

## Dillard College of Business Administration

# Consumer Behavior 3823



## CONTACT INFORMATION

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Zoom Office Hours (Spring and Fall): [Zoom Office Hrs https://msutexas-edu.zoom.us/j/6172858399](https://msutexas-edu.zoom.us/j/6172858399)

## REQUIRED MATERIALS

1. Consumer Behavior, CB eighth edition, by Barry J. Babin; Eric Harris  
ISBN-10: 1-305-57724-8 or ISBN-13: 978-1-305-57724-4
2. **Webcam**, computer, cellphone
3. **MSU Texas Respondus Lockdown Browser, downloadable using this link [RLB https://msutexas.edu/distance/lockdown-browser.php](https://msutexas.edu/distance/lockdown-browser.php)**

## COURSE DESCRIPTION

This course applies precepts from psychology, sociology, anthropology, and business to examine the behavior of consumers. Course topics will include both external and internal influences of consumer behavior and the consumer decision process.

## GENERAL LEARNING GOALS

All DCOBA undergraduate students should:

1. Be effective at problem-solving and decision making.
2. Be effective communicators.
3. Be technologically prepared.
4. Be ethical decision-makers.
5. Be effective team members.
6. Be multicultural and globally aware.

## LEARNING OBJECTIVES

After completing this course, students should:

1. Have the ability to segment consumer markets using external influences.
2. Understand the influences of perception, learning, memory, motivation, and emotion upon consumer behavior.

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3. Recognize how culture, reference groups, self-concept, and lifestyles influence consumers.
4. Understand the consumer decision process and how marketers take actions that influence the process.
5. Have the ability to discuss marketing regulation and consumer behavior.

## CLASS POLICY AND CONDUCT

### Professionalism

The faculty, staff, and students of the Dillard College of Business Administration are committed to being a "professional" in our words, conduct, and actions. The qualities of a professional include:

- A commitment to the development of specialized knowledge
- Competency in analytical, oral and written communication skills
- Self-discipline
- Reliability
- Honesty and integrity
- Trustworthiness
- Timeliness
- Accountability for words and actions
- Respect for others and other cultures
- Politeness and good manners
- A professional image (professionals look professional)
- An awareness of their environment and adaptability to different settings
- Confidence without arrogance
- A commitment to giving back to your community

### Academic Integrity

Concerning academic honesty, students are referred to the "Student Honor Creed" in the current Midwestern State University Undergraduate Catalog. Academic dishonesty (cheating, collusion, and plagiarism) is taken seriously and will be investigated. The minimum penalty is an "F" in this course and referral to the Dean of Students for disciplinary action, which may result in expulsion from the University.

### Submitting Assignments

For every 24 hours of late submission, 25% of the earned grade for that assignment will be deducted. Please maintain an electronic copy of all assignments "as submitted," showing the actual date and time of completion. I shall ask for **both** a hard copy and a disk copy when necessary.



### Non-submission of Quizzes/Assignments/Extra credit

If you do not complete all the required quizzes/examinations/assignments and extra credit opportunities, you will be denied all doles, curves, etc.

### Communication

I believe that frequent and open communication between the professor and students enhances the quality of learning. I urge you to use the university e-mail (outlook) to let me know your concerns or queries. I do not discuss grades during the last two weeks of the semester. At that late stage, I cannot do anything to help you. This course offers sufficient opportunity to make good grades without having to resort to extra credit.

### Grade Appeals

Any student who believes a grade has been inequitably awarded should first contact the instructor who awarded the grade to discuss the issue and attempt to resolve the differences. A student has 30 days following the first day of the succeeding semester to file a written appeal with the dean of the instructor's college in which the course was taught. Refer to the Undergraduate Catalogue for further details. **See the *MSU Student Handbook for University policy on grade appeal.***

### Grade Changes

No grade except "I" may be removed from a student's record once properly recorded. Changes are not permitted after grades have been filed except to correct *documented clerical errors*. Requests for error correction must be initiated immediately after the close of the semester for which the grade was recorded.

### Awarding and Removal of I

I - incomplete; a non-punitive grade given only during the last one-fourth of a semester and only if a student (1) is passing the course; (2) has a reason beyond the control of the student why the work cannot be completed on schedule; and (3) arranges with the instructor to finish the course at a later date by completing specific requirements that the instructor must list on the grade sheet. **A student may remove a grade of I within 30 days by completing the stipulated work.**

### Final Grades

I will post final grades in *D2L*. Do not call or stop by the office to ask for your grades.

### General policies

Exam dates are firm. The student is responsible for having all materials prepared on time. Please feel free to contact the instructor as needed. I want to see everyone do well in this course,

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but a big part of success depends on the student. I view everyone as an "A" student until proven otherwise. I expect on-time attendance, preparation, participation, and professional effort. Students who have a good attitude and strive to meet these expectations will find me very supportive - I will do whatever I can to help students succeed in this course and beyond.

Campus Carry: Senate Bill 11 passed by the 84<sup>th</sup> Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at this link:

<http://mwsu.edu/campus-carry/rules-policies>.

