

Mc
Graw
Hill
Education

美国麦格劳-希尔教育出版公司工商管理最新教材（英文版）

罗杰·A.凯林 (Roger A. Kerin)
[美] 斯蒂文·W.哈特利 (Steven W. Hartley) 著
威廉·鲁迪里尔斯 (William Rudelius)

营销学 核心概念 (第5版)

Marketing The Core (Fifth Edition)

Mc
Graw
Hill

清华大学出版社



美国麦格劳-希尔教育出版公司工商管理最新教材 (英文版)

营销学 核心概念 (第5版)

Marketing The Core (Fifth Edition)

[美] 罗杰·A.凯林 (Roger A. Kerin)
斯蒂文·W.哈特利 (Steven W. Hartley) 著
威廉·鲁迪里尔斯 (William Rudelius)

清华大学出版社
北京

K713.50
=K39

Roger A. Kerin, Steven W. Hartley, William Rudelius

Marketing: The Core, 5e

EISBN: 0078028922

Copyright © 2013 by McGraw-Hill Education.

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including without limitation photocopying, recording, taping, or any database, information or retrieval system, without the prior written permission of the publisher.

This authorized English abridgement edition is jointly published by McGraw-Hill Education (Asia) and Tsinghua University Press Limited. This edition is authorized for sale in the People's Republic of China only, excluding Hong Kong, Macao SAR and Taiwan.

Copyright © 2013 by The McGraw-Hill Asia Holdings(Singapore)PTE.LTD and Tsinghua University Press Limited.

版权所有。未经出版人事先书面许可，对本出版物的任何部分不得以任何方式或途径复制或传播，包括但不限于复印、录制、录音，或通过任何数据库、信息或可检索的系统。

本授权英文影印删减版由麦格劳—希尔（亚洲）教育出版公司和清华大学出版社有限公司合作出版。此版本经授权仅限于中华人民共和国境内（不包括香港特别行政区、澳门特别行政区和台湾）销售。

版权©2013 由麦格劳—希尔（亚洲）教育出版公司与清华大学出版社有限公司所有。

北京市版权局著作权合同登记号 图字：01-2013-3720

本书封面贴有 McGraw-Hill Education 公司防伪标签，无标签者不得销售。

版权所有，侵权必究。侵权举报电话：010-62782989 13701121933

图书在版编目（CIP）数据

营销学：核心概念 = Marketing: The Core : 第5版: 英文 / (美) 凯林 (Kerin, R.A.), (美) 哈特利 (Hartley, S.W.), (美) 鲁迪里尔斯 (Rudelius, W.) 著. -- 北京: 清华大学出版社, 2013

(美国麦格劳—希尔教育出版公司工商管理最新教材: 英文版)

ISBN 978-7-302-32926-8

I. ①营… II. ①凯… ②哈… ③鲁… III. ①市场营销学—高等学校—教材—英文 IV. ①F713.50

中国版本图书馆 CIP 数据核字(2013)第 145625 号

责任编辑: 王 青

封面设计: 常雪影

责任印制: 杨 艳

出版发行: 清华大学出版社

网 址: <http://www.tup.com.cn>, <http://www.wqbook.com>

地 址: 北京清华大学学研大厦 A 座 邮 编: 100084

社 总 机: 010-62770175 邮 购: 010-62786544

投稿与读者服务: 010-62776969, c-service@tup.tsinghua.edu.cn

质 量 反 馈: 010-62772015, zhiliang@tup.tsinghua.edu.cn

印 刷 者: 北京鑫丰华彩印有限公司

装 订 者: 三河市新茂装订有限公司

经 销: 全国新华书店

开 本: 203mm×260mm 印 张: 25.75

版 次: 2013 年 8 月第 1 版 印 次: 2013 年 8 月第 1 次印刷

印 数: 1~5000

定 价: 46.00 元

产品编号: 053189-01

出 版 说 明

为了适应经济全球化的发展趋势,满足国内广大读者了解、学习和借鉴国外先进经济管理理论和管理经验的需要,清华大学出版社与国外著名出版公司 McGraw-Hill 教育出版集团合作影印出版了一系列商科英文版教材。鉴于大部分外版教材篇幅过长,且其中部分内容与我国的教学需要不符,我们请专家学者结合国内教学的实际要求,对所选图书进行了必要的删节。我们所选择的图书,基本上是在国外深受欢迎、并被广泛采用的优秀教材的缩减版,其主教材均是该领域中较具权威性的经典之作。在选书和删节的过程中,我们得到了很多专家、学者的支持、帮助和鼓励,在此表示谢意!

由于原作者所处国家的政治、经济和文化背景等与我国不同,对书中所持观点,敬请广大读者在阅读过程中注意加以分析和鉴别。

《营销学:核心概念》(第5版)删去了原书的第3章、第6章、第9章和第10章。我们在对原版图书进行删节的同时仍采用了原书的页码,因此读者在阅读过程中可能会发现有漏页、跳页的现象,而且文中提到的页码或内容有可能已被删掉从而无法找到,由此给读者带来的诸多不便,我们深表歉意。

我们期望这套影印书的出版对我国经济管理科学的发展能有所帮助,对我国商科的教学,尤其是商学本科的教学能有所促进。

欢迎广大读者给我们提出宝贵的意见和建议;同时也欢迎有关专业人士向我们推荐您所接触到的国外优秀图书。

清华大学出版社

2013年5月

中国的学生要不要使用英文版的教材，一直有争议。有人认为，我们应该使用自己编写的教材，这样才能更准确地反映我们在课堂上所要表述的观点。用国外的原版教材，有些隔靴搔痒，不能解决中国的实际问题。尽管各国在管理体制上有意识、制度、文化等差异，但管理本身在国际环境下具有共同性的问题。特别是，中国的企业在经济全球化的环境下，需要更多地了解国外的管理理论与现状。在这种情况下，就需要引进一些外版的教材。一则，用于满足我们教学的部分需求；二则，更好地了解外版教材的教学服务体系；三则，为我们的师生创造英语教学的环境。

在进行 2004 年本科教指委的工作规划时，我曾特别谈及，要加强对本科教育中教书“育人”、服务于学生的使命的认识，继续优化专业课程设计，扩大精品课程建设，增加专业导向课程，尤其要加强对国际商科与经济管理学科教学进展的研究，并引进最新的教学成果，包括教材及教学资源。这一切都是为了更好地为国家与社会培养更好的人才。

为此，清华大学出版社与美国麦格劳-希尔教育出版公司合作，引进出版这套“精编版”的英文工商管理教材，也是体现这一理念。这套教材吸收国际最新教学成果，提供全方位的教学资源，并借助英语的语言媒介，将会大力提升与发展中国工商管理教学水平，提高学生使用英语语言和网络手段获得长久的终生学习的能力和兴趣，进而提高我国工商界的国际竞争力。这是一件具有重大意义的工作。

在讨论引进国际上在工商管理教学的最新成果时，基本上确定了引进本套教材及教学资源的基本格调，即对“国际最新教学成果”的几个共同认识：一是国际上教学技术的进展究竟走到了哪一步，我们就引进到哪一步。二是要注意教学技术的发展给教学及教材带来了的影响，我们要借鉴新的教学辅助手段。

