CONSUMER BEHAVIOR MKTG 329

Professor: Dr. Rhonda Mack
843-953-6565 Beatty Center 305 Office Hours: 1:00 – 3:00, W 10:30-11:30
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Prerequisites: ECON 200 and 201, MKTG 302

Course Description
To be successful, businesses need many individual consumers to decide to purchase their products/services. To be successful, not-for-profits need enough individual consumers to buy-in or to support their cause. Many organizations’ marketing strategies are unsuccessful in this regard; thus, businesses often fail or do not earn a sufficient profit and many not-for-profits fall short of desired objectives.

Simultaneously, there is also considerable failure from the consumer’s perspective. Many of us do not act in the marketplace as we should, or as we feel we should, leading to personal, social, and sometimes ethical issues. In practice, we find that consumers are frustratingly human, they are irrational, emotional and often unpredictable. THOSE PERPLEXING CONSUMERS!

We study consumer behavior to assist in understanding just what it is that leads to individual purchase/support decisions that are crucial to organizational profitability/success as well as to personal and social well-being. This study of consumer insight includes psychological theory and concepts that impact the consumer’s decision-making journey. We will also address various types of qualitative research designs often employed in the study of consumer behavior.

This course will be taught from two perspectives: That of a Customer-Centric Marketing Perspective and that of a Sustainable Business Perspective. We will explore the meaning of each of these throughout the course. Overall, MKTG 329 Consumer Behavior will examine theories and concepts for understanding, developing, and implementing consumer marketing strategies in the modern world. Through readings, cases, and applications, students will study consumer behavior and the consumer decision making process with the goal of improving the multiple components of marketing strategy with a focus on informed and responsible consumption.

As consumers ourselves, it is important to be aware of the influence that marketing has on our own purchasing behavior and on the lifestyle decisions we make. It is equally important to be aware of the impact that our decisions have on the world.

School of Business Learning Goals:

Communication Skills: Students demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner.

Quantitative Fluency: Students demonstrate competency in logical reasoning and data analysis skills.

Global and Civic Responsibility: Students identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students integrate knowledge and skills in addressing these issues.

Intellectual Innovation and Creativity: Students demonstrate their resourcefulness and originality in addressing extemporaneous problems.

Synthesis: Students demonstrate the ability to integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.
Reflective of School of Business Learning Goals, this class addresses the following of these goals:

**Global and Civic Responsibility**: Students will be able to identify and define social, ethical, environmental and economic challenges at a local, national and international levels. Students will also be able to integrate knowledge and skills in addressing these issues. **Implementation**: Students will be required to complete human subjects protection certification training targeted to ethical and legal requirements for working with human subjects research and will discuss these issues in class. **Demonstration of Achievement**: Passing of certification test.

**Communication skills**: Students demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner. **Implementation**: Students will write their written report based on their semester long project, and present the results of this project in class. **Demonstration of Achievement**: Presentation of a concise and effective report.

**Class Attendance Policy**

**Class Attendance**: Because class attendance is crucial for any course, students are expected to attend all classes and laboratory meetings of each course in which they enroll. Instructors maintain the authority to determine how absences will be addressed, which should be detailed in their attendance policies. Participation in college-sponsored activities, where students are official representatives of the College of Charleston, may result in absence(s). Instructors will recognize absences in which students are official representatives of the College of Charleston (such as intercollegiate academic or athletic team competition, or academic program sanctioned research presentation or artistic performance) as excused. During the first week of classes, instructors will announce and distribute their attendance policies, including criteria to be used in determining excused absences. Instructors determine whether absences are excused or unexcused for the purposes of participation grades, in-class assignments, and laboratories. Regarding formal graded work (such as exams, presentations, papers), instructors will make “reasonable accommodations” when a student misses class for an event at which s/he is an official representative of the College of Charleston. Examples of reasonable accommodations might include: rescheduling an exam, altering presentation times, or flexibility in assignment submission dates. Students are required to submit documentation of their College representation related commitment from the appropriate College authority at least one week prior to the scheduled absence in order to be eligible for reasonable accommodations by the instructor. Regardless of any accommodation granted, students are responsible for satisfying all academic objectives, requirements, and prerequisites as defined by the instructor and the College. Instructors ascertain whether both excused and unexcused absences count in determining the basis for a grade of “WA,” which stands for “withdrawn excessive absences” and is equivalent to a failing grade. If attendance is used for grading purposes, the instructor is responsible for keeping accurate attendance records. If a student has more than the maximum allowed absences as defined in the course syllabus, the professor may assign a “WA.” Instructors are required to submit an electronic “WA” form (located in MyCharleston faculty tab) to the Registrar on or before the last meeting day of the class. The Registrar will then send an email notification to the student. The student is responsible for keeping personal addresses and contact information current through the Office of the Registrar. All students, whether absent or not, are responsible for all information disseminated in the course.

