**Chapter 1: BUYING, HAVING, and BEING**

## CHAPTER OBJECTIVES

When students finish this chapter, they should understand why:

1. <inst></para></objective>Consumer behavior is a process.
2. <inst><objective id="ch01os01obj02" label="2"><para>M<objective id="ch01os01obj03" label="3"><para> arketers need to understand the wants and needs of different consumer segments.</para></objective>
3. <inst></para></objective>Our choices as consumers relate in a powerful way to the rest of our lives.
4. <inst>Our motivations to consume are complex and varied.
5. <inst>Technology and culture create a new “always on” consumer.
6. Many different<objective id="ch01os01obj07" label="7"><para>M types of specialists study consumer behavior.</para></objective>
7. There are differing perspectives regarding how and what we should understand about consumer behavior.</para></objective></objectiveset>

**CHAPTER SUMMARY**

After reading this chapter, students should understand why:

*Consumer behavior is a process*.

Consumer behavior is the study of the processes involved when individuals or groups select, purchase, use, or dispose of products, services, ideas, or experiences to satisfy needs and desires.

*Marketers have to understand the wants and needs of different consumer segments.*

Market segmentation is an important aspect of consumer behavior. Consumers can be segmented according to many dimensions, including product usage, demographics (the objective aspects of a population, such as age and sex), and psychographics (psychological and lifestyle characteristics). Emerging developments, such as the new emphasis on relationship marketing and the practice of database marketing, mean that marketers are much more attuned to the wants and needs of different consumer groups. This is especially important as people are empowered to construct their own consumer space—accessing product information where and when they want it and initiating contact with companies on the Internet instead of passively receiving marketing communications.

*Our choices as consumers relate in powerful ways to the rest of our lives.*

Marketing activities exert an enormous impact on individuals. Consumer behavior is relevant to our understanding of both public policy issues (e.g., ethical marketing practices) and the dynamics of popular culture.

*Our motivation to consume are complex and varied.*

Marketers try to satisfy consumer needs but the reasons people purchase any product can vary widely.

*Technology and culture creates a new “always on” consumer.*

The Web is transforming the way consumers interact with companies and with each other. Online commerce allows us to locate obscure products from around the world, and consumption communities provide forums for people to share opinions and product recommendations. Potential problems accompany these benefits, including the loss of privacy and the deterioration of traditional social interactions as people log more time online.

*Many different<objective id="ch01os01obj07" label="7"><para>M types of specialists study consumer behavior.</para></objective>*

The field of consumer behavior is interdisciplinary; it is composed of researchers from many different fields who share an interest in how people interact with the marketplace. These disciplines can be categorized by the degree to which their focus is micro (the individual consumer) or macro (the consumer as a member of groups or of the larger society).

*There are differing perspectives regarding how and what we should understand about consumer behavior.*

There are many perspectives on consumer behavior, but we can roughly divide research orientations into two approaches: The positivist perspective emphasizes the objectivity of science and the consumer as a rational decision maker. The interpretivist perspective, in contrast, stresses the subjective meaning of the consumer’s individual experience and the idea that any behavior is subject to multiple interpretations rather than to one single explanation.

**CHAPTER OUTLINE**

1. Consumer Behavior: People in the Marketplace
2. The average consumer can be classified and characterized based on **demographics** (e.g. age, gender, income, occupation) and **psychographics** (lifestyle and personality). The average consumer’s purchase decisions are heavily influenced by the opinions and behaviorsof their family, peers, and acquaintances.
3. Community heavily influences us.
4. The growth of the Web has created thousands of online **consumption** **communities**where members share opinions and product recommendations.
5. As members of a large society, U.S. consumers share certain cultural valuesor strongly held beliefs about the way the world should be structured.
6. Subcultures, or smaller groups within the culture, also share values (e.g. Hispanics, teens, Midwesterners).
7. The use of **market segmentation strategies**may be used to target a brand to only specific groups of consumers rather than to everybody.
8. Brands often have clearly defined images or “personalities” created by product advertising, packaging, branding, and other marketing strategies that focus on positioning a product in a certain way.
9. When a product succeeds in satisfying a consumer’s specific needs or desires it may be rewarded with many years of ***brand loyalty,*** a bond between product and consumer that is difficult for competitors to break.

1. What Is Consumer Behavior?

**Consumer behavior** is the study of the processes involved when individuals or groups select, purchase, use, or dispose of products, services, ideas, or experiences to satisfy needs and desires.

1. Consumer behavior is a process.
2. Most marketers recognize that consumer behavior is an ongoing process, not merely what happens at the moment a consumer hands over money or a credit card and in turn receives some good or service (***buyer behavior***).
3. The **exchange**—a transaction where two or more organizations or people give and receive something of value—is an integral part of marketing. However, the expanded view of consumer behavior emphasizes the entire consumption process. This view includes issues that influence the consumer before, during, and after a purchase.

**\*\*\*\*\* *Use Figure 1.1 Here; Use Consumer Behavior Challenge #14 Here* \*\*\*\*\***

B. Consumer behavior involves many different actors.

1. A **consumer** is a person who identifies a need or desire, makes a purchase, and then disposes of the product during the three stages in the consumption process.
2. The purchaserand userof a product might not be the same person. A separate person might be an ***influencer***. This person provides recommendations for or against certain products without actually buying or using them.
3. Consumers may be organizations or groups (in which one person may make the decision for the group or a large group of people may make purchase decisions).

