

Mc
Graw
Hill

高等院校双语教学适用教材 工商管理



萨里经济管理英文教材

Foundations of Marketing

(Third Edition)

David Jobber John Fahy

市场营销学

(英) 戴维·乔布尔 (爱) 约翰·费伊 著

孟韬 译注



东北财经大学出版社
Dongbei University of Finance & Economics Press

Mc
Graw
Hill

高等院校双语教学适用教材 **工商管理**



萨里经济管理英文教材

Foundations of Marketing

(Third Edition)

David Jobber John Fahy

市场营销学

(英) 戴维·乔布尔 (爱) 约翰·费伊 著



孟韬 译注



东北财经大学出版社
Dongbei University of Finance & Economics Press

大连

© 东北财经大学出版社 2010

图书在版编目 (CIP) 数据

市场营销学 (第3版) / (英) 乔布尔 (Jobber, D.), (爱尔兰) 费伊 (Fahy, J.) 著; 孟韬译注. —大连: 东北财经大学出版社, 2010. 3

(高等院校双语教学适用教材·工商管理)

书名原文: Foundations of Marketing

ISBN 978-7-81122-943-1

I. ①市… II. ①乔…②费…③孟… III. ①市场营销学—双语教学—高等学校—教材—英、汉 IV. ①F713.50

中国版本图书馆 CIP 数据核字 (2010) 第 027619 号

辽宁省版权局著作权合同登记号: 图字 06-2010-12 号

David Jobber, John Fahy: Foundations of Marketing (Third Edition).

Copyright © 2009 by The McGraw-Hill Education (UK) Limited.

DUFEP is authorized by McGraw-Hill/Irwin to publish and distribute exclusively this bilingual edition. This edition is authorized for sale in the People's Republic of China only (excluding Hong Kong, Macao SAR and Taiwan). Unauthorized export of this edition is a violation of the Copyright Act. No part of this publication may be reproduced or distributed by any means, or stored in a database of retrieval system, without the prior written permission of the publisher.

All rights reserved.

本书双语版由麦格劳—希尔出版公司授权东北财经大学出版社独家出版发行。此版本仅限在中华人民共和国境内 (不包括中国香港、澳门特别行政区及中国台湾) 销售。未经授权的本书出口将被视为违反版权法的行为。未经出版者预先书面许可, 不得以任何方式复制或发行本书的任何部分。

版权所有, 侵权必究。

本书封面贴有 McGraw-Hill 公司防伪标签, 无标签者不得销售。

东北财经大学出版社出版

(大连市黑石礁尖山街 217 号 邮政编码 116025)

教学支持: (0411) 84710309

营 销 部: (0411) 84710711

总 编 室: (0411) 84710523

网 址: <http://www.dufep.cn>

读者信箱: dufep@dufe.edu.cn

大连图腾彩色印刷有限公司印刷

东北财经大学出版社发行

幅面尺寸: 200mm × 270mm
2010 年 3 月第 1 版

印张: 23
2010 年 3 月第 1 次印刷

责任编辑: 于 梅

封面设计: 冀贵收

ISBN 978-7-81122-943-1

定价: 68.00 元

出版者的话

当前,在教育部的的大力倡导下,财经和管理类专业的双语教学在我国各大高校已经逐步开展起来。一些双语教学开展较早的院校积累了丰富的经验,同时也发现了教学过程中存在的一些问题,尤其对教材提出了更高的要求;一些尚未进入这一领域的院校,也在不断探索适于自身的教学方式和方法以及适用的教材,以期时机成熟时加入双语教学的行列。总之,对各类院校而言,能否找到“适用”的教材都成为双语教学成功与否的关键因素之一。

然而,国外原版教材为国外教学量身定做的一些特点,如普遍篇幅较大、侧重于描述性讲解、辅助材料(如习题、案例、延伸阅读材料等)繁杂,尤其是许多内容针对性太强,与所在国的法律结构和经济、文化背景结合过于紧密等,却显然不适于国内教学采用,并成为制约国内双语教学开展的重要原因。因此,对国外原版教材进行本土化的精简改编,使之变成更加“适用”的双语教材,已然迫在眉睫。

东北财经大学出版社作为国内较早涉足引进版教材的一家专业出版社,秉承自己一贯服务于财经教学的宗旨,总结自身多年的出版经验,同麦格劳—希尔教育出版公司、培生教育出版集团和圣智出版集团等国外著名出版公司通力合作,在国内再次领先推出了会计、工商管理、经济学等专业的“高等院校双语教学适用教材”。尤其是此次双语教材是与东北财经大学萨里国际学院共同推出。东北财经大学萨里国际学院是教育部批准的、与英国萨里大学共建的中外合作办学机构。学院所有课程采取双语和全英文授课方式,因而,东北财经大学出版社与萨里国际学院携手推出此系列双语教材。这套丛书的出版经过了长时间的酝酿和筛选,编选人员本着“品质优先、首推名作”的选题原则,既考虑了目前我国财经教育的现状,也考虑了我国财经高等教育所具有的学科特点和需求指向,在教材的遴选、改编和出版上突出了以下一些特点:

