

MERCER COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

MKT 240
Course Number

Consumer Behavior
Course Title

3
Credits

3
Class Hours

0
Lab Hours

15 Weeks
Length of Semester

Text: Title: Consumer Behavior
Author: Schiffman and Kanuk
Publisher: Prentice Hall
Edition: Seventh

Catalog description:

Discuss what consumer behavior is, and how consumer behavior findings are used by marketing practitioners. Examination of the underlying concepts of consumer motivation, and the social/cultural dimensions of consumer behavior.

Dr. Carl J. Kovelowski
Course Coordinator

Instructor's Name _____
Time/Location _____
Office/Phone Nos. _____
Office Hours _____
E-mail _____

Course Requirement:

The student must:

- (1) Research at least eight current articles pursuant to the topic being studied during the semester.
- (2) Be prepared to present the article orally to the class if called upon.
- (3) Your instructor will announce the due date or dates for the articles.

Article Preparation:

- (1) The article must be as current as possible (no more than 3 years old).
- (2) The article should be summarized in the student's own words.
- (3) The article must also be critiqued; that is to say, the author's main idea should be brought to bear relative to their effects on current market situations. (See attached recommended format)

Suggested Sources for Article Reports:

A. Marketing and Behavioral Journals

Industrial Marketing Management
Journals of the Academy of Marketing
Science
Journal of Advertising
Journal of Advertising Research
Journal of Applied Psychology
Journal of Consumer Affairs
Journal of Consumer Research
Journal of Communication
Journal of Communication Research
Journal of Marketing
Journal of Marketing Research
Journal of Retailing
Public Opinion Quarterly

B. General Business Journals

Business Horizons
California Management
Review
Journal of Business
Journal of Business Research
Harvard Business Review
MSU Business Topics

C. Trade Magazines and Papers

Advertising Age
Business Week
Duns
Fortune
Marketing News
The Wall Street Journal

Grade Evaluation:

Weekly Quizzes	25%
4 Hourly Exams	50%
Class Participation – Attendance and Assignments	<u>25%</u>
Final Grade	100%

Numerical Grade Equivalents:

90 to 100 = A
80 to 89 = B
70 to 79 = C
60 to 69 = D
59 = F

Exam Schedule:

- 1st Exam – Chapters 1 to 4
- 2nd Exam – Chapters 5 to 8
- 3rd Exam – Chapters 9 to 11
- Final Exam – Chapters 12-13-14

Required Format

Name: _____ Section: _____

A REACTION PAPER

Title of Article:

Source and Date:

Author:

Summary of Article:

Reaction and Recommendations:

Week #1 – Chapter 1 – Introduction: Diversity in the Marketplace

Student Preparation:

1. Read Chapter 1.
2. Prepare the first research article to be submitted no later than the end of the third week. Dates for the remaining articles will be announced.
3. Be prepared to discuss the questions at the end of the chapter.

After having completed the above mentioned activities you should be able to:

Learning Objectives:

1. Define Consumer Behavior.
2. Explain why we study Consumer Behavior.
3. Identify the two major approaches to the study of Consumer Behavior.
4. Describe the importance of the development of Consumer Behavior.
5. Understand the development of the marketing concept.
6. Discuss the role of Ethics in marketing.
7. Describe the two major groups of ethical theories.
8. Identify the three major influences on the development of business ethics.
9. Understand the relationship of ethics and social responsibility.

Week #2 – Consumer Research

Student Preparation:

1. Read Chapter 2.
2. Be prepared to discuss the questions at the end of the chapter.

After having completed the above mentioned activities you should be able to:

Learning Objectives:

1. Explain the history of consumer research.
2. Describe the major concepts within each era of the history of consumer research.
3. Understand the use of positivist and interpretivist research.
4. Describe the steps in the consumer research process.
5. Explain the difference between primary and secondary data.
6. Discuss the differences between qualitative and quantitative research methods and why you would choose one over the other.
7. Match the most appropriate consumer behavior research methods to the consumer behavior constructs studied.

Week #3 – Chapter 3 – Market Segmentation

Student Preparation:

1. Read Chapter 3.
2. Be prepared to discuss the questions at the end of the chapter.

After having completed the above mentioned activities you should be able to:

Learning Objectives:

1. Define market segmentation.
2. Explain how and why market segmentation is used.
3. Identify the eight major categories of consumer characteristics used to segment markets.
4. Enumerate the variables within the eight segment bases.
5. Discuss the value of VALS 2 research for the marketer.
6. Categorize the criteria for targeting a market segment.
7. Explain the use of concentrated, differentiated, and countersegmentation when implementing a segmentation strategy.

