2016

370-01 Consumer Behavior

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**TEXTS**  
CB6, by Babin & Harris. Published by Cengage Learning. Available at XU bookstore.  

Why We Buy, by Paco Underhill. This can be purchased in the bookstore or on Amazon.  

Throughout the semester I may assign articles from recent magazines, newspapers, or journals to supplement the text and the classroom discussion. They will be made available on Canvas.  

**All PowerPoints will be posted on canvas.** Please be sure to bring the correct chapter PowerPoints to class according to the syllabus.  

**CLASS COMMUNICATION**  
I will use the announcements function in canvas for most communications in this class. Please make sure that you are checking canvas regularly.  

**OFFICE HOURS**  
Tuesdays and Thursdays 2:15 – 4:15  
Other hours can be arranged by appointment. Please tell me in class if and when you plan on stopping by during my office hours. The best way to assure you don’t wait outside my office while I’m talking to other students is to make an appointment during office hours.  

**COURSE OBJECTIVES & OVERVIEW**  
**Course Objectives**  
To study those areas of the behavioral sciences (psychology social psychology, sociology and anthropology) that are relevant to the understanding and prediction of buyer behavior in both the household and institutional setting.  

**Course Overview**  
Contemporary approaches to business emphasize the importance of adopting a consumer focus. Marketing, in particular, begins and ends with the consumer – from determining consumer needs to ensuring post-purchase satisfaction.
The primary goal of this course is to enhance your understanding of consumer behavior. By the end of the course you will be knowledgeable about consumer psychology and ways of better meeting people’s needs. During this process, you will come to better understand yourself as a target of marketing influence. You will also appreciate how an understanding of consumer behavior can be used to develop powerful marketing techniques and tactics. The course also aims to provide an important competitive advantage: an ability to see how to have an impact on consumers, and hence a talent for making more insightful business decisions.

In addition we will seek to integrate into class discussions issues that are relevant to the mission of the Williams College of Business (WCB). The mission of the WCB is: We educate students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition.

Characteristics of the Ignatian1 vision are:

- “See life and the whole universe as a gift calling forth wonder and gratefulness.”
- “Gives ample scope imagination and emotion as well as intellect.”
- “Seeks to find the divine in all things --- in all peoples and cultures, in all areas of study and learning, in every human response…”
- “Cultivates critical awareness of personal and social evil, but points to God’s love as more powerful than any evil.”

**LEARNING GOALS – WILLIAMS COLLEGE OF BUSINESS: UNDERGRADUATE PROGRAM**

- **Critical Thinking**
  
  *Learning Goal:* WCB graduates will be able to think logically, reason quantitatively, and utilize appropriate analytical techniques and technology when evaluating and making decisions.
  
  *Corresponding Objectives:*
  
  - (1) WCB students will collect, evaluate and synthesize information to offer solutions and support decision making.
  - (2) WCB students will evaluate and articulate implications of business decisions and their impact on organizational stakeholders, both individually and in teams.

- **Ethics and Social Responsibility**
  
  *Learning Goal:* WCB graduates will be able to recognize ethical issues, discern moral implications of decision making, and be prepared, and willing, to serve as responsible and professional members of society.
  
  *Corresponding Objectives:*
  
  - (1) WCB students will recognize ethical issues and their implications on personal and business decisions.
  - (2) WCB students will demonstrate the skills necessary to analyze information and make informed, ethical decisions in complex, conflicting or ambiguous environments or situations.

- **Effective Written and Oral Communication**
  
  *Learning Goal:* WCB graduates will be able to organize, support and communicate ideas

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1 Taken from “Do You Speak Ignatian,” by George Traub, S.J., Ph.D., Xavier University
clearly and effectively, employ multiple mediums of communication (e.g., written, oral and visual), and adapt communication to audience, context or purpose.

**Corresponding Objectives:**

- (1) WCB students will produce business documents and reports demonstrating their ability to organize and communicate ideas clearly and professionally.
- (2) WCB students will make effective presentations, accompanied by the appropriate technology, demonstrating their ability to organize and communicate ideas clearly and professionally, both individually and in teams.

**Global Perspective and Cultural Diversity**

*Learning Goal:* WCB graduates will appreciate the historical and cultural contexts of the world in which they live, demonstrate the competencies required for engaging in global business activities, and respect and value diverse peoples and perspectives.

**Corresponding Objectives:**

- (1) WCB students will identify and contrast key attributes of countries’ business environments.
- (2) WCB students will evaluate and integrate global economic, political, technological, environmental and societal issues into their decision making.
- (3) WCB students will integrate the concepts of respect, inclusiveness and valuing all persons into their decision making.

**Understanding and Application of Knowledge Across Business Disciplines**

*Learning Goal:* WCB graduates will be able to evaluate business from an integrative and holistic point of view, leverage the synergies between functional business areas, and demonstrate college-level mastery of their chosen discipline.

