if you wish – and I will be pleased to go over your test with you personally if you have questions or concerns that are not discussed in the class review of the exam.

### **Daily Assignments (and Class Participation)**

Most class sessions will follow a lecture/discussion format. Lectures will be related to the assigned readings – and devoted to presentation and discussion of concepts, frameworks, and techniques useful for assessing marketing opportunities and developing marketing programs.

But, some of the time in most class periods will be devoted specifically to discussion of the assignment material – assigned questions, exercises, computer-aided problems, and short cases. The assignment sheet outlines the specifics of the daily assignments. In most cases, these do not require a heavy time commitment. But, preparation is important.

Some of the assignments involve a brief set of written notes. For example, the exercise sheets I distribute with the syllabus have space for you to write your answers right under the questions. When I assign a case, I expect you to prepare a page of notes that reflect your thinking and key ideas about the case. This need not be in narrative form if you find it more comfortable to create an outline of bullet points or a summary table of points, etc. However, I'd like these notes to reflect your thinking/conclusions, and not be just a summary of the "facts" presented in the case. We will typically discuss a portion of all of the assignment material in class – so you will have instant feedback on your thinking. I will collect the written work from the daily assignments on an intermittent basis. I check the daily work to see if you are doing the assignment, and I keep a record. However, this is basically a "check-off" type grading system and I focus primarily on whether you have put a reasonable effort into it more so than on being picky about the precision of a particular answer. Because that is the nature of the evaluation, and because we will have discussed the concepts in class, I may or may not return the papers from the daily work (and if I do it often will not be at the next class).

Attendance at every class is not mandatory – but class attendance is important and strongly encouraged. Class lecture and discussions will supplement test materials and will be included as an aspect of the tests. Further, you are responsible for everything that is discussed in class, taken up in class, or handed out in class. I will generally hand out material (including graded tests) only once. However, I do post copies of all course materials on the course Blackboard site.

If you miss a class, you do not need to provide me with an excuse. Further, I recognize that there are many other pressures (tests in other classes, etc.) and legitimate problems (sickness, etc.) that arise. Thus, you should not worry unduly if you miss one or two daily assignments. In fact, I drop the two lowest daily grades for each student because of just that sort of reason. So, you have some flexibility. But, overall, there needs to be a pattern of responsible involvement in the course and in your own learning experience.

The class provides an opportunity for you to develop abilities in communicating with others about your ideas and approaches for dealing with marketing management problems. This is important. After graduation you will spend much of your professional career doing just that – regardless of the specific career area you pursue. The potential of this opportunity is only fully realized if you make meaningful contributions to the course in class discussions and debate.

In general, prepared and constructive participation in class is expected. However, I try to weight it as a positive, not as a negative. In other words, effective contributions to class tend to help grades, not hurt them. I recognize that some students simply do not like to speak out in class – and that others are quick to take all the "air time" that is available. I don't want to penalize someone who in general is less inclined to talk in class. However, I do "cold call" and there is a difference between not being prepared to respond when called on and simply wishing to be less verbal. Students who show a pattern of not being prepared will be graded down on class participation.

Evaluating the quality of class participation is necessarily subjective. It is based on the direct substantive contribution of the participation, and on the indirect indicators of quality participation.

The significance of substantive ("content") contributions will be evaluated relative to the context of the assignment and class discussion. It is also useful to think about criteria that are used in evaluating process-oriented aspects of class participation. These are summarized by the set of questions listed below:

- \* Is the participant a good listener?
- \* Are the points made – or questions raised – relevant to the discussion?
- \* Are points linked to the comments of others, but not just a restatement of a point that has already been made?
- \* Do comments show evidence of thorough analysis of the assignment?
- \* Do comments contribute to our understanding of the situation?
- \* Is there a willingness to participate?
- \* Is there a willingness to test new ideas or are all comments "safe" (e.g. repetition of assignment facts without analysis and conclusions)?
- \* Do comments show an understanding of theories, concepts, and analytical devices presented in class lectures or assigned reading materials?
- \* Do comments and questions reflect a critical but open-minded weighing of alternative and sometimes conflicting points of view, or are they limited to advocacy of previously held beliefs?

### **Connect Marketing Homework**

*Connect* is an online homework management program. You will find a link to *Connect* on *Blackboard*. The product is free when you buy a new textbook with an included *Connect* registration code – see inside the first page of your text. You can also purchase access to *Connect*.

For most chapters, I have assigned 2-3 homework assignments (about 40 in all). You may complete as many of these graded homework assignments as you like, but the 15 best scores will be used to calculate your final *Connect Marketing* homework grade. Homework is graded immediately – you can see your score right after you finish. If you like, you can choose to complete each assignment twice (the best grade will be counted).

### **A Final Note on Grades**

The "percentages" given earlier for different components of performance are provided to give you a specific and clear idea about how grades are calculated. No one's final course grade will be lower than the grade calculated based on the straight averages outlined above. At the end of the semester, however, I look carefully at what each individual has accomplished – and at the overall pattern of performance. When the overall pattern of the evidence supports it, I give the student the benefit of the doubt in assigning a final grade. For example, I have sometimes given a student who does an exceptional job on the final exam an extra "lift" at the time of the final grade because these are integrative jobs and thus ability demonstrated in these areas is evidence of the type of learning I hope will take place in the course.

I feel strongly that your grades will reflect your overall effort and knowledge. Further, you should feel free to discuss your grades (or grade situation) with me along the way during the term. However, no changes will be made in grades at the end of the semester unless I have made a clerical error. Thus, please don't ask that a grade be changed unless you think that there has been an error of that type.

