

[美] 卡尔·麦克丹尼尔 小查尔斯·兰姆

小约瑟夫·海尔/著

THOMSON

第 8 版 · 英文版 ·

市场营销学

Marketing Marketing Marketing

McDaniel & Lamb & Hair



世纪出版集团 上海人民出版社

尔·麦克丹尼尔 小查尔斯·兰姆 小约瑟夫·海尔/著

McDaniel & Lamb & Hair

市场营销学

Marketing

第 8 版

· 英文版 ·



世纪出版集团 上海人民出版社

图书在版编目(CIP)数据

市场营销学:第8版/(美)麦克丹尼尔(McDaniel,
C.), (美)兰姆(Lamb, Jr. C. W.), (美)海尔(Hair,
Jr. J. F.)著. —上海:上海人民出版社, 2006

书名原文:Marketing

ISBN 7-208-06657-4

I. 市... II. ①麦...②兰...③海... III. 市场营
销学—高等学校—教材—英文 IV. F713.50

中国版本图书馆CIP数据核字(2006)第144859号

责任编辑 王 炜

封面设计 人马艺术设计工作室·储平

市场营销学(第8版)(英文版)

[美]卡尔·麦克丹尼尔 小查尔斯·兰姆 小约瑟夫·海尔 著

出 版 世纪出版集团 上海人民出版社

(200001 上海福建中路193号 www.ewen.cc)

出 品



上海世纪出版股份有限公司高等教育图书公司

www.hibooks.cn

世纪高教 (上海福建中路193号24层 021-63914988)

发 行 世纪出版集团发行中心
印 刷 上海商务联西印刷有限公司
开 本 787×1092毫米 1/16
印 张 48
插 页 2
字 数 1,000,000
版 次 2006年12月第1版
印 次 2006年12月第1次印刷

ISBN 7-208-06657-4/F·1513

定 价 76.00元

**To Jamie Gleich Bryant,
World's Greatest Developmental Editor.**

—*Carl McDaniel*

—*Charles W. Lamb, Jr.*

—*Joseph F. Hair, Jr.*

ABOUT THIS EDITION

You are holding a textbook that has experienced a dramatic increase with each edition in the number of colleges and university student-users. It is now one of the world's leading marketing textbooks. We are very grateful to the hundreds of professors around the world that have selected our text to give college students their first exposure to the dynamic world of marketing. We are honored that a majority of professors stay with our text edition after edition. Our research gives us an indication why this is true. Students find *Introduction to Marketing*, by McDaniel, Lamb, and Hair, the most exciting, readable, and enjoyable text of their college career.

SO WHAT'S NEW?

If you are already familiar with *Introduction to Marketing*, you may be asking, "So what's new?" The answer is quite a bit.

New Content

In addition to the dozens of new examples in each chapter, we have added new topical content and revised and updated existing material throughout the book.

PART 1 We have retained the proven format of Chapter 1 (An Overview of Marketing) and added a new Career Appendix to introduce students to various aspects of a career in marketing, like types of marketing jobs, pay scales, preparation for interviewing, and what to expect the first year on the job. Chapter 2 (Strategic Planning for Competitive Advantage) has been streamlined and now culminates with a Marketing Plan Appendix to help students better understand the level of detail needed in a strategic marketing plan. A thoroughly revised Chapter 3 (Social Responsibility, Ethics, and the Marketing Environment) tackles the issue of sustainability and offers new content on demographics, including new material on women as principal economic decision makers. We have completely revised the sections on Generation Y, Generation X, baby boomers, and older consumers, and on marketing to Hispanic Americans, African Americans, and Asian Americans. The chapter contains new material on purchasing power and household income distribution

across the United States. Chapter 4 (Developing a Global Vision) has been greatly revised to reflect constant changes in the global marketplace. We have updated the section on the impact of globalization on trade. There is new content on the effects of purchasing power across nations and the global distribution of wealth. Three new sections on the World Bank, the International Monetary Fund, and the effects of exchange rates are highly relevant for today's global marketer.

PART 2 Chapter 5 (Consumer Decision Making) has new material on how consumers use cutoffs to narrow product choices, and Chapter 6 (Business Marketing) has a completely revised section on business marketing on the Internet. Chapter 7 (Segmenting and Targeting Markets) now includes information on dynamic segmentation, the practice of one-to-one marketing (getting down to a market segment of only one consumer), privacy issues related to one-to-one marketing, and the role of the Internet in marketing to individual consumers. Chapter 8 (Decision Support Systems and Marketing Research) addresses virtual focus groups in a new section and has a new and detailed exhibit comparing the costs of collecting data using traditional methods versus using the Internet.

PART 3 Chapter 10 (Developing and Managing Products) adds tips for successful product development and information on the differences between product adoption habits across different nations. Chapter 11 (Services and Nonprofit Organization Marketing) contains the latest projections for service sector employment.

PART 4 Companies everywhere are working to squeeze inefficiencies out of their supply chains, so in Chapter 12 (Supply Chain Management) we give students an introduction to radio-frequency-identification (RFID) tags, the latest technology in distribution. Chapter 13 (Retailing) has updated the hottest retailing trends and now includes a section on firm-customer interactivity and m-commerce. There is also a new exhibit listing resources for franchising.

PART 5 Chapter 15 (Advertising and Public Relations) contains new statistics on which media marketers are using most for their advertising. There is also new material about a new trend in Internet marketing called "advergaming." Electronic couponing

gets a new look in Chapter 16 (Sales Promotion and Personal Selling), which also contains new material on the efforts of many companies to revive dying customer loyalty through frequent-shopper programs. In this chapter, we also look at the rise of co-branded credit cards as a sales promotion tool.

