



COURSE SYLLABUS

Course: **MKTG 3553 Consumer Behavior**

Prerequisite: MKTG 3433

Catalog Description of the Course:

Analyzes consumer motivation, buying behavior, market adjustment, product innovation and adaptation; consumer market measurement, including survey of economic, behavioral science theories of consumer market behavior, producer and intermediary reactions. Consumer decision making is evaluated as to psychological drives, sociological concepts used by producers, channel intermediaries, consumers; considers methods, techniques for measuring consumer behavior, and analyzing consumer markets.

Course Goals:

- To understand the concepts, theories, and principles from the social sciences that apply to consumers and their purchase behavior.
- To learn how to make appropriate marketing decisions based on a sound knowledge of consumer behavior concepts.
- To become a better consumer, understanding how consumer behavior principles may affect your own buying patterns.

Course Requirements:

Exams: There will be four non-cumulative exams this semester. The lowest exam grade will be dropped (and yes, that means the final exam is optional if you are happy with your grade in the class). Each exam will include material from lecture, assigned readings, classroom discussion, and any supplemental material provided by the instructor. While I do lecture, at times we may deviate into a discussion which limits my ability to cover all of the assigned material. That said, you are responsible for all material in the assigned readings, even if we do not cover it in class. It is your responsibility to bring pencils to each exam, but I will provide scantrons. The composition of the exams will be mostly multiple choice questions; however, I will let you know if the exams include alternative formats (e.g., short answer; essay) during the class period prior to the exam date.

All exams must be taken in class at the scheduled time. Students need to be on time to all exams. Barring an EMERGENCY, you **MUST** be here on those dates otherwise you will receive a zero. Please note the exam dates now: Thursday, February 16th; Tuesday, March 13th; Thursday, April 12th; Tuesday, May 8th. If a make-up exam is agreed to, it will be an all-essay exam.

Guidelines for Accommodations for Students with Disabilities:

It is the Walton College policy that reasonable accommodations will be made for students with disabilities. Students must request any accommodations from their instructor in addition to requesting accommodations from the Center for Students with Disabilities (CSD). Please contact the CSD for details on seeking accommodations for disabilities.

Academic Integrity:

I will follow the newly-adopted, university-wide Academic Integrity policy. This policy applies a no tolerance perspective on academic dishonesty (including, but not limited to: “any act by which a student gains or attempts to gain an academic advantage for him/herself or another by misrepresenting his/her or another’s work or by interfering with the independent completion, submission, or evaluation of academic work”). For more information, I highly recommend you visit the provost’s website:

<http://provost.uark.edu>

In-Class Group Assignments:

Several times throughout the semester, I will assign a short (15-20 minute) IN –CLASS group assignment that applies the material we are covering THAT DAY. Every team will do a short presentation of their collaborative effort, and turn in a short write up for grading purposes. Please note:

1. These will occur randomly throughout the semester
2. These will take the place of attendance and any “pop quiz” type grades
3. I plan to have multiple throughout the semester

If you miss a day when we do in-class group assignments, you will not receive credit for that group assignment.

Academic Integrity note: for these assignments, you are allowed to work together.

If you let me know prior to class that you are going to miss a group day (for a valid reason) you will have an opportunity to turn in an individual assignment to make up this missed group assignment. These individual make-up assignments are due on the same day that the group assignments are due

Participation:

I recognize that some students have much to contribute, but don’t feel as comfortable doing so in open discussions. However, the quality of your participation in class is reflective of your interest in the class and of the amount of your preparedness for it. A good participation grade is possible only through consistent attendance and quality participation.

Class participation will be averaged and added to your final grade according to the following rubric:

- 10** Contributions in class reflect exceptional preparation. Comments and analysis offered are substantive, provide major insights, and move the class discussion forward. Arguments are robust, well defended, and presented with persuasion.
- 8** Contributions in class reflect thorough preparation. Comments and analysis offered are substantive and insightful. Arguments are generally well substantiated and persuasive.
- 6** Contributions in class reflect some preparation. Ideas offered generally reflect facts, but little is offered in terms of analysis or argument.
- 4** Student is present in class, but does not contribute.
- 0** The student is absent from class.

