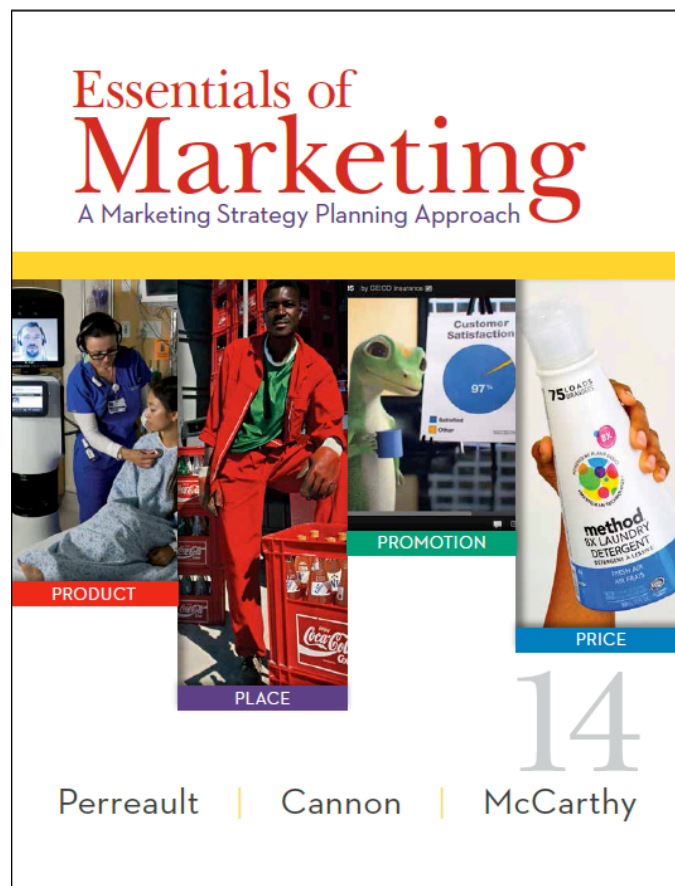


# Instructor's Manual to Accompany



*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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# **ESSENTIALS OF MARKETING, 14TH EDITION**

## **INSTRUCTOR'S MANUAL**

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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>	
<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	<b><i>Essentials of Marketing Online Learning Center for Students</i></b> ( <a href="http://www.mhhe.com/fourps">www.mhhe.com/fourps</a> ) The basic version includes free access to many student resources.
<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.	<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>
<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 & more.	<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.
<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.	<b>Learn the 4 Ps – Social Media Family</b> The <i>Learn the 4 Ps</i> blog & Twitter feed, <i>Learn the 4 Ps</i> Facebook page link students to current marketing practices
<b>Teaching Videos, Video Cases &amp; Video Clips to Accompany <i>Essentials of Marketing</i> w/ Video Instructor's Manual</b> Video Instructor's Manual can be downloaded from the text's Website	<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.
<b>Bank of Objective Test Questions</b> Supported by EZ Test test generator software.	<b>Practice Marketing</b> Marketing Simulation, Instructor's Manual
<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	<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 & Twitter feed, <i>Learn the 4 Ps</i> Facebook page for students)

## 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 *Youility*, 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