

MARK 7450
Course Syllabus

Consumer and Organizational Behavior
CON & ORG BEHAVIOR

TERM	Fall 2009
INSTRUCTOR	Name: Dr. Candice R. Hollenbeck Office: 123 Brooks Hall Phone: 706.542.3762 e-mail: chollenbeck@terry.uga.edu

3 CREDIT HOURS AND 3 LECTURE HOURS

REQUIRED TEXT AND COURSE MATERIAL

- (1) MARK 7610 Bel-Jean packet: Bel-Jean is located at 163 East Broad Street
- (2) Assigned readings that can be accessed through WebCT

*Websites that provide useful information and articles on consumer research include the following: www.acrwebsite.org (Association for Consumer Research)
www.quirks.com (check Article Archive)

COURSE DESCRIPTION

This course presents an overview of decision making processes and consumer choice, individual and group level influences on consumer behavior, and the implications of consumer behavior for marketers. Concepts and theories developed in a variety of behavioral disciplines are applied to understanding individuals and organizations as consumers. Relationship building, customer satisfaction, and customer loyalty are stressed as new marketing strategies.

COURSE OBJECTIVES/EXPECTED LEARNING OUTCOMES

The student is expected to learn a variety of approaches for studying consumer behavior and "hearing the voice of the market." At the end of the course, the student should have a good grasp of key concepts such as nature of demand and extent of demand. Students should be able to answer questions such as: "Why Do People (and Organizations) Buy the Things that They Do?" In this regard, students read textbooks and journal articles. They analyze cases and complete assigned exercises. There are four main tools used to evaluate a student's progress and learning: a) written assignments; b) a reflection paper; c) a final group project; and c) class participation.

Upon completion of this course, the student should:

- Appreciate the importance of understanding consumer behavior in successfully applying the marketing concept.
- Possess an initial understanding of why people buy and what they buy
- Understand how the disciplines of psychology, social psychology, sociology, and economics are integrated into the marketing process

- Explain internal and external influences on consumption behavior and on consumer evaluation of product/service providers
- Understand the growing sophistication of consumers and the challenge for marketers to continually meet changing needs.
- Understand the importance of, and differences between, consumer behavior patterns and processes in the US and global markets.

TOPICAL OUTLINE

- The World of Consumers
- Organizational Buyer Behavior
- The Meaning & Nature of Culture
- Consumption Meanings
- Learning about Consumers
- Consumer Behaviors and Marketing Strategies
- Consumer Motives & Needs
- Perception
- The Self and Selves
- Lifestyle
- Economic & Social Segments
- Interpersonal Influence
- Attitudes & Decisions
- Acquiring Things
- The Meaning of Things
- Consumer Satisfaction & Life Satisfaction

REPEAT POLICY

Course cannot be repeated for credit

DUPLICATE CREDIT STATEMENT

The course will not be open to students who have credit in the following courses:
MARK 8450

REQUIRED PREREQUISITES

MARK 7510 or permission of department

PRIMARY DELIVERY MECHANISM

Lecture

COURSE WILL BE OFFERED

Every Year - Scheduling unknown

EFFECTIVE SEMESTER AND YEAR OF CURRENT VERSION OF COURSE

FALL 2009

ATTENDANCE POLICY

Students are expected to attend all classes and be prepared to discuss all assigned materials in class. Students are expected to read and be prepared to discuss the readings assigned for each class session. This course is intended to be conducted in a seminar/discussion style. Frequent lack of participation in class or failure to contribute to group assignments will be taken into account in final course grades. Take note, students

that do not participate in group assignments will not receive the same grade as contributing group members. In addition, students that miss more than 1 class will be deducted 10 points for each absence beyond 1.

UNIVERSITY HONOR CODE AND ACADEMIC HONESTY POLICY

UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." *A Culture of Honesty*, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi.

ACADEMIC INTEGRITY

All academic work must meet the standards contained in "A Culture of Honesty." All students are responsible to inform themselves about those standards before performing any academic work.

*Please review the policy at <http://www.uga.edu/ovpi/honesty/acadhon.htm>.

