

**UNIVERSITY OF WYOMING – COLLEGE OF BUSINESS**  
**DEPARTMENT OF MANAGEMENT & MARKETING**  
**MKTG 4240: CONSUMER BEHAVIOR**  
**1:20 a.m. – 2:35 p.m. TR, Engineering Building 3110**  
**Fall 2008**

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**Office Hours:** 3:00 – 3:30 p.m. T in Ross Hall Room 134, 9:30 – 10:30 a.m. W in 303 Crane Hall (my office), and by appointment  
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\*Though I do not plan on missing any office hours or classes not already noted on my syllabus, things may come up over which I have no control. If my office hours or class needs to be changed or cancelled, I will email students through the addresses available to me on WyoWeb.

### **My View of the Course Content**

**Welcome to Consumer Behavior!** This class will not be like one you have ever had before. You walk into it as an expert on consumer behavior because, after all, you have been a consumer many times over the course of your life. One purpose of this class is to reduce your perceived expertise by encouraging you to realize not all consumers are like you. In fact it is the uniqueness of other consumer's behavior that makes this so interesting! For instance, watch this YouTube video on the Museum of the Odd in Lincoln, NE. Charlie has turned his home into a museum which displays all of the unique things he has collected over the years. See <http://www.youtube.com/watch?v=ipCRFWshMHY>.

The underlying assumption in this course is that it is essential for businesses, public policy makers, and consumers themselves to understand the factors that influence the acquisition, consumption, and disposition of products (including goods, services, stores, brands, and ideas). For example, businesses are concerned with why consumers chose one brand over another (e.g., Nike vs. Reebok), how people use and/or misuse products (e.g., using a lawn mower to trim a hedge), and when consumers may replace or dispose of products (e.g., when they trade-in an old car for a new one). Therefore, they must "know" customers because, before businesses can develop appropriate marketing strategies to gain a competitive advantage, they must understand who customers are and how they think, feel, and act with respect to products and brands.

On the other hand, public policy makers may be concerned with persuasion attempts aimed at particular groups to encourage acquisition (e.g., sales efforts directed toward elderly consumers), with public consumption of products that pose health threats (e.g., consumption of drugs), and with public disposition of goods (e.g., environmental concerns). That is, public policy makers must have an understanding of how consumers and society are likely to be affected by business products and practices.

Finally, when consumers understand their own behavior, they make better decisions in acquiring, using, and disposing of products. This increases their satisfaction with their experiences as a consumer. However, when dissatisfied, they may react by becoming consumer activists and boycotting a particular product, demanding regulatory sanctions against particular business practices,

or spreading negative word-of-mouth. Obviously, consumer activism may have negative effects upon a corporation and also create more work for the local, state, and federal agencies (e.g., Federal Trade Commission, Department of Justice) which are charged with handling consumer complaints.

## Course Goals

We will discuss consumer behavior, emphasizing the role of consumer behavior in your life, business strategy, policy making, and society. Our emphasis is on understanding and analyzing consumer acquisition, consumption, and disposition processes. Put another way, we will study how consumers think, feel, and interact with retail spaces, goods, services, brands, and ideas.

## Course Objectives

1. To have you acknowledge that not all consumers are like you,
2. To have you understand that the CUSTOMER is at the heart of all things a marketer is and does (this is the connection between Consumer Behavior and Marketing Strategy),
3. To have you understand and analyze how consumer behavior is, can be, or should be regulated, (this is the connection between Consumer Behavior and Public Policy),
4. To have you understand and analyze how consumer behavior impacts society and how society impacts consumer behavior (this is the connection between your Consumer Behavior and the Global Community),
5. To have you raise questions about sustainable consumption at the business, policy, and society levels,
6. To develop appropriate ethics for how to view and influence other consumers and their behavior, and
7. To learn to effectively communicate your ideas about Consumer Behavior.

## Course Prerequisites

MKT 3210, STAT 2010 and advanced business student.