PART 6 Chapter 17 (Pricing Concepts) has more detailed descriptions on calculating retail prices and markups. It also includes a revised section on the impact of Internet auctions on pricing. New content on the impact of competition on pricing is included in Chapter 18 (Setting the Right Price).

PART 7 Chapter 19 (Internet Marketing) is completely revised for every edition of *Introduction to Marketing* to reflect the constantly evolving world of Internet marketing and e-commerce. We have streamlined Chapter 20 (Customer Relationship Management), including clearer descriptions of each concept, so that students can get a better grasp of this complex topic.

New Visual Learning Objective Summaries

Through our years teaching, we know that not all students learn the material the same way. Some can read books and understand the concepts just from their verbal presentation. Other students need to rewrite the material in their own words in order to understand it completely. Still others learn best from diagrams and exhibits.

For this reason, every learning objective topic in the Eighth Edition concludes with a graphic depiction of the material discussed. These pieces of art, called **Review Learning Objectives**, are designed to give students a picture of the content, which they can use to help them recall the material. For example, Learning Objective 4 in Chapter 4 discusses the various ways of

entering the global marketing place. The detailed discussion of everything from exporting to direct investment ends with the following review:

These reviews are not meant to repeat every nuance of the chapter content. Rather, they are meant to provide visual cues that prompt the student to recall the salient points in the chapter. Our new visual reviews do not replace our end-of-chapter review summaries. (Some students will prefer the written summary to the visual summary.) But what we now offer is a choice that meets an individual student's needs.

New Marketing in Entertainment Boxes

In this international edition of *Introduction to Marketing*, we have developed a **Marketing in Entertainment** box for each chapter. These short boxes give students a concentrated example of how chapter concepts can be found in the entertainment industry. Although not all students have had experience working in the world of business, nearly all can relate to examples about entertainment. Using examples from this industry will enhance students' understanding.

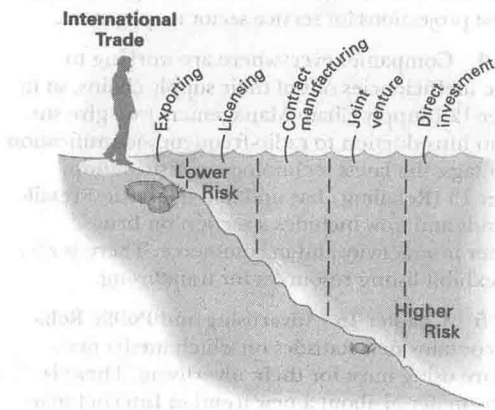
We take a wide view of this important industry, from television and film, to publishing (for example, books and magazines), fine art (like theater and circus), Internet, video gaming, and nonmedia entertainment (like tailgating). We also take a look at companies that create the equipment, computer hardware, and software that power our entertainment choices. At the end of each chapter, students will find a detailed exercise on the **Marketing in Entertainment** box to help them arrive at a deeper understanding of how marketing is operating in the entertainment choices they make every day.

New Application Exercises

If you are familiar with *Introduction to Marketing*, you may recall that we have had an Application for Small Business for many years. For this international edition, we wanted something new and exciting for this feature to generate enthusiasm with both students and instructors.

Now, the end of each chapter contains a new application exercise that gives students the opportunity to work with marketing concepts in various real-world contexts. We incorporate activities (rather than questions) to help students appreciate the width and depth of the marketing industry. These exercises come from instructors around the country who have contributed their teaching ideas to our unique supplement **Great Ideas in Teaching Marketing** since the First Edition.

For this edition, we asked a panel of 35 judges to review every Great Idea we have ever published. After reviewing over 1,000 ideas, we decided to use the winning entries as the basis for the new application exer-



cise. Activities are designed to help students get into marketing by creating an ethnic dining guide, playing a world geography game, drafting a plan to revive the Hydrox cookie brand, collecting a list of 100 new products and graphing the distribution of new product types, comparing two retail stores according to their retailing mixes, researching the complete supply chain for a product of their choosing, creating an advertising campaign for a product using the rules from the Hasbro game Taboo, role playing a televised interview after a marketing crisis, and much more.

New Career Exercises

Many students who take principles of marketing may not be aware of the numerous career opportunities open to marketing majors. Even though we talk about marketing careers in Chapter 1 (Learning Objective 5) and have followed that introduction with a detailed Career Appendix, we know that job hunting is a serious concern for many students—of all disciplines. Our new **Career Exercises** at the end of each chapter aim to give students the opportunity to explore careers in a variety of marketing disciplines.

Each Career Exercise relates to the content covered in the chapter. For example, after Chapter 2 (Strategic Planning for Competitive Advantage), students are led through a personal SWOT analysis. In Chapter 11 (Services and Nonprofit Organization Marketing), students are shown how to research nonprofit organizations through Guidestar.org, a database of over 850,000 registered nonprofits, and Give.org, the division of the Better Business Bureau that concentrates exclusively on nonprofit groups and charities. If students work these exercises throughout the semester, they will feel comfortable looking for marketing jobs now, and will know what resources are available throughout their careers.

New Videos from Popular Movies

For the Eighth Edition of *Introduction to Marketing*, we have replaced our medium-length videos with a new and innovative type of video. Joseph Champoux, the leading educator in teaching through film, has carefully selected a film clip for every chapter. Scenes from *The Family Man*, *Bowfinger*, *About a Boy*, *Lost in Translation*, *Casino*, *Intolerable Cruelty*, and other films help students see the world of marketing from a new perspective. These clips are a great way to conclude teaching the chapter because they require students to draw the connections and articulate the relationship between the movie and the chapter concepts. By thinking metaphorically—rather than just literally—about the concepts, students gain a deeper understanding of marketing. Clips are available on DVD for professors.