**Corresponding Objectives:**

- (1) WCB students will demonstrate the appropriate knowledge of accounting, economics, finance, management, management information systems, marketing, quantitative business analytics, international issues, and the legal and social environment of business.
- (2) WCB students will evaluate business problems from an integrative point of view, including diverse business functions, competition and external environment (social, political, economic, and environmental.)
- (3) WCB students will demonstrate college-level mastery of the body of knowledge and skills relative to their major. (To be determined at the departmental level.)

**Personal and Professional Development**

*Learning Goal:* WCB graduates will be well-prepared for their future careers and appreciate the importance of continuous professional development and life-long learning.

**Corresponding Objective:**

- WCB students will articulate career goals, prepare a professional resume, demonstrate behavior-based interviewing techniques and develop a professional network.

**GRADING CRITERIA**

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<th>Item</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>15</td>
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<td>Exam 2</td>
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<tr>
<td>Exam 3</td>
<td>15</td>
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</table>
**GRADING PRINCIPLES**

**Grading Criteria**
All work is graded for both form and content: content is defined as meeting the objectives of the assignment, and form includes both the clarity of communication and presentation and conciseness. Grading for each project (both the oral presentation and written reports) will be assessed using the following five criteria:

1. **Clarity**: careful, well-organized preparation (including spelling, syntax, and punctuation)
2. **Conscientiousness**: thorough coverage
3. **Course Relevance**: pertinence to key concepts in Consumer Behavior
4. **Conciseness**: fitting within the page or time limit
5. **Creativity**: imagination, insightfulness

**Formatting Guidelines for ALL Submitted Work**
I am very particular about any work submitted, either as part of a visual presentation to the class or as any hard-copy presentation. If I find 5 or more grammatical, spelling, or formatting errors, 5% will be deducted from your score on the project. I hope never to have to do this: please consider this simply a form of motivation to you to proofread your work before submitting it.

Typewritten reports are due at the beginning of class on the date assigned. 5% will be deducted for all assignments turned in after the start of class and an additional 5% for all assignments turned in after class is over. An additional 10% will be deducted for each additional day the assignment is late. All reference sources must be properly cited at the end of the report. If the report is the work product of a team, and not just of an individual, only a single report is due.

The following formatting criteria apply to **ALL** submitted work:
- Typed in 12-point font
- Double-spaced
- Standard one-inch margins (top/bottom, left/right)
- Numbered pages, at the bottom
- Stapled in the upper left-hand corner or bound
- Cover page with title of assignment, your name(s), and date submitted

**Plagiarism and Use of Footnotes/Endnotes**: Unless the information presented in a paper or assignment is entirely yours and entirely new to the world because you wrote or said it (not being aware is not an excuse, be careful here), you must reference the source you used to obtain the information. Therefore, use footnotes or endnotes as needed. Use proper college reference procedures, e.g., MLA or APA, or follow the way references are made at the end of each chapter in your text. Additionally, there should be a “Works Cited” list at the end of your paper.

**Exams**
Three exams will be given. These exams will include multiple choice, short-answer and essay
questions. Test material will be taken from the text for the course, topical areas discussed on the
PowerPoint slides, class lecture, handouts, readings, and any other material discussed during
classes leading up to the exam.

**GRADE LEVELS**

Final grades will be calculated as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100.0%</td>
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<tr>
<td>A-</td>
<td>90 – 92.9%</td>
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<tr>
<td>B+</td>
<td>87 – 89.9%</td>
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<tr>
<td>B</td>
<td>83 – 86.9%</td>
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<tr>
<td>B-</td>
<td>80 – 82.9%</td>
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<tr>
<td>C+</td>
<td>77 – 79.9%</td>
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<tr>
<td>C</td>
<td>73 – 76.9%</td>
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<tr>
<td>C-</td>
<td>70 – 72.9%</td>
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<td>D</td>
<td>60 – 69.9%</td>
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<td>F</td>
<td>Below 60%</td>
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</table>

I reserve the right to assign +/- ONLY for those with near perfect attendance.

**ASSIGNMENTS**

There is both an individual assignment and a group assignment for this course. Your individual
assignments, “Why We Buy” write up and analysis can be on any company of your choosing.
These papers do not need to be coordinated with your group project, but if you chose to do so, it
could help deepen your understanding for your group project. For your group projects, I expect
you to work in teams of 4-5. You will be evaluated by your team members, so be sure that you
are working at an appropriate level. For your group project, you will be both making a
presentation and turning in a paper. Detailed descriptions of these assignments, as well as peer
evaluation forms, can be found at the end of the syllabus.