## Americans with Disabilities Act

Midwestern State University is committed to providing equal access for qualified students with disabilities to all university courses and programs, and by law, all students with disabilities are guaranteed a learning environment that provides reasonable accommodation of their disability. This guarantee is provided through Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The ADA reads: "No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subject to discrimination by any such entity." The Director of Disability Support Services serves as the ADA Coordinator and may be contacted at (940) 397-4140, TDD (940) 397-4515, or 3410 Taft Blvd., Clark Student Center 168.

## IMPORTANT ADMINISTRATIVE DATES

It is the student's responsibility to keep track of administrative dates and initiate the required paperwork for drops etc. If you withdraw from the class, it is your responsibility to remove your name from the class rolls. If your name is not removed, then you may receive an 'F' for the course at the end of the semester.

## GRADING

Your overall semester grade will include evaluations of your performance in the examinations, class participation, and HW assignments.

**Table 1: Class Components**

Category	Maximum point	Assignment Notes and Guidelines
Exam 1	200	Chapter 1 – 10. Ten short-answer essays. 80 minutes. <b>Check the course calendar for specific due dates and times.</b>

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Category	Maximum point	Assignment Notes and Guidelines
Exam 2	120	Chapter 11 – 16. Six short-answer essays. 80 minutes. <b>Check the course calendar for specific due dates and times.</b>
15 Quizzes @ 10 points	150	Quizzes are due <b>weekly and during the weekend from 11:30 Friday night to 11:30 Sunday night.</b> There is a total of 16 quizzes. The lowest quiz is dropped. No make-up quiz. Each quiz is 20 multiple choice questions with an allotted time of 20 minutes.
4 Individual journal @ 25 points	100	Double-space, 1-inch margin, 2-3 pages for each paper. See more details in the class component section or in the link <a href="https://youtu.be/WngTY6x54u0">Individual Journal</a> <a href="https://youtu.be/WngTY6x54u0">https://youtu.be/WngTY6x54u0</a> <b>Check the course calendar for specific due dates and times.</b>
4 Observation and Discussion Vlogs @ 20 points	80	Post your vlogs of your observation of other consumer behaviors on FlipGrid. See more details in the class component section or in the link <a href="https://youtu.be/id0pfzfUoFU">Observation vlogs</a> <a href="https://youtu.be/id0pfzfUoFU">https://youtu.be/id0pfzfUoFU</a> <b>Check the course calendar for specific flipgrid links and due dates.</b>
Project 1: Analyses of internal influences	100	<a href="https://youtu.be/1I3Zuv4Inul">Team Ad Projects 1,2,3.</a> <a href="https://youtu.be/1I3Zuv4Inul">https://youtu.be/1I3Zuv4Inul</a> <b>Check the course calendar for specific due dates and times.</b>
Project 2: Analyses of external influences	100	<a href="https://youtu.be/1I3Zuv4Inul">Team Ad Projects 1,2,3.</a> <a href="https://youtu.be/1I3Zuv4Inul">https://youtu.be/1I3Zuv4Inul</a> <b>Check the course calendar for specific due dates and times.</b>
Project 3: Team print and TV commercial (audio/video) ads project	150	<a href="https://youtu.be/1I3Zuv4Inul">Team Ad Projects 1,2,3.</a> <a href="https://youtu.be/1I3Zuv4Inul">https://youtu.be/1I3Zuv4Inul</a> <b>Check the course calendar for specific due dates and times.</b>
<b>TOTAL</b>	<b>1000</b>	
<i>Extra credit opportunity</i>	<i>50</i>	LinkedIn Learning certificate: Adobe Premier Pro 2020 Essential Training by Ashley Kennedy <a href="https://www.linkedin.com/learning/premiere-pro-2020-essential-training">Premiere Pro LinkedIn</a> <a href="https://www.linkedin.com/learning/premiere-pro-2020-essential-training">https://www.linkedin.com/learning/premiere-pro-2020-essential-training</a>

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Category	Maximum point	Assignment Notes and Guidelines
		<b>Check the course calendar for specific due dates and times.</b>
<i>Extra credit opportunity</i>	20	LinkedIn Learning certificate: After Effects 2020 Essential Training: The Basics by Mark Christiansen <a href="https://www.linkedin.com/learning/after-effects-2020-essential-training-the-basics">Affect Effects LinkedIn https://www.linkedin.com/learning/after-effects-2020-essential-training-the-basics</a> <b>Check the course calendar for specific due dates and times.</b>
<i>Extra credit opportunity</i>	5	Say Hello on FlipGrid. <a href="https://youtu.be/C0q7TwFn81g">Hello on FlipGrid https://youtu.be/C0q7TwFn81g</a> <b>Check the course calendar for specific flipgrid links and due dates.</b>
<i>Extra credit opportunity: 4 TedTalk vlogs @ 5 points for each.</i>	5	<a href="https://youtu.be/PoPUQJS2aUU">FlipGrid TedTalk vlogs https://youtu.be/PoPUQJS2aUU</a> Post your video discussions on Flipgrid for the TedTalk topics. <b>Check the course calendar for specific flipgrid links and due dates.</b>

**Table 2: Grade System**

Percentage	Letter grade
90% +	A
80-89%	B
70-79%	C
60-69%	D
<60%	F

Please remember that grades are *earned* not negotiated, and you should consistently perform well for a good grade in the class. If you are having difficulties with the class, come see me early on. There is not much I can do to help you improve your grade if you wait until the end of the semester.