- 优选权威的最新版本。入选改编的教材是在国际上多次再版的经典之作的最新版本,其中有些教材的以前版本已在国内部分高校中进行了试用,获得了一致的好评。

- 改编后的教材在保持英文原版教材特色的基础上,力求内容精要,逻辑严密,适合中国的双语教学。选择的改编人员既熟悉原版教材内容,又具有本书或本门课程双语教学的经验。

- 改编后的教材配有丰富的辅助教学支持资源,教师可在网上免费获取。

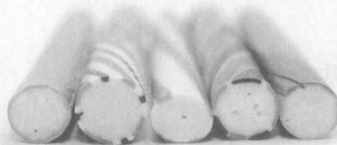
- 改编后的教材篇幅合理,符合国内教学的课时要求,价格相对较低。

本套教材是在双语教学教材出版方面的一次新的尝试。我们在选书、改编及出版的过程中得到了国内许多高校的专家、教师的支持和指导,在此深表谢意,也期待广大读者提出宝贵的意见和建议。

尽管我们在改编的过程中已加以注意,但由于各教材的作者所处的政治、经济和文化背景不同,书中的内容仍可能有不妥之处,望读者在阅读中注意比较和甄别。

东北财经大学出版社

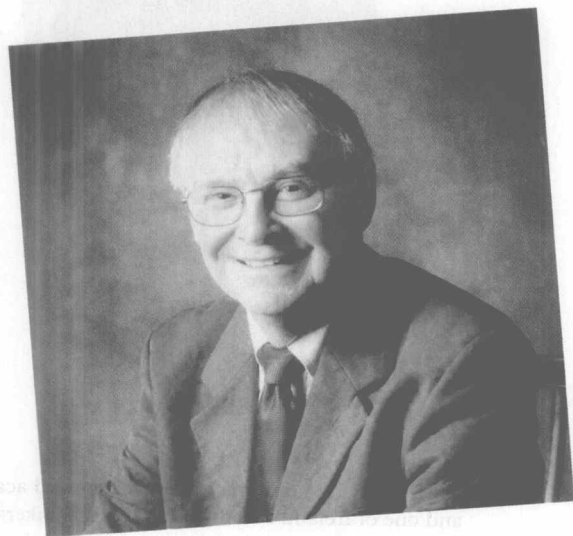
The authors 作者简介



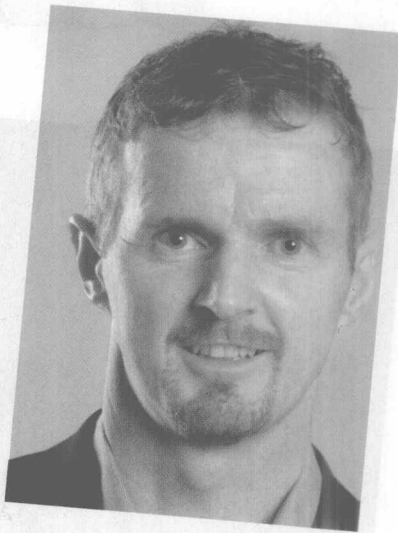
David Jobber is an internationally recognized marketing academic. He is Professor of Marketing at the University of Bradford School of Management. He holds an Honours Degree in Economics from the University of Manchester, a Master's Degree from the University of Warwick and a Doctorate from the University of Bradford.

Before joining the faculty at the Bradford Management Centre, David worked for the TI Group in marketing and sales, and was Senior Lecturer in Marketing at the University of Huddersfield. He has wide experience of teaching core marketing courses at undergraduate, postgraduate and post-experience levels. His specialisms are industrial marketing, sales management and marketing research. He has a proven, ratings-based record of teaching achievements at all levels. His competence in teaching is reflected in visiting appointments at the universities of Aston, Lancaster, Loughborough and Warwick in the UK, and the University of Wellington, New Zealand. He has taught marketing to executives of such international companies as BP, Croda International, Allied Domecq, the BBC, Bass, Royal & Sun Alliance, Rolls-Royce and Rio Tinto.

Supporting his teaching is a record of achievement in academic research. David has over 150 publications in the marketing area in such journals as the *International Journal of Research in Marketing*, *MIS Quarterly*, *Strategic Management Journal*, *Journal of International Business Studies*, *Journal of Management*, *Journal of Business Research*, *Journal of Product Inno-*



vation Management and the *Journal of Personal Selling and Sales Management*. David has served on the editorial boards of the *International Journal of Research in Marketing*, *Journal of Personal Selling and Sales Management*, *European Journal of Marketing* and the *Journal of Marketing Management*. David has acted as Special Adviser to the Research Assessment Exercise panel that rates research output from business and management schools throughout the UK. In 2008, he received the Academy of Marketing's Life Achievement award for distinguished and extraordinary services to marketing.



