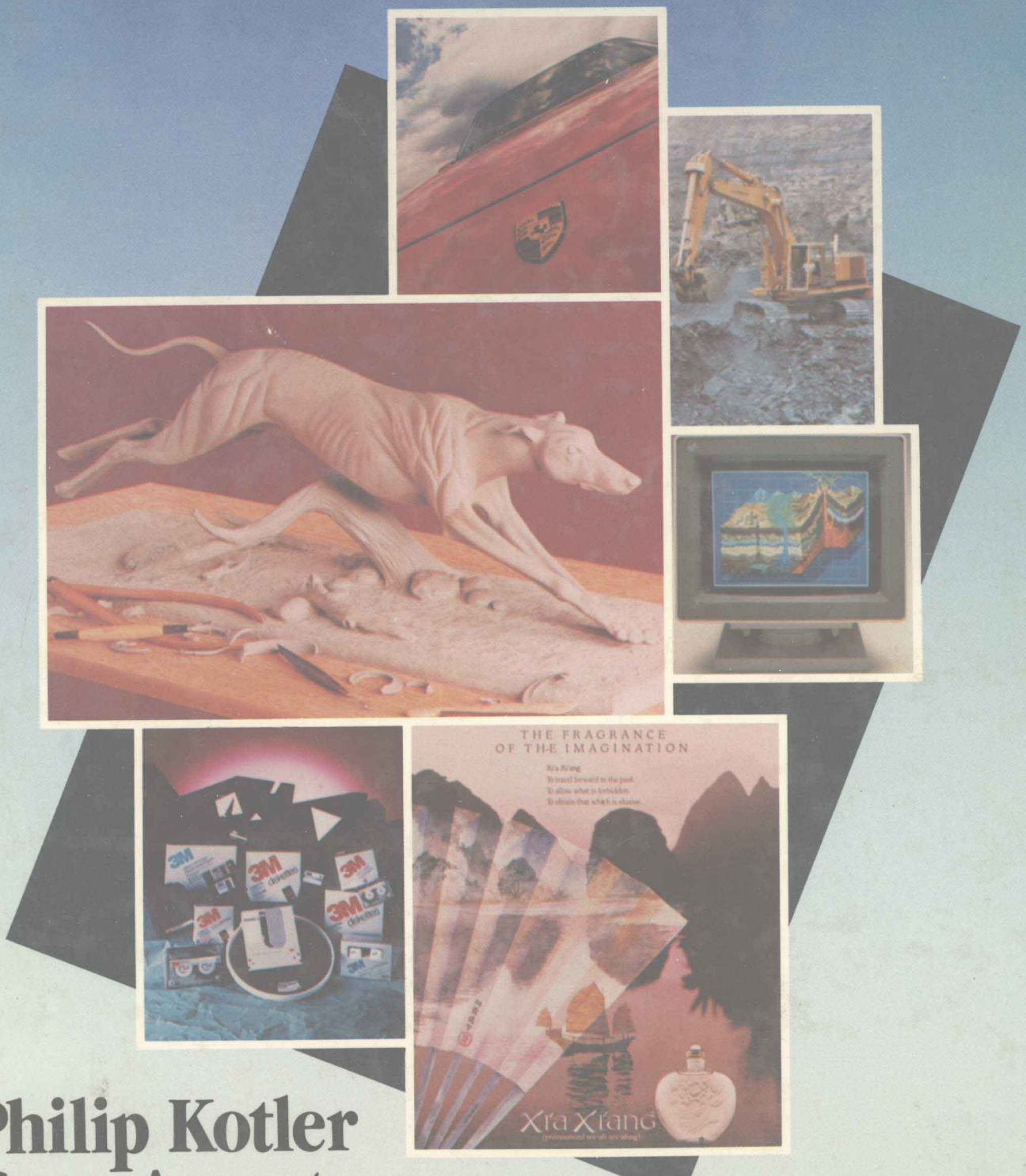
Annotated Instructor's Edition

Marketing

Second Edition

An Introduction



Philip Kotler
Gary Armstrong

SECOND EDITION

MARKETING
An Introduction

Philip Kotler
Northwestern University

Gary Armstrong
University of North Carolina

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Interior design: LINDA CONWAY, MAUREEN EIDE, JANET SCHMID
Cover Design: BRUCE KENSELAAR
Manufacturing buyer: LAURA CROSSLAND
Photo research: CHRISTINE PULLO
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Philip Kotler/Gary Armstrong

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INSTRUCTOR'S MANUAL

What *Marketing: An Introduction* Offers You

The second edition of *Marketing: An Introduction* maintains the focus, clarity, and practicality of the first edition, while being even more lively and useful to students. But *Marketing: An Introduction* is not just a comprehensive and interesting textbook. With the Annotated Instructor's Edition (AIE) and a variety of supplemental materials, it offers a complete package designed to help you teach marketing more efficiently, effectively, and enjoyably.

To assist you in class preparation, the AIE contains hundreds of examples, points for discussion, and cross references to end-of-chapter questions, related topics in other chapters, and other resources available to adopters of *Marketing: An Introduction*. These resources include numerous aids that help in preparing for class, increasing students' interest, and testing students' understanding.

USING THE ANNOTATED INSTRUCTOR'S EDITION

The Annotated Instructor's Edition (AIE) consists of three parts:

1. The text of *Marketing: An Introduction*, exactly as students see it, plus
2. This instructor's manual, plus
3. The annotations printed in the margins of the text.

The regular student edition contains no instructor's manual or annotations. This AIE is designed especially for you—the instructor—to help you prepare a more effective and enjoyable course in less time.

The instructor's manual offers suggestions on organizing and teaching an introductory marketing class. To help you schedule your time, it contains a section on "Plan-Ahead Ideas"—activities that must take place early in the course in order to be discussed at a later date. Suggestions for using the advertisements in the supplemental color transparency package are cross referenced to relevant chapters. The bulk of the instructor's manual discusses each chapter and contains these sections:

1. *Chapter overview.* A brief summary gives a broad overview of what is covered in the chapter. This section is useful for quickly reviewing a chapter before class or while preparing exams. If you have not previously used *Marketing: An Introduction*, reading the overviews for the 20 chapters is an abbreviated way to see what is covered in the entire text.

2. *Chapter objectives.* This section repeats the objectives that are listed at the beginning of each chapter and points to the sections in the chapter that relate to each objective. These objectives help direct students' studying and can be used for discussion, review, or examination questions.
3. *Chapter outline.* These outlines provide a comprehensive and detailed summary of each chapter. They show both the framework and the substance of the chapters and help you develop lectures and examinations.
4. *Teaching suggestions.* These are designed to make it easy for you to prepare at least one class session for each chapter. These are simply suggestions, and you may want to adapt them to your own style, experiences, interests, and goals for the course. The format varies across chapters—in some cases, the suggestions give a detailed outline of a single approach to covering the chapter material; in other cases, a variety of topics worth covering are described along with references for sources of more information.
5. *Comments on Discussion Questions.* None of the end-of-chapter questions simply asks students to regurgitate material discussed in the chapter. The questions require students to apply chapter concepts, think of real-world examples, identify trends, look for opportunities, and in general, give serious thought to how marketing is relevant to their lives. Many of the questions bring up concepts that are not discussed in the chapters, and the comments in the instructor's manual provide information that can be integrated into your lectures.

The instructor's manual also includes a discussion of using cases in marketing courses and comments on the cases included in the text. This section, prepared by Michelle Bunn, comes after the chapter material.

The annotations in the margins of the instructor's edition are a unique feature of *Marketing: An Introduction.* They are placed alongside the relevant text material for maximum convenience. Many of the annotations provide current or classic examples of topics discussed in the text, from such diverse sources as *Advertising Age, Business Week, The Chronicle of Higher Education, The New England Journal of Medicine,* and many more. Other annotations present current statistics about marketing industries, expenditures, and practices. Brief answers to end-of-chapter questions are placed in the margin next to related text material. Cross-references to related concepts, figures, or questions in other chapters are also given to provide material or examples for discussion and to help you remind students that the chapters are interrelated, not compartmentalized.

You may use the annotations spontaneously in class when discussing chapter material. You may also use them to choose topics and identify sources of additional information in preparing class discussions. Either way, they will help you add to and enrich the students' understanding of marketing principles.

OTHER SUPPLEMENTS AVAILABLE WITH *MARKETING: AN INTRODUCTION*

Wall Street Journal Applications–Immediately following the glossary, we have included several pages of recent marketing examples carefully selected from *The Wall Street Journal.* These can be used to enhance the discussion of certain companies within the text. Adopters of *Marketing: An Introduction* are also entitled to a complimentary 15-week subscription to *The Wall Street Journal* so that they can continue to update examples from the text through current articles of interest. Students are entitled to a reduced rate subscription to *The Wall Street Journal.*

Many supplements are available to add variety to your class sessions and to make it easier for you to teach the class. Several visual aids are available for use in class. A set of about 150 **Color Transparencies** is available, including figures and illustrations from the text and numerous advertisements from other sources. Another exciting resource is the **Prentice Hall Best Spots,** a selection of forty of the best television commercials of 1987, 1988, and 1989, chosen by the editors of *Adweek.* A new videotape series, **The Prentice Hall Videotape Series,** conctaining dozens of marketing features, examples, case histories, sample ads, personal profiles, and other features is also available to help you enrich and enliven your classes. These videotapes will be updated when necessary to keep them as current as possible. A video guide, prepared by Kenneth Thompson, is also available.

The **Study Guide** for *Marketing: An Introduction,* prepared by Thomas Paczkowski, helps students review the text and test themselves on their knowledge. A variety of mini-cases are included to help students apply their knowledge to real-world situations. For greater student involvement and more efficient studying, the study guide is also available in a *computerized* format.

Jehiel Zif and Igal Ayal's **Product Manager Simulation** gives students practice in applying marketing principles in an involving computer simulation game. This supplement operates on microcomputers and comes with an instructor's manual and computer diskette.

The Mart: Computer Applications In Introductory Marketing by Maddox/Schellink is a complete set of computer exercises arranged by chapter. An instructor's manual is provided.

A comprehensive **Test Item File** by Ron Weir simplifies test preparation. It consists of about 2,500 questions in a variety of formats—multiple choice, true-false, completion, matching, and essay. Correct answers to the questions are given, along with references to relevant chapter pages. For maximum convenience, the test bank is available in hard copy, in a computerized format with the **Diploma Testing System** for Apple and IBM computers, and through Prentice Hall's **Telephone Testing Service.**

Finally, a new resource, **The PH Course Manager**, is available to adopters. This binder contains a looseleaf version of the Annotated Instructor's Edition, Lecture Outlines, Color Transparencies, Chapter Dividers, and computer disks for lecture outlines.

This complete package helps make your job easier and your students' class experience more rewarding.

TEACHING PRINCIPLES OF MARKETING

Teaching marketing can be—and should be—interesting, challenging, rewarding, and fun. It is more likely to be all these things if you give some thought to the style as well as the substance of your class. The following suggestions may be helpful whether you have taught for years or have never taught before. Of course, there is no single best way to teach, and what works for one person may not work for another. Feel free to use, ignore, or modify any of these suggestions as you see fit.

Course Goals

Designing a good course begins with deciding on *specific objectives*—objectives for the course as a whole, and objectives for each class section.* What do you want to accomplish during the Principles of Marketing course? What knowledge, skills, or attitudes do you want students to acquire? For example, do you want students to learn the definition of the marketing concept given in the glossary? To be able to put the concept in their own words? To suggest or recognize applications of the marketing concept? To identify implications of the concept for the accounting, finance, and production departments in an organization? To evaluate the positive and negative effects of the marketing concept on the firm, consumers, and society? Specifying your goals for the marketing concept and the hundreds of other topics you will cover during the course helps you determine how to spend your class time, what kinds of assignments to give, and how to structure your tests. Students also benefit when they understand your objectives, and they typically feel better about the class and the teacher when goals are clearly spelled out.

*This section is based in part on Terry F. Pettijohn, "Teaching Introductory Psychology," in the Annotated Instructor's Edition for Charles G. Morris, *Psychology: An Introduction*, 6th ed., Englewood Cliffs, NJ: Prentice Hall, 1988.

Course Syllabus

The syllabus is perhaps the best tool you have for communicating with students what the course has to offer and what is expected of them. In effect, it is a contract—it tells students what they can expect from you, and what is required of them. For example, if your syllabus describes a policy of "no make-up exams," students agree to abide by that policy when they sign up for your class. (Be prepared for students who want to "renegotiate" if they oversleep on exam day, though.)

Good syllabi generally contain the following information:

- *Organizational information.* The syllabus should state the course title and number, meeting times and places, and instructor's and teaching assistants' names, offices, phone numbers, and office hours.

- *Class description.* Give an overview of the class and its goals. Describe your teaching approach—lectures, cases, discussion, or some combination of formats. Describe activities students will participate in, such as team projects or computer simulations. You may also describe here formal prerequisites or other skills necessary to succeed in the class.
- *Required Readings.* Clearly describe the textbook and any other required materials. If you list recommended readings, tell students why you recommend them and what they have to offer.
- *Course Organization.* A short statement explaining the structure or flow of the course is helpful, especially if you discuss chapters in a different order from the one in the text. A description of class topics and readings with dates is helpful, but give yourself flexibility by announcing that the schedule is subject to change.
- *Assignments and Exams.* Students should know the number and relative values of assignments and exams, with exact dates if possible. Describe the format of the tests and the location, if not your regular classroom. Specify whether or not late assignments are accepted and what the penalties might be, and also whether or not students may reschedule exams and for what reasons.
- *Grading.* You should spell out the components of students' grades. If you use a scale, tell students how many points are needed for an A, a B, and so on. If you used a "curve", give students some idea of what your standards are. (This approach is useful if you do not have a good feel for what students will score on assignments and exams, but it can be very frustrating to students not to know where they stand. Two ways to get around this problem are to "curve" component grades *throughout* the course relative to some established grading scale, or to announce the final grading scale at some point in the term after students have done one or more graded activities but while they have several remaining.)
- *Other Points.* You may include many other items on the syllabus: the last day to drop the course without penalty, hints for studying and taking exams, where to go for help, policies on scholastic dishonesty, and anything else you think is worth spelling out on this important document.

There are many possible—and equally worthwhile—ways to structure a principles of marketing class. In developing an outline, consider your experiences and interests; your course objectives; the amount of time available; whether or not you will use cases, the computer simulation, or guest speakers; the backgrounds of your students and their likelihood of taking future classes in marketing; and other relevant factors.

Marketing: An Introduction is organized in a systematic, logical sequence, and a good way to structure the course is simply to start at Chapter 1 and proceed through Chapter 20. But if you prefer to discuss the elements of the marketing mix in a different order, or like to discuss ethical and social issues in marketing early in the course, or want to cover topics not included in the text, feel free to do so. The cross-references in the AIE help you find relevant material in other chapters without having read the entire text, increasing your freedom to cover the chapters in whatever order feels most comfortable. If you do choose to cover the chapters in a different order, you should tell students why, so that they will not think the sequence is random or arbitrary.

An example syllabus, suitable for a class meeting twice a week for 15 weeks, is shown below. The schedule shown is suited for lecture-oriented classes; case-oriented classes need to allow time for introducing the case method and discussing or presenting cases in class, and simulation-oriented classes must schedule one or more class periods for discussing and possibly playing Zif and Ayal's "Product Manager." Also, many professors (and all students) will want more than a midterm and a final exam. Some topics or assignments may be scaled back to allow time for more frequent tests.

MKTG 101--INTRODUCTION TO MARKETING

11:00 Tu-Th
210 Class Bldg.

J. Smith
Fall, 1990

Course Objectives and Approach

The objective of this course is to introduce you to the broad basics of marketing: What is marketing? Who uses it? What role does it play in the organiza-

tion? What objectives do marketers pursue? What decisions must they make and what tools do they use? What makes for a good marketing strategy? As consumers, we're all constant targets of marketing activities, so we all know something about marketing. But as you'll discover during this course, there's a lot more to marketing than we see as consumers. This semester, we will look behind the scenes at marketing, exploring it from the marketing manager's viewpoint. That is, we will study the *management* of marketing. This course will be useful to you as a consumer, whether or not you plan a career in marketing management.

Here's what I hope you'll get from the course:

1. A broad, basic knowledge of marketing as a management tool--how companies and other organizations plan, implement, and control marketing programs.

2. An understanding of marketing as a social institution--how marketing reflects and affects us, helps and abuses us.

3. A critical orientation toward marketing. You should learn to look critically at marketing activities--to evaluate them not on whether you personally like them, but on whether they accomplish their objectives.

The Text

Our text will be *Marketing: An Introduction,* by Kotler and Armstrong. The book is comprehensive but manageable, conceptual yet managerial and practical. It's easy to read and offers lots of interesting examples. You should read the text chapters thoroughly before the class for which they are assigned. And be certain to read all the figures, tables, exhibits, and chapter-opening examples carefully. However, you don't need to read the short cases between parts of the text. We will follow the text's chapter organization pretty closely. We'll spend our class time illustrating and expanding on major text topics and discussing things not covered in the text. In class, we won't talk about each and every text topic, but I'll expect you to know all of the text material very well at test time.

Course Organization and Assignments

The course begins with a broad introduction to the nature of marketing, marketing's role in an organization, and the marketing management process. We will then look at how marketers analyze markets and the marketing environment--at how they identify marketing op-

portunities, assess and segment markets, choose target markets, and plan product positions. Next we'll examine specific marketing mix decisions--product, price, distribution, and promotion--the tools marketers use to accomplish their goals. Once we've learned all the basics, we'll then apply them in two special sectors: international marketing and services/nonprofit marketing. Finally, in the last few sessions, we'll discuss broad societal issues in marketing. During the semester, you will be asked to complete a number of short assignments designed to help you explore "real-world applications" of topics discussed in the text and class.

Part 1--Marketing and Its Role

In this part of the course, we will set the background for marketing: What is it? What role does it play? What major decisions do marketers make? What is the marketing management process?

Date	Topic	Assignment
8-28	Introduction to course and marketing	
8-30	Marketing, marketing management, and the marketing concept	Ch. 1
9-4	Strategic planning and marketing's role	Ch. 2
9-6	The marketing management process	(*1)
9-11	Marketing management: Organization, implementation, and control	Ch. 3
9-13	Marketing management (cont.)	

Part 2--Markets and the Marketing Environment

In this part, we will look at how marketers acquire and use marketing information to analyze the overall marketing environment and consumer bahavior in order to segment markets, choose targets, and position their products effectively.

9-18	Marketing research and information systems	Ch. 4
9-20	Markets and the marketing environment	Ch. 5
9-25	Consumer buyer behavior: overview and influences	Ch. 6 (*2)
9-27	Consumer buyer behavior: buying decisions	
10-2	Organizational buyer behavior	Ch. 7
10-4	Market segmentation, targeting, and positioning	Ch. 8
10-9	Markets (cont.)	(*3)

Part 3--The Marketing Mix

Here we will examine the four major marketing mix decisions that marketers make--product, price, distribution, and promotion. The four activities are interdependent, and they could be discussed in any order. We discuss them in this order because the text does.

10-11	Products and new product development	Ch. 9	
10-16	Product mix strategy	Ch. 10	
10-18	FIRST EXAM (Chs. 1-10)		
10-23	Pricing Strategy	Ch. 11	
10-25	Pricing (cont.)	Ch. 12	(*4)
10-30	Distribution: Channel structure and behavior	Ch. 13	
11-1	Distribution: Retailing and Wholesaling	Ch. 14	
11-6	Distribution (cont.)		(*5)
11-8	Promotion: General promotion strategy	Ch. 15	
11-13	Promotion: Advertising	Ch. 16	
11-15	Promotion: Advertising (cont.)		
11-20	Promotion: Personal selling	Ch. 17	(*6)

Part 4--Special Applications and Extensions

In this part, we will look at special considerations in international, services, and nonprofit marketing. Finally, we will conclude the course by discussing broader societal issues--common criticisms of marketing, marketing regulation, actions toward socially responsible marketing, and marketing ethics.

11-22	NO CLASS, Thanksgiving		
11-27	International marketing	Ch. 18	
11-29	Services/nonprofit marketing	Ch. 19	
12-4	Marketing and society	Ch. 20	(*7)
12-6	Marketing and society (cont.)		
12-12	FINAL EXAM (at noon in Class Bldg. 210)		

Additional Course Information

Professor: J. Smith
320 Business Hall
555-1234 (office)
555-5678 (home)

Office Hours: 1:30-2:30 Tu-Th, and by appointment

Grading: Your grade will be based on the two exams and the "marketing applications" assignments. The exams will be non-cumulative multiple-choice tests. The

tests are designed to measure how well you've absorbed the text and class material. About a third of the questions on each exam will be taken from class material and about two-thirds from the text. Each exam will count 40% of your grade. The combined marketing applications assignments will count 20%. Grades will be based on your total score after the final exam (90%-100%=A, 80%-89%=B, etc., though scores may be curved slightly if necessary). Past experience suggests that there will be relatively few As, a moderate number of Bs, many Cs, and some Ds and Fs.

Other points: Late assignments will not be accepted, and exams will be rescheduled only for University-approved reasons. All work is expected to represent your own effort; policies on scholastic dishonesty will be strictly enforced.

MKTG 101--Marketing Applications Assignments

Objectives and Procedure

These short assignments are designed to help you apply the major concepts discussed in the text and in class to the "real world." For each exercise, prepare a short typed report--no longer than one, doubled-spaced page (you can pack a lot into one page). One additional page of tables, figures or other supplemental information may be included if needed. Due dates for each assignment are noted below and marked on the course syllabus by an *. You must satisfactorily complete any six of the seven assignments during the semester. Assignments will be graded and returned quickly. Unsatisfactory reports must be redone before the semester's end. At the end of the semester, all six graded assignments must be stapled together and resubmitted. The combined assignments will count 20 percent of your overall course grade.

Assignments

1. Analyze a company and its products from a strategic planning viewpoint. What are the company's mission and objectives? How would you classify each of the units or products (SBUs) in the company's portfolio? Is the company well positioned strategically for the future? What growth strategies might be appropriate? How big a role does marketing play in this company? (A good way

to start this assignment is to rummage through the filing cabinets full of annual reports in the reference room of the library). *DUE: 9–6.*

2. Find and describe two good examples of how the marketing environment has affected companies. In one example, tell about a company that *benefited* by reacting to major environmental forces. In the other example, describe a company that suffered because it overlooked changes in the environment. Use any companies you wish, and any of the several major environmental forces discussed in Ch. 5 of the text, but try to find some really good examples. (A good way to start here is to scan recent issues of business magazines.) *DUE: 9–25*

3. Pick any product category (such as detergents, television, cars, or some other) and informally ask friends, neighbors, family, and about anyone else you can get hold of (1) what brand they buy/own, and (2) why they buy/own that brand? Try to get answers from a fairly diverse group of people. Based on their answers, do an informal benefit segmentation for the product category. What major benefits do people seek from the product? What major benefit segments can you identify? What segments do the various brands target and how is each brand positioned? *DUE: 10–9*

4. Describe two products in different stages of the product life cycle. Then compare the marketing strategies for the two products--positioning, product design, promotional appeals, pricing, retail selling strategies, or any other relevant factors you can think of. Find and describe an ad for each product that highlights the strategy differences you discuss. *DUE: 10–25.*

5. Choose a particular product category (such as consumer electronics, toys, hardware, women's clothes, or something else) and visit two different types of retailers that sell products in that category (for example, a small specialty store, a discount store, a department store, a "category killer," or some other). Carefully compare the two stores on the factors discussed in Ch. 14 of the text. What types of consumers are likely to shop in each type of store? Which of the two stores would you most likely shop in for this product? Why? *DUE: 11–6.*

6. Interview a professional salesperson. Find out all you can about the salesperson's job. What does the person do day-in and day-out, week-in and week-out? What does the person like best about the job?

Like least? What kind of person does well at selling? Does selling pay well? Does it offer good opportunities for advancement? After talking with this salesperson, would you like to go into a sales career? (If you'd rather, you can interview someone in advertising, sales promotion, or public relations. Address the same questions.) *DUE: 11-20*

7. Informally survey a bunch of your friends. Ask them to tell you *honestly* how they would react to the "morally difficult situations" described in items 6, 8, and 13 of Table 20-1 in the text. Summarize their responses. Were you surprised by their reactions? Are there any *right* answers? What would you do in each situation and why? *DUE: 12-4.*

Instructional Methods

Lecturing is useful for introducing and reviewing large quantities of material, but it promotes passive learning on the part of students rather than active involvement. The success of a lecture depends in part on the students' ability to take notes, so anything you can do to facilitate note-taking is beneficial. Starting the class with an outline of major points is helpful, as are writing new terms on a blackboard or overhead, allowing students to ask questions as necessary, asking them questions periodically to check their understanding, and summarizing major points at the end of the class period.

Asking an interesting question or telling a relevant humorous story is a good way to begin a lecture. The many visual supplements available with *Marketing: An Introduction* help to add variety to a class. Discussion questions are useful even in large classes, whether you ask for volunteers or call on specific students. It also helps to occasionally divide the class into small groups for discussion or other activities, then call on groups to share their insights or results with the rest of the class. The teaching suggestions for several chapters suggest this activity. (This approach works even in very large classes, but you have to be prepared for a certain amount of chaos in the process.) Class discussion can be an excellent way of stimulating student interest and learning, but it is important that you direct the flow of the discussion and encourage quieter students to participate.

Case discussion can be very good for stimulating learning and involvement in smaller classes. In larger classes, cases are perhaps best used as written assignments or as illustrations of business situations related to the text material. For more on the case method and analyses of the cases in the text, see the latter part of this instructor's manual.

Testing and Grading

The test bank provides a large selection of objective questions in several different formats. These provide thorough coverage of the text material. You may also choose to use the Diploma Test Generating System to write additional questions on material in the text or other information that you have covered in class. If your school has a computerized grading service, an item analysis of test questions is extremely useful. It shows which questions and response alternatives students had trouble with and which questions did a good job of distinguishing students who really knew the material from those who did not.

The *Test Item File* also includes essay test questions, with suggested answers to simplify grading. Experience has shown that some students who do well on essay questions do poorly on objective questions and vice-versa, so it is helpful to include both kinds on tests to give all students a chance to show what they really know. Essay questions also allow you to test for much broader kinds of knowledge and abilities than multiple-choice and true-false tests. Their obvious drawback is that they are harder and more time-consuming to grade, but if your class is not too large, it may be worthwhile to include at least one or two essay questions per exam.

Grades may also be based on such course components as assignments, case analyses, and participation. Grading is simpler—and students perform better—when you have clearly spelled out your expectations and grading criteria. This also makes it much easier to resolve students' complaints about the grades they were given.

Teaching Tips

One word appears on most lists of characteristics of good teachers—*enthusiasm*. Students will get more out of the course and think more highly of you if you share with them the excitement that is a part of marketing. Being energetic, varying the tone and speed of your delivery, and having a sense of humor, all help to stimulate student enthusiasm for marketing.

Another important characteristic of good teachers is *organization*. It is not enough for *you* to know where each class and the entire course are headed, and why. You must also show students that the class is unfolding as it is for a reason. Outlines at the start of class and summaries at the end are helpful. You might also occasionally refer back to the syllabus to remind students of how a particular topic fits in with the entire course. Remember, though, that "organized" does not mean "rigid." It is more interesting for you as well as for the students to use a variety of instructional strategies within a single class and throughout the term.

Good teachers are also *responsive*. This does not necessarily mean that they are their students' pals, or that they automatically reschedule exams or assignments to suit their students' convenience. Rather, it means that good teachers welcome students' questions, know when a class understands the material and when it does not, and show concern for students' progress in the course.

Many other characteristics of good teachers have been identified—they are self-confident, well-prepared, and consistent in following stated procedures but flexible when necessary. And of course, they are masters of their subject. But enthusiasm, organization, and responsiveness are three of the most important traits of effective teachers.

"PLAN-AHEAD" IDEAS

The teaching suggestions and annotations in this Annotated Instructor's Edition are designed to make it as easy as possible for you to prepare for class, whether you are teaching Principles of Marketing for the first time or simply updating your notes from earlier classes. Nonetheless, some teaching ideas must be prepared well in advance of the class sessions in which they will be used, either because the preparation is inherently time-consuming or to avoid possible problems because of unforeseen delays.

- *Teaching suggestions.* Prior to preparing your class syllabus, go through the teaching suggestions for each chapter to see which ideas you want to use. This will help you to organize the course, and it will also help to avoid problems in finding the information you need in order to follow different suggestions. Note which sources you want to consult for extra information for each topic you plan to discuss, then get the necessary articles at your library or through inter-library loan. Also, because the video package will be modified over time, some of the annotations related to the videos may become outdated. Examine the videotapes you receive from Prentice Hall to make sure that you are familiar with the topics currently featured. Finally, before using the "Product Manager" Simulation in class for the first time, practice with some artificial decisions to ensure that the game will run smoothly.
- *Guest speakers and audiovisual equipment.* Many businesses, trade associations, and other organizations are happy to send professional speakers to classes at no charge. It may take time to find organizations active in your area and to schedule visits, so guest speakers should be arranged well in advance. Also, if you need to reserve slide projectors or videotape equipment for use on specific days, it is wise to do this early to avoid scheduling conflicts with other users.
- *Industry and organization information.* Many associations and organizations are also happy to send printed information describing their industry and operations. For example, the American Association of Advertising Agencies provides descriptions of occupations in advertising, and company annual reports can be useful in discussing strategic business units, sales trends, and opportunity analysis. Federal and state government bureaus can also be a goldmine of information.
- *Purchase intentions and buying decisions.* Surveying students' purchase intentions for a specific product at an early point in the semester, then comparing their intentions with actual purchases

at a later date, increases the relevance of the discussion of buyer decision processes in Chapter 6.

- *"Marketing diary."* Many worthwhile class discussions may result from asking students early in the term to keep a record of interesting marketing-related experiences. What advertisements do they like and dislike? Do ads or sales promotions affect their purchases? Pay attention to interactions with salespeople—how did the salespeople go about trying to make a sale? If they had a reason to complain to a marketer, how did the organization respond? How long did it take? This long-term assignment, formal or informal, will stimulate students to pay more attention to marketing's role in their lives.
- *Preparing for exams.* This idea relates to the discussion of course goals presented earlier. Before your first class meeting, write five or six questions of the kind you will put on your tests (or that you put on tests in earlier classes). Keep these questions in mind as you prepare your class discussions, to ensure that your classes are on the same level as your tests. For example, if your test questions ask students to integrate different marketing topics, be sure to spend time on relationships among topics in class (not necessarily the same ones that you will test on). This will motivate students and help you accomplish the goals you have set for the course.

USING THE COLOR TRANSPARENCIES

Most of the figures in the text are included in the *Color Transparencies* package. Figures may be used for reviewing class material, checking class comprehension, and providing a framework for integrating new material. Ideas for using specific transparencies in class discussions are given in the chapter annotations.

The *Color Transparencies* package also contains about sixty advertisements from the text and other sources. These ads are listed below in alphabetical order by brand name or sponsor. Comments on the ads and related chapter discussions are given to suggest helpful ways of using the transparencies in class. Because most of the ads were selected to illustrate multiple points, you have considerable flexibility in choosing if or when to use a particular transparency.