\*\*\*\*In order to help students keep track of their progress toward course objectives, the instructor for this class will provide a Midterm Progress Report through each student's WebWorld account. Only at-risks students' grades are reported at midterm. Midterm grades will not be reported on the students' transcript, nor will they be calculated in the cumulative GPA. They simply give students an idea of where they stand at the midpoint of the semester. Students earning below a C

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at the midway point should schedule a meeting with the professor to discuss the performance improvement plan.

## CLASS COMPONENTS

### Exams

Exam one consists of 10 short answer essays, covering chapters 1-10. Exam two includes six short essay questions, covering chapters 11-16.

### Quizzes

- There are 16 quizzes total. These quizzes are designed for you to check your comprehension of the lessons. There are **no make-up** quizzes. The lowest quiz is dropped.
- You will get a total of **20 minutes** to answer 20 multiple-choice questions. You will only have one chance to answer these questions. This is because you are being *tested* on the material. You will not get to see the correct answers (to restrict plagiarism).

### Individual Journal Assignments

#### Objectives:

The purpose of the assignments is to get you to think about the psychology of consumer behavior by applying it to your own life. The theories or concepts that you apply are basically up to your own perception of your own behavior. However, these must be theories grounded in the text and classroom discussion

#### Instructions:

1. For these individual journal assignments, you are required to reflect on your four different purchases. You will need to analyze your consumption behaviors by applying the course concepts and theories. The theories or concepts that you use depend on your perception of your consumption behavior. You should apply at least one concept, or theory learned from this course per purchase. You need to select the product category according to the following table:

**Table 3: Product Types for Individual Journals**

<i>Journal</i>	<i>Product types</i>
Journal 1	Public product/brand: to be consumed publicly
Journal 2	Private product/brand: to be consumed privately
Journal 3	Functional product: its primary usage is to do a job
Journal 4	Hedonic product: its primary usage is to provide pleasure

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## Reporting Guidelines

- A. Format: 2-3 pages, double-spaced, 1-inch margin, 12 font, with page numbers. Your name is on the top left header, and the current semester on the top-right header.
- B. For each journal, you will need to answer the following questions:
  1. **Your purchase:** What did you purchase? Please state your product and brand, and tell me in some detail what the product is – spend a sentence or two on this. Why did you buy that product over another? What advantages or disadvantages resulted from purchasing that product over others? Were you satisfied/dissatisfied with the purchase? Why? Do you intend to continue that purchase? (or note if you decided to change your purchase pattern & why)
  2. **Theory definition:** What concepts/theories might explain your purchase? Explain in your own words the concept/theory you use. You can use any concepts or theories you have learned thus far in the course. You are not restricted from applying concepts/theories from any specific weeks. You need to be very specific about the concept by showing your understanding of it. For example, don't just say reference groups were relevant – describe which one, talk about why consumers, in general, care about reference groups.
  3. **Theory application:** How does your chosen concept/theory apply to your specific purchase? I want to see specific reasons for why you think it was the concept that was most relevant for that particular product and explain why that particular reference group was relevant to your purchase. Please use complete sentences.
  4. **Implications for marketers:** How did the marketers of this product/brand use consumer behavior theories to attract you to buy their products? What concepts/theories might explain why you chose that product or brand over another?
  5. **Your opinions/suggestions/discussions:** How might you change to a different theory/concept to be more successful? What another concept/theory can you apply for this purchase to increase the success of your product/brand

**Table 4: Rubric Items for Individual Journal**

Rubric Items for Individual Journal	Exceeds Expectation (5 points)	Meets Expectation (3points)	Not Meet Expectation (1points)
<b>1.Your purchase.</b> Clearly state and describe your purchase behavior			
<b>2.Theory definition.</b> Describe the concept/theory by showing an understanding of it			
<b>3.Application of theory.</b> Apply the concept/theory to the purchase correctly from a consumer perspective.			



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Rubric Items for Individual Journal	Exceeds Expectation (5 points)	Meets Expectation (3points)	Not Meet Expectation (1points)
<p><b>4.Implications for marketers.</b> Analyze how marketers have utilized the concept/theory successfully or unsuccessfully to attract you to their products.</p>			
<p><b>5.Your opinions /suggestions/discussions.</b> Recommend another concept/theory that you believe can increase the success of this product/brand.</p>			

**Examples of concepts /theories you may use are listed in the table. If there is a concept you want to use and you don't see it in this box, this does not necessarily mean that it would not be allowed.**

