



PROGRAMA DE CURSO

Nombre del Curso	: EAM352 CONDUCTA DEL CONSUMIDOR “Consumer Behavior and Strategic Brand Management”
Créditos	: 10
Carácter	: Optativo
Requisitos	: Dirección Comercial
Profesor	: Sandra J. Milberg
Horario	: 18:00 a 21:00 hrs.

Course Description

Consumer behavior is a sub-discipline concerned with the consumption activities of individuals more so than markets. It lies at the crossroads of marketing, psychology, and economics. This course integrates basic concepts, models, and theories explaining the buying and consumption behavior of customers with the management task of developing and managing brands. Thus, the focus of this course is on understanding consumer characteristics such as, perception, decision processes, and attitudes and how this knowledge can be used to develop marketing strategies to influence consumer consumption and to manage brands.

Course Objectives

The marketing concept is consumer-oriented, integrated, and goal-oriented. This course is useful because success as a marketer depends on knowing your customers, their wants, needs, motivations, and capabilities as well as, knowing what factors influence people as consumers.

The goals of this course are:

1. To appreciate the importance of understanding the consumer for a firm's success
2. To introduce state-of-the-art knowledge of both theory and substantive findings about consumer behavior



3. To provide concepts for understanding consumer reactions to marketing stimuli
4. To learn how to apply consumer behavior concepts in analyzing marketing problems and in determining strategies to develop, build, and maintain brands
5. To demonstrate that with understanding comes the possibility of influence

Required Readings-Course Packet

A packet of readings and cases are required for this course. Readings include articles from sources such as, *Harvard Business Review*, *Journal of Marketing Research*, *Journal of Consumer Research*, *Journal of Marketing*, and *Business Week*. Several cases are also included.

Assignments and Grading

Grading in the course will be based on one exam and three projects (see below for more details). The weights assigned and due date for each of these are as follows:

Team Project I	15%
Individual Project	20%
Team Project II	30%
Final Exam	35%

Class Attendance and Participation

Students are expected to attend all classes, except when precluded by emergencies, religious holidays, or other extenuating circumstances. They are responsible for anything covered in class on the days missed. Much of the learning for this course will take place in the classroom. To help ensure a positive learning experience for everyone in the course, students are expected to adequately prepare for and fully participate in class discussions. Class discussions will be based on the assigned readings, which should be completed prior to class. The key is to devote time after reading the material to thinking about the issues raised. Students should give special thought to how the ideas set forth in the readings are/can be applied by practitioners.



Final Examination

The exam will consist of questions on both theory and application. Its purpose is to measure student understanding of consumer behavior and their ability to apply this knowledge. Students will be responsible for material covered in lectures, class discussions, articles, and cases. The exam is take-home, i.e., to be completed outside of class.

Individual Project

Each student is to keep a record of his/her consumption behavior. Each student should identify the three buying decisions he/she made that **differed the most** in terms of underlying characteristics of the process. In a short written report (approximately, 5-6 pages of double-spaced, 12-point font), **describe the elements of your decision-making, the differences among the three choices, the reasons for the differences, and the insights you gained from your analysis.** Note: By definition, a comparison necessitates that you use the same dimensions, for example, number of alternatives considered, complexity of the decision-making process, knowledge level, information availability and search, level of involvement, perceived risks, motivations, etc., when analyzing differences and similarities.

Team Projects

There will be two team projects required for this class. These teams will be formed by students. The **same team members** will do **both team** projects. Each of the team projects is described below.

Team Project I—Mid-term Exam

Each team is to select a consumer product or service in which it is especially interested. The team will interview **two** consumers and **one** expert about that product or service. In a **written report**, (approximately 5-6 pages, double-spaced, with a 12-point font) students are to include the following:

1. A brief description of the product or service.
2. A brief description the expert's position and background.
3. A description of several common problems and/or issues that the consumers and the expert say are important (they do not have to be the same issue for both) in the **process of buying** (e.g., obtaining information, comprehending information, differentiating brands, product accessibility and availability, etc.), and/or **using** the product or service. Identify and analyze the nature of these issues. Concepts and theories from the readings and class discussions should be used (for example, involvement, product knowledge, comprehension processes, attitude formation).