**ATTENDANCE POLICY**

Students are expected to attend every class. **Class and test attendance always take precedence
over sports, clubs events, or any other events.**

If you need to miss class, please email me BEFORE class. In the case of an EMERGENCY, you
do not need to let me know ahead, let me know any time. I reserve the right to ask you for
verification for any excused absence. If you do not email me before class with a valid excuse
(except emergencies), you may lose points for assignments we did in class. **If you miss class, it
is your responsibility to contact another student to find out what was covered.** If you have
questions after you have done this, then see me.

**EXAM MAKEUP POLICY**

I have a NO EXAM MAKE UP policy. If we have a scheduled exam or quiz, you need to be in
class unless you are experiencing a true emergency.

**SPECIAL NEEDS STUDENTS AND EXAMS**

Qualified students with disabilities who will require disability accommodations in this class are
couraged to make their requests to me by sharing their Accommodation Letters with me at the
beginning of the semester either during office hours or by appointment. Disability related
information is confidential. If you have not previously contacted Disability Services, I encourage
you to do so by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning
Commons, Room 514, or via e-mail to Cassandra Jones at jonesc20@xavier.edu, to coordinate
reasonable accommodations as soon as possible as accommodations are not retroactive.
It is my goal that this class be an accessible and welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact me to arrange an appointment to share your Accommodation Letters from Disability Services and to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Learning Assistance Center) to arrange accommodations, I encourage you to do so by contacting Cassandra Jones, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu as soon as possible as accommodations are not retroactive.
WHY WE BUY PROJECT  
(Individual Project: 15% of final grade) 
March 3rd

Students are required to read the book, *Why We Buy*, by Paco Underhill. The author is an industry expert specializing in behavioral aspects of consumer retail and public environments. After reading the book, students will analyze a retail environment of his/her choice in the context of Underhill’s book. Students may select one retailer, or compare one or more retailers selling similar types of goods. The major points in the book should be described and discussed (location, transition zone, traffic flow, crowding, accessibility, shopper demographics, signage, checkouts, and any additional you feel are important), relating back to both *CB* and *Why We Buy*. I suggest that you make a point of really observing consumers in a store environment, as well as noting your own behavior. Papers should run 4-5 pages, double-spaced. However, some students really get into it and go longer. Please note that I do not want you to simply describe your observations on a typical shopping trip. I expect you to step outside yourself and carefully observe how the consumers within the retailer interact with the shopping environment. If your paper simply gives the impression that you are describing your own typical shopping experience, you will not receive a passing grade on this assignment.

Grading Criteria: 
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<tbody>
<tr>
<td>Identification of major points and supporting examples</td>
<td>2.5</td>
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<tr>
<td>Analysis and critique of issues raised, including suggestions for fixing these issues</td>
<td>10</td>
</tr>
<tr>
<td>General writing style and presentation</td>
<td>2.5</td>
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Total: 15
GROUP PROJECT (30% of your final grade)
Due April 28th

The purpose of this project is for you to apply the consumer behavior topics covered in this course to a real-world marketing problem. The assignment for each team (of 4-5 students) is to prepare a paper, not to exceed 20 double-spaced pages, in which you identify the relevance of consumer behavior to an industry or company of your choosing. You may include additional pages of tables, figures, or other supplemental materials (this is in addition to the 20 double-spaced page limit). You will also present your project to the class in the format of a 20-minute oral presentation (15 minutes to present and 5 minutes for questions). You MUST bring a hard copy of the presentation and give it to me on the day of your presentation. If you do not bring a hard copy with you, you will lose a full letter grade. You will also turn in a hard copy of your final paper on the day of your presentation.

Your grade for the assignment will be based on the following (out of 30 points):

1. A brief two-page outline of your proposed project will be due in class February 11 (5).
2. Your group’s paper, due on the last day of class, April 28th (20 points).
3. Your group’s 20-minute presentation to the rest of the class (5 points).

Instructions:
Using sources such as Fortune, Business Week, the Wall Street Journal, etc., identify a current marketing issue related to a consumer product or service. The aim is to analyze the consumer behavior inherent in some real-world situation and develop marketing recommendations based on that analysis.

A. What is (are) the marketing problem(s)
You should identify the key marketing problem(s) you will address in your project. Identifying examples of the problem will help you focus your project. You should use examples – photographs, commercials, promotions, etc.

B. Consumer Behavior Issues
You should identify the specific consumer behavior issues that are relevant to the marketing problem you have identified. It is important to be quite specific in your problem definition (e.g., are the issues related to consumer attitudes, cognitive decision making, perception, etc.?) – You may discuss atmospherics, however, if you wish to discuss this aspect of consumer behavior, you must also discuss a second issue.