The above CofC official attendance policy. With respect to this class (MKTG 329), attendance is required. The class includes a high amount of group discussion and project work, therefore, it is important to your group members, as well as to yourself and your grade, that you attend. Poor attendance (more than two absences) will impact your grade. The only exceptions are official absences due to academic program sanctioned activities as specified in the College’s policy. If you are absent more than twice (except CofC sanctioned absences—student health center excuses are not sanctioned absences), your grade will go down one grade category (this includes “+ and –“ for each absence beyond two.

**Course Learning Objectives**
1. To understand concepts and theories of consumer behavior and decision making and their application in marketing strategy decisions.
2. To become familiar with some of the various methods by which consumer behavior is studied and develop an understanding of the types of conclusions that might be drawn from these designs.
3. Identify social and ethical issues involving buyer behavior and organizational strategy.
Accommodations for Students with Disabilities or Special Needs
The College will make reasonable accommodations for persons with documented disabilities. If there is a student in the class who has a documented disability and has been approved to receive accommodations through the Center for Disability Service/SNAP, please come and discuss this with me during my office hours during the First Two Weeks of class.

Disability Statement from the SNAP Office
Students approved for SNAP Services are instructed to meet with each of their professors during the first two weeks of classes or as soon as they are approved for services to discuss accommodations and present a copy of their SNAP-issued Professor Notification Letter (PNL).

Honor Code (I have zero tolerance for honor code violations.)
College of Charleston Honor Code and Academic Integrity
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

Need Communications Help????
College Skills Writing Lab and Speaking/Presentation Lab located in the in the Center for Student Learning (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please call 843.953.5635 or visit http://csl.cofc.edu/labs/writing-lab/.
MY TEACHING PHILOSOPHY
My teaching philosophy is simple. I believe that students learn best (as do I) when they talk about and experience the topics and processes which they are studying. Thus, I will not lecture class the entire time nor recite everything you need to learn. Instead, I have developed a course that covers major topics in consumer behavior which you need as a student of marketing and I will assume that you will be responsible in our learning partnership. We will have class discussions on major issues from your readings and from the current business environment. Thus, YOU MUST BE ACTIVE in the learning process. Do not expect a PowerPoint regurgitation.

PARTICIPATION AND CLASS EXPECTATIONS
I don’t want to do this alone, guys! ALSO, I EXPECT YOU TO BE A MATURE UNIVERSITY STUDENT! This means completing all assignments/readings, etc. before you come to class and being ready to discuss these with your classmates and with me, and be ready to answer questions.

From time to time there will be a brief individual or group assignment on topics we are covering—all of these are not for credit but you are responsible for each of them—they are designed to help you understand course materials and prepare for exams. We may have guest speakers coming to class. Show them professional respect. Research them/their organizations beforehand and be ready to ask questions as they allow during/after their presentation.

High quality participation in class discussions includes questions, ideas and comments which are based on logic, evidence or data, that show curiosity or are creative, that consider ideas offered by others in the class, that move the discussion forward, and that help others feel safe about participating. Questions/comments that are vague, unrelated, or disrespectful of others are discouraged and frankly unwelcome.