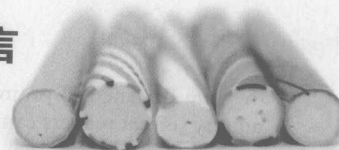
John Fahy is an internationally recognized academic and one of Ireland's leading marketing thinkers. He is currently Professor of Marketing at the University of Limerick. Prior to this he lectured at Trinity College, Dublin; he holds a Master's Degree from Texas A&M University and a Doctorate from Trinity College.

His research interests are in the areas of marketing strategy, global competition and neuro-marketing. He is the author of three books and over 70 articles in journals including the *Journal of Marketing*, *Journal of International Business Studies*, *Journal of Business Research*, *Journal of Market-Focused Management*, *European Journal of Marketing*, *International Business Review* and *Sloan Management Review*. He is the winner of several major international research awards, such as the AMA Services Marketing Paper of the Year Award and the Chartered Institute of Marketing Best Paper Award at the Academy of Marketing Annual Conference. He is also a distinguished case study author and the winner of several case competitions.

He has a distinguished teaching record at all levels including undergraduate, postgraduate and executive, where he specializes in marketing strategy. He also has extensive international experience having held visiting appointments at Senshu University, Japan, Texas A&M University, USA, and Monash University, Australia. He retains close links with industry through consulting assignments and his involvement in executive training programmes, and is regularly invited to speak on business issues.

Preface to the third edition

第3版前言



It has been three years since the last edition of *Foundations of Marketing*; in some ways, so much has changed since then and, in other ways, very little has changed. We have seen the rise of China and India as economic superpowers; Web 2.0 with its social networks and user-generated content was scarcely getting a mention three years ago; and concerns surrounding climate change and sustainability have begun to dominate mainstream debate. The study of marketing has also continued to move on, with themes like consumption, relationships, measurement and technology issues dominating much of what has been written in the past three years.

In other ways, very little has changed. The core concepts of marketing remain the same. The ever evolving customer is still the centre of the marketing universe. No customers means no business. The job of the chief marketing officer (CMO), or whatever designation she has, is still to manage that relationship with the organization's customers. She must understand them, interact with them, and deliver to them the kinds of products and services that meet their needs and wants.

And the exciting thing about marketing is that this relationship between the organization and the customer is always changing and evolving. What we are now seeing is an unprecedented level of power moving to the customer. Marketing is not something that is done *to* customers any more. Customers can avoid interruptive marketing messages like television advertising by simply zapping them. They can quickly find information about products and services through online contact with friends or on shopping websites. The customer is a much more active rather than passive entity. But what this means is that the core idea of marketing, namely the delivery of value to customers, is more important now than it has ever been. Because it is only through the delivery of value in an ever faster-moving and more competitive environment that profit-driven and not-for-profit organizations will survive and prosper.

The third edition

This edition builds on many of the popular features that made the second edition such as success, and includes several exciting new initiatives.

The overall ethos of the book remains the same. Marketing is a real-life activity that everyone engages in on a daily basis, and the book aims to capture that through the inclusion of many examples, vignettes and cases that the modern student can relate to. The structure of the book remains the same, with the logical framework of the marketing plan broadly used to guide the sequence of content. The book retains the popular pedagogical features of the second edition, including the Learning Outcomes and Marketing Spotlights at the beginning of each chapter, Marketing in Action vignettes giving examples of marketing practice throughout the chapter, as well as Summaries, Key Terms and Suggested Reading sections at the end of each chapter to aid revision and further study.

But there are some important new features in this edition. These are now discussed below.

Ethical Debates

For some time now, ethical issues have been important in marketing, and have been featured in previous editions of this book. But in many ways the issue of ethics has tended to be treated as a special case. Companies engage in corporate social responsibility (CSR) programmes and that takes care of their ethical obligations, while some additional pages in a textbook take care of the author's need to discuss ethics in marketing. But when we look at issues in society such as the rise in materialism, obesity among children, people queuing to buy US\$5000 handbags while much of the world lives in poverty, it becomes clear that ethics is not a special case but central to marketing. In recent times, the practice of marketing has been the subject of trenchant criticism and has been accused of creating many of society's current ills. Therefore students and practitioners need to know where they stand on these issues.

Ethics are defined as the moral principles and values that govern actions, so therefore one cannot be absolutist about them. Different people will interpret situations using their own frames of reference and will have different opinions. Therefore the discussion of ethics in this book is structured in terms of debates. In total, there are seven Ethical Debates, located throughout the book at appropriate junctures. They are longer than other vignettes, and try to capture both sides of the argument. Like any good debate,

they are designed to promote discussion and further inquiry so that readers can make up their own minds.

Technology Focus

Technology has always influenced the practice of marketing. The development of the car created out-of-town shopping centres, the development of television revolutionized how firms communicated with customers. In recent years new technologies, such as mobile telephones, the internet, digital television, and so on, have had a profound effect on business.

