

## CHAPTER 6

### WHY PEOPLE BUY: CONSUMER BEHAVIOUR

#### **REAL STUDENTS REAL PROBLEMS: BARRIERS TO EFFECTIVE LEARNING**

1. The first major barrier to learning in this chapter occurs because, even though all the students are consumers, they seem to believe that they make their decisions independent of outside influence. They have not really considered the decision making process they use when making a purchase. To begin, ask the students to recall a recent purchase and detail all of the steps they took in making that purchase. Use the Consumer Decision-Making Process in **Figure 6.1** and ask the students to match the steps they took with the process
2. The second major barrier follows the material begun above. The students must now understand how Social, Internal and Situational Influences affect their purchase decisions. Using the material in **Figure 6-2 (see Power Point 6-4, 6-5, 6-6,6-7, and 6-9)** as a guide, ask the students to relate their understanding of their reading assignment from this section by tracing the effects that these three variables have had on a recent purchase decision that they have made. To keep the example common to the class, you might use their decision to attend the university or college at which the class is being conducted as a beginning point. Have the students explain and list the factors that affected their decision (you can also use a physical product like an automobile, if you prefer, or trace the example used in the text). Be sure to cover each of the areas outlined in Figure 6-2 so the student will get a complete picture of the process and effects.
3. The next major barrier occurs with the integration of the understanding of buyer behaviour and using this knowledge effectively in the practice of marketing. This text does an excellent job of illustrating the concepts with engaging examples. Use **Exhibits 6.1-6.12** to illustrate the concepts as you discuss the various Influences on Consumer Decision Making, **Figure 6.2**. **Figure 6.3** is particularly useful take on Maslow's Hierachy, a concept that the students see often in many disciplines but rarely see it put into useful context.

#### **REAL PROJECTS**

1. Pick five (5) products of your choice and show how culture, subculture, social class, and group membership might alter the way that you should market the product. Be sure to detail which groups (or specific segments) that you are discussing. Write up your findings, ideas, and differences.
2. Take the Consumer Decision Making Process presented in **Figure 6-1** and interview five (5) students about how they purchased a common product (say an automobile or a computer). How did they acquire information, pick alternatives, evaluate alternatives, make a choice and evaluate the success of their purchase? Be sure to chart each of your subjects with respect to the model. Be creative in how you compare the subjects. This project can be considered as a longer term project.

3. With each passing day, more products and services are being bought via the Internet. If traditional consumer behaviour models were developed with respect to personal contact with the consumer, how would a consumer behaviour model need to be altered (if at all) so it will work with the new form of electronic commerce that is emerging? Describe your model and the thought process you went through to develop the model. Give an application example.
4. While shopping for groceries watch 3 people purchasing laundry soap, soup and melons. Note all of the things that they do in the process. Afterward compare the actions of the shoppers with the Consumer Decision-Making Process. Which actions illustrated each step in the process? How do you think the post purchase evaluation was conducted? How does this knowledge of buyer behaviour affect the design of a grocery store?
5. Use the **Marketing Mini-Project: Learning By Doing page Page 169** as a field trip to a near by mall. Go as a class or send students as a homework assignment.
6. Compare Baby Boomers with the Nexus Generation as defined by d~Code in terms of likes and dislikes, habits and lifestyles, and ways of making decisions. How can the marketer make decisions on what you have described? You might pick some common areas such as automobiles, music, clothing, movies and views toward work, exercise or food to compare.

### **REAL CASES: MARKETING IN ACTION**

*Playboy Enterprises Inc.*

*Take this opportunity to integrate the concepts from the chapter and apply the information generated by d~Code to the real case of Playboy. These questions can be used instead of the generic case questions at the end of the case.*

1. What are some of the problems facing Playboy Inc?
2. How have the influences on consumer decision making changed from Playboy's heyday to now?
3. How could Playboy marketers use information about the Nexus Generation generated by d~Code to appeal to a younger target market?
4. In the past Playboy readers claimed to get Playboy "for the articles", and Playboy did have a variety of interesting articles and interviews to complement the nude pictures. Could Playboy use this well known claim to help reposition the magazine for the Nexus Generation? Or would Playboy be better off utilizing its brand equity to try to regain the interest of the baby boomers?