最近几年，我在美国授课的过程中，注意到教学网络技术：课程管理系统（CMS）。通过这个教学辅助系统，教师可以将所要讲授的课程内容简单地张贴到一个系统化的网页上，包括教学演示文件 PPT、章节提要（Lecture Notes）、在线阅读资料，以及问答题、简答题还有课后大作业等，还可以很简单地开设自己课程的在线论坛 BBS。学生在注册后，便成为在线学生，通过该平台与教师交互，完成习题、在线提交作业，在线考试，自动出评测分析报告。这一切是以教师为中心，完全解决了教师对于自己教学内容以及对学学生及教学过程的网络化数字化管理的问题，并可多次复用、异地复用。这个在线学习系统（BlackBoard, WebCT, eCollege）等不同于国内各高校自己研发的以学籍管理或以录像、课件的远程教学为中心的校园管理平台，直接解决大学的核心问题：即“大师”们对课程教学内容的管理问题，成为对教师授课最好的在线数字化辅助支持平台。

2004 年的春季学期，中国人民大学商学院 247 位教师，所有 364 门课程全面上线，2000 多名学生在线注册学习，引发了人大商学院一场真正意义上的“教学革命”。教师与学生实现了很好地沟通与互

动，学生之间也有了很好地学习谈论的天地。目前，我商学院的经验，已经成为赛尔毕博支持国内院校教学上线发展的典范，成为 BlackBoard 在国内的示范教学网站。

课堂教学同网络平台结合之后，又给教学带来了新的挑战，也给教材和教材的出版商们带来了新的机遇。历史悠久的麦格劳-希尔教育出版公司积极适应这种挑战，在商科及经管教材的出版上做了战略性的调整：即将教材本身做“薄”，出版一批新型的、跨媒介的教材：将研讨性、探索性、展开式的学习内容放到网上，将动态交互性的内容放到网上；印刷版的教材从过去强调各章节内容全面，呈现教学过程、学习环节，转向到注重概念性及引导性，展现学习的核心内容。同时，他们将教材配套的教学资源做得更“全”，将更多的内容上线后全面依托网络，更加动态地呈现教学内容及教学过程；并为不同的教学平台提供完全解决方案，提供跨平台的不同版本的内容“子弹”。无论采用 BlackBoard 或 WebCT 等平台，教师们都可以从出版商处获得标准的教学资源包，为自己采用的教材轻松搭建课程网站，实现教学的在线革命。

总之，教学在革命，教学的手段也在革命。我们要看到工商管理教学在国际上的各种变化，努力跟上时代的发展变化，使我们的学生真正获得国际水准的教育。为此，我衷心地感谢这批教材的国外作者们，正是他们不懈的教学实践，为给我们学科的发展带来源源不断的活力；同时感谢国内外的出版界的人士，感谢他们对教材、教材市场的永恒的追求，不断地帮助我们提升教学的水准；衷心希望这批适应新的教学需要的国际最新教材的出版能抛砖引玉，再次带动整个工商管理教育——本科、高职高专教学及 MBA、EMBA 教学的发展。

子曰：“学而时习之，不亦悦乎。”在这场教学革命中，我们有更大的勇气面临新的教学的挑战，将中国的工商管理教育推向世界一流的前列！

徐二明

A MESSAGE FROM THE AUTHORS

Times change. Yet the more times change, the more important the constants of success become. In our textbooks and supplements, we have channeled our efforts into three competitive “points of difference”: Experience, Leadership, and Innovation.

Experience. Collectively, we have taught more than 50,000 students, managers, and instructors in a dozen countries, often using one of our 18 international editions that appear in 10 languages. From these classrooms we’ve discovered that a “learn-by-doing” approach, based on extended, high-involvement examples and real-life marketing decisions, works best. In addition, we’ve learned to integrate the most important new content and technologies such as our new Chapter 16 on social media, and our online teaching/learning tool—*Connect Marketing*. Our students and their employers often tell us that a well-written marketing plan in a student’s portfolio is an asset in today’s competitive job interviews, so we’ve developed text elements that facilitate having students write marketing plans when smaller class sizes permit. In both the textbook and instructor’s manual, we provide detailed guidelines and insights for instructors and students.

Leadership. The popularity of our text in the United States and around the globe is the result, in part, of our efforts to play a leadership role in the development of new principles and practices and the use of new learning pedagogies. For example, we’re at the forefront of the coverage of ethics, technology, and now social media in the marketing discipline. Some other examples include:

- *LearnSmart within Connect.* This exciting McGraw-Hill technology improves student learning while enabling instructors to monitor and measure performance continuously.
- *Marketing dashboards.* Marketing managers are trying to mine the oceans of data using marketing dashboards, a boxed feature in many of the chapters.
- *Job preparation.* We believe having students “do marketing” in textbook examples, marketing plans, and in-class activities—such as our SWOT analysis to “market yourself”—increases their job placement chances.

Innovation. Our textbooks and supplements seek to serve the needs of students of all learning styles. To help instructors and students achieve this, our innovations include:

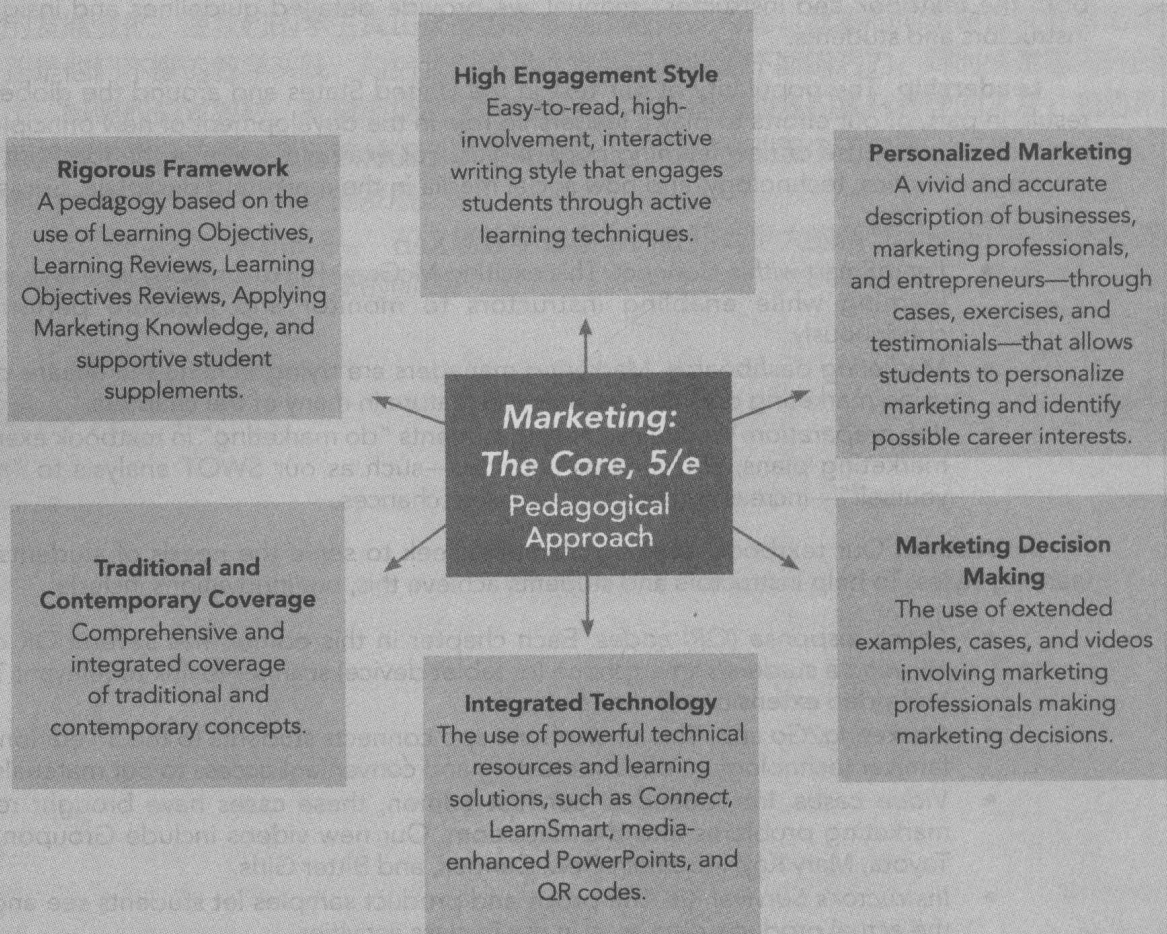
- *Quick response (QR) codes.* Each chapter in this edition has several QR codes, allowing a student’s smartphone (or tablet device) scanner to link to relevant TV ads and video extensions of the textbook.
- *Marketing2Go app.* This smartphone app connects students to the 5th edition using familiar technology to offer interesting and convenient access to our materials.
- *Video cases.* Introduced in our first edition, these cases have brought real-life marketing problems into the classroom. Our new videos include Groupon, Trek, Toyota, Mary Kay, Mountain Dew, Carmex, and Bitter Girls.
- *Instructor’s Survival Kit.* The props and product samples let students see and hold the actual products discussed in our in-class activities.
- *Visual test items.* Our research shows that two-thirds of marketing students skim or ignore a textbook’s tables and graphs. These visual test items use a series of questions to assess and reward student understanding of such figures.