Previous editions of the book included e-marketing vignettes to reflect the importance of these technologies and to describe how they were impacting upon businesses. This edition takes a different approach. Information technologies like the internet are now so mainstream in business that treating them separately is redundant. Therefore, in this edition, technology companies and examples of how technology is being used to alter the practice of marketing are integrated into the Marketing in Action vignettes. Whether the piece concerns a technology issue or a non-technology issue does not matter. The purpose of the vignette is to illustrate the practice of marketing and to allow the reader to consider the theoretical implications.

But this in no way downplays the level of attention we pay to technology issues. And because technological changes have the power to radically alter the practice of marketing, we have included five Technology Focus pieces throughout the book. These are extended, detailed and thought-provoking reviews of how technology is currently influencing and will continue to influence the practice of marketing in the future. Taken together with the discussion of internet marketing in Chapter 10, these pieces could enable the educator to develop some stimulating and contemporary classes on e-marketing. They offer readers an opportunity to speculate on the directions that marketing may take. Some, such as the issue of data privacy, are very controversial. For example, current technology enables the creation of sophisticated databases, which assist in the development and management of customer relationships, but it also means that customers' behaviour is accurately recorded and monitored—often without their knowledge or consent. This is clearly an important issue for both organizations and their customers.

Marketing practice

A core concern at a foundational level, is how marketing is practised. What have companies done, how have they done it and has it worked? Like the pre-

vious editions, this one provides insights into the world of marketing through a wide variety of Marketing in Action exhibits in each chapter. In all, there are close to 50 such vignettes in the book. The organizations featured are large (e.g. Sony), small (e.g. Tyrell's Potato Chips and Think Nordic ASA), geographically dispersed (e.g. Lenovo and Icelandic Water Holdings), technologically driven (e.g. Last.fm), both product- and service-orientated (e.g. Nintendo Wii and Holiday Inn), and profit- and not-for-profit-orientated (e.g. Google and ActionAid). Each Marketing in Action vignette opens with a study guide to help the reader make the connections between the theoretical concepts being discussed in the chapter and the actual examples being used to illustrate them.

Case studies are also an essential aspect of the study of marketing. In this edition, there are eleven new case studies and one, LEGO, which has been retained and updated since the last edition because of some very interesting changes that have taken place at that organization. The subjects of the cases are many and varied and include famous organizations and brands (e.g. Nike and Sony PlayStation), rising stars (e.g. YouTube and innocent drinks) and rapidly growing new industries (e.g. gambling—Paddy Power—and spa treatments—Inchydoney Lodge and Spa). A great deal can be learned from studying the experiences of these kinds of organizations.

New themes

Finally, the book introduces the reader to many important new themes in marketing. For example, in this edition, the Marketing Spotlight feature has been used in some instances to briefly examine important new conceptual domains such as experiential marketing, multichannel marketing and neuro-marketing. Other spotlights focus on the groundbreaking initiatives coming from practice, such as Radiohead's 'name your price' strategy for the launch of one of their albums, or the booming global businesses of counterfeiting. All these subject areas are indicative of the new directions in which the field is heading.

Consequently, each of the chapters has been rewritten to update core material and, where appropriate, to introduce new material. For example, the emerging field of marketing metrics promises to change the way marketing activity is measured and controlled, and this is discussed in Chapter 12. Similarly, buzz marketing is a rapidly growing form of direct communications and is examined in Chapter 10. Other core themes, such as internet marketing, mobile marketing, product placement and many others, have been extensively revised and updated.

The topics covered and a set of outcomes are included at the start of each chapter, summarizing what to expect from each chapter.

A lively vignette begins each chapter to introduce the main topic and show how marketing works in real life.

[illegible]

Learning is the result of information processing; the free inputs are changes in the content or organization of linguistic structures.¹⁰ There are numerous ways in which learning can take place. These include conditioning and cognitive learning. Classical conditioning is the process of forming a stimulus-response relationship between a stimulus and a response to cause the learning. Thus, in advertising, learners tend to listen to what a pleasant experience may be, and it is held that these favorable feelings will be, as a condition of the product. The strong desire that leads them to purchase is an advertising appeal to its target market of young adults.

Operant conditioning differs from classical conditioning in terms of the role and timing of the reinforcement. In this type, reinforcement results from the animal's response to the stimulus. The strongest likelihood of the animal responding is reported. Operant conditioning occurs in a much different form. The use of live samples is based on the principles of operant conditioning. For example, the strength of a new stimulus is diminished to a great extent if the animal does not respond. The stimulus is random in a small, closed space, and because it has desirable properties it is liked, not disliked, and the likelihood of its being sought is increased. Thus the sequence of events is different for classical and operant conditioning. In the former, the stimulus is followed by the reinforcement, and in the latter, the reinforcement is followed by the stimulus. This may be used over time to encourage the animal to

The wearing of kneebraces, and the development of trunks and attitudes without direct measurement is related to its capacity for learning. The wearing of one or more computer monitors is considered a type of knee brace. Having seen the headline "Levin Is at It Again," the consumer may remember that Levin is a proponent for the attitude without the limbs conditioning and unconscious previously discussed. Various learning theories driving this view of the computer monitor as a brace, is that the often-often use of the computer monitor is a promise of the mind that sometimes, there are the type of clothes that attract potential voters in observing other people. In addition, the attitude shown can be used to avoid approval of the type of clothing being worn or the attitude being worn.

