



1238.3402.01 – Consumer Behavior

Prerequisites: Marketing Management

Module 3 – 2015/16

Course Section Details

Day	Hour	Classroom	Lecturer	Email	Office
Monday & Thursday: Feb 22, 29, Mar 3, 7, 8*, 10 *Lesson on Tuesday March 8 th will be from 12:30-15:15	18:45- 21:30	Dan David room 303	Prof. Shai Danziger	shaid@post.tau.ac.il	Recanati room 333

This is a condensed course which will take place twice a week from February 22-March 10

Teaching Assistant (TA): Einath McMurray, einathm@gmail.com

Office Hours: **By appointment**

Course Units

Course Units: 1 cu

4 ECTS (European Credit Transfer and Accumulation System) = 1 course unit

By making higher education comparable across Europe, ECTS makes teaching and learning in higher education more transparent and facilitates the recognition of all studies.

Course Description

The course setting: Companies MUST understand their target consumers to succeed. This realization has culminated in the customer-centric marketing approach. To develop an effective marketing strategy (positioning and 4ps), companies must understand how consumers feel, think, evaluate, choose, consume offerings and talk about them. Unfortunately, while we are all consumers, our intuitions about our own behavior and especially that of others, is often inaccurate, and may at times, be misleading.

The course goal: The primary goal of this course is to help each participant become an insightful investigator and strategic shaper of consumer behavior. This involves examining and analyzing consumer behavior critically, and uncovering findings that can steer managerial action.

How? To achieve the course goal, I have designed the course so it provides you with a broad coverage of frameworks, concepts, tools, and techniques to understand the minds of consumers, with an emphasis on uncovering, generating, and interpreting business-relevant consumer insights. We will discuss relevant theories and research in behavioral sciences with the overarching goal of understanding and influencing consumer behavior. Topics include consumer need analysis, motivation, involvement and engagement, consumer perception & attention, representation of knowledge and learning, evaluation, choice, and consumer talk (word of mouth and recommendations). Time permitting, we may also touch on contextual factors that sway consumer behavior such as culture. The course format is action-learning-oriented with a lot of in-class participation, assignments and exercises.

Course Objectives

Upon completion of the course, the student will be able to:

1. Understand the consumer information processing model
2. Conduct an experience mapping exercise
3. Conceptually understand experimental design
3. Conduct laddering interviews
4. Measure consumer attitudes
5. Strategically influence consumer choices

Assessment and Grade Distribution

Percentage	Assignment	Date
60%	closed-book test	April 5, 2016 at 09:00
20%	1 group assignment (worth 20%)	2-3 members per group. The submission date is March 10 at the beginning of the last session.
Mandatory submission	4 short exercises	You will complete each exercise individually. You will submit assignments during the semester: February 29, March 3, March 7, & March 10
20%	Class participation	

*According to University regulations, a student must be present in every lesson (Article 5).

* The lecturer reserves the right to have a student removed from a course if the student is absent from a class with mandatory participation or did not actively participate in class. (The student will remain financially responsible for the course irrespective of his/her removal from the course)

Course Assignments

Test comments: I will base the test on the materials discussed in lectures, your readings for the various assignments and exercises, and a set of mandatory articles. The test consists of multiple choice questions and short open-ended questions.

Assignment notes: You will complete an experience map assignment in self-selected groups of 2-3 individuals. You will submit the assignment during the semester, so carefully examine the submission date. The assignment appears at the end of this document.

Attendance: Each person brings a unique set of experiences, a unique perspective and knowledge to the classroom, and I would like all class participants to tap into this diverse pool of resources and benefit from it. Therefore, we will devote a portion of class time to in-class discussions. Constructive contribution to the class discussions and active listening are important elements of this course. It is therefore essential that you be fully prepared to participate actively in class. This means you must read the assigned material prior to the class session. Effective participation includes: (1) providing insightful questions and comments on concepts from lectures and readings; (2) sharing your experience or point of view with the class; (3) building on points raised by others; (4) clarifying issues; and (5) relating ongoing topics to previous class discussions. Please keep in mind that I will base your score on the quality of your comments and not their quantity.