**\*\*\*\*\* *Use Consumer Behavior Challenge #13 Here* \*\*\*\*\***

III. Consumers’ Impact on Marketing Strategy

1. Understanding consumer behavior is good business.
2. Marketers can only satisfy consumer needs to the extent that they understand the people or organizations that will use the products and services they sell.
3. Consumer response is the ultimate test of whether a marketing strategy will succeed.
4. Data about consumers help organizations define the market, identify threats to and opportunities for a brand, and help ensure a product continues to appeal to its core market.
5. Consumers Are Different! How We Divide Them Up
6. Society is evolving from a mass culture to a diverse one, which makes it more important to identify diverse market segments and to develop specialized messages and products for those groups.
   1. A shift from television spending to alternative media by companies as McDonald’s provide evidence of this trend.
   2. One alternate way of reaching diverse consumers, **ARG**s (alternate reality games), integrates multiple media channels (TV, email, SMS, snail mail) to engage a community of players to solve a complex puzzle.

**\*\*\*\*\* *Use Exhibit 1.3 Here* \*\*\*\*\***

1. The process of **market segmentation** identifies groups of consumers who are similar to one another in one or more ways and then devises strategies that appeal to one or more groups. There are many ways to segment a market.
   1. Companies can define market segments by identifying their most loyal, core customers or **heavy users***.*Marketers use the **80/20 rule** as a rule of thumb, where 20% of users account for 80% of sales.
   2. **Demographics** are statistics that measure observable aspects of a population, such as birth rate, age distribution, and income.
2. Important demographic dimensions include:
3. Age
4. Gender
5. Family structure
6. Social class and income
7. Race and ethnicity
8. Geography and Lifestyles (a psychographic variable) are other important bases for segmenting consumers.

*Discussion Opportunity—Have students describe themselves demographically. Ask: Does this have any bearing on your purchase patterns? How could a marketer find out about you in a demographic sense? Describe one purchase occasion where a demographic dimension had an impact on your purchase decision.*

1. Relationship and Database Marketing
2. **Relationship marketing** occurs when a company makes an effort to interact with customers on a regular basis, giving customers reasons to maintain a bond with the company over time.

*Discussion Opportunity—Provide the class with an example of relationship marketing. Ask: What types of organizations can make best use of relationship marketing? Have students offer additional examples of relationship marketing.*

1. **Database marketing** involves tracking consumers’ buying habits very closely and creating products and messages tailored precisely to people’s wants and needs based on this information.

*Discussion Opportunity—Ask: How can database marketing help an organization improve its relationship marketing? What databases are you in? How did you get there?*

IV. Marketing’s Impact on Consumers

1. Popular Culture
2. **Popular culture** consists of the music, movies, sports, books, celebrities, and other forms of entertainment consumed by the mass market; it is both a product of and an inspiration for marketers.
3. Product icons(e.g. Pillsbury Doughboy, Jolly Green Giant) often become central figures in popular culture.
4. What Does It Mean to Consume?
5. A fundamental premise of consumer behavior is that people often buy products not for what they do, but for what they mean.
6. People, in general, will choose the brand that has an image (or even a personality) that is consistent with his or her underlying needs.
7. **Role theory** takes the view that much of consumer behavior resembles actions in a play. Consumers have roles and they may alter their consumption decisions depending upon the role being played at the time.

**\*\*\*\*\* *Use Consumer Behavior Challenge #22 Here* \*\*\*\*\***

*Discussion Opportunity—Give some examples of products that might be consumed strictly for image. Have students offer examples of products that they purchase for this reason. Ask: How does the image of the product enhance your sense of self when you use or consume the product?*

4. People may have various relationships with a product:

* 1. ***Self-concept attachment***—the product helps to establish the user’s identity.
  2. ***Nostalgic attachment***—the product serves as a link with a past self.
  3. ***Interdependence***—the product is a part of the user’s daily routine.
  4. ***Love***—the product elicits emotional bonds of warmth, passion, or other strong emotion.

*Discussion Opportunity—Ask students to give an illustration of a product that they have a strong attachment for and explain the relationship. How did this relationship develop?*

1. What Do We Need – Really?
2. A want is a specific manifestation of a need that personal and cultural factors determine.
3. A utilitarian need emphasizes objective, tangible attributes of products. Hedonic needs are subjective and experiential.
4. A productivity orientation refers to a continual striving to use time constructively.
5. How We Classify Consumer Needs
6. Henry Murray developed a set of 20 psychogenic needs that result in specific behaviors.
7. Some important needs for understanding consumer behavior are listed below:
   1. Need for affiliation
   2. Need for power
   3. Need for uniqueness
8. Maslow’s hierarchy of needs implies that the order of development of needs is fixed. Figure 1.2 presents this model. The needs include physiological, safety, social, esteem, and self-actualization.
9. The Global “Always On” Consumer
10. A **global consumer culture** is one where people around the world are united by their common devotion to brand name consumer goods, movie stars, and musical celebrities.
11. When companies expand overseas, it increases the pressure to understand how customers in other countries are the same or different from those in one’s own country.
12. The Digital Native: Living a Social [Media] Life
13. The digital revolution is one of the most significant influences on consumer behavior.
14. Electronic marketing has increased convenience by breaking down barriers of time and location.
15. There is now **B2C e-commerce** (businesses selling to consumers) and **C2C e-commerce** (consumers selling to consumers).
16. ***Virtual brand communities*** are often brought together by their interests, which expand consumption communities beyond those available in local communities.

*Discussion Opportunity—Have students describe the characteristics of their virtual communities. Ask: How do these interactions shape your consumption behaviors?*

1. **Digital natives** are consumers who grew up “wired” in a highly networked, always-on world where digital technology always existed.
2. Consumers are part of a **horizontal revolution**, where each consumer can communicate with huge numbers of people by a click on a keypad so information flows across people instead of just coming from big companies and governments.
3. **Social media** are the online means of communication, conveyance, collaboration and cultivation among interconnected and interdependent networks of people, communities and organizations enhanced by technological capabilities and mobility.

