

Buyer Behavior: Bus. 337
Spring 2015, Section 1; Thursdays 3:30–6:00 p.m., Room CCC 214
University of Wisconsin, Stevens Point / School of Business and Economics

Instructor: Paul Grewe
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Office Hours: 20 minutes prior to the start of class, or immediately following class. (Please alert me via cell-phone prior.) Also by prior arrangement, (please don't be shy about asking).

Meeting times: Section 1 – R 3:30–6:00 p.m., Room CCC 214. Please see schedule for details of course, and check your final exam schedule, as an in-class final exam is a requirement of this course.

The best way to contact me between course sessions is via email, always include an informative **subject** line INCLUDING "BUS 337". For urgent matters, feel free to call me. For absences use email, include "ABSENCE" in subject line.

Please take the time to read this hand-out thoroughly. It explains in detail what you will be expected to do to successfully complete this course. Let me know if you have any questions. Changes to this course outline may be made under extraordinary circumstances.

ADA Statement: If you feel you may need an accommodation or special services for this class, please see me or call the service at 346-3365. For students rights and responsibilities go to [Http://www.uwsp.edu/admin/stuaffairs/rights/rightsChap14.pdf](http://www.uwsp.edu/admin/stuaffairs/rights/rightsChap14.pdf)

Course Description: A 3-credit course covering objectives and methods of understanding Buyer Behavior, focusing on the Consumer Behavior discipline, gain insights into the factors that influence the purchase decision and develop a basic understanding of the marketing concept. Having insight into the minds of customers can be a crucial advantage for marketing managers. This course will show you many different ways that managers use consumer behavior research to make better decisions.

Objectives: What should you get out of this class?

- You will see how studying consumer behaviors can ultimately help them when marketers know how the development of products and services can better meet customers' needs.
- You will recognize and be prepared to deal with ethical challenges that arise when conducting consumer behavior studies.
- You will hone improved planning, problem-solving and project management skills.
- You will sharpen study skills for future school and on-the-job learning challenges.
- You will gain reasoning and analytical skills, so that you can develop solid arguments and think critically about arguments and evidence you must review.
- You will practice ability to present your ideas in a coherent and persuasive manner.
- You will have progressed in developing your personal set of values by following through, in a professional manner, on your commitments to your fellow students and to me.

Format: Lectures, cases studies, research, outside readings, exams, classroom discussion.

Text: Consumer Behavior by Kardes, Cronley & Cline. ISBN 0-538-74540-1
See – CEOexpress.com / Visit - popurls.com, knowthis.com, TED.com

You are expected to regularly check your UWSP email account. The first three students to email me with the headquarters location of Under Armour will receive extra credit. (just to see who reads this)

Course Expectations:

This is a junior/senior level class, requiring that your writing skills be near/at professional level. In addition, the class requires a substantial commitment of your time. To do well in this class, you should allow enough time in your weekly schedule.

Attendance Policy:

Consistent attendance will be necessary for success in this class. Class grade is partly dependent upon participating in in-class activities and discussion. If you must miss a class, alert me as early as possible beforehand via email including "ABSENCE" in subject line. It will be your responsibility to get the notes and other information from another student. If a presentation or exam is scheduled for a day you must be absent, alert me also via email including the word "urgent" in the email subject line. (This will forward your message to my cellphone.) Work schedule is not considered a valid excuse for missing exams, presentations etc.

Classroom Expectations:

I expect everyone to act in a professional, courteous manner in the classroom. Everyone should feel that our classroom is a comfortable learning environment, free of unnecessary distractions. Note that class discussion is not the time to display what you already know; it is the time to clarify uncertainty and cement what you desire to know.

Un-asked questions are discouraged. Please silence cell phones, blackberries, iPods etc. Positive contributions to class are required and credited; distractions such as cell-phone calls or text messaging are debited from your grade. Sleeping or postures closely resembling sleep are firmly discouraged. Please refrain from 'vaping.'

Outside-of classroom Expectations:

Our textbook spans 363 (*surprisingly readable, for a textbook*) pages, each of which you must read and comprehend to succeed in the class. (Expect 1-2 hrs./wk. reading time.) You will compose some written work independently, and you will work collaboratively with others.

Academic Honesty:

No plagiarism or other form of cheating will be tolerated. Using work submitted for credit in another class, either individual or group work is not appropriate and is considered cheating. Any academic misconduct will result in a failing grade for the course.

Plagiarism is the attempt to use another's language or major ideas as your own. It is copying another person's work, sometimes with minor changes. To avoid plagiarism, either paraphrase, assimilate, synthesize, or give credit to the source for major ideas, information, definitions and quotes. Accuracy is essential. Enclose all quotes in quotation marks and copy word for word. This rule doesn't apply to general knowledge. For example, most of us have read that Einstein did poorly in school. This is general knowledge and does not have to be attributed to a specific source.