### **THE HONOR CODE**

UNC has had a student-administered honor system and judicial system for over 100 years. Academic honesty and trust are important to all of us as individuals, and they are encouraged and promoted by the honor system. This is a most significant university tradition. The honor system is the responsibility of students and is governed by students. As a faculty member, however, I share the commitment to the ideals of the honor system. Further, as you prepare to enter the world of business, it is important to make a personal commitment to ethical behavior in your everyday life.

There is no need to review all of the details of the honor system here – complete details of the honor system are provided in the Instrument of Student Judicial Governance. However, a few comments about what is proper and what is not in this specific course will help to eliminate any possible confusion – especially as it relates to group work.

You may also find it helpful to study for tests – or do initial preparation related to assignments – with other members of the class. However, actual preparation of any written assignment is an individual responsibility and the final product should reflect your own work (and only your own work). At no time should notes or papers or personal consultations or another student's answers be used in completing an assignment, test, or examination. This includes answers based on previous semester versions of Business 406 (or concurrent sections taught by another professor). Such use is a violation of the Honor Code.

If you have questions about your responsibilities under the Honor Code, please bring them to me or consult with the Office of the Dean of Students (phone: 966-4041) or the appropriate student leaders (phone: 966-4084).

### **SOME GENERAL GUIDELINES**

Please participate. What you put into the class will determine what you get out of it – and what others get out of it.

Please come on time. Late arrivals disturb everyone else.

Please raise your hand to contribute. A number of people may be eager to have the floor at any given point, but uncontrolled discussions degenerate into chaos.

Develop confidence in participating. Some people have good ideas or questions but are hesitant to speak up. Good ideas are lost if they are not shared. And if you have a question it is likely that others will as well. If you are not confident about participating, seize this opportunity to develop in that area. And please talk with me about it if you are having some problem participating.

I'll work at learning names and faces as quickly as possible. I'll use a seating chart because that will help to speed the process. So please pick a seat that you like and stick with it – and be certain that you are on the seating chart. (I'll hand out a copy so you can get to know others in the class, too).

Please keep up with the assignments and come to class prepared. It will make the class more interesting and more valuable to you in the time ahead. There is quite a lot of work – but it is a reasonable amount and manageable if you do it along the way. If you don't, you may find yourself surprised at test time – or trying to pull yourself out of a hole. No one is well served by that. Work aggressively in the course from the very beginning.

I want this course to be a good experience for you. But I can't read minds and if you don't tell me what you are thinking there is little way for me to know. If you have criticisms of the course, the material, or my teaching I hope you will let me know.



### **DAY-BY-DAY ASSIGNMENT SCHEDULE**

1. Thursday (January 9):  
Read syllabus carefully; read Chapter 1 and scan remainder of text. Go to the *Essentials of Marketing Online Learning Center* and check it out; be familiar with the different study aids it offers. Class discussion will focus on the objectives of the course, introduce distinctions between managerial (micro-) and macro-marketing, and discuss the basic concepts of how a market-directed economy works.
  
2. Tuesday (January 14):  
Read Chapter 2 carefully. It is a good overview of where we are headed in the course. Quickly review material in Appendix A if you are not familiar with what it covers.  
Class will start with a short video, then as part of a discussion of the video we will develop the ideas of marketing strategy planning – including the concepts of target marketing, the marketing mix, and how they relate to the structure and objectives of the course.

... assignment materials continue, with varying levels of detail, but in particular noting key dates (tests, major assignments, projects, etc.)

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## 2. SUGGESTIONS FOR WRITING COURSE OBJECTIVES

Some schools are now requiring each instructor to write a set of course objectives – and some have gone even further and specified that they be behavioral or performance objectives (i.e., that they should be stated in terms of what the student should be able to do at the end of the course or even class by class). To help you meet this requirement, the following suggestions are offered. Depending upon your own personal objectives for the course, two basically different objective statements can be developed. And depending upon the detail that is desirable at your own school, these statements can be either short or very long – as explained below.

The *first possible objective* would be concerned with being sure that the students are able to identify and understand the concepts that are usually introduced in the *Essentials of Marketing* course. It could be phrased as follows:

Students should be able to identify and explain the (following – if they are to be listed) important concepts in marketing.

If all of the concepts are to be listed, then the "important terms" which are listed in the glossary can be reproduced here – identifying each set of terms with the chapter where they are covered. Note that there are about 500 such concepts. The definition-oriented true-false and multiple-choice questions in the *Bank of Objective Test Questions* are intended to measure whether the students have accomplished this objective.

The *second possible objective* is more ambitious. If the instructor wishes students to be able to make use of – apply – the concepts and tools that are introduced in a basic marketing course, then he might want to specify the following objective:

Students should be able to identify and explain, and then apply important marketing concepts in case situations.

Depending upon the instructor's own preference with respect to teaching methods, this objective could be achieved by using the text with the *Suggested Cases* and *Video Cases* at the end of the text – and/or some of the end-of-chapter *Questions and Problems* – and/or the *Computer-Aided Problems*. The *Practice Marketing* simulation also provides students with an *integrative* case situation and good opportunity for ongoing analysis and application of marketing concepts. The important point with this type of objective is that the instructor should give assignments that require students to apply the concepts in case situations. The integrating and application-oriented multiple-choice questions in the *Bank of Objective Test Questions* are designed specifically to be used when the instructor has chosen this objective.

If you identify with the second objective – but are especially concerned with the development of case analysis ability – then you might want to add the following statement to the second objective:

By applying these concepts cumulatively, the student should develop an ability to confidently and meaningfully analyze marketing case problems – providing a solid foundation for subsequent case analysis.