Whereas the topic of learning that has taken place (the content of product) predominate in the result of the learning process, the market objective is to create a clear and favorable position in the mind of the consumer. As to what is the start of the chapter, some marketing companies are beginning to experiment with consultation, where focus is on the combination of some resources on which products, groups and activities is used to try to foster accelerated information processing and purchase formation.

Individuals

To understand motivation we must look at the relationship between needs, desires and goals.¹⁰ The basic concept is that a person has a need, which the person perceives needs appropriate action to be taken in motion (behaviors) with direction, to accomplish goals (attitudes) that achieves a need and makes a goal. Motives can be grouped into a category, as proposed by Maslow's¹¹

1. *Physiological*: the fundamentals of survival, e.g. hunger or thirst.
2. *Safety*: protection from the unspeakable happening in life, e.g. accidents, ill health.
3. *Belongingness and love*: striving to be accepted by those to which we feel close and to be an important person to them.
4. *Respect and esteem*: striving to achieve a high standing relative to other people, e.g. status.

Self-awareness and self-acceptance are the first steps in achieving what one is capable of. One's own self, in relation to what was potentially in.

It is important to understand the distinction that exists between because it is these that determine alternative criteria. In Western markets, the first few stages of Maslow's hierarchy have largely been satisfied. Consequently, many brands now emphasize the need for self-actualization in their advertising.

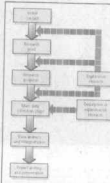
Selfless and Altruistic

A thought that a person looks about something is a lie in a belief. In a marketing context it is a thought about a product or service one can use to achieve their ends. Marketing people are very interested

These are highlighted throughout the chapter, with definition recaps at the end of each chapter for quick and easy revision.

We've included a hand-selected array of contemporary adverts to show marketing in action. Key concepts and models are illustrated using figures, tables and charts.

Rank	Company	Country	Employees	Turnover £/Billion
1	HSBC	UK	1,000	1,060
2	HSBC	UK	7,800	1,060
3	HSBC	UK	145,000	1,060
4	HSBC	UK	8,000	1,060
5	HSBC	UK	2,000	1,060
6	HSBC	UK	8,000	1,060
7	HSBC	UK	8,000	1,060
8	HSBC	UK	8,000	1,060
9	HSBC	UK	8,000	1,060
10	HSBC	UK	8,000	1,060



about the client and its members, may be conducted prior to the meeting.

Research brief

At a meeting to decide what firms the research will need to take, the client explains the marketing problem and outlines the company's research objectives. The marketing problem might be the need to attract new customers to a product group, and the research objectives to identify groups of customers needing segmenting; after tonight's session a new line for the product and the characteristics of the target market.

Other information that should be provided to the

1. *Background information:* the student's name...

2. *Location of information:* The client may have a list of industries that might be potential users of the

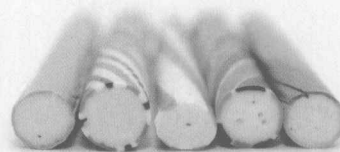
3. *The work of the project:* Is the client looking for a

“cheap and cheerful” job is a major waste! This has implications for the research design and survey costs.

Figure 4.1 The marketing research process

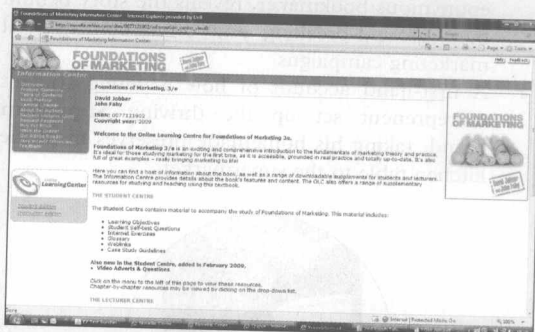
Technology to enhance learning and teaching

教辅资料

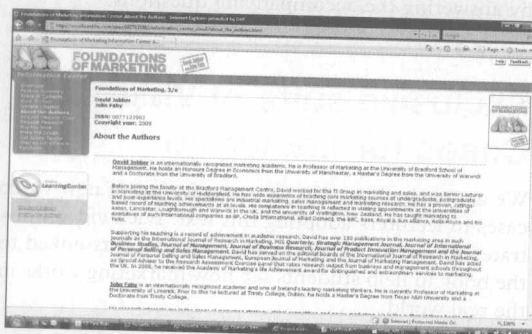


Visit www.mcgraw-hill.co.uk/textbooks/jobber today

Online Learning Centre (OLC)



After completing each chapter, log on to the supporting Online Learning Centre website. Take advantage of the study tools offered to reinforce the material you have read in the text, and to develop your knowledge of marketing in a fun and effective way.



