

MKTG 3210: Consumer Behavior

Fall 2022

Instructor Information

Mason R. Jenkins, PhD
254A Friday Building
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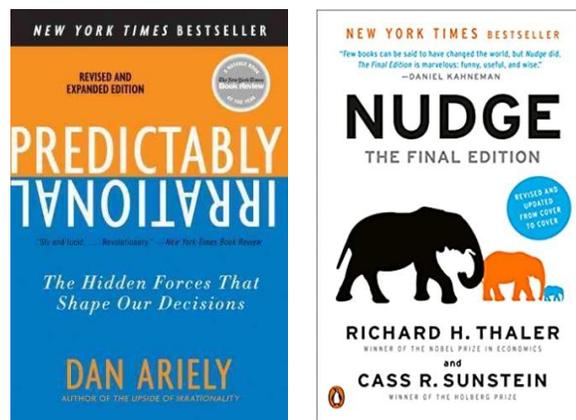
Office Hours: Tues & Thurs 3:00pm to 4:00pm Friday 254A
& by appointment

Class Meetings Tues & Thurs 4:00pm to 5:15pm Friday 141

Required Texts

- 1) *Predictably Irrational: Revised and Expanded* by Dan Ariely*
- 2) *Nudge: The Final Edition* by Richard Thaler & Cass Sunstein*
- 3) Harvard Case Study Coursepack ([link here](#))
- 4) Other articles posted to Canvas

***make sure you have these revised editions with these covers**



Course Overview

Any efforts businesses make to sell products must contend with how people process information psychologically and make sense of their world. Unfortunately, we know that consumers often have biases (meaning tendencies good or bad) that preclude them from making the best choice and prevent well-intentioned brands from meeting consumer needs. This course addresses how all of these forces impact consumer choices and the overall welfare of consumers, businesses, and society as a whole. We will learn this through two popular press books summarizing at a very high level the many aspects of irrational decision making that consumers experience (*Predictably Irrational*) and then work to understand how businesses and policy makers can better shape and guide consumers' choices to help them achieve the health, wealth, and happiness their desire in their own lives (*Nudge*).

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Course Objectives

My goals are that, by the end of the term, you will:

- 1) Learn the concepts, theories, and key issues in consumer behavior.
- 2) Apply course concepts to gain insights into how firms guide consumers' pre- and post-purchase behaviors.
- 3) Be able to formulate testable hypotheses regarding strategic approaches to address consumer behavior.
- 4) Develop insight into your own choices and decision making.

Course Philosophy

As we have a comparatively smaller group of students in this course, my aim is to have this course be rich in discussion. Complete reading of the course materials is necessary before classes to make this happen. Days will begin with me giving a big-picture overview of the week's topics to help ground the readings in the field more broadly, and then the floor will be opened to a wider discussion and conversation about the readings.

The goal is for these classes to be fun. We're all consumers and most of what we'll study in the course involves behaviors and choices that we all face.

Journal Club

For classes where an empirical article is assigned, we will be conducting a journal club. You will be part of a group of students and you will work together during class to clarify a key piece or argument from each week's reading. Group members will then present their insight to the entire class.

A variety of academic articles from top journals in consumer behavior and marketing are included on the syllabus. These articles are chosen as they address current debates and issues in the field. These articles have been favorably received by students in the past and do not necessitate a large degree of statistical understanding (i.e., they mostly involve comparing means or looking at correlations). These papers also demonstrate fairly accessible ways to test hypotheses in consumer behavior and are the kinds of evaluations managers are able to implement in practice. We'll cover how to read these articles during the first week of class. A PowerPoint will also be posted in the modules with more information on how to read an empirical paper.

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Quizzes

A brief quiz will be given during class each Tuesday. The quiz will assess your factual understanding of the week's readings. Bring a sheet of paper and pen/pencil to class to write your responses down and you'll hand them in to me. The aim of these quizzes is to help ensure everyone comes prepared with a factual understanding of the readings so that we are able to have a high-quality discussion and deep dive into the materials after that.