4. A description of two to three suggestions that the expert says would help consumers buy and/or use the good or service more easily and wisely. Relate the experts' recommendations to theories, principles, or empirical findings from consumer behavior.
5. A description of two to three suggestions that consumers say would facilitate purchasing and /or using the product or service. Relate consumer recommendations to theories, principles, or empirical findings from consumer behavior.
6. Briefly describe any differences in perspectives between the consumers and the expert.
7. Finally, the team should develop marketing strategies to address or "solve" these issues that consumers and an expert have identified. These strategies might involve product features, positioning, advertising, packaging, distribution, etc.

Team Project II

Each team is to create an **advertisement (print, video, web)**, a **point-of-purchase display**, and/or a **package** for a new consumer good or service (e.g., breakfast cereal, laundry detergent, cookies, cigarettes, health center, etc.). More specifically, your team should choose a market segment it will target this new product to based on segmentation variables (e.g age, benefits sought, values, lifestyle, etc). The team should create a brand name (new name, extension, sub-brand, or co-brand). In addition, the team should decide the nature of the product (e.g., product concept, features, benefits offered, etc). The decisions the team makes regarding the brand name, product features, package, text, background, spokesperson, etc., should be guided by theories and principles from consumer behavior (e.g., segmentation, involvement, consumer perception, comprehension, persuasion, attitudes, values, decision making, etc.).

In addition to creating an **advertisement**, a **point-of-purchase display**, and/or a **package** each team is required to make an **oral presentation** and **write a report**. The report should be approximately 6 pages, double-spaced, and with a 12-point font. It should include the following information **** (relating it to theories, principles, and empirical findings from consumer behavior) :**

1. Description of your target market and an explanation as to why you chose it.
2. Explanation of **all** decisions regarding your choice of the product (its concept, benefits, features, etc.), brand name, and positioning strategy, and why you believe they are appropriate and would appeal to your target market.



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3. Explanation of **all** decisions made in creating the ad, package, or point-of-purchase display, such as, package design (if product appears in the ad or in the point-of -purchase display), background (colors, text, pictures, etc.), spokesperson, etc..

4. A brief description and explanation of your pricing, distribution, and other communication strategies.

Evaluation of Projects

The team and individual projects will be evaluated in two ways. First, the content of the final reports will be evaluated in terms of the depth, logic, creativity, and thoroughness of the analysis and application of consumer behavior theories and concepts. Second, the presentation as well as the style of the report will be evaluated as to their clarity, organization, and conciseness.

In addition, each team member will evaluate the contribution of other team members with respect to effort and quality of the output that was generated. Each student is required to submit evaluations. Final team project grades will be adjusted for individuals based upon peer evaluation reports.

Finally, due dates will be strictly enforced. Assignments must be turned in on the date specified. Late assignments will be downgraded, one numerical grade for every day they are late (e.g., if the paper received an evaluation of 6 and it is one day late the grade will be reduced to a 5).

Suggestions for Team Projects and Presentations

1. In the early stages of the projects be sure that the roles of team members are clearly specified and that the distribution of workloads is equitable. Determine a strategy for dealing with conflicts.
2. In preparing the reports, be sure to use headings and subheadings to give them a logical organization.
3. Make sure that statements of fact in the text and tables are supported by footnotes or endnotes showing the source (even if it is an interview with someone).
4. Refer to figures and tables in the text by number (e.g. as Table 1 shows ..., or (see Figure 1)). Do not include tables or figures if you do not reference them in the text.



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5. In the oral presentation, use audiovisual aids. Practice so that individual contributions merge nicely and that the entire presentation does not exceed the allotted time. **It is not required that every team member present.** Make sure that any overhead or slide used is simple and easy to read.



