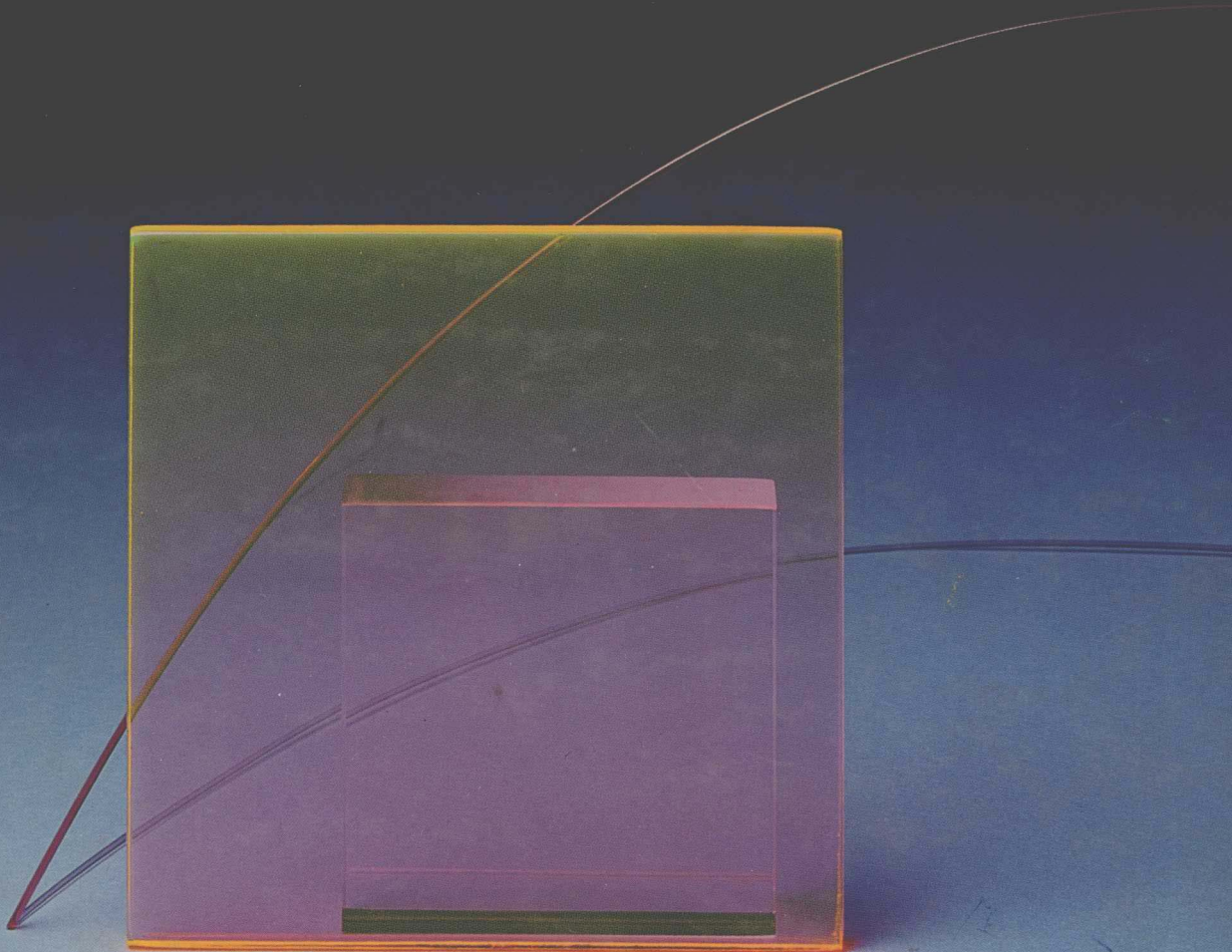


# MARKETING

S K I N N E R



# MARKETING

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**To Moira, Aaron, and Carrie**

# Preface

In my experience effective teaching is not just a matter of communicating facts and concepts, it is placing facts and concepts in a context that students can relate to. When I tell students that in the future the Boston Celtics may be playing in Madrid or that more than 65 percent of the real estate in downtown Los Angeles is owned by the Japanese, I get a response of surprise like “You’re kidding!” or “Do they really?” That shows I’ve not only told students something that they didn’t know but I’ve excited their imaginations. And when students’ imaginations are involved in their learning, they motivate themselves; they start teaching themselves. Students seem to respond best and most imaginatively when they can see that the topics that illustrate the basic concepts and facts of marketing are part of their future.