*Discussion Opportunity—Ask students to give some examples of social media platforms they use. Have students offer examples of brands they interact with via social media. Ask: How do these interactions relate to your relationship with the brand?*

1. **User-generated content**, where everyday people film commercials, voice their opinions about products, brands and companies on blogs, podcasts and social networking sites, is part of the **Web 2.0** era, which shifted the Internet from a one-way transmission medium to a social, interactive medium.

**\*\*\*\*\* *Use Consumer Behavior Challenge #18 Here* \*\*\*\*\***

1. Social media is characterized by **synchronous** (real-time) and **asynchronous** interactions across social media platforms that enable a **culture of participation**.

V. Consumer Behavior as a Field of Study

1. Where Do We Find Consumer Researchers? Just about anywhere, we find consumers.
2. Interdisciplinary Influences on the Study of Consumer Behavior – Many fields shape the field of consumer behavior. Table 1.1 provides an example of interdisciplinary research issues about magazine usage. Figure 1.3 lists the disciplines in consumer research.

**\*\*\*\*\**Use Figure 1.3 Here; Use Table 1.1 Here*\*\*\*\*\***

1. Should Consumer Research Have an Academic or an Applied Focus?

It is still a debate. Some argue in favor of an applied focus that improves the effectiveness of marketing practice. Others argue for a focus on understanding consumption for its own sake.

1. Two Perspectives on Consumer Research
2. One general way to classify consumer research is in terms of the fundamental assumptions the researchers make about what they are studying and how to study it. This set of beliefs is known as a **paradigm**. A paradigm shift may now be underway.
3. The dominant paradigm currently is called **positivism** (or sometimes called ***modernism***). It emphasizes that human reason is supreme, and that there is a single, objective truth that can be discovered by science. Positivism encourages us to stress the function of objects, to celebrate technology, and to regard the world as a rational, ordered place with a clearly defined past, present, and future.
4. The emerging paradigm of**interpretivism** (or ***postmodernism***) questions the previous assumptions. Proponents argue that there is too much emphasis on science and technology in our society, and that this ordered, rational view of consumers denies the complex social and cultural world in which we live. Others say positivism puts too much emphasis on material well-being, and that this logical outlook is dominated by an ideology that stresses the homogeneous views of a culture dominated by white males.
5. Interpretivists instead stress the importance of symbolic, subjective experience and the idea that meaning is in the mind of the person because we live a world composed of a **pastiche**, or mixture of images.

**\*\*\*\*\* *Use Table 1.2 Here* \*\*\*\*\***

*Discussion Opportunity—Ask students to consider whether they are more of a “positivist” or an “interpretist.” Do not allow them to take the easy way out by saying “both.” All are to some extent.*

VII. Taking It from Here: The Plan of the Book

The plan is simple—it goes from micro to macro. Each chapter provides a “snapshot” of consumers, but the lens used to take each picture gets successively wider.

## End-of-Chapter Support Material

## SUMMARY OF SPECIAL FEATURE BOXES

1. Marketing Opportunity

BMW’s engineers and designers know they have to understand how drivers’ needs will change in the future. It developed electric car models and a car-sharing service.

1. Net Profit

Describes McDonald’s use The Lost Ring, an ARG (alternate reality game), to engage gamers from all over the world in an online branding campaign using YouTube, Flickr, micro sites, and offline locations.

1. Marketing Opportunity

In fast-food, the heavy user accounts for only one of five customers but for about 60% of all visits to fast-food restaurants. Chains have developed special menu items for these heavy users. For instance, Taco Bell created the Chalupa and Hardee’s created the Monster Thickburger.

1. Marketing Pitfall

When disaster strikes, it can be an opportunity or a pitfall for marketers. American Apparel offended shoppers with its tweet about shopping during Hurricane Sandy but Duracell offered free batteries and won loyalty.

1. Marketing Opportunity

Real life can create marketing opportunity as in the growth of spring break travel to Florida after the release of the book, Where the Boys Are.

1. Net Profit

User-generated content like the Mentos and Diet Coke videos is an important aspect of the Web 2.0 era.

## 

## REVIEW QUESTIONS

1. Provide a definition of consumer behavior.

*It is the study of the processes involved when individuals or groups select, purchase, use, or dispose of products, services, ideas, or experiences to satisfy needs and desires.*

(1 minute, Chapter Objective 1, AACSB: Application of Knowledge, Course Learning Outcome 1)

1. What are demographics? Give three examples of demographic characteristics.

*Demographics are statistics that measure observable aspects of a population, such as birthrate, age distribution, and income.*

(1.5 minutes, Chapter Objective 2, AACSB: Application of Knowledge, Course Learning Outcome 1)

1. What is <general-problem label="3" maxpoints="1"><inst></inst><question><para>market segmentation? Give three examples of market segments.</para></question></general-problem> </para></question></general-problem>  
   *The use of market segmentation strategies means targeting a brand only to specific groups of consumers rather than to everybody—even if it means that other consumers who do not belong to this target market are not attracted to that product. Examples may include product usage, demographics (e.g. age, sex, income), and psychographics (psychological and lifestyle characteristics).*

(1.5 minutes, Chapter Objective 2, AACSB: Application of Knowledge, Course Learning Outcome 1)

1. What is role theory, and how does it help us to understand consumer behavior?

*The perspective of role theory takes the view that much of consumer behavior resembles actions in a play. As in a play, each consumer has lines, props, and costumes necessary to put on a good performance. Because people act out many different roles, they sometimes alter their consumption decisions depending on the particular “play” they are in at the time. The criteria they use to evaluate products and services in one of their roles may be quite different from those used in another role.*