Implementation of this objective could be accomplished by more use of the cases and video cases at the end of the text. If you want your students to have skills in quantitative aspects of marketing analysis, you might intermix some or all of the computer-aided problems into your course.

## 3. SUGGESTIONS FOR THE PACE AND COVERAGE OF COURSES WITH VARIOUS LENGTHS

This section provides some suggestions concerning the pace and coverage of the course to accommodate school terms with various lengths. Sometimes, especially with distance learning courses, the time for a student to complete the course is self-paced or customized. However, here our focus is primarily on courses that are taught as part of a regular term schedule.

The suggestions here assume that topics will be covered in the textbook order. However, as discussed in more detail in Section 1, care has been taken in writing so that the chapters can be used in different orders – to meet different needs.

The pace at which the class can move through the text will depend on the background of the students (and the other assignments, of course). For students without any accounting background, Appendix B on “Marketing Arithmetic” might be useful early in the course – especially if you plan to use the *Computer-Aided Problems*, or place much emphasis on case analysis. For students without any economics background, Appendix A on “Economics Fundamentals” will be useful. And more time probably should be allocated to Chapter 17, “Price Setting in the Business World.” For students without any previous exposure to business legislation, the legislative material in Chapter 3 might be reassigned along with Chapter 16 – to reinforce this material. On the other hand, if your school sets accounting and/or economics courses as prerequisites to the first marketing course, you might decide not to assign Appendices A and B as required reading, but rather suggest that any students who need a review should go over this material on their own.

The *Connect Marketing with LearnSmart* offers a great way to integrate the material that students learn. *LearnSmart*’s adaptive learning software provides a great way for students to reinforce the reading material. Well-prepared students will go through each chapter’s *LearnSmart* in about an hour – although the instructor can control the depth to limit the questions and make the review process faster.

There are several different possibilities to add more discussion and to stimulate student thinking and help “set” the course materials. We suggest you consider using some or all of the following:

- *Connect Marketing Homework Exercises* allow students to work through interesting homework exercises that are the self-graded and recorded in an online gradebook – it even syncs with your *BlackBoard* gradebook if you use that course management system. This works especially well in large classes where discussion opportunities are more limited and it can be challenging to grade individual assignments. We have found it useful to assign 2-3 homework assignments per chapter, but base a grade on the best 15 scores. This allows students to get used to the homework and encourages them to do more than the minimum.
- Students also benefit from reading current articles or watching relevant online videos. These can be accessed via the *Learn the 4 Ps* website ([www.learnthe4ps.com](http://www.learnthe4ps.com)) or Facebook page ([www.facebook.com/learnthe4ps](http://www.facebook.com/learnthe4ps)). Alternatively, an instructor might follow the *Teach the 4 Ps* ([www.teachthe4ps.com](http://www.teachthe4ps.com)) website and choose some of these to assign to students. These articles could be discussed in class or students could be encouraged to post online comments.
- In-class discussion might also be stimulated by the end of chapter questions and problems, or the in-text *Internet Exercises* – which could be assigned in advance of class, or simply introduced as “on the fly” questions to break up lectures. We find it helpful to use the “think, pair, and share” approach as a break to our lectures and these questions provide a nice approach. Search for “think, pair, share” on the Internet for ideas about how to implement this approach in class.
- The *Marketing Plan Coach* and related end of chapter questions help students understand how each part of the class fits into the marketing planning process. These questions require students to review a real marketing plan.
- Similarly, one or a few cases probably would be beneficial.
- A marketing simulation provides a nice way for students to pull together their learning in the course. We find it useful to assign a simulation during the last month of class. *Practice Marketing* is a new computer simulation that involves students making marketing strategy decisions and seeing their results in a simulated product market for backpacks.

The extent of this, of course, will depend on the length of the course – and perhaps the size of the class. We recognize that the introductory marketing course may be taught over a single semester or two semesters or over multiple quarters. Longer courses allow for more of these extras to be included in the course.

Examples of some possible course outlines for different teaching situations are presented on the following pages.

#### 4. COMMENTS ON ONLINE RESOURCES FOR STUDENTS: ONLINE LEARNING CENTER, CONNECT MARKETING WITH LEARNSMART, AND LEARN THE 4 Ps SOCIAL MEDIA TOOLS

Another set of resources is designed to be directly accessed by students over the Internet. These resources include the free *Online Learning Center* (accessed through [www.mhhe.com/foups](http://www.mhhe.com/foups)), the optional (free with new books, a small charge for those without a new book) *Connect Marketing with LearnSmart* online pages, and elements of the (free) *Learn the 4 Ps* social media tools which include a blog ([www.learnthe4ps.com](http://www.learnthe4ps.com)), Twitter feed ([www.twitter.com/learnthe4ps](http://www.twitter.com/learnthe4ps)), and Facebook page ([www.facebook.com/learnthe4ps](http://www.facebook.com/learnthe4ps)).

These online resources have the potential to significantly enhance the teaching and learning experience when utilized with *Essentials of Marketing*. The premium *Connect/LearnSmart* resources for students come free with the purchase of a new textbook and can be purchased separately to accompany a used book. The other sites can be freely accessed by students. The table below provides an overview of these resources and indicates where each can be found. A more detailed discussion of each follows.