Make sure that you identify a “buddy” who you can contact to get any class notes or assignments from that you may have missed if you are absent.
I would anticipate about 2 hours of class time will be needed for every hour in class—except on exam and major project weeks when you will spend more time.

Class attendance: Already stated as vital. Excessive absences WILL impact your final grade. More than two absences not fitting within the CofC Attendance Policy “college sponsored activities” may result in lowering your grade—one level decrease per excessive absence. BE ON TIME TO CLASS—I TAKE ROLL.

This will be an “unplugged” class. Once class starts, all electronics should be turned off and put away with the exception of their use for presentation purposes or other approved work tasks.

I DO NOT ACCEPT LATE WORK!

MY OVERALL OBJECTIVE for you is that, when you leave this course, you will have a new set of knowledge points and tools; and, that in your future professional role, you will be able to identify the aspects of consumer behavior that are relevant to your organization’s decision making and understand how to begin gathering the relevant consumer information. I also want to encourage you to be a more involved, more aware, and more socially responsible consumer.
*Grading (See Attendance Policy and Project Group peer diagnostics which may impact you grade)

Exams  60% total  
Sustainability topic 15%  
Qualitative topic 15%  
Notebook  10%

Grading Scale
A  90-100  
A- (I do not give A- grades. If you make 90, you deserve to get an A.  
B+  88-89  
B  81-87  
B-  80  
C+  78-79  
C  71-77  
C-  70  
D  60-69  
F  less than 60

EXAMS
There are two formal Exams this semester. Each exam will include multiple choice and options for short “essay” questions as well. The purpose of these exams is to measure your comprehension and retention of reading assignments, including theory, facts presented, terminology and practices. These exams will be quite detailed and you are responsible for everything in the chapters and other assigned readings unless otherwise indicated. If you MISS AN EXAM, I will substitute 90% of the remaining exam grade unless you have extreme extenuating circumstances which you have discussed with me beforehand.

CLASS GROUP PROJECT AND PRESENTATION GUIDELINES/RUBRICS
There are two major projects in this class. The purpose of these is to have you delve deeper into consumer behavior and behavioral perspectives of sustainability issues as well as to view organizational practices regarding sustainability in today’s marketplace.

The primary bases/rubrics of the project grades will be:

**Use of consumer behavior principles and terminology** used in your work. You should use the tools/theories that you have learned from the class.

**Clarity of points and arguments.** Your arguments should follow logically and should lead smoothly to the overall point you are making. Be succinct and well organized.

**Addressing of counterarguments.** You should be able to answer obvious counterarguments Preferably using consumer behavior principles.

**Presentation style.** Everyone has their own style, but it is important to be succinct and clear in your presentation, to talk loudly enough that everyone can hear you, not to repeat yourself (or others in your group). Professionalism will be expected. Please remember that humor is sometimes difficult to incorporate into a serious business presentation.

**Reports are expected to be grammatically correct** and with appropriate spelling. Use of headings and sub-headings are a must for structural soundness and logical reading.

**Group effort/diagnostics.** Projects are a group effort and will be graded accordingly. Make sure that the report read well, are not overlapping, are consistent in format and nomenclature (I, we, John, they, etc). Each group member should be familiar with the entire project/report content.

**When your project is handed in, it should be accompanied by a “Group Contribution Summary”**. This will be a somewhat diary-like document showing group progression, group deliverables contribution. This document should be signed by everyone indicating that the individual member agrees with the contribution summary.

**REFERENCES AND CITATIONS.** All papers should use citations within paper with full references provided in reference section at end. Papers without this will receive no higher than a 60/”D”.

**USE APA STYLE** for referencing.

Hard copy to me by assigned due date.

Failure to “give your fair share to group effort” (perceived by your peers) will lower your individual grade.
DESCRIPTION OF PROJECTS and NOTEBOOK ASSIGNMENT
*always be professional and appropriately dressed when making formal class presentations.