## Required Text

Mittal, Banwari, Morris Holbrook, Sharon Beatty, Priya Raghbir, and Arch Woodside, (2008), *Consumer Behavior: How Humans Think Feel, and Act in the Marketplace*, Cincinnati, OH: Open Mentis Publishers.

## My Teaching Philosophy

My philosophy of teaching is simple. I believe that students learn best (as I do) when they talk about things and experience things by actually going through and critically analyzing the process(es) we discuss. As a result, I will not stand up in front of the classroom and tell you everything you need to learn; instead, I will bring up major issues and lead class discussions and/or assign class projects that I believe emphasize the important points of consumer behavior. That is, I believe that students must be ACTIVE in their learning process. We are working together! I also believe that students learn best when they receive appropriate amounts of encouragement and criticism. **If I always tell you that you've performed amazingly well, how will you really know when you have?**

## Grading and Course Requirements

	<u>Possible Points</u>	<u>Points Earned</u>
Participation & Professionalism	50	
3 Exams (150 points each)	450	
Individual Data Collection Effort	30	
<u>Team Project (2 person teams)</u>	<u>120</u>	
Total Points	650	

## Grade Scale

A 585 - 650 (90 – 100%)	D 390 - 454 (60 – 69.99%)
B 520 - 584 (80 – 89.99%)	F 389 and below (59.99% and below)
C 455 - 519 (70 – 79.99%)	

## Participation and Professionalism

I hope that attending class will be its own reward as I seek to create a lively, engaging environment. Discussion and examples presented in class should help you understand the material and to improve your performance both on exams and in the “real world”. I expect professional student behavior in all aspects of the class, including but not limited to demonstrating respect for your fellow students by preparing for class and participating in discussions and showing respect for others’ viewpoints. Participation means preparing for class as assigned, asking thoughtful questions, providing thoughtful commentary on my or others’ questions or comments, giving examples when asked, and so on.

My random assessments of your participation are graded something like this:

Absent – 0 points

Present – 2 points

Present and looking engaged in the discussion, taking notes, etc. – 3 points

Present, engaged, prepared, and contributing – 4 to 5 points depending on quality

If you need to miss class for any reason, you are responsible for obtaining the notes and/or announcements and/or assignments from another student in the class. I recommend you record the names of two students in the class below for future reference.

Class “friend”: _____	Class “friend”: _____
Contact #: _____	Contact #: _____
Email address: _____	Email address: _____

\*\* I reserve the right to assign a 0 for the participation and professionalism portion of the assigned grade, regardless of the actual number of attendances in class. A 0 will be assigned for excessive unprofessional behavior, most especially behaviors that disrupt the learning of your fellow classmates. Please see the COB’s Professional Code of Conduct at the end of the syllabus.

## Exams

The exams will contain multiple-choice and short answer essay questions and will be derived from the text, class discussion, and other course materials. Some students find the tests difficult, but others find them fairly straightforward. Those that find them straightforward tend to be the students that read assignments before class discussions and participate in discussion, either by contributing or really thinking about what is being said. I really encourage you to use the class notes/chapter study guides I give you on the WyoWeb course website. They will really help you determine what is important and what is not, but you will not really understand them if you do not also read the text and participate in class discussions.

In the case of a disputed exam question, a written objection and explanation must be submitted within one week of when the exam was returned. When applicable, if I re-grade one essay question, I reserve the right to re-grade them all.

**You may not leave the class for any reason during an exam and expect to return to your exam. Plan ahead.**

**Make-up exams will be given during the scheduled final exam time at the end of the semester as a comprehensive final exam. However, these will be given only in cases of *dire* need. The student must notify the instructor in writing ([smbaker@uwyo.edu](mailto:smbaker@uwyo.edu)) prior to missing the exam or a make-up will NOT be given under any circumstances. **Failure to allocate adequate time to study, weddings, birthdays, family vacations, hangovers, automotive break-downs, “the dog ate my homework,” etc. are not acceptable excuses.****

### **Team Project and Individual Data Collection: “Discovering How Families Manage Their Inventory of Goods: Acquisition, Consumption, and Disposition”**

The project for this course consists of two phases: (1) an individual data collection effort and (2) a team paper reporting your empirical results. You will be examining how families manage their inventory of goods. In particular you will **focus on food and clothing**. You will work with one or at other person (or perhaps two) on the project.

