

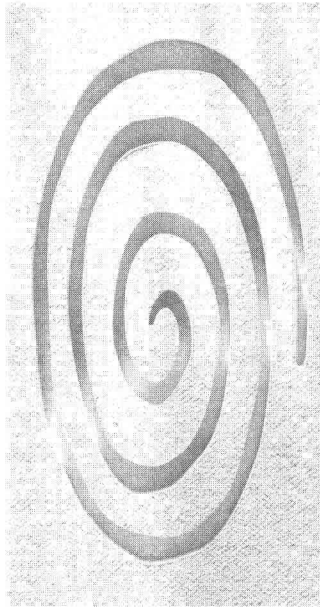
A pair of black-rimmed glasses is positioned diagonally across the cover. The lenses reflect a bright, hazy light. The glasses rest on a document that features a logo with the word 'wise' in a circular emblem. The background is a soft-focus, light-colored surface.

p e r s p e c t i v e s

Marketing Tactics

edited by

David Snepenger



perspectives

Marketing Tactics

Academic Editor

David Snepenger

Montana State University



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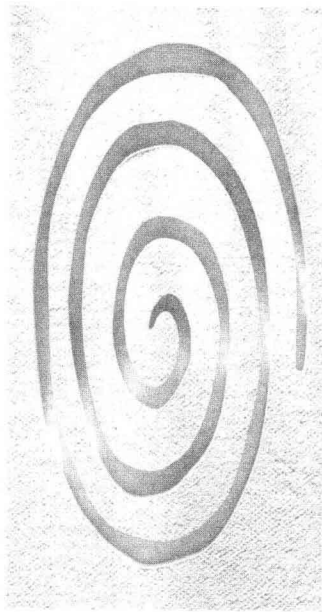
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perspectives

Marketing Tactics

from the Publisher

Tom Doran

coursewise publishing

"On frozen pizza and 'exchange relationships' between consumers and suppliers . . ."

I used to work for A.C. Nielsen. You know this company for their famed Nielsen ratings of television viewership (and you'll read more about them in Reading 9 within). In one of my first jobs out of college, I worked for a division of Nielsen that specialized in computer analysis of product shelf space in grocery stores. I had the distinct honor of editing frozen pizza databases. My job was to make sure that the computer didn't confuse the market share of Totino's in Toledo with the market share of Torrino's in Toronto. I lasted about 10 months. The only part of this job I liked was trekking over to General Mills with my boss to meet with Frozen Pizza Man, an intense but likeable brand manager who always lunged for our reports. I enjoyed these sessions because I always learned something subtle about this thing called marketing.

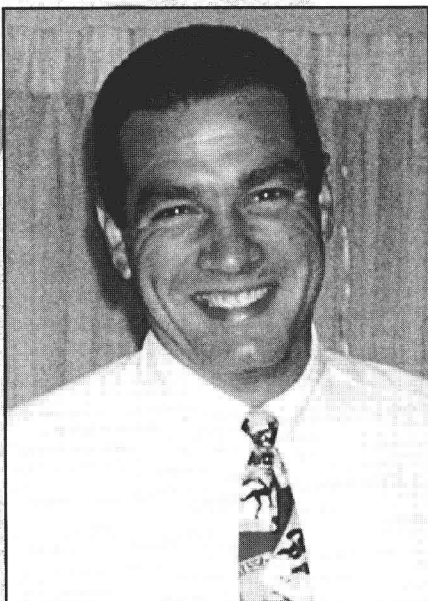
What were nothing but numbers and labels to me was crucial information to Frozen Pizza Man—a man paid to worry about the fact that losing shelf space share in Sheridan, Wyoming, meant that the West wasn't responding to his "pizza with more beef" campaign. Frozen Pizza Man would read our reports and provide detailed commentary like, "I know that in this case, it's not the taste or the price, but how we're approaching those shoppers out West. . . . See, look here! Adding more cheese to our cheese pies is paying off in the Northeast—just as the research said it would. Man, if I don't figure out what they want on their pizza in the South, I'll be out of here soon." I didn't know a lot of things back then, but I *did* know that someone with Frozen Pizza Man's marketing skills (and commitment to his brand) would always have plenty of work.

David Snepenger, the Academic Editor of *Perspectives: Marketing Tactics*, might say that Frozen Pizza Man was giving me an education in "exchange relationships" between consumers and suppliers. As you'll soon see by reading the compelling and informative articles David has assembled herein, your education in marketing dynamics will be more broad-based than the one I received from Frozen Pizza Man.