	Online Learning Center (OLC)	Learn the 4 Ps	Connect Marketing with LearnSmart
<b>Description (cost)</b>	<i>Essentials of Marketing</i> site	Blog, Twitter and Facebook sites (free)	Premium resources (Free with new book or purchase)
<b>Availability</b>	<a href="http://www.mhhe.com/fourps">www.mhhe.com/fourps</a>	<a href="http://learnthe4ps.com">learnthe4ps.com</a>	Instructor sets up class specific site
<b>Chapter Quizzes</b> – Multiple-choice questions per chapter 10 questions at the OLC, 20 more at Connect Marketing.	X		X
<b>Video Cases</b> – clips from video cases in the book – available for viewing on your computer or iPod.	X		X
<b>Marketing Plan Coach</b> - this online software tool helps students build marketing plans by drawing on concepts from <i>Essentials of Marketing</i> .	X		X
<b>Computer-Aided Problems (CAPs)</b> – easy-to-use spreadsheet software program works with exercises at the end of each chapter to develop analytical skills needed by today's managers. See Connect Marketing Library.	X		X
<b>Learn the 4 Ps</b> – Students can stay current with online articles, websites, podcasts, and videos delivered on a blog, Twitter and Facebook. Invite them to interact with comments on the blog site.		X	
<b>Connect Homework Exercises</b> – Homework exercises that are automatically graded and put in your gradebook.			X
<b>LearnSmart</b> – An adaptive learning system designed to help students learn faster, study more efficiently, and retain more knowledge.			X
<b>Practice Marketing</b> . Computer simulation offers students the opportunity to plan and implement the marketing strategy for a simulated product.			X
<b>Learning With Ads</b> – a great way to preview concepts from each chapter and see how they are applied in real print ads.			X

## **Chapter Quizzes**

The *Online Learning Center* at the *Essentials of Marketing* website features a set of 10 multiple-choice questions keyed to each of the chapters. Students select answers from those presented and get immediate feedback. *Connect Marketing* for *Essentials of Marketing* includes another 20 multiple choice questions. Plus, an instructor can draw from the *Essentials of Marketing* test bank to create more student quizzes. We find that students find the self-test quizzes particularly helpful in studying and reduce their apprehension if the class utilizes multiple-choice tests.

## **Full-Motion Video Clips for Use with the Essentials of Marketing Video Cases**

*Connect Marketing* offers video clips to go with each of the eight video cases at the end of the text. We provide general suggestions concerning the video cases later in this manual, and the separate *Instructor's Manual for the Teaching Videos and Video Cases* provides detailed suggestions on each of the individual cases. The videos can also be downloaded for viewing on a computer or iPod.

## **Marketing Plan Coach & Computer Aided Problems (CAPs)**

The opportunities to use the *Marketing Plan Coach* and *Computer-Aided Problems (CAPs)* merit a more extensive discussion – and are consequently covered in separate sections a few pages ahead.

## **Connect Homework Exercises, LearnSmart and Practice Marketing**

These new resources – all accessed through the premium *Connect Marketing* website – have a range of uses. So each is covered in a separate section a few pages ahead.

## **Learning with Ads – the Annotated Slide Show of Print Ads**

For each chapter, *Connect Marketing* includes a number of print ads that have been used by companies in a variety of marketing situations. The student simply clicks on the name of a company in the list and the relevant ad is displayed along with comments that highlight how it relates to concepts from that chapter. Thus, *Connect Marketing* allows the student to review ads independently of the instructor. Further, the ad set for *Connect Marketing* is different from the ad set in the instructor materials.

## **Additional Comments on the Essentials of Marketing Online Learning Center and Connect website**

The *Essentials of Marketing* website address is: <http://www.mhhe.com/fourps>. We recommend that you visit the website, bookmark it, and check back on occasion to see what is new. We will plan to routinely add new material, not only on the student section of the website, but also the sections that are reserved for instructors.

We have urged McGraw-Hill/Irwin to ensure that the faculty portions of the *Essentials of Marketing* website are secure and that only faculty, not students, has access to the material available there. This is an arena where some other publishers have not exercised due caution. The instructor side of the *Essentials of Marketing* website will be password protected, so you may need to contact Irwin faculty services to get a password or to validate/update the one you have. Or, your local sales representative can probably handle that for you.

**We urge you not to give your website password to anyone else.** Even if *you* are not drawing on certain materials that are intended to be used by instructors only, it will create problems for many other instructors if these materials become available to students. Of course, this possibility has always existed in the past to some extent. An instructor's manual, for example, could end up in the wrong hands. However, the technology that now helps us in so many ways also creates much greater potential for problems. We've heard about a situation where a psychology professor gave her faculty password (for the instructor portion of another publisher's introductory psychology website) to a student to quickly check the answer key on a problem set. However, the student sent an email with the password to every other chapter of his fraternity at colleges all over the country. So, we urge you to use caution.

The same cautions apply to CDs that are intended for instructors only; if you decide to dispose of these items it is best to scar the surface of the CD so that an unauthorized user cannot take it out of the trash and access the materials on it.

## 5. COMMENTS ON THE CONNECT HOMEWORK EXERCISES AND LEARNSMART

*Connect Marketing* is an exciting new addition to our supplement package. *Connect Marketing for Essentials of Marketing* is a web-based assignment and assessment platform that enriches the learning experience for your students. *Connect Marketing* also comes with *LearnSmart*, the adaptive learning system designed to help students learn faster, study more efficiently, and retain more knowledge for greater success. *Connect Marketing* provides access to a range of premium resources.

