

**Course Syllabus
Bilbao, Spain
Spring, 2018**



Consumer Behavior

COURSE INFORMATION

Business | 3 credits | 300 level

Time: 12:00 – 13:25 M/W

Add/Drop Date: Jan 21

Withdraw Dates: Apr 13

Professor: Michael Carr

Prerequisites: Principles of Marketing and Micro-Economics.

Any of the following is a plus: Cultural Anthropology, Psychology or Sociology

REQUIRED TEXTBOOKS & COURSE MATERIALS

Consumer Behavior, 10th edition

by Roger D. Blackwell, Paul W. Miniard and James F. Engel

Thompson-Southwestern

2006

ISBN-13: 978 – 0 – 32 – 427197 – 3

N. B.: Materials are NOT available at the program site

DESCRIPTION

This class will distinguish between Consumer Influences—including *Culture, Life-stage Demographics, Personality and Beliefs*—and Organizational Influences—including *Branding, Logos, Slogans, Service Marks, the Marketing Mix Decisions [4P's] and Perceptions of Quality*—on Consumer Behavior. (Remember: CB is the 3-step process of (1) Obtaining, (2) Consuming and (3) Evaluating Products and Services.)

The Disposal, Resale and/or Recycling will be considered from the “green” marketing perspective and the legislative efforts. After measuring the feelings and attitudes of perspective customers towards new features or innovations marketers attempt to steer them faster through the Consumer Decision Process with specially designed advertising based on appeals to particular and “personal” Values.

Clearly, the study of Consumer Behavior suggests a “Science of Shopping” beyond the question of why [do] we buy.

OBJECTIVES

Understand the analysis of Target Markets is more than static demographic differences in segments but must also include dynamic psychographics and behavioral congruity.

Appreciate that accurate predictions about CB, ie, estimating demand, requires proper interpretation of CRM programs in light of the Consumer Decision Process model.

Introduce different approaches used in measuring responses to questions in surveys while recognizing that sample size matters—usually conditioned by time and budget.

Improve Business Vocabulary—not only learning the Key Terms but also incorporating them into the homework assignments based on Case Study methodology.

Keep an *international perspective* by paying attention to your CB in Spain and Europe.

STUDENT LEARNING OUTCOMES

At the end of the course the students should be able to...

- ✓ Trace the evolution of Marketing, and in particular, the study of Consumer Behavior.
- ✓ List the variables to be considered when defining a target market from similar behavior factors or lifestyle categories—much more than age, income, gender, heritage, etc.
- ✓ Talk about the “Consumer-Bill-of-Rights” and recognize the difference between firm strategies and messages intended to manipulate and those aimed at rightful marketing
- ✓ **Ask relevant questions about any of the steps in the Consumer Decision Process model so as to properly “diagnose” Consumer Behavior**
- ✓ See the connection between store attributes and consumer behavior so as to improve the chances of retail success—physical or virtual
- ✓ Talk about “Personality” in terms of socio-psychological theory when marketers ask: *What motivates us... (to buy)?* (Borrowing from Earnst Dichter and Karen Horney)
- ✓ Mention the tools to measure people’s values—Rokeach or Schartz Value Scales, VALs and LOVs—helpful in creating data bases about profitable customers
- ✓ Identify sources of consumer knowledge in light of needs, wants and demands
- ✓ Measure consumer intentions and attitudes towards the “object”, e.g., products, brands
- ✓ Talk about and use post-consumption evaluation methods, e.g., Likert Scales
- ✓ Give several examples of demographic sub-groups, the evolving household units and the changing roles of traditional men and women responsibilities
- ✓ Talk persuasively about word-of-mouth marketing to create “buzz” for innovations
- ✓ Talk about product diffusion in terms of how fast and how the adoption process unwinds
- ✓ Answer the question, *Is this brand for me?*, with more confidence than 6 months ago