(1.5 minutes, Chapter Objective 2, AACSB: Reflective Thinking, Course Learning Outcome 1)

1. What do we mean by an exchange?

*A transaction in which two or more organizations or people give and receive something of value.*

(1 minute, Chapter Objective 2, AACSB: Application of Knowledge, Course Learning Outcome 1)

1. Why is it important for businesses to learn about their heavy users?</para></question></general-problem>

*Because heavy users account for a substantial proportion of revenues. They are the customers that are more likely to be loyal. These customers represent the best opportunity to cross-sell and up-sell.*

(1.5 minutes, Chapter Objective 2, AACSB: Reflective Thinking, Course Learning Outcome 1)

1. What is “big data”?

*Big data refers to the collection and analysis of extremely large datasets. For example, Macy’s used GPS phone signals from Macy’s parking lots on Black Friday to estimate whether the department store would meet its sales projections for that day.*

(1 minute, Chapter Objective 5, AACSB: Information Technology, Course Learning Outcome 1)

1. What is popular culture, and how does this concept relate to marketing and consumer behavior?</para></question></general-problem>

*Popular culture, consisting of the music, movies, sports, books, celebrities, and other forms of entertainment consumed by the mass market, is both a product of and an inspiration for marketers. Our lives are also affected in more far-reaching ways, ranging from how we acknowledge cultural events such as marriage, death, or holidays to how we view social issues such as air pollution, gambling, and addictions.*

(1 minute, Chapter Objective 3, AACSB: Reflective Thinking, Course Learning Outcome 1)

1. What do we mean by the term <emphasis>*global consumer culture*</emphasis>?

*A culture in which people around the world are united by their common devotion to brand name consumer goods, movie stars, celebrities, and leisure activities.*

(1 minute, Chapter Objective 3, AACSB: Diverse and Multicultural Work Environments, Course Learning Outcomes 1 and 17)

1. What is the difference between C2C and B2C e-commerce?

*B2C is businesses conducting transactions with consumers.* *C2C is consumer-to-consumer business, made possible by websites like www.etsy.com, www.craigslist.com, and www.ebay.com.*

(1.5 minutes, Chapter Objective 5, AACSB: Application of Knowledge, Course Learning Outcome 1)

1. Name two different disciplines that study consumer behavior. How would their approaches to the same issue differ?</para></question></general-problem>

*Two disciplines that study consumer behavior are psychology and sociology. Psychologists study consumer behavior from a mental / brain information processing perspective while sociologists study consumer behavior from a group behavior perspective.*

(1.5 minutes, Chapter Objective 6, AACSB: Application of Knowledge, Course Learning Outcome 1)

## CONSUMER BEHAVIOR CHALLENGE

**Discussion Questions**

1. This chapter states that people play different roles and that their consumption behaviors may differ depending on the particular role they are playing. State whether you agree or disagree with this perspective, giving examples from your personal life. Try to construct a “stage set” for a role you play—specify the props, costumes, and script that you use to play a role (e.g., job interviewee, conscientious student, party animal).</para></question></general-problem>

*Most students will be able to identify the different roles that individuals play at different times, so agreement should be almost universal. After agreeing with this notion, the student will be more likely to accept the idea that consumption behavior is intimately tied with the role itself. The goal of this exercise is to make the student aware that consumption helps to define the roles consumers play and is a central part of those roles. For example, many family social occasions are accompanied by food and drink, and the consumption of these goods acts as a shared bond that the group uses to define membership in that group. Another example is the style of clothing worn by young people to define their group membership.*

*Each student’s stage set will be unique to his or her own “role.” Each student should also relate these “roles” to consumer behavior.*

(5 minutes, Chapter Objective 4, AACSB: Reflective Thinking, Course Learning Outcome 1)

1. Name some products or services that your social group uses a lot. State whether you agree or disagree with the notion that these products help to form group bonds. Support your argument with examples from your list of products your group uses.</para></question></general-problem>

*Discussion of this question is similar to that pertaining to the first question. In both cases, the focus is on whether consumption behavior has a wider meaning—that of group bonding or identification. The actual products used are not the most important aspect of this discussion. Instead, the focus should be on consumption behavior as more than the satisfying of primary (basic/physiological) needs. It is assumed that most students will agree that consumption has meaning beyond satisfying primary needs. Differences will be found, however, in 1) the situations in which consumption takes on this additional meaning, 2) the products that do so, and 3) the form of the broadened meaning. Encourage students to examine the products that bring forth meaning, as well as their consideration as to why this phenomenon occurs.*

(5 minutes, Chapter Objective 4, AACSB: Reflective Thinking, Course Learning Outcome 1)

1. List the three stages in the consumption process. Describe the issues that you considered in each of these stages when you made a recent important purchase.</para></question></general-problem>

*Students can use the material presented in* ***Figure 1.1****. The three stages in the consumption process shown are: 1) pre purchase, 2) purchase, and 3) post purchase. The student selected should develop unique sets of issues related to each of these phases based on the different products and purchase situations. Figure 1.1 provides a list of issues for each stage from both the consumer and marketer’s perspectives.*

(3 minutes, Chapter Objective 1, AACSB: Reflective Thinking, Course Learning Outcomes 1, 10)

1. What aspects of consumer behavior would interest a financial planner? A university administrator? A graphic arts designer? A social worker in a government agency? A nursing instructor?</para></question></general-problem>

