

MBA精选教材·英文影印版

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BUSINESS

[第7版]

商务学

Ricky W. Griffin
Ronald J. Ebert 著



北京大学出版社
PEKING UNIVERSITY PRESS

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· 院长寄语 ·

北京大学光华管理学院秉承北大悠久的人文传统、深邃的学术思想和深厚的文化底蕴,经过多年努力,目前已经站在中国经济发展与企业管理研究的前列,以向社会提供具有国际水准的管理教育为己任,并致力于帮助国有企业、混合所有制企业和民营企业实现经营管理的现代化,以适应经济全球化趋势。

光华 MBA 项目旨在为那些有才华的学员提供国际水准的管理教育,为工商界培养熟悉现代管理理念、原理和技巧的高级经营管理人才,使我们的 MBA 项目成为企业发展壮大之源,为学员创造迅速成长和充分发挥优势的条件和机会。

为了适应现代人才需求模式和建立中国的一流商学院,同时也为了配合北大 MBA 教育工作的展开,光华管理学院与北京大学出版社联合推出本套《MBA 精选教材·英文影印版》,并向国内各兄弟院校及工商界人士推荐本套丛书。相信我们这些尝试将会得到社会的支持。而社会对我们的支持,一定会使光华 MBA 项目越办越好,越办越有特色。

北京大学光华管理学院名誉院长

潘以奇



自 2001 年 12 月加入世界贸易组织以来,中国进一步加强了与世界各国的政治、经济、文化各方面的交流与合作,这一切都注定中国将在未来世界经济发展中书写重要的一笔。

然而,中国经济的发展正面临着前所未有的人才考验,在许多领域都面临着人才匮乏的问题,特别是了解国际贸易规则、能够适应国际竞争需要的国际管理人才,更是中国在未来国际竞争中取胜的决定性因素。因此,制定和实施人才战略,培养大批优秀人才,是我们在新一轮国际竞争中赢得主动的关键。

工商管理硕士(MBA)1910年首创于美国哈佛大学,随后 MBA 教育历经百年风雨不断完善,取得了令世人瞩目的成绩。如今,美国 MBA 教育已经为世界企业界所熟知,得到社会的广泛认可和高度评价。MBA 教育在我国虽起步较晚,但在过去十余年里,我国的 MBA 教育事业发展非常迅速,也取得了相当显著的成绩。

目前,国内的 MBA 教育市场呈现一片繁荣景象,但繁荣的背后却隐藏着种种亟待解决的问题。其中一个就是教材的问题。目前,国内市场上国外引进版教材在一定程度上还存在新旧好坏参差不齐的现象,这就需要读者在使用引进版教材时进行仔细的甄别。

北京大学出版社推出的《MBA 精选教材·英文影印版》弥补了国内 MBA 教材市场的缺憾,给国内 MBA 教材市场注入了一股新鲜的血液。全套丛书基本覆盖了北京大学 MBA 的主修课程,包括:管理学、营销学、战略管理、管理信息系统、运作管理、人力资源管理、商务沟通、国际金融、金融管理、决策分析、货币银行学、会计学等。另外,在十几门主课的基础上又增加了几门高级选修课程,包括:国际会计学、组织行为学、投资学、商务学、财务报表解析、管理会计、管理沟通、商业伦理学、企业家精神等。

本套丛书的筛选大体上本着以下几点原则:(1)出“新”。克服以往教材知识陈旧、落后的弊端,大部分教材都与国外原版书同步出版。(2)出“好”。本套丛书收入了美国哈佛大学、斯坦福大学、麻省理工学院等著名院校所采用的教材,如《管理学》、《营销管理架构》、《管理信息系统》、《人力资源管理》、《财务会计》、《管理会计》、《面向管理的数量分析》等;本套丛书还收入了著名学术界宗师包括斯蒂芬·罗宾斯(《管理学基础》)、菲利普·科特勒(《营销管理架构》)、查尔斯·亨格瑞(《财务会计》)等人的学术巨著。(3)出“精”。大多数教材都是再版多次,经过不断的修改和完善而成的。

本套《MBA 精选教材·英文影印版》集合了美国经济学界和管理学界各个学科领域专家的权威巨著,该丛书经过北京大学光华管理学院及其他著名高校知名学者的精心选编,包括了大量精深的理论指导和丰富的教学案例,真正称得上是一套优中选精的 MBA 教材。

致谢

本套教材是我社与国外一流专业出版公司合作出版的,是从大量外版教材中选出的最优秀的一部分。在选书的过程中我们得到了很多专家学者的支持和帮助,可以说每一本书都经过处于教学一线的专家、学者们的精心审定,北京大学出版社英文影印版教材的顺利出版离不开他们

的无私帮助,在此,我们对审读并对本套图书提出过宝贵意见的老师们表示衷心的感谢,他们是:

