

MARKETING 3510-01: Buyer Behavior
Spring 2018

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CLASS MEETING: T Th 10:15am - 12:20pm, Pigt 102

OFFICE HOURS: before & after class and by appointment

TEXTS: Michael Solomon: Consumer Behavior: Buying, Having, and Being, 11th edition, 2015.
This book was ordered from the SU bookstore this quarter .

Robert Cialdini: Influence: Science and Practice, 2008 (any edition except the comic book version would work just fine – the most recent is the 5th edition; ordered at SU Bookstore and also available online at Amazon and other sites; you won't need this book the first couple of weeks of the quarter; just get it in the next couple of weeks)

COURSE OVERVIEW:

This course is intended to be a theory- and applications-oriented introduction to the field of consumer behavior. Emphasis will be given to understanding the essentials underlying consumer decisions and to developing the ability to relate such understanding to important issues in marketing practice, public policy, and your personal life. Insight into consumer behavior and consumer decision-making will benefit you as a person and provide insights that will be helpful in any and all future work situations. Really!

The class format will be a combination of lectures, discussions, in-class activities, homework assignments, and projects; the focus will be the application of consumer behavior concepts and principles to marketing activities.

GRADING: Your grade will be determined on the basis of these components:

Test 1,2,3 @150 each, best 2 of 3 scores	300
Individual behavior change project	150
Group project (research, group work, intermediary deliverables, presentation, paper)	250
Book report	100
Homework (HW) and in-class work	100
Class participation	100
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	1000 pts.

TESTS:

There will be three exams during the quarter. The exams will consist of multiple-choice, true-false, fill-in, short answer, and/or essay questions. The exams will cover material presented in the textbook and in class. Each exam will be comprehensive but will focus mainly on the material presented since the previous test. Each exam will be described in more detail about a week before it is scheduled. Exam questions will come from both the lecture material and the reading assignments, with emphasis placed on the material we have discussed in class. Regular attendance and staying current with the reading and class assignments are your best preparation for the exams. Your top 2 test scores will enter into your final grade calculation.

The exams will be comprised of a test booklet and an answer booklet, both of which will be provided at the time of the exam. You must turn in both the test booklet and the answer booklet, but only the answer booklet will be graded. The test booklets will not be returned to you, but you may review them as much as you wish in the professor's office.

INDIVIDUAL BEHAVIOR CHANGE: DAILY RECORDS, WEEKLY ONLINE REFLECTIONS, & PAPER:

Since much of what we're discussing this quarter revolves around how to encourage individuals to change a behavior of interest, one of the projects will require you to consider how this behavior change happens (including what makes it easier and what barriers may be encountered) from the first-person perspective.

A personal project related to changing a behavior will be an individual assignment. Each student will agree to engage in a behavior change for the quarter---this can be a behavior you've been meaning to change, a habit you'd like to break, or a new behavior pattern you would like to establish for yourself. What we learn about making a change in our own behavior will be related to strategies & considerations when we're proposing a change to a target segment's behavior.

The behavior can be nearly any (non-dangerous, non-harmful) behavior that you've been considering....if no behavior change comes to mind, I encourage you to think about making a behavior change in the direction of voluntary simplicity, conservation, or another form of socially conscious consumption. Possibilities could include replacing a regular car trip with the bus, bicycle, or walking; using a worm box to compost your food waste; attempting to be a "zero solid waste" household; reducing screen time; saving money; cooking more meals rather than buying meals out; stopping smoking; stopping drinking; ending your use of recreational drugs; eliminating meat from your diet; organizing a consumer action; participating in a social justice-related group or club; eliminating low-nutrition foods from your diet; reducing discretionary (non-necessary) purchasing; switching to organic food; switching to buying locally-produced foods; changing your energy consumption at home or in transportation; or switching to Fair Trade purchasing.

