

**MORAVIAN COLLEGE**  
**CONSUMER BEHAVIOR**  
**Management 227**

Fall, 2013  
PPHAC 102  
T/R 10:20 – 11:30 a.m.

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Office Hrs: M/W: 10:30 – 11:30 am  
T/R: 2:00 – 3:00 pm  
Others by appointment

**COURSE DESCRIPTION:**

MGMT 227 discusses the psychology of consumers. Special attention will be paid to psychological research of consumers, as well as the impact of personality, learning, motivation, and perception on consumer decisions.

**COURSE OBJECTIVES:**

Upon successful completion of this course, the student should be able to:

1. Understand the impact of culture and societal roles on purchase behavior.
2. Understand the internal influences that impact individual purchase behavior
3. Understand individual and group decision processes that affect buying behavior.
4. Design customer-oriented marketing strategies based upon psychological and sociological principles of marketing.
5. Manage technology and information for effective consumer research and be able to use the World Wide Web for consumer identification and marketing purposes (both research and implementation).
6. Understand the role of research and analysis in consumer behavior and be able to make marketing decisions based upon data.
7. Understand the role of customer satisfaction and customer relationship management as it pertains to marketing and an organization's management.

## **REQUIRED TEXTS AND MATERIALS:**

Solomon (2015). *Consumer Behavior: Buying, Having, and Being*. 11<sup>th</sup> ed. Pearson.

Additional readings in consumer behavior provided by the professor via URL links to web pages and databases, handouts in class, or articles from the library or other sources.

*Blackboard will be used throughout this course as a means of communication and disseminating information to you. Please register as soon as possible. The passcode is “behavior.”*

## **RECOMMENDED READING:**

Kaskowitz (2010). *Brand It Like Barack! How Barack Obama sold himself to America and what you can learn from this*. Dog Ear Publishing.

## **COURSE REQUIREMENTS:**

The course requirements are as follows:

1. **Mid-Term Examination** – A mid-term examination will be required. This examination will consist of essay and problem questions, which will be based on course content to that point. *The organization, depth, and clarity of responses will be an important grading consideration.* This midterm will be a take-home exam and it is expected that you will invest the appropriate amount of time to ***fully and completely*** answer the questions. Each student is expected to work independently on the exam and will be asked to sign a statement to that effect.
2. **Final Examination:** A final examination will also be required. This examination will consist of essay questions and problems which will be based on the entire course content. The organization, depth, and clarity of responses will be an important grading consideration. The final exam date is noted on the course calendar.
3. **Partner Quizzes.** There will be four quizzes administered throughout the semester on topics from the lectures and the book. Each quiz will consist of 10 MC and/or T/F questions and will be worth 25 points. The quiz will be administered for the first ten minutes of the class session during which it is scheduled. Students will be allowed to work on the quizzes in teams if they so desire.
4. **Consumer Journal:** Each student is required to maintain a personal, typed journal from the second to the thirteenth weeks of class (i.e., from 9/2/14 until 11/20/14). The journal should include one weekly entry describing a consumer behavior experience for each of the twelve weeks (i.e., twelve complete entries total). The experience described could be one that you participated in or observed. Each weekly entry should contain the following information: a detailed explanation of the consumer behavior experience and the relationship between the experience and relevant class topics (250-350 words for each entry). ***The journal entries should follow the form of (1) state what you observed, (2) state how it relates to the course topic, and (3) state how a marketer in another industry could use this information in their business, not***

*what was done by the marketer in the observation. Please do not repeat the observed topics.* I may ask selected individuals to verbally discuss the contents of their journal, during the semester. The final journal, *as well as a 500 word*, typed summary memorandum, is due on the date noted in the course schedule.

5. **Consumer Analysis Project** – Students are required to create a comprehensive consumer and market analysis plan for a product of their choosing. Students will be formed into six teams and each team must choose a different product. For this project, each team will use available data to analyze a market for their product in terms of consumer behavior. Both Primary (i.e., interviews) and Secondary (i.e., Census databases, etc.) will be used for this project.

Specifically, you are asked to provide the following:

- a. Introduction:
  - i. Provide a brief historical outline of the organization and the company's current status.
  - ii. Describe the company's primary product(s) in terms of features and benefits, as well as anything else important to note about the product (e.g., unique design, exclusive distribution, etc.)
  - iii. Discuss the company's current marketing environment, including key competitors, where the product is in its Product Life Cycle and any type of trends or environmental factors that the company is contending with.
- b. Target Market
  - i. Describe the primary target market(s) for the product. Be sure to discuss the market in terms of the factors we discuss in class (e.g., demographics, cultural, social class, personality, motivation, etc.)
  - ii. Are there other potential markets you would recommend for this product? Be sure to discuss these in terms of demographics, psychographics, behavior, etc.
- c. Consumer decision process
  - i. Discuss the information seeking and involvement level of the primary consumers for the product. What level of decision making are they in?
  - ii. What are the evaluation criteria consumers use in evaluating competing brands?
  - iii. How do consumers shop for the product category?
- d. Recommendations for the company (if you have no recommendations for change, you must explain why you believe the current strategy is and will remain the best choice for the company)
  - i. Target market or positioning changes?
  - ii. Product decisions?
  - iii. Pricing decisions?
  - iv. Promotion decisions?
  - v. Placement decisions?
- e. All support material must be included in appendices, including charts, graphs, diagrams, pictures, ads and CITATIONS/BIBLIOGRAPHY!!

The project will consist of two components:

- a. **Written paper:** Students will thoroughly analyze the chosen company according to the above guidelines and write a 10-12 page (double-spaced) paper. The paper should address any managerial and ethical implications of the results (e.g., what would you propose to your management team about marketing to these consumers). Please do not include any real names in the report to respect confidentiality of the interviewees.
- b. During the last week of class, the individual/teams will **present their projects to the class with a PowerPoint presentation** (approximately 8-10 FOCUSED minutes, TBD) and discussion. A more thorough rubric regarding the paper and presentation will be delivered later in the semester.

All products being discussed must be approved by the instructor prior to conducting the interviews. This approval must be received no later than the date of the midterm.

*Special Notes:* Each individual/team is required to submit a project outline/analysis plan on the date noted in the course schedule. This document will consist of the names of the team members, the product that is being analyzed, and a well-defined plan for how the project will be completed. Failure to turn in this document on the date noted will result in a 10-point penalty for the project.

In addition, you are responsible for your own team management. This means that I do not expect to receive any e-mails/calls the last week of class telling me that “so-and-so’ isn’t doing their fair share and we feel that he/she should not get any points.” If you form a team and then subsequently develop problems within the team you have two options:

1. Live with it and carry on.
  2. Teams may be severed based on unanimous agreement of all teammates. If a team is severed, the new sub-teams are still each responsible for all components of the project. In addition, in the case of the disbanding of a team, it is your responsibility to notify the instructor ASAP.
6. **Class attendance and participation:** Students are expected to attend class and participate in classroom discussions and exercises. A large portion of this course will consist of interactive exercises and games that you will be expected to participate in. In order to obtain full credit for this you must actively participate (e.g., ask questions, volunteer to present, help lead discussions, etc.). *Each student will be eligible to earn up to 25 “participation points” for contribution to the class and our projects.* These points will be distributed by the instructor to students who are actively participating, leading, etc. Effort cards will be given to students throughout the semester for active participation as deemed appropriate by the instructor and may be turned in any time during the semester. ***It is the responsibility of the student to turn these completed cards into the instructor for redemption prior to the final exam or they will expire..***

## **GRADING:**

The final course grade will be determined as follows:

Mid-term Examination -----	100 pts
Final Examination -----	100 pts
Partner Quizzes (4 at 25 pts each)-----	100 pts
Consumer Journal -----	50 pts
Consumer Analysis Paper -----	100 pts
Consumer Analysis Presentation-----	25 pts
Attendance/Participation -----	25 pts
 TOTAL -----	 500 pts

**Extra Credit:** There will be several opportunities to earn extra credit throughout the semester. Students will be made aware of these opportunities as they arise.

**GENERAL TEACHING PHILOSOPHY:**

I believe that learning is primarily an internal process, and my job is to help provide stimulation and guide your thinking so that you can discover things for yourself. I believe that thinking and application of knowledge is crucial to learning and success in life. As such, I will not spend a lot of class time repeating the facts and definitions in the text, but instead will be asking you a lot of questions and engaging you in different experiential activities designed to make you think about and apply the course content. The questions I ask may seem rather basic at first, but the purpose is to show you how to integrate a new body of knowledge into the world you already know. Please don't be offended if some of the questions seem rather simple. They are meant to encourage you to think about how the course topics apply to you and the world. Therefore, I expect a very interactive class experience, one where we will all be asking and answering lots of questions.

I also expect that you will have read the textbook and any other materials that I provide to you for class discussion. I will not spend a lot of lecture time repeating facts and definitions from the text, but rather will focus the discussions on application and integration of the material into a broader context. While facts are necessary, they aren't necessarily interesting! I believe that you learn much more by understanding examples of success and failure and gleaning the key insights from these that can be applied to a multitude of situations. **What this means to you is that if you have a specific question about a definition or example in the text, ASK!!** If you don't ask me, I will assume that you have an understanding of the basic facts and will use that information as a springboard for learning.

**Special Note on Grading:** Quizzes and exams will be used to help assess your understanding and application of course content. Please do not fall into the trap of thinking that these will not be rigorous. Practice quizzes can be found on the textbook website which will familiarize you with examples of the type and wording of questions. Exams will be graded for complete and thorough responses. Merely providing a quick answer will get you an average grade at best. *If you want to excel in this course, you must provide a deeper level of insight and analysis in your work.* You must be able to support your answer, not just give an opinion. This support must draw from the book and lectures. For essay assignments, you must consider multiple options and defend why you chose the answer that you chose. If a topic is discussed in class, it is fair game for assessment. Due to time limits we are not able to cover all angles of the topic during class. This is what the textbook and your questions to me are for. Please be sure to review the text as well as your notes in preparation for quizzes and exams.