Quizzes are closed book and closed note. Quizzes cannot be made up outside of class. I will drop the three lowest scoring quiz for each student (including missed quizzed equaling zero) and your grade will be an average of your remaining highest-scoring quizzes.

Case Studies

We will be reading two case studies this semester (one on stickK and the other on Wendy's social media). I will provide broad general questions for you to answer before that class. You will need to submit your responses to Canvas before that class period. After the case study discussion, you will submit a reflection on how/if your thoughts changed after the case discussion and what additional insights you gained from the discussion. If you are absent for these case studies, you will need to meet with your classmates to understand what was discussed so you have ample information to write an informed reflection.

Pre-Purchase Paper

You will complete a pre-purchase paper during the course in which you will apply the course content to better understand consumers' pre-purchase behaviors. You will choose a product or service from a list that I will provide

Peer-review will also be incorporated into the grading of these assignments. Participating in the peer review allows you to observe and consider the work of other students in a structured way and allows you to engage with the course material and concepts through a different perspective. A practice peer review will be conducted so you can see the process in motion before the graded assignments are due.

Further information, rubrics, and criteria regarding the assignments will be posted to Canvas as the date approaches.

Group Presentation

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With your journal club group members, you will craft a presentation where you outline a strategy to make a substantial difference for consumers. You will pick a problematic behavior as the focus (obesity, drug use, gambling, risky sex, low savings rates, online bullying & trolling, littering, etc) and work to use the course readings and other outside research to present an evidence-based plan to address that issue. More information will be provided as the semester progresses.

Co-Production

Class attendance is a necessary, but not a sufficient, condition for you to do well in terms of class co-production. The following are guidelines concerning how you should think about class co-production. This list is not exhaustive but will give you a sense of my criteria for evaluating your co-production during the semester. At a minimum, co-production in this setting would consist of the following:

Participation

- consistently contributes to class discussion
- provides examples of personal experiences to illustrate services marketing concepts
- asks questions when a topic or concept is not understood
- actively engages in in-class activities
- attends each class

Professionalism

- is attentive, curious, enthusiastic, and willing to learn
- comes to class prepared
- takes pride in the quality of work produced for the course

At the end of the semester, you will be asked to evaluate your own co-production in the course and assign yourself a score. After our final class meeting, you will turn in a one-page write-up in which you give yourself an explicit score (from 0 to 100%) that reflects your perception of your level of co-production as well as justification for the percentage you have given yourself. To give you an idea of how you might go about evaluating your level of co-production, I will give you an example of how I would assign a typical class participation score.

1. A 100% would be given to someone who is an outstanding leader in class discussion who is always prepared (read COMPLETELY before every class), in class, frequently initiates stimulating and thought-provoking questions, often brings outside articles and examples that illustrate course concepts, and serves as a role model for other students. Shows up on time and has nearly perfect attendance.
2. A consistent contributor to class discussion who responds to instructor questions and comments would receive an 85%. Rarely late and e-mailed professor ahead of time for any missed classes.

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3. 60% - Occasional contributions when called upon but never volunteers comments/insights on your own. Consistently shows up late and/or unprepared.
4. Someone who regularly attends class but does not take part in class discussions would receive a 40%. Simply attending every class puts you here.
5. 0% Completely avoids any attempt to contribute to the classroom.

Your paper should explicitly state your suggested score (from 0 to 100%). Do not give a range or a wishful grade if "I'm feeling gracious."

Be sure to keep track of class periods where you took a significant leadership role in class participation and other evidence of excellent co-production. I reserve the right to adjust your suggested co-production grade if I think it is warranted. Few actually bother to do this.