Note: From time to time, life events (e.g., an interview) may prevent you from attending class; when this happens, you will receive a zero for class participation for that day. To that end, I will drop your two lowest participation scores at the end of the semester.

Consumer Observation:

To prepare for class on Thursday, March 1st, you will be conducting a 30-minute observation of a local business (could be a national chain, but somewhere in Fayetteville) and prepare a report that describes what you have seen and learned.

Academic Integrity note: for this observation project, you are not allowed to work together.

Your goal for the observation will be to look at how factors in the environment may influence the consumers' behavior in the retail environment. This should include things similar to the list below (please note, the place you observe may have more or less things to look at and observe than the suggested list below. BE CREATIVE!!!). (The introductory chapter in the book has a great section on managerial implications that you may want to reference to come up with ideas for what type of things to look for)

- What is the store's environment like? Music, smells, is it overly stimulating?
- How many employees do you see? Does it seem easy or difficult for customers to find help in the store?
- Are there point-of-purchase displays? Are they complementary or distracting?
- How is the store laid out? Do you think this influences the purchase behavior of the patrons? Do you think the patrons follow the "intended" path?
- Is it the store cluttered? Minimalist? Neat? Messy?
- Are there attempts to encourage impulse purchases?
- What else do you notice about the location?
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After conducting this observation, please follow the guidelines below for your write-up:

- Type a concise two-page summary and analysis of your findings.
- Please note the store you observed, as well as the day, date, and time you conducted the observation.
- Give as much descriptive detail as possible about what you observed (you can make the paper longer than two pages if you feel you must!)
- Can you come up with any marketing implications for the managers of this store based on your observations (**HINT:** try to relate your findings to the material we have covered thus far in the class!!)
- A write-up that is not typed will not be accepted
- The write-up is due at the *beginning of class on Thursday, March 1st*. Late write-ups (no excuses accepted) will be penalized 5 points for every day it is late. Turning the write-up in after class will count as one day late.
- Please bring two copies of your write-up to class on Thursday, March 1st. One copy for me; one copy for you. Be prepared to discuss if called upon to do so.

Consumer Interview:

To prepare for class on Thursday, March 29th, please conduct an in-depth interview with someone not in the class about a recent purchase. If your last name starts with A-K, then please ask this person to describe a recent purchase for product that costs under \$5. If your last name starts with L-Z, then please ask this person to describe a recent purchase for a product that costs over \$100.

Academic Integrity note: for these interviews, you are not allowed to work together.

Your goal in the interview will be to discover the decision-making process that led up to this purchase decision (including both external and internal factors that motivated this decision). Please be sure to find out the following:

- What led this consumer to realize that he or she needed or wanted to buy in this product category?
- How many alternatives (if any) did the consumer consider?
- How did the person decide to buy the alternative that he or she chose?
- Which product attributes were important to this consumer? Why was it important to him or her that the product have these attributes?
Important: please use the laddering technique to prompt the consumer to tell you the key benefits/values that they associate with product attributes. First, ask them to name an important attribute of the product, and then ask them why it is important to them that product have that attribute. After they answer, ask them why it is important to them that they get that benefit, and so on, until you've found out a higher-level, more-abstract motivation (e.g., self-esteem, peace of mind, safety) underlying their preference for the attribute.
- Are there other key associations (e.g., beliefs, feelings, memories, etc.) that come to mind for the consumer when thinking about this product that have not been already described?
- Will the person buy this same product (and brand) again? Why or why not?