**Step 1:** Develop a set of interview questions to address your research question which is: “How do Families manage their food and clothing acquisition, consumption, and disposition?” You should work with your team member(s) on this as you will both want to use the same set of questions. In other words, each team will turn in one set of questions.

**Step 2:** Turn in your interview questions by the due date noted in the course schedule and wait for feedback before you conduct your interviews.

**Step 3:** Each team member will conduct an interview with one family of two or more people. Multiple people within the family should be interviewed – not all members have to be interviewed, but at least two should be. Extensive notes, including verbatim quotes, should be taken. I suggest you tape record your interview. There are two criteria for family choice: (1) they must not be related to you or to your team member(s), though they can be related to someone else in the class and (2) they

must be willing to supply their name and phone number so that I may contact them if necessary (e.g., to verify the accuracy of the data, etc.).

**Step 4:** Each team member will write up their method of data collection and provide their raw data. The first section (method) will (a) tell what you did (e.g., how you found and contacted the family, where the interviews took place, what questions you asked), (b) describe any problems you encountered in the process and present potential solutions for next time, and (c) and discuss what you learned about the data collection process. This is about 2 pages of text. The second section will show the raw data that you gathered (e.g., interview transcripts, other projective techniques, photographs, video recording). The length of this will vary based upon the quality of data collected and how you report it. These write-ups will be presented as separate appendices in the final paper (e.g., Appendix A, “How the Jones Family Manages Its Inventory of Food and Clothing” by Michael Phelps and Appendix B “How the Smith Family Manages Its Inventory of Food and Clothing” by Nastia Liukin). Be sure to include the contact information for your family. Please note this information will be known only to me and to you and your team member.

**Step 5:** Working with your team member(s), write a paper (approximately 12-15 pages) with the following sections. [Note: papers written with 3 class members may be slightly longer.]

1. **Introduction** – Provide a compelling beginning to your paper. Be sure to state the purpose of the paper and why this paper is important. (1 page)
2. **Method** – Briefly describe the two families you interviewed and the questions you asked them about the inventory management of their food and clothing. (1-2 pages)
3. **Analysis & Results** – Look within each family for areas of agreement and disagreement and think about both the family’s and each individual’s strategies for managing household inventory. Also think about the similarities and differences between the inventory management of their food and clothing. Now compare the two families to each other. Summarize each family’s approach and then note any differences between families. As you discuss their behaviors provide verbatim quotes (attribute to a particular person) and use relevant concepts from class (e.g., self-concept, brand stories, voluntary simplicity, materialism, family life cycle, etc.) to explain their behaviors. (7-8 pages).
4. **Implications** – Now briefly described how what you have discovered about families and family inventory management that could be used by marketers (make reference to what you did or found and relate this to research approaches or strategic decisions about segmentation, targeting, positioning, marketing mix development). You should also address sustainable consumption, social marketing and/or public policy implications here (e.g., how can this behavior be changed? should this behavior be regulated and if so how?). (2-3 pages)
5. **Value of Project to Learning** – Reflect on the course and its objectives and how this project helped fulfill those objectives. (1 page)

**Format:** The paper should be professional in presentation. It should have a title page and be typed, double-spaced, 12 point font, one-inch margins, spell-checked, grammar checked, etc. It should have appropriate headings. Pictures, graphs, and tables are a plus. The two appendices should be included.

**Grading:** The paper will be graded firstly on your ability to apply and demonstrate an understanding of course concepts. It is an empirical paper that requires a thoughtful interpretive

essay to receive maximum credit. The paper will also be graded on grammar, style, clarity, concision, insight, etc. The evaluation sheet at the end of this syllabus will be used as a guide in grading each paper and illustrates how points will be allocated.

**LATE ASSIGNMENTS ARE NOT ACCEPTED.** Please keep a copy of your paper for yourself as I will keep your papers, but provide you with an overall evaluation.