*The listing of the aspects of consumer behavior corresponding to these positions should reflect the particular aspects of each position. For example, a financial planner depends on consumers’ willingness to postpone consumption in order to save and invest money to have more later. A social worker must be concerned about people’s attitudes toward government, social work in general, and the role of government in people’s lives. What each of these positions share, and what should underlie the discussion, is their connection to the consumption process and the fact that consumers themselves will have different needs and wants associated with their consumption. Each of the listed parties would attempt to influence consumers by using a different aspect of consumption, and these differences need to be discussed and analyzed.*

(7 minutes, Chapter Objectives 3 and 6, AACSB: Application of Knowledge and Reflective Thinking, Course Learning Outcome 1)

1. Critics of targeted marketing strategies argue that this practice is discriminatory and unfair, especially if such a strategy encourages a group of people to buy a product that may be injurious to them or that they cannot afford. For example, community leaders in largely minority neighborhoods have staged protests against billboards promoting beer or cigarettes in these areas. However, the Association of National Advertisers argues that banning targeted marketing constitutes censorship and thus is a violation of the First Amendment. What are your views regarding this issue?</para></question></general-problem>

*It is important to guide discussion to the legitimate interests on both sides. In this situation, however, the discussion should also examine the legitimacy of each side’s basic point. For what groups should target marketing not be allowed? On the other hand, under what specific circumstances should target marketing be allowed? Is the argument that target marketing unduly influences those who cannot resist its appeal reasonable? Is the counterargument that banishing target marketing amounts to censorship and is unconstitutional equally specious? Discussion should initially focus on the validity of each argument and then evolve toward a compromise that will protect target-marketing efforts while recognizing the needs of society.*

(5 minutes, Chapter Objective 2, AACSB: Ethical Understanding and Reasoning, Course Learning Outcome 1)

1. A group of psychologists recently argued that we need to revise Maslow’s Hierarchy. They claim we should delete self-actualization and replace it with parenting. They claim too many people see the triangle as aspirational. What do you think – do our motivations to buy, have, and be ultimately come down to survival of our gene pool?

*This is an interesting question for student discussion. Students will see the value in both sides but should recognize that most of life is aspirational in nature. Use the opportunity to discuss whether it is ethical for marketers to use our aspirations to sell products.*

(5 minutes, Chapter Objective 2, AACSB: Ethical Understanding and Reasoning, Course Learning Outcome 1)

1. A book bemoans the new wave of consumer-generated content, labeling it “the cult of the amateur.” It compares the social networking phenomenon to the old story about the monkeys: If you put an infinite number of monkeys in a room with an infinite number of typewriters, eventually they will (by hitting keys randomly) reproduce all the major works of literature. In other words, the large majority of user-generated content is at about the same level, and the future of professionally produced, quality work is in doubt. <endnoteref olinkend="ch01en107" label="107"/> Do you agree or disagree with this assertion?

Students who are members of a social networking community or those who actively blog, might strongly defend the practice and might be offended by the monkey reference. Even though they might agree that there are many sites with ramblings, rants and raves, they might also point out serious sites where user-generated content is thought provoking. They might also mention instances where blogs check facts when the traditional media fails to do so. An example of this was a blogger proving that documents used by CBS News to discredit President Bush were forgeries.

Some students might also mention that not all “professionally produced” work can be labeled as “quality” work. Either students or the instructor could provide examples. It might also be beneficial to briefly discuss what “quality” means, who judges quality, and if this is a classic bias against the “new” by the older generation who prefers the traditional.

(7 minutes, Chapter Objective 5, AACSB: Analytic Thinking, Course Learning Outcome 1)

1. Will the Web bring people closer together or drive each of us into our own private virtual worlds? Wired Americans are spending less time with friends and family, less time shopping in stores, and more time working at home after hours. More than one-third of consumers who have access to the Internet report that they are online at least 5 hours a week. Also, 60 percent of Internet users say they have reduced their television viewing, and one-third say they spend less time reading newspapers—those that still remain as many fold due to a lack of readership and advertising revenue.</para>

<para>However, a study by the Pew Internet and American Life Project reported that more than half of users the group surveyed feel that e-mail actually strengthens family ties. Users reported far more off-line social contact than nonusers did. <endnoteref olinkend="ch01en37" label="37"/> These results argue that people spend more time than ever with others. It is just that they form strong relationships over the Internet instead of in person. However, the author of the first survey disagrees. As he observes, “If I go home at 6:30 in the evening and spend the whole night sending e-mail and wake up the next morning, I still haven’t talked to my wife or kids or friends. When you spend your time on the Internet, you don’t hear a human voice and you never get a hug.”

<endnoteref olinkend="ch01en38" label="38"/></para>

<A follow-up study found that it works both ways—extroverts tend to make even more friends on the Web, whereas introverts feel even more cut off from the rest of the world. This has been termed the “rich get richer” model of Internet use. What is your take on this issue? Is our wired world turning us into “digital hermits” or does it help us to expand our boundaries by interacting with other people whom we might not otherwise meet? What are the good and bad consequences of this profound change in how we interact with other people?

*This is another question that does not have an objectively right or wrong answer. The goal is to make the student think about the pros and cons of computer-mediated interactions and to be able to critically examine the arguments on both sides. Look for examples where the student relates these issues to their implications for consumption behavior,including the role of virtual communities in the decision-making process and how communications and products have changed to adapt to digital natives. You may want to probe students to take an additional step to talk about how services have utilized virtual connections to encourage people to meet offline (e.g. Match.com/eHarmony.com; Meetup.com). For your own reference, the New York Times published an article on August 10, 2011 called “For the Plugged In, Too Many Choices,” by Stepanie Rosenbloom that talked about “digital fatigue” and the potential for alienation through social networking. Students may have observed the decline in civic clubs (e.g. Rotary, Free Masons, etc.) in the United States (these organizations are still growing in countries where industry is growing quickly, drawing people from rural areas to cities, like India and South Korea). Some suggest there is less need for offline community ties in the United States due to online connections through facebook and LinkedIn.*

(10 minutes, Chapter Objective 5, AACSB: Reflective Thinking, Course Learning Outcome 1)

1. The basic lesson of Maslow’s Hierarchy of Needs is that we must first satisfy basic needs before we progress up the ladder. How do you believe the recession has changed the way consumers evaluate products? Do you agree that the priorities many now place on “value-priced” brands is “The New Normal” or will our attitudes change when the economy improves?