Examples of academic dishonesty include, but are not limited to:

- using materials or sources other than your own knowledge during exams
- including the name of a person(s) who did not participate on a submitted group assignment
- claiming an idea that is not your original work (all references and supplemental materials must be cited on all assignments)
- turning in falsified documentation of any nature
- lying about individual or group assignments

STUDENTS WITH DISABILITIES

Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor during the first week of class.

CHANGES TO THIS SYLLABUS

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. In addition, specific changes to assignments, grading criteria, or assignment due dates may be announced in class. Students are responsible for adhering to all changes to assignments, the syllabus, and/or the course calendar, even if students are absent during the class in which a change is announced.

ASSIGNMENTS

Assignment due dates are listed in the calendar at the end of the syllabus. No assignment will be accepted late for any reason. If an assignment is not turned in by the due date, you will receive 0 points for that assignment. If you are absent when an assignment is due, it is your responsibility to make arrangements to get your assignment to me either by email or by another student.

EXPECTATIONS FOR CLASS PARTICIPATION

Participation in class discussions is a requirement for this course. Students with participation efforts that are below a B Level (see below) will be deducted 10 points from his/her final grade. Individual student participation will be determined by the professor at the end of the course.

- _____ **A Level (9-10 pts):** goes above and beyond to complete class assignments, always well-prepared; always submits work in a timely manner; always punctual to class meetings; high quality involvement; provides helpful feedback to other class members; reliable and dependable; quality of work is excellent; contributes important ideas during class discussions; exhibits leadership traits.
- _____ **B Level (7-8 pts):** submits work on time; consistent and regular participation throughout the semester; prepared for class meetings; reliable and dependable; quality of work is good; contributes to class discussions.
- _____ **C Level (5-6 pts):** submits work but occasionally late; occasionally late to class meetings; preparation for class is average; quality of work is average; involvement in class discussions is occasional.
- _____ **D Level (>4 pts):** submits work in an unreliable fashion; little involvement in class discussion, quality of work is below average; occasionally prepared for class meetings but not able to contribute important ideas.

COURSE ASSIGNMENTS AND ALLOCATION OF GRADE POINTS

		% of Grade
1.	In-Class Discussion Leader	70 points 18%
2.	Reflective Paper	100 points 25%
3.	Book Discussion Leader	30 points 7%
4.	Book Discussion Participant	30 points 7%
5.	Business Book Presentation	50 points 13%
6.	Final Project	120 points 30%
	<i>Total points that can be earned</i>	<i>400 points</i>

Final grades will be calculated as follows:

375– 400 = A	347 – 360 = B+	305 – 318 = C+	240 – 276 = D
361– 374 = A-	333 – 346 = B	291 – 304 = C	0 – 239 = F
	319 – 332 = B-	277 – 290 = C-	

*see chart on next page

A	93.75	100
A-	90.25	93.5
B+	86.75	90
B	83.25	86.5
B-	79.75	83
C+	76.25	79.5
C	72.75	76
C-	69.25	72.5
D	60	69

EVALUATION METHODS FOR COURSE ASSIGNMENTS

- 1. In-Class Discussion Leader (70 points): A group of 3 students will conduct a presentation and lead a discussion for one of the 7 class days (approximately 45 minutes – 50 minutes being the max).**

Grading Criteria:

- A. Overview (15 points): Provide an overview of the book chapters
- B. Consumer Behavior Issues (10 points): Outline the consumer behavior issues discussed in your chapters. Relate these issues to relevant topics/terms reviewed in class (see Consumers text and powerpoint slides posted on WebCT).
- C. Industry Example (25 points): Select a consumption or buyer behavior example that relates to your topic. Using Mintel Reports, provide an overview of your example including: (1) the market drivers, the market size and market trends, (2) how the market can be segmented, (3) an overview of past and present advertising and promotion strategies, (4) future trends, and (5) interesting tidbits from the latest news updates.
- D. Discussion (10 points): Develop 5-6 discussion questions to distribute to the class. The questions should be distributed to the class by email the day before the class meeting and should cover consumer behavior issues. Lead the class through the questions to invoke discussion/debate.
- E. Visual Examples (5 points): During your presentation, include visuals, music, or audio to illustrate your topic. This may include advertising and/or promotional examples (related to your topic), or Internet resources (e.g., YouTube).
- F. Leadership Ability/ Interesting and Engaging (5 points): organization of thoughts and understanding of article
- G. Submit an electronic version of the Powerpoint presentation and the discussion questions - to be posted on WebCT (materials will be uploaded to WebCT during class time – just bring your electronic version to class).