C. Primary Research
Use a form of primary research to gain information on the understanding of the consumer. This may involve observation research, a focus group, interviews, surveys, etc. However, if you do observation research, you must also conduct a second form of primary research. Describe your method and findings in detail.
D. Consumer Analysis
The heart of your project is your creative analysis of the basic consumer behavior issues involved in your marketing problem. You should apply concepts, models, and theories we have discussed during the semester (e.g. perception, decision-making, attitude formation, social influences, etc.). Use these concepts to study, understand and explain the issues you are focused on.

Be sure to clearly describe the marketing recommendations that you would make based on your analysis of relevant consumer behavior phenomena. For instance, how would you package your product in a way that maximizes impact given what you know about attention and perception? How would you promote your product given the level of involvement your target market has in your product and the decision-making process your target consumers follow?

You will be evaluated on our choice of consumer behavior issues relevant to the marketing problem, the creative way in which you study those issues, your use of specific concepts from the textbook and class discussions, and the strategies that you recommend. Assume the audience for your paper has read the textbook and other readings for this course and attended the class lectures/discussions.

Make sure to include recommendations and ideas based on all 4 P’s of marketing.

Include any interview questions and answers, focus group questions, and original surveys.
<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic, Chapter, Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>T</td>
<td>1-12</td>
<td>Go over syllabus</td>
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<td></td>
<td>Th</td>
<td>1-14</td>
<td>Chapter 1: What is CB</td>
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<td>1-19</td>
<td>Chapter 2: Value Framework</td>
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<td>Chapter 3: Perception and Attention</td>
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<td>Chapter 4: Memory and Learning</td>
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<td>1-28</td>
<td>Continue Chapter 4</td>
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<td>Review Research Methods: Observation and Focus Groups</td>
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<td>2-2</td>
<td>Chapter 5: Motivation and Emotion</td>
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<td>2-4</td>
<td>Continue Chapter 5</td>
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<td>Review Research Methods: Experiments and Surveys</td>
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<td>5</td>
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<td>2-9</td>
<td>QUIZ #1: Chapters 1-5</td>
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<td>Th</td>
<td>2-11</td>
<td>Chapter 6: Personality &amp; Self Concept</td>
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<td>Group Project Outline Due</td>
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<td>2-16</td>
<td>Pass back Quiz 1,</td>
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<td>Continue Chapter 6</td>
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<td>Chapter 7: Attitudes &amp; Attitude Change</td>
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<td>2-18</td>
<td>Continue Chapter 7</td>
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<td>2-23</td>
<td>Chapter 8: Group and Interpersonal Influence</td>
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<td>2-25</td>
<td>Chapters 9 &amp; 10: Consumer Culture</td>
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<td>Chapter 11: Consumers in Situations</td>
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<td></td>
<td>Why We Buy</td>
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<td>Th</td>
<td>3-3</td>
<td>Continue Discussion of Why We Buy</td>
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<td>Why We Buy Project Due</td>
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<td>9</td>
<td>T</td>
<td>3-15</td>
<td>QUIZ #2: Chapter 6-11 &amp; Why We Buy</td>
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<td>Th</td>
<td>3-17</td>
<td>Chapter 12: Decision Making 1</td>
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<td>Pass Back Quiz 2</td>
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<td>Continue Chapter 12</td>
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<td>3-24</td>
<td>Easter Break, NO CLASS</td>
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<td>11</td>
<td>T</td>
<td>3-29</td>
<td>Chapter 13: Decision Making 2</td>
</tr>
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<td>Th</td>
<td>3-31</td>
<td>Continue Discussion of Decision Making</td>
</tr>
</tbody>
</table>
12 T 4-5 Chapter 14: Consumption to Satisfaction
   Th 4-7 Continue Chapter 14
       Work on Group Projects

13 T 4-12 Chapter 15: Consumer Relationships
   Th 4-14 Chapter 16: Misbehavior

14 T 4-19 **QUIZ #3: Chapters 12-16**
   Th 4-21 Work on Group Projects

15 T 4-26 Hand back quiz 3
   Th 4-28 Presentations of Group Projects
   Group projects due!!!!
Team Member’s Evaluation Form

Name of Team Member doing evaluation: _________________________________________

Name of Team Members being evaluated: __________________________________________

INSTRUCTIONS: You have 100 points to allocate to all members of the group (including yourself). Please list the team member’s name, the number of points out of 100 the team member earned (based on the amount of work they did), and your reasoning for why they deserved the number of points specified.

1. **Team Member 1 Name (YOU):** _____________________________________________
   Points: ______
   Comments:

2. **Team Member 2 Name:** _________________________________________________
   Points: ______
   Comments:

3. **Team Member 3 Name:** _________________________________________________
   Points: ______
   Comments:

4. **Team Member 4 Name:** _________________________________________________
   Points: ______
   Comments:

5. **Team Member 5 Name:** _________________________________________________
   Points: ______
   Comments:

*TOTAL POINTS SHOULD NOT EXCEED 100*