We are excited to have this opportunity to share our interests with you. Welcome to our 5th edition of *Marketing: The Core!*

Roger A. Kerin
Steven W. Hartley
William Rudelius

Preface

Marketing: The Core uses a unique, innovative, and effective pedagogical approach developed by the authors through the integration of their combined classroom alternative and consulting experiences. The elements of this approach have been the foundation for each edition of *Marketing: The Core* and serve as the core of the text and its supplements as they evolve and adapt to changes in student learning styles, the growth of the marketing discipline, and the development of new instructional technologies. The distinctive features of the approach are illustrated below:



The goal of the 5th edition of *Marketing: The Core* is to create an exceptional experience for today's students and instructors of marketing. The development of *Marketing: The Core* was based on a rigorous process of assessment, and the outcome of the process is a text and package of learning tools that are based on *experience, leadership, and innovation* in marketing education.

EXPERIENCE

The author team brings extraordinary experience to the development of their text. For example, they have benefited from the feedback of many users of previous editions of *Marketing: The Core*—a group that now exceeds more than one million students! In addition, the authors are experienced instructors who, in their combined careers, have taught more than 50,000 students, using many teaching styles, tools, and technologies. Finally, as researchers and consultants, the authors have worked with many of the world's leading companies.

Social Media Marketing Chapter 16: Extensive Coverage of the Newest Marketing Environment

This edition features a dedicated chapter for social media marketing. This new environment is rapidly changing and constantly growing. The authors cover the building blocks of social media marketing and provide thorough, relevant content to your students. The authors discuss major social media platforms like Facebook, Twitter, LinkedIn, and YouTube. They explain how they do marketing and how companies can use those outlets for marketing purposes. Also discussed in Chapter 16 are methods of measuring a company's success with social media marketing. This new chapter represents the authors' commitment to keeping your students informed and on the cutting-edge of marketing.



Using Social Media to Connect with Consumers

16

LEARNING OBJECTIVES
After reading this chapter, you should be able to:

- LO1** Define social media and describe how they differ from traditional advertising media.
- LO2** Identify the four major social networks and how brand managers integrate them into their organizations' marketing actions.
- LO3** Describe the differing roles of those marketing messages through traditional media and the factors brand managers use to select a social network.
- LO4** Explain how social media can produce sales revenues for a brand and compare the performance measures linked to inputs or costs versus outputs or revenues.
- LO5** Describe how the convergence of the real and digital worlds affects the future of social media.

CONNECTING WITH TODAY'S COLLEGE STUDENTS USING FACEBOOK AND TWITTER
Like Kimmy Summers at the University of North Carolina (wearing cap in photo), thousands of "brand ambassadors" at colleges and universities across the United States face a special challenge right before freshman week.

Getting Ready for Freshman Move-In Day
The challenge: How can she recruit student volunteers to help incoming freshmen during campus move-in day? Use the campus newspaper! The answer: It is no-brainer for most sportsmen working as brand ambassadors for firms like American Eagle Outfitters (AE), Target, and Apple. Use Facebook and Twitter! Here's a somewhat generic marketing plan they use for freshman week, with AE as an example:

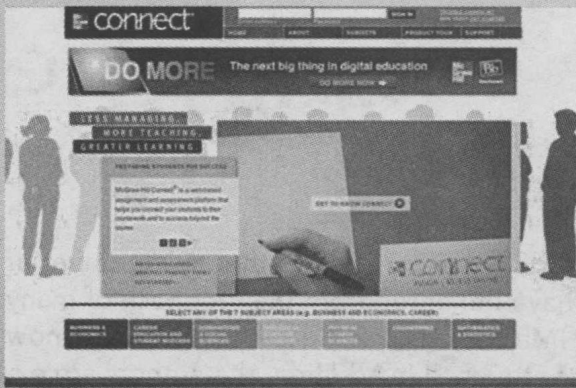
- Use the college Facebook Page and Twitter messages to recruit about 40 volunteers to assist freshmen on move-in day.
- Tell incoming freshmen about the volunteers on the college Facebook Page with leasers like: "Need help moving in? No worries, AE will be there."
- Have these volunteers help freshmen move into their college dorms.
- Give each freshman who was helped a coupon for a free pair of AE flip-flops.

The volunteers often get a free American Eagle T-shirt (photo).

The New Age of Social Media
"College students are wary of old-school marketing," says Paul Hennessey, managing director of Youth Marketing Connection, which links marketers with college students. "You have to take a brand and incorporate it into the college lifestyle by peer-to-peer marketing?"

In the past decade, college students have more than doubled their use of the Internet and social media to collect information and buy offerings. College marketers increasingly use social media to reach them because they work better than traditional print and TV ads. More than 10,000 student brand ambassadors on the 4,000 U.S. college campuses use social media to connect with other students. Sample websites for Facebook, Twitter, LinkedIn, and YouTube are shown on the opposite page.

This chapter defines social media, describes four widely used social networks, explains how organizations use social networks in developing marketing strategies, and considers where social media are headed in the future.

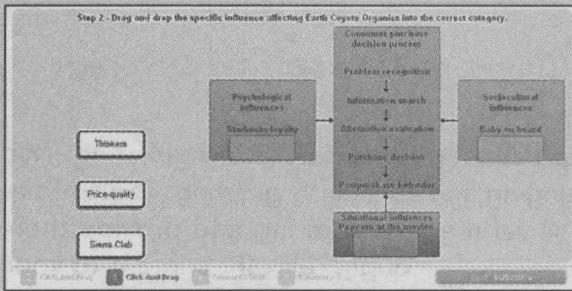


Connect Marketing

This McGraw-Hill product has allowed the author team to develop a comprehensive online resource to enable students to learn faster, study more efficiently, and increase knowledge retention.

