

# Instructor's Manual: Implementation Guide

This improved **Instructor's Manual** (IM) contains more than just summaries of key concepts and features from the sixth edition of *M: Marketing* that can be used as springboards for class discussion; it also provides best practices for how to utilize the full product suite (from the textbook to SmartBook® to Connect®). In addition, this manual includes a variety of supplemental teaching resources to enhance your ability to create an engaging learning experience for your students. Regardless of whether you teach in face-to-face traditional classrooms, blended (flipped) classrooms, online environments, or hybrid formats, you'll find everything you need in this improved resource.

The IM follows the order of the textbook outline for each chapter and is divided into sections for each learning objective. To ease your class preparation time, we've included references to relevant PowerPoint slides that can be shown during class. Note that you can adjust slides as needed to ensure your students stay actively engaged throughout each session.

## AVAILABLE INSTRUCTOR RESOURCES

Within the **Instructor Resources Tab**, located in the Connect® Library, you will find the following **Instructor Resources**:

- Instructor's Manual
- PowerPoint Presentations (Accessible)
- Test Bank
- Author Newsletter Blog
- Video Library
- Connect Content Matrix

### Instructor's Manual

This **Instructor's Manual** is posted by chapter. Within each section of the IM you will find an assortment of feature summaries, examples, exercises, and Connect® Integration assignments intended to enhance your students' learning and engagement.

## PowerPoint Presentations

A set of ADA-accessible **PowerPoints** is available with each chapter and covers:

- Chapter Learning Objectives
- Key examples
- Key exhibits
- Key concepts and frameworks
- Progress checks
- Glossary terms

Some slides include teaching notes to guide your discussion of the content that appears on each slide.

## Test Bank

**Test Bank** questions are posted by chapter. You will find a variety of question types within the test bank such as Matching, Ranking, Multiple Choice, Select-All-That-Apply, True/False, Short Answer, and Essay to test student mastery across Bloom's Taxonomy (i.e., Understand, Apply, and Analyze). Due to the evolving needs around generating high-quality print test experiences, McGraw-Hill Education provides a free copy of the industry-leading test generation software TestGen® to users (more details can be found within the Instructor Resources tab under "Test Bank"). Furthermore, due to its limitations to function with the latest browsers and operating systems, McGraw-Hill Education has discontinued EZ-Test Online. Some of the robust new features present in TestGen®, include:

- Cross-platform software compatibility with Windows and Mac
- Multiple LMS export formats, including Blackboard, Moodle, Desire2Learn, and Sakai
- Highly customizable formatting and editing option

## Video Library

The **Video Library** provides links to all the assignable videos in Connect®, as well as legacy videos that are no longer available as assignments, but that remain available as an additional resource. These videos can be directly streamed from within the library that is located in the Instructor's Resource tab. Accompanying each video is a brief **video guide** that summarizes the key concepts of the video.

## Connect Content Matrix

The **Connect Content Matrix** provides a brief overview of all the application exercises available in the course. It lists the Learning Objectives, topic tags, Bloom's levels, and difficulty levels associated with each exercise.



**Connect**<sup>®</sup>, McGraw-Hill's online assignment and assessment system, offers a wealth of content for both students and instructors. Assignable activities include the following:

## USING SMARTBOOK<sup>®</sup> TO ENHANCE STUDENTS' PERFORMANCE

The LearnSmart<sup>®</sup>-powered **SmartBook**<sup>®</sup> is assignable through Connect. One of the first fully adaptive and individualized study tools designed for students, it creates for them a personalized learning experience, giving them the opportunity to practice and challenge their understanding of core marketing concepts. The reporting tools within SmartBook<sup>®</sup> show where students are struggling to understand specific concepts.

Typically, SmartBook<sup>®</sup> is assigned by module (chapter), and you can set which learning objectives to cover as well as the number of probes the student will see for each assignment. You can also set the number of points a SmartBook<sup>®</sup> module is worth in the course. Usually, applying a minimal number of points for completion of each module is enough to encourage students to read the chapter. Many instructors assign these modules to be completed *before* the class or online session.

SmartBook<sup>®</sup> provides several diagnostic tools for you to gauge which concepts your students struggle to understand. Below is the set of adaptive assignment reports available in SmartBook<sup>®</sup>:

- Progress Overview: View student progress broken down by module
- Student Details: View student progress details plus completion level breakdown for each module
- Module Details: View information on how your class performed on each section of their assigned modules
- Practice Quiz: This gives you a quick overview of the quizzes results for your students
- Missed Questions
- Metacognitive Skills

The Module Details report shows you the results for the students in the class overall. These details reveal where in the chapters students might be struggling. The module gives the chapter section, average time spent, average questions per student correct/total, and the percentage of correctness (based in number of assigned items). Information about the most challenging sections for students can help you refine the focus of the next face-to-face, hybrid, or online session.

The Metacognitive Skills report captures students' confidence in their competency of the materials. Below you will find a recreation of the Metacognitive Skills report. In it, you can see that the second student is confident and mostly

correct (see the 91% in the Correct and Aware column) while the first student “doesn’t know what she doesn’t know” (see the 39% in the Incorrect and Unaware column).

| STUDENT    | CORRECT and AWARE | CORRECT and UNAWARE | INCORRECT and AWARE | INCORRECT and UNAWARE |
|------------|-------------------|---------------------|---------------------|-----------------------|
| Student 1  | 61%               | 0%                  | 0%                  | 39%                   |
| Student 2  | 91%               | 0%                  | 3%                  | 5%                    |
| Student 3  | 81%               | 0%                  | 0%                  | 19%                   |
| Student 4  | 83%               | 0%                  | 0%                  | 17%                   |
| Student 5  | 76%               | 0%                  | 3%                  | 21%                   |
| Student 6  | 66%               | 0%                  | 9%                  | 25%                   |
| Student 7  | 77%               | 0%                  | 3%                  | 12%                   |
| Student 8  | 91%               | 0%                  | 2%                  | 7%                    |
| Student 9  | 93%               | 0%                  | 2%                  | 5%                    |
| Student 10 | 70%               | 0%                  | 6%                  | 25%                   |

## APPLICATION EXERCISES, QUIZZES, AND TEST BANK

### Book-level Resources

**Application Exercises** require students to apply key concepts to close the *knowing* and *doing* gap; they provide instant feedback for the student and progress tracking for the instructor. Before getting into chapter-level assignments, let’s first look at the book-level assignments available.

Three exercise types are available for instructors to assign beyond the chapter materials. These are 1) Marketing Plan Prep Exercises, 2) Marketing Analytics Exercises, and 3) Marketing Mini Simulation.

- 1) **Marketing Plan Prep** exercises use guided activities and examples to help students understand and differentiate the various elements of a marketing plan.
- 2) **Marketing Analytics** exercises are data analytics activities that challenge students to make decisions using metrics commonly seen across the marketing professions. The goal of these activities is to give students practice analyzing and using data to make marketing decisions.
- 3) **Marketing Mini Simulation** helps students apply and understand the interconnections of elements in the marketing mix by having them take on the role of Marketing Manager for a backpack manufacturing company. The simulation can be assigned by topic or in its entirety.

### Chapter-level Resources

Chapter-level Application Exercises are built around chapter learning objectives, so you can choose which ones to assign based on your focus for each specific chapter. Several types of Application Exercises are available in each chapter. These are 1) iSeeit! Animated Video Cases, 2) Case Analyses, 3) Video Cases, and 4) Click-and-Drag exercises.

- 1) The **iSeeit! Video** series comprises short, contemporary animated videos that provide engaging introductions to key course concepts. These are perfect for launching lectures and assigning as either pre-

or post-lecture activities. Each animation is accompanied by three to four multiple-choice questions to check student attention and comprehension.

- 2) **Case Analyses** and **Video Cases** each feature real-world firms and industries different than those discussed in the textbook. Each case analysis and video case is accompanied by questions that ask students to analyze and apply marketing theory and concepts.
- 3) **Click-and-Drag** exercises help students actively demonstrate their understanding of the associated learning objectives. Some require students to match examples to concepts, to place series of steps in the correct sequence, or to group examples together under their correct categories.

Application Exercises can be assigned as preparatory exercises due *before* class (this is especially good for flipped classrooms), or *after* class as concept comprehension checks. Consider assigning two or three Application Exercises per chapter.

Applications Exercises will generally be assigned as homework or practice as part of the overall class grade. A general rule of thumb would be to make application exercises worth 5 to 10 points each, since these require more time and thought than a test bank question might.

To find the Applications in Connect®, go to “Add Assignment” and select “Question Bank.” Within this question bank will find a drop-down menu of all the book-level assignments and chapter-level assignments. You can then select the ones you wish to assign.

Chapter-level **quizzes** and full chapter **test banks** are also found in the Question Bank’s drop-down menu. Apply a relatively low value to each question—for example, 1 or 2 points each—since numerous questions are typically assigned for each chapter. You can decide when to surface the feedback to students. Selecting to display feedback *after* the assignment due date helps to prevent cheating; that is, it keeps students from sharing the correct answers with other students while the questions are still open and available. For this reason, it is suggested that no feedback to quizzes and test bank exams be made available until *after* the assignment is due.

## ASSIGNING EXERCISES AND GRADING POLICIES: BEST PRACTICES

To fully utilize the power of the digital components, it is recommended that you assign the SmartBook® reading and adaptive learning probes *before* class meets. Application Exercises can be completed either before or after class; if they are completed before class, they can sometimes serve as good springboards for class discussions. The chapter quiz makes a good check on comprehension of the material and may work best if assigned *after* each class period. The test bank serves as a good resource for building mid-term or final exams.

More detailed information on SmartBook® and Connect® is available through several resources at McGraw-Hill. A good starting point is your local Learning Technology Representative, who can be found here: <http://www.mheducation.com/highered/platforms/connect/features-educators.html>

Connect® gives instructors a wide array of flexibility in making assignments and creating grading policies. Instructors may choose to:

- assign as many assignments as appropriate given the level and time commitment expected for the class,
- determine point values for each question/application that works within the total course percentages,
- make available multiple attempts per assignment with options of accepting the *highest* score or *averaging* all the

attempts together (several attempts are particularly good for homework assignments),

- deduct points for *late* assignment submissions (percentage deduction per hour/day/week/etc.) or create hard deadlines thus accepting *no* late submissions,
- show feedback on application/questions immediately upon submission *or* at the time the assignment is due for the whole class, create new assignments or questions from scratch, or edited versions from a variety of provided resources.

Throughout the IM for each chapter, we integrate materials from the PowerPoint slides and provide summaries for each of the Connect® Application Exercises at the end of each chapter. These summaries are intended to give you a sense of the learning goal behind each exercise. We hope this integration of resources will help you to convey core principles of marketing topics holistically, effectively, and efficiently to your students.

## Chapter 1

### Overview of Marketing

#### Tools for Instructors

- Chapter Overview
- Brief Chapter Outline
- Learning Objectives
- Extended Chapter Outline
- PowerPoint Slides
- Additional Resources
- Connect Application Exercises

#### Chapter Overview

In this chapter, the goal is to provide an overview of marketing and encourage students to think about the specific aspects of the marketing mix.

#### Brief Chapter Outline

What Is Marketing?  
Why Is Marketing Important?

#### Learning Objectives

LO1-1 Define the role of marketing in organizations.

Marketing is the activity, set of institutions, and processes for creating, capturing, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large. Marketing strives to create value in many ways. If marketers are to succeed, their customers must believe that the firm's products and services are valuable; that is, they are worth more to the customers than they cost. Another important and closely related marketing role is to capture value of a product or service based on potential buyers' beliefs about its value. Marketers also enhance the value of products and services through various forms of communication, such as advertising and personal selling. Through communications, marketers educate and inform customers about the benefits of their products and services and thereby increase their perceived value. Marketers facilitate the delivery of value by making sure the right products and services are available when, where, and in the quantities their customers want. Better marketers are not concerned about just one transaction with their customers. They recognize the value of loyal customers and strive to develop long-term relationships with them.

LO1-2 Describe how marketers create value for a product or service.

Value represents the relationship of benefits to costs. Firms can improve their value by increasing benefits, reducing costs, or both. The best firms integrate a value orientation into everything they do. If an activity doesn't increase benefits or reduce costs, it probably shouldn't occur. Firms become value driven by finding out as much as they can about their customers and those customers' needs and wants. They share this information with their partners, both up and down the supply chain, so the entire chain collectively can focus on the customer. The key to true value-based marketing is the ability to design products and services that achieve precisely the right balance between benefits and costs. Value-based

marketers aren't necessarily worried about how much money they will make on the next sale. Instead, they are concerned with developing a lasting relationship with their customers so those customers return again and again.

LO1-3 Understand why marketing is important, both within and outside the firm.

Successful firms integrate marketing throughout their organizations so that marketing activities coordinate with other functional areas such as product design, production, logistics, and human resources, enabling them to get the right product to the right customers at the right time. Marketing helps facilitate the smooth flow of goods through the supply chain, all the way from raw materials to the consumer. From a personal perspective, the marketing function facilitates your buying process and can support your career goals. Marketing also can be important for society through its embrace of solid, ethical business practices. Firms “do the right thing” when they sponsor charitable events, seek to reduce environmental impacts, and avoid unethical practices; such efforts endear the firm to customers. Finally, marketing is a cornerstone of entrepreneurialism. Not only have many great companies been founded by outstanding marketers, but an entrepreneurial spirit pervades the marketing decisions of firms of all sizes.

## Extended Chapter Outline

### I. What Is Marketing? (PPT 1-4)

- A. Marketing Is About Satisfying Customer Needs and Wants (PPT 1-6)
- B. Marketing Entails an Exchange (PPT 1-7)
- C. Marketing Requires Product, Price, Place, and Promotion Decisions (PPT 1-8)

- 1. Product: Creating Value (PPT 1-9)

**Adding Value 1.1: A Service for Fliers, a Moneymaker for JetBlue Airlines: Wi-Fi Enabled Shopping in the Air** describes how JetBlue has enhanced its service by offering onboard Wi-Fi at no charge. Ask students if Wi-Fi is something they take into consideration when purchasing a plane ticket.

- 2. Price: Capturing Value (PPT 1-10)
- 3. Place: Delivering the Value Proposition (PPT 1-11)
- 4. Promotion: Communicating the Value Proposition (PPT 1-12)

- D. Marketing Can Be Performed by Individuals and Organizations (PPT 1-13)
- E. Marketing Affects Various Stakeholders (PPT 1-14)
- F. Marketing Helps Create Value (PPT 1-15)

**Adding Value 1.2: The Meaning of Best Value: Whole Foods' Purpose-Based Marketing** discusses Whole Foods' philosophy that value means far more than pricing. This could lead to a discussion on what “value” means to students.

- 1. Production-Oriented Era
- 2. Sales-Oriented Era



3. Market-Oriented Era
4. Value-Based Marketing Era

✓ **Progress Check:** Several questions are offered for students to check their understanding of core concepts.

1. *What is the definition of marketing?*

Answer: Marketing is the activity, set of institutions, and processes for creating, capturing, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large

2. *Marketing is about satisfying \_\_\_\_\_ and \_\_\_\_\_.*

Answer: Marketing is about satisfying needs and wants.

3. *What are the four components of the marketing mix?*

Answer: The four components of the marketing mix are product, place, price, and promotion.

4. *Who can perform marketing?*

Answer: Both individuals and organizations can perform marketing as marketing can entail B2C, B2B, and C2C.

5. *What are the various eras of marketing?*

Answer: The eras of marketing include the production era, sales era, market era, and value-based era.

- G. *How Do Marketing Firms Become More Value Driven? (PPT 1-18)*

1. Marketing Analytics (PPT 1-19)
2. Balancing Benefits with Costs (PPT 1-20)
3. Building Relationships with Customers (PPT 1-21)
4. Connecting with Customers Using Social and Mobile Media (PPT 1-22)

**Social & Mobile Marketing 1.1 What Comes Around: Marketing Today** discusses how marketers keep up with consumers' rapidly changing demands.

✓ **Progress Check:** Several questions are offered for students to check their understanding of core concepts.

1. *Does providing a good value mean selling at a low price?*

Answer: Value-based marketing isn't just about low price; it is also about creating strong products and services.

2. *How are marketers connecting with customers using social and mobile media?*

Answer: Marketers are steadily embracing new technologies, such as social and mobile media, to allow them to connect better with their customers and thereby serve their needs.

**II. Why Is Marketing Important? (PPT 1-24)**

A. Marketing Expands Firms' Global Presence (PPT 1-25)

B. Marketing Is Pervasive across Marketing Channel Members (PPT 1-26)

C. Marketing Enriches Society (PPT 1-27)

**Ethical & Societal Dilemma 1.1: Free Fruit for Children: What Could Go Wrong?** discusses grocers that have set up stands to give away free fruit to children under a certain age. What do students think of this idea?

D. Marketing Can Be Entrepreneurial (PPT 1-28)

✓ **Progress Check:** Several questions are offered for students to check their understanding of core concepts.

1. *List four functions that illustrate the importance of marketing.*

Answer: Exhibit 1.6 reveals the factors related to the importance of marketing. These include expanding global presence, stretching throughout the organization, working throughout the supply chain, making life easier, and enriching society.

2. *A firm doing the right thing emphasizes the importance of marketing to \_\_\_\_\_.*

Answer: A firm doing the right thing emphasizes the importance of marketing to society.

## Additional Resources

*Place* is one of the most difficult concepts for students because it is largely invisible to them as consumers. They touch hard goods, experience services, view and hear promotions, and pay for what they buy, but it can seem that products almost appear magically. One recent trend among environmentally conscious consumers is to seek out products produced within a 100-mile radius of their hometowns. Buying these products reduces costs and detrimental environmental effects by reducing emissions associated with transportation and storage. Students should visit local grocery markets, identify goods, and investigate how far the products traveled (and by what means) to reach the store's shelves. From this experience, a rich discussion of both distribution decisions and marketing's impact on society can evolve.

To make the *eras of marketing* clear to students, divide the class into groups with each group assigned to a specific era. Ask the students to identify a business that adheres to their assigned era in terms of its business philosophy and approach. They should present the business to the class with evidence of the business's philosophy. Each brief presentation should include an assessment of whether the orientation is appropriate to the business given its competitive environment, target audience, and positioning strategy and if not, what orientation would be best.

## Connect Application Exercises

This section summarizes each Application Exercise available with this chapter. Each summary comprises an introduction to the exercise, concept review, and follow-up activity. Associated details related to the learning objectives, activity type, AACSB category, and difficulty levels are also included. These summaries are intended to guide your course planning; perhaps you want to assign these exercises as homework or practice, before or after class. For best practices on how and when to assign these exercises, see the IM Implementation Guide at the beginning of this chapter.

| Application Exercise  | Type          | Learning Objectives 01- |    |    |
|---|---------------|-------------------------|----|----|
|   |               | 01                      | 02 | 03 |
| Zipcar: Creating Value in the Marketplace                   | Case Analysis | X                       | X  | X  |
| The Marketing Mix: Travel Goods and Services                | Click & Drag  | X                       |    |    |
| Jeans   | Video Case    | X                       | X  |    |
| Value: The Bottled Water Industry                           | Video Case    | X                       | X  |    |
| Delivering Value at Red Mango                               | Video Case    | X                       | X  |    |
| Dunkin' Donuts: Delivering on the Brand Promise             | Video Case    | X                       | X  |    |
| From Beans to Pralines: The Global Chocolate Market         | Case Analysis | X                       | X  | X  |
| Making a Market: Vosges Haut-Chocolat                       | Video Case    | X                       | X  |    |
| ISEelt Video Case: Value Creation Through the Marketing Mix | Video Case    | X                       |    |    |

### ZipCar: Creating Value in the Marketplace

- **Activity Type:** Case Analysis
- **Learning Objectives:** 01-01, 01-02, 01-03
- **Difficulty:** Medium
- **Activity Summary:** This case describes Zipcar's operations, focusing on how it creates value. Students answer questions relating the case to chapter concepts.

#### Activity

- **Introduction:** Nearly a decade ago, the founders of Zipcar decided to bring the car-sharing experience to the United States. Since then, Zipcar has developed the gold standard by offering its members 24/7 access to thousands of cars around the world and creating a revolution in the way many people think about alternate transportation.
- **Concept Review:** Understanding the marketplace, and especially consumers' needs and wants, is fundamental to marketing success. Marketing focuses on creating value for customers, clients, partners, and society at large.

#### Follow-up Activity

Zipcar has a special program targeted at universities. Ask the students the following questions:

- How might students' wants and needs differ from those of Zipcar customers in general?
- What kind of marketing (B2C, B2B, C2C) is Zipcar engaging in when it works with universities to get Zipcar locations approved on campus?
- How can Zipcar create value for university administrators, such that they would be interested in having Zipcar locations on campus?

After discussing these points, visit the Zipcar website and look at the “for universities” tab. Note the two columns addressing how Zipcar creates value for two different audiences: university administrators and students.

## The Marketing Mix: Travel Goods and Services

- **Activity Type:** Click & Drag
- **Learning Objectives:** 01-01
- **Difficulty:** Medium
- **Activity Summary:** The student is presented with eight marketing activities performed by two travel companies—one that manufactures products, and one that offers services. Students are asked to classify the activities according to both the marketing mix element and the product type (goods or services) it represents.

### Activity

- **Introduction:** Two travel-oriented companies—one a producer of goods, the other a service provider—have different marketing mixes. In this activity, you categorize a set of statements about each company's marketing activities according to the four Ps (product, price, place, and promotion).
- **Concept Review:** Marketing traditionally has been divided into a set of four interrelated decisions known as the marketing mix, or four Ps: product, price, place, and promotion.

A sentence of explanation is offered for each of the rectangles to the left when the student rolls the mouse pointer over it.

### Follow-Up Activity

- In small groups, have students select a company/brand from which they buy products or services. Then, have them fill in examples of marketing activities that fit into each of the four Ps.

## Jeans

- **Activity Type:** Video Case
- **Learning Objectives:** 01-01, 01-02
- **Difficulty:** Medium
- **Activity Summary:** This video case discusses the market for blue jeans, with its wide price range and many different sets of customer needs and wants. After the video ends, students are asked questions about the video and related course concepts.

### Activity

- **Introduction:** Marketing involves satisfying the needs and wants of consumers. However, not all consumers have the same needs and wants. The marketing of blue jeans is a good example of how marketers develop a different marketing mix to suit the needs of different consumers.
- **Concept Review:** First invented in the United States, blue jeans represent everything American. How blue jeans went from their humble beginnings to the height of high fashion is a marketing success story. There are dozens of brands, ranging from the \$10 pair to the \$1,000 pair, with numerous offerings between the two extremes to meet the needs of every type of consumer. Marketers must understand what consumers value in order to manage the marketing mix to deliver the right set of benefits to different consumers.
- **Video:** The video is presented to the student below the introductory information. The video plays embedded on the page, after which questions are presented.

|                           |
|---------------------------|
| <b>Follow-Up Activity</b> |
|---------------------------|

In groups or individually, ask students to:

1. List all the brands of jeans they can think of, from basic discount brands to the hip designer brands.
2. Use the Internet to find typical prices for a pair of jeans in each brand.
3. Enter the prices into a spreadsheet and generate a scattergram of the prices. (You can use options to have each point labeled by its brand name.)

Then discuss: How could this scattergram be useful to marketers of each brand? Possible answers:

- It shows the overall price range so a brand can tell if its price is unusually high or low.
- It MIGHT indicate which brands are competing head-to-head (the ones whose dots on the scattergram are closest together), though it's important to note that pricing is only one dimension on which brands can be similar or different. They may be targeting different age or size ranges, or aiming to establish different brand images.

|  |
|--|
| <b>Value: The Bottled Water Industry</b> |
|--|

- **Activity Type:** Video Case
- **Learning Objectives:** 01-01, 01-02
- **Difficulty:** Medium
- **Activity Summary:** This video case traces the evolution of the bottled water industry. After the video ends, students are asked questions about the video and related course concepts.

|                 |
|-----------------|
| <b>Activity</b> |
|-----------------|

- **Introduction:** Bottled water companies create value for customers even though they sell a natural resource that is free and abundant. Water was first positioned as a premium product that indicated status and sophistication. Since then, soft drink companies with large distribution networks, such as PepsiCo and Coca-Cola, have marketed bottled water at lower prices.
- **Concept Review:** The American Marketing Association states that marketing is “an organizational function and a set of processes for creating, communicating, and delivering value to customers and for managing customer relationships in ways that benefit the organization and its stakeholders.” Although marketing is a multi-faceted function, its fundamental purpose is to create value by developing a variety of offerings, including goods, services, and ideas, to satisfy customer needs.
- **Video:** The video is presented to the student below the introductory information. The video plays embedded on the page, after which questions are presented.

Hold a group discussion—or a structured debate, with students assigned to argue a particular position—on the ethics of the bottled water industry. Some potential sources:

### I. Summary of the issues from environmental and clean water advocacy groups:

- <http://www.nrdc.org/water/drinking/qbw.asp> - Natural Resources Defense Council. Addresses both water safety and environmental impact
- [http://thewaterproject.org/bottled\\_water\\_wasteful](http://thewaterproject.org/bottled_water_wasteful) - from The Water Project

### II. How bottled water brands are trying to address concerns:

- <http://www.prnewswire.com/news-releases/pepsicos-aquafina-launches-the-eco-fina-bottle-the-lightest-weight-bottle-in-the-market-61940397.html> - a press release from Pepsi about the Aquafina Eco-Fina® bottle.
- <http://www.dasani.com/dasani-water/index.html> - twist - discusses Dasani's recycling initiatives.
- <http://www.evian.com/en-us> - Evian's website contains several sections addressing concerns ("evian and your health" discusses water quality; "evian and the environment" discusses various initiatives related to environmental protection). Also, show one of the Evian Babies ads, which relate to its "Live Young" slogan. <https://www.youtube.com/watch?v=hE3HdcdZAxQ> is probably Evian's best-known ad, featuring the Roller Babies. How might this ad, with its use of babies, help to combat the view of bottled water as an unhealthy and environmentally undesirable product?
- <http://blogs.ei.columbia.edu/2009/08/11/ethical-bottled-water-companies> - Discusses strategies of Ethos water and others selling "ethical" bottled water.

## Delivering Value at Red Mango

- **Activity Type:** Video Case
- **Learning Objectives:** 01-01, 01-02
- **Difficulty:** Medium
- **Activity Summary:** This video reviews Red Mango's marketing mix and its approaches to value creation. After the video ends, students are asked questions about the video and related course concepts.

### Activity

- **Introduction:** Founder Dan Kim opened the first U.S.- based Red Mango in Los Angeles in 2007. He quickly expanded, and there are currently more than 200 locations in 27 states, plus a few locations outside the U.S. Red Mango has successfully combined a healthy product (frozen yogurt) with cool, fun shops to hang out in. Red Mango uses 100% all natural, non-fat or low-fat kosher, and gluten-free frozen yogurt fortified with probiotics. It has expanded its menu to include fresh fruit smoothies, parfaits, and probiotic iced teas. Red Mango was named the number one smoothie and frozen yogurt chain in America in Zagat's 2011 National Chain Restaurants Survey. The following video illustrates how Red Mango delivers superior value to customers.
- **Concept Review:** Marketing strives to create value in many ways. If marketers are to succeed, their customers must believe that the firm's products and services are valuable—that is, they are worth more than they cost. Value represents the relationship of benefits to costs. Marketers deliver value through the marketing mix (the 4 Ps): product, price, place, and promotion. Firms become value driven by sharing information, balancing customer benefits and costs, concentrating on building long-term relations with loyal customers, and creating connections with customers by using social and mobile media. To achieve this, marketers must understand customers' needs and wants. Successful

marketing also requires thoughtful planning, with an emphasis on the ethical implications of any of those decisions on society in general.

- **Video:** The video is presented to the student below the introductory information. The video plays embedded on the page, after which questions are presented.

### **Dunkin' Donuts: Delivering on the Brand Promise**

- **Activity Type:** Video Case
- **Learning Objectives:** 01-01, 01-02
- **Difficulty:** Medium
- **Activity Summary:** This video case discusses the overall strategy Dunkin' Donuts uses to build its brand and create value for customers. After the video ends, students are asked questions about the video and related course concepts.

#### **Activity**

- **Introduction:** Dunkin' Donuts has been known for its donuts for over 60 years, but the company has increased its focus on coffee, responding to the growing popularity of coffee drinks in the United States. Dunkin' Donuts has developed a strategy using the four Ps to help to differentiate it from its many competitors. The company seeks to offer great products at a reasonable price, available at convenient locations. Their goal is to "get you running in the morning and keep you running all day."
- **Video:** The video is presented to the student below the introductory information. The video plays embedded on the page, after which questions are presented.

#### **Follow-Up Activity**

- Discuss how Dunkin' Donuts uses its strategy to differentiate itself from its major competitors in the Coffee and Breakfast marketplace. Some points to consider:
  - Dunkin' Donuts focuses on good value at a reasonable price, mixing coffee and food.
  - Starbucks focuses more on quality to justify its high price, and has a stronger focus on coffee drinks, with food available but not a primary focus.
  - McDonald's offers food at all times of the day in addition to its McCafé offerings. It has thousands of locations, and keeps a strong focus on low price and fast service.



### From Beans to Pralines: The Global Chocolate Market

- **Activity Type:** Case Analysis
- **Learning Objectives:** 01-01, 01-02, 01-03
- **Difficulty:** Medium
- **Activity Summary:** Students read a case reviewing strategies adopted by different chocolate brands, and then answer questions requiring them to apply the six core aspects of marketing to what they have read.

#### Activity

- **Introduction:** The worldwide chocolate market is huge, with cocoa bean growers spanning three continents, processors located all over the world, and multiple chocolate brands serving the preferences of different consumers. This activity is important because it gives you a solid “big picture” view of the scope of marketing via the chocolate industry.

#### Follow-Up Activity

Students might enjoy learning about Dr. Dan Ariely’s “Hershey Kiss Experiment,” in which students were offered a Lindt truffle or a Hershey kiss. When the truffle cost 26 cents and the kiss cost 1 cent, equal numbers of students chose each; when the truffle cost 25 cents and the kiss was free, the vast majority chose the kiss. It illustrates the power of “FREE!”, and is discussed further in this article:

<http://danariely.com/2009/08/10/the-nuances-of-the-free-experiment/>.

### Making a Market: Vosges Haut-Chocolat

- **Activity Type:** Video Case
- **Learning Objectives:** 01-01, 01-02
- **Difficulty:** Medium
- **Activity Summary:** This video case presents a marketing mix for a small brand that seeks to differentiate itself through luxury and innovation. After the video ends, students are asked questions about the video and related course concepts.

#### Activity

- **Introduction:** Vosges Haut-Chocolat is a chocolate brand seeking to make consumption of their chocolate a luxury experience which has grown along with the market for high-end chocolate. The video discusses how Vosges has created a cohesive marketing strategy focused on luxury and innovation. This activity is important because successful marketing requires an understanding of the full range of marketing activities, and of the importance of ensuring that all these activities serve a common strategy. The goal of this exercise is to test your understanding of the basic concepts of marketing.
- **Video:** The video is presented to the student below the introductory information. The video plays embedded on the page, after which questions are presented.

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| <b>Follow-Up Activity</b> |
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- Compare Vosges to Godiva, which is probably the best-known luxury chocolate brand in the USA. What advantages does Godiva have over Vosges? How can Vosges compete successfully with Godiva (both in terms of its current activities and other things it might do)? Points to consider:
  - Godiva has far more brand recognition, more of its own stores, and a wider distribution network.
  - Vosges has its innovative flavors; in addition, the very fact that it is not as well-known might allow the brand to create a more exclusive, super-premium image.

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| <b>iSeelt Video Case:<br/>Value Creation Through the Marketing Mix</b> |
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- **Activity Type:** Video Case
- **Learning Objectives:** 01-01
- **Difficulty:** Easy
- **Activity Summary:** The iSeelt video cases available for most chapters introduce key concepts through examples that are familiar to students from their own lives. This short activity uses different consumer preferences for coffee shops to illustrate how marketing creates value.

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| <b>Activity</b> |
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- **Introduction:** Value is when a customer receives more than they give up, such as when a customer pays for a product or service. The definition of value often shifts based upon what each customer is looking for in the product or service they are purchasing. Take for instance the Hernandez family and their search for the perfect cup of coffee. Mom, Dad and Gabbie each place value on different aspects of the coffee drinking experience. Gabbie looks for a unique experience, often provided by independent coffee shops, and is willing to pay more for that experience. Mom, on the other hand, wants the consistency and convenience provided by chains, while Dad is not interested in anything fancy but is simply looking for a cheap cup of coffee. Before organizations can effectively market their coffee to this family with such diverse needs, they need to understand where each consumer places value and meet their needs using the marketing mix.
- **Video:** The video is presented to the student below the introductory information. The video plays embedded on the page, after which questions are presented.

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| <b>Follow-Up Activity</b> |
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Discuss some of the places around your university where people can go for a cup of coffee. How do they differ in the value they offer?