Week #4 – Chapter 4 – Consumer Motivation

Student Preparation:

1. Read Chapter 4.
2. Be prepared to discuss the questions at the end of the chapter.

After having completed the above mentioned activities, you should be able to:

Learning Objectives:

1. Explain motivation.
2. Define the terms needs and goals in the context of consumer behavior.
3. Understand positive and negative motivation.
4. Discuss the difference between rational and emotional motives.
5. Understand the dynamic nature of motivation.
6. Explain the various defense mechanisms people use to manage their frustration.
7. Identify the four types of arousal stimulus.
8. Explain need systems, specifically, identify the components of Maslow's need theory, and offer a critique of needs theory.
9. Define a trio of needs theory.
10. Define validity and reliability in terms of researching consumer behavior.
11. Discuss motivational research, past, and present, and its limitations.

Week #5 – Chapter 5 – Personality and Consumer Behavior

Student Preparation:

1. Read Chapter 5.
2. Be prepared to discuss the questions at the end of the chapter.

After having completed the above mentioned activities, you should be able to:

Learning Objectives:

1. Describe the nature and development of personality.
2. Outline Freudian personality and the corresponding stages of development.
3. Discuss Neo-Freudian Personality Theory and Trait Theory.
4. Discuss the relationship of personality and consumer diversity.
5. Enumerate cognitive personality factors, consumption, and possession traits.
6. Trace the shift from consumer materialism to compulsive consumption.
7. Explain consumer ethnocentrism.
8. Describe the elements of brand personality.
9. Discuss the concepts of self and self-image.
10. Identify the five forms of self-image.

Week #6 – Chapter 6 – Consumer Perception

Student Preparation:

1. Read Chapter 6.
2. Be prepared to discuss the questions at the end of the chapter.

After having completed the above mentioned activities, you should be able to:

Learning Objectives:

1. Define perception and its key elements.
2. Differentiate between absolute threshold and differential threshold.
3. Explain the marketing applications of j.n.d.
4. Review the concept of subliminal perception and the reality of its use.
5. Discuss the dynamics of perception in terms of its three main aspects; selection, organization, and interpretation.
6. Understand the implications for production, positioning and repositioning of consumer imagery.
7. Explain the impact of price on consumer perception of products, service, and quality.
8. Discuss the terms retail store image, manufacturer's image, and brand image.
9. Describe consumers' perception of risk and key risk reduction strategies.

Week #7 – Chapter 7 – Consumer Learning

Student Preparation:

1. Read Chapter 7.
2. Be prepared to discuss the questions at the end of the chapter.

After having completed the above mentioned activities, you should be able to:

Learning Objectives:

1. Explain consumer learning theory and identify the necessary elements.
2. Discuss the elements of Classical Conditioning theory.
3. Review the elements of Instrumental Conditioning.
4. Describe modeling (observational learning).
5. Explain and apply cognitive learning theory in a marketing situation.
6. Understand how consumer learning can be measured.
7. Relate involvement theory to consumer behavior.
8. Outline measures of consumer learning.
9. Discuss the concepts of brand loyalty and brand equity.

Week # 8 – Chapter 8 – Consumer Attitude Formation and Cleavage

Student Preparation:

1. Read Chapter 8.
2. Be prepared to discuss the questions at the end of the chapter.

After having completed the above mentioned activities, you should be able to:

Learning Objectives

1. Describe attitude in terms of its four elements.
2. Discuss the structural models of attitude; tricomponent, multi-attribute, trying-to-consumer, and attitude-toward-the-ad.
3. Compare the Tricomponent Attitude Model and the multi-attribute attribute models.
4. Describe how attitudes are formed.
5. Discuss the three basic learning theories; classical conditioning, instrumental conditioning, and cognitive theory.
6. Identify the sources of influence on attitude formation.
7. Outline and explain the six strategies for changing consumer attitudes.
8. Describe how behavior can precede or follow attitude formation from the perspective of cognitive dissonance theory, attribution theory, and self-perception theory.

Week #9 – Chapter 9 – Communication and Consumer Behavior

Student Preparation:

1. Read Chapter 9.
2. Be prepared to discuss the questions at the end of the chapter.

After having completed the above mentioned activities, you should be able to:

Learning Objectives:

1. Define communication by enumerating the five elements of the communication process.
2. Elaborate the bases of credibility for a communication source.
3. Outline the factors affecting the target audience's reception of a communication.
4. Describe the feedback process in communication.
5. Explain the elements of a persuasive communications strategy.
6. Define and discuss the elements of a message strategy.
7. Discuss the central elements of message presentation and their implications for marketers.
8. Argue for or against the use of advertising appeals outlined in the text.