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- |                           |                                |                             |
|---------------------------|--------------------------------|-----------------------------|
| - Social identity theory  | - Schema                       | - Gender identity/sex roles |
| - Reference groups        | - Interpretational bias        | - Body image/beauty ideals  |
| - Norms                   | - Classical conditioning       | - Personality               |
| - Brand communities       | - Instrumental conditioning    | - Lifestyle                 |
| - Word of mouth           | - Stimulus generalization      | - Values                    |
| - Opinion leaders         | - Stimulus discrimination      | - Brand personality         |
| - Social class            | - Cognitive learning theories  | - Psychographics            |
| - Codes                   | - Spreading activation theory  | - Attitudes                 |
| - Social capital          | - Scripts                      | - Hierarchy of effects      |
| - Subcultures             | - Nostalgia                    | - Balance theory            |
| - Acculturation           | - Motivation                   | - Theory of reasoned action |
| - Families and households | - Motivational conflict        | - Source credibility        |
| - Age cohorts             | - Maslow's Hierarchy of Needs  | - Mere exposure             |
| - Culture                 | - Involvement                  | - ELM                       |
| - Rituals                 | - The self and/or self-concept | - Self-regulation           |
| - Gift giving             | - Self-esteem                  | - Heuristics                |
| - Diffusion of innovation | - Social comparison theory     | - Family decision making    |
| - Perception              | - Extended self                | - Impulse buying            |
| - Endowment effect        | - Embodied cognition           | - Disposal                  |

## Observation and Discussion Vlogs:

This assignment is similar to Individual Journal assignment. The differences are that (1) you are going to observe other consumers' behaviors, instead of your own behaviors, and (2) report them on FlipGrid, instead of written paper, (3) view and comment on other classmates posts on whether you agree or disagree with their analyses and why. This assignment functions as class discussions by providing you the opportunity to learn from your classmates' perspectives.

## Objectives:

The goal of this assignment is for you to compare and contrast the same consumption behaviors but from different consumers. The task requires you to share your understandings and thoughts with your classmates as well as to learn from their perspectives. This assignment helps you critically evaluate how consumption behaviors can be situational and motivational dependent. In other words, the same consumption behaviors can be explained by multiple theories/concepts.

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Specifically, you are required to (1) observe two consumers who buy the same products/services, (2) compare and contrast those two behaviors, tell us what you find interesting, (3) post your vlogs of your observation of other consumer behaviors on FlipGrid. Each of your vlogs should be approximately 4-5 minutes. Be concise, interesting, and with clarity. Minimize the usage of filler words, (4) view other classmates post and comments on whether you agree or disagree with their assessments and why. Your video/audio vlogs should answer the following questions:

1. **Their purchase:** What did they purchase? Please state their product and brand, and tell me in some detail what the product is
2. **Theory definition:** What concepts/theories might explain their purchase? Explain in your own words the concept/theory you use. You can use any concepts or theories you have learned thus far in the course. You are not restricted from applying concepts/theories from any specific weeks. You need to be very specific about the concept by showing your understanding of it. For example, don't just say reference groups were relevant – describe which one, talk about why consumers, in general, care about reference groups.
3. **Theory application:** How does your chosen concept/theory apply to their specific purchases? I want to see specific reasons for why you think it was the concept that was most relevant for that particular product. E.g. explain why that particular reference group was relevant to their purchases.
4. **Implications for marketers:** How did the marketers of this product/brand use consumer behavior theories to attract you to buy their products? What concepts/theories might explain why they chose that product or brand over another?
5. **Your opinions/suggestions/discussions:** How might you change to a different theory/concept to be more successful? What another concept/theory can you apply for this purchase to increase the success of this product/brand

**Examples of concepts /theories you may use are listed in the table. If there is a concept you want to use and you don't see it in this box, this does not necessarily mean that it would not be allowed.**

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- Social identity theory	- Schema	- Gender identity/sex roles
- Reference groups	- Interpretational bias	- Body image/beauty ideals
- Norms	- Classical conditioning	- Personality
- Brand communities	- Instrumental conditioning	- Lifestyle
- Word of mouth	- Stimulus generalization	- Values
- Opinion leaders	- Stimulus discrimination	- Brand personality
- Social class	- Cognitive learning theories	- Psychographics
- Codes	- Spreading activation theory	- Attitudes
- Social capital	- Scripts	- Hierarchy of effects
- Subcultures	- Nostalgia	- Balance theory
- Acculturation	- Motivation	- Theory of reasoned action
- Families and households	- Motivational conflict	- Source credibility
- Age cohorts	- Maslow's Hierarchy of Needs	- Mere exposure
- Culture	- Involvement	- ELM
- Rituals	- The self and/or self-concept	- Self-regulation
- Gift giving	- Self-esteem	- Heuristics
- Diffusion of innovation	- Social comparison theory	- Family decision making
- Perception	- Extended self	- Impulse buying
- Endowment effect	- Embodied cognition	- Disposal

## Team Ad Projects

😊😊😊😊 (one smiley face for each team member)

### Objectives:

This **three-project team assignment** aims to encourage you to re-create what you have learned in this class. Specifically, the three projects are designed to help you to apply the influence of internal factors and external factors to create new positioning for your focal brand/product. The overall purpose of the analyses is to use those factors to develop an effective ad for your product.

1. Project one requires you to analyze your focal product and target market's internal factors
2. Project two requires you to analyze your target market's demographics and external factors.
3. Project three requires you to create a *print ad AND a TV commercial* ad by incorporating your analyses in project one and two.