The instructor controls access to what students see at their class specific *Connect Marketing for Essentials of Marketing* site. Depending on what the instructor chooses, students can access:

- Bonus multiple-choice quizzes (20 additional questions – more if the instructor wants to create more quizzes)
- *Connect Marketing Homework Exercises* (described in more detail below)
- *LearnSmart* (described in more detail below)
- *Practice Marketing* (described in more detail below)
- *Learning with Ads* described in the previous section

### **Connect Marketing Homework Exercises**

We offer created more than 80 interactive exercises for homework assignments. *Connect* exercises go beyond basic recall to create highly engaging interactive content that assesses student performance on key course objectives. *Blackboard*, the popular learning management system, can be integrated with your *Connect*. Students need to sign on just once and grades on *Connect Homework Exercises* can be ported directly to your *Blackboard* grade book. The chapter-by-chapter overview in Section IV of this manual includes a summary of the *Connect Homework Exercises* for each chapter.

*Connect Marketing* works for students. It helps students connect the marketing dots – in a fun and interactive way. The exercises are not busy work; they are designed to stimulate critical thinking and reinforce key concepts from each chapter. All assignments can be instantly graded (you decide when and how much feedback students receive) – so your students will know right away what they understand and what they don't.

*Connect Marketing* works for instructors. It fits right in with the teaching and learning package you have become accustomed to with this text by giving you even more options for teaching your students your way. While many instructors want to give application and understanding-oriented homework assignments to their students, giving timely student feedback is time-consuming and often impractical. With *Connect Marketing*, assignments are automatically graded – with grades dropped right into your *Connect* grade book. Plus, with dozens of exercises to choose from, the instructor has options and control. All

assignments are tied to AACSB Assurance of Learning knowledge standards and Bloom's Taxonomy guidelines.

You can also easily create your own exercises and online quizzes – that will also be automatically graded. You can even pull questions right from the *Essentials of Marketing* test bank (linked to *EZ Test*) – create your own quiz, offer it via *Connect* to your students, and set up all the policies for the quiz.

There are so many different ways you can use *Connect Marketing for Essentials of Marketing*, here are a few ideas:

- Assign all the exercises – each one takes 10-15 minutes to complete.
- Select exercises that reinforce concepts you want to emphasize – or perhaps don't have time to cover in class.
- Create your own quizzes – to help students study for exams or to grade.

Joe Cannon gives his students access to most of the exercises – only a few chapters at a time. There are some exercises which require instructor grading – and Joe doesn't assign those because his classes are so large. For example, he posts access to Chapters 1-4, but closes those down after the exam on Chapters 1-4. Joe tells students that he will count their 15 highest *Connect* grades and makes each *Connect* exercise worth 10 points so the total points equal one exam. They can choose to do as few as 15 exercises – or as many as 30-40. Most students enjoy *Connect* – they feel it helps them learn the material and perform better on exams. So even after earning high scores on 15 exercises they continue to do more.

### ***LearnSmart for Essentials of Marketing***

Many students really enjoy *LearnSmart* – an adaptive learning system that has been designed to help students learn the content from their textbook in a systematic way. Each chapter includes about 125 – 175 questions – although students may not experience all the questions. The software adapts to student learning. So for example, if a student indicates they are confident in their answer to a certain question and they get the right answer, they will not see additional questions on that topic. On the other hand, expressing uncertainty about the answer or getting an answer wrong will stimulate more questions to assure the student really understands the concept. The questions include traditional multiple choice and true/false formats – but also have matching, fill-in-the-blank, and ranking questions. We have found that *LearnSmart* reinforces the content from the textbook.

*LearnSmart* can be an integrated or optional element for an introductory marketing course. To assure students are prepared for class, instructors can require that students complete *LearnSmart* before the instructor lectures on the topic. This requires a high amount of preparation – as completing *LearnSmart* may take from 30-90 minutes on top of reading the chapter. That said, it brings students to class prepared and the instructor can check student progress and success to identify where in-class lectures or discussions should concentrate. Another alternative is to simply allow students to use the tool to prepare for exams. It can be an excellent study tool as it adapts to focus more student attention on areas where they are weaker.

### ***Practice Marketing***

The new simulation, *Practice Marketing*, is included with the *Connect Marketing* package. There is a separate instructor's manual and a student manual for *Practice Marketing*. Students enjoy the competitive and high involvement learning experience from the simulation. It also thrusts them into the active and dynamic role of a marketing manager. From an instructor perspective, the simulation is also easy and fast to administer. Students can work individually or in teams – we find that having them work in teams helps them to understand the simulation by blending multiple perspectives.

The simulation is designed to be an integrating experience. Students select target market opportunities to pursue and blend decisions across the strategy decision areas of the 4Ps to develop a marketing mix. The dynamic nature of the simulation also puts emphasis on the control aspects of marketing – and the

need to adjust strategies over time based on feedback about the strengths and weaknesses of previous plans – and based on changes in competition and the market.

Feedback to students comes in the form of financial summaries and a variety of marketing research reports. Thus, there is a "living case" that stimulates students to think about the profit implications of marketing decisions. They must work within a budget – and that encourages them to think in detail not only about what they want to accomplish, but how much it might cost to accomplish it. Thus, as with the computer-aided problems, the simulation encourages students to develop a "bottom line" orientation in thinking about marketing plans and marketing programs.

The amount of time required to use a simulation is always an issue. *Practice Marketing* allows for some flexibility as instructors can determine the number of periods to run the simulation. The instructor can use the simulation to illustrate key points in lectures throughout the course. The simulation is developed to be consistent with – and build on – the marketing strategy planning frameworks developed in *Essentials of Marketing*. Thus, students get very involved in the ideas – and as the course progresses and they learn more about marketing they are eager to apply their new knowledge in the simulation.

Of course, there can be a potential disadvantage of this sort of "high involvement" learning activity. At the extreme, some students get so excited about the simulation that they will devote all available time to it – even to the point of ignoring other assignments! Thus, the instructor needs to make some trade-offs between different types of assignments.

More details can be obtained by downloading the *Practice Marketing Instructor's Manual* or *Practice Marketing Student Manual* at <http://mhpractice.com>

## 6. COMMENTS ON THE MARKETING PLAN COACH

The *Marketing Plan Coach* offers students the opportunity to see how what they are learning links directly to the development of a real marketing plan. The *Coach* is based on our framework for marketing strategy planning and it's designed to help students develop (or evaluate) a marketing plan. It also includes an actual plan for a small service business (a veterinary clinic) to give students experience in working with a real marketing plan. The *Coach* includes a basic "outline" of what is in a marketing plan, but each element of the plan is "linked" to additional information covered in *Essentials of Marketing*. The *Coach* is created as a series of almost 200 interlinked web pages, so navigation is simple and intuitive – like a familiar website. For example, a student might link to a particular topic, or look at the linked outline/template of a marketing plan. From that point, the student can link to related concepts that appear in the outline. You can think of it as a "help file" for marketing strategy planning. We developed it to be specific to the needs of students in the first marketing course so it is completely consistent with the text.

The main application of the *Coach* is for developing a marketing plan or analyzing an existing one (for example, the sample plan that is integrated with the *Coach*). This use is consistent with the *Creating Marketing Plans* exercises included at the end of each chapter in *Essentials of Marketing*. Students find it difficult to analyze unfamiliar marketing situations because they are often not certain exactly where to begin, or how to proceed. The *Coach*, like the text, offers a number of frameworks that are designed to help a marketing decision maker tackle this type of problem. Even so, there is often a need in marketing analysis to "iterate" among different decision areas – so that the strategy can be refined as more and more detail about the target market and the marketing mix is developed.

The *Marketing Plan Coach* is extremely useful in stimulating this iterative type of thinking and analysis. The student (decision maker) can select *any* starting point that seems important. That starting point might be based on some characteristic of the situation (such as: new-product development) or more broadly the outline of the contents of a marketing plan. Then, from one of those starting points the links prompt the student to consider frameworks relevant to the chosen decision area or other, related decision areas.



And, after linking to those decision areas, it is easy to continue exploring additional frameworks – or to "back up" and consider a topic considered earlier.

Each instructor may have different ideas and suggestions for how students might use the *Marketing Plan Coach*. To get students thinking about the possibilities, it's useful to demo the *Coach* in class—projecting each screen as it appears. The *Coach* might also be used "real time" in class to stimulate additional thinking about a case that students have analyzed using conventional approaches. An instructor may want to practice a bit before using this approach for the first time, but once some experience is gained it works effectively without preparation – with students making suggestions about what to do next.

Once students have seen and experienced the power of the *Coach*, they will continue to use it as an aid in thinking about integrative marketing strategies and plans.

Alternatively, some professors like to have students develop a marketing plan as a course assignment, perhaps as a team effort. The *Coach* provides a good way to structure such an assignment and generate discussion in the group. The *Coach* is completely consistent with the text, so there is not a worry that students will be confused by terms or ideas that are not covered in the course.

## **7. COMMENTS ON THE COMPUTER-AIDED PROBLEMS**

### ***Problems with a Focus on Marketing Decision-Making***

The *Computer-Aided Problems* and the related spreadsheets at the free *Online Learning Center* ([www.mhhe.com/fourps](http://www.mhhe.com/fourps)) are a unique supplement for use with *Essentials of Marketing*. This section discusses the objectives that the problems are designed to achieve – and what is involved in using some or all of the problems in your course. Some instructors may want to place heavy emphasis on these problems – and others may decide that they are not well suited to their objectives for the course. Hopefully, the discussion in this section will help you decide.

The *Computer-Aided Problems* describe 18 marketing management problems, and each problem in the set is different. As a set, they are designed to cover a full array of important topics from the first marketing course – ranging from issues related to market segmentation to the product life cycle to break-even analysis.

Each problem is based on a specific marketing management decision situation – and is described in a short "caselet" at the end of the chapter. Each case description is accompanied by questions for the student to answer. The student reads the case description of the problem and the questions, and then uses the spreadsheet at the free *OLC* to analyze data related to the case and to make a decision. The spreadsheet has been specially designed and tested to be easy for students to use. At the same time, it provides students the opportunity to do the type of analysis that marketing managers do to evaluate the appropriateness of different decisions in different situations.

### ***Teaching/Learning Objectives***

As a set, the *Computer-Aided Problems* are designed to achieve three basic objectives:

- to provide students with a simple analytical experience in learning about marketing concepts – so that they can see how strategic elements of marketing management decisions interrelate and influence the profitability of the organization.
- to deepen student understanding about specific marketing concepts, theories, and frameworks – because the problems require students to work with marketing "numbers" – and see how the numbers relate to the details of the situation and the marketing problems.

- to give students experience in using spreadsheets the way marketing managers often use them to analyze marketing problems.

It is important to emphasize that the objective here is *not* to teach the student skills related to computer programming. Such skills are potentially important as part of an overall curriculum, but the objectives of the introductory marketing course are focused on marketing content, not programming. Thus, the problems and accompanying spreadsheets are structured and designed to focus on content-related objectives. Here, using the software is a means to an end, not an end in itself.

### ***Specific Benefits of the Approach***

There is a great deal of material to be covered in the first marketing course. Students must get a good introduction to marketing concepts and ideas that are necessary for effective market-oriented strategy planning. *Essentials of Marketing* – and class lectures/discussion – can do this very well. But it is usually difficult for an instructor to create learning environments in the first course that help the student to see how the qualitative ideas and the analytical aspects of marketing decision-making come together. Case analysis can help here – this is a primary focus of the *Computer-Aided Problems*. As students analyze values on the spreadsheet for a problem – and interpret the results – they see how the different decision areas relate and how they affect the firm's "bottom line." They see that marketing managers don't make decisions just on hunches and intuition, but with careful analysis of strategies. And the student is doing it with the type of analysis that managers often use.

Further, the problems are not based on complicated mathematical "models." Rather, the spreadsheets are based on simple arithmetic – so students can see what is being analyzed and why. The focus is on thinking about the marketing problem – not on the "sophistication" of the approach. The student doesn't need to create the spreadsheet relationships or do any programming. Rather, the initial problems are very simple and students can do the work without help from the instructor.

### ***Complete Solutions to All of the Problems***

The chapter-by-chapter materials in Part IV of this manual provide complete suggested answers for all of the *Computer-Aided Problems*. Along with the suggested answers for specific questions, this *Instructor's Manual* also provides summaries of all of the relevant spreadsheets and ideas for framing class discussions. The instructor materials that accompany the computer-aided problems make it fast and easy to incorporate them in the course and discuss them in class.

### ***Other Factors to Consider: Time Required***

The *Computer-Aided Problems* are designed so that students can do them quickly. However, here, as with any other type of assignment, there are time trade-offs – especially if the instructor plans to use most of the problems and they become a central activity in the course.

The problems are not interrelated. Thus, you don't need to use all of them. By reviewing the "suggested answers" in Part IV of this manual, you can determine which problems are of most interest to you – and most consistent with points you want to emphasize.

### ***Content***

These *Computer-Aided Problems* cover topics across all of the chapters in *Essentials of Marketing*. More detail about the learning objectives and managerial setting for each problem is provided in the chapter-by-chapter materials (Part IV of this manual). However, to provide a brief overview, the following list shows the major content focus of the different problems:

1. Revenue, Cost, and Profit Relationships
2. Target Marketing
3. Competitor Analysis
4. Segmenting Customers
5. Selective Processes in Consumer Behavior
6. Vendor Analysis in Organizational Buying
7. Marketing Research
8. Branding Decision
9. Changes during the Growth Stage of the Product Life Cycle
10. Intensive vs. Selective Distribution
11. Total Distribution Cost and Distribution Service Level
12. Selecting Channel Intermediaries
13. Selecting a Communications Channel
14. Sales Compensation
15. Sales Promotion
16. Discount Policy in Pricing
17. Break-Even/Profit Analysis in Pricing
18. Marketing Cost Analysis

The content areas were carefully selected to give students exposure to analytical marketing problem-solving in a variety of contexts. As students work through the problems, they see that careful analysis is relevant in all areas of marketing decision-making – and that the decisions that the marketing manager makes in these different areas has an impact on the success or failure of the firm.

The content of the problems follows the chapter organization in *Essentials of Marketing*. For example, the first few deal with broad issues related to targeting, segmentation, and developing a competitive advantage. Then, the next two deal with buyer behavior and how it affects marketing strategy. The following one deals with how marketing research information is used. Then, the problems move into the marketing mix decision areas – progressing through the "4Ps." Thus, the organization of the problems represents a logical building-up of marketing knowledge and topics. Like the text itself, however, the problems are flexible and they can be used in a different sequence – if the instructor desires.

Problem 8 – which deals with branding decisions – is illustrative. Most students come away from a traditional study of branding decisions with an understanding of the differences between manufacturer brands and dealer brands, and with an appreciation of the importance of branding decisions. But, in Problem 9, a marketing manager for a producer of condensed milk is faced with a dilemma. A major retail chain wants the producer to supply its store brand. If the producer doesn't do it, the retailer is likely to take the business elsewhere – and sales will be lost. Yet, if the producer does what the retailer wants, profits are likely to be affected. The spreadsheet for the problem puts the student in the manager's shoes. It provides data about the various costs and revenue opportunities associated with the "status quo" and with the retailer's proposal. The student uses sensitivity analysis to see different results depending on the producer's decisions and on what the retailer does. The computer analysis does not give the student a specific answer about what would be best to do. Rather, it provides information from which the student will clearly see the implications of different possibilities. The student is thus stimulated to think about what he would do in this situation – and why.

### ***Ideas on Ways to Incorporate the Problems in the Course***

The *Computer-Aided Problems* can be used as a homework assignment, as an assignment for a recitation section, or for independent study by the student. Some instructors use them for optional assignments – perhaps for extra credit.

A basic decision here is the extent to which in-class time will be devoted to discussion of the problems. There is quite a lot of flexibility in this regard. The problems are experiential in nature – so the student can learn from doing the problems even without much class discussion. On the other hand, they can provide an effective backdrop or catalyst for class discussions.

One approach is to assign some of the problems that are most closely related to topics the instructor emphasizes in class lecture or discussion. By working the problems, students will have a deeper understanding of material in that area. The instructor can then reference the exercise as an example of points made in the lecture – without needing to spend a significant amount of time developing the details

of the example. The suggested answers for the problems (found in Part IV of this manual) are very helpful in this regard.

Student work on the problems can be checked if the instructor desires – perhaps on an intermittent basis. There is a button for students to print their spreadsheets (or save them as a file) along with their answers. So, it's quick and easy to turn in without a lot of busy work on the student's part or eye strain on the part of the instructor to read.