David knows a lot about the compelling dynamics of marketing. He's a member of the marketing faculty at Montana State University and has been teaching a variety of marketing courses for a good while. David approaches his marketing course with a refreshing enthusiasm and commitment. I envy the students in Bozeman.

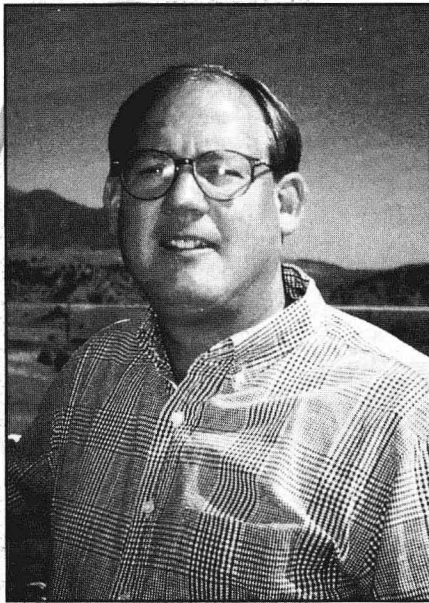
David had a good idea of how he wanted this reader to work from the outset. Along the way, our crackerjack Editorial Board helped by providing thoughtful suggestions on the readings. Both David and I thank them for their insight and dedicated work.

Things change. Frozen Pizza Man's world changed every week when we showed up with our reports. He needed to digest, analyze and then act



on our information. That's how it is in the world of marketing. Marketers need to be agile professionals. To get a taste of this dynamic, check out the **courselinks**[™] site that accompanies this reader. There you'll find a host of web-based course tools that David and other marketing instructors have developed or selected to help you master this course. To access the **courselinks** site for Marketing Tactics, use the Passport that came shrink-wrapped to this reader. It contains the username/password combo you need to access **courselinks**. If you bought a used copy of our reader, check with your bookstore or our web site for information on getting a Passport of your own.

This is a fun course. Enjoy yourselves. By the way, I later learned that Frozen Pizza Man went on to run General Mill's International Marketing Division. I picture him nervously poring over reports on Cheerio sales in China—now worrying about exchange relationships *and* exchange rates. Please let us know how we did with *Perspectives: Marketing Tactics* and the accompanying **courselinks** site. Write me: tomd@coursewise.com
Good luck!



David Snepenger teaches marketing at Montana State University–Bozeman. For the past 15 years, he has been teaching *Introduction to Marketing*, *Consumer Behavior*, and *Marketing Research*. Early on, he discovered that bringing in contemporary articles from the business press greatly enlivened the presentation of lecture materials and class discussions. His research has focused on how private- and public-sector organizations may better deliver tourism and leisure experiences in natural resource settings. David received his Ph.D. from Texas A&M University, home of the fighting Texas Aggies. His undergraduate degree is from the University of Northern Colorado, where he played on the tennis team, and his Master's degree is from the University of Colorado–Boulder, where he met his wife of 20 years. They have two children—Brian, 14, and Laura, 12—along with a collie dog, Ralph, and a cat, RamBo. David enjoys studying the Bible, playing tennis, hiking, mountain biking, squash (the racket sport, not the vegetable), and downhill skiing.

from the **Academic Editor**

David Snepenger

Montana State University

For many years I have been bringing contemporary marketing applications found in the business press into my principles of marketing class. These business readings enliven class discussion and serve as concrete examples of real-world business practice. The readings also reinforce the concepts or models that serve as the foundation in contemporary principles of marketing texts. I was pleased that Tom Doran, of **coursewise publishing**, asked me to put together a collection of current readings for marketing students. I have endeavored to select readings that are timely and of interest to marketing students, and that supplement the materials found in introductory marketing texts. Due to the breadth of topics covered in introductory marketing texts, readings have been selected from a variety of sources, including *Business Week*, *The Wall Street Journal*, *USA Today*, *American Demographics*, *Harvard Business Review*, *Entrepreneur Magazine*, *The Futurist*, and *Working Woman*. In addition, a wide range of web sites has been cataloged so that both students and professors can use this emerging information resource.