北京大学光华管理学院:符国群、李东、梁钧平、陆正飞、王建国、王其文、杨岳全、于鸿君、
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本套丛书的顺利出版还得到了培生教育出版集团(Pearson Education)北京办事处的大力支持,对他们的付出我们也致以深深的谢意。

教 辅 材 料 说 明

教材,顾名思义教学之材料,它和普通的书籍有一个很大的区别,就是必须“方便教师教学”。所以,好的教材更需有完备的教学辅助材料相匹配,且每一本教材都要有教辅材料,只有配备了齐全的辅助材料才能称其为完整的教材。《MBA精选教材·英文影印版》系北京大学出版社获全球最大的教育出版集团——美国培生教育出版集团(Pearson Education)独家授权之英文影印版本。培生教育出版集团旗下的国际知名教育图书出版公司 Prentice Hall/Addison Wesley/Longman 出版的高品质的经济管理类出版物,已成为全美乃至全球高校采用率最高的教材,享誉全球教育界、工商界。我社在选择这套教材的过程中,尽量选择了教辅材料齐全的教材,这些教辅材料包括:教学指导用书、教学提纲、测试题、解答题、课堂演示文稿等,以书、幻灯片、CD、CD-ROM 等形式出现。同时,这些材料还可通过访问培生教育出版集团的相关网址:<http://www.prenhall.com>、<http://www.pearsoned.com>、<http://www.aw.com> 免费下载。

欲获得相关教辅材料的教师烦请填写每本书后面所附的《教学支持说明》,以确保此教辅材料仅为教师获得。

出 版 声 明

本套丛书是对国外原版教材的直接影印,由于各个国家政治、经济、文化背景的不同,原书中出版者和作者所持观点及结论尚需商榷,请广大读者在阅读过程中加以认真分析和鉴别。我们希望本套丛书的出版能够促进中外文化学术交流,推进国内经济与管理专业的教学,为中国经济走向世界作出一份贡献。

我们欢迎所有关心中国 MBA 教育的专家学者对我们的工作进行指导,欢迎每一位读者给我们提出宝贵的意见和建议。

北京大学出版社
经济与管理图书事业部
2006年1月

关于本书

适用对象

本书适用于本科、MBA、研究生的商务入门课程以及企业管理人员的相关培训,并可作为一切愿意了解当代商务管理的人士的参考书。

内容简介

本书系统、细致地介绍了当代商务管理的方方面面,包括美国的商务体系、全球商务环境、人力资源管理、营销、财务等内容。全书行文简明、生动而不失重点,配有大量的实例、图片以及多种形式的练习。

作者简介

Ricky W. Griffin,美国得克萨斯农工大学(Texas A&M University)劳里·梅斯学院及商学院研究生院(Lowry Mays College & Graduate School of Business)执行副院长,管理学教授;研究领域包括:工作场所暴力、管理与领导技巧和员工参与等;在《美国管理学会评论》(*Academy of Management Review*)、《美国管理学会学报》(*Academy of Management Journal*)、《管理科学季刊》(*Administrative Science Quarterly*)和《管理杂志》(*Journal of Management*)等多家学术刊物发表过论文;曾任美国管理学会(Academy of Management)组织行为分部主席、研究方法项目主任、西南分会主席;并担任《管理杂志》主编、《美国管理学会学报》及《组织行为杂志》(*Journal of Organizational Behavior*)评审委员会成员;入选《美国管理学会学报》名人堂。

Ronald J. Ebert,密苏里-哥伦比亚大学(University of Missouri-Columbia)商学院管理学荣誉教授。

本版特色

- 全书涵盖了使企业成功的商务环境、人力资源、营销、财务等各个方面的相关内容,文字通俗易懂而不失重点。
- 生动的实例以及全面、形式多样的练习,使学生不仅能掌握相应的知识,并能充分了解真实世界中的商业运作。
- 在安然、世通等公司使人们对公司治理产生怀疑的背景下,在介绍商业运作的同时,尤其强调了企业的伦理责任。
- “因特网遨游”等栏目充分展示了网络时代的商业运作的特色,富有时代气息。

本版更新

• 重新安排了章节,新增加了第2章“理解商务环境”,该章在当代背景下解释了组织边界的概念,描述了在多元环境下各种因素跨越组织边界、形成组织行为的方式。本章还对全书余下部分涉及到的若干重要主题,如经济学、技术、伦理、一般商务环境以及“9·11”事件的影响

等,进行了初步的介绍。

- 新增了专栏“表达你的意思”,该专栏利用各个公司的具体实例,强调了学生在不同文化之间利用口头或书面方式有效沟通的能力,从而有助于学生深入体会文化差异,及时理解组织中他人的需求。

- 新增了专栏“因特网遨游”,该部分内容均取自现实世界中公司的网站,为学生提供了真实的互动体验,以使学生了解真实世界中的商业运作,其相关内容在本书的网站(<http://www.prenhall.com/griffin/>)中有进一步的延伸。