OUTLINE

Date	Topic	Read	Homework
1-22 <i>Remember Carnaval 2-12</i>	Class Introduction and Review of Syllabus	Ch. 1 <i>p.1 - 31</i>	Choose a Case Study
	What is Consumer Behavior? Why study Consumer Behavior?	Ch. 2.1 <i>p.32 - 54</i>	C.S. 1 (Q 1, 3, 4, 6, 8)
	How Consumers are studied and the Evolution of CB	Ch. 2.2 <i>p.54 - 66</i>	C.S. 11
	The Consumer "Bill-of-Rights"—Celebrating more than 50 years	Ch. 3.1 <i>p.67 - 86</i>	C.S. 3
	From Market Analysis to Strategy—STP+D— the Marketing Mix The Consumer's Role in relation to the Seven R's	Ch. 3.2 <i>p.86 - 99</i>	C.S. 5
	Cust. Relationship Mngmt.(CRM): Loyalty/Retention Strategies Country of Origin Effects and Global Strategies	Ch.4 <i>p.100 - 47</i>	Case Study due on 2-14
	Consumer Decision Process Model—Your Purchase I 7 Steps How organizations (might, should) use the CDP Model		Review for Exam
No Class Feb. 12—Recuperate any material—Turn in CS 2-15	Ch. 5.1 <i>p.148 - 71</i>		
2-19	Evaluation 1		
2-21 <i>thru</i>	The CDP model as three distinct phases—Phase 2: Purchasing Retailing Success or Failure? Personnel and Store Attributes	Ch. 5.2 <i>p.171 - 87</i>	C.S. 4
	How the Retail Landscape is changing Consumer Resources--Time is Money	Ch. 6 <i>p.188 - 233</i>	C.S. 6
	The CDP model—Phase 3: Post-Purchase Post Consumption Evaluations—What Determines Satisfaction?	Ch. 7.1 <i>p.234 - 263</i>	C.S. 7
	Analyzing and Predicting CB (Economic Resources) Consumer Demographics—Evolving Demand Geography	Ch. 7.2 <i>p.263 - 287</i>	C.S. 8
	CB's relation to Personality and how to measure Values Lifestyle Concepts and Measurements	Ch. 8 <i>p.288 - 329</i>	Case Study due on 3-21
	Consumer Motivation--Types of Needs How to Motivate Consumers	Review for Exam	No Class 3-26 to 4-4
3-21	Recuperate any material—turn in CS 3-21	Ch. 9	
3-21	Evaluation 2	<i>p.330 - 373</i>	

4-9	Types and Sources of Consumer Knowledge How firms might Profit from improved Consumer Knowledge	Ch. 10 p.374 - 422	Case Study due on 4-20
	Consumer Intentions and Attitudes—Measuring peoples' answers Types of Feelings that Marketers try to Identify	Ch. 11.1 p.423 - 445	C.S. # 9
thru	How does Culture affect Consumer Behavior? Changing Values and Defining National Culture	Ch. 11.2 p.445 - 479	C.S. # 10
	North American Core Values—Still WASP-yish or changing? Ethnic Micro-Cultures: Customizing vs. Standardizing the product	<i>Review for Exam</i>	
4-23	Recuperate any material—turn in CS today		
4-25	Evaluation 3	Ch. 12.1 p.480 - 495	
4-27	Family and Household Influence on Consumer Behavior Family Life Cycle Effects on Consumer Behavior	Ch. 12. 2 p.495 - 519	No class 4-30
	Changing Family/Household Structure—Who is Paco Underhill? New Roles of Women and Men and Children's Influence on C.B.	Ch. 13 p.520 - 564	
thru	Group and Personal Influences on Individuals Opinion Leaders and WOM MKT—Product Diffusion Theory	<i>Review for Exam</i>	
5-9			
5-14	Final at regular class time. Class room may change!!		Good luck

GRADES

There are four (4) evaluations. Evaluation 1 and 2 are worth 25%. Evaluation 3 is 15%. The Final is worth 15%. Eval. 3 and the Final have less material but have essays to write.

10% is equally divided between the two Case Studies. You have 3 opportunities to do both of them. They are done in groups. The remaining 10% will be two pop-quizzes based on current readings.

Grade Scale

A	100-93	C	76-73
A-	92-90	C-	72-70
B+	89-87	D+	69-67
B	86-83	D	66-63
B-	82-80	D-	62-60
C+	79-77	F	59-00

Do not lose this syllabus.

To ensure proper progress in this course please review this document frequently so as to carefully plan your semester.

There are no make-up exams or late homework.

No extra credit to recuperate a bad result.

DISABILITY POLICY

Every effort will be made to accommodate students with disabilities or special learning needs. If you have a documented disability for which you have already requested accommodations through the USAC Central office, your instructor will have been notified so that arrangements can be made early in the term.

ACADEMIC HONESTY POLICY

Plagiarism, cheating, submitting work of another person or work previously used and other forms of academic dishonesty will lead to lowered course grades, failure of the course or more severe measures, depending on judgments of the gravity of the individual case.

STATEMENT ON AUDIO AND VIDEO RECORDING

Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. To accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Students should understand that their comments during class may be recorded.