The readings and web sites are organized into seven sections and twenty-four major topics. I have followed the chapter outline found in William Pride and O.C. Ferrell's marketing text (*Marketing: Concepts and Strategies*, 10th edition, Houghton Mifflin, 1997). However, the readings can easily be adapted for use with any introductory marketing text or other course format. There are two readings for each of the twenty-four major topics and two or more web sites for each section. Sometimes, these complement each other, and at other times, they present contradictory viewpoints. In both cases, I hope that the writings and web sites will stimulate your interest in the marketing of goods and services in the global economy.

I would like to thank many people for assisting me in compiling this reader. First, I would like to thank Tom Doran, publisher for **coursewise**, for the opportunity to undertake this task. Second, I would like to thank Randy Jepsen for spearheading the web site selections and for his assistance in organizing and selecting readings. Randy is a recent marketing graduate from the College of Business at Montana State University. He provided a student's perspective while selecting materials. Finally, I would like to acknowledge the support of my wife, Mary, in the completion of this book. If you have comments or suggestions regarding this reader, please share them with me at your convenience.



Editorial Board

We would like to thank the following individuals who helped us think about our approach to this project and/or helped with specific input to this manuscript:

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WiseGuide Introduction

Critical Thinking and Bumper Stickers

The bumper sticker said: Question Authority. This is a simple directive that goes straight to the heart of critical thinking. The issue is not whether the authority is right or wrong; it's the questioning process that's important. Questioning helps you develop awareness and a clearer sense of what you think. That's critical thinking.

Critical thinking is a new label for an old approach to learning—that of challenging all ideas, hypotheses, and assumptions. In the physical and life sciences, systematic questioning and testing methods (known as the scientific method) help verify information, and objectivity is the benchmark on which all knowledge is pursued. In the social sciences, however, where the goal is to study people and their behavior, things get fuzzy. It's one thing for the chemistry experiment to work out as predicted, or for the petri dish to yield a certain result. It's quite another matter, however, in the social sciences, where the subject is ourselves. Objectivity is harder to achieve.

Although you'll hear critical thinking defined in many different ways, it really boils down to analyzing the ideas and messages that you receive. What are you being asked to think or believe? Does it make sense, objectively? Using the same facts and considerations, could you reasonably come up with a different conclusion? And, why does this matter in the first place? As the bumper sticker urged, question authority. Authority can be a textbook, a politician, a boss, a big sister, or an ad on television. Whatever the message, learning to question it appropriately is a habit that will serve you well for a lifetime. And in the meantime, thinking critically will certainly help you be course wise.

Question Authority

Getting Connected

This reader is a tool for connected learning. This means that the readings and other learning aids explained here will help you to link classroom theory to real-world issues. They will help you to think critically and to make long-lasting learning connections. Feedback from both instructors and students has helped us to develop some suggestions on how you can wisely use this connected learning tool.

WiseGuide Pedagogy

A wise reader is better able to be a critical reader. Therefore, we want to help you get wise about the articles in this reader. Each section of *Perspectives* has three tools to help you: the WiseGuide Intro, the WiseGuide Wrap-Up, and the Putting It in *Perspectives* review form.

WiseGuide Intro

In the WiseGuide Intro, the Academic Editor introduces the section, gives you an overview of the topics covered, and explains why particular articles were selected and what's important about them.

Also in the WiseGuide Intro, you'll find several key points or learning objectives that highlight the most important things to remember from this section. These will help you to focus your study of section topics.

WiseGuide Intro

At the end of the WiseGuide Intro, you'll find questions designed to stimulate critical thinking. Wise students will keep these questions in mind as they read an article (we repeat the questions at the start of the articles as a reminder). When you finish each article, check your understanding. Can you answer the questions? If not, go back and reread the article. The Academic Editor has written sample responses for many of the questions, and you'll find these online at the **courselinks**TM site for this course. More about **courselinks** in a minute. . . .

WiseGuide Wrap-Up

WiseGuide Wrap-Up

Be course wise and develop a thorough understanding of the topics covered in this course. The WiseGuide Wrap-Up at the end of each section will help you do just that with concluding comments or summary points that repeat what's most important to understand from the section you just read.

In addition, we try to get you wired up by providing a list of select Internet resources—what we call R.E.A.L. web sites because they're **Relevant, Exciting, Approved, and Linked**. The information at these web sites will enhance your understanding of a topic. (Remember to use your Passport and start at <http://www.courselinks.com> so that if any of these sites have changed, you'll have the latest link.)