My major objective in writing this book has been to involve students in the learning process by presenting traditional marketing concepts in a context that excites their imaginations. Marketing topics such as service quality, internal marketing, international marketing, Europe 1992, peak performance, and segmentation generate this kind of excitement. Topics like these are used throughout this text to show students the intersection between society and marketing; how one affects the other. These topics are the bridge for students between abstract ideas and their own futures. Segmentation of the Hispanic market demonstrates this bridge clearly. With \$139 billion in purchasing power, the Hispanic market is increasing in importance. Marketers are pursuing this market with new respect, and this can have positive social effects. Marketing can exceed the realm of business and economics; that is its power and intrigue. In other words, marketing is not only alert to the future, it helps create the future.

To prepare students for the opportunities and challenges that await them, a text must provide comprehensive coverage of the fundamental concepts of



marketing. But as America moves from a smokestack economy into a service economy and as global competition intensifies, a text must also reflect the consequences of these changes. This is the time for a marketing text that is a passageway to the real world. Comprehensively covering marketing topics within the context of today's world and the world of tomorrow makes the difference in a text's teaching effectiveness. And that is what this text does.

## Features of the Textbook

Several features of *Marketing* increase students' involvement in learning. These features also make the book enjoyable to read and enjoyable to teach.

*Objectives.* Each chapter begins with several learning objectives, guiding students to the most important concepts.

*Opening Vignette.* The text for each chapter begins with a story that dramatizes a main concept of the chapter in concrete and contemporary terms. In this way students first see the topic in a real-world context. The story behind pricing the *E.T.* videocassette and how IBM reorganized its product and marketing divisions are examples of vignettes.

*Marketing Close-up.* Each chapter has a feature called Marketing Close-up, which describes in detail the actual business application of one of the chapter's topics. Business subjects of Marketing Close-ups include positioning the Cadillac Allante within the luxury car market and Avon's new retailing strategy.

*Point/Counterpoint.* Each chapter presents a debate to stimulate student thought. Point/Counterpoint prompts such questions as: Are self-regulatory programs effective? Will department stores survive? Can ethics be taught?

*Research Update.* Each chapter features a current development in marketing. Research Update covers topics such as why students select marketing as a career, how the senior citizen market can be segmented, and improving the quality of service.

*Examples.* Real-world examples of a wide variety of products, services, and organizations are used throughout the text. The majority of the examples are from events that took place in 1988 and 1989.

*Figures, Tables, Advertisements, and Photographs.* Photographs illustrate each part, chapter, and opening vignette. In addition, numerous figures and tables, as well as advertisements and photographs, are integrated into the text.

*Margin Notes.* Definitions of key terms are placed in the margin to facilitate student learning.

*Chapter Summary.* Each chapter concludes with a summary of the major concepts discussed.

*Key Terms.* A list of the key terms highlighted in the text helps students review the material.

*Questions for Discussion and Review.* Ten discussion and review questions enable students to evaluate their understanding of the material.

*Two Cases.* Each chapter features two cases on current topics to help students sharpen their marketing skills.

*Glossary.* Every key term in the text is also defined in the glossary.

*Appendixes.* Career opportunities in marketing and financial analysis for marketing are discussed in the appendixes.

*Name and Subject Indexes.* Both a name index and a subject index help students find topics of interest.

## Instructional Support System

A comprehensive instructional support system accompanies *Marketing*. The system is coordinated with the text and is designed to provide instructional support for both students and professors.

### Instructional Support for Students

*Study Guide.* The Study Guide helps students review each chapter with matching, multiple choice, and fill-in-the-blank questions. In addition, challenging exercises based on actual marketing decision-making situations stretch students' imaginations.

*Microstudy.* This computerized study guide provides students with a dynamic, interactive learning experience.

*Marketer: A Simulation.* This marketing simulation for IBM-compatible microcomputers allows students to make marketing decisions through simulated real-world experiences. Acting as marketing teams, students encounter many factors as they make decisions. Additional support materials are provided for instructors.

### Instructional Support for Professors

*Instructor's Manual.* The Instructor's Manual includes a perspective on the chapter, a detailed lecture outline, answers to discussion and review questions, comments on the cases and answers to case discussion questions, and transparency masters. In addition, each chapter has Integration Tips, in which the topic of international marketing, services marketing, ethics, or research is placed into the context of the chapter.

*Test Bank.* The Test Bank includes more than 2,000 essay, multiple choice, and true-false questions.

*Microcomputerized Test Bank.* The Test Bank is provided on microcomputer disk, and questions can be selected to provide a test master for duplication.

*Call-in Test Service.* Questions can be selected from the Test Bank, and printed tests can be ordered by telephone.

*Lecture Bank.* Lecture Bank includes the lecture outlines from the Instructor's Manual on microcomputer disk. The instructor's own notes can be incorporated into the outlines with a word processing program, and the combined lecture notes can be printed.

*Color Transparencies.* More than 150 color transparencies, approximately one-half from outside the text, are provided. Advertisements, line art—both new and from the text—definitions, and chapter outlines are included.

*Marketing Videos.* Approximately six hours of high-quality videos give students a close-up look at marketing activities in real companies.

## Acknowledgments

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S.J.S.



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