Resources for students include:

- New case studies
- Self-test questions
- Internet exercises
- Glossary
- Ad Insight videos



Test Bank available in McGraw-Hill EZ Test Online

A test bank of hundreds of questions is available to lecturers adopting this book for their module. A range of questions is provided for each chapter, including multiple-choice, true or false, and short-answer or essay questions. The questions are identified by type, difficulty and topic to help you to select questions that best suit your needs and are accessible through an easy-to-use online testing tool: **McGraw-Hill EZ Test Online**.

McGraw-Hill EZ Test Online is accessible to busy academics virtually anywhere—in their office, at

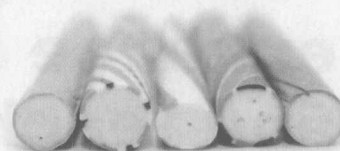
Also available for lecturers:

- Lecturers' manual
- Testbank in EZTest format
- Animated PowerPoint Slides
- New case studies
- Image bank
- Lecturer videos

home or while travelling—and eliminates the need for software installation. Lecturers can choose from question banks associated with their adopted textbook or easily create their own questions. They also have access to hundreds of banks and thousands of questions created for other McGraw-Hill titles. Multiple versions of tests can be saved for delivery on paper or online through WebCT, Blackboard and other course management systems. When created and delivered through EZ Test Online, students' tests can be immediately marked, saving lecturers time and providing prompt results to students.

To register for this FREE resource, visit www.eztestonline.com

Videos



Ad Insight

Ad Insight

On the student centre of the OLC you will find a wealth of TV advertising campaigns, many of which are linked to topics in the book. Look out for the Ad Insight icon in the text to refer you to watch the relevant clip and put your marketing skills into practice by answering the accompanying questions.

Exclusive suite of Video Cases for Lecturers

We are excited to offer an exclusive set of new video cases to lecturers adopting this text. Each video illustrates a number of core marketing concepts linked to the book to help students see how marketing works in the real world.

What do the videos cover?

The videos offer students insights into how different organizations have successfully harnessed the elements of the marketing mix, including discussions about new product development, pricing, promotion, packaging, market research, relationship and digital marketing. The videos feature interviews with business leaders and marketing professionals, researched and conducted by Professor John Fahy to ensure seamless integration with the content of the new edition of this text.

How can I use them?

To ensure maximum flexibility for teaching purposes, the videos have been edited to focus on key topics so that short extracts can be easily integrated into a lecture presentation or be delivered in a tutorial setting to spark class discussion. To ensure painless preparation for teaching, each video is accompanied by PowerPoint slides, teaching notes and discussion questions.

This fantastic video resource will add real value to lectures, providing attention-grabbing content that helps students to make the connection between theory and practice.

Some highlights of the video package include:

- An interview with **Paddy Power**, founder of the eponymous bookmaker, reveals the story behind their ground-breaking and often controversial marketing campaigns
- A first-hand account of how a young student entrepreneur set up the thriving **SuperJam** brand, taking his homemade preserves from the kitchen table to the supermarket



- The Marketing Director of **Burnt Sugar**, luxury toffee confectioners, explains how his company has used innovative online forums, events and other customer feedback to develop and promote their products.



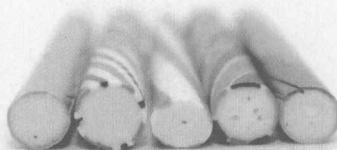
Look out for more new videos in the coming months!

How do I get the videos?

The full suite of videos is exclusively available to lecturers adopting this textbook. If you are interested in this resource, please contact your McGraw-Hill representative or visit www.mcgraw-hill.co.uk/textbooks/jobber to click through to request a demonstration.

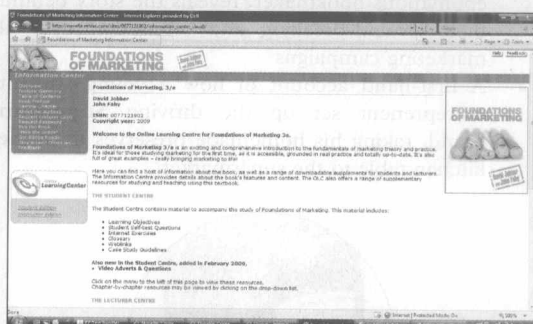
Technology to enhance learning and teaching

教辅资料

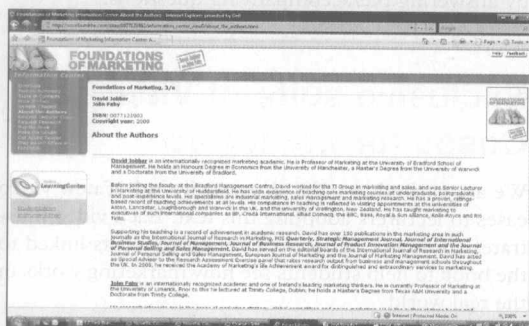


Visit www.mcgraw-hill.co.uk/textbooks/jobber today

Online Learning Centre (OLC)



After completing each chapter, log on to the supporting Online Learning Centre website. Take advantage of the study tools offered to reinforce the material you have read in the text, and to develop your knowledge of marketing in a fun and effective way.