What you need to do:

- Identify your behavior change **Th Apr. 5**, and prepare to begin keeping track of your behavior. You'll be asked in class that day about your behavior change and the **measures** you'll use to track your progress.
- During week 2 of the quarter, you will either need to keep baseline measures (for behaviors that you currently engage in, but are aiming to increase or decrease) ---and in any case, you will need to make preparations for your adoption of a new behavior. Figure out how you will keep track of your behaviors (paper record? spreadsheet? app? other?) and what equipment or structure you'll put into place to make your behavior change possible. Post your summary of the activities of this 'baseline/prep' week on the Canvas page by the end of Sunday, 4/15.
- Then, beginning in week 3 of the quarter, you will start to keep a daily record, describing your actions and reactions. You should record your behavior daily. Keep a photographic record, if you can. Keep a careful record of relevant times, expenditures, efforts, consequences—whatever you can **measure** that is

relevant to your behavior change. You are welcome to use a physical journal, notebook, an online document, a blog, or whatever other method is convenient for you to record your daily behavior.

- At least once a week, transfer your daily record to Canvas and write a 'reflection' or 'check-in' paragraph or two, where you think in writing about how your behavior change is going, what's difficult, what you're thinking about changing, and where you respond to any question or suggestion I provide as you work to accommodate this behavior change in your life. You will be asked to submit your weekly records and reflections online for 7 weeks (10 pts/week), in the course space on Canvas—look for the 'weekly reflection' folder for each week, beginning with the second week of the quarter (post by 11:59pm, Sunday, Apr. 15) and ending 7 weeks later (final post by 11:59pm, Sunday, May 27).
- At the end of the quarter, you will turn in a short paper (3 pages max., 80 pts. max.) including the following points:
 - Describe the "problem" you will have spent the quarter addressing in your behavior change.
 - Evaluate your experience, including an analysis of the effect of your change, with the best **measures** you can make (for example, how many gallons of gasoline you saved, what percent of days you went without a sugary soda, or how many kilowatt-hours of electricity you conserved), and a summary of your personal perspective.
 - Discuss the significance of your change if it were widespread—how would society change if "everyone did it"? What marketing opportunities might be presented by this behavior change if a number of consumers took it on? Identify the marketing methods that might be used to effect widespread behavior change.
 - Discuss the barriers/challenges you encountered and the strategies you found to be most effective, if any, and consider the marketing relevance---if this behavior change effort were a large-scale campaign, how might those challenges and opportunities be addressed in the structure of a marketing campaign or offer?

This project, your experiences and your findings, will be discussed throughout the quarter. Your final paper is due to the Canvas space by the end of **Sun., June 3**. We'll spend some time our last week of class discussing your behavior change attempts and levels of success.

GROUP PROJECT:

We will also consider the challenges of working to change the behavior of others (something that occupies a majority of marketers' efforts). To that end, students will work in groups of four or five on an applied behavior change research project that will focus on some aspect of the topic 'consumption and climate change.' You will learn about climate change, then identify a climate-impacting behavior of some group that you think should change, and then conduct research and apply course concepts to devise 3 potential interventions/ programs/ strategies that could work to bring about the desired change. Each strategy will be required to implement a different course concept. We will discuss more details of the project in class. To help each working group stay current with the project during the quarter, intermediary project deliverables (15 pts. each) due during the quarter include:

- team charter – due by end of F Apr.13
- preliminary description of the project work + workplan/timeline– due by end of F Apr.20
- progress report – #1 (include preliminary secondary research findings) due by end of F May 4
- progress report -- #2 (revisit charter; update progress -- include any proposed survey) due by end of F May 11
- draft outline (at the very least) for your final paper – due by end of F May 25

...each posted to the appropriate Canvas space.

The final 'deliverables' will be a paper (100 pts.) and a poster depicting your 3 proposed strategies that your group will present (75 pts.); the poster, final paper, and the group evaluation form are due (posted to the appropriate Canvas space) no later than class time on Th June 7.