2. **Reflective Paper** (100 points): At the end of the summer session, students will be given reflective questions. The questions are designed to review the concepts discussed in class with the intention of evoking thought and creativity. Students will provide short answers to the questions and submit via WebCT.
3. **Business Book Reading Assignments** (60 points): Groups will select one business book from the list provided. Groups will be responsible for reading the selected book. During fall semester, each group will give a presentation of their book to the class. In the weeks leading up to the book presentation, groups will be responsible for leading their own discussions over the book. The group leader for that week will turn in a summary of the group's discussion for that week.

Groups will select one of the following books:

- "How Brands Become Icons" by Douglas B. Holt (2004)
- "Buyology: The Truth and Lies about Why We Buy" by Martin Lindstorm (2008)
- "Influence: The Psychology of Persuasion" by Robert B. Cialdini (2006)
- "Marketing Metaphoria: What Deep Metaphors Reveal About the Minds of Consumers" by Gerald Zaltman and Lindsay H. Zaltman (2008)
- "Predictably Irrational" by Dan Ariely (2009)
- "Mindless Eating" by Brian Wansink (2007)
- "Nudge: Improving Decisions About Health, Wealth, and Happiness" by by Richard H. Thaler and Cass R. Sunstein (2009)
- "How Customers Think: Essential Insights into the Mind of the Market" by Gerald Zaltman (2003)

Book Discussion Leader (30 points):

- a. Provide the group with a consumer behavior article that corresponds with the topics in your section of the book (give to your group members 1 week before you plan to meet). Submit via WebCT in your group's designated discussion area.
- b. Develop discussion questions for the consumer behavior article and for your section of the book (give to your group members 1 week before you plan to meet). Submit via WebCT in your group's designated discussion area.
- c. Arrange a meeting time with your group members.
- d. At the meeting, lead a discussion session using the discussion questions you developed (discussion questions should cover both your section of the book and the consumer behavior article).
- e. Assign group members a "confidential" grade for their participation efforts (1-10 points).
- f. Turn in a "Discussion Session Summary" via WebCT (see below).

Discussion Session Summaries should include the following:

- Group meeting date
- Group meeting place
- List the group members present
- Provide a grade (1-10 points) for each group member (see expectations for participation on page 3)
- List discussion questions in **bold** font and then summarize your group's responses to the questions in regular font.

Discussion Session Participants (30 points):

- i. Participate in your group's regular meetings.
- ii. Read the section of the book, the assigned article, and answer the discussion questions before each meeting.
- iii. Be responsive to your discussion leader's requests/assignments

- 4. Business Book Presentation (50 points):** Presentations will be graded by the criteria stated below. Plan for a 30-45 minute presentation (45 minutes being the max).

Grading Criteria:

- A. Book Overview (10 points): Provide an overview of the book including:
 - a. Background info about the author(s)
 - b. When the book was written
 - c. The design and flow of the book (from chapter to chapter)
 - d. The intended audience for the book
 - e. Who would benefit from reading the book
 - f. The strengths and weakness of the book
- B. Key Concepts (5 points): Summarize the most important concepts.
- C. Application (10 points): Explain how the book sheds light on industry practices. Provide specific examples of how the concepts of the book can be applied in today's business environment. You can include examples from the book.
- D. Future research (5 points): What areas of future research would you consider after reading the book? If you planned to write a sequel, what would it include?
- E. Articles in Discussion Sessions (10 points): Provide highlights from the articles discussed during your group's meetings. Select a few interesting and important concepts (from the articles) to share with the class.
- F. Discussion (5 points): Interact with the audience and allow time for your class members to ask questions about the book.
- G. Interesting and Engaging (5 points): Students are expected to prepare their presentations in a way that will engage other class members.
- H. On the day of the presentation turn in: (1) a copy of your PowerPoint presentation (6 slides per page), and (3) an electronic copy of your presentation to post on WebCT.