## Project 1:

### *Instructions:*

Submit one typed report via the Dropbox on D2L per group. You need to write complete sentences and the **headings** that are in bold below to indicate which section you are responding to. You also need to format as 5-7 pages, double-spaced, 1-inch margin, 12 font, with page numbers. Include a cover page with your product/brand name, team member names, course name, my name, current semester.

1. **Product/Brand:** Describe what the product does, and the needs/wants that the focal target satisfies *in a few sentences*. First, you need to brainstorm with your team to select the focal product, service, brand, company, idea, etc. Your focal target can *be generated by you or existing ones in the market*. If generated by you, describe what this new brand/product is, what are the needs/wants that the product is trying to satisfy? What is your proposed and alternative positioning of the product? If existing in the market, then explain what firm you will be working for? Describe what this brand/product is, what are the needs/wants that the product is trying to satisfy? Please be clear about which brand, line, or product you will reposition if the organization has multiple brands (**Chapter 1**).
2. **Utilitarian or Hedonic values:** Describe what this new brand/product is, what are the needs/wants that the product is trying to satisfy? What types of values do your product provide and how? Describe how this brand is currently perceived by customers (the current position), and how you would like to reposition it (the new position). (**Chapter 2**)
3. **Consumer Attitudes:**
  - a. **Consumer Involvement.** What type of involvement this product typically renders? (product, shopping, situational, enduring, emotional involvements) (**Chapter 5**)
  - b. **Attitude Change Model:** (**Chapter 7**) Which attitude model do you intend to use and why? The five notable ways to change attitudes include:
    - i. Change the perceived evaluation of the attributes
    - ii. Change the product-attribute beliefs
    - iii. Add a new attribute for consideration
    - iv. Influence perceptions of consequences of behavior
    - v. Influence perceptions of reference group's reactions to behavior
  - c. **Multiattribute Attitude Table:** Be sure to include at least two competitors, your brand, and at least 5 attributes. Rate the attributes from 1 to 5 by how important you think they are for your new target market (this is labeled importance in the Excel file). Then, rate how well you think your brand (currently, *prior* to repositioning) and your competitors do on each attribute (labeled beliefs in the

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Excel file). To get the total score for your brand, multiply the importance of each attribute by the belief value for each attribute. Do this for each of the attributes, and then sum the values together to get a total score. Do this for your competitors as well. Essentially, fill out all the red parts of the table. Make sure that the table is neatly organized, easy to understand, and attractive. (Chapter 7)

*Below is an example of the multiattribute attitude table.*

Attributes	Importance	Beliefs			Your Brand
		Apple	Samsung	Motorola	
Price	4	8	4	3	
Quality	1	6	7	3	
Design	5	8	6	6	
Warranty	2	6	7	4	
Features	3	7	7	5	
Total Score:		111	88	68	0

\*Note: importance should be indicated where 5 = most important and 1 = least important

\*Beliefs are scored the same way - bigger numbers, better performance

- d. **New products and services:** Once you've made your table, analyze how well your firm will do with your new target market. Will you need to release a new product or service to support your repositioning efforts? If so, what will you release, and why? If not, what existing product or service will you use to support your repositioning efforts? (Chapter 1 & 7)
- e. **Perceptual Map:** Create a perceptual map that includes your brand and at least three of your closest competitors. Show your original position and indicate your new position on the map. One dimension should be related to your repositioning effort (e.g. if you're trying to say your brand is high quality, one dimension should be low to high quality). The other dimension should be an attribute from your table in part A. (Chapter 2)
- f. **Motivations:** Use the information in Part a and b to consider what will motivate your new target market to buy your product, assuming your repositioning efforts are effective. Be sure to consider and explain why the new target market to go to your brand rather than a competitor. (Chapter 5)



## Project 2:

### *Instructions:*

Submit one typed report via the Dropbox on D2L per group. You need to write complete sentences and the **headings** that are in bold below to indicate which section you are responding to. You also need to format as 5-7 pages, double-spaced, 1-inch margin, 12 font, with page numbers. Include a cover page with your product/brand name, team member names, course name, my name, current semester.

Your paper should include the following components:

#### 1. **Current Target Market:**

- a. **Demographics:** Describe the demographics of your current target market. Be specific; provide at least three details for full credit. What are their lifestyles, psychographics, and demographics? Which lifestyle approaches do you use (VALS or PRIZM), and why? (Chapter 6)
- b. **Decision making:**
  - i. **Influencers:** Who might influence a consumer from your target market when they are making purchase decisions? Consider family and household characteristics, as well as cultures/subcultures, and reference groups. List at least two potential influencers and explain why you think these people could influence your target market. (Chapter 10)
  - ii. **Situational influences:** What are the situational influences (time, place, condition) that may affect your target market? Explain. (Chapter 11)
  - iii. **Decision-making process:** Describe your target market's decision-making process (rational, experiential, or behavioral) AND approaches for your product. Please justify your reasoning. (Chapter 12)
- c. **Values:** Given those characteristics, think about what your target market values. Please back up your reasoning with research from the textbook or reputable outside sources like AdWeek, Bloomberg Businessweek, or the Wall Street Journal. Be sure to cite what you use. List at least two values and explain why you think these are things they value. (Chapter 5)