Connect Marketing provides features like:

- Book-specific interactive assignments
- Simple assignment management for instructors
- Immediate feedback for students
- eBook access
- Library and Study Center
- Powerful filtering and reporting function



Marketing Plan Activities in *Connect*

Included in this edition are auto-graded *Connect* Interactive Applications based on the marketing plan approach presented in Appendix A, and the Building Your Marketing Plan exercises at the end of each chapter. These activities are built to help students understand the pieces of a marketing plan and how the concepts of the text tie in to those portions. If you are a professor who assigns the marketing plan as a semester-long project, use these activities to supplement your marketing plan coverage—allowing students to reinforce the concepts before developing their own plan. If you are a professor who simply does not have the time to grade full marketing plans from each and every student, use these activities to replace the marketing plan project and students can leave your class better prepared for a career in marketing.

Organization

The 5th edition of *Marketing: The Core* is divided into four parts. Part 1, “*Initiating the Marketing Process*,” looks first at what marketing is and how it creates customer value and customer relationships (Chapter 1). Then Chapter 2 provides an overview of the strategic marketing process that occurs in an organization—which provides a framework for the text. Appendix A provides a sample marketing plan as a reference for students. Chapter 3 analyzes the five major environmental factors in our changing marketing environment and provides a framework for including ethical and social responsibility considerations in marketing decisions.

Part 2, “*Understanding Buyers and Markets*,” first describes, in Chapter 4, how individual consumers reach buying decisions. Next, Chapter 5 looks at organizational buyers and markets and how they make purchase decisions. And finally, in Chapter 6, the dynamics of world trade and the influence of cultural diversity on global marketing practices are explored.

In Part 3, “*Targeting Marketing Opportunities*,” the marketing research function and how information about prospective consumers is linked to marketing strategy and decisions is discussed in Chapter 7. The process of segmenting and targeting markets and positioning products appears in Chapter 8.

Part 4, “*Satisfying Marketing Opportunities*,” covers the marketing mix elements. The product element is divided into the natural chronological sequence of first developing new products and services (Chapter 9) and then managing the existing products, services, and brands (Chapter 10). In Chapter 11, pricing is covered in terms of the way organizations set prices. Two chapters address the place (distribution) aspects of marketing: “*Managing Marketing Channels and Supply Chains*” (Chapter 12), and “*Retailing and Wholesaling*” (Chapter 13). Chapter 14 discusses integrated marketing communications and direct marketing. The primary forms of mass market communication—advertising, sales promotion, and public relations—are covered in Chapter 15. Social media are covered in Chapter 16 as a separate chapter to reflect their growing importance in the marketing discipline. Personal selling and sales management are covered in Chapter 17. Chapter 18 describes how interactive and multi-channel marketing influences customer value and the customer experience through context, content, community, customization, connectivity, and commerce.

The book closes with Appendix B, “*Planning a Career in Marketing*,” which discusses marketing jobs and how to get them. In addition, a detailed Glossary, Learning Review Answers, and three indexes (name, company/product, and subject) complete the book.

Engaging Features

Chapter-opening vignettes introduce students to chapter concepts by using an exciting company as an example. Students are immediately engaged while learning about real-world companies.



Using Social Media to Connect with Consumers

16

LEARNING OBJECTIVES

After reading this chapter you should be able to:

1. Define social media and describe how they differ from traditional marketing media.
2. Identify the four major social networks and how brand managers engage them into their organizational marketing actions.
3. Describe the differing uses of these marketing message through traditional media versus social media and the various brand managers use to select a social network.
4. Explain how social media can produce sales increases for a brand and compare the performance measures linked to brand or consumer-related outcomes or revenues.
5. Describe how the convergence of the real and digital worlds affects the future of social media.

CONNECTING WITH TODAY'S COLLEGE STUDENTS USING FACEBOOK AND TWITTER

Like many students at the University of North Carolina learning in photos, thousands of "brand ambassadors" at colleges and universities across the United States face a special challenge: right before freshmen week.

Counting down for Freshman Week in 2012, the challenge: how can the world's student volunteers to help incoming freshmen during campus moves in July? Use the campus newspaper? The answer is a no-brainer for most experienced workers as brand ambassadors for firms like American Eagle Outfitters (AE), Target, and Apple. Use Facebook and Twitter? Here's a screenshot of a marketing plan they use for freshmen week, with AE as an example.

- Use the college Facebook Page and Twitter messages to recruit about 60 volunteers to assist freshmen on moves-in day.
- Tell incoming freshmen about the volunteers on the college Facebook Page with banners like: "Need help moving on the weekend, AE will be there."
- Have these volunteers help freshmen move into their college dorms.
- Give each freshman who was helped a coupon for a free pair of AE Rip-Rips.

The volunteers often get a free American Eagle T-shirt (shown).

The Rise Age of Social Media
"College students are wary of old-school marketing," says Paul Horowitz, managing director of Rethink Marketing Connection, which links marketers with college students. "You have to take a brand and incorporate it into the college lifestyle to gain their marketing." In the past decade, college students have more than doubled their use of the Internet and social media to collect information and buy offerings. College marketers increasingly use social media to reach them because they work better than traditional print and TV ads. More than 1,000 student brand ambassadors on the 4,000 U.S. college campuses use social media to connect with other students. Sample websites for Facebook, Twitter, LinkedIn, and YouTube are shown on the opposite page.

How do the convergence of the real and digital worlds affect the future of social media? Explain how social media can produce sales increases for a brand and compare the performance measures linked to brand or consumer-related outcomes or revenues.

Describe how the convergence of the real and digital worlds affects the future of social media.

Marketing Matters >>>>> customer value

The Global Teenager—A Market of 2 Billion Voracious Consumers with \$250 Billion to Spend

The "global teenager" market consists of 2 billion 13- to 19-year-olds in Europe, North and South America, and industrialized nations of Asia and the Pacific Rim who have experienced intense exposure to television (MTV broadcasts in 169 countries in 28 languages), movies, travel, the Internet, and global advertising by companies such as Apple, Sony, Nike, and Coca-Cola. The similarities among teens across these countries are greater than their differences. For example, a global study of middle-class teenagers' rooms in 25 industrialized countries indicated it was difficult, if not impossible, to tell whether the rooms were in Los Angeles, Mexico City, Tokyo, Rio de Janeiro, Sydney, or Paris. Why? Teens spend \$250 billion annually for a common gallery of products: Nintendo video games, Tommy Hilfger apparel, Levi's blue



jeans, Nike and Adidas athletic shoes, Switch watches, Apple iPods, Beats ton apparel), and Cover Girl cosmetics (shown in the photo).

Teenagers around the world appreciate fashion and music and desire novelty and trendier designs and images. They also acknowledge an Americanization of fashion and culture based on another study of 6,500 teens in 26 countries. When asked what country had the most influence on their attitudes and purchase behavior: 54 percent of teens from the United States, 87 percent of those from Latin America, 80 percent of the Europeans, and 80 percent of those from Asia named the United States. The nomenon has not gone unnoticed. As one parent in India said, "Now the young dress, talk, and eat like Americans."

