

MARKETING 3510-01: Buyer Behavior

Fall 2019

INSTRUCTOR: Dr. April Atwood
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CLASS MEETING: T Th 10:15am – 12:20pm, Pigt103

OFFICE HOURS: before & after class and by appointment

TEXTS: Michael Solomon: Consumer Behavior: Buying, Having, and Being, 12th edition, 2017.
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)

if you have read this book, Prof. Atwood has many alternates for you to choose from

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), case analysis, in-class work, and class participation	200
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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; reducing your phone use time; 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; participating in or leading 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; making time to be more creative in your life or pursuing a hobby for fun; or switching to Fair Trade or all-previously-used purchasing.

What you need to do:

- Identify your behavior change **T Oct. 1**, 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 the first week of reporting, you will need to keep baseline measures (for behaviors that you currently engage in, but are aiming to increase or decrease) ---and 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. You will describe all this in your first IBC submission.
- Then, beginning the next week, 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 our first full week of the quarter (post by 11:59pm, Sunday, Oct. 6) and ending 7 weeks later (final post by 11:59pm, Sunday, Nov. 17).

- 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., Nov. 24**. We’ll spend some class time on T Nov. 26 discussing your behavior change attempts and levels of success.

GROUP APPLICATION PROJECT:

In this application project, we will address 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 about four on an applied behavior change research project that will apply course concepts to a behavior you would like to see changed in a target market of your choosing (project will need to be approved by Prof. Atwood). To complete this project, you will need to 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 or framework. 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 Oct. 11
- preliminary description of the project work + workplan/timeline– due by end of F Oct. 18
- progress report – #1 (include preliminary secondary research findings) due by end of F Nov. 1
- progress report -- #2 (revisit charter; update progress -- include any proposed survey) due by end of F Nov. 8
- draft outline (at the very least) for your final paper – due by end of F Nov. 22

...each posted to the appropriate Canvas space.

The final ‘deliverables’ will be a paper and a poster presentation describing your proposed strategies. Both the paper and poster presentation will be due at the end of the quarter: the presentation, final paper, and the group peer evaluation form are due no later than class time on T Dec. 3.

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 peer 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. And, of course, Prof. Atwood is happy to help/intervene anytime. 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 will need 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:

- Examples: Provide an example from your own life of each of the 6 approaches that Cialdini discusses. These examples may describe a time that you used a technique, a time that someone else used it on you, or a time you observed it being used.
- Applications considerations: How could an organization apply these techniques, internally and/or externally?
- Consider the ethical issues that should be taken into consideration when anyone is thinking about applying these techniques.

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 3 pages (+/- 1 page is fine)**. Post your paper to the Canvas space by class time on T Nov 19, and be prepared to discuss your views and experiences with these persuasion approaches.

NOTE: 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 can suggest other good alternative books that would work for this assignment.

HOMEWORK:

There will be homework assignments and a brief case analysis as well as in-class assignments, and also possible quizzes (if there is evidence that students are not successful at completing the assigned reading before class) 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

Academic Resources:

- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>) (This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)
- Academic Integrity Tutorial (found on Canvas and SU Online)

Academic Policies on Registrar website (<https://www.seattleu.edu/redhawk-axis/academic-policies/>):

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy (only for those professional programs to which it applies)

Notice for students concerning 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 located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

Notice Regarding Religious Accommodations

It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, Policy on Religious Accommodations for Students (<https://www.seattleu.edu/media/policies/Policy-on-Religious-Accommodations-for-Students---FINAL.PDF>).”

Office of Institutional Equity

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) University Resources and Policies

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
Fall 2019 --- CLASS SCHEDULE as of day 1

<u>Day</u>	<u>Topic</u>	<u>Assignments (TP=team project)</u>
Th Sept 26	Introduction & Course Orientation	
T Oct 1	CB Introduction	Ch.1 be ready to identify your individual behavior change
Th Oct 3	***NO CLASS: Mass of the Holy Spirit	
T Oct 8	Decision-Making	Ch. 9 but NOT pp. 338-345 finalize project groups
Th Oct 10	---continued	Ch. 10 TP: post team charter by end of F Oct 11
T Oct 15	Influence on decision-making: Involvement, Motivation, Values & Means-end analysis	Ch. 5 and pp. 245-251
Th Oct 17	---continued	HW1 due -- shopping trip/influence framework TP: preliminary project description & workplan/timeline to Canvas by end of F Oct 18
T Oct 22	group work time & TEST 1	
Th Oct 24	Influence on decision-making: High involvement learning	Ch. 3 and pp. 128-140
T Oct 29	Influence on decision-making: Other learning frameworks	pp. 108-127
Th Oct 31	Influence on decision-making: Attitudes	Ch. 8 TP: project—post project progress report #1 to Canvas by end of F Nov 1
T Nov 5	Influence on decision-making: Choice Rules (Fishbein model & noncompensatory models)	revisit pp. 329-330
Th Nov 7	Pause: consider CB's impacts (+ and -)	Ch. 2 TP: project--revisit your team charter and discuss/update as needed; also, progress report #2 by end of F Nov 8
T Nov 12	group work time and TEST 2	
Th Nov 14	Influence on decision-making: Self & Lifestyle	self: pp. 178-189 lifestyle: pp. 236-244

T Nov 19	Influence on decision-making: Group & social influences	Ch. 11 book report due
Th Nov 21	Influence on decision-making: Culture & Subcultures	pp. 492-515, HW2 due 8am – subculture slides TP: post preliminary outline for final project paper to Canvas by end of F Nov 22
final individual behavior change paper due Sun Nov 24		
T Nov 26	discuss individual behavior change project + course wrap-up	
Th Nov 28	Happy Thanksgiving! no class meeting	
T Dec 3	TP wraps up: project presentations in class	TP: presentation in class, posted by class time
Th Dec 5	no class meeting	TP: final paper and group peer evaluation are due no later than end of F Dec 6

finals week: **TEST 3 -- during this class's scheduled final exam period: W Dec 11 10am – 11:50am**