**BA in Management Program – Spring, 2020**

**MKTG 402 -Consumer Behavior**

**Instructor: Dr. Cenk Koçaş**

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**Office Hours:** By appointment

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| --- | --- | --- | --- |
| **Type** | **Time** | **Days** | **Where** |
| Class | 13:40 am - 16:40 am | T | FASS1097 |

**Course Objective:**

This will quite possibly be unlike any other business course that you have taken – consumer behavior is very much based in psychology, social psychology, anthropology, neuroscience and evolutionary psychology. Marketing begins and ends with the consumer – therefore it is essential that anyone wishing to understand marketing, understand the consumer. This course is designed to give you, the student, an overview

of consumer behavior and is intended to acquaint you with both what it means to be a consumer in a market oriented society and what, as a marketer, you need to know to understand the role of meeting the consumer’s needs in the development of a marketing strategy. To this end, we will explore processes involved in consumption and manners in which we, as marketers, are better able to predict and influence behavior.

**Learning Outcomes:**

* To understand the concepts, theories, and principles from the social sciences that apply to consumers and their purchasing behavior
* To learn how to make appropriate marketing decisions based on a sound knowledge of consumer behavior concepts
* To become a better consumer by understanding how consumer behavior principles possibly affect your own buying patterns

**Course Material:**

Class Notes:

The most important material in this course will be your class notes (based on regular attendance and attention to class lectures/ discussions). It will be the student’s responsibility to obtain slides and take notes .

Optional Text:

* Consumer Behavior: Buying, Having, and Being, Global Edition, 13/E Michael R. Solomon Pearson 2019
* The Brain: The Story of You, 1st Edition, [David Eagleman](https://www.amazon.com/David-Eagleman/e/B001JRX0OQ/ref=dp_byline_cont_book_1) Pantheon; 2015
* Evolutionary Psychology: The New Science of the Mind, 6th Edition, [David Buss](https://www.amazon.com/s/ref=dp_byline_sr_book_1?ie=UTF8&text=David+Buss&search-alias=books&field-author=David+Buss&sort=relevancerank) Routledge 2019

Source Article for the individual presentations and team project:

Evolutionary Consumption by Gad Saad, [Journal of Consumer Psychology](http://www.sciencedirect.com/science/journal/10577408) [Volume 23, Issue 3](http://www.sciencedirect.com/science/journal/10577408/23/3), July 2013, Pages 351–371 ((<http://www.sciencedirect.com/science/article/pii/S1057740813000247>))

**Instructional Design:**

This class is designed to familiarize you with the basic concepts in consumer behavior. As such, class meetings will revolve around presentations, case discussions, guest speakers, simulations, pre-assigned activities and experiential exercises. To get the most from this course it is extremely important that you are prepared for each class and participate.

**Grading**:

##### Course Components and Grading:

1-Lectures. An interactive discussion format will be followed for lectures. Students are expected to come prepared to meaningfully contribute to the class discussions.

2-Individual Tidbit Presentations ( Definition of tidbit 1:  a small piece of tasty food

2:  a choice or pleasing bit (as of information)). Each student will randomly be assigned to an academic article that s/he has to prepare a brief presentation for and present in class in 8 to 10 minutes in his/her assigned date/time. The presentation will be 6-8 slides long and will provide a Consumer Behavior flavor throughout the classes. The academic articles are chosen from the references of the Source Article Evolutionary Consumption by Gad Saad. You must demonstrate mastery of the article you are presenting and be ready to answer questions from your class mates or your professor. Hence preparing the presentation may require reading and searching for extra materials if you can not master the subjects immediately. You will prepare a presentation following the format:

|  |  |
| --- | --- |
| Heading with the article name and reference and abstract | 1 slide |
| Presentation of the Article | 4-6 slides |
| 3 multiple choice questions that you prepare based on your mastery of the paper. The questions must inquire the two most essential learining points of the paper in a non-simplistic way; your grade will be dependent on these questions. | 1 slide |