#### 2. **New Target Market:**

- a. **Demographics:** Describe the demographics of your new target market. Be specific; provide at least three details for full credit. What are their lifestyles, psychographics, and demographics? Which lifestyle approaches do you use (VALS or PRIZM), and why? (Chapter 6)
- b. **Decision making:**



- i. **Influencers:** Who might influence a consumer from your target market when they are making purchase decisions? Consider family and household characteristics, as well as cultures/subcultures, and reference groups. List at least two potential influencers and explain why you think these people could influence your target market. (Chapter 10)
    - ii. **Situational influences:** What are the situational influences (time, place, condition) that may affect your target market? Explain. (Chapter 11)
    - iii. **Decision-making process:** Describe your target market's decision-making process (rational, experiential, or behavioral) AND approaches for your product. Please justify your reasoning. (Chapter 12)
  - c. **Values:** Given those characteristics, think about what your new target market values. Again, back up your reasoning with research from the textbook or reputable outside sources like AdWeek, Bloomberg Businessweek, or The Wall Street Journal. Cite what you use. List at least two values and explain why you think these are things they value. (Chapter 5)
3. **Marketing Strategies:**
  - a. **Media:** Given the characteristics of your new target market that you described in part 2, what media channels (tv, magazine, radio, etc.) should you advertise on to best reach them? *Name one print channel and one audio/video channel.* Why do you think these are appropriate? Again, please use some external resources to back up your reasoning and cite appropriately.
  - b. **Message:** Create a slogan or message for your repositioning attempt that appeals to the new target market values. Explain why you think it would be effective at appealing to their values. (Chapter 7)
  - c. **Persuasive techniques:** Be sure to explain the persuasive techniques you plan to use (ATO approach, behavioral influence, schema-based, ELM, balance theory, or social judgement theory) and why? (Chapter 7)
  - d. **Message source:** Which of the followings you'd like to rely on to convey your message? Likeability, attractiveness, expertise, trustworthiness, or congruence. You can use more than one source, but too many may dilute your intended meanings. (Chapter 7)
  - e. **Reactions:** Finally, consider how your old target market will react to the new slogan or message meant for the new target market. Come up with a least one positive reaction and one negative reaction and explain why you think the old target market might react in those ways. (Chapter 4 and 7)





## Project 3:

### Instructions

**COMBINE project parts one, two, and three in one submission.** Submit one typed report via the Dropbox on D2L per group. You need to write complete sentences and the **headings** that are in bold below to indicate which section you are responding to. You also need to format as 3-4 pages, double-spaced, 1-inch margin, 12 font, with page numbers. Include a cover page with your product/brand name, team member names, course name, my name, current semester.

### A. Print Ad

1. **Goal of the Print Ads:** What do you try to accomplish: *attention, exposure, or purchase?* How do you plan to accomplish your objectives? What are the necessary elements that you need to communicate to viewers? (Chapter 3)
2. **Characteristics of the message receiver/target market:** Explain the characteristics of the message receiver of your ad. Do they have intelligence, prior knowledge, involvement, familiarity or any of the mental, emotional, and physical limits. (Chapter 7)
3. **Ad Development: (Chapter 7)**
  - a. **Communication techniques:** Advertising messages are key to effectively repositioning a brand. In this section, answer the following three questions about how you will design your ad. Keep in mind the media channel you chose in project two.
    - i. Who will be the source in your ad? Why? (credibility, attractiveness, likeability, meaningfulness)
    - ii. How will you increase source credibility and/or attractiveness (think about testimonials or celebrity endorsement)? Describe a specific tactic(s) and why it would work to increase credibility or attractiveness.
    - iii. What appeal will your ad use? Why do you feel this is appropriate
  - b. **Ad design:** Create your ad that uses the techniques described in Part a as well as the media and slogan chosen in project two. **Your ad must not contain profanity nor sexual content. Failure to do so will result in zero points for this assignment.** You will be graded on both content and delivery. (Chapter 4)
  - c. **Ad delivery:** Where do you want to position your ads (e.g. advertising). (Chapter 11)
  - d. **Print Ad: Paste the print ad in this section.**

### B. Audio/Video Ad /TV commercial Ad



1. **Goal of the audio/video Ads:** What do you try to accomplish: *attention, exposure, or purchase?* How do you plan to accomplish your objectives? What are the necessary elements that you need to communicate to viewers? (Chapter 3)
2. **Characteristics of the message receiver/target market:** Explain the characteristics of the message receiver of your ad. Do they have intelligence, prior knowledge, involvement, familiarity or any of the mental, emotional, and physical limits. (Chapter 7)
3. **Ad development: (Chapter 7)**
  - a. **Communication techniques:** Advertising messages are key to effectively repositioning a brand. In this section, answer the following three questions about how you will design your ad. Keep in mind the media channel you chose in project two.
    - i. Who will be the source in your ad? Why? (credibility, attractiveness, likeability, meaningfulness)
    - ii. How will you increase source credibility and/or attractiveness (think about testimonials or celebrity endorsement)? Describe a specific tactic(s) and why it would work to increase credibility or attractiveness.
    - iii. What appeal will your ad use? Why do you feel this is appropriate?
  - b. **Ad design:** Create your ad that uses the techniques described in Part a as well as the media and slogan chosen in project two. **Your ad must not contain profanity nor sexual content. Failure to do so will result in zero points for this assignment.** You will be graded on both content and delivery. (Chapter 4)
  - c. **Ad delivery:** Where do you want to position your ads (e.g., advertiming). (Chapter 11)
  - d. **Link to audio/video Ad:** Upload your video/audio ad onto Youtube, then post the Youtube link into here for grading.