Resources for students include:

- New case studies
- Self-test questions
- Internet exercises
- Glossary
- Ad Insight videos



Test Bank available in McGraw-Hill EZ Test Online

A test bank of hundreds of questions is available to lecturers adopting this book for their module. A range of questions is provided for each chapter, including multiple-choice, true or false, and short-answer or essay questions. The questions are identified by type, difficulty and topic to help you to select questions that best suit your needs and are accessible through an easy-to-use online testing tool: **McGraw-Hill EZ Test Online**.

McGraw-Hill EZ Test Online is accessible to busy academics virtually anywhere—in their office, at

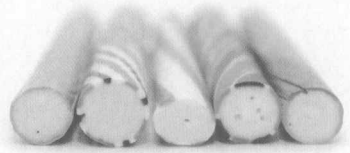
Also available for lecturers:

- Lecturers' manual
- Testbank in EZTest format
- Animated PowerPoint Slides
- New case studies
- Image bank
- Lecturer videos

home or while travelling—and eliminates the need for software installation. Lecturers can choose from question banks associated with their adopted textbook or easily create their own questions. They also have access to hundreds of banks and thousands of questions created for other McGraw-Hill titles. Multiple versions of tests can be saved for delivery on paper or online through WebCT, Blackboard and other course management systems. When created and delivered through EZ Test Online, students' tests can be immediately marked, saving lecturers time and providing prompt results to students.

To register for this FREE resource, visit www.eztestonline.com

Custom Publishing Solutions: Let us help make our content your solution



At McGraw-Hill Education our aim is to help lecturers to find the most suitable content for their needs delivered to their students in the most appropriate way. Our **Custom Publishing Solutions** offer the ideal combination of content delivered in the way which best suits lecturer and students.

Our custom publishing programme offers lecturers the opportunity select just the chapters or sections of material they wish to deliver to their students from a database called Primis at www.primisonline.com

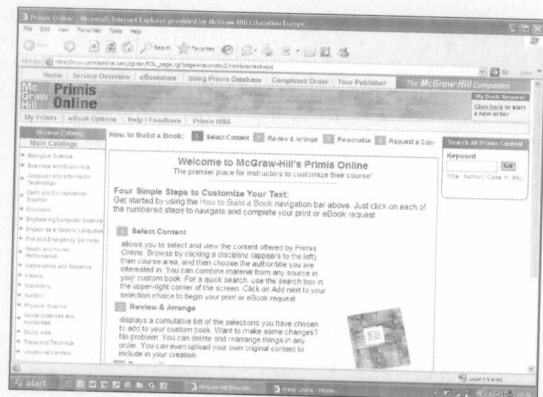
Primis contains over two million pages of content from:

- textbooks
- professional books
- case books—Harvard Articles, Insead, Ivey, Darden, Thunderbird and *BusinessWeek*
- Taking Sides—debate materials.

Across the following imprints:

- McGraw-Hill Education
- Open University Press
- Harvard Business School Press
- US and European material.

There is also the option to include additional material authored by lecturers in the custom product—this does not necessarily have to be in English.

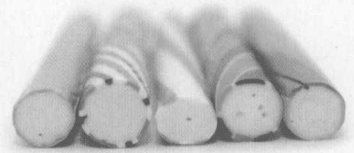


We will take care of everything from start to finish in the process of developing and delivering a custom product to ensure that lecturers and students receive exactly the material needed in the most suitable way.

With a **Custom Publishing Solution**, students enjoy the best selection of material deemed to be the most suitable for learning everything they need for their courses—something of real value to support their learning. Teachers are able to use exactly the material they want, in the way they want, to support their teaching on the course.

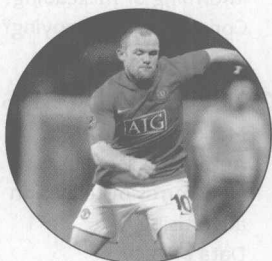
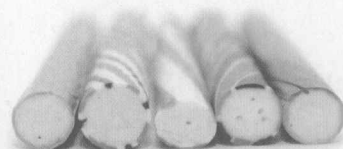
Please contact your local McGraw-Hill representative with any questions, or alternatively contact Warren Eels e: warren_eels@mcgraw-hill.com