CLASSIC FEATURES HAVE BEEN UPDATED AND ENHANCED

Looking Forward

Each chapter begins with a new, current, real-world story about a marketing decision or situation facing a company. These vignettes, called **Looking Forward**, have been carefully prepared to stimulate student interest in the topics to come in the chapter and can be used to begin class discussion. A special section before the chapter summary called **Looking Back** answers the teaser questions posed at the beginning of the chapter and helps illustrate how the chapter material relates to the real world of marketing. In the Eighth Edition, you'll read about companies like Coach, DuPont, In-n-Out, JCPenney, Porsche, Starbucks, Virgin Mobile, and XM Satellite Radio.

Global Perspectives Boxes

Today most businesses compete not only locally and nationally, but globally as well. Companies that may have never given a thought to exporting now face competition from abroad. Thinking globally should be a part of every manager's tactical and strategic planning. Accordingly, we address this topic in detail early in Chapter 4. We have also integrated numerous global examples within the body of the text and identified them with the icon shown in the margin. Global marketing is fully integrated throughout the book, cases, and videos, as well.

Our **Global Perspectives** boxes, which appear in nearly every chapter, provide expanded global examples of the marketing issues facing companies in Africa, Asia, Europe, North America, and South America. Each box concludes with thought-provoking questions carefully prepared to stimulate class discussion. You'll read about South American food being exported to the United States, how Disneyland Paris became Europe's number one tourist attraction, and what Wal-Mart is doing to be successful in Japan, among other topics.

Ethics in Marketing Boxes

In this edition we continue our emphasis on ethics. The **Ethics in Marketing** boxes, complete with questions focusing on ethical decision making, have been revised in each chapter. This feature offers provocative examples of how ethics comes into play in many marketing decisions. Is it ethical to target teens at school? Should banks track customers' credit ratings? Are J.D. Power and Associates' initial car quality ratings reliable? What about limiting a country's ability to capitalize on its natural



resources? Or mixing pharmaceutical ads with medical research? Students will consider these and many other hotly debated ethical questions.

Review and Applications

To help students focus their study time, we continue to group end-of-chapter discussion and writing questions with their related learning objective summary. Questions are numbered according to the learning objective to which they correspond. For example, the summary point for Chapter 10 Learning Objective 2 has four related questions. They are numbered 2.1, 2.2, 2.3, and 2.4. This organization helps students identify questions pertinent to the learning objective they are studying, allowing each chapter to function as a series of content blocks that can be read over multiple study sessions.

Entrepreneurship Case

Entrepreneurship, whether in the newest dot com or in America's largest corporations, is what fueled the greatest period of expansion in American history. Ten chapters have new entrepreneurship cases highlighting the challenges facing entrepreneurs in the 21st century. These cases focus on a wide variety of companies, like Look-Look (a marketing research company specializing in cool spotting), RockStar Games (maker of video games for mature audiences), Playbill (publisher of programs for fine arts events), and MTV, among others.

But we also recognize that entrepreneurial activities take place across the *Fortune* 500, so we profile industry giants like Apple and its new Garage Band software, Best Buy, and Valvoline. All have used a highly entrepreneurial approach in various parts of their business. Your students will find these cases an exciting and challenging aspect of each chapter.

Watch It

Video is a valuable teaching tool, so this edition has retained its comprehensive video package that combines short, medium, and long segments. **Watch It** gives students a brief description of the long (Feature Presentation) and medium (Encore Presentation) segments relating to that chapter. For instance, in Chapter 9 (Product Concepts), the Feature Presentation is a segment about Fluker Cricket Farms in Baton Rouge, Louisiana, and the Encore Presentation is scene from *Josie and the Pussycats*. Students are prepared for video viewing in or out of class by reading the **Watch It** at the end of the chapter.

Not mentioned in the Watch It but available to the professor are short, 30-second ads embedded in the PowerPoint presentation slides for each chapter. Over forty ads aired during the recent Super Bowl have been selected to illustrate key chapter concepts. Viewing the commercials in the context of the class pushes students to analyze the content, appeals, and execution of the ads.

Each type of video helps students deepen their understanding of marketing concepts, allowing them to consider the subject from multiple directions.

Marketing Miscues

Mistakes can have tough consequences, but they also offer a great lesson. This is especially true in marketing. At the end of each part you will find new cases that describe good and bad ideas that couldn't make it in the rough and tumble marketplace. Often amusing and always interesting, these cases about Scholastic Book Publishers losing touch with its primary market, Google's troubles with trademark infringement, Major League Baseball's snafu with using Spiderman-themed bases, and Disney's flop *The Alamo*, will help your students avoid the same mistakes made by these well-known companies. After all, making smart decisions is at the heart of successful marketing.

Critical Thinking Cases

Our society has an enormous capacity for generating data, but our ability to use the data to make good decisions has lagged behind. In the hope of better preparing the next generation of business leaders, many educators are beginning to place greater emphasis on developing critical thinking skills.

Introduction to Marketing, Eighth Edition, contributes to this effort with a more challenging comprehensive case at the end of each of the seven major parts—all of them new for this edition. **Critical Thinking Cases** feature well-known brands like Twister, Knott's Berry Farm, Vivendi Universal Games, and easyCinema.

OUR PEDAGOGY IS DESIGNED WITH YOUR STUDENTS IN MIND

All of our new and exciting content is anchored by the cornerstone of our text, our fully **Integrated Learning System (ILS)**. The text and all major supplements are organized around the learning objectives that appear at the beginning of each chapter, so *Introduction to Marketing* is both easy to teach from and to learn.