- 在每章正文中间新增了三处“自测题”,在每章后增加了“关键术语”栏目,从而有助于学生及时理解正文中出现的新的核心概念。

- 在每章后的练习中增加了“伦理练习”项目,包括具体的情景描述和引导学生处理这些情景的问题,从而有助于学生学会如何处理实践中可能出现的伦理困境。

From the Authors **Ricky Griffin and Ron Ebert**

At about the time we sat down to assemble this preface, we both kept seeing a TV ad promoting "Financial Knowledge for the New Economy" as the number-one ingredient for business success. Generally speaking, you can't argue with the premise, but we feel that, especially for introductory business students, "knowledge for the new economy" has to go beyond the "financials." Students need to know something about every aspect of business and the environment in which business prospers. And make no mistake about it: We have prosperity because-or maybe despite the fact that-the rules of the game are constantly changing throughout the business environment and across the entire range of business practices. There are new forces at work. Nowadays, companies come together on short notice for collaborative projects and then, just as quickly, return to their original shapes as separate (and often competing) entities. Employees and companies share new ideas about work-about when and where it takes place, about how it gets done, about who determines roles and activities in the workplace. With communications technologies having shattered the barriers of physical distance, tight-knit teams with members positioned around the world share information just as effectively as groups huddled together in the same room.

In nearly every aspect of business today, from relationships with customers and suppliers to employees and stockholders, there are new ways of doing things, and a lot of them are surpassing traditional business practices, with surprising speed and often with better competitive results. Along with new ways come a host of unique legal and ethical (and financial) issues to challenge the creativity and judgment of people who do business. For all of these reasons, we, as authors and teachers, felt a certain urgency when it became obvious that, in revising *Business* for its seventh edition, we had to capture the flavor and convey the excitement of the new economy in all of its rapidly evolving practices.

Ricky Griffin
Ron Ebert



While always remembering the principle that guided the book's creation—"Doing the Basics Best"—Business, 7/e by Ricky Griffin and Ronald Ebert continues its tradition of introducing cutting edge firsts with the most up-to-date issues shaping business today and creative, pedagogy by focusing on three simple rules:

1. **Learn**
2. **Evaluate**
3. **Apply**

SEE WHAT'S NEW!

NEW! CHAPTER 2: UNDERSTANDING THE ENVIRONMENTS OF BUSINESS

This brand-new chapter puts business operations in a contemporary context, explaining the idea of *organizational boundaries* and describing the ways in which elements from *multiple environments* cross those boundaries and shape organizational activities. It also sets the stage as an introduction to some of the most important topics covered in the rest of the book, for example:



- **Economics** (including the role of aggregate output, standard of living, GDP, and productivity in determining *economic growth*; methods of measuring inflation and unemployment and their effects on *economic stability*; the role of fiscal and monetary policies on *stabilization policy*; surveys of the major forces and projected trends in the *global economy of the 21st century*).
- **Technology** (with special attention to new tools for competitiveness in both goods and services and *business process technologies*, including *enterprise resource planning*).
- **Ethics** (focusing not only on what happened at Enron and Arthur Andersen but why).
- **The General Business Environment** (featuring sections on such emerging areas of interest as *outsourcing*, *viral marketing*, and *business process management*).
- **The Aftermath of 9/11** Not only what these events did to the U.S. economy, but what, because of its flexibility and strength, they did not do.



■ SAY WHAT YOU MEAN

This new feature emphasizes what students need to communicate effectively using verbal and written skills across cultures. These new boxes will make students more sensitive to cultural differences and help prepare them to address the needs of others with numerous country-specific examples.

Say what you mean

WHEN IT COMES TO PRIVACY, IT'S A SMALL WORLD AFTER ALL

E-mail has virtually become the standard method of communication in the business world. Most people enjoy its speed, ease, and casual nature. But e-mail also has its share of problems and pitfalls. One challenge, of course, is privacy. Many people assume that the contents of e-mail are private, but any number of people may in fact be authorized to see your e-mail. Like postcards sent through the U.S. mail, e-mail messages pass through a lot of hands and before a lot of eyes.

The courts, for example, have held that e-mail messages sent and/or received during working hours and on company equipment are the property of the business. Compaq Computer Corporation has one full-time employee who does nothing but randomly scan e-mail messages

term. Once inside, they can destroy sensitive e-mail messages or send them to outsiders.

Finally, many users are their own worst enemies. A surprisingly common error is inadvertently sending e-mail to the wrong address—even to a large group of people. A careless click of the mouse can send a sensitive message intended for a single recipient to everyone in the company.

Other concerns have arisen concerning privacy over the Internet. For consumers, Internet privacy is an especially important issue. Companies, for instance, can monitor which Web sites individuals visit, how long they stay there, what they buy, and how frequently they return. They can use information to make referrals to other firms to target new advertising to unsuspecting consumers. Not

Self-Check Questions 1-3

You should now be able to answer Self-Check Questions 1-3.