Case list 案例名录



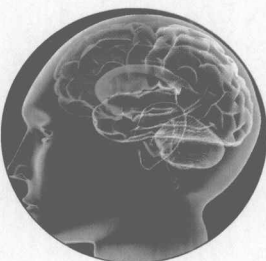
Case 1	YouTube <i>YouTube generates a great deal of customer value but can it generate revenues?</i>	23
Case 2	innocent Ltd: being good is good for business <i>The marketing approach used by innocent Ltd to become a leader in the smoothie market</i>	51
Case 3	Oasis <i>The buying strategies used by retailers in the fast-changing fashion business</i>	80
Case 4	Inchydoney Island Lodge and Spa <i>Developing a research design to understand customer needs in the leisure spa business</i>	105
Case 5	The changing face of luxury fashion: Burberry, Beckham and Big Brother <i>Segmentation and market-targeting strategies in the luxury fashion business</i>	129
Case 6	Gorenje Group: the curious case of the £10,000 fridge and building a new European brand <i>Building a new European brand in the home appliances sector</i>	162
Case 7	Paddy Power: from gambling to entertainment <i>From gambling to entertainment: redefining a service brand</i>	188
Case 8	Sony's PlayStation 3: the fall of the king? <i>The critical role of pricing in the games console business</i>	211
Case 9	Adidas vs Nike: who will score next? <i>The alternative promotional approaches used by the market leaders in sports goods</i>	245
Case 10	Red Bull's innovative marketing: transforming a humdrum product into a happening brand <i>The use of buzz marketing to build a global brand</i>	279
Case 11	IKEA <i>The marketing strategies used to build a global retail brand</i>	309
Case 12	The turnaround at LEGO <i>The rise, fall and rise again of the iconic toy manufacturer</i>	339

Vignette list 专题名录



Marketing Spotlights

- 1.1 The success of iPod 2
- 2.1 Counterfeiting: a booming global business 28
- 3.1 Neuro-marketing 56
- 4.1 Searching for 'cool' 84
- 5.1 Segmentation, targeting and positioning by Boffi 108
- 6.1 Experiential marketing 132
- 7.1 Vapiano: a new food concept 168
- 8.1 Name your price! 192
- 9.1 Advertising at Marks & Spencer 216
- 10.1 United reaches out to its fans 250
- 11.1 Multichannel marketing 284
- 12.1 Google: good planning or not? 314



Marketing in Action

- 1.1 Finding the music you want to hear 8
- 1.2 Marketing water 11
- 1.3 The success of Walkers Sensations 15
- 1.4 Marketing London 16
- 2.1 The credit crisis and the demise of Northern Rock 32
- 2.2 Burberry's 'problem' customers 35
- 2.3 What is a healthy breakfast? 41
- 2.4 Eco-marketing 45
- 3.1 Sex and shopping 59
- 3.2 Online information search 62
- 3.3 The 'unpredictable' consumer 71
- 3.4 Riding the Wii! 72
- 4.1 Website audience measurement 88
- 4.2 Getting to know customers 90
- 4.3 Marketing ethnography 93
- 5.1 Grey Goose takes flight 112



- 5.2 New market segments for Lenovo 116
- 5.3 Differentiating Gap Inc.'s brands 119
- 5.4 Repositioning cider 124
- 6.1 Brand communities 135
- 6.2 The global/local dilemma 144
- 6.3 Sony's portfolio decisions 148
- 6.4 Oops, sorry! 156
- 7.1 Rebranding Holiday Inn 170
- 7.2 The happy staff-happy customers link 176
- 7.3 Customer service excellence at Singapore Airlines 179
- 7.4 ActionAid targets the youth market 184
- 8.1 The *Harry Potter* series: high sales, low profits 193
- 8.2 The success of Renault's Logan 195
- 8.3 The price of money 198
- 8.4 Skimming the market 200
- 9.1 Creating and sending messages 222
- 9.2 Newspapers and sales promotion 229
- 9.3 Dyson: good and bad publicity 233
- 9.4 The perils of sponsorship 237
- 9.5 Product placement and gaming 240
- 10.1 Direct marketing at Perlico 257
- 10.2 Expensive phone calls 261
- 10.3 Internet marketing—we're all marketers now! 264
- 10.4 Search advertising 269
- 10.5 Turnaround at HP 274
- 11.1 Tyrell's takes a different route to market 290
- 11.2 Trouble in the soft drink channel! 295
- 11.3 New standards at Lexus 299
- 11.4 How RFID technology will impact on the supply chain 304



12.1	Airbus vs Boeing	320	6.1	Brand values and the value of a brand	137
12.2	Chilly time for convenience foods	322	8.1	What is a fair price?	203
12.3	Time to Think	325	9.1	Informing or misleading?	227
12.4	Competitive strategy in semiconductors	328	10.1	Convenient or annoying?	259
12.5	Luxottica redefines the value chain	331			

Ethical Debate

1.1	Marketing—good or evil?	13			
2.1	CSR or PR?	38			
4.1	Market research—fact or fiction?	99			

Technology Focus

5.1	Markets of one	121
7.1	Automatic service!	178
9.1	New forms of television advertising	223
10.1	Data privacy	253
11.1	The long tail of internet retailing	298