*This is another question that does not have an objectively right or wrong answer. The goal is to make the student think about the difference between needs and wants and what a need feels like at various levels of the hierarchy.*

(10 minutes, Chapter Objective 4, AACSB: Reflective Thinking, Course Learning Outcome 1)

**Application Questions**

1. Talk to car owners and probe to see what (if any) relationships they have with their vehicles. Do these feelings correspond to the types of consumer/product attachments we discussed in this chapter? How are these relationships acted on (hint: see if any of the respondents have nicknames for their cars, or if they “decorate” them with personal items)?</para></question></general-problem>

*The types of relationships referred to in the text are the following:*

* ***Self-concept attachment****: The product helps to establish the user’s identity.*
* ***Nostalgic attachment****: The product serves as a link with a past self.*
* ***Interdependence****: The product is a part of the user’s daily routine.*
* ***Love****: The product elicits emotional bonds of warmth, passion, or other strong emotion.*

*Student reports should attempt to classify their findings based on these relationships. They should also attempt to show how the consumption patterns that they engage in with their cars reflect such relationships.*

(5 minutes, Chapter Objectives 1 and 2, AACSB: Analytic Thinking and Reflective Thinking, Course Learning Outcome 1)

1. The specific way we choose to satisfy a need depends on our unique history, learning experiences, and cultural environment. Conduct this exercise with classmates: “As you probably know, a prisoner who is sentenced to die traditionally gets to choose his or her ‘last meal.’ If you had to do this (let’s hope not), describe your ‘last meal’ in detail.” Compare the responses you get, especially among people from different ethnic or cultural backgrounds. What similarities and differences emerge?

*Student reports should attempt to classify their findings based on these relationships. They should also attempt to show choices vary by cultural background.*

(5 minutes, Chapter Objectives 1 and 2, AACSB: Analytic Thinking and Reflective Thinking, Course Learning Outcome 1)

1. Our online behaviors also can satisfy needs at different levels of Maslow’s Hierarchy of Needs, especially when we participate in social networks like Facebook. Interview people you know about their motivations to participate in social media. Ask them to provide a list of the platforms they access most, then for each probe about their reasons to visit these. What needs do these sites appear to satisfy? How might these insights help you to devise ideas for new social media products?

*Student reports will vary. Link the reasons back to Maslow’s Hierarchy.*

(5 minutes, Chapter Objectives 1 and 2, AACSB: Analytic Thinking and Reflective Thinking, Course Learning Outcome 1)

**CASE STUDY TEACHING NOTES**

**Honda’s ASIMO**

**Summary of Case**

Honda’s ASIMO is a robot. He’s not available for purchase yet, but already people are ready for features like Facial Recognition Technology. FRT can do many things relevant for marketers such as estimate your general physical characteristics and interface with devices using apps like Facedeal.

**Suggestions for Presentation**

It is suggested that this case be presented with the content related to technology and consumer behavior (learning outcome 5) in the chapter.

**Suggested Answers for Discussion Questions**

1. What are the most likely market segments for ASIMO? How could Hondo overcome resistance to the idea of a home robot?

*The focus of this response should be on how to match and illustrate the benefits of ASIMO to the needs of the target audiences. The discussion can follow matching benefits sought in segmentation to the benefits offered by ASIMO.*

(5 - 7 minutes, Chapter Objectives 3 and 5, AACSB: Analytic Thinking, Course Learning Outcome 1)

1. What concerns might consumers have regarding FRT?

*The concerns of consumers are likely to vary. This discussion could enter into the realm of wants versus needs and also privacy issues.*

(10 - 12 minutes, Chapter Objectives 4 and 5, AACSB: Ethical Understanding and Reasoning Abilities and Analytic Skills, Course Learning Outcome 1)

**Additional Support Material**

**STUDENT PROJECTS**

**Individual Projects**

1. Ask students about their involvement with social networking sites and/or blogs. Ask them to explain why they are using them. What benefits do they derive from them? Who are the target audiences for their information? Have them explain their concerns about privacy, if any.

*Student responses about their involvement with social networking sites and blogs will vary, and can be used to generate discussion about how consumers influence one another through electronically mediated communications, to remind the class about the concepts (e.g. digital natives, virtual communities) and to connect how the web and the horizontal revolution are changing consumer behavior to students’ personal experiences.*

(7 minutes, Chapter Objective 5, AACSB: Reflective Thinking, Course Learning Outcome 1)

2. This assignment can really be fun for the class and the presenter. Have a student wear or bring to class a recent clothes purchase. Have them explain how his or her purchase decision was influenced by different economic, social, cultural, and/or psychological variables.