1. **MULTIPLE CHOICE** Marketers know that consumers buy products which offer the best value. Which of the following is **not** true regarding value for the buyer? [select one]
(a) It is related to the buyer's wants and needs. (b) It compares a product's benefits with its costs. (c) Market strategies focus on increasing it. (d) It depends on product price. (e) Market strategies focus on increasing it.
2. **MULTIPLE CHOICE** A program in which a bank offers free services to long standing customers is an example of which of the following? [select one] (a) industrial marketing, (b) services marketing, (c) brand competition, (d) product differentiation, (e) relationship marketing.
3. **MULTIPLE CHOICE** All of the following are elements in the marketing mix (the "Four Ps" of marketing) **except** [select one] (a) product differentiation, (b) place (or distribution), (c) promotion, (d) product, (e) pricing.

*ANSWERS TO SELF-CHECK QUESTIONS 1-3 CAN BE FOUND ON P. xxx



■ SELF-CHECK EXERCISES

Special self-check assessment exercises are introduced at three points in the chapter allowing students to review their understanding of the core concepts presented in the chapter.



INTERNET FIELD TRIPS

These two-part Internet activities take students inside real world companies to explore how these companies conduct business. Starting in the middle of the chapter, after students have become acquainted with the fundamentals, students begin a focused, hands-on exploration of a real world organization. The second part of the exercise continues online with more detailed questions. Plus, students can check their final answers online at <http://www.prenhall.com/griffin>.

Mid-Chapter Internet Field Trip

“welcome to marriott.com”

In the first part of this chapter, we discussed the concept of marketing products to meet the needs and wants of customers in both consumer and industrial markets. We also saw how relationship marketing promotes customer loyalty and found that a sound marketing strategy involves the entire marketing mix—product, pricing, place (distribution), and promotion.

Let's look further into these marketing practices by exploring the Web site of a successful international company—Marriott International Inc., at www.marriott.com. The home page has five sections that we will use for exploring the marketing function at Marriott:

- **View Our 13 Lodging Brands** (see selection box at top of the page)
- **Explore & Plan** (box at middle of the page)
- **Marriott Rewards** (box at middle of the page)
- **Events & Meetings** (small box at bottom of the page)

- **Vacation Ownership** (small box at bottom of the page)

Begin by clicking on each of the following—**View Our 13 Lodging Brands**, **Events & Meetings**, and **Explore & Plan**—and examine their contents.

- What types of products does Marriott offer in its marketing mix?

On the home page, go to **View Our 13 Lodging Brands** and select **Marriott Hotels, Resorts & Suites**. Then drop down to the bottom of the page and click on **For Getaways**. Finally, click on **Marriott Resorts** and examine the information on that page.

- Which type of customer—consumer or industrial—is the target for information on this page?

At the home page, go to **View Our 13 Lodging Brands** and select **ExecuStay**. On the **Marriott ExecuStay** screen, go to the left side and click on **About ExecuStay**. Examine the information on that page.

- What product features on this page indicate the type of customer—consumer or industrial—that Marriott is targeting for this product?

On the home page, click on **Marriott Rewards**. After examining the contents of this page, go to the left side of the screen, click on **Elite Membership**, and read its contents:

- Is the Marriott Rewards program an example of relationship marketing? Give examples of incentives that Marriott uses to build relationships with its clients.

Briefly review the material at the Web pages entitled **Marriott Resorts** and **ExecuStay**:

- Which segmentation variables—demographic, geographic, psychographic, or behavioral—has Marriott used for differentiating its Marriott Rewards and ExecuStay products?

For the second leg of this Internet Field Trip, go to www.prenhall.com/griffin.

KEY TERMS

<p><i>marketing</i> (p. 000)</p> <p><i>value</i> (p. 000)</p> <p><i>utility</i> (p. 000)</p> <p><i>consumer goods</i> (p. 000)</p> <p><i>industrial goods</i> (p. 000)</p> <p><i>services</i> (p. 281)</p> <p><i>relationship marketing</i> (p. 000)</p> <p><i>external environment</i> (p. 000)</p> <p><i>substitute product</i> (p. 000)</p> <p><i>brand competition</i> (p. 000)</p> <p><i>international competition</i> (p. 000)</p> <p><i>marketing manager</i> (p. 000)</p> <p><i>marketing plan</i> (p. 000)</p>	<p><i>marketing mix</i> (p. 000)</p> <p><i>product</i> (p. 000)</p> <p><i>product differentiation</i> (p. 000)</p> <p><i>distribution</i> (p. 000)</p> <p><i>target market</i> (p. 000)</p> <p><i>market segmentation</i> (p. 000)</p> <p><i>geographic variables</i> (p. 000)</p> <p><i>demographic variables</i> (p. 000)</p> <p><i>psychographic variables</i> (p. 000)</p> <p><i>behavioral variables</i> (p. 000)</p> <p><i>marketing research</i> (p. 000)</p> <p><i>secondary data</i> (p. 000)</p> <p><i>primary data</i> (p. 000)</p>	<p><i>observation</i> (p. 000)</p> <p><i>survey</i> (p. 000)</p> <p><i>focus group</i> (p. 000)</p> <p><i>experimentation</i> (p. 000)</p> <p><i>data warehousing</i> (p. 000)</p> <p><i>data mining</i> (p. 000)</p> <p><i>consumer behavior</i> (p. 000)</p> <p><i>brand loyalty</i> (p. 000)</p> <p><i>rational motives</i> (p. 000)</p> <p><i>emotional motives</i> (p. 000)</p> <p><i>industrial market</i> (p. 000)</p> <p><i>reseller market</i> (p. 000)</p> <p><i>institutional market</i> (p. 000)</p>
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KEY TERMS