A numbered icon like the one shown in the margin identifies each objective in each chapter and appears next to its related material throughout the text, Instructor's Manual, Test Bank, and PowerPoint. In addition, we consider multiple learning styles in the organization of our text pedagogy.

Integrated Learning System Is More Important than Ever

Since the First Edition, the **Integrated Learning System** has been one of the hallmarks of *Introduction to Marketing*. In the Eighth Edition, the Integrated Learning System is more important than ever because the collegiate

environment has changed for both students *and* instructors.

Changing Psychographics

In the past, students focused almost exclusively on their studies. Many of today's students, however, do not have this luxury. They work, commute, volunteer, and may even have families to raise. For students with active lifestyles, study time often comes in blocks of minutes rather than blocks of hours. This can make it hard to read a chapter in a single sitting. In fact, it can take anywhere from two to five sittings to completely read through a chapter once. With all the starting and stopping of studying, it can be hard to retain the chapter concepts.

Changing Demographics

Of the nearly 2 million high school students that enter college in the fall, 82 percent regularly use a computer. Most, if not all, have a shorter attention span than previous cohorts of students due to their immersion in a highly visualized culture. Today's students are used to receiving information in bullet points and other abbreviated formats. As an example of this, watch a pop music video. You will experience literally hundreds of images during a 3- to 4-minute song. Video directors piece together frames of imagery, which often appear for no more than a few seconds, and which result in the inter-splicing of images that creates virtually unconscious visual stimulation.

The changing psychographics and demographics are affecting more than the student population. Growing enrollments coupled with stabilizing (at best) or reduced (at worse) budgets mean that student-teacher ratios are higher than ever. Budget considerations are causing universities to reduce the number of tenured faculty and increasingly rely on part-time, adjunct, and non-tenure-track teachers. This means that colleges and universities have increasing numbers of new faculty each semester. And without effective teaching tools, new faculty may be ill-equipped to face the challenges of teaching today's time-pressed, media-focused students.

New Model Meets Needs of New Environment

Traditional pedagogical models assume that students have the ability to focus exclusively on studies and that professors have the ability to focus exclusively on class preparation, delivery, and evaluation. We propose an alternative model that meets the needs of today's students and professors without diminishing the importance of the material being studied.

Our unique **Integrated Learning System** model has proven to be of such tremendous value to professors that South-Western College Publishing is now using the system with basic textbook packages in other business disciplines. ILS breaks each chapter into cohesive blocks of content organized around the learning objectives, which are placed in the margin throughout the

chapter. A visual learning summary (explained above) concludes the presentation of each learning objective. Students know exactly where a learning objective begins and where it ends. At the end of the chapter, review questions are located after the appropriate summary point. Students can answer the questions that relate to the material they have just read.

The same organization underpins the Test Bank; all 3,500 testing items are grouped by chapter and by learning objective so that professors can design tests that reflect the content focused on in class. Each of the more than 975 PowerPoint slides is identified by the corresponding learning objective. New instructors using *Introduction to Marketing* and its supplements will find a support system to get them started and feeling confident from the first day. Experienced instructors using *Introduction to Marketing* and its supplements will benefit from an intuitive approach to organizing classes, evaluation, and grading.

Our Text Pedagogy Excites and Reinforces Learning

Pedagogical features are meant to reinforce learning, but that doesn't mean that they have to be boring. We have created teaching tools within the text itself that will excite student interest as well as teach. Not one of our features is casually included: each has been designed and written to meet a specific learning need, level, or style.

- **Cross-Functional Connections:** No marketer is an island. Marketing professionals work with every functional area of the company. The Cross-Functional Connections that open every part explore the give and take between marketing and all other business functions. Solutions to the topical questions are provided at the end of each part so that students can test their understanding of how marketing is integrated with the other functions of business.
- **Opening Vignettes, Revisited at Chapter Conclusions:** Each chapter begins with a new, current, real-world story about a marketing decision or situation facing a company. A special section called **Looking Back** answers the teaser questions posed in **Looking Forward** and helps illustrate how the chapter material relates to the real world of marketing.
- **Use It Now:** Students are often heard to comment, "Yes, I can use this information when I graduate and get into my career, but what take-away value can I get right now?" Use It Now addresses this concern by covering a topic related to the chapter that the student can put to work today. For example, in Chapter 4 (Developing a Global Vision), Use It Now tells students how to find a job overseas and also offers tips on changing money abroad.

- **Terms:** Key terms appear in boldface in the text, with definitions in the margins, making it easy for students to check their understanding of key definitions. A complete alphabetical list of key terms appears at the end of each chapter as a study checklist, with page citations for easy reference.

- **Review and Applications:** The end of each chapter contains a section titled Review and Applications, a summary that distills the main points of the chapter. Chapter summaries are organized around the learning objectives so that students can use them as a quick check of their understanding of chapter concepts. Discussion questions and activities are under the learning objective to which they pertain.

- **Writing Questions:** To help students improve their writing skills, we have included writing exercises in the review section at the end of each chapter.

 These exercises are marked with the icon shown here. The writing questions are designed to be brief so that students can accomplish writing assignments in a short time and instructors' grading time is minimized.

- **End of Chapter Team Activities:** The ability to work collaboratively is a key to success in today's business world. End-of-chapter team activities, identified by the icon shown here, give students opportunities to learn to work together by engaging in consensus building and problem solving.

- **InfoTrac Exercises:** Not all students have mastered the research skills they will need to use during their college and later careers. To give students some direction, we have created exercises that require them to use Gale Research Group's InfoTrac database of over 12 million articles from nearly 4,000 periodicals. Access to InfoTrac's College Edition comes free with this textbook.