### **Academic Dishonesty**

UNIREG 802, Revision 2, defines academic dishonesty as “an act attempted or performed which misrepresents one’s involvement in an academic task in any way, or permits another student to misrepresent the latter’s involvement in an academic task by assisting the misrepresentation.” There is a well-defined procedure to judge such cases, and serious penalties may be assessed. Cheating in this course can result in an “F”. In this course, all work should be completed independently, though, of course, I encourage study groups and peer feedback. Academic dishonesty includes (but is not limited to) unapproved assistance on examinations, copying the homework or papers of others, plagiarism or other use of published materials without complete citations, or fabrication of referenced information. Plagiarism occurs when five or more words that are NOT your own are used in succession without using appropriate quotation, citation, and specifying sources, including page numbers.

### **ETS Exam**

College of Business students are required to complete a comprehensive assessment during their senior capstone course, MGT 4520. This test, known as the Major Field Test in Business is developed by the Educational Testing Service and is given locally in a computer-based format. The Major Field test covers basic business knowledge and skills in eight areas: accounting, economics, finance, international issues, legal and social environment, management, marketing, and quantitative business analysis (decision science). The purpose of this test is to assess the student’s mastery and retention of basic business concepts. A minimum score is required as a condition for passing MGT 4520. Failure to obtain this minimum score will require remedial work on your part. Therefore, you are strongly encouraged to keep your materials from these courses to help you prepare for this examination.

### **Special Arrangements**

If you have a physical, sensory, cognitive, or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with, and provide documentation of your disability to University Disability Support Services (UDSS) in SEO, Room 330, Knight Hall. You may also reach them at 766-6189, TTY: 766-3073.



## October

2 Molding Consumer Attitudes  
ST: Social Marketing, Obesity, and Ethical Consumption  
Chap 8  
pp. 609-613 (top)

### THE CONSUMER'S ENVIRONMENT

7 T Consumer Culture  
Chap 9

9 TH Consumer Culture  
Case: Victoria Secret in Saudi Arabia, Q1-3  
pp. 690-691

14 T ST: Meaning Transfer  
Method Highlight: Semiotic Triangle  
pp. 264-271

16 TH Reference Groups, Opinion Leaders, and E-fluentials  
Case #5 Diesel Jeans, Questions  
Chap 10

### THE CONSUMER AS CHOOSER AND SHOPPER

21 T Consumer Decision Making  
Chap 11

23 TH No Class - Professor Attends Consumer Research Conference

28 T Consumer Post-Choice Behavior: Satisfaction and Involvement  
Chap 12

30 TH Consumer as Shopper: Store Choice, Browsing, and Impulsivity  
ST: Consumer Logistics  
Chap 13

## November

4 T **Exam #2 over material covered after exam #1**

6 TH Buying for More than One: Family, Organization, & Affinity Groups  
Chap 14

### CONSUMER DIVERSITY

11 T Gender, Age, Ethnicity, and Religion  
Chaps 15 & 16

13 TH Income, Social Class, & Geodemographics  
Method Highlight: Cluster Analysis (e.g., Prizm)  
Chap 17

### DISPOSITION

18 T ST: Disposition, Recycling, and Environmental Stewardship  
Class Notes



## **CB IN THE NEW AGE: LOYALTY AND CONSUMPTION PASSION**

- 20 TH Consumer Relationships with Brands  
ST: Brand Stories and Consumer Stories  
**Group Project Due** Chap 18, 673-680
- 25 T Marketers and Public Policy  
ST: Consumer Protection in the Marketplace Chap 20 (just 588-604)
- 27 TH **No Class - Happy Turkey Day**
- December**
- 2 T Consumer Experience in the New Millennium  
ST: Gift Giving  
ST: Collecting Chap 21
- 4 TH ST: Consumption Ideologies – Prosperity vs. Survival  
Wrap Up Class Notes

**FINAL EXAM – Tuesday, December 9, 1:15 – 3:15 p.m. – over material covered after exam #2**

## **Class Participation Assignment # 1**

Please take a picture of yourself and include 3 (or more) things in the picture that represent a bit about who you are as a person. This might include your CB book and any of your other favorite things. Please bring this picture to class on Tuesday, September 2. Attach to your picture a piece of paper (preferably typed) that includes your name and a brief description of each item and why the item is included. This assignment is done for two reasons: (1) for me to help me quickly learn your names and (2) for me to use your personal consumption experiences as class examples. Thus, if you prefer I not use your picture in class, please make a note of it for me.