To help students review the major topics in each chapter, a new section at the end of each chapter collects all the boldfaced key terms and refers readers to the pages on which they appear. As always, we also provide marginal definitions of all key terms and collect them in an alphabetized glossary at the end of the book.



EXERCISING YOUR ETHICS

To bring ethics to the forefront, new end-of-chapter exercises ask students to resolve an ethical situation. Each dilemma includes a description of the situation and concludes with questions that focus on how to approach and resolve these ethical challenges.

Exercising Your Ethics

DRIVING A LEGITIMATE BARGAIN

The Situation
A firm's marketing methods are sometimes at odds with the consumer's buying process. This exercise illustrates how ethical issues can become entwined with personal selling activities, product pricing, and customer relations.

The Dilemma
In buying his first-ever new car, Matt visited showrooms and Web sites for every make of SUV. After weeks of reading and test-driving, he settled on a well-known Japanese-made vehicle with a manufacturer's suggested retail price of \$34,500 for the 2002 model. The price included accessories and options that Matt considered essential. Because he planned to own the car for at least five years, he was willing to wait for just the right package rather than accept a lesser-equipped car already on the lot. Negotiations with Gary, the sales representative, continued for two weeks. Finally, a sales contract was signed for \$30,600, with delivery due no more than two or three months later if the vehicle had to be special-ordered from the factory, earlier if Gary found the exact car when he searched other dealers around the country. On April 30, to close the deal, Matt had to write a check for \$1,000.

Matt received a call on June 14 from Angela, Gary's sales manager: "We cannot get your car before October," she reported, "so it will have to be a 2003 model. You will have to pay the 2003 price." Matt replied that the agreement called for a stated price and delivery deadline for 2002, pointing out that money had exchanged hands for the contract. When asked what the 2003 price would be, Angela responded that it had not yet been announced. Angriely, Matt replied that he would be foolish to agree now on some unknown future price. Moreover, he didn't like the way the dealership was treating him. He told Angela to send back to him everything he had signed; the deal was off.

Questions for Discussion

1. Given the factors involved in the consumer buying process, how would you characterize the particular ethical issues in this situation?
2. From an ethical standpoint, what are the obligations of the sales rep and the sales manager regarding the pricing of the product in this situation?
3. If you were responsible for maintaining good customer relations at the dealership, how would you handle this matter?



■ ALL NEW!!!!

“ON LOCATION” VIDEOS & EXERCISES



Twenty new, custom videos are linked to the end-of-chapter exercises to help students see how real-life businesses and the people who run them apply fundamental business principles on a daily basis. The format for each video is the same: 1) a moderator sets the scene; 2) concepts unfold; 3) the moderator recaps core issues as the video can be paused for additional in-class discussion; 4) the video concludes with answers to the in-class discussion questions. The unique structure and format of these videos not only brings the concepts to life, but also provides an interactive environment to stimulate critical thinking and discussion in your course.



<i>Chapter</i>	<i>Company / Agency</i>
1 Helping Businesses Do Business	<i>U.S. Department of Commerce</i>
2 Viewing the Environment	<i>MTV Europe</i>
3 Doing Business Privately	<i>Amy's Ice Cream</i>
4 Globalizing the Long Arm of the Law	<i>Printrak</i>
5 Doing the Right Thing	<i>American Red Cross</i>
6 Imaginative Management	<i>Creative Age Publications</i>
7 Juicing Up the Organization	<i>Nantucket Nectars</i>
8 Managing the Human Side of Business	<i>Park Place Entertainment</i>
9 Computing Family Values	<i>Kingston Technology</i>
10 In Consumers' Shoes	<i>Sketchers USA</i>
11 Sending Products into Space	<i>MCCI</i>
12 Through the Grapevine	<i>Clos du Bois Winery</i>
13 Revving Up Promotion	<i>BMW Motorcycles</i>
14 Managing Global Production	<i>Body Glove</i>
15 Glowing with Quality	<i>Liquid Lab</i>
16 Space Age Information Systems	<i>Boeing Satellite Systems</i>
17 Accounting for Billions of Burgers	<i>McDonald's</i>
18 Funding the Business World	<i>Coast Business Credit</i>
19 Information Pays Off	<i>Motley Fool</i>
20 Nailing Down Financial Management	<i>Seche International</i>