After conducting this interview, please follow the guidelines below for your write-up:

- Type a concise one-page summary and analysis of your findings. Be sure to include the key marketing implications in your discussion of your findings, and try to relate your findings to the material we have covered thus far in the class!! (Please give me the name or a pseudonym for your interviewee, including their age and gender).
- A write-up that is not typed will not be accepted
- The write-up is due at the *beginning of class on Thursday, March 29th*. Late write-ups (no excuses accepted) will be penalized 5 points for every day it is late. Turning the write-up in after class will count as one day late.
- Please bring two copies of your write-up to class on Thursday, March 29th. One copy for me; one copy for you. Be prepared to discuss if called upon to do so.

Personal Consumption Mini-Project:

To prepare for class on Tuesday, May 1st, please think about a HIGH-INVOLVEMENT purchase you have made this semester (preferably one that cost more than \$50). Note: this project combines the observation and the interview papers to see how YOU behave in the marketplace.

Academic Integrity note: for these interviews, you are not allowed to work together.

Your goal for this project will be to think about both the location in which you made the purchases (i.e., think about the same issues you observed in the observation paper, and whether these influenced your decision-making process) as well as other external and internal factors that motivated your decision. Please specify the following for both of your purchase items:

- What led this you to realize that you needed or wanted to buy in this product category?
- How many alternatives (if any) did you consider?
- How did you decide to buy the alternative that you chose?
- Which product attributes were important to you? Why was it important to you that the product have these attributes?

Important: re-read the laddering information from the interview paper instructions

- Are there other key associations (e.g., beliefs, feelings, memories, etc.) that come to mind for you when thinking about this product that have not been already described?
- Will you buy this same product (and brand) again? Why or why not?

Please follow the guidelines below for your write-up:

- Type one concise four-page summary and analysis of your findings for the product. Be sure to state whether there are marketing implications based upon your experience, and try to relate your write-up to the material we have covered in the class!!
- A write-up that is not typed will not be accepted
- The write-up is due at the *beginning of class on Tuesday, May 1st*. Late write-ups (no excuses accepted) will be penalized 5 points for every day it is late. Turning the write-up in after class will count as one day late.
- Please bring two copies of your write-up to class on Tuesday, May 1st. One copy for me; one copy for you. Be prepared to discuss if called upon to do so.

NOTE: This “project” is worth more points than the observation and the interview. As such, it should be more detailed!!

Participation in Behavioral Research Lab Sessions:

The University of Arkansas is a research-focused institution. As such, a number of important and interesting research questions are being generated by professors and doctoral students in the marketing department each semester. To contribute to the field of marketing and to garner a better appreciation of how marketing researchers examine consumer behavior, students who participate lab sessions will receive extra credit towards their final grade. Lab sessions will occur in the Behavioral Business Research Lab (J.B. Hunt 127). Each lab session will last 60 minutes or less. For each lab session you complete (maximum of 3), you will earn **ONE POINT ADDED ONTO YOUR FINAL AVERAGE**, with a maximum potential of 3 Bonus Points. Note: **YOU MAY ONLY CHOOSE ONE CLASS FOR WHICH TO RECEIVE CREDIT FOR PARTICIPATION IN THE SESSION(S)**. More information about the various lab sessions that will occur during the course of the semester will be provided at a later date.

Attendance:

Learning in this class is related to your willingness to expose your insights and viewpoints to your classmates and me. Thus, you are expected to contribute to class discussions. From time to time, students may be called upon at random to summarize the previous day's material or comment upon the material being covered in class. If you miss lecture, then you will have to request the notes from a group member or friend—not from me. However, you are responsible for everything said in class whether or not you are there. Your grade will not be directly penalized for absences (except through zero's assigned on group assignments when you are not here), but (no surprise) your participation score and test grades will likely be correlated with your attendance.

Classroom Conduct:

- When you come to class be prepared to actively participate. The classroom is not the place to sleep, chat with friends, read the paper, do crossword puzzles, etc.
- Turn your cell phones off when you enter the classroom.
- NO TEXTING in class.
- Come to class ON TIME.
- Be respectful when your classmates are speaking – let others finish when they speak and carefully listen to what they have to say. You do not have to agree with everything others say, but you should respect their opinion.
- If you refuse to follow the rules, I will ask you to leave the class.

Make sure that your email address on Blackboard is one you regularly check. I will use this email address to notify you of any important class reminders or changes.

Grading Structure:

<u>Requirement</u>	<u>Percentage of Total Grade</u>
4 Exams (lowest exam grade will be dropped)	50%
In-Class Group Assignments (calculated as a percentage)/Participation	10%
Consumer Observation	10%
Consumer Interview	10%
Personal Consumption Paper	20%
Behavioral Research Lab Sessions (up to 3 sessions)	Up to 3 BONUS POINTS

Grading Scale:

<u>Percentage Score</u>	<u>Grade Earned</u>
90-100%	A
80-89.99%	B
70-79.99%	C
60-69.99%	D
≤59.99%	F

COURSE CALENDAR

Session	Date	Day	Topic	Assignment DUE
1	17-Jan	T	Introduction to Class, Professor, Syllabus	
2	19-Jan	R	Introduction to Consumer Behavior	H/M 1; Prologue from <i>Shoptimism</i> by Lee Eisenberg
Psychological Background				
3	24-Jan	T	Motivation, Ability, and Opportunity	H/M 2
4	26-Jan	R	Exposure, Attention, and Perception	H/M 3
5	31-Jan	T	Knowledge and Understanding	H/M 4
6	2-Feb	R	Attitudes Based on High Effort	H/M 5
7	7-Feb	T	Attitudes Based on Low Effort	H/M 6
8	9-Feb	R	Memory and Retrieval	H/M 7
9	14-Feb	T	Catching up; Test Review	
10	16-Feb	R	TEST 1 (Ch. 1-7)	
11	21-Feb	T	Work Day (for Consumer Observation)	
12	23-Feb	R	Problem Recognition and Information Search	H/M 8; Chapter 9: Keeping Doors Open, from <i>Predictably Irrational</i> by Dan Ariely (BB)
Decision Making				
13	28-Feb	T	Judgment and Decision Making Based on High Effort	H/M 9
14	1-Mar	R	Judgment and Decision Making Based on Low Effort	H/M 10; CONSUMER OBSERVATION DUE
15	6-Mar	T	Post-Decision Processes	H/M 11
16	8-Mar	R	Catching Up; Test Review	
17	13-Mar	T	TEST TWO (ch 8-11)	
18	15-Mar	R	Work Day (for Consumer Interview)	
	20-Mar	T	SPRING BREAK	

Consumer Culture				
	22-Mar	R	SPRING BREAK	
19	27-Mar	T	Consumer Diversity	H/M 12
20	29-Mar	R	Social Class and Household Influences	H/M 13; CONSUMER INTERVIEW DUE
21	3-Apr	T	Psychographics: Values, Personality, and Lifestyles	H/M 14
22	5-Apr	R	Social Influences on Consumer Behavior	H/M 15; Chapter One: The Three Rules of Epidemics from: <i>The Tipping Point</i> by Malcolm Gladwell
23	10-Apr	T	Catch-up Day/Test review	
24	12-Apr	R	TEST THREE (CH 12-15)	
25	17-Apr	T	Adoption of, Resistance to, and Diffusion of Innovations	H/M 16
26	19-Apr	R	Work Day (for Personal Consumption Paper)	
CB Outcomes and Issues				
27	24-Apr	T	Symbolic Consumer Behavior	H/M 17
28	26-Apr	R	Ethics, Social Responsibility, and the Dark Side of Consumer Behavior and Marketing	H/M 18; Chapter Twelve, Saving the Planet, from <i>Nudge</i> by Thaler and Sunstein
29	1-May	T	Consumerism and Public Policy Issues	H/M ONLINE 19; PERSONAL CONSUMPTION PAPER DUE
30	3-May	R	Class Discussion Day/Test Prep	
	8-May	T	TEST FOUR 10:15 AM-12:15 PM	

*This syllabus is subject to change at the instructor's discretion. All changes (if any) will be discussed well in advance of the day affected.