In general, you can expect that I will grade essays and other non-quiz work according to the following schedule:

- A Superior (wow! I wish I had said that)
- A- Outstanding (I would probably hire you)
- B+ Very good (you really know your stuff)
- B Good (way to go, better than most)
- B- Better than average (pretty good, could use some work, but pretty good)
- C+ Above average (better than your typical answer)
- C Average (okay, a typical student answer,...but is that all you really have to say?)
- C- Below average (really now, you could put some more thought into it)
- D Poor (It doesn't appear that you're really trying or you totally missed the point)
- F Failure (To be truthful, you should probably not consider Marketing as a career)

If you want a high grade in this class you must show consistent, thoughtful and well-explained work. Just doing the minimal assignment or providing a minimal answer will get you a C at best.

### **WRITING STANDARDS:**

Effective managers, leaders, and teachers are also effective communicators. Written communication is an important element of the total communication process. Moravian College recognizes and expects exemplary writing to be the norm for course work. To this end, all papers, individual and group, must demonstrate high-quality level writing and comply with the format requirements of the Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition. Careful attention should be given to spelling, punctuation, source citations, references, and the presentation of tables and figures. It is expected that all course work will be presented on time and error free. Work submitted online should follow standard procedures for formatting and citations.

### **POLICY ON ACADEMIC HONESTY AND PLAGIARISM:**

Academic integrity is central to the learning and teaching process. Students are expected to conduct themselves in a manner that will contribute to the maintenance of academic integrity by making all reasonable efforts to prevent the occurrence of academic dishonesty. Academic dishonesty includes, but is not limited to, obtaining or giving aid on an examination, having unauthorized prior knowledge of an examination, doing work for another student, and plagiarism of all types.

Plagiarism is the intentional or unintentional presentation of another person's idea or product as one's own. Plagiarism includes, but is not limited to, the following: copying verbatim all or part of another's written work; using phrases, charts, figures, illustrations, or mathematical or scientific solutions without citing the source; paraphrasing ideas, conclusions, or research without citing the source; and using all or part of a literary plot, poem, film, musical score, or other artistic product without attributing the work to its creator. Students can avoid unintentional plagiarism by following carefully accepted scholarly practices. Notes taken for papers and research projects should accurately record sources to material to be cited, quoted, paraphrased, or summarized, and papers should acknowledge these sources. The

penalties for plagiarism include a grade of “F” on the work in question, a grade of “F” in the course. All acts of suspected plagiarism will also be reported to the College. Students are encouraged to review the student handbook (pgs. 51 – 56) for further clarification on academic honesty.

**Students with Disabilities:**

Students who wish to request accommodations in this class for a disability must contact Ms. Elaine Mara, assistant director of academic support services for academic and disability support, at the lower level of Monocacy Hall, or by calling [610-861-1401](tel:610-861-1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

NOTE ON TIME COMMITMENT:

**The student work in this course is in full compliance with the federal definition of a four credit hour course.** It is expected that you will work an average of 10 hours per week on this course outside of the regularly scheduled class meetings.

**COURSE ASSIGNMENTS AND SCHEDULE\*:**

<b>Date</b>	<b>Topic</b>	<b>Reading Due</b>	<b>Assignment Due</b>
8/26/14	Intro to Consumer Behavior	Solomon: 1	
8/28/14			
9/02/14	Decision-Making	Solomon: 2	
9/04/14	“		
9/09/14	“		
9/11/14	<b>College Convocation</b>		
9/16/14	Cultural Influences	Solomon: 3	<b>Partner Quiz #1</b>
9/18/14	“		
9/23/14	Perception and Interpretation	Solomon: 5	
9/25/14	<b>Rosh Hashanah</b>		
9/30/14	Perception (cont'd)		
10/02/14	“		<b>Partner Quiz #2</b>
10/07/14	Learning & Memory	Solomon: 6	
10/09/14	“		<b>Midterm due</b>
10/14/14	<b>Fall Break</b>		
10/16/14	The Self	Solomon: 7	
10/21/14	“		
10/23/14	Attitudes & Persuasion	Solomon: 8	
10/28/14	“		
10/30/14	“		
11/04/14	Groups and Situations	Solomon: 9	<b>Partner Quiz #3</b>
11/06/14	“		
11/11/14	“		
11/13/14	Consumer Identity	Solomon: 10 & 11	
11/18/14	“		<b>Partner Quiz #4</b>
11/20/14	Opinion Leadership	Solomon: 12	
11/25/14	“		<b>Consumer Journal due</b>
11/27/14	<b>Thanksgiving</b>		
12/02/14	<i>Student Presentations</i>		<b>Project Papers due</b>
12/04/14	“		
<b>12/12/14</b>	<b>Final Exam – 8:30 a.m.</b>		

**\*Note: The schedule, topics and assignments outlined above are subject to change throughout the semester.**