- 5. Final Project (120 points):** For the final project, groups can continue to build upon their loneliness research or select another topic from the list provided below. Groups will analyze consumer behavior on the Internet by observing 1 online community (netnography) and conduct 4-5 depth interviews using one or more of the following qualitative techniques: autodiving techniques, projective techniques, video, diaries, FG discussion, or ZMET techniques. For the online community exploration, groups will print web-community discussions and these documents will be coded and analyzed. For the depth interviews, groups will transcribe interviews verbatim and these documents will be coded and analyzed. Groups will turn in a paper that covers the grading criteria below and provide a formal presentation of their findings to the class. Remember: the paper and presentation should use several quotes and web-specific illustrations to back up your themes.

Additional topics for this project:

- How consumers form a community
- How consumers learn from each other
- How the Internet helps consumers overcome loneliness
- How consumers use the Internet for e-tail therapy
- How technology has changed the way consumers meet, interact, make decisions, or share information
- How technology has changed the way consumers perceive themselves/others
- How technology has changed consumer-to-business relationships
- How the design of a website influences consumer behavior

Grading Criteria:

- a. Title Page – include all group members’ first and last names
- b. Table of contents
- c. Executive Summary -1 page (5 points):
 - Research objectives
 - Concise statement of the method
 - Summary of Findings
 - Conclusions and recommendations
- d. Introduction (10 points): Explain the importance of the topic. List specific objectives. Upon reading the introduction, the client should know exactly what the report is about, why the research was conducted, and what relationships exist between the current study and past or future endeavors. Include secondary research here.

- e. Research Methods (10 points): Part 1: Communicate how the research was conducted. Provide a summary of your website community including: why this website was selected, approximate number of members in the community (or # of visits per day), navigational tools on the website, marketing graphics, etc. Explain how you selected discussions (from particular community members or from specific pages on the website) and how you analyzed the data (using qualitative methods). Part 2: Discuss the demographic info for your depth interviews and explain how the informants were selected.
- f. Reliability and Validity (5 points): Discuss the steps that your group took to ensure validity and reliability.
- g. Findings Part 1 (25 points): Present website community themes. These are derived from coded “web-based” transcripts and online observations. Include various quotes from community members and website features which represent common community traits.
- h. Findings Part 2 (25 points): Present depth interview themes
- i. Conclusion (20 points): Bridge Part 1 and Part 2. What can you conclude after analyzing your data? Aim at making some overarching conclusions. Present a conceptual model explaining how the themes are related.
- j. Areas for future research. (10 points) - derived from the findings
- k. Implications for managers. (10 points) – derived from the findings
- l. On the day of your presentation turn in a notebook with the following: (1) a paper providing the details of your findings, (2) a copy of your presentation (6 slides per page), (3) coded discussions from the website, (4) a copy of the website homepage, and (5) coded transcripts from the interviews
- m. Submit an electronic version of the final paper and Powerpoint presentation – the paper and presentation will be posted on WebCT. Both will be uploaded during class (save to the desktop after your presentation).