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Course Overview

<u>Dates</u>	<u>Topics</u>	<u>Assignments</u>
Class 1	<p>Understanding Customers and the Importance of Managing the Customer Consumption Process</p> <p>The Consumption Process : Stage 1 Problem Recognition – The Role of Consumer Motivation, Involvement, Self-Concept</p>	<p>Articles: What is Customer-Driven Marketing; Spend a Day in the Life of Your Customers; Wrap Your Organization Around Each Customer; How Can You Help Them</p>
Class 2	<p>Stage 1: Problem Recognition (cont.) Consumer Needs, Values, and Perceived Risk</p> <p>Problem Recognition: Identifying Consumer Needs - Implications for Product/Brand Development</p>	<p>Articles: A Theory of Buyer Behavior; Discovering New Points of Differentiation</p> <p>Articles: Discover Your Products' Hidden Potential; What Do Customers Want, Anyway?; Conjoint Analysis; Laddering Theory, Method, Analysis, and Interpretation; International Market Segmentation Based on Consumer-Product Relations; What Your Customers Can't Say; Finding Unspoken Reasons for Consumers' Choices; Brain Drain; Metaphor Marketing</p>



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Class 3

Problem Recognition - Implications
For Product/ Brand Development (cont.)

Articles:

Strategic Brand Concept-Image Management; Brands, Brand Managers, and the Management of Brands: Where to Next; Brand Management; Conceptualizing, Measuring, and Managing Consumer-Based Brand Equity

Stage 2: Information Search
Exposure and Attention

Articles:

The Effects of Incidental Ad Exposure; Effects of Brand Awareness on Choice for a Common Repeat-Purchase Product

Class 4

Stage 2: Information Search
Exposure and Attention (cont.)

Information Search: Knowledge, Categorization, Comprehension, and Recall

Case: Procter and Gamble
Article: Enhancing and Measuring Consumers, Motivation, Opportunity and Ability to Process Brand Information From Ads

Class 5

Information Search: Knowledge Categorization, Comprehension, and Recall (cont.)
Marketing and Brand Implications:
Role of Communications

Class 6

No Class – Midterm

Team Project I Due
by 4:00 p.m.



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Class 7

Stage 3: Evaluation of Alternatives
Brand Beliefs, Attitudes, Intentions
Implications for Brand Management

Articles: Evaluation of Brand Extensions : The Role of Product Feature Similarity and Brand Concept Consistency; Managing Negative Feedback Effects Associated With Brand Extensions: The Impact of Alternative Branding Strategies; Is a Company Known by the Company It Keeps? Assessing the Spillover Effects of Brand Alliances on Consumer Brand Attitudes

Class 8

**Stages 3 & 4: Evaluation
And Selection of Alternatives**

Case: Archdiocese of N.Y.
Articles: When Do Price Promotions Affect Pretrial Brand Evaluations; Comparison Advertising: Problems and Potential
*****Individual Project Due in Class**

Class 9

Stage 3 & Stage 4 (cont.)

Articles: Consumer Choice Strategies for Comparing Non-comparable Alternatives

Stage 5: Purchase

Articles: Rebates´ Secret Appeal to Manufacturers: Few Consumers Actually Redeem Them?; Divide and Prosper: Consumers´ Reactions to Partitioned Prices; An Anchoring Adjustment Model of Purchase



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Quantity Decisions

Class 10	Stage 6: Post Purchase Processes- Use, Consumer Satisfaction, and Brand Loyalty	Articles: Advertising Strategies to Increase Usage Frequencies Do Rewards Really Create Loyalty?; How to Keep Customers; Building Customer Loyalty, Ties That Bind; Customized Customer Loyalty; Learning From Customer Defections; Happiness Isn't Everything
Class 11	Group Influence, Family, and Culture	Case: Fisher-Price Toys, Inc. Articles: Joint Decisions in Home Purchasing: A Muddling-Through Process
	Ethical Issues: Consumer Information Privacy Advertising, Product Labeling, etc.	Articles: Lock In Customer Loyalty; Database Marketing; The Second Exchange: Managing Customer Information in Marketing Relationships
Class 12	Team Project II Presentations	Team Project II Report Due in <u>Class</u>
	Final Exam Due	