**Important Dates**

|  |  |
| --- | --- |
| 28 Feb | Read the Source Article : Evolutionary Consumption by Gad Saad, [Journal of Consumer Psychology](http://www.sciencedirect.com/science/journal/10577408) [Volume 23, Issue 3](http://www.sciencedirect.com/science/journal/10577408/23/3), July 2013, Pages 351–371 ((<http://www.sciencedirect.com/science/article/pii/S1057740813000247>)) |
| 14 March | Tidbit Presentations start  We will proceed in the Order shown in the Excel File (shared via sucourse) Each Class we may listen up to 5 Tidbit presentations, so be ready to present if you are within the next 5 in Presenting.  When presenting, have your powerpoint presentation on a compact flash disk ready to be used. Also have a hard copy of your original article to be submitted to your proffessor. |
| 28 March | All Tidbit Presentations are submitted to the Professor in class. Create a file on your USB disk titled your Presentation order, i.e 5, 12, 43, and copy two files in the folder, the powerpoint presentation and a soft copy of the full text of your article. Also bring a hard copy of the paper and write your name and presentation order on the hard copy paper. Your instructor will copy the folder from your USB disk to the computer. |

3-Exams: There will be two essay exams, each exam containing 3-4 questions and some multiple-choice questions from tidbit presentations. The questions will aim testing your understanding and application of the course material to real life problems. There will be no final exam.

4- Group Term Project. Students will form teams of 4 and complete a project. Teams will prepare and submit one progress report mid semester and a final report of their work at the end of the semester along with an in-class presentation.

For the group term project, you will choose 2 articles from the Source Article Evolutionary Consumption by Gad Saad and 2 products/services/product categories that you observe are used frequently/interestingly enough by University students, that are **not** expicitly discussed in these papers but can be analysed based on the insight from these articles and your overall understanding of Consumer Behavior, having taken this course.

* Progress report: (50%) A report (maximum 2 pages) that briefly explains the project chosen (the 2 articles and 2 products/services/categories ) and the intended insights to be distilled from these sources.
* Final Report and presentation: (50%) The final presentation will also count as the final report, therefore must be exhaustive and all inclusive. You will prepare a presentation following the format:

|  |  |
| --- | --- |
| Heading | 1 slide |
| Intro | 1 slide |
| Article 1 | 3-4 Slides |
| Article 2 | 3-4 slides |
| products/services/categories1 | 3-4 slides |
| products/services/categories2 | 3-4 slides |
| Conclusion | 1 slide |

You will have 15 min. for presentation and 5 min. for Q&A. All members of the team must be ready to answer questions from any part of the presentation. You will be graded on your mastery of the topic, creativity of the synthesis and importance and relevance of the resulting analysis pertaining the products/services.

5- Attendance. We have 14 meetings for the class, 2 of which will be for in-class exams. Out of the remaining 12, you are expected to attend 10 classes physically to get full attendance credit. That is, each lecture day in-class attendance gives you 1 points for up to 10 lecture days corresponding to the full 10 points.

Grading Scheme

The course grade will be calculated based on the following distribution of points for each performance item noted above:

Exam1 25 points

Exam2 25 points

Group Project 20 points

Individual Tidbit Presentations 15 points

Attendance 10 points

Research Participation 5 points

##### TOTAL 100 points

# CLASS SCHEDULE

|  |  |  |
| --- | --- | --- |
| Week | Week of | TOPIC |
| Week 1 | 28-Feb-22 | Course introduction |
| Week 2 | 7-Mar-22 | What is Consumer Behavior/Consumer experience Cycle/ Segmentation |
| Week 3 | 14-Mar-22 | What does the consumer buy? Values and Motivations.  **Individual Tidbit Presentations Start** |
| Week 4 | 21-Mar-22 | Who Am I? What is Reality? |
| Week 5 | 28-Mar-22 | Who is in Control? |
| Week 6 | 4-Apr-22 | How do I decide?  Project Groups are finalized. |
| Week 7 | 11-Apr-22 | Do I need you? |
| Week 8 | 18-Apr-22 | **Exam 1/** Individual Tidbit Presentations |
| Week 9 | 25-Apr-22 | Decision Making |
| Week 10 | 2-May-22 | **Break** |
| Week 11 | 9-May-22 | Evolutionary Modules 1 |
| Week 12 | 16-May-22 No Class th Fr | Evolutionary Modules 2  **Progress report Due** |
| Week 13 | 23-May-22 | Evolutionary Modules 3 |
| Week 14 | 30-May-22 | **Exam 2/** Individual Tidbit Presentations |
| Week 15 | 6-Jun-22 | Presentations  **Final Report Due** |

**Peer Evaluation in Teamwork**

Much of the work accomplished in today’s business world is done in groups and/or is the result of teamwork. Because of this and in preparation for this, I have assigned one group projects (Group Influence) in this class. While I can evaluate the finished product (your presentations and reports), since I am not a member of your team, it is difficult for me to evaluate how each group member contributed to the finished product. For this reason, I ask you to evaluate your peers. If some group members did more work while others did less, their grades should reflect that.

For each group project, you will be asked to assess yourself and each member of your group on the several aspects of teamwork listed on the peer evaluation forms that will be distributed in class. The scores on each aspect should average 3. For every point above 3 you give to one group member you must give one point below a 3 to someone else (everyone cannot be above average). Note that these forms will be kept confidential. The peer evaluations will have a direct impact on your projects.

**Statement on Academic Integrity:**

Academic integrity is the basis for academic freedom and academic institutions’ position of influence and trust in society. It is also the basis for the credibility of degrees to be awarded to you.

It is assumed that all work done for credit will be the result of the individual’s or authorized group’s unaided effort. Anyone who either gives or receives unauthorized assistance in the preparation of work at home or during tests in class will be subject to disciplinary action under the provisions and policies set forth by Sabanci University. Students should be advised and forewarned that all opportunities for violations will be closely scrutinized and that any suspected violations will be submitted to Sabanci University’s judicial system.

If ever in doubt, consult these eight rules of academic integrity from Northwestern University:

1. Know Your Rights. Do not let other students in your class diminish the value of your achievement by taking unfair advantage. Report any academic dishonesty you see.

2. Acknowledge Your Sources. Whenever you use words or ideas that are not your own when writing a paper, use quotation marks where appropriate and cite your source in a footnote, and back it up at the end with a list of sources consulted.

3. Protect Your Work. In examinations, do not allow your neighbors to see what you have written; you are the only one who should receive credit for what you know.

4. Avoid Suspicion. Do not put yourself in a position where you can be suspected of having copied another person's work, or of having used unauthorized notes in an examination. Even the appearance of dishonesty may undermine your instructor's confidence in your work.

5. Do your own work. The purpose of assignments is to develop your skills and measure your progress. Letting someone else do your work defeats the purpose of your education, and may lead to serious charges against you.

6. Never falsify a record or permit another person to do so. Academic records are regularly audited and students whose grades have been altered put their entire transcript at risk.

7. Never fabricate data, citations, or experimental results. Many professional careers have ended in disgrace, even years after the fabrication first took place.

8. Always tell the truth when discussing your work with your instructor. Any attempt to deceive may destroy the relation of teacher and student.

**Statement on Respect for Diversity:**

We must treat every individual with respect. We are diverse in many ways, and this diversity is fundamental to building and maintaining an equitable and inclusive campus community. Diversity can refer to multiple ways that we identify ourselves, including but not limited to race, color, national origin, language, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, or beliefs. Each of these diverse identities, along with many others not mentioned here, shape the perspectives our students, faculty, and staff bring to our campus. We, at Sabancı University, will work to promote diversity, equity and inclusion not only because diversity fuels excellence and innovation, but because we want to pursue justice. We acknowledge our imperfections while we also fully commit to the work, inside and outside of our classrooms, of building and sustaining a campus community that increasingly embraces these core values.

I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option). It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit.

(Adapted from Mahmut Beyazıt of SBS, Carnegie Mellon University and Brown University)