Paraphrasing is thoroughly rewriting a sentence or paragraph, not just changing a word or two. This requires changing sentence structure, words, and style to reflect your personal witting.

You will be asked to post a copy of all assignments to the anti-plagiarism web site turnitin.com. For further information on UWSP, please see Chapter 14, Student Academic Standards and Disciplinary Procedures, in the online version of the University handbook.

Academic Conduct

This course is part of the UW-Stevens Point academic community, an academic community that is bound together by the traditions and practice of scholarship. Honest intellectual work – on examinations and on written assignments is essential to the success of this community of scholars. Using classmates' responses to answer exam questions or disguising words written by others as your own undermines the trust and respect on which our course depends. The work in this course is challenging and will demand a good deal of each of you. I have every confidence that each of you can succeed. Doing your own work will enhance your sense of accomplishment when the semester comes to a close.

Additionally, the classroom environment is a unique opportunity for students to share ideas, opinions, discuss classroom and course content. As each student is entitled to contribute in class, specific expectations are necessary to ensure a thriving classroom environment. Expectations include: arriving to class on time, being prepared for class, no electronic devices, unless authorized to do so, any loud shouting, excessive side conversations, arriving to class under the influence of any alcohol or drugs, profane language, and verbal or physical threats, intimidation of any kind, or any other behavior that may be disruptive to the professor or other students. If any of this behavior is exhibited, you may be asked to leave the class for the day. Any continued disruptive behavior may result in a referral to the Dean of Students Office.

Writing quality:

Concise, dense, meaningful writing, at the university level, is expected of all written documents. A famous postscript from a letter of Albert Einstein translates "I am hurried, or I would have written less." Quantity will not substitute for quality, I frown upon loose prose. Write and re-write your assignments, compacting your ideas and thoughts. (Eschew verbosity.)

SBE EVENTS:

SBE event attendance is NOT a requirement of this class. This is not to imply that I do not wholeheartedly recommend the events, I assume you will make your own good choices. Watch your e-mail for the weekly *SBE Update* newsletter and the SBE Events web site (<http://business.uwsp.edu/events>) for announcements of upcoming SBE Events.

Learning Activities and Assignments with Due Dates: (500 possible point total)

Key terminology worksheet (50 @ 1 point)	50
The jargon of marketing borrows from many disciplines, but terms carry specific meaning in a market management context. You will create a glossary <u>in your own words</u> of 40 of the most important and/or confusing terms.	
Chapter Exams (1st 70 points, 2nd 90 points)	160
These exams (mostly multiple choice) will allow us both to assess understanding (and will provide an incentive to stay current in reading and study).	
Final Exam (125 points)	140
See above; writ large. This exam will concentrate on the last third of the class, with some questions concerning major topics from the first two thirds.	
Flipboard/YouTube reviews (7 @ 8 points)	56
You will choose articles from a "Flipboard" magazine [Bus 337 UWSP Prof. Grewe] and a YouTube playlist [same title] to be summarized in a concise (fewer than 200 words), deeply reasoned review.	
Semester project shared work and presentation (35 points)	35
Working with a team from this class, you will select a specific market segment, define potential buyers comprising this segment, perform secondary and primary research describing these buyers, posit your plans to influence these buyers; then collectively present your results.	
Un-announced 'check of reading' quiz opportunities (24 points)	24
Participation (35 points)	35
Active listening, questioning, commentary and contribution to classroom discussion is requisite.	

Planned Lecture & Discussion Schedule: Subject to amendment

Week of January 24	Introduction Course preview Chapter 1	Understanding Consumer Behavior and Consumer Research
Week of January 31	Chapter 2	Consumer Focused Strategy: Segmentation and Positioning
Week of February 7	Chapter 3	Consumer Perception
Week of February 14	Chapters 4 & 5	Attitude and Judgment Formation and Change, Motivation & Emotion
Week of February 21	Chapter 6 & 7	Learning and Memory, Automatic Information Processing
Week of February 28	Chapter 8 Exam 1	Self-Concept and Personality
Week of March 6	Chapter 9	The Consumer Decision Making Process
Week of March 13	Chapter 10	Product Consideration, Evaluation, and Choice
Week of March 20	SPRING BREAK	Extensive practical experience as consumer of leisure and fun, without the interference of school – be safe – have fun
Week of March 27	Chapter 11	Behavioral Decision Theory
Week of April 3	Chapter 12 Exam 2	The Influence of Culture and Values
Week of April 10	Chapter 13	Social Influence and Behavioral Compliance
Week of April 17	Chapter 14	Contemporary Strategies in Reaching Consumers
Week of April 24	Chapter 15	Online Consumer Behavior
Week of May 1	Chapter 16	Branding Strategy and Consumer Behavior
Week of May 8	Summary, Application & Review	

Final Exam: Tuesday, May 17th 5:00-7:00 - Usual classroom