*The individual responses to this activity will be as varied as the personalities of the students in your class, but it is a good opportunity to remind students about how consumers often consume products because of what they mean, not because of what they do. This assignment can also work well as a collage, where students use images of products to tell rest of the class about them (and may include products they currently use or aspire to use in the future). This project can also lead to the discussion of the connection of the products to the student’s self-concept/identity and provide the student with the opportunity to explore the economic, social, cultural and/or psychological variables that make the product desirable.*

(5 minutes, Chapter Objective 2, AACSB: Reflective Thinking, Course Learning Outcomes 1 and 7)

3. This activity can be done as an extension to or independent of assignment number 2. Have students explain why they chose the clothes they are wearing to class. Probe on this one. Was there any implied symbolism? Do all students seem to be dressed in a similar fashion? Why does this occur? Can marketers learn from this? Do marketers strategically contribute to this?

*This activity is likely to generate some discussion about how consumers use clothing to identify themselves as part of a group (or distinguish themselves as not part of a group). You can give students the opportunity to make the connection between group influences and marketers’ attempts to segment their target audiences. You may also direct students to consider the role of popular culture in their clothing choices. This activity provides an opportunity remind students about the concept of economics of information, and to ask them how advertising and/or product placements contributed to their senses of style.*

(5 minutes, Chapter Objectives 2 and 3, AACSB: Reflective Thinking and Analytic Skills, Course Learning Outcomes 1 and 7)

4. Assign students to identify at least five instances where a specific marketing tactic employed by an organization (for profit or non-profit) has had an impact on popular culture. Examples may include such things as an actual product, product icon, promotional campaign, celebrity endorsers, corporate sponsorship, product placement, or others. This impact may be short term (the public temporarily adopting catch-phrases such as Donald Trump’s “You’re fired!” or Budweiser’s “Whaaaaazup!”) or long term (the influence of anti-smoking campaigns in reducing the number of smokers).

*This activity provides students with the opportunity to recognize that just as marketers adapt to changing consumer needs, which reflect the influence of movies, music, sports, books, celebrities, etc., marketers also influence popular culture through products, advertisements, product placements, and celebrity giveaways. Student examples may also be tied to the influence of popular culture on rituals (e.g. Sweet Sixteen parties, weddings, etc.) and social issues.*

(5 minutes, Chapter Objective 3, AACSB: Reflective Thinking, Course Learning Outcome 1)

5. Have students identify examples of consumer-product relationships in society or in their own lives. The text identifies four specific types: self-concept attachment, nostalgic attachment, interdependence, and love. Have students come up with an example of each of these.

*Students should describe one example of each of the following relationships:*

* *Self-concept attachment: The product helps to establish the user’s identity.*
* *Nostalgic attachment: The product serves as a link with a past self.*
* *Interdependence: The product is a part of the user’s daily routine.*
* *Love: The product elicits emotional bonds of warmth, passion, or other strong emotion.*

*This project will help students differentiate between the four types and relate each to their own personal experiences.*

(5 minutes, Chapter Objective 2, AACSB: Reflective Thinking, Course Learning Outcome 1)

6. Ask students to consider their own consumption practices over the past decade. Have them list the ways that online consumption activities have replaced or modified their real-world consumption activities.

*This activity asks students to reflect on their personal experiences with the web and how those experiences affected offline consumption activities. It is a good opportunity to remind students about the availability of niche products, virtual communities, consumer recommendations, and C2C commerce. It may also provide an opportunity to ask students about how their online consumption activities are tracked/monitored by marketers, and what value they receive in exchange for the loss of privacy.*

(10 minutes, Chapter Objective 5, AACSB: Reflective Thinking, Course Learning Outcome 1)

**Group Projects**

1. Have groups select a product of interest (e.g., a car, mp3 player, vacation spot, movie, sporting event, etc.). Have each person in the group make a list of what they consider to be the product’s main attributes (both physical and psychological). Compare and contrast the attributes listed by the women and by the men to see how they may vary. Next, if there are any age or ethnic differences within the group, see if differences appear. Based on these differences formulate strategies for appealing to the various subgroups within your group.

*The project gives students the opportunity to see whether preferences differ across demographic variables that marketers use to segment customers. The responses will vary depending on the product and the students. You can also ask students to consider how individual lifestyles affect the attributes of interest, which may help explain similarities across ethnic and age groups. Students are likely to think about the media they will use to appeal to different subgroups Encourage them to think retail distribution, the messages they will use to communicate with their target audiences, the price, and the characteristics/features of the product they will use to appeal to the different subgroups. This will demonstrate how knowledge of consumer needs and wants relates to market strategy.*

(15-20 minutes, Chapter Objective 2, AACSB: Application of Knowledge and Communication Abilities, Course Learning Outcome 1)

2. Have groups collect information on at least three companies that have recently expanded into countries where they have not previously marketed their products. What kind of success/failure have they met with? Has each had any kind of impact on the society or culture entered?

*The responses and reasons for success/failure will vary. This project can be used to reinforce the effects of culture and group influences on consumer behavior, the demand to have a thorough understanding of consumer behavior of your target audience, and can be related to the question of whether marketers create needs.*

(15-20 minutes, Chapter Objective 3, AACSB: Diverse and Multicultural Work Environments and Reflective Thinking, Course Learning Outcomes 1 and 17)

3. Have groups of students find an example of a recent product, service, or program that was a failure. *Business Week, U.S.A. Today,* the *Wall Street Journal, Fortune, Forbes* or some other marketing publications are excellent sources. Have students explain to the class how knowledge of consumer behavior, or the lack of it, could have contributed to the success or failure of the effort.