Marketing Matters boxes highlight real-world examples of customer value creation and delivery and entrepreneurship that give students further insight into the practical world of marketing.

JUMERS AND MARKETS

Making Responsible Decisions boxes focus on social responsibility, sustainability, and ethics. These boxes provide exciting, current examples of how companies approach these subjects in their marketing strategy.

Making Responsible Decisions >>>>> ethics

Global Ethics and Global Economics—The Case of Protectionism

World trade benefits from free and fair trade among nations. Nevertheless, governments of many countries continue to use tariffs and quotas to protect their various domestic industries. Why? Protectionism earns profits for domestic producers and tariff revenue for the government. There is a cost, however. Protectionist policies cost Japanese consumers between \$75 billion and \$110 billion annually. U.S. consumers pay about \$70 billion each year in higher prices because of tariffs and other protective restrictions.

Sugar and textile import quotas in the United States, automobile and banana import tariffs in Europe, and automobile



tire import tariffs in the United States, bear import tariffs in Canada, and rice import tariffs in Japan protect domestic industries but also interfere with world trade for these products. Regional trade agreements, such as those found in the provisions of the European Union and the North American Free Trade Agreement, may also pose a situation whereby member nations can obtain preferential treatment in quotas and tariffs but nonmember nations cannot.

Protectionism, in its many forms, raises an interesting global ethical question: Is protectionism, no matter how applied, an ethical practice?

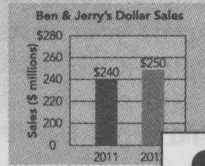
JUMERS AND MARKETS

Using Marketing Dashboards

How Well Is Ben & Jerry's Doing?

As the marketing manager for Ben & Jerry's, you need to assess how it is doing in the United States in the super-premium ice cream market in which it competes. For this, you choose two marketing metrics: dollar sales and dollar market share.

Your Challenge Scanner data from checkout counters in supermarkets and other retailers show the total industry sales of super-premium ice cream were \$1.25 billion in 2012. Internal company data show you that Ben & Jerry's sold 50 million units at an average price of \$5.00 per unit in 2012. A pint of super-premium ice cream is one pint.



Using Marketing Dashboards boxes help students apply common marketing metrics to typical decisions faced by marketing managers.

building your marketing plan

To do a consumer analysis for the product—the good, service, or idea—in your marketing plan:

1. Identify the consumers who are most likely to buy your product—the primary target market—in terms of (a) their demographic characteristics and (b) any other kind of characteristics you believe are important.
2. Describe (a) the main points of difference of your product for this group and (b) what problem they help

solve for the consumer, in terms of the first stage in the consumer purchase decision process in Figure 4-1.

3. Identify the one or two key influences for each of the four outside boxes in Figure 4-4: (a) marketing mix, (b) psychological, (c) sociocultural, and (d) situational influences.

This consumer analysis will provide the foundation for the marketing mix actions you develop later in your plan.

Building Your Marketing Plan is an end-of-chapter feature that requires students to go through the practical application of creating their own marketing plan.

INSTRUCTOR RESOURCES

Instructor's Manual

The Instructor's Manual (IM) to accompany *Marketing: The Core* is an all-inclusive resource designed to make an instructor's preparation for teaching much easier. The Instructor's Manual lists the resources available to instructors: (1) PowerPoint slide references to selected figures and images; (2) Learning Objectives and Key Terms; (3) detailed Lecture Notes that identify where QR codes and In-Class Activities (ICAs) can be discussed; and (4) comprehensive Teaching Notes for the end-of-chapter video cases. A separate In-Class Activities Guide is located in the *Instructor's Survival Kit* (ISK) box, which contains the ICAs that link to sample products in the ISK box to make marketing come to life in the classroom.



Visual Test Items

We offer more than 5,000 test questions categorized by topic and Bloom's Levels of Learning (knowledge, comprehension, or application) and correlated to the Learning Objectives, level of difficulty (easy, medium, and hard), and AACSB's Assurance of Learning Standards to assist instructors in developing their exams. There are also a number of visual test items in the test bank that include images and figures from the book itself to assess student learning.

EZ Test Online

Our comprehensive bank of test questions is provided in several formats for simple use by any instructor in any setting. Our test bank is available through a computerized test bank powered by McGraw-Hill's flexible electronic testing software program EZ Test Online

(www.eztestonline.com). EZ Test Online allows you to create paper and online tests or quizzes in this easy-to-use program! Imagine being able to create and access your test or quiz anywhere, at any time, without installing the testing software. Now, with EZ Test Online, instructors can select questions from multiple McGraw-Hill test banks or author their own, and then either print the test for paper distribution or give it online. It also allows you to export your tests for use in WebCT, Blackboard, PageOut, and Apple's iQuiz.



to get. Secondly, where the owner of a trademark has spent energy, time, and money in presenting to the public the product, he is protected in this investment from misappropriation in price and design.

3-1 LANHAM ACT

- The *Lanham Act* (1946)
- prevents someone from using a trademark on a non-competing product.
 - provides for registration of a company's trademarks.
 - protects only the consumer.
 - allows a company to secure rights to a name before actual use.
 - facilitates the protection of U.S. trademark rights throughout the world.

Answer: b Page: 83 LO: 6 LL: 1 AACSB: 3
Rationale: Test term definition—*Lanham Act*

3-2 REGULATORY FORCES - PRODUCT RELATED

- The *Lanham Act* cannot protect the rights to a trademark if
- the company is accused of violating the Sherman Antitrust Act.
 - the product patent is less than 17 years old.
 - the name or symbol has become generic.
 - the statute of limitations has run out.
 - the government refuses to enforce violations.

Answer: c Page: 83 LO: 6 LL: 2 AACSB: 3
Rationale: A company can lose its trademark if it becomes generic, which means that it has become merely a commonly used descriptive word for the product, such as elevator and aspirin.

PowerPoint Presentations

The PowerPoint presentations feature slides that can be used and personalized by instructors to help present concepts to students efficiently. The Online Learning Center contains media-rich PowerPoint presentations that contain links to website addresses and QR codes to make an engaging and interesting classroom lecture.



New and Revised Video Cases

A unique series of 18 contemporary marketing video cases is available on DVD and at www.kerin.tv. Each video case corresponds with chapter-specific topics and the end-of-chapter case in the text. The video cases feature a variety of organizations and provide balanced coverage of services, consumer products, small businesses, *Fortune* 500 firms, and business-to-business examples. The 5th edition package includes new videos featuring IBM, Toyota, Groupon, Trek, Carmex, Mountain Dew, Bitter Girls, and Mary Kay.

Instructor Newsletter and Blog

The Instructor Newsletter has been developed for adopters of *Marketing: The Core*. This newsletter is devoted to providing innovative resources to help improve student learning, offer timely marketing examples, and make class preparation easier. The newsletter includes links to video clips from *Bloomberg Businessweek* and other sources, synopses of articles with in-class discussion questions, teaching tips, and discussion of pedagogical features of *Marketing: The Core*. The newsletter is offered eight times during the academic year and is available through e-mail, on our website, <http://core.kerin.tv>, and on our blog, www.kerinmarketing.com.