The *Computer-Aided Problems* can add a different dimension to the first marketing course. They are a high-quality teaching resource. But, they are not for everyone. The types of objectives that are achieved with the *Computer-Aided Problems* can sometimes be accomplished in other courses in the curriculum, or in the introductory marketing course those objectives can sometimes be achieved through other approaches – such as use of case analysis or participation in the *Practice Marketing* simulation.

## 8. COMMENTS ON THE INTERNET EXERCISES

The *Internet Exercises* that appear in every chapter throughout *Essentials of Marketing* were developed to give students “wired” experiences of how marketing concepts are being applied on the Internet. Our objective in developing these exercises is not to simply send students to websites of companies used in the examples. The practical matter is that most students don't need encouragement to just surf the Net. Most of them are pretty adept at that! So, we think that the real trick is to integrate good conceptual coverage of how the Internet relates to the concepts discussed throughout the text, and, where appropriate, to offer good discussions of how the Internet is changing marketing. Each of the *Internet Exercises* encourages students to think carefully about ideas discussed in the text and how those ideas apply at the websites they visit.

The *Internet Exercises* we offer represent a good balance of time spent and return on the effort. Most of the exercises are quite directed and can be completed (assuming that the student has convenient Internet access) in about 15 minutes. If the instructor wishes, and an Internet hookup is available in the classroom (or computer lab), five or ten minutes of every class period can be spent covering the key points of each exercise. The reason for any given exercise is usually self-evident from what students are asked to do, where the exercise is located in the text, and what is actually experienced once the student gets to the website. Thus, to a large extent the exercises are (and are intended to be) experiential in nature. The understanding and thinking occurs as a result of doing the exercise. Discussion in class—with some sharing of views and some checking to see that students have actually had the experiential “ah ha” desired – can add value. But, it does not take an elaborate discussion to cover the basic points of each exercise.

One issue to keep in mind is that website addresses and the content of websites are constantly changing. In fact, experts admonish companies to frequently “change stuff” so that people will keep coming back. Because of that, what we consider to be a great exercise when the book is published may turn into a not-so-good one if and when the website changes. In light of that, we recommend that the real focal point for our *Internet Exercises* be the *Essentials of Marketing* website rather than the text itself. At the website we will be able to update or modify exercises and relevant addresses (with active “links” to the target websites) as the need occurs.

For purposes of planning assignments, it is convenient to have a ready list of the *Internet Exercises* as they appear in the text, so below we have assembled them together in one place and organized by chapter.

## Chapter 1: Marketing's Value to Consumers, Firms, and Society

### *Internet Exercise: Target*

Go to the Target home page ([www.target.com](http://www.target.com)) and click on a tab for one of the product categories. How many different manufacturers' products or brands are shown? Would consumers be better off if each manufacturer just sold directly from its own website? For related discussion, see the *Essentials of Marketing* text.

### *Internet Exercise: Chipotle*

What does Chipotle offer its customers at its website ([www.chipotle.com](http://www.chipotle.com))? How does this increase the value a customer receives from Chipotle? What else could Chipotle do to further enhance relationships with customers? For related discussion, see the *Essentials of Marketing* text.

## Chapter 2: Marketing Strategy Planning

### *Internet Exercise: Prius/C-Max*

The Toyota Prius brand targets a similar group of customers as the Ford C-Max. Go to the Prius website ([www.toyota.com/Prius](http://www.toyota.com/Prius)) and check out the different Prius models and the features each offers. Look at the pricing and the information provided at the website. Then, go to the C-Max website ([www.ford.com/cars/cmax](http://www.ford.com/cars/cmax)) and check the same information. Based on the websites, which car do you think appeals better to a younger target market? Why? For related discussion, see the *Essentials of Marketing* text.

### *Internet Exercise: Levi's*

For this exercise, we will compare Levi's websites for China and the United States. Go to [www.levi.com](http://www.levi.com). If you are not in the United States, you may have to navigate to the U.S. site. Check out the site by looking at images and brand names. Then find the Chinese version of the site—this will require scrolling to the bottom of the main page, choosing "Global Sites," and then choosing "China." Check out the Chinese version of Levi's site. Even if you cannot read the text, see how it is laid out and the images. What similarities and differences do you see between the two sites? Why do you think these exist? What surprised you about each site? For related discussion, see the *Essentials of Marketing* text.

## Chapter 3: Evaluating Opportunities in the Changing Market Environment

### *Internet Exercise: KeywordSpy*

A marketing manager for Netflix may find it helpful to know more about how competitors advertise on search pages (like Google and Yahoo). The website KeywordSpy ([www.keywordspy.com](http://www.keywordspy.com)) offers that information and more. Go to this site and type "dvd rental" into its search bar. Click on the tab for PPC competitors. What competitors are identified? What information can you learn about Netflix and its competitors at this site? How could this information help Netflix's marketing manager? For related discussion, see the *Essentials of Marketing* text.

### *Internet Exercise: MSU's globalEDGE*

Michigan State University's Center for International Business Education and Research (CIBER) created globalEDGE—a website with information and tools for learning about global markets. At the home page for the globalEDGE website (<http://globaledge.msu.edu>), select "Countries>Europe>Italy." Then select "Global Insights" then "Insights by Country" and choose "Italy." Then look at "Statistics" for Italy—and look more closely at those under "Economy" and "People." Now check the same statistics for Brazil. How are these countries similar? How are they different? What marketing opportunities might be available in each country? For related discussion, see the *Essentials of Marketing* text.