**1. Sustainability Topic Assignment Report 15%** (See previous group project & presentation guidelines/rubrics)
Groups of 3-4 students each will select one of the assigned Sustainability Topics listed below. Each group will research the topic thoroughly and prepare 1) a written report and 2) a separate formal class PowerPoint presentation. Expectations are that you will delve deeply into written literature (academic and professional sources) and ideally you will interview relevant stakeholders regarding your topic based upon clear objectives of your topical report. (For instance, if your topic is food waste, you may interview families regarding their food usage and disposal of, as well as interview restaurants and grocery retailers to gain a better understanding of the topic that you are also researching via literature. You should also consider any regulatory policies or guidelines in place regarding your topic.) You should approach this topic from a “factual” information perspective and then take what you learn to consumer behavior and marketing implications regarding marketing strategy development.

The “Deliverables” of the project will be in HARD COPY 1) a succinct and very well organized, subtitled report. Bullets should be used sparingly. All citations utilized should be included (otherwise this is plagiarism) with a fully-referenced bibliography. Also 2) do not forget a copy of your PowerPoint presentations. In addition, 3) a summary, somewhat diary-like showing progression, of group effort is to accompany the deliverables and this is to be signed by all members of the group indicating they have read this group contribution summary and agree with it.

- Footprints (ecological, water, carbon)
- Fast Fashion and slavery footprint
- FTC Green Guides, regulations and issues
- Packaging, plastic and the sea
- Health (unhealthy food and products) examples, legal
- Global Sustainability Comparisons: Legal, cultural and ethical issues
- Food Waste
- E-Waste
- Life Cycle Analysis
- Case studies: Lever BROTHERS & Patagonia (c&c)
- Pharmaceutical drugs & their pricing (consider global)

**2. Qualitative Research Project (15%)**
In a team of 3-4 members, you will design a qualitative research project. The purpose of the project is to better understand some consumer behavior relevant to selected topic—your group will determine the topic as discussed with me. You must include at least 8-15 respondents per method used.

Project should include:
INTRODUCTION: Introduce me to your topic. What CB data would be necessary and valuable in the development of marketing decisions/strategy? You will begin with determining and stating the study objective and informal hypothesis/es. Conduct and discuss secondary research to better understand your topic and include this data in your report (fully referenced).
METHODOLOGY: You will then determine the qualitative methods to use (you must use multiple methods), the target subjects and how you will identify and access these respondents. Discuss why these methods are appropriate/why selected and carefully describe how you implemented the methods.
RESULTS: Objectively describe the results of your study
IMPLICATIONS AND CONCLUSIONS: Subjectively discuss the implications of the data resulting providing conclusions relevant to the Consumer Behavior topics we have discussed and perspectives relevant to extrapolating your results to the relevant population. In this section discuss any shortcomings/issues that you encountered which may impact the relevance and ability to extrapolate your findings.

Hard copy due. Also, do not forget the group contribution summary.

**3) Notebook**
Throughout the semester, you will assemble a notebook—one addition for each chapter studied, not including chapter 1. (2,4,6,7,8,9,10,11,12). Based on the chapter read, write a half to full page summary of how the chapter content relates to your group industry (assigned in class). This description should be thorough yet concise and no more than a half page of description. It should demonstrate your understanding to the respective chapter. **BE READY TO DISCUSS IN CLASS.**

Hard copy due MARCH 12. Provide a front cover page with your name. Make sure they are bound together in some way. (Automotive; Athletic gear incl. clothing & activities; Healthcare industry-can include pharma; Financial & political; Travel and the arts; Food (grocery or dining out); Entertainment; Jewelry etc. & clothing & shoes etc (things we wear); Health and beauty—not pharma; Non-profits, household furnishing/appliances etc.)
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1/8</td>
<td>Introduction to course and expectations</td>
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<tr>
<td>1/10</td>
<td>Overview of Consumer Behavior Model</td>
<td>READ: Chapter 1</td>
</tr>
<tr>
<td>1/15</td>
<td>How consumers are influenced?</td>
<td>Read articles: “Read this story to learn how behavioral economics can improve marketing”, “Companies are happy when consumers are trapped”</td>
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<td>Pairs/small group reflective interview assignment.</td>
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<tr>
<td>1/17</td>
<td>Sustainable Business (beginning conversation)</td>
<td>“Everything must go”, “The history of a cup of coffee”, “The social responsibility of business is to create value for stakeholders”, “Mainstream green: moving sustainability from niche to normal”, “The sustainable goals on United Nationals website/Google these”.</td>
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<td></td>
<td>Discussion of pairs/group assignment from Tuesday.</td>
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<tr>
<td>1/22</td>
<td>Literature Search</td>
<td>Amanda Kraft, CofC Library</td>
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**EXTERNAL INFLUENCES**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1/24</td>
<td>Culture/Subculture</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>1/29</td>
<td>Demographics &amp; Social Stratification</td>
<td>Chapter 4, Chapter 5 pp. 147-149</td>
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<tr>
<td>1/31</td>
<td>Families &amp; Households</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>2/5</td>
<td>Group Influences</td>
<td>Chapter 7</td>
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<tr>
<td>2/7</td>
<td>Discussion</td>
<td></td>
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<tr>
<td>2/12</td>
<td>EXAM 1</td>
<td>Readings and chapters 1,2,4, 5-partial, 6, 7</td>
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**INTERNAL INFLUENCES**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>2/14</td>
<td>Consumer Perceptions</td>
<td>Chapter 8</td>
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<tr>
<td>2/19</td>
<td>Learning, Memory &amp; Product Planning</td>
<td>Chapter 9</td>
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<tr>
<td>2/21</td>
<td>Motivation, Personality &amp; Emotion</td>
<td>Chapter 1</td>
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</tbody>
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2/26  Attitudes & Influencing Attitudes  Chapter 11
2/28  Self-Concept & Lifestyle  Chapter 12
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3/5   EXAM 2  Chpts: 8-12
3/7   Consumer Research Methods/Qualitative Research Projects  Appendix A (pp 734-744)
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3/12  Qualitative Project group discussions  **NOTEBOOKS DUE TODAY**
3/14  Qualitative Research Project Plan Draft finalized today – Discuss with me in group meeting to be held before 3/28. (set up group meet time 3/14,25,26,27). All group members to be present.
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3/19  SPRING BREAK
3/21  SPRING BREAK
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3/26  Sustainability Project Presentation  Footprints: ecological, water, carbon
      Fast Fashion & slavery footprint
      FTC Green Guides
3/28  Sustainability Project Presentations  ALL SUSTAINABILITY PROJECTS DUE – HARD COPY
      Life Cycle Analysis
      Food waste (incl. legal pitfalls)
      Healthy (unhealthy foods: legal, company and Governmental response(guides/laws)
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4/2   Sustainability Project Presentations  E-Waste
      Packaging, plastic & the sea
      Global sustainability comparisons (legal, stats, normative/cultural implications)
4/4   Qualitative Project Work
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4/9   Sustainability Project Presentations  Case studies: Lever Brothers & Patagonia (c&c)
      Pharmaceutical Drugs and their pricing social Implications, examples/global
4/11  Qualitative Project Presentations
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4/16  Qualitative Project Presentations  QUALITATIVE PROJECTS DUE
4/18  Qualitative Project Presentations
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4/23  Last day of this class DISCUSSION
4/24 Reading day; 4/25 First day exams  COMMENCEMENT IS MAY 11
SUSTAINABILITY GROUP MEMBERSHIP

Footprints: ecological, water, carbon

Fast Fashion (incl. slavery footprint)

FTC Green Guides

Life Cycle Analysis

Food Waste

Healthy/Unhealthy foods

E-Waste

Packaging, plastic & the sea

Global Sustainability comparisons
firm implications

Case Studies: Lever & Patagonia
Compare/contrast

Pharmaceutical