- **Application Exercise:** These activities are based on winning teaching ideas from the "Best of the Great Ideas in Teaching Marketing" contest held in conjunction with the publication of the Eighth Edition. Developed by professors across the country, these exercises allow students to explore the principles of marketing in greater detail through engaging and enjoyable activities.

- **Career Exercise:** Finding a job is uppermost in the mind of most students. To help them experience the great possibilities of a career in marketing, we have designed special career exercises, which provide resources and enrichment exercises to help students develop their marketing career potential.

- **Entrepreneurship Case:** All chapters contain an entrepreneurship case with questions to help students work through problems facing real small business companies today.

All components of our comprehensive support package have been developed to help you prepare lectures and tests as quickly and easily as possible. We provide a wealth of information and activities beyond the text to supplement your lectures, as well as teaching aids in a variety of formats to fit your own teaching style.

WE INTEGRATE TECHNOLOGY IN A MEANINGFUL WAY

From the beginning, we have integrated new technologies into our Integrated Learning System in a meaningful way. The Eighth Edition continues this tradition by adding new and exciting content to our technology materials. We have also enhanced and refined popular media supplements to bring concepts alive in the classroom.

Fresh Internet Activities and Real-Time Examples

 The Internet continues to be a powerful resource for teaching and learning. Each chapter of *Introduction to Marketing* contains numerous examples of the Internet's role in marketing, designated throughout the text by the icon in the margin. In addition, we regularly offer opportunities for students to use the Internet to further their study of chapter content. **Online** activities with URLs appear in the margins throughout each chapter and are tied either to organizations mentioned in the text or to the concepts being discussed.

Because each activity calls for student effort and feedback, you can use these mini-exercises as additional assignments or quizzing opportunities. We have kept the best exercises from the Seventh Edition and added over eighty new ones. Knowing how fast the Internet changes, we have made a concerted effort to create exercises and to direct students to sites that have staying power and that will not become obsolete by the end of the semester.

INNOVATIVE AND VALUABLE INSTRUCTOR SUPPLEMENTS

PowerPoint Presentation

You will want to take full advantage of the new features of the *Introduction to Marketing, 8e*, PowerPoint presentation, available for download at <http://aise.swlearning.com>. Many of the hundreds of full-color images provided with this new edition of *Introduction to Marketing* contain valuable teaching notes to help guide you through your lecture. In addition, hyperlinks to the

Online activities in the chapter margins are embedded in each chapter of slides so that you can maximize your use of these activities during class time. Short 30-second television ads from recent Super Bowl broadcasts are also embedded in the slide presentation and are viewable only through the PowerPoint presentation. All you need is Windows to run the PowerPoint viewer and an LCD panel for classroom display.

Triple Option Video Package

The video package to accompany *Introduction to Marketing, 8e*, is the most comprehensive and innovative in our history. We provide you with three options for video use: Each chapter has a combination of thirty-second clips (short) embedded in the instructor's PowerPoint CD-ROM presentation, two- to four-minute movie clips (medium) for classroom viewing, and a 10- to 15-minute clip (long) for both classroom viewing and home viewing. There are more than 40 short clips plus 20 medium clips and 17 long segments.

The short clips consist of television ads that were originally broadcast during the **Super Bowl** games. The long clips (Feature Presentation) are excerpted footage from various episodes of the 30-minute **Small Business School (SBS)** program broadcast nationwide on PBS. And the medium clips (Encore Presentation) show scenes from popular feature films that should be used after students have read the chapter and worked the end-of-chapter exercises.

A final note about the Feature Presentation: Each chapter has a designated SBS segment as the lead segment for that chapter, but because the SBS programs cover all aspects of business, SBS segments raise more issues than just those presented in the assigned chapter. For example, the lead segment for Chapter 1 is on Wahoo's Fish Taco, a uniquely Californian restaurant, but the content in the Wahoo's Fish Taco segment also relates to material in Chapter 5 (Consumer Decision Making), Chapter 7 (Segmenting and Targeting Markets), Chapter 13 (Retailing), and Chapter 15 (Advertising and Public Relations). The rich SBS videos will help reinforce what you've learned by showing you people who are doing marketing every day—and not according to thematic units. The multifaceted SBS videos give you maximum flexibility in how you use the videos. Combined with the short and medium option videos, the possibilities are endless!

A Value-Added Instructor Manual Like No Other

Our Instructor's Manual (available for download at <http://aise.swlearning.com>) is the core of our **Integrated Learning System**. For the Eighth Edition of *Introduction to Marketing*, we have made our popular Instructor's Manual even more valuable for new and experienced instructors alike. Here is a list of the new features that will reduce class preparation time:

- Suggested syllabi for 12- and 16-week terms.
- A pedagogy grid for each chapter briefly laying out 1) all the options the professor has in the chapter, and 2) what key points in the chapter each feature addresses. The features included on the grid are Looking Forward, the boxed features, Use It Now, Application Exercise, Career Exercise, Entrepreneurship Case, and each video option.
- Three suggested lesson plans for each chapter: a lecture lesson plan, a small-group work lesson plan, and a video lesson plan.

We have retained the proven features like the detailed chapter outline, lists of support material, additional class activities, and solutions for all Review and Applications, Entrepreneurship, Marketing Miscues, and Critical Thinking Cases in the book. There are also teaching tips on setting up each of the Application Exercises. Our manual is truly "one-stop shopping" for instructors teaching any size marketing course.

Comprehensive Test Bank and Windows Testing Software

Our enhanced Test Bank (available for download at <http://aise.swlearning.com>) is organized around the learning objectives. It is available in a new Windows software format (ExamView testing software).