Instructor's Survival Kit (ISK)

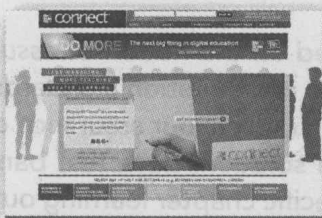
The *Instructor's Survival Kit* contains product samples for use in the classroom to illustrate marketing concepts and encourage student involvement and learning, often with teams working on a task for 5 to 15 minutes in class. Today's students are more likely to learn and be motivated by active participative experiences than by classic classroom lecture and discussion.

Marketing: The Core utilizes product samples from both large and small firms that will interest today's students. When appropriate, sample print and TV ads and other videos are included in the PowerPoint presentations located on the ICA CD in the ISK box.



Less Managing. More Teaching. Greater Learning.

McGraw-Hill *Connect Marketing* is an online assignment and assessment solution that connects students with the tools and resources they'll need to achieve success. McGraw-Hill *Connect Marketing* helps prepare students for their future by enabling faster learning, more efficient studying, and higher retention of knowledge.



Connect Interactive Applications

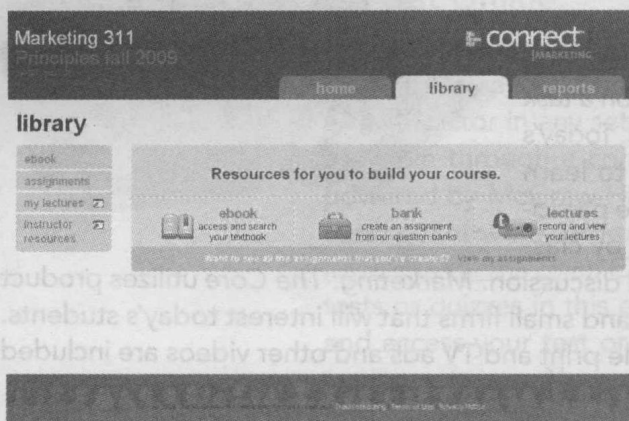
Engaging students beyond simply reading and recall, students practice key concepts by applying them with these textbook specific interactive exercises in every chapter.

Critical thinking makes for a higher level of learning. Each interactive application is followed up by a series of concept checks to reinforce key topics and further increase student understanding. Students walk away from interactive applications with more practice and better understanding than simply reading the chapter. All interactive applications are automatically scored and entered into the instructor gradebook.

McGraw-Hill *Connect Plus Marketing*

McGraw-Hill reinvents the textbook learning experience for the modern student with *Connect Plus Marketing*. A seamless integration of an eBook and *Connect Marketing*, *Connect Plus Marketing* provides all of the *Connect Marketing* features plus the following:

- An integrated eBook, allowing for anytime, anywhere access to the textbook.
- Dynamic links between the problems or questions you assign to your students and the location in the eBook where that problem or question is covered.
- A powerful search function to pinpoint and connect key concepts in a snap.



In short, *Connect Marketing* offers you and your students powerful tools and features that optimize your time and energies, enabling you to focus on course content, teaching, and student learning. *Connect Marketing* also offers a wealth of content resources for both instructors and students. This state-of-the-art, thoroughly tested system supports you in preparing students for the world that awaits. For more information about *Connect*, go to www.mcgrawhillconnect.com, or contact your local McGraw-Hill sales representative.

Assurance of Learning Ready

Many educational institutions today are focused on the notion of *assurance of learning*, an important element of some accreditation standards. *Marketing: The Core* is designed specifically to support your assurance of learning initiatives with a simple, yet powerful solution. Each test bank question for *Marketing: The Core* maps to a specific chapter learning outcome/objective listed in the text. You can use our test bank software, EZ Test and EZ Test Online, or in *Connect Marketing* to easily query for learning outcomes/objectives that directly relate to the learning objectives for your course. You can then use the reporting features of EZ Test to aggre-

gate student results in a similar fashion, making the collection and presentation of assurance of learning data simple and easy.

AACSB Statement

The McGraw-Hill Companies is a proud corporate member of AACSB International. Understanding the importance and value of AACSB accreditation, *Marketing: The Core, 5e*, recognizes the curricula guidelines detailed in the AACSB Assurance of Learning Standards for business accreditation by connecting selected questions in the test bank to six of the thirteen general knowledge and skill guidelines in the AACSB standards. The statements contained in *Marketing: The Core, 5e*, are provided only as a guide for the users of this textbook. The AACSB leaves content coverage and assessment within the purview of individual schools, the mission of the school, and the faculty. While *Marketing: The Core, 5e*, and the teaching package make no claim of any specific AACSB qualification or evaluation, we have within *Marketing: The Core, 5e*, labeled selected questions according to the six general knowledge and skills areas.

McGraw-Hill Customer Care Contact Information

At McGraw-Hill, we understand that getting the most from new technology can be challenging. That's why our services don't stop after you purchase our products. You can e-mail our product specialists 24 hours a day to get product training online. Or you can search our knowledge bank of Frequently Asked Questions on our support website. For Customer Support, call 800-331-5094, e-mail mhsupport@mcgraw-hill.com, or visit www.mhhe.com/support. One of our technical support analysts will be able to assist you in a timely fashion.