Should a student become unable to complete an assignment or course requirement, s/he must notify the TA of the course in advance via email

Grading Policy

As of the 2008/9 academic year the Faculty has implemented a grading policy for all graduate level courses. This policy applies to all graduate courses in the Faculty, and will be reflected in the final course grade. Accordingly, the final average of the class for this course (which is a core course) will fall between 82-87%. Additional information regarding this policy can be found on the Faculty website.

Evaluation of the Course by Student

Following completion of the course students will participate in a teaching survey in order to evaluate the instructor and the course for the benefit of the students and the university.

Course Site (Moodle)

The course site will be the primary tool used to communicate messages and material to students. It is, therefore recommended to periodically check the course site in general, periodically, before each lesson, at end of the course as well. (For example: exam details and updates regarding assignments)

Course slides will be available on the course site.

Please note that topics which are not covered in the slides, but are discussed in class are considered an integral part of the course material and may be tested in examinations.

Course Outline*

Meeting 1 (February 22nd): Overview of the field of consumer behavior

Meeting 2 (February 29th): Overview of the field of consumer behavior; Making consumers tick (Needs & Motivation)

Meeting 3 (March 3rd): Making consumer tick (Ability and opportunity)

Reading: The MPG illusion

Exercise: Means end analysis

Meeting 4 (March 7th): Consumer beliefs, attitudes and preference

Reading: Signing at the beginning makes ethics salient and decreases dishonest self-reports in comparison to signing at the end

Exercise: Multi-attribute theory

Guest lecture: Inbar Yagur, Taboola

Meeting 5 (March 8th): Consumer beliefs, attitudes and preference

Reading: Female hurricanes are deadlier than male hurricanes

Exercise: Attitude change strategies and the ELM

Meeting 6 (March 10th): Choice architecture (designing the choice environment)

Reading: Extraneous factors in judicial decisions

Exercise: Choosing a camera

Group assignment: Consumer journey

**** note that since the course format is condensed, the ordering of these topics may change slightly. Also, I may end up inviting up to 2 guest speakers.**

Required Reading

(1) Power-point presentations in PDF format that accompany the course will be available on Moodle. Please bring the notes to class.

(2) Four short articles and 4 short exercise readings (dates for reading the materials appear in the course plan section)

A: The MPG illusion (Science)

B: Signing at the beginning makes ethics salient and decreases dishonest self-reports in comparison to signing at the end (PNAS)

C: Female Hurricanes Are Deadlier Than Male Hurricanes (PNAS)

D: Extraneous factors in judicial decisions (PNAS)

* The exercises are from the text "Critical Thinking in Consumer Behavior: Cases and Experiential Exercises. Judy Graham, Pearson, Prentice Hall, 2004". These readings are referred to as Exercises followed by the exercise number. They will be available on moodle.

Recommended Reading

Consumer Behavior (4th-6th Edition) by Wayne D. Hoyer, Deborah J. MacInnis, and Rik Pieters, South-Western, 2012. This is an excellent book that provides a relatively encyclopedic reference to consumer behavior concepts, many of which we will discuss in class.

Thinking fast and slow. (2011). Daniel Kahneman. An excellent book by an Israeli Nobel prize winner.

Recommended Journals:

Journal of Consumer Research, Journal of Consumer Psychology, Journal of Marketing Research, Journal of Marketing, Psychological Science,

<http://www.myscp.org/pdf/SCP%20Consumer%20Psychology%20Syllabus%202014.pdf>

Assignment: Mapping a Consumer Decision Journey

Please submit a PDF of your 1-2-pager to the TA

Due: March 10

2-3 Students per group

Purpose?

A consumer journey describes how consumers move from initially considering a product or service to purchasing it and forming a connection with the brand. For example, a consumer journey can refer to the series of interactions consumers have before they can achieve a particular goal, such as buying insurance, setting up a printer, preparing a meal, purchasing a deodorant, finding a date for tonight, ordering a taxi, finding parking, etc. Firms can differentiate themselves by optimizing their touchpoints with the consumer along the way. In this exercise, you will create a journey map that conveys the thoughts and emotional states consumers have at critical parts of the journey. Choose a journey you find interesting and that you believe can be bettered. Much behavioral research shows that people remember some parts of experiences more than others (for example, the low and high points, and the peak end rule- https://en.wikipedia.org/wiki/Peak%E2%80%93end_rule). For this reason your journey map should emphasize the BEST (successes) and the WORST (failures) parts of the experience (the worst part of repairing my car is my uncertainty about how much it should cost). Think hard on what characterizes the experience and where you can improve it.