■ SUPER COMPANION WEBSITE

The Prentice Hall Companion Website offers the following features for students and instructors:

- **Powerful Homepage:** Students and faculty can unite all their texts on one personal homepage.
- **Study Guide:** Test your knowledge with this interactive study guide that offers a wide variety of self-assessment questions for each chapter. Results from the automatically graded questions provide immediate feedback and can serve as practice or can be e-mailed to the instructor for extra credit.
- **Study Hall:** Includes information on personal finance, time management, study skills, and academic majors. Get career information, view sample resumes, and even apply for jobs online.
- **Current Events:** Check out links to articles in today's business news.
- **Financial Times Week Ahead.** Andrew Hill, U.S. business editor for the *Financial Times*, previews top stories weekend that are sure to be in the business news.
- **Downloadable supplements for Faculty:** In this password-protected area, faculty have access to all the student resources, plus instructor support material such as Instructor's Manuals, Test Item Files, PowerPoints, and the answers to all student study materials.
- **Communication Tools for Faculty:**
 - **Messages:** Faculty can post messages that appear on every one of their student's homepages
 - **Bulletins:** Faculty can send bulletins that go out to every one of their student's email addresses
 - **Discussions:** Faculty can initiate threaded discussions for each of their courses on MyCompanion Website
- **Smart Calendar:** Helps students and faculty keep track of all class events and due dates. One online calendar can be used to organize important dates from multiple courses.
- **Syllabus Editor:** Follow the easy to follow steps for creating and revising an online syllabus where changes you make are immediately available to your students on the Smart Calendar. Faculty can also upload their own documents, coordinate discussions, link to Prentice Hall online educational resources, and input links to any other site on the web.
- **Research Links:** Links to a wide variety of online research tools.





HALLMARK STRENGTHS UPDATED!

LEARN. What better way to learn about business than by getting down to business. The following features engage students and bring the business concepts to life.

■ **Wraparound Vignettes**

Each chapter opens with a different two-part case study centering on a real-life business situation and closes by revisiting and posing follow-up questions for discussion.

Xbox Spots the Market

Once the domain of teenage boys, interactive games now lure a much broader audience, including younger kids and adults. It's easy to become addicted. With cinematically realistic graphics and challenging action sequences, games require split-second timing and rapid-fire reactions.

players with the most advanced hardware and hottest graphics in the industry. Microsoft intends the gathering place for players and to promote enthusiasm among gamers everywhere. Thus far, Xbox.com has succeeded both in establishing relationships among gamers and in forming new bonds between gamers and the Xbox brand. Microsoft wants gamers to become loyal members of an Xbox community.

But industry experts know that it takes more than relationship building and nifty hardware to succeed in this market. Success depends on a steady flow of exciting capture players' imagination, reports Phaedra Jennings.com, "far out in for speed and memory." It's a serious problem with so far: The initial launch is, most of them action and the 2002, the list had grown.



Continued from page 000

Microsoft's Great Xpectations



Xbox is Microsoft's first venture into game consoles, and the company's marketing strategy differs from that of competitors, especially Nintendo, which targets the younger end of the market. Xbox, says product-team leader Robbie Rash, targets a different audience. "Let's face it," he says, "Nintendo's system is for kids. We're for sophisticated gamers. I don't know any 30-year-olds who want a GameCube [by Nintendo]." Both Xbox and PlayStation 2 (by Sony) are aimed at the 16-

that Microsoft will have more than 200 Xbox games with a total of 300 titles in development by the next holiday season. For international appeal, Sega's participation also gives Xbox an important boost: Many Japanese gamers doubted Xbox's credibility until they learned of Microsoft's alliance with Sega's respected game publishers.

The Xbox product itself is also different from competing products. Sony's PS2 plays music CDs and DVD movies right out of the box. Xbox can also play music and movies—in fact, it delivers

High-Tech Hits the Highway



Nicole Gunther's four-year-old daughter is happy in the back seat of the family's Honda minivan. There are no more whining cries of "When are we going to get there?" With the rear-seat DVD player delivering Disney films, Nicole is absorbed in entertainment that lets Mom concentrate on after-school traffic. Other services, such as a satellite-controlled navigation system, keep drivers from getting lost and alert them to road or traffic conditions. Competitors are also getting in on the act. Cadillac's OnStar navigation service offers satellite radio services in more than 30 GM car and truck models, and satellite feeds are linked into dozens of Ford, GM, and DaimlerChrysler models.

Telematics, automobile versions of the electronic entertainment systems that have become staples in many homes, were packaged in about 2 percent of new vehicles sold in 2002, but the industry is on the verge of a boom: Wireless communications for the highway had total sales of \$1.6 billion in 2001 but will reach \$20 billion annually in 2006.