This Case asks students to think about an American icon in a way that they may not have previously thought of it. This is a very interesting case that could lead to controversy and discussion of ethics, exploitation, feminism, and buyer behaviour. This would be a good place to discuss the concept of brand equity and how the consumer decision-making process is shortened by strong brands.

## **REAL PRACTICE: APPLYING WHAT YOU HAVE LEARNED**

The **Marketing Practice** questions on **Page 169** will assist the students in integrating the material in a real context. Completing these questions will also provide practice for exams. These questions can be used as a short energizer in class. Have students work in small groups and assign one of the questions or a single product (Questions 3&4) to each group. The small group discussion will energize the students and have them integrate the concepts and terminology. Give the students a very short time frame to come up with an answer that they may have to present to the class, this keeps everyone on track and the class moving along.

## **REAL PEOPLE, REAL SURFERS: EXPLORING THE WEB**

This exercise looks at the d~Code site at [www.d-code.com](http://www.d-code.com). This is consistent with the use of d~Code as an illustration throughout the chapter.

1. What is the Nexus Generation?
2. Does Nexus description apply to you and your classmates?
3. As a marketing manager for (insert company here) how could you use this information to design marketing strategies?
4. How could your College or University use this information to attract students of the Nexus Generation?
5. How could advertisers use d~Code's information to better communicate with consumers. Find three advertising examples from Web sites or current magazines that you believe have been designed to appeal to the Nexus Generation. Explain your reasoning.

This exercise asks students to read the material found throughout the Chapter that refers to d~Code as well as taking the exercise one step further to actually go to the Web site ([www.d-code.com](http://www.d-code.com)). See if you can get your students to describe their own lifestyles and then discuss how this information might be useful to marketers. Extend the discussion to how Internet marketers might discover lifestyle information on Web surfers. Students usually like to discuss these issues. Try to integrate this discussion into your lecture.

## **REAL PEOPLE REAL SURFERS: ADDITIONAL LEARNING STOPS**

To promote active learning it is strongly recommended that instructors use the Internet whenever possible to reinforce text and application concepts in the classroom. For those that do not have the capability of classroom Internet hookup and a LCD projector for viewing, it is suggested that students be given take-home assignments (to be either done at home or in computer laboratories). The sites listed below are intended to provide extra discussion and learning reinforcement to this chapter and its concepts. Please remember that Web addresses (even with popular national companies) often change. Therefore, remember to test each site before making assignments. Additional and updated information can also be obtained by using the Prentice Hall Web page at [www.prenhall.com](http://www.prenhall.com) (reference this text).

Additional Web sites that might be integrated into the chapter include:

- a). The Keirsey Temperament Sorter: [sunsite.unc.edu/personality/keirsey.html](http://sunsite.unc.edu/personality/keirsey.html)  
This site helps the reader to better understand his or her personality and how it might possibly shape his or her consumptive behaviour. The site offers a test. This test might be reviewed in class or given as a take-home assignment.
- b). The Institute for the Future: [www.iff.org](http://www.iff.org)  
This site covers a range of subjects. One interesting area is the prediction of future trends. There is a great amount of information about our society's culture, social class, and lifestyles. Students should be encouraged to think about markets of the future.
- c). Polling Report: [www.pollingreport.com](http://www.pollingreport.com)  
This intriguing site literally has polls on nearly everything. This "rough" research is great to begin discussions about consumer feelings and preferences. It is a great source for ideas on more in-depth research on consumer subjects.
- d). Prentice Hall publishing company: [www.prenhall.com](http://www.prenhall.com)  
If you have not yet done so, go the Prentice Hall Web site and see all of the services that are provided for consumer and organizational buyers. Critique the Web site as to these services.
- e). National Association of Purchasing Management: [www.napm.org/napm.html](http://www.napm.org/napm.html)  
This is the home page for the National Association of Purchasing Management. This organization is very active in the field of purchasing. The site references many educational resources in the field.
- f). Industry.net: [www.industry.net](http://www.industry.net)  
Business markets are becoming almost as large as consumer markets on the Internet. This interesting site offers thousands of trading opportunities for the astute business buyer or seller.