This project is to be completed in teams, and your performance in your team will be assessed via peer evaluations. **Grades for individual team members will be adjusted based on the information and feedback provided to the professor via these group evaluation forms.** While we don't teach specific team-building and team effectiveness strategies in this marketing class, we will use a 'team charter,' and you will have a chance to work on honing your teamwork skills. Effective teamwork in this course will include:

- respect and courtesy for all team members
- attendance, prepared, to all meetings
- clear understanding of individual responsibility
- completion of all assigned responsibilities
- support for other team members that helps them improve their own contributions
- completion of peer evaluation forms (one mid-quarter; one at the end of the quarter)
- communication with instructor **during the quarter, as soon as the challenge is noted** regarding any team problems that need to be resolved

BOOK REPORT:

The supplemental text assigned for this course, Influence: Science & Practice**, provides descriptions of and research findings on six widely used interpersonal persuasive approaches. Many students have told me that this was one of the most, if not THE most, valuable reading they had done during their college career. !! For this assignment, you're asked to read the entire book and think about the approaches that are described.

Write a brief and personal book report; you can organize your report around your responses to the following questions:

- a) What was most striking about what you read in the book? Was there a section or chapter that **you** found especially powerful? Why?
- b) Which approaches have you experienced first-hand? Briefly describe your experience with at least 4 of the techniques he discusses, and assess the effectiveness, both from the perspective of the person/organization using the persuasion approach and from the perspective of the person/organization the technique was intended to persuade. If you haven't experienced these yourself, then speculate on how 4 of these techniques could be applied and assess from both perspectives.
- c) Applications considerations: How could an organization apply these techniques? Are there ethical issues that should be taken into consideration when thinking about applying these techniques? Is there anything you will do differently after reading this book?

This book report may be written in the form of a structured paper or a memo; it should include headings or the questions above as section headings. The paper should be **about 4 pages (+/- 1 page is fine)**. Post your paper to the Canvas space by class time on T May 29, and be prepared to discuss your views and experiences with these persuasion approaches.

BTW: This assignment can be done anytime during the quarter; you're advised to start reading right away and write the paper when you have some free time before the due date.

**If you've already read this book, let me know; I will help you identify other good alternative books that would work for this assignment.

HOMEWORK:

There will be homework as well as in-class assignments, and also possible quizzes and/or exercises during the quarter. All homework and in-class work scores will be noted; there is no mechanism in place for absent students to make up in-class work.

CLASS PARTICIPATION/CONTRIBUTION:

You should be prepared to be an active participant in the class: Being physically present is not enough! Attendance will be monitored, but in addition to coming to class, plan to contribute: contributing to the class through active listening, posing questions, offering examples, and participating in the in-class exercises will help to maximize your experience in the class. Using **your name card on a daily basis** will help to ensure that you get credit for your presence and contributions. Everyone should be prepared to answer and ask questions about the material assigned for that class day. Class members are strongly encouraged to bring to class examples, issues, or questions that are based on your professional life or on your everyday consumer interactions with the marketing field. After all, that is one of the most fun aspects of studying consumer behavior: it's relevant to everyone on a daily basis!

COURSE POLICIES:

- Unless otherwise specified, all work is to be completed individually and must be spaced at least 1.5, font size at least 11, with at least 1-inch margins on all sides of the page.
- All work submitted should be your best work---assignments will be evaluated for content, of course, but also for clarity, organization and appropriate use of headings, readability, and professionalism (i.e., proper spelling, grammar, layout). Proofread!!
- Turning in assignments late is discouraged---late assignments would be marked down automatically.
- Cell phone use, texting, and web surfing are inconsiderate to your classmates and the instructor and will not be permitted in this class – let Prof. Atwood know if you might be expecting an important message or call and we'll work to accommodate your needs. It is unlikely you will need to have your computer open during class. Phone use, even during the daily class break, will need to take place **outside** of the classroom. Violation of these policies would result in lowering of the class participation portion of your course grade.
- **Bring and use your name card each class day.**
- Our classroom will be a 'safe' space where students and faculty will feel comfortable expressing their views and respectfully working to consider and understand the honest perspectives of others. Of course, hateful comments and behavior would not be tolerated. Let Prof. Atwood know of any issues, problems, or challenges.
- The course schedule is attached---you are responsible for it and for any changes to the schedule that may be announced in class.