Industry demographics are changing, too. Currently, buyers consist mostly of middle- to upper-class drivers who can afford pricey upscale vehicles—DVD play-

suburban lifestyles in which many parents find themselves staffing dawn-to-dusk transportation services.

Launched in Cadillacs during the 1999 to 2001 model years, the first in-car communications systems offered on-road monitoring of performance and location and traffic-guidance advisories for high-income drivers. But that target audience, say industry experts, will change by 2007, when 80 percent of all new cars will contain factory-installed telematics. For model years 2002–2004, the target is active families in midrange- and higher-income groups who have young children and who use in-car technology for safety and entertainment. Even midrange, lower-priced cars will be equipped with a variety of wireless appliances—hands-free cell phones, monitoring systems for roadside assistance, and satellite radio. Satellite subscription fees, currently ranging from \$200 to \$400 per year for GM's OnStar, will permit technology-oriented drivers to receive music and movies from home and elsewhere.

Still another target group for 2003–2006 is high-income professionals who use in-car communications technologies for business and personal transactions.

■ **"It's a Wired World" Boxes** These unique boxes offer brief real-world examples of the steps that new and established companies are taking to keep pace with competition in the e-business environment.

EVALUATE. To ensure students have ample opportunity to master key concepts, *Business, 7/e* introduces some new features to help them evaluate their own progress.

■ **Self-Check Exercises** Special self-check assessment exercises are introduced at three points in the chapter allowing students to review their understanding of the core concepts presented in the chapter. All answers are presented in the back of the book with a specific page reference for reviewing those areas where students need additional practice.

■ **Online Summaries**

■ **Key Terms**

Self-Check Questions 7–9

You should now be able to answer Self-Check Questions 7–9.

7. MULTIPLE CHOICE The following is **not** a stage in the consumer buying process [select one]: (a) substitution purchase; (b) evaluation of alternatives; (c) postpurchase evaluation; (d) information seeking; (e) problem/need recognition.

8. TRUE/FALSE In terms of market size, organizational buying in the United States is economically much more significant than consumer buying.

9. MULTIPLE CHOICE Which of the following is **not** true of the international marketing mix [select one]: (a) Products that sell for a given price in the United States may sell at a different price in another country. (b) The International Standards Act ensures the existence of uniform advertising practices in most countries. (c) A company can speed up its international distribution activities by buying an existing business in another country. (d) Some products can be sold abroad with virtually no changes. (e) Cultural differences can cause negative reactions to products that are advertised improperly.

*ANSWERS TO SELF-CHECK QUESTIONS 7–9 CAN BE FOUND ON P. XXX.



APPLY. The following end-of-chapter exercises prepare students to apply both critical- and creative-thinking skills to solve real-world problems.

Building Your Business Skills
DEALING WITH VARIABLES

This exercise enhances the following SCANS workplace competencies: demonstrating basic skills, demonstrating thinking skills, exhibiting interpersonal skills, and working with information.

Goal

To encourage students to analyze the ways in which various market segmentation variables affect business success.

The Situation

You and four partners are thinking of purchasing a heating and air conditioning (HVAC) dealership that specializes in residential applications priced between \$2,000 and \$40,000. You are now in the process of deciding where that dealership should be located. You are considering four locations: Miami, Florida; Westport, Connecticut; Dallas, Texas; and Spokane, Washington.

Method

Step 1

Working with your partnership group, do library research to learn how HVAC makers market residential products. Check for articles in the *Wall Street Journal*, *Business Week*, *Fortune*, and other business publications.

Step 2

Continue your research. This time, focus on the specific marketing variables that define each prospective location. Check Census Bureau and Department of Labor data at your library and on the Internet and contact local chambers of commerce (by phone and via the Internet) to learn about the following factors for each location:

■ **Building Your Business Skills**

Created to address SCANS requirements, these exercises allow students to apply both their knowledge and critical-thinking skills to extended problems drawn from realistic business situations. Each exercise begins with a list of goals, a description of the situation, a step-by-step methodology for proceeding, and follow-up questions to help students focus their responses to the challenge.

■ **Mastering Business Essentials CD-ROM Activities** This innovative, cross-functional CD revolves around an e-business called CanGo. Twelve interactive episodes are linked to the appropriate end-of-chapter material in *Business, 7/e*. The format for each episode includes: 1) unique video scenarios; 2) informative and stimulating interactive exercises with follow-up video clips; and 3) additional case and discussion questions. This can be value-packed for **FREE** with the text. To order, use ISBN 0-13-141898-X.



■ **Crafting Your Business Plan Exercises** Chapter-ending exercises apply text material to the task of developing a business plan. The educational version of the best-selling *Business Plan Pro* Software can be packaged with the text for \$10. **The new version of this software allows users to create plans with greater ease and speed.** Based on responses to a series of "yes / no" questions, the EasyPlan Wizard automatically selects the plan outline, reports, charts, and tables. This feature simplifies the plan-creation process and is unique to this business planning software. In addition, *Business Plan Pro* provides numerous sample plans and provides step-by-step examples and instructions for making and assessing plans.