## SUBMISSION

**Every 24-hour delay beyond the assigned due date and time will result in a deduction of 25% in the grade for that submission only. Every 1-hour delay will result in a deduction of 5 points.**

**Works submitted for this class must be, in fact, done in this class. Repackaging older assignments without complete disclosure will be considered plagiarism and treated as such.**

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## **TedTalk Extra Credit Discussions:**

Post your video discussions on Flipgrid for the following TedTalk. What are the implications of these TedTalk discussions to consumers, marketing manager, and public policymakers? Please comment on other classmates' posts of why you agree or disagree with them.

### **TedTalk 1:**

[Neuromarketing https://www.youtube.com/watch?v=\\_rKceOe-Jr0](https://www.youtube.com/watch?v=_rKceOe-Jr0)

### **TedTalk 2:**

[Mood regulation https://www.youtube.com/watch?v=esPRsT-lmw8](https://www.youtube.com/watch?v=esPRsT-lmw8)  
[Emotion manipulation https://www.youtube.com/watch?v=xRL2vVAa47I](https://www.youtube.com/watch?v=xRL2vVAa47I)

### **TedTalk 3:**

[Media consumption https://www.youtube.com/watch?v=2N6spwyBuyE](https://www.youtube.com/watch?v=2N6spwyBuyE)

### **TedTalk 4:**

[How store track your shopping behaviors https://www.youtube.com/watch?v=jeQ7C4JLpug](https://www.youtube.com/watch?v=jeQ7C4JLpug)



## CLASS CALENDAR: TENTATIVE SCHEDULE

#	Date	Topic	Lesson	Project	Quiz
1	8.25	What is CB? and why should I care?	Chp. 1		<b>Q1 due @ 11:30 pm on 8/28</b>
2	8.27	Value and CB framework	Chp. 2	-Team contract due @ 11:00 am in D2L -Hello, on FlipGrid due @ 11:00 am <a href="#">Hello link</a> <a href="https://flipgrid.com/54ce8e6f">https://flipgrid.com/54ce8e6f</a> OR download FlipGrid app on your mobile and computer and use Flip code <b>nguyen0908</b> to log in.	<b>Q2 due @ 11:30 pm on 8/28</b>
3	9.1	Consumer learning: Perception	Chp. 3		Q3
4	9.3	Consumer learning: Perception	Chp. 3		<b>Q3 due @ 11:30 pm on 9/6</b>
5	9.8	Comprehensio n, memory, and cognitive learning	Chp. 4	-Individual journal 1 due @ 11:00 am on D2L	Q4
6	9.10	Comprehensio n, memory, and cognitive learning	Chp. 4	-TedTalk 1 extra credit due @ 11:00 am on FlipGrid <a href="#">Neuromarketing</a> <a href="https://www.youtube.com/watch?v=_rKceOe-Jr0">https://www.youtube.com/watch?v=_rKceOe-Jr0</a> Post on this FlipGrid <a href="#">TedTalk vlog 1</a> <a href="https://flipgrid.com/9e970320">https://flipgrid.com/9e970320</a>	<b>Q4 due @ 11:30 pm on 9/13</b>
7	9.15	Motivation and emotion: driving CB	Chp. 5	-Observation and discussion vlog 1 due @ 11:00 am on FlipGrid <a href="#">Observation vlog 1</a> <a href="https://flipgrid.com/8811dbad">https://flipgrid.com/8811dbad</a>	Q5

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#	Date	Topic	Lesson	Project	Quiz
8	9.17	Motivation and emotion: driving CB	Chp. 5	-TedTalk 2 extra credit due @ 11:00 am on FlipGrid <a href="https://www.youtube.com/watch?v=esPRsT-lmw8">Mood regulation</a> <a href="https://www.youtube.com/watch?v=esPRsT-lmw8">https://www.youtube.com/watch?v=esPRsT-lmw8</a> <b>Zoom meeting with Dr. Nguyen to answer your questions for your team project. Schedule 15 minutes for each team from 12:30 – 2:00 pm.</b> <a href="https://www.youtube.com/watch?v=xRL2vVAa47I">Emotion manipulation</a> <a href="https://www.youtube.com/watch?v=xRL2vVAa47I">https://www.youtube.com/watch?v=xRL2vVAa47I</a> Post on this FlipGrid <a href="https://flipgrid.com/82848e49">TedTalk vlog 2</a> <a href="https://flipgrid.com/82848e49">https://flipgrid.com/82848e49</a>	<b>Q5 due @ 11:30 pm on 9/20</b>
9	9.22	Personality, lifestyles, and the self-concept	Chp. 6	-Individual journal 2 due @ 11:00 am on D2L -Adobe Premier Pro LinkedIn certificate due @ 11:00 am on D2L	Q6
10	9.24	Personality, lifestyles, and the self-concept	Chp. 6	<b><i>-Draft of project part 1 due @ 11:00 am on D2L. You must send your first draft to me for comments and revisions.</i></b>	<b>Q6 due @ 11:30 pm on 9/27</b>
11	9.29	Attitudes and attitude change	Chp. 7	-Observation and discussion vlog 2 due @ 11:00 am on FlipGrid <a href="https://flipgrid.com/3a1a4d7e">Observation vlog 2</a> <a href="https://flipgrid.com/3a1a4d7e">https://flipgrid.com/3a1a4d7e</a>	Q7
12	10.1	Attitudes and attitude change	Chp. 7		<b>Q7 due @ 11:30 pm on 10/4</b>
13	10.6	Group and interpersonal influence	Chp. 8	-Individual journal 3 due @ 11:00 am on D2L <b><i>-Last day to vote out non-performing team members @ 11:00 am on D2L email</i></b>	Q8