I love videos to use in class. If something comes to mind (like a recent commercial you saw on TV) please send it to me BEFORE the class that it fits well with. Siting in class and suddenly realizing a cool video that you would like to send me after the class is over DOES NOT count. Bringing in real world examples from outside reading (e.g., WSJ, BusinessWeek, Fortune, Business2.0, Fast Company) that highlight course concepts, service innovations etc. is highly encouraged and will be considered an example of class co-production/participation. You should be prepared to discuss how the article relates to course concepts and consumer behavior.

Reading the texts is a requirement of the course! Full discussion and comprehension of material is impossible without thorough review of the text. Students should plan on investing, at a minimum, an hour outside of class for each hour in class. The degree of your preparation and participation in the class discussion will greatly determine what you get out of it. There is no such thing as a wasted question, therefore, feel free to clarify/question the material at any time. Contribution enhances everyone's understanding and is an integral component to the final grade.

Classroom Etiquette

Please conduct yourself professionally in this class. Disturbances will not be tolerated, and they may result in the lowering of your grade. I reserve the right to enforce this sanction without further notice.

Ask questions! I cannot stress enough how important it is. There is no stupid question—if you are unclear on something, you are probably not alone. I'm here to help you—make your needs known!

Contacting the Professor

I can be reached via email (mjenki74@uncc.edu). When emailing me, please send a nice, clear, formal email. Emails to the professor should have an addressee, your signature, and contain a clearly articulated question or request.

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I reply to emails during office hours and several other times from roughly 9am to 5pm. I can also be reached in person or on Zoom during office hours (listed on page 1). Do not waste your opportunities: come chat with me.

University Policies

Academic Integrity

All UNCC students have the responsibility to be familiar with and to observe the requirements of The UNCC Code of Student Academic Integrity.
<http://www.legal.uncc.edu/policies/ps105.html>

Statement on Diversity

The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

Accommodations for Disabilities

UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please provide a letter of accommodation from Disability Services early in the semester. For more information on accommodations, contact the Office of Disability Services at 704-687-0040 or visit their office in Fretwell 230.

Changes and Modifications to the Syllabus

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class or by written or email notice.

Grading

| Grading | | Grade Scale | |
|--------------------|-----|--------------------|-----------------|
| Co-Production | 15% | A | 100 - 90 |
| Quizzes | 20% | B | 89.99 - 80 |
| Case Studies | 10% | C | 79.99 - 70 |
| Topic Proposal | 5% | D | 69.99 - 60 |
| Pre-Purchase Paper | 25% | F | 59.99 and below |
| Group Presentation | 25% | | |

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About the Instructor

I am a clinical assistant professor of marketing, specializing in consumer psychology and judgment and decision making. My research examines how consumers make sense of their world and the broader relationship between customer judgments and core cognitive processes such as memory and causal reasoning. I have conducted field studies and large-scale evaluations with partner companies and non-profit organizations to translate research into actionable insights for managers and firms.

I am a North Carolina native and completed my undergraduate degree in psychology and English at UNC-Chapel Hill in 2011. Following that, I worked in clinical trials in psychiatry at Duke University Medical Center. I received my PhD in cognitive psychology from Northeastern University in 2019. I served as a visiting assistant professor of marketing in the D'Amore-McKim School of Business at Northeastern University prior to coming to UNC Charlotte.

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| DATE | TOPIC/ACTIVITY | READING | DUE |
|---|---|---|--|
| Unit 1: An Overview of Consumer Behavior and Basic Psychological Processes | | | |
| T 8/23 | Syllabus and How to Succeed | N/A | -- |
| R 8/25 | How to Read Empirical Articles | Larrick & Soll (2008) | -- |
| T 8/30 | Biases and Heuristics | Ariely Intro Ariely Ch. 1 Ariely Ch. 2 | -- |
| R 9/1 | Practice Journal Club | N/A | -- |
| T 9/6 | Expectations | Ariely Ch. 10 Allison & Uhl (1964)* | *prep for journal club |
| R 9/8 | Expectations con't | N/A | -- |
| T 9/13 | Morality & Emotion | Ariely Ch. 13 Ariely Ch. 14 Rