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How can you use *Better Business* as an effective learning tool?

**Read Actively**

Do you ever find that you need to reread a text many times before you fully understand it? Do you ever have trouble remembering what you read?

As a student, you are expected to read regularly. As an employee, reading to develop your skills and knowledge will likely be an important part of your job. Before you begin reading anything, you should determine your reading objective—what is it you want to gain from reading? When you read a newspaper or magazine, for example, you might simply skim over the material to discover the main points. But when you read a textbook, you must read carefully (that is, read every word), make notes, and question what you are reading.

You can use the SQ3R technique to improve your understanding of a text:
- **Survey** (or skim),
- **Question** (ask yourself questions about what you are reading),
- **Read**,
- **Recall** (identify major points and answer questions from Q), and
- **Review** (review all sections).

When you are reading for a course, you need to make sure you’re actively involved in the text. Active readers predict, make inferences, and draw conclusions; they ask questions while they read and stop often to check for understanding. Fortunately, *Better Business* provides in-text questions throughout every chapter, giving you built-in cues to make your study active, promote deeper thought, and engage your critical thinking skills. For example, instead of simply listing the tasks that managers perform, *Better Business* asks you, “What tasks do managers perform?” and gives you the information to answer that question.

If you think that active reading will take too much time, think again. Active reading saves time because it improves reading comprehension and retention—it helps you to understand and remember what you’ve read, meaning you won’t have to reread material again and again. Reading actively takes only a little effort, but it produces big results.

*Better Business* strives to engage you in the material, pique your interest, drive your curiosity, and promote active reading. Active reading assists you in doing what you came to university or college to learn how to do—think deeply about issues of importance in our society. Ultimately, the process of active reading helps you to understand and retain what you read and assists you in mastering academic reading. This mastery leads to a successful educational experience and will also serve you well in your future profession.

**Use the Learning Style that Works Best for You**

*Better Business* provides you with multiple ways to learn. Each of us has a preferred learning “style”; some like to watch and learn (visual), others like to do and learn (kinesthetic), and still others like to listen and learn (auditory). So, while simply reading a textbook is a good start to learning, most of us will remember more and remember longer by learning in multiple ways. For auditory, visual, and kinesthetic learners, the MyBusinessLab online learning system is packed with videos, flashcards, audio chapter summaries, business case simulations, and much more.

You have likely completed a learning styles inventory in the past, but if you haven’t, it would be beneficial for you to complete the “Multiple Pathways to Learning” activity on MyBusinessLab, which will help you to determine your preferred learning style. Knowing your learning style will assist you in developing coping strategies to compensate for your weaknesses and capitalize on your strengths. With the question-driven learning strategy implemented in the textbook and the wealth of learning resources at your disposal in MyBusinessLab, you will be well on your way to academic and career success.
What makes Better Business an effective teaching resource?

Question-Driven Learning

We all use questions to learn and to gain a better understanding of the knowledge that we need in our careers, our studies, and our lives. The importance of question-driven learning cannot be understated; the brain creates pathways to information in response to questions. Strong questions motivate and encourage students to achieve deeper understanding of any topic. Better Business applies the principles of question-driven learning by using in-text questions as the driving force for acquiring knowledge. The interactive writing style of this book makes it an easy-to-read, engaging text for students.

Multiple Levels of Thinking

Better Business reflects Benjamin Bloom’s question-based philosophy by providing a suite of Discussion Questions, Application Exercises, and Critical Thinking Questions that may be used to teach and test not only students’ knowledge, comprehension, and application of specific concepts, but also their higher level thinking skills (analysis, synthesis, and evaluation). Bloom’s classification of educational objectives, popularly known as Bloom’s Taxonomy, can help educators to better assess student learning and thinking skills. In the absence of such a classification system, educators may inadvertently emphasize memorization of facts rather than emphasizing other (and likely more important) learned capabilities. Questions in the Instructor’s Manual and the electronic test bank are associated with specific levels of Bloom’s Taxonomy. Instructors can select questions from Better Business and its online resources that reflect and reinforce each lesson plan’s objective.

Multiple Modalities of Learning

Studies have shown that learning is more effective when it is multimodal. For example, using visuals alongside verbal or textual learning can yield significant benefits for the learner. A Metiri Group research study on multimodal learning recommended that instructors create multimodal and interactive or collaborative lessons in order to engage students’ thinking in a variety of ways, using whatever media is best suited to the student and the material. Better Business follows this approach with the inclusion of MyBusinessLab, Pearson’s revolutionary online learning system. It gives professors and students easy access to a variety of media and activities that get students interacting with business and not just reading about it.
How do the Better Business chapters enhance teaching and learning?

Each chapter is packed with real, relevant, and timely examples that reinforce key concepts. A wealth of chapter-opening, in-chapter, and end-of-chapter features help students learn, link, and apply major concepts.
On Target Boxes, Off the Mark Boxes, and Top 10 Lists Each chapter includes either an On Target or Off the Mark box. These boxed features illustrate positive and negative outcomes of business ventures related to chapter material. They are accompanied by questions to inspire classroom discussions and further understanding of the topics. These features, along with various Top 10 lists, help fuel in-class dialogue.

World’s Most Valuable Brands (2011)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Brand</th>
<th>Brand Value (US$mil)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Apple</td>
<td>153,285</td>
</tr>
<tr>
<td>2</td>
<td>Google</td>
<td>114,498</td>
</tr>
<tr>
<td>3</td>
<td>IBM</td>
<td>100,849</td>
</tr>
<tr>
<td>4</td>
<td>McDonald’s</td>
<td>81,016</td>
</tr>
<tr>
<td>5</td>
<td>Microsoft</td>
<td>78,243</td>
</tr>
<tr>
<td>6</td>
<td>Coca-Cola</td>
<td>73,752</td>
</tr>
<tr>
<td>7</td>
<td>AT&amp;T</td>
<td>68,156</td>
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<td>China Mobile</td>
<td>57,326</td>
</tr>
<tr>
<td>10</td>
<td>GE (General Electric)</td>
<td>50,318</td>
</tr>
</tbody>
</table>


How Does China’s Internet Censorship Affect Global Business?

While many parts of the world, notably the Middle East, are undergoing dramatic political and social changes because of Internet access, China has become more restrictive with what its netizens are allowed to access. Google and other tech companies have had difficulty doing business in China due to government censorship and regulations. Beijing’s extensive censorship of online content—often called the “Great Firewall of China”—systematically removes material deemed harmful, including politically-sensitive information, pornography, and violence.25 As of 2011, Facebook, the world’s largest online social media network, which had been blocked in China since 2009, was looking for ways to work within Chinese laws and with China’s leading search engine and web conglomerate, Baidu. Meanwhile, Google declared war on censorship and decided not to censor its web searches in China any longer, so China started closing the doors to Google services, banning or highly restricting various services from the country. Microsoft, on the other hand, continued to comply with local regulations, including the censorship of some political material.

Some people are pushing the U.S. government to make Internet censorship a trade issue. The argument, which Google has made in congressional testimony, is that digital barriers to the free flow of information are equivalent to traditional trade barriers, which are illegal under World Trade Organization (WTO) rules. Google spokesperson Niki Fenwick says censorship is first a human right issue, then adds, “When a government blocks the Internet, it is the equivalent of a customs official stopping goods at the border.”

Under order of Pakistan’s high court in 2010, the Pakistan Telecommunication Authority started to observe Google, MSN, YouTube, Yahoo, Hotmail, and other websites for any infringement of Muslim sentiments. If the trend to block Internet access continues, what will happen to human rights and global trade? Where are we headed?

Discussion Questions

1. How do you feel about censorship? Is it a violation of human rights or does it protect citizens, government, or society? Do you think the Chinese government will be pressured into providing open Internet access for its citizens? Why or why not?
2. Do you think the Chinese government’s censorship...

BizChat Boxes  BizChat boxes include questions that can spark thoughtful in-class discussions or virtual discussions via MyBusinessLab. BizChat boxes explore “hot topics” in business to help connect the chapter material to what’s happening in business today.

Discussion Questions

1. Do you think it is appropriate for an employer to review your Facebook page? When is it appropriate or inappropriate to review your Facebook page? What type of information would you share on your Facebook page? What type of information would you avoid sharing?
2. Have you established an online “professional” image using a professional networking tool such as LinkedIn? What does your online profile reveal about your professional background, including where you went to school, as well as information on hobbies. Knowing these details may provide for good conversation starters during the interview.
3. Some people say that Facebook is only for friends. Is that true? Is it possible to keep a Facebook page for the person with whom you are dating? This can give you some information or find potential professional background, including where you went to school, as well as information on hobbies. Knowing these details may provide for good conversation starters during the interview.
Better Business, Better World Vignettes  In Chapters 1 to 3 and 7 to 11, the Better Business, Better World vignettes illustrate how businesses are engaging in the solutions to sustainable development challenges, global citizenship and equity, and social responsibility. The vignettes contain discussion questions to enhance students’ understanding of the topic and help initiate classroom discussion.

Critical Thinking Questions  End-of-chapter Critical Thinking Questions are designed to get students to think about how the material they are studying applies to them as individuals, community members, and global citizens.

Application Exercises  End-of-chapter Application Exercises are designed to increase student involvement in the learning process through researching, completing tasks, and providing evidence in or out of the classroom.

Primary data are raw data collected by the researcher. The data are frequently collected through observation, questionnaires, surveys (via mail, e-mail, or telephone), focus groups, interviews, customer feedback, samples, and controlled experiments.

Secondary data are data that have already been collected and processed. An example of secondary data is census data.
Pedagogical Features

GLOBAL 500 RESEARCH PROJECT

INSTRUCTIONS

2. Research:
   a. What is the company name? Where is it located? What is the CEO?
   b. How much revenue did the company generate last year?
   c. How many employees are, or want to be, the company’s clients?
   d. What industry is the company in?
   e. What is happening in this global or local economy currently that affects this company?
   f. What degree of competition is this company operating within? Identify competitors, incorporate competitors, or protect competitors?
   g. Can you describe the company’s mission statement? What is the outcome company? Is the company ethical?
   h. What does the company want to be? Is the company’s strategy to beat their competitors or the game of business? How does the company want to advertise their products?
   i. What products or services does the company offer?
   j. What is happening in the global or local economy currently that affects this company?
   k. How much revenue did the company generate last year?
   l. How much revenue does the company generate in the U.S.?
   m. How much revenue does the company generate in other countries?
   n. How much revenue does the company generate from the U.S.?
   o. What is the company’s marketing strategy?
   p. What is the company’s sales strategy?
   q. What is the company’s research and development strategy?
   r. What is the company’s distribution strategy?
   s. What is the company’s infrastructure strategy?
   t. What is the company’s human resources strategy?
   u. What is the company’s financial strategy?
   v. What is the company’s social responsibility strategy?
   w. What is the company’s ethical strategy?
   x. What is the company’s legal strategy?
   y. What is the company’s technological strategy?
   z. What is the company’s environmental strategy?
   aa. What is the company’s political strategy?
   bb. What is the company’s community strategy?
   cc. What is the company’s charitable strategy?
   dd. What is the company’s philanthropic strategy?
   ee. What is the company’s volunteer strategy?
   ff. What is the company’s sponsor strategy?
   gg. What is the company’s intern strategy?
   hh. What is the company’s diversity strategy?
   ii. What is the company’s innovation strategy?
   jj. What is the company’s creativity strategy?
   kk. What is the company’s entrepreneurship strategy?
   ll. What is the company’s design strategy?
   mm. What is the company’s branding strategy?
   nn. What is the company’s advertising strategy?
   oo. What is the company’s promotion strategy?
   pp. What is the company’s public relations strategy?
   qq. What is the company’s public affairs strategy?
   rr. What is the company’s public education strategy?
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   rr. What is the company’s public education strategy?
   ss. What is the company’s public communication strategy?
   tt. What is the company’s public relations strategy?
   uu. What is the company’s public affairs strategy?
   vv. What is the company’s public education strategy?
   ww. What is the company’s public communication strategy?
   xx. What is the company’s public relations strategy?
   yy. What is the company’s public affairs strategy?
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   aa. What is the company’s public communication strategy?
   bb. What is the company’s public relations strategy?
   cc. What is the company’s public affairs strategy?
   dd. What is the company’s public education strategy?
   ee. What is the company’s public communication strategy?
   ff. What is the company’s public relations strategy?
   gg. What is the company’s public affairs strategy?
   hh. What is the company’s public education strategy?
   ii. What is the company’s public communication strategy?
   jj. What is the company’s public relations strategy?
   kk. What is the company’s public affairs strategy?
   ll. What is the company’s public education strategy?
   mm. What is the company’s public communication strategy?
   nn. What is the company’s public relations strategy?
The Moment You Know

Educators know it. Students know it. It’s that inspired moment when something that was difficult to understand suddenly makes perfect sense. Our MyLab products have been designed and refined with a single purpose in mind—to help educators create that moment of understanding with their students.

MyBusinessLab delivers **proven results** in helping individual students succeed. It provides **engaging experiences** that personalize, stimulate, and measure learning for each student. And, it comes from a **trusted partner** with educational expertise and an eye on the future.

The textbook authors were deeply involved in the creation and adaptation of all Better Business MyBusinessLab media, ensuring that all online media is effective, relevant, and closely linked to the textbook content. The result is a seamless learning experience for students.

Students and instructors can make use of the following online resources:

**Study Plan.** MyBusinessLab offers chapter pre-tests that generate personalized Study Plans that show students exactly the topics that require additional practice. The Study Plan links to multiple learning aids, such as videos, eText, and flashcards. After students work through the learning aids, they can take a post-test to measure their improvement and demonstrate their mastery of the topics.

**Audio Chapter Summaries** help auditory learners review and understand key chapter concepts. They are also available in mobile format for on-the-go review.

**Glossary Flashcards** provide a targeted review of the Key Terms in each chapter. The Glossary Flashcards allow learners to select the specific terms and chapters that they would like to study. The cards can also be sorted by Key Term or by definition to give students greater flexibility when studying.

**Pearson eText:** MyBusinessLab also includes an eText version of Better Business, including a complete Glossary and Index. This dynamic, online version of the text is integrated throughout MyBusinessLab to create an enriched, interactive learning experience for business students. Users can create notes, highlight text in different colours, create bookmarks, zoom, and click hyperlinked words and phrases to view definitions. Pearson eText allows for quick navigation to key parts of the eText using a table of contents and provides full-text search.

**Explore on MyBusinessLab BizChat Discussion Boards.** The BizChats from the text can be brought to life via discussion boards in MyBusinessLab.

**BizSkills Simulations.** BizSkills are real-world scenarios that invite students to assume the role of a decision maker at a company to apply the concepts they have just learned. Students are scored on the brief, five-minute simulation and then directed to the eText, quizzes, outlines, and other learning aids to help reinforce the concepts.
Decision Making Mini-Simulations walk students through key business decision-making scenarios to help them understand how business decisions are made. Students are asked to make important decisions relating to core business concepts. At each point, students receive feedback to help them understand the implications of their choices in the business environment.

Document Makeovers. In Chapters 3, 5, 6, 7, 8, 9, 11, and 12, interactive Document Makeovers ask students to analyze and correct business documents such as e-mail messages, letters, memos, blogs, and resumés. Immediate feedback is provided.

Video Cases and Web Cases. Each chapter’s Video and Web Case is available on MyBusinessLab.

Video Case: To access the Chapter 3 Video Case: Patagonia: Ethics and Social Responsibility, see the Activities folder in the Assessment section of MyBusinessLab.

Web Case: To access the Chapter 3 Web Case, see the Activities folder in the Assessment section of MyBusinessLab.

Video Activities. MyBusinessLab also contains additional videos from Pearson’s business resource library.

Business Plan Project. The simple, concise Business Plan Project is introduced in Chapter 5. The project and all necessary files can be accessed on MyBusinessLab.

Career Skills Modules. The online Career Skills modules are concise, engaging lessons that cover topics of interest and importance to students as they prepare for careers in the business world. Career Skills modules are available for chapters 1, 5, 6, 8, and 13, and cover such topics as academic success, effective business plans, business communication, finding a job, and personal finance.

Appendix 13A: Securities and Investments. The online Appendix 13A contains an in-depth treatment of securities and investments, for those instructors who wish to teach this material. The Appendix includes Learning Objectives and a number of other pedagogical features.

All relevant MyBusinessLab resources are listed in the end-of-chapter “MyBusinessLab Chapter Resources.” MyBusinessLab can be used by itself or linked to any learning management system. To learn more about how MyBusinessLab combines proven learning applications with powerful assessment, visit www.pearsoned.ca/mybusinesslab.

MyBusinessLab—the moment you know.
Better Business includes an innovative supplement package for instructors. You can access the following resources from within MyBusinessLab or from the Instructor’s Resource Centre at www.URL to come

**Instructor’s Manual.** This valuable resource includes chapter outlines, teaching tips, weblinks, supplemental activities, a chapter-video correlation guide, and answers to discussion and end-of-chapter questions. Each answer is tagged with the appropriate level of Bloom’s Taxonomy.

**PowerPoint® Slides.** Each chapter presentation includes twenty-five to thirty high-quality slides. The PowerPoint Slides highlight key points from the text and are fully customizable.

**MyTest and Test Item File.** MyTest from Pearson Canada is a powerful online assessment-generation program that helps instructors easily create and print quizzes, tests, and exams, as well as homework or practice handouts. The Better Business MyTest contains multiple-choice, true/false, short answer, and essay questions—approximately 150 questions in total per chapter. Questions and tests can all be authored online, allowing instructors ultimate flexibility and the ability to efficiently manage assessments at any time, from anywhere. A Test Item File in Microsoft Word® is also available.

**Personal Response System Questions.** These slides are provided for instructors who wish to use a PRS to encourage class participation or facilitate in-class quizzes.

**Image Library.** The Image Library contains image files for all Figures, Photos, and Tables from the textbook, online Appendix 13A, and the online Career Skills modules.

**CBC Video Library.** A selection of CBC videos are provided in MyBusinessLab and as a separate DVD (ISBN: 978-0-13-286322-3). These videos focus on Canadian companies and discuss business issues from a Canadian point of view. The videos are accompanied by case summaries, discussion questions, and a chapter-video correlation guide.

Better Business is also available as a CourseSmart eTextbook. CourseSmart goes beyond traditional expectations—providing instant, online access to the textbook and course materials at a lower cost for students (average savings of 60 percent). With instant access from any computer and the ability to search the text, students will find the content they need quickly, no matter where they are. And with online tools such as highlighting and note-taking, students can save time and study efficiently.

Instructors can save time and avoid hassle with a digital eTextbook that allows them to search for the most relevant content at the very moment they need it. Whether it’s evaluating textbooks or creating lecture notes to help students with difficult concepts, CourseSmart can make life a little easier. See all the benefits at www.coursesmart.com/instructors or www.coursesmart.com/students.

Pearson’s Technology Specialists work with faculty and campus course designers to ensure that Pearson technology products, assessment tools, and online course materials are tailored to meet your specific needs. This highly qualified team is dedicated to helping schools take full advantage of a wide range of educational resources by assisting
in the integration of a variety of instructional materials and media formats. Your local Pearson Canada sales representative can provide you with more details about this service program.

**Pearson Custom Library**

For enrolments of at least twenty-five students, you can create your own textbook by choosing the chapters that best suit your own course needs. To begin building your custom text, visit www.pearsoncustomlibrary.com. You may also work with a dedicated Pearson Custom editor to create your ideal text—publishing your own original content or mixing and matching Pearson content. Contact your local Pearson Representative to get started.
Michael Solomon

Michael R. Solomon, Ph.D. is Professor of Marketing and Director of the Center for Consumer Research in the Haub School of Business at Saint Joseph’s University in Philadelphia. He also is Professor of Consumer Behaviour at the Manchester School of Business, The University of Manchester, U.K. Prof. Solomon’s primary research and consulting interests include consumer behavior, branding, and marketing applications of virtual worlds. He has written several textbook and trade books; his Consumer Behavior text is the most widely-used in the world. Michael often speaks to business groups about new trends in consumer behavior and marketing strategy.

Mary Anne Poatsy, MBA, CFP

Mary Anne is a senior faculty member at Montgomery County Community College, teaching various computer application and concepts courses in face-to-face and online environments. She holds a BA in psychology and education from Mount Holyoke College and an MBA in finance from Northwestern University’s Kellogg Graduate School of Management. Mary Anne has more than 11 years of educational experience, ranging from elementary and secondary education to Montgomery County Community College, Muhlenberg College, and Bucks County Community College, as well as training in the professional environment. Before teaching, she was a vice president at Shearson Lehman Hutton in the Municipal Bond Investment Banking Department.

Kendall Martin, PhD

Kendall has been teaching since 1988 at a number of institutions, including Villanova University, DeSales University, Arcadia University, Ursinus College, County College of Morris, and Montgomery County Community College at both the undergraduate and graduate level. Kendall’s education includes a BS in electrical engineering from the University of Rochester and an MS and a PhD in engineering from the University of Pennsylvania. She has industrial experience in research and development environments (AT&T Bell Laboratories) as well as experience with several start-up technology firms. At Ursinus College, Kendall developed a successful faculty training program for distance education instructors. She makes conference presentations throughout the year.

Kerri Shields

Kerri Shields is a college professor who enjoys learning as much as she enjoys teaching. Her education includes a Computer Programming Diploma from Centennial College, a Bachelor of General Studies (Arts and Science) from Athabasca University and an MBA (Marketing and Finance) from Columbia Southern University. She has taught information systems, office administration, and business courses at Centennial College, St. Lawrence College Saint-Laurent, Seneca College, and Loyalist College both in the face-to-face and online learning environments. Before becoming a professor at Centennial College she worked as a consultant and project manager for a multinational workforce solutions provider where she held positions in training and development, information technology, management, recruitment and selection, sales and marketing, customer service, and quality control. The breadth of her work experiences and her ability to transfer learning and knowledge from one field to another is what makes her a unique and effective professor. As a result of student nominations, Kerri was selected from a prestigious group of contenders, as the recipient of the Government of Ontario’s Leadership in Faculty Teaching (LIFT) Award and the Centennial College Board of Governors Teaching Excellence Award.
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Pearson Team [[Richard to insert others on the team]]

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