Advertisements in the Color Transparency Package

Air Force—Climb higher, faster. The Department of Defense is a large organizational marketer (Chapter 7) with a huge promotions budget (Chapter 15). "Aim High" relates to the self actualization stage in Maslow's hierarchy of needs (Figure 6-3), though not as blatantly as the Army's "Be all you can be" campaign.

American Association of Advertising Agencies—Advertising makes things cost more, right? This ad illustrates the interrelationships among different marketing mix elements. It is also an example of idea marketing (Chapter 19) and it rebuts one of the social criticisms of marketing in Chapter 20.

American Gas Association—Conserve gas/America's best energy value. "Conserve Gas" illustrates demarketing (Chapter 1) and social marketing (Chapter 20), while "America's favorite way to heat" tries to increase demand. Together, the ads illustrate responses to changes in the natural environment (Chapter 5).

AT&T—Call Japan. AT&T gives both rational and emotional arguments in support of international long distance telephoning (Chapter 15—see Q4). This ad targets the growing U.S. Asian population, and other ads in this campaign target immigrants from other countries (Q5, Chapter 5).

AT&T—Pro material. AT&T responds to demographic and cultural trends by supporting minority education in technical fields. This socially responsible program helps AT&T's corporate image and its recruiting efforts while helping students get an education (Chapters 5, 20).

Beef Industry Council and Beef Board—Good news for people who eat. Who could ignore the headline in this award-winning newspaper ad? The beef industry is trying to reverse falling demand related to trends in the cultural environment (Chapter 5) with this idea-marketing campaign (Chapter 19) that makes a rational argument (Chapter 15) in favor of beef consumption.

Black & Decker—Added incentive. Black & Decker is trying to persuade industrial marketers (Chapter 7) to use Black & Decker tools in salesforce promotions (Chapter 16) to motivate and direct their salesforces' efforts (Chapter 17). As suggested

by the headline, Black & Decker uses a blanket family name in branding its products (Chapter 9).

Buick—Be proud of your company car. Organizational buyers respond to emotional as well as rational appeals. Mass-market advertising may reach the many different people who influence an organizational buying decision, and paves the way for calls by salespeople. See Chapters 7, 15, and 17.

Cap'n Crunch—Where's the Cap'n? This successful contest is an example of a consumer franchise building promotion that increased sales 50 percent (see Chapter 16 and Marketing Highlight 16-5). It also shows the role of the package in marketing communications (Chapter 9).

Clorox—Disinfecting for less. This transparency is versatile: It illustrates comparison advertising (Chapter 16), positioning on the basis of price (Chapters 8, 11), development of new markets for existing products (Chapter 2), and trying to increase sales for mature products (Chapter 10).

Colortag—To make shoplifting a "dirty business." Shoplifting is a major problem for many retail stores (Chapter 14). Colortag, made by Sweden's Fargklammen, has been sold in Europe since 1983. This ad (which was reprinted in *Advertising Age,* illustrating public relations) is part of a campaign to introduce Colortag to the U.S. (Chapter 18). Its format—illustration, headline, copy—follows people's natural flow of attention in looking at an ad (Chapter 16).

Designer Impostors Body Sprays—You'll love new Primo. Parfums de Coeur positions its "me-too" body sprays as low-price imitations of expensive designer colognes (Marketing Highlight 10-1). Because perfume is a prestige good, the low price may actually reduce demand, at least among some market segments (Figure 11-2).

Fantastik—Outcleans every other all-purpose spray cleaner. The format of this unusual ad helps to attract attention to Fantastik's cleaning power (Chapter 16). The background is actually a tongue-in-cheek story in which Fantastik plays a prominent role.

Fuji Film—Find Fuji. While Kodak fights Fuji in Japan, Fuji fights Kodak in the U.S. (Chapters 2, 18). This ad very effectively demonstrates the realism of photographs taken with Fuji film.

General Dynamics—Flags in the factory. The strong patriotic appeal of this advertisement appears to be directed to one of General Dynamics' internal publics—its factory workers (Chapters 5, 15).

Guy Laroche—Two ads adapted to different cultural environments. As shown in Chapter 18, "The soft violence of a man's fragrance" is appropriate for European cultures, but a less sensual version is necessary with Arabic audiences. These ads can also be used in discussing the influence of culture in Chapter 6.

Hush Puppies—"Sophisticated." This humorous ad is part of a campaign that attempts to reposition Hush Puppies as a modern, stylish brand (Chapter 8).

IBM—Spot a trend. In this ad, IBM tells readers of apparel trade publications that IBM equipment and software can link retailers, manufacturers, and textile mills to quickly detect and respond to market trends and demand (Chapters 7, 13). The ad also gives a toll-free number to call to see a marketing representative or to get IBM literature (Chapters 14, 17).

Larkin Coils—Custom-designed cooling solutions. Larkin is an unusually laid-back industrial marketer: "Larkin. Where it's cool to be different." Larkin positions itself, with the help of a funny but effective illustration, as the most flexible manufacturer of refrigerator coils (Chapters 7, 8, 19).