SUPPLEMENTS

Study Guide

A *Study Guide for Business, 7th edition* by Ray Polchow at Mustingum Technical College, is designed to increase your students' comprehension of the concepts presented in this text. The guide provides chapter-by-chapter explanations and exercises designed to reinforce comprehension of key terms and concepts to promote concept-application skills.

Instructor's Resource Manual

Written by Sal Veas of Santa Monica College, each chapter of the Instructor's Resource Manual includes:

- A chapter overview
- Description of the changes between the 6th and 7th edition within the chapter
- Brief chapter outline
- Learning Objectives
- An opening class exercise, and a chapter closing project
- Detailed lecture outlines customized for both PowerPoint users and acetate users, featuring traditional lecture notes, as well as discussion points
- Answers to all end-of-chapter questions, problems, and assignments
- A detailed video guide with answers to video exercise questions
- Supplemental cases
- Sample syllabi
- Recommended web sites/additional resources for professors

■ **ALL NEW!!!!** Test Item File

An all-new *Test Item File* contains 20 chapters of approximately 200 questions per chapter, all of which have been carefully checked for accuracy and quality. This comprehensive set, written by M. Kathryn Demarest, Carroll Community College, consists of multiple-choice, true/false, short answer, and essay questions. Each test question is ranked based on Bloom's Taxonomy and by level of difficulty (easy, moderate, or difficult) and contains page references to allow the instructor a quick and easy way to balance the level of exams or quizzes. One Quick Quiz (a short 10 question quiz for in-class use to test basic chapter concepts) and One Prepared Exam are also included for each chapter of the test item file.

■ **Prentice Hall's Computerized Test Manager**

Our user-friendly software allows you to generate error-free tests quickly and easily by previewing questions individually on the screen and then selecting randomly, by query, or by number. The Computerized Test Manager allows you to generate random tests with our extensive bank of questions. You can create an exam, administer it traditionally or online, and analyze your success with a simple click of a mouse.

■ **Telephone Test Preparation**

For those instructors who prefer not to use the Computerized Test Item File, Prentice Hall also provides a special 800 call-in service for ease of use. All you need to do is call the Testing Help Desk at 1-800- 550-1701 to have a customized test created. This test can then be delivered by e-mail, U.S. mail, or overnight carrier.



■ PowerPoint Slides

Created by Martha Laham of Diablo Valley College, this edition's PowerPoint presentation contains more than 500 text-specific slides highlighting fundamental concepts by integrating key graphs, figures, and illustrations from the text. PowerPoint slides come complete with lecture notes, which are available in the Instructor's Resource Manual, or on the Instructor's Resource CD-ROM. Free to adopters, PowerPoints are available on the Instructor's Resource CD-ROM, or can be downloaded from the Faculty Resource web site at www.prenhall.com/griffin.

■ Overhead Transparencies

This extensive set of over 300 full-color overhead transparencies focus on the main points of the chapter and include illustrations and figures from the text. Overhead transparencies come complete with lecture notes, available either in the Instructor's Resource Manual, or on the Instructor's Resource CD-ROM.

■ Custom Video Library—as described in the previous section!

■ Instructor's Resource CD-ROM

This all-in-one multimedia product is an invaluable asset for professors who prefer to work with electronic files rather than traditional print supplements. This CD-ROM contains the Instructor's Resource Manual, PowerPoints, Test Item File, and Prentice Hall Test Manager.

■ Business Plan Pro Software

Business Plan Pro (BPP) provides students with a step-by-step approach to creating a comprehensive business plan. The software is designed to stimulate student thinking about the many tasks and decisions that go into planning and running a business. Preformatted report templates, charts, and tables do the mechanics so that students can focus on the thinking. Planners can also publish to a protected Internet site, where readers can access all or part of posted plans. *Business Plan Pro* can be packaged with the textbook for a nominal fee of \$10.

■ **NEW!** Business Plan Supplement

This comprehensive saleable supplement, written by David Tooch, The University of New Hampshire's Thompson School, provides step-by-step lessons with actual case studies to guide the student's preparation of a winning business plan. Upon completion of all the cumulative lessons, each student will have created a polished and professional business plan, whether they choose to do it by hand or with Palo Alto's Business Plan Pro software.

■ **NEW!** Career Portfolio Supplement

This unique saleable supplement, written by James O'Rourke, The University of Notre Dame, takes students through the process of building their individualized career portfolio. Students walk through the process of self-assessment, matching career opportunities, initiating the job search using the latest internet-based search vehicles, preparing all job search related documents, and following up. Upon completion of the supplement, students will have a career portfolio they can use and build on as their career progresses.