Putting It in *Perspectives* Review Form

At the end of the book is the Putting It in *Perspectives* review form. Your instructor may ask you to complete this form as an assignment or for extra credit. If nothing else, consider doing it on your own to help you critically think about the reading.

Prompts at the end of each article encourage you to complete this review form. Feel free to copy the form and use it as needed.

The **courselinks**TM Site



The **courselinks**TM Passport is your ticket to a wonderful world of integrated web resources designed to help you with your course work. These resources are found at the **courselinks** site for your course area. This is where the readings in this book and the key topics of your course are linked to an exciting array of online learning tools. Here you will find carefully selected readings, web links, quizzes, worksheets, and more, tailored to your course and approved as connected learning tools. The ever-changing, always interesting **courselinks** site features a number of carefully integrated resources designed to help you be course wise. These include:

- **R.E.A.L. Sites** At the core of a **courselinks** site is the list of R.E.A.L. sites. This is a select group of web sites for studying, not surfing. Like the readings in this book, these sites have been selected, reviewed, and approved by the Academic Editor and the Editorial Board. The R.E.A.L. sites are arranged by topic and are annotated with short descriptions and key words to make them easier for you to use for reference or research. With R.E.A.L. sites, you're studying approved resources within seconds—and not wasting precious time surfing unproven sites.
- **Editor's Choice** Here you'll find updates on news related to your course, with links to the actual online sources. This is also where we'll tell you about changes to the site and about online events.

- **Course Overview** This is a general description of the typical course in this area of study. While your instructor will provide specific course objectives, this overview helps you place the course in a generic context and offers you an additional reference point.
- **www.orksheets** Focus your trip to a R.E.A.L. site with the www.orksheets. Each of the 10 to 15 questions will prompt you to take in the best that site has to offer. Use this tool for self-study, or if required, email it to your instructor.
- **Course Quiz** The questions on this self-scoring quiz are related to articles in the reader, information at R.E.A.L. sites, and other course topics, and will help you pinpoint areas you need to study. Only you will know your score—it's an easy, risk-free way to keep pace!
- **Topic Key** The Topic Key is a listing of the main topics in your course, and it correlates with the Topic Key that appears in this reader. This handy reference tool also links directly to those R.E.A.L. sites that are especially appropriate to each topic, bringing you integrated online resources within seconds!
- **Web Savvy Student Site** If you're new to the Internet or want to brush up, stop by the Web Savvy Student site. This unique supplement is a complete **courselinks** site unto itself. Here, you'll find basic information on using the Internet, creating a web page, communicating on the web, and more. Quizzes and Web Savvy Worksheets test your web knowledge, and the R.E.A.L. sites listed here will further enhance your understanding of the web.
- **Student Lounge** Drop by the Student Lounge to chat with other students taking the same course or to learn more about careers in your major. You'll find links to resources for scholarships, financial aid, internships, professional associations, and jobs. Take a look around the Student Lounge and give us your feedback. We're open to remodeling the Lounge per your suggestions.

Building Better Perspectives!

Please tell us what you think of this *Perspectives* volume so we can improve the next one. Here's how you can help:

1. Visit our **coursewise** site at: <http://www.coursewise.com>
2. Click on *Perspectives*. Then select the Building Better *Perspectives* Form for your book.
3. Forms and instructions for submission are available online.

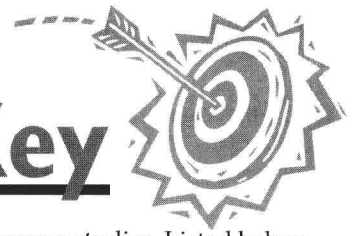
Tell us what you think—did the readings and online materials help you make some learning connections? Were some materials more helpful than others? Thanks in advance for helping us build better *Perspectives*.

Student Internships

If you enjoy evaluating these articles or would like to help us evaluate the **courselinks** site for this course, check out the **coursewise** Student Internship Program. For more information, visit:

<http://www.coursewise.com/intern.html>

Topic Key



This Topic Key is an important tool for learning. It will help you integrate this reader into your course studies. Listed below, in alphabetical order, are important topics covered in this volume. Below each topic you'll find the reading numbers and titles relating to that topic. Note that the Topic Key might not include every topic your instructor chooses to emphasize. If you don't find the topic you're looking for in the Topic Key, check the index or the online topic key at the [courselinks™](#) site.

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