MARK 7450
COURSE SCHEDULE AND DUE DATES

Summer Session

Date	Discussion Topics	Book Chapter Readings Due	Assignments Due
7/7 T	<p>Consumers: The Meaning and Nature of Culture</p> <p>Video Clip: Burning Man Festival</p> <p>Lecture Article: <i>“Can Consumers Escape the Market? Emancipatory Illuminations from Burning Man”</i></p> <p>Lunch Video: India</p>	<p>Discussion Chapters: Enchanting a Disenchanted World: “A Tour of the New Means of Consumption” (Chapter 1) and “Valentine’s Day”</p>	<p>Discussion Questions: Set 1</p>
7/9 Th	<p>Cultural Issues and Global Brands</p> <p>Lecture Articles: <i>“Consumers and Their Brands: Developing Relationship Theory in Consumer Research”</i></p> <p><i>“Subcultures of Consumption: An Ethnography of the New Bikers”</i></p> <p>Lunch Video: Why We Buy</p>	<p>Discussion Chapters: “The Most Successful Global Brands” and “Harness the Power of Research” (Chapters 4 and 14)</p>	<p>Discussion Questions: Set 2</p>
7/14 T	<p>Consumers: Experience, Learning, & Knowledge</p> <p>Lecture Article: <i>“The Square Watermelon”</i> and <i>“Food Marketing to Children and Youth”</i></p> <p>Lunch Video: Automobile Research</p>	<p>Discussion Chapters: “A Whole New Mind” (Chapter 1 and 2) and “The Psychology Behind Counterfeiting” (Chapter 1)</p>	<p>Discussion Questions: Set 3</p>

7/16	Th	<p>Extraordinary Experiences</p> <p>Lecture Articles: <i>“Retail Spectacles and Brand Meaning: Insights from a Brand Museum Case Study”</i></p> <p><i>“River Magic: Extraordinary Experience and the Extended Service Encounter”</i></p> <p>Lunch Video: The Mall</p>	<p>Discussion Chapters: Flow: Happiness Revisited, Enjoyment and Quality of Life, and The Making of Meaning (Chapters 1, 3, and 10)</p> <p>Discussion Questions: Set 4</p>
7/21	T	<p>Consumers: The Self and Selves</p> <p>Lecture Articles: <i>“Consuming the Fashion Tattoo”</i></p> <p><i>“The Fire of Desire: A Multisited Inquiry into Consumer Passion”</i></p> <p>Lunch Video: Barbie</p>	<p>Discussion Chapters: Consumer Culture, Identity and Well-Being: “To have is to be? Psychological functions of material possessions” and “Consuming passions? Psychological motives for buying consumer goods” (Chapters 2 and 3)</p> <p>Discussion Questions: Set 5</p>
7/23	Th	<p>Consumer Desires and Passion</p> <p>Lecture Articles: <i>“Shoes and Self”</i></p> <p><i>“Speaking of Fashion: Consumers’ Uses of Fashion Discourses and the Appropriation of Countervailing Cultural Meanings”</i></p> <p>Lunch Video: The Fashion Industry</p>	<p>Discussion Chapters: The Meaning of Things: “The Most Cherished Objects in the Home” and “The Home as Symbolic Environment” (Chapters 3 and 5)</p> <p>Discussion Questions: Set 6</p>
7/28	T	<p>Consumers: Acquiring Things</p> <p>Lecture Articles: <i>“Consumer Activism on the Internet: The Role of Anti-Brand Communities”</i></p> <p><i>“Compulsive Buying: A</i></p>	<p>Discussion Chapters: The Wal-Mart Effect: “Who Knew Shopping was so Important?,” “The Power of Pennies,” and “Wal-Mart and the Decent Society” (Chapters 1, 8, and 9)</p> <p>Discussion Questions: Set 7</p>

		<i>Phenomenological Exploration”</i>	
		Lunch Video: Wal-Mart	
7/30	Th	Reflective Paper	

Fall Session

Date	Discussion Topics	Readings Due	Assignments Due
8/17	M	Discussion Session Leader 1	Post Discussion Questions for Book Section and Post Consumer Behavior Article
8/21	F		Part 1 of Book
8/28	F	Discussion Session Leader 2	Post Discussion Session Summary
8/28	F		Post Discussion Questions for Book Section and Post Consumer Behavior Article
9/4	F		Part 2 of Book
9/4	F		Post Discussion Session Summary
9/11	F	Discussion Session Leader 3	Post Discussion Questions for Book Section and Post Consumer Behavior Article
9/18	F		Part 3 of Book
9/18	F		Post Discussion Session Summary
9/25	F	Discussion Session Leader 4	Post Discussion Questions for Book Section and Post Consumer Behavior Article
10/2	F		Part 4 of Book
10/2	F		Post Discussion Session Summary
10/12	M	Book Presentations	3:30-5:30
12/2	W	Final Project Presentations	3:30-5:30