Part 1
Part 2
Part 3
Part 4
APPENDIX A
APPENDIX B
APPENDIX C
APPENDIX D
APPENDIX E
APPENDIX F
APPENDIX G
APPENDIX H
APPENDIX I
APPENDIX J
APPENDIX K
APPENDIX L
APPENDIX M
APPENDIX N
APPENDIX O
APPENDIX P
APPENDIX Q
APPENDIX R
APPENDIX S
APPENDIX T
APPENDIX U
APPENDIX V
APPENDIX W
APPENDIX X
APPENDIX Y
APPENDIX Z
APPENDIX AA
APPENDIX AB
APPENDIX AC
APPENDIX AD
APPENDIX AE
APPENDIX AF
APPENDIX AG
APPENDIX AH
APPENDIX AI
APPENDIX AJ
APPENDIX AK
APPENDIX AL
APPENDIX AM
APPENDIX AN
APPENDIX AO
APPENDIX AP
APPENDIX AQ
APPENDIX AR
APPENDIX AS
APPENDIX AT
APPENDIX AU
APPENDIX AV
APPENDIX AW
APPENDIX AX
APPENDIX AY
APPENDIX AZ
APPENDIX BA
APPENDIX BB
APPENDIX BC
APPENDIX BD
APPENDIX BE
APPENDIX BF
APPENDIX BG
APPENDIX BH
APPENDIX BI
APPENDIX BJ
APPENDIX BK
APPENDIX BL
APPENDIX BM
APPENDIX BN
APPENDIX BO
APPENDIX BP
APPENDIX BQ
APPENDIX BR
APPENDIX BS
APPENDIX BT
APPENDIX BU
APPENDIX BV
APPENDIX BV
APPENDIX BW
APPENDIX BX
APPENDIX BY
APPENDIX BZ
APPENDIX CA
APPENDIX CB
APPENDIX CC
APPENDIX CD
APPENDIX CE
APPENDIX CF
APPENDIX CG
APPENDIX CH
APPENDIX CI
APPENDIX CJ
APPENDIX CK
APPENDIX CL
APPENDIX CM
APPENDIX CN
APPENDIX CO
APPENDIX CP
APPENDIX CQ
APPENDIX CR
APPENDIX CS
APPENDIX CT
APPENDIX CU
APPENDIX CV
APPENDIX CW
APPENDIX CX
APPENDIX CY
APPENDIX CZ
APPENDIX DA
APPENDIX DB
APPENDIX DC
APPENDIX DD
APPENDIX DE
APPENDIX DF
APPENDIX DG
APPENDIX DH
APPENDIX DI
APPENDIX DJ
APPENDIX DK
APPENDIX DL
APPENDIX DM
APPENDIX DN
APPENDIX DO
APPENDIX DP
APPENDIX DQ
APPENDIX DR
APPENDIX DS
APPENDIX DT
APPENDIX DU
APPENDIX DV
APPENDIX DW
APPENDIX DX
APPENDIX DY
APPENDIX DZ
APPENDIX EA
APPENDIX EB
APPENDIX EC
APPENDIX ED
APPENDIX EE
APPENDIX EF
APPENDIX EG
APPENDIX EH
APPENDIX EI
APPENDIX EJ
APPENDIX EK
APPENDIX EL
APPENDIX EM
APPENDIX EN
APPENDIX EO
APPENDIX EP
APPENDIX EQ
APPENDIX ER
APPENDIX ES
APPENDIX ET
APPENDIX EU
APPENDIX EV
APPENDIX EW
APPENDIX EX
APPENDIX EY
APPENDIX EZ
APPENDIX FA
APPENDIX FB
APPENDIX FC
APPENDIX FD
APPENDIX FE
APPENDIX FF
APPENDIX FG
APPENDIX FH
APPENDIX FI
APPENDIX FJ
APPENDIX FK
APPENDIX FL
APPENDIX FM
APPENDIX FN
APPENDIX FO
APPENDIX FP
APPENDIX FQ
APPENDIX FR
APPENDIX FS
APPENDIX FT
APPENDIX FU
APPENDIX FV
APPENDIX FW
APPENDIX FX
APPENDIX FY
APPENDIX FZ
APPENDIX GA
APPENDIX GB
APPENDIX GC
APPENDIX GD
APPENDIX GE
APPENDIX GF
APPENDIX GG
APPENDIX GH
APPENDIX GI
APPENDIX GJ
APPENDIX GK
APPENDIX GL
APPENDIX GM
APPENDIX GN
APPENDIX GO
APPENDIX GP
APPENDIX GQ
APPENDIX GR
APPENDIX GS
APPENDIX GT
APPENDIX GU
APPENDIX GV
APPENDIX GW
APPENDIX GX
APPENDIX GY
APPENDIX GZ
APPENDIX HA
APPENDIX HB
APPENDIX HC
APPENDIX HD
APPENDIX HE
APPENDIX HF
APPENDIX HG
APPENDIX HH
APPENDIX HI
APPENDIX HJ
APPENDIX HK
APPENDIX HL
APPENDIX HM
APPENDIX HN
APPENDIX HO
APPENDIX HP
APPENDIX HQ
APPENDIX HR
APPENDIX HS
APPENDIX HT
APPENDIX HU
APPENDIX HV
APPENDIX HW
APPENDIX HX
APPENDIX HY
APPENDIX HZ
APPENDIX IA
APPENDIX IB
APPENDIX IC
APPENDIX ID
APPENDIX IE
APPENDIX IF
APPENDIX IG
APPENDIX IH
APPENDIX II
APPENDIX IJ
APPENDIX IK
APPENDIX IL
APPENDIX IM
APPENDIX IN
APPENDIX IO
APPENDIX IP
APPENDIX IQ
APPENDIX IR
APPENDIX IS
APPENDIX IT
APPENDIX IU
APPENDIX IV
APPENDIX IW
APPENDIX IX
APPENDIX IY
APPENDIX IZ
APPENDIX JA
APPENDIX JB
APPENDIX JC
APPENDIX JD
APPENDIX JE
APPENDIX JF
APPENDIX JG
APPENDIX JH
APPENDIX JI
APPENDIX JJ
APPENDIX JK
APPENDIX JL
APPENDIX JM
APPENDIX JN
APPENDIX JO
APPENDIX JP
APPENDIX JQ
APPENDIX JR
APPENDIX JS
APPENDIX JT
APPENDIX JU
APPENDIX JV
APPENDIX JW
APPENDIX JX
APPENDIX JY
APPENDIX JZ
APPENDIX KA
APPENDIX KB
APPENDIX KC
APPENDIX KD
APPENDIX KE
APPENDIX KF
APPENDIX KG
APPENDIX KH
APPENDIX KI
APPENDIX KJ
APPENDIX KK
APPENDIX KL
APPENDIX KM
APPENDIX KN
APPENDIX KO
APPENDIX KP
APPENDIX KQ
APPENDIX KR
APPENDIX KS
APPENDIX KT
APPENDIX KU
APPENDIX KV
APPENDIX KW
APPENDIX KX
APPENDIX KY
APPENDIX KZ
APPENDIX LA
APPENDIX LB
APPENDIX LC
APPENDIX LD
APPENDIX LE
APPENDIX LF
APPENDIX LG
APPENDIX LH
APPENDIX LI
APPENDIX LJ
APPENDIX LK
APPENDIX LL
APPENDIX LM
APPENDIX LN
APPENDIX LO
APPENDIX LP
APPENDIX LQ
APPENDIX LR
APPENDIX LS
APPENDIX LT
APPENDIX LU
APPENDIX LV
APPENDIX LW
APPENDIX LX
APPENDIX LY
APPENDIX LZ
APPENDIX MA
APPENDIX MB
APPENDIX MC
APPENDIX MD
APPENDIX ME
APPENDIX MF
APPENDIX MG
APPENDIX MH
APPENDIX MI
APPENDIX MJ
APPENDIX MK
APPENDIX ML
APPENDIX MM
APPENDIX MN
APPENDIX MO
APPENDIX MP
APPENDIX MQ
APPENDIX MR
APPENDIX MS
APPENDIX MT
APPENDIX MU
APPENDIX MV
APPENDIX MW
APPENDIX MX
APPENDIX MY
APPENDIX MZ
APPENDIX NA