How?

Step 1: Choose a consumer journey (experience) you want to focus on. Choose smart. Choose an experience you find interesting, that you will be able to find people to interview about, and that you believe can be improved by some clever intervention.



Step 2: Collect data.

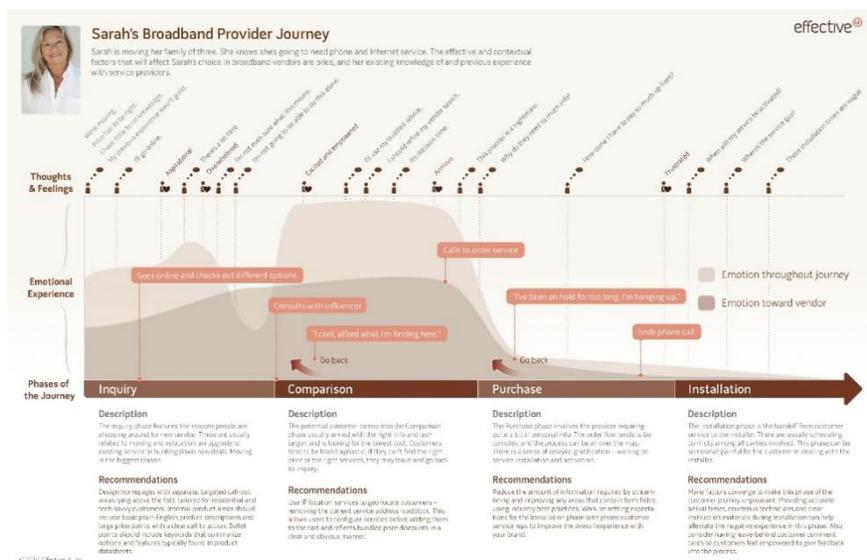
Interview Users: Each group member should try and unpack 1 user's emotional state throughout the experience. Try to understand what they feel, what they care about, and what that implies.

Put Us In Their Shoes: Using photos, artifacts, or vivid descriptions, communicate what your user went through. This sight might be useful - <https://think.withgoogle.com/insights/embeds/brand-impressions/ti.html>

You can **experiment in terms of how to form your experience map** 😊 You might start with asking individuals in a free form fashion to tell you what parts of the experience they remember (not even telling them where to start from). After they tell you about what they remember, you can do a more systematic dive into the experience based on what you and your colleagues thought are the key event experiences. Note that the strategy of first using an unstructured question and then a structured one is how things are typically done in market research. After mapping out the experience you might solicit ideas from the user about how a brand could improve the experience or how a process can be improved. I hope that the mandatory readings on customer experiences will be insightful and will give you an appreciation of the importance of understanding customer experience and controlling consumer touch-points.

Aim to interview each consumer about 10 minutes. Hopefully, you will learn a lot from them and their experience.

Step 3: Visualize and summarize what you have learned on one-page (2 pages max). Plot the most important points within the experience – moments where the products touchpoint affect the user’s emotional state. The most successful experience maps will communicate creatively, demonstrate emotional insights, and clearly identify where lapses can be prevented or repaired by providing consumers with a good solution. Give **some viable intervention recommendations** for management based on your analysis.



Step 4: Recommended format for your submission

- 1) Consider preparing in power-point.
- 2) Big Title – Brand name/Process – and maybe tag line, or main insight
- 3) Possible sections – (1) A visual of the **experience map**, maybe with symbols depicting critical events that you later on describe (maybe use pictures); (2) **Interventions points / recommendations;**

Required readings for completing this assignment:

1. Discovering new points of differentiation. Ian C. MacMillan & Rita G. McGrath, Harvard Business Review, July-August 1997, 133-145

2. <https://hbr.org/2015/11/competing-on-customer-journeys>

Take a look also at <http://www.sungevity.com/> which is featured in the HBR article

3. <https://hbr.org/2010/11/using-customer-journey-maps-to/>

A nice link that was provided in this online piece - <http://www.servicedesigntools.org/>