With ExamView (available for download at <http://aise.swlearning.com>), you can choose to prepare tests that cover all learning objectives or that emphasize only those you feel are most important. This updated Test Bank is one of the most comprehensive on the market, with over 3,500 true/false, multiple-choice, scenario, and essay questions. Our testing database, combined with the ease of ExamView, takes the pain out of exam preparation.

WebTutor™ Advantage on Blackboard™ or Web CT™

WebTutor™ Advantage puts you ahead of the game in providing online course management for instructors and online learning for students. It contains all of the interactive study guide components that you could ever want and many valuable technology-oriented additions you never thought you'd get! WebTutor™ Advantage also contains e-lectures—this valuable student resource combines the robust PowerPoint presentation with narration. WebTutor™ Advantage also contains the Small Business School digitized videos and pedagogy, Ask the Authors video FAQs, and the Who Wants to Be a Marketer? game.

WebTutor™ ToolBox

Preloaded with content and available via a free access code when packaged with this text, WebTutor™ ToolBox pairs all the content of this text's rich Book

Companion Web site with sophisticated course management functionality. You can assign materials (including online quizzes) and have the results flow automatically to your grade book. WebTutor™ ToolBox is ready to use as soon as you log on—or you can customize its pre-loaded content by uploading images and other resources, adding Web links, or creating your own practice materials.

- **Great Ideas in Teaching Marketing:** We have begun collecting Great Ideas on our instructor's resource page on the Lamb, Hair, and McDaniel Web site. In this way, we can accept submissions year-round. Great Ideas in Teaching Marketing will still be published with each new edition of *Introduction to Marketing* as part of the **Handbook for New Instructors**.

The Business and Company Resource Center

Now you can give your students FREE access to a dynamic database of information and resources. The Business & Company Resource Center supplies online access to a wide variety of global business information, including competitive intelligence, career and investment opportunities, business rankings, company histories, and much more. Unlike other online resources, this comprehensive database offers ever-changing research results, providing accurate and up-to-date company and industry intelligence for thousands of companies. View a guided tour of the Business & Company Resource Center at <http://www.gale.com/BusinessRC>. For college and university adopters only.

MEET THE AUTHORS

Carl McDaniel

Carl McDaniel is a professor of marketing at the University of Texas–Arlington, where he has been chairman of the marketing department since 1976. He has been an instructor for more than 20 years and is the recipient of several awards for outstanding teaching. McDaniel has also been a district sales manager for Southwestern Bell Telephone Company. Currently, he serves as a board member of the North Texas Higher Education Authority, a billion dollar financial institution.

In addition to *Introduction to Marketing*, McDaniel has co-authored numerous textbooks in marketing and business. McDaniel's research has appeared in such publications as the *Journal of Introduction to Marketing*, *Journal of Business Research*, *Journal of the Academy of Introduction to Marketing Science*, and *California Management Review*.

McDaniel is a member of the American Marketing Association, the Academy of Marketing Science, and the Society for Marketing Advances. In addition to his academic experience, McDaniel has business experience as the co-owner of a marketing research firm.

Recently, McDaniel served as senior consultant to the International Trade Centre (ITC), Geneva, Switzerland. The ITC's mission is to help developing nations increase their exports. He has a bachelor's degree from the University of Arkansas and his master's degree and doctorate from Arizona State University.

Charles W. Lamb, Jr.

Charles W. Lamb, Jr., is the M.J. Neeley Professor of Marketing, M.J. Neeley School of Business, Texas Christian University. He served as chair of the department of marketing from 1982 to 1988 and again from 1997 to 2003. He is currently chair of the Department of Information Systems and Supply Chain Management and president of the Academy of Marketing Science.

Lamb has authored or co-authored more than a dozen books and anthologies on marketing topics and over 150 articles that have appeared in academic journals and conference proceedings.

In 1997, he was awarded the prestigious Chancellor's Award for Distinguished Research and Creative Activity at TCU. This is the highest honor that the university bestows on its faculty. Other key honors he has received include the M.J. Neeley School of Business Research Award and selection as a Distinguished Fellow of the Academy of Marketing Science and a Fellow of the Southwestern Marketing Association.

Lamb earned an associate degree from Sinclair Community College, a bachelor's degree from Miami University, an MBA from Wright State University, and a doctorate from Kent State University. He previously served as assistant and associate professor of marketing at Texas A & M University.

Joseph F. Hair, Jr.

Joseph Hair is Alvin C. Copeland Endowed Chair of Franchising and Director, Entrepreneurship Institute, Louisiana State University. Previously, Hair held the Phil B. Hardin Chair of Marketing at the University of Mississippi. He has taught graduate and undergraduate marketing and marketing research courses.

Hair has authored 30 books, monographs, and cases and over 60 articles in scholarly journals. He also has participated on many university committees and has chaired numerous departmental task forces. He serves on the editorial review boards of several journals.

He is a member of the American Marketing Association, Academy of Marketing Science, Southern Marketing Association, and Southwestern Marketing Association. He was the 2004 recipient of the Academy of Marketing Science Excellence in Teaching Award.

Hair holds a bachelor's degree in economics, a master's degree in marketing, and a doctorate in marketing, all from the University of Florida. He also serves as a marketing consultant to businesses in a variety of industries, ranging from food and retailing to financial services, health care, electronics, and the U.S. Departments of Agriculture and Interior.

Acknowledgments

This book could not have been written and published without the generous expert assistance of many people. First we wish to thank Julie Baker, Texas Christian University, for her contributions to several chapters. We would also like to recognize and thank Vicky Crittenden, Boston College, and Bill Crittenden, Northeastern University, for contributing the Cross-Functional Connections that open each part. Vicky also did an excellent job on the Critical Thinking cases and Marketing Miscues. We must also thank Jeffrey Gleich for contributing all of the new Entrepreneurship cases.

We also wish to thank each of the following persons for their work on the best supplement package that is available today. Our gratitude goes out to: Thomas and Betty Pritchett of Kennesaw State University for revising our comprehensive Test Bank; Deborah Baker of Texas Christian University revised the PowerPoint™ presentation and added the wonderful teaching notes, hyperlinks, and videos to her already complete slide presentation; Jeffery Gleich for the excellent video teaching notes; and John Drea of Western Illinois University who created the fun classroom review game, "Who Wants to Be a Marketer?"

Administrative assistant Fran Eller at TCU typed the manuscript, provided important quality control, and helped keep the project (and us) on schedule. Jeannette Hood, UTA administrative assistant, played a major role in managing the marketing office so that Carl could write. Their dedication, hard work, and support were exemplary.

Our deepest gratitude goes to the team at Thomson Learning that has made this text a market leader. Jamie Gleich Bryant, our developmental editor, is world-class in her abilities and dedication. Amy McGuire, our production editor, helped make this text a reality. A special thanks goes to Neil Marquardt, our executive editor, and Melissa Acuña, our Publisher, for their suggestions and support.

Finally, we are particularly indebted to our reviewers:

Barry Ashmen
Bucks County Community College
Thomas S. Bennett
Gaston Community College

Ken Bell
Ellsworth Community College

Larry Borgen
Normandale Community College

P. J. Forrest
Mississippi College

Daniel J. Goebel
University of Southern Mississippi

Mark Green
Simpson College

Richard A. Halberg
Houghton College

Dorothy R. Harpool
Wichita State University

Thomas J. Lang
University of Miami

Ronald E. Michaels
University of Central Florida

Monica Perry
University of North Carolina,
Charlotte

William Rech
Bucks County Community College

Dick Rose
University of Phoenix (deceased)

James V. Spiers
Arizona State University

Jeffrey Schmidt
University of Illinois

Wayne Alexander
Moorhead State University

Linda Anglin
Mankato State University

Thomas S. Bennett
Gaston Community College

For the Eight Edition of *Introduction to Marketing*, we held a contest called “The Best of the Great Ideas in Teaching Marketing,” in which we compiled all of the great teaching ideas ever submitted to the supplement **Great Ideas in Teaching Marketing**. More than 1,000 ideas were categorized according to the chapter for which they worked best, and then a panel of 35 judges awarded a Winner, Runner-Up, and Honorable Mention for each chapter *and* for hundreds of general teaching ideas. Some of these winning ideas are the basis for the **Application Exercise** at the end of each chapter.

(The institution listed represents where the scholar was teaching at the time he or she submitted the winning idea. When two names appear on the same line, it indicates collaborators on the same idea. In some chapters there were ties for first, second, and third place.)

Winners

- | | |
|-----------|---|
| Chapter 1 | Stephen Baglione, Saint Leo University
Ira S. Kalb, University of Southern California |
| Chapter 2 | Robert O’Keefe, Philip R. Kemp, and J. Steven Kelly, DePaul University
Michael Hartford, Morehead State University |
| Chapter 3 | Raymond F. Keyes, Boston College |
| Chapter 4 | Gregory J. Baleja, Alma College
John L. Beisel, Pittsburgh State University |
| Chapter 5 | P.J. Forrest, Mississippi College
Mark Andrew Mitchell, University of South Carolina, Spartanburg |

- | | |
|------------------|---|
| Chapter 6 | Elizabeth J. Wilson, Louisiana State University |
| Chapter 7 | Barbara Coleman, Augusta College |
| Chapter 8 | Kay Blythe Tracy, Gettysburg College
Deborah C. Calhoun, College of Notre Dame of Maryland |
| Chapter 9 | Deborah Reed Scarfino, William Jewel College |
| Chapter 10 | Deborah Reed Scarfino, William Jewel College |
| Chapter 11 | Kay Blythe Tracy, Gettysburg College |
| Chapter 12 | Debra Decelles, Anthony Rossi, Susan Sunderline, John Gardner, State University of New York College–Brockport |
| Chapter 13 | David M. Blanchette, Rhode Island College
Amy R. Hubbert, University of Nebraska at Omaha |
| Chapter 14 | Gary M. Donnelly, Casper College |
| Chapter 15 | Gary M. Donnelly, Casper College |
| Chapter 16 | John Ronchetto, University of San Diego |
| Chapters 17 & 18 | Vaughn Judd, Auburn University, Montgomery |
| Chapter 19 | Mandeep Singh, Western Illinois University |
| Chapter 20 | Keith Absher, University of North Alabama |
| General Tips | William G. Browne, Oregon State University
Roy E. Nicely, Valdosta State College
Michael Luthy, Bellarmine College
Ed Cerny, University of South Carolina
Leonard R. Geiser, Goshen College
Shirine Mafi, Otterbein College
Stacia Wert-Gray, University of Central Oklahoma, and Gordon T. Gray, Oklahoma City University
Theresa B. Flaherty, Old Dominion University
Dwayne D. Gremler, University of Idaho
Paula J. Haynes, University of Tennessee at Chattanooga |