Week #10 – Chapter 10 – Reference Groups and Family Influences

Student Preparation:

1. Read Chapter 10.
2. Be prepared to discuss the questions at the end of the chapter.

After having completed the above mentioned activities, you should be able to:

Learning Objectives:

1. Understand the power of reference groups on consumer behavior.
2. Identify six consumer-relevant groups.
3. List and explain the factors that determine reference group influence.
4. Describe the five types of reference groups.
5. Explain the major forms of reference group appeals.
6. Discuss how the family has changed.
7. Explain the role of the family in the consumer socialization of individuals.
8. List and describe the three major functions of the family.
9. Describe the relationship between family decision making and consumption-related roles.
10. Contrast the traditional family life cycle and the nontraditional family life cycle.

Week #11 – Chapter 11 – Social Class and Consumer Behavior

Student Preparation:

1. Read Chapter 11.
2. Be prepared to discuss the questions at the end of the chapter.

Learning Objectives:

1. Distinguish between and define social class and social status.
2. Explain the three broad measures of social class.
3. Identify the single variable indexes that are used to measure social class.
4. Discuss the use of composite-variable indexes to measure social class.
5. Articulate a definition of social mobility and its practical consequences for marketers.
6. Explain geodemographic clustering and the service—PRIZM—which identifies factors necessary for the clustering.
7. Distinguish the affluent consumer and their importance to marketers.
8. Describe the new techno class consumer and marketing strategies appropriate to reaching him/her.
9. Discuss several specific applications of social class information to consumer behavior.

Week #12 – Chapter 12 – The Influence of Culture on Human Behavior

Student Preparation:

1. Read Chapter 12.
2. Be prepared to discuss the questions at the end of the chapter.

After having completed the above mentioned activities, you should be able to:

Learning Objectives:

1. Explain culture and how it is acquired.
2. Discuss how culture is learned.
3. Describe how culture may be measured and examined.
4. Outline American core values.
5. Explain why core values are not an entirely American phenomenon.

Week #13 – Chapter 13 – Subcultural and Human Behavior

Student Preparation:

1. Read Chapter 13.
2. Be prepared to discuss the questions at the end of the chapter.

After having completed the above mentioned activities, you should be able to:

Learning Objectives:

1. Define subculture.
2. Discuss the methods used for defining and segmenting the various subcultures in America.
3. Outline the geographic impact of nationality subcultures.
4. Explain the importance of the prominent religious subcultures.
5. Identify the consequence of regional and geographical subcultures.
6. Identify the major racial subcultures.
7. Define and discuss the Generation X, Baby Boomers, and the Mature consumer markets.
8. Describe the relationship of sex roles and consumer behavior.

Week #14 – Chapter 14 – Cross-cultural Consumer Behavior

Student Preparation:

1. Read Chapter 14.
2. Be prepared to discuss the questions at the end of the chapter.

After having completed the above mentioned activities, you should be able to:

Learning Objectives:

1. Explain the reasons for and importance of becoming multinational for the American corporation.
2. Discuss the importance of cross-cultural consumer analysis.
3. Outline alternative multinational strategies.
4. Conduct an initial assessment of the multinational strategies used by corporations.
5. Describe cross-cultural psychographic segmentation.
6. Review the major marketing mistakes made by multinational corporations.

Week #15

- A. Final date for submission of research articles.
- B. Last examination.

Academic Integrity Statement:

“A student who a.) knowingly represents work of others as his/her own; b.) uses or obtains unauthorized assistance in the execution of any academic work; or c.) gives fraudulent assistance to another student is guilty of cheating. Violators will be penalized.” (Student Handbook)

Classroom Conduct Statement:

It is the students’ responsibility to attend all of their classes. If they miss a class meeting for any reason, students are responsible for all content that is covered, for announcements made in their absence, and for acquiring any materials that may have been distributed in class. It is expected that students be on time for all their classes. If students walk into a class after it has begun, it is expected that they choose a seat close to where they entered the room so that they do not disrupt the class meeting.

Students are expected to follow ordinary rules of courtesy during class sessions. Engaging in private, side conversations during class time is distracting to other students and to the instructor. Leaving class early without having informed the instructor prior to class is not appropriate. Unless there is an emergency, leaving class and returning while the class is in session is not acceptable behavior. Disruptive behavior of any type, including sharpening pencils during class while someone is speaking, is not appropriate.

The college welcomes all students into an environment that creates a sense of community of pride and respect; we are all here to work cooperatively and to learn together.