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#	Date	Topic	Lesson	Project	Quiz
14	10.8	Group and interpersonal influence	Chp. 8	<b>-Project part 1 due @ 11:00 am on D2L</b>	<b>Q8 due @ 11:30 pm on 10/11</b>
15	10.13	Consumer culture	Chp. 9	-Observation and discussion vlog 3 due @ 11:00 am on FlipGrid <a href="https://flipgrid.com/5d976a18">Observation vlog 3</a> <a href="https://flipgrid.com/5d976a18">https://flipgrid.com/5d976a18</a>	Q9
16	10.15	Consumer culture	Chp. 9	-TedTalk 3 extra credit due @ 11:00 am on FlipGrid <a href="https://www.youtube.com/watch?v=2N6spwyBuvE">Media consumption</a> <a href="https://www.youtube.com/watch?v=2N6spwyBuvE">https://www.youtube.com/watch?v=2N6spwyBuvE</a> Post on this FlipGrid <a href="https://flipgrid.com/3dc72e13020">TedTalk vlog 3</a> <a href="https://flipgrid.com/3dc72e13020">https://flipgrid.com/3dc72e13020</a> <b>Zoom meeting with Dr. Nguyen to answer your questions for your team project. Schedule 15 minutes for each team from 12:30-2:00 pm</b>	<b>Q9 due @ 11:30 pm on 10/18</b>
17	10.20	Microcultures	Chp. 10	-Individual journal 4 due @ 11:00 am on D2L -Adobe Affect Effect LinkedIn certificate due @ 11:00 am on D2L	Q10
18	10.22	Microcultures	Chp. 10	<b><i>-Draft of project part 2 due @ 11:00 am on D2L. You must send your first draft to me for comments and revisions.</i></b>	<b>Q10 due @ 11:30 pm on 10/25</b>
19	<b>10.23-25</b>	<b>Exam 1</b>	Chp. 1-10	<b>10/23 @ 11:30 pm -10/25 @ 11:30 pm</b>	
20	10.27	Consumers in situations	Chp. 11	-TedTalk 4 extra credit due @ 11:00 am on FlipGrid <a href="https://www.youtube.com/watch?v=jeQ7C4JLpug">How store track your shopping behaviors</a> <a href="https://www.youtube.com/watch?v=jeQ7C4JLpug">https://www.youtube.com/watch?v=jeQ7C4JLpug</a> Post on this FlipGrid	<b>Q11 due @ 11:30 pm on 11/1</b>

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#	Date	Topic	Lesson	Project	Quiz
				<a href="#">TedTalk vlog 4</a> <a href="https://flipgrid.com/c9d227fd">https://flipgrid.com/c9d227fd</a> <i>-Last day to vote out non-performing team members @ 11:00 am on D2L email.</i>	
21	10.29	Decision making 1: Need recognition and search	Chp. 12	<b>-Project part 2 due @ 11:00 am on D2L</b>	<b>Q12 due @ 11:30 pm on 11/1</b>
22	11.3	Decision making 2: Alternative evaluation and choice.	Chp. 13	-Observation and discussion vlog 4 due @ 11:00 am on FlipGrid <a href="#">Observation vlog 4</a> <a href="https://flipgrid.com/66009df0">https://flipgrid.com/66009df0</a>	<b>Q13 due @ 11:30 pm on 11/8</b>
23	11.5	Consumption to satisfaction	Chp. 14		<b>Q14 due @ 11:30 pm on 11/8</b>
24	11.10	Beyond consumer relationships	Chp. 15		<b>Q15 due @ 11:30 pm on 11/15</b>
25	11.12	Consumer and marketing misbehaviors	Chp. 16	<i>-Draft of project part 3 due @ 11:00 am on D2L. You must send your first draft to me for comments and revisions.</i>	<b>Q16 due @ 11:30 pm on 11/15</b>
26	11.17				
27	11.19			<i>-Last day to vote out non-performing team members @ 11:00 am on D2L email.</i>	
28	11.24			<b>-Final project due (including part 1,2, and 3) @ 11:00 am on D2L</b>	
29	<b>12.4-6</b>	<b>Exam 2</b>	Chp.11 -16	<b>12/4 @ 11:30 pm – 12/6 @ 11:30 pm</b>	