Runner Up

- Chapter 1 Nancy Ryan McClure, University of Central Oklahoma, and James L. Thomas, Jacksonville State University
- Rich Brown, Freed-Hardeman University
- Chapter 2 Marilyn E. Hardesty, College of St. Catherine
- Pat LeMay Burr, University of Incarnate Word, and Richard M. Burr, Trinity University
- Chapter 3 Gregory P. Turner, College of Charleston
- Chapter 4 Jacqueline J. Kacen, University of Michigan–Dearborn
- David J. Brennan, Webster University
- Chapter 5 Barbara-Jean Ross, Louisiana State University, and Laura A. Williams, Tulane University
- Tom Hickey, Oswego State University of New York
- Chapter 6 Richard Turshen, Pace University
- Chapter 7 Marcle L. Berard, Community College of Rhode Island
- Chapter 8 Matthew D. Shank and Fred Beasley, Northern Kentucky University
- Elwin Myers, Texas A & M University
- Chapter 9 Robert J. Brake, Concordia University
- Chapter 10 Barbara Ross-Wooldridge, University of Texas at Tyler
- Chapter 11 Allan C. Reddy, Valdosta State University
- Chapter 12 John L. Beisel, Pittsburgh State University
- Chapter 13 Chris Pullig, Louisiana State University
- John T. Drea and Mandeep Singh, Western Illinois University
- Chapter 14 Lynn R. Godwin, University of St. Thomas
- Chapter 15 Richard M. Lei, Northern Arizona University
- S. J. Garner, Eastern Kentucky University

Chapter 16 Julie M. Pharr, Tennessee Technological University

Chapters Philip R. Kemp, DePaul University

17 & 18

Chapter 19 Judy Strauss and Raymond Frost, Central Connecticut State University

Chapter 20 Debbie Easterling, University of Maryland–Eastern Shore

General Tips Chuck Nielson, Louisiana State University

Christine A. Bell, Albright College

Charles E. Michaels, Jr., University of South Florida, and John Perrachione, Truman State University

Debbie Easterling, Bentley College

Reginald A. Graham, Eastern Montana College

Charles S. Madden, Baylor University

Donna H. Green, University of Windsor

Leon Winer, Pace University

Carolyn Y. Nicholson, Stetson University

L. Jean Harrison-Walker, University of Houston–Clear Lake

Honorable Mention

Chapter 1 Deanna R. D. Mader and Fred H. Mader, Marshall University

Shery Carder, Lake City Community College

Chapter 2 P. J. Forrest, Mississippi College

Chapter 3 Mark Andrew Mitchell, University of South Carolina, Spartanburg

Chapter 4 William C. Moncrief, Texas Christian University

Andrew Banasiewicz, Louisiana State University

Chapter 5 Anita Jackson, Central Connecticut State University

Al Rosenbloom, Benedictine University

Chapter 6 Gregory B. Turner, College of Charleston

Shirine Mafi, Otterbein College

Chapter 7 Kim McKeage, University of Maine

Chapter 8 Michael C. Murphy and John Shapiro,
Rogers University

Gregory S. Martin, University of West
Florida

Chapter 9 Alice Griswold, Clarke College

Robert D. Windsor, Loyola Marymount
University

Chapter 10 Taylor W. Meloan, University of South
Carolina

Chapter 11 Jacqueline K. Eastman, Valdosta State
University

Chapter 12 Monica Perry and Thomas Stevenson,
University of North Carolina–Charlotte

Chapter 13 Mark B. Houston, Bowling Green
State University, and Beth A. Walker,
Arizona State University

Karen L. Steward, Richard Stockton
College

Chapter 14 David M. Blanchette, Rhode Island
College

Chapter 15 Jack K. Mandel, Nassau Community
College

Chapter 16 Kathleen M. Bailey, Loyola University
of New Orleans

Chapters Keith Absher, University of North
17 & 18 Alabama

Chapter 19 Trina Segó, Rensselaer at Hartford

Chapter 20 Patrick A. Okonkwo and G. Dean
Kortge, Central Michigan University

General Christine A. Bell, Albright College
Tips Murugappan Natesan, University of
Alberta, and N. Chinna Natesan,
Southwest Texas State University

Judith J. Leonard, Eastern Kentucky
University

Sandra L. Lueder, Southern Connecti-
cut State University

Robert A. Compton, Valley Forge
Military College

James H. Glenn and Cornelia J. Glenn,
Owensboro Community College

James A. Seaman, Central Ohio State
University

David L. Sherrell, Louisiana State
University

Kristen B. Hovsepian, Ashland
University

And we must thank our 35 judges for their careful
reading and ranking of so many great teaching ideas.

Their efforts made the Eighth Edition and its teaching
package stronger, and we appreciate the time required
to thoughtfully review over 1,000 ideas.

Roshan (Bob) D. Ahuja
Xavier University

Barry L. Bayus
University of North Carolina–Chapel Hill

Deirdre Bird
Providence College

L. Michelle Bobbitt
Bradley University

Meg Clark
Cincinnati State Technical and Community College

Irvine Clarke III
James Madison University

Brian I. Connett
California State University, Northridge

Ronald Decker
University of Wisconsin, Eau Claire

Jana G. Goodrich
Pennsylvania State University

David M. Hardesty
University of Miami

James W. Harvey
George Mason University

R. Vish Iyer
University of Northern Colorado

Anupam Jaju
George Mason University

Mathew Joseph
Georgia College and State University

Vaughn Judd
Auburn University–Montgomery

Bernard P. Lake
Kirkwood Community College

Ron Lennon
Barry University

James L. Macke
Cincinnati State Technical and Community College

Bronna McNeely
Midwestern State University

Jamie M. Ressler
Palm Beach Atlantic University

Lawrence Ross
Florida Southern College

Jan Napoleon Saykiewicz
Duquesne University

Don Self
Auburn University, Montgomery

Peggy O. Shields
University of Southern Indiana

Lois J. Smith
University of Wisconsin–Whitewater

James Ward
Arizona State University

Jim Wenthe
Georgia College and State University

Arch G. Woodside
Boston College