L'eggs—A new L'eggs customer is hatched. The Little L'eggs line targets a new market for L'eggs products and reflects demographic and economic trends (Chapters 2, 5). This ad tries to push Little L'eggs through the channel by convincing organizational customers—discount retailers—that it will be a profitable item for them to carry (Chapters 7, 13, 14, 15).

McDonald's—Two ads emphasizing the Hispanic market. McDonald's has made a strong effort to appeal to Hispanic consumers. These two ads give examples of socially responsible marketing and corporate advertising (Chapters 6, 8, 19, 20).

Montblanc Masterpiece—The classic of future. Montblanc uses gold, platinum, and high prices to help you express "your personality and individual life style" (Chapters 6, 11).

National Dairy Board—How calcium keeps the body beautiful. The National Dairy Board shows its understanding of demographic and social trends by targeting the "mature market" with a discussion of the health benefits of calcium (Chapters 2, 5, 6, 8). This ad uses rational arguments to support its emotional illustration and headline (Chapter 15).

NCR—Suppliers and Communities. NCR communicates with its various publics through these two corporate image ads (Chapter 19) and the others shown in Chapter 5. These ads may also be used with Chapters 2 (missions), 13 (channels), and 20 (socially-responsible marketing).

North Carolina—The better business climate. In this example of place marketing (Chapter 19), North

Carolina positions itself (Chapter 8) on the basis of good transportation (Chapter 13) and no inventory tax.

NutraSweet—Your body doesn't know NutraSweet from beans. The NutraSweet Company continues its long-standing pull strategy with this advertisement (Marketing Highlight 7-1 and Chapter 15). Strong brand recognition is important for the company as it prepares for increased competition with the expiration of its patent on NutraSweet (Chapters 9, 10).

Pepsi—Tipping in-store display. This special Pepsi point-of-purchase tipping display (here promoted to retailers) catches shoppers' attention where it will do the most good—in the store (Chapters 14, 15, 16).

Polaroid and Wal-Mart—Instant memories. This ad illustrates new products and symbiotic marketing arrangements, but it is especially useful for illustrating a company's mission: Polaroid sells *memories,* not just *photographs* (Chapters 2, 10, 13).

Princess Cruises—Where to ship your best employees. Travel is a popular form of salesforce incentive. Princess Cruises also offers special incentives to planners to choose a Princess cruise for their salesforces (Chapters 7, 16, 17).

Q-tips Cosmetic Applicators—Get first-time color every time. This ad gives an example of new-product development for existing markets (Figure 2-4) and brand extension (using an established brand with a new product—Chapter 9). It also shows product demonstration, which is difficult to do in a print ad (Chapter 16).

Reebok—Most running shoes don't know you from Adam. Reebok differentiates itself from the competition by targeting women with shoes specially designed for them (Chapters 2, 6, 8).

Sanka—Naturally decaffeinated. Public concerns about chemical methods of decaffeinating coffee give Sanka a strong competitive advantage: natural decaffeination with "mountain spring water and nature's sparkling effervescence" (Chapters 6, 8, 20).

Sears—McKids tie-in with McDonald's. McDonald's image and Sears' distribution point to a good "symbiotic" marketing match (Chapter 13). Demographic and economic trends are contributing to the success of branded children's clothing, because declining birth rates give families more money to spend per child (Chapters 5, 6).

Spiegel—Bathing suit in cooler. Catalog marketing targets the important market of working women and capitalizes on their decline in spare time: "Thanks to Spiegel, the corner office is now a more convenient place to shop than the corner department store" (Chapters 2, 5, 13, 14).

St. Mary's Medical Center—For life's little emergencies. This eye-catching billboard is an example of innovative marketing of services (Chapters 1, 16, 19).

Stanley Hardware—Nine out of ten inmates. This tongue-in-cheek trade ad pushes Stanley Hardware to retailers (Chapters 13, 14, 15).

Sunkist—S'alternative. Branding and advertising give Sunkist Growers the power to charge a premium price for their products (Chapter 9). This billboard says a lot with only two words in an attempt to create a market for lemons as a salt substitute (Chapters 2, 5, 15).

3M—If something doesn't work right, it's no bargain. This trade ad from premier innovator 3M encourages retailers to consider the quality of 3M products, not just their prices (Chapters 10, 11).

Tide—New snap-top lid. Packaging innovations offer ways to gain a competitive advantage by providing real consumer benefits (Chapter 9). With the aging population, more attention will be paid in the future to the packaging needs of the elderly (Chapters 5, 6).

UPS—The company that delivers to every address. When you've conquered one country, go global to penetrate new markets. This ad has such a strong story to tell about the service offering that it mentions UPS's price advantage almost in passing (Chapters 2, 7, 18, 19).

Virginia Department of Alcoholic Beverage Control—Don't drink if you're under 21. The Virginia DABC sponsored five humorous ads printed in publications and posted in stores to inform the public of the state's change in the legal drinking age (Chapters 1, 5, 15, 19).

VISIONS Cookware—Tough and lets you see what's cooking. A dramatic demonstration shows several competitive advantages of this innovative product (Chapter 10). The trend away from home cooking is a disadvantage for a new form of cookware, but VISIONS' ability to be used in a microwave oven takes advantage of the trend to quick meal preparation (Chapter 5).

WD-40—Missing use sweepstakes. Currently, WD-40 is the company's *only* product, and it is already found in most of the country's households. Expanding the market by promoting new product uses is one of the major growth strategies available to WD-40 Co. (Chapters 2, 16).