SEATTLE UNIVERSITY POLICIES:

Disabilities:

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

Honesty:

Seattle University is committed to the principle that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community. Punishment for dishonesty ranges from a zero for the specific assignment to expulsion from the university. Acts of academic dishonesty will be addressed according to the Seattle University Academic Honesty Policy. The policy can be found at http://www.seattleu.edu/regis/Policies/Policy_2004-01.htm. If you are not sure whether a particular action is acceptable according to the Academic Honesty Policy, you should check with your instructor before engaging in it.

Please note: according to university policy, faculty do not have an option if they notice what looks like cheating taking place: the case is written up and turned over to the school's administration. It is NOT a fun or casual process for anyone, and the consequences can be suspension or expulsion from the program.

Title IX policy:

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct. Seattle U requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student. For more information, please visit <https://www.seattleu.edu/equity/>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (email: oiie@seattleu.edu; phone: 206.296.2824).

to conclude:

Whew! You've made it through the details of the course.....hope it sounds engaging and at least a little intriguing. It's a fun topic, of natural interest and application to anyone who is a decision-maker (that is ALL of us). I always look forward to teaching this course -- here's to a good quarter together!

**MARKETING 3510-01: BUYER BEHAVIOR --- Dr. ATWOOD
Spring 2018 --- CLASS SCHEDULE**

<u>Day</u>	<u>Topic</u>	<u>Assignments (TP=team project)</u>
T Apr 3	Introduction & Course Orientation	
Th Apr 5	CB Introduction	Ch. 1 (skip pp. 17-22 for now) be ready to identify your individual behavior change
T Apr 10	Consumption & Climate Change	prep for in-class discussion of climate change: watch videos, bring 2 discussion questions to class (in writing or typed) , be prepared to discuss; finalize project groups
Th Apr 12	SU Mission Day-- no class	TP: post team charter by end of F 4/13
T Apr 17	Decision-Making Process	Ch.2 (skip pp. 56-57 for now), pp. 350-366
Th Apr 19	---con't, Involvement & Motivation	pp. 17-22, 83-85 TP: preliminary project description & workplan/timeline to Canvas by end of F 4/20
T Apr 24	---con't, Means-End Analysis	HW1 due -- shopping trip/influence framework
Th Apr 26	group work time & TEST 1	
T May 1	Learning: high involvement	Ch. 5, pp. 221-239
Th May 3	---con't	TP: project—post project progress report #1 to Canvas by end of F May 4
T May 8	Learning: other frameworks	pp. 206-220
Th May 10	Attitudes	Ch. 8 (pp.300-317,336-337,skip 318-336 for now) TP: project--revisit your team charter and discuss/update as needed; also, update progress (progress report #2) by end of F May 11
T May 15	---con't + choice rules	pp. 56-57
Th May 17	no class -- work on your project! [you might consider communication/persuasion -- pp. 318-336 for project-related ideas]	
T May 22	group work time and TEST 2	
Th May 24	Self & Lifestyle	Ch. 7, pp. 484-492 TP: post preliminary outline for final project paper to Canvas by end of F May 25

T May 29	Group & social influences	Ch. 9 (pp. 367-390); book report due
Th May 31	Culture & Subcultures	Ch. 3 (pp. 78-113) & read the part of chapter 10 focusing on your subculture for the assignment: HW2 due -- subculture slides

final individual behavior change paper due 11:59pm, Sun. June 3

T June 5 discuss individual behavior change project + corporate strategy case

Th June 7	TP wraps up: poster session in class	TP: poster presentation in class; final paper, slides/visuals for poster, and group evaluation are due no later than class time today
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finals week: **TEST 3 -- during this class's scheduled final exam period: T June 12, 10am - 11:50am**