**Individual Data Collection Evaluation Form**  
*Marketing 4240 Consumer Behavior – Dr. S. Baker*

\_\_\_\_\_/15 **Method Write Up** (about 2 pages of text)

What you did

Any problems you encountered in the process and potential solutions

What you learned about the data collection process

\_\_\_\_\_/15 **Raw Data**

Interview transcripts and other evidence of data collection (e.g., photographs, video recording)

Contact information for the family

\_\_\_\_\_/30 **Individual Point Total**

**Team Paper Evaluation Form**  
*Marketing 4240 Consumer Behavior – Dr. S. Baker*

\_\_\_\_\_/10 **Introduction** (about 1 page)

Compelling beginning

Purpose & Importance of paper

\_\_\_\_\_/10 **Method** (1-2 pages)

Description of families interviewed and the questions asked

(Includes grade from draft of questions)

\_\_\_\_\_/40 **Analysis & Results** (7-8 pages)

Quality of analysis (within family, between product categories, between families)

Quality of evidence (supporting verbatim quotes or other evidence)

Recognition of relationship to course concepts

\_\_\_\_\_/20 **Implications** (2-3 pages)

Marketing implications (required)

Policy or social marketing implications

\_\_\_\_\_/10 **Value of Project to Learning** (1 page)

Reflect on course objectives and how this project helped fulfill those objectives

\_\_\_\_\_/10 **Professionalism and Creativity**

Format Issues – grammar, spelling, etc.

Creativity in writing and presentation

\_\_\_\_\_/120 **Points for Team Paper**

## **University of Wyoming College of Business Code of Professional Expectations for Students**

The College of Business expects the highest level of integrity from our administration, faculty, staff, students, and alumni. As students of the College of Business at the University of Wyoming, you are expected to conduct yourselves in a professional manner as described below and to adhere to the ethical principles of this College as well as the University's Standards as outlined in the University Regulations.

**The College of Business Code of Professional Expectations is built on the foundation of respect for others, personal responsibility, the creation and maintenance of trust, and honesty and truthfulness.** The administration, faculty, staff, students, and alumni of the College of Business at the University of Wyoming should strive to set an example of ethical leadership and professional behavior as those traits are essential for good social and business interactions. **Students should exhibit professional conduct,**

### **In the classroom by:**

- Turning off cell phones and other potentially disruptive electronic devices unless they are being used for class or emergencies, being on time, staying through the entire class, not reading outside materials, and refraining from disruptive conversations. (See UNIREG 30, Revision 1)
- Showing respect for colleagues and instructors by listening to others' points of view, staying attentive, offering one's opinion in a courteous, respectful manner, and avoiding inappropriate body and verbal language.
- Being prepared (reading the assigned materials and doing the assigned homework on time), taking an active role in cooperative-learning activities, participating in class discussions, and understanding the importance and connectedness of course content.

### **In all curricular and co-curricular activities by:**

- Dressing appropriately and being on time for club and professional meetings, appointments, recruiting events, and job interviews.
- Showing respect for faculty, staff, colleagues, and guests by using appropriate body and verbal language during club and professional meetings, appointments, recruiting events, and job interviews.

### **In the academic environment by:**

- Upholding academic integrity by avoiding intellectual theft of any kind. Students will adhere to requirements for academic honesty as set forth in UNIREG 802, Revision 2. Under no circumstances will violations to this regulation be tolerated.
- Avoiding cheating in any form: plagiarism (if you didn't write it, cite it), falsification, unauthorized use of educational materials (for example, using a solution manual without permission), and facilitation of another student's intellectual theft and other violations set forth in UNIREG 802, Revision 2.