## **POWER POINT NOTES**

The summary of the twenty-eight (28) power point slides provided with this chapter is found in the **Power Point** section at the end of this manual. See the **Instructor's Resource Manual** for exact positioning within the chapter of each slide (reference **Chapter Outline**). Notice that **Power Point slides 6-3, 6-4, 6-6, 6-6, 6-7, 6-9, 6-11, 6-21, 6-22, 6-23, and 6-27** can be used to overcome the **Barriers to Effective Learning** mentioned at the beginning of this discussion.

Other interesting uses of the Power Point slides include the application to **Student Projects** (particularly, **Power Point slides 6-4, 6-11, and 6-23**). Other slides can be selectively used to enhance examples.

## REAL INSTRUCTORS, REAL CLASSROOMS: MANAGEMENT

Instructors will find that **Chapter 6** can be covered in one 80 minute class or combined with **Chapter 7** for three 50 minute classes. The material in the text is very readable and the illustrations are interesting. The class time should be used to integrate the material and the terminology. This chapter is broken down into two main concepts as defined in **Figures 6-1 The Consumer Decision Making Process and 6-2 Influences on Consumer Decision Making**. The material in the chapter is set out in a reasonable format and leaves the detailed theory to another course. If the instructor will do pre-planning and follow the suggested outline in the Instructor's Resource Manual, this material can be covered efficiently and effectively within the normal class period. Avoid getting side-tracked and focus all student discussions on the material at-hand. If students are unfamiliar with the terms from the **Key Terms** list found at the end of the chapter, special attention must be paid to vocabulary enhancement. In this case, it is recommended that students be encouraged to study this material at home (since it is very difficult to save time in class for vocabulary building exercises). Home work exercises might be given to reinforce material that has to been discussed in class.

### Sample Class Plan

- 1). 10 minutes—Have students analyze a recent purchase writing out the steps that were taken. Define consumer buying behaviour. Use **Power Point 6-2 and 6-21**.
- 2). 15 minutes--Discussion of the Consumer Decision Making Process. Using **Figure 6-1 (Power Point 6-3)** ask students to match steps in process with their own example. Use Emma and computer example to illustrate the concept. Using various purchases the students have identified, demonstrate the concepts of **risk and involvement**. Discuss each element of the Consumer Decision Process in detail, note that unlike some other models the identification of the alternatives happens in the Information Search rather than having its own step, as well, criteria are identified in the Evaluation of Alternatives section..
- 3) 10 minutes—To reinforce this concept use an activity here such as **questions 3 or 4 from the Marketing Practice** questions from the end of the chapter.
- 4) 15 minutes Using **Figure 6.2** discuss the Influences on Consumer Decision Making, Social, Internal and Situational. There is a lot to discuss here, the book lays the concepts out very well and pulls out the terms to the side so it probably not necessary to go over each term as you need to assume that the students have read or will read the book.. Ask the students to choose a purchase that they recently made and determine the factors that influenced them. Using a checklist format will have them examine each influence. Be sure ask enough questions to be sure that understanding on the part of the student has taken place.
- 5). 20-30 minutes—Complete the class with an integrated example. Either use the d~Code illustrations plus the questions and website references found above in the **Real People Real Surfers** section. Another option is to use the **Real Cases: Marketing in Action Playboy Enterprises Inc**, Case as outlined above. Depending on the time you have this can be a small group project with large group debriefing or do it as one large group. If time is getting short use some of the questions on **Pages 168 and 169 Marketing Concepts and Marketing Practices** to encourage the students to really think about and understand the concepts.
- 6). 5 minutes—Recommend the students try out some of the websites recommended above especially if they are doing a project as part of the course requirements.