*Similar to #2, the responses and reasons for failure will vary. The project should reinforce the idea that marketers need to have a thorough understanding of consumer behavior of their target audiences to understand how to meet their needs and wants. It can be related to the question of whether marketers create needs. Look for students to “diagnose” the reasons for failure in a way that goes beyond the surface clues in the article. It may be a good opportunity for students to explore other sources at the same time to look for additional clues (e.g. Census data, economic indicators, Lifestyle Analyst, profiles of competitors, etc.).*

(15-20 minutes, Chapter Objective 2, AACSB: Application of Knowledge, Course Learning Outcome 1)

**eLAB**

**Individual Assignments**

1. Visit **www.facebook.com, www.myspace.com,** or **www.orkut.com** and determine to whom they are trying to appeal. Are these sites appealing to the same target audience or to different segments? If the audience is the same, what is each site doing differently to market themselves? If the audience is different, who are they? Are their privacy policies raising any concerns for you?

*This activity is similar to Group Activity #4, and provides students with an opportunity to think about market segmentation, positioning an offering based on the target audience’s needs, and privacy concerns on the Internet. Look for students to demonstrate understanding of market segmentation, why it is used, how it is used, and the trade-offs associated with collecting information about consumers.*

(10-15 minutes, Chapter Objective 2, AACSB: Reflective Thinking, Course Learning Outcome 1)

2. Go to **www.rockstargames.com.** Click on the link for “games.” Select three different video games marketed by this company. Discuss both sides of an ethical debate for each.

*This activity provides students with an opportunity to think not only think about what they consider right and wrong, but also to analyze the issue from the opposite perspective. Encourage students to try to support the debate from each side, rather than making one side obviously weaker so their preferred side is a clear winner. It is good practice for building arguments and thinking critically about issues.*

(20 minutes, Chapter Objective 3, AACSB: Ethical Understanding and Reasoning Abilities, Course Learning Outcome 1)

3. Go to **www.aarp.org**. The American Association of Retired Persons is one of the largest lobbying and citizen action groups going today. Projections indicate that, as our nation ages, this organization will only get larger and more influential. After visiting this website, list five ways the organization is trying to influence corporate attitudes toward the older consuming public. What type of networks is the organization trying to build? How would database information from this group be useful to a marketer?

*This activity provides students with an opportunity to get more familiar with the needs of a large and important demographic segment and shows an example of how one group is taking action to address those needs. It also provides an opportunity to revisit the concept of database marketing and why it is useful to marketers.*

(10-15 minutes, Chapter Objective 2, AACSB: Application of Knowledge, Course Learning Outcome 1)

4. Go to **www.netsmartz.org**. This youth-oriented website presents issues and potential products to teens. If you were the marketing manager for a new bottled water product that was seeking a national youth audience, plan a strategy for your new product introduction using this website as one of your primary promotional springboards. List what you would do, why you would do it, and what results you might expect. What does a website such as this teach you about consumer behavior?

*Netsmartz.org is run by the National Center for Missing and Exploited Children and has different areas dedicated to parents, educators, law enforcement, teens, tweens and kids. Look for students to identify how they would position the product and utilize the selected portion(s) of the website that reaches their target audience. This project provides an opportunity to explore the differences between the person who buys the product, the person who consumes the product, and the person who influences the purchase.*

(10-15 minutes, Chapter Objectives 2 and 5, AACSB: Application of Knowledge and Reflective Thinking, Course Learning Outcome 1)

5. Go to **www.moveon.org**. What is the main variable that this site uses to segment the American public? What is the resulting segment to which this site is attempting to appeal? Extensively, describe this segment in terms of demographic and psychographic variables. What issues seem to be raised on this site? If you were an advertiser, would it be a good idea to sponsor a message on this site? Explain.

*Moveon.org is a civic action group that segments the American public based on political ideals. Opinions are one of the facets of psychographic segmentation (activities, interests, opinions). The website notes the organization is a non-partisan effort to give the public a voice in policymaking. However, the separate PAC by the same name raises money to support Democrat candidates. Unlike other political action groups, its donors tend to give small donations via the web. Students may make inferences about the demographics and psychographics of the group’s audience based on the issues raised on the website, and the group’s use of the web as a primary communication vehicle. Student opinions of whether it would be a good idea to sponsor a message on the site may depend on these inferences, but students may also point out that site sponsorship by corporate interests contradicts the group’s mission to reduce corporate America’s influence over Washington. An advertiser for a social initiative may not be as susceptible to this challenge.*

(15 minutes, Chapter Objective 3, AACSB: Application of Knowledge and Reflective Thinking, Course Learning Outcome 1)

6. Visit **www.alesyabags.com** and identify the factors used to segment the company’s target audience. How does the company use social media to engage its target audience? Given what you know about the target audience, do you feel Alesya Bags’ use of social media is effective or ineffective? Explain why.

*Students should identify the company segments the target audience based on gender, age, occupation, income, and lifestyle. Students should also recognize the role of social media in the target segments’ lives and the role of engagement via social media tools in developing a lifestyle brand.*

(10-15 minutes, Chapter Objective 2, AACSB: Reflective Thinking, Course Learning Outcome 1)

**Group Assignment**

Go to **www.casino.com**. Take some time as a group to become familiar with the various sections of this site. What are the ways that this site has been designed to encourage new users to sign up, and existing users to increase their level of online gambling? Is this website encouraging addictive consumption (where consumer addiction is defined as physiological and/or psychological dependency on products or services)? Is this unethical? After having completed this portion of the assignment, visit **www.ballygaming.com**. What is the product being sold by this company? In what ways could this company be contributing to unethical behaviors?

*Casino.com is likely to raise varied responses based on student opinions of gambling as entertainment and gambling as a societal threat. There may be different opinions within the group. This conversation can be tied back to the question of whether marketers create needs and can introduce a discussion about marketer responsibility for consumer addiction to gambling.*

(20-25 minutes, Chapter Objective 3, AACSB: Application of Knowledge and Reflective Thinking, Course Learning Outcome 1)