APPENDIX NB
APPENDIX NC
APPENDIX ND
APPENDIX NE
APPENDIX NF
APPENDIX NG
APPENDIX NH
APPENDIX NI
APPENDIX NJ
APPENDIX NK
APPENDIX NL
APPENDIX NM
APPENDIX NN
APPENDIX NO
APPENDIX NP
APPENDIX NQ
APPENDIX NR
APPENDIX NS
APPENDIX NT
APPENDIX NU
APPENDIX NV
APPENDIX NW
APPENDIX NX
APPENDIX NY
APPENDIX NZ
APPENDIX OA
APPENDIX OB
APPENDIX OC
APPENDIX OD
APPENDIX OE
APPENDIX OF
APPENDIX OG
APPENDIX OH
APPENDIX OI
APPENDIX OJ
APPENDIX OK
APPENDIX OL
APPENDIX OM
APPENDIX ON
APPENDIX OO
APPENDIX OP
APPENDIX OQ
APPENDIX OR
APPENDIX OS
APPENDIX OT
APPENDIX OU
APPENDIX OV
APPENDIX OW
APPENDIX OX
APPENDIX OY
APPENDIX OZ
APPENDIX PA
APPENDIX PB
APPENDIX PC
APPENDIX PD
APPENDIX PE
APPENDIX PF
APPENDIX PG
APPENDIX PH
APPENDIX PI
APPENDIX PJ
APPENDIX PK
APPENDIX PL
APPENDIX PM
APPENDIX PN
APPENDIX PO
APPENDIX PP
APPENDIX PQ
APPENDIX PR
APPENDIX PS
APPENDIX PT
APPENDIX PU
APPENDIX PV
APPENDIX PW
APPENDIX PX
APPENDIX PY
APPENDIX PZ
APPENDIX QA
APPENDIX QB
APPENDIX QC
APPENDIX QD
APPENDIX QE
APPENDIX QF
APPENDIX QG
APPENDIX QH
APPENDIX QI
APPENDIX QJ
APPENDIX QK
APPENDIX QL
APPENDIX QM
APPENDIX QN
APPENDIX QO
APPENDIX QP
APPENDIX QQ
APPENDIX QR
APPENDIX QS
APPENDIX QT
APPENDIX QU
APPENDIX QV
APPENDIX QW
APPENDIX QX
APPENDIX QY
APPENDIX QZ
APPENDIX RA
APPENDIX RB
APPENDIX RC
APPENDIX RD
APPENDIX RE
APPENDIX RF
APPENDIX RG
APPENDIX RH
APPENDIX RI
APPENDIX RJ
APPENDIX RK
APPENDIX RL
APPENDIX RM
APPENDIX RN
APPENDIX RO
APPENDIX RP
APPENDIX RQ
APPENDIX RR
APPENDIX RS
APPENDIX RT
APPENDIX RU
APPENDIX RV
APPENDIX RW
APPENDIX RX
APPENDIX RY
APPENDIX RZ
APPENDIX SA
APPENDIX SB
APPENDIX SC
APPENDIX SD
APPENDIX SE
APPENDIX SF
APPENDIX SG
APPENDIX SH
APPENDIX SI
APPENDIX SJ
APPENDIX SK
APPENDIX SL
APPENDIX SM
APPENDIX SN
APPENDIX SO
APPENDIX SP
APPENDIX SQ
APPENDIX SR
APPENDIX SS
APPENDIX ST
APPENDIX SU
APPENDIX SV
APPENDIX SW
APPENDIX SX
APPENDIX SY
APPENDIX SZ
APPENDIX TA
APPENDIX TB
APPENDIX TC
APPENDIX TD
APPENDIX TE
APPENDIX TF
APPENDIX TG
APPENDIX TH
APPENDIX TI
APPENDIX TJ
APPENDIX TK
APPENDIX TL
APPENDIX TM
APPENDIX TN
APPENDIX TO
APPENDIX TP
APPENDIX TQ
APPENDIX TR
APPENDIX TS
APPENDIX TT
APPENDIX TU
APPENDIX TV
APPENDIX TW
APPENDIX TX
APPENDIX TY
APPENDIX TZ
APPENDIX UA
APPENDIX UB
APPENDIX UC
APPENDIX UD
APPENDIX UE
APPENDIX UF
APPENDIX UG
APPENDIX UH
APPENDIX UI
APPENDIX UJ
APPENDIX UK
APPENDIX UL
APPENDIX UM
APPENDIX UN
APPENDIX UO
APPENDIX UP
APPENDIX UQ
APPENDIX UR
APPENDIX US
APPENDIX UT
APPENDIX UY
APPENDIX UZ
APPENDIX VA
APPENDIX VB
APPENDIX VC
APPENDIX VD
APPENDIX VE
APPENDIX VF
APPENDIX VG
APPENDIX VH
APPENDIX VI
APPENDIX VJ
APPENDIX VK
APPENDIX VL
APPENDIX VM
APPENDIX VN
APPENDIX VO
APPENDIX VP
APPENDIX VQ
APPENDIX VR
APPENDIX VS
APPENDIX VT
APPENDIX VU
APPENDIX VV
APPENDIX VW
APPENDIX VX
APPENDIX VY
APPENDIX VZ
APPENDIX WA
APPENDIX WB
APPENDIX WC
APPENDIX WD
APPENDIX WE
APPENDIX WF
APPENDIX WG
APPENDIX WH
APPENDIX WI
APPENDIX WJ
APPENDIX WK
APPENDIX WL
APPENDIX WM
APPENDIX WN
APPENDIX WO
APPENDIX WP
APPENDIX WQ
APPENDIX WR
APPENDIX WS
APPENDIX WT
APPENDIX WY
APPENDIX WZ
APPENDIX XA
APPENDIX XB
APPENDIX XC
APPENDIX XD
APPENDIX XE
APPENDIX XF
APPENDIX XG
APPENDIX XH
APPENDIX XI
APPENDIX XJ
APPENDIX XK
APPENDIX XL
APPENDIX XM
APPENDIX XN
APPENDIX XO
APPENDIX XP
APPENDIX XQ
APPENDIX XR
APPENDIX XS
APPENDIX XT
APPENDIX XU
APPENDIX XV
APPENDIX XW
APPENDIX XX
APPENDIX XY
APPENDIX XZ
APPENDIX YA
APPENDIX YB
APPENDIX YC
APPENDIX YD
APPENDIX YE
APPENDIX YF
APPENDIX YG
APPENDIX YH
APPENDIX YI
APPENDIX YJ
APPENDIX YK
APPENDIX YL
APPENDIX YM
APPENDIX YN
APPENDIX YO
APPENDIX YP
APPENDIX YQ
APPENDIX YR
APPENDIX YS
APPENDIX YT
APPENDIX YU
APPENDIX YV
APPENDIX YW
APPENDIX YX
APPENDIX YY
APPENDIX YZ
APPENDIX ZA
APPENDIX ZB
APPENDIX ZC
APPENDIX ZD
APPENDIX ZE
APPENDIX ZF
APPENDIX ZG
APPENDIX ZH
APPENDIX ZI
APPENDIX ZJ
APPENDIX ZK
APPENDIX ZL
APPENDIX ZM
APPENDIX ZN
APPENDIX ZO
APPENDIX ZP
APPENDIX ZQ
APPENDIX ZR
APPENDIX ZS
APPENDIX ZT
APPENDIX ZU
APPENDIX ZV
APPENDIX ZW
APPENDIX ZX
APPENDIX ZY
APPENDIX ZZ

简 明 目 录

第 1 部分 发起营销过程

第 1 章 通过市场营销开发客户关系和创造价值	3
第 2 章 制定成功的市场营销和公司战略	21
附录 A 制订有效的营销计划	44

第 2 部分 了解购买者和市场

第 4 章 了解消费者行为	79
第 5 章 了解作为消费者的组织	105

第 3 部分 瞄准营销机会

第 7 章 营销调研：将市场信息转化为营销行动	147
第 8 章 市场细分、目标市场和定位	173

第 4 部分 满足营销机会

第 11 章 产品和服务定价	247
第 12 章 管理营销渠道和供应链	271
第 13 章 零售和批发	295
第 14 章 整合营销沟通和直接营销	317
第 15 章 广告、促销和公共关系	339
第 16 章 利用社交媒体与消费者沟通	363
第 17 章 人员销售和 sales 管理	387
第 18 章 实施交互的和多渠道的营销	409
附录 B 营销职业生涯规划	430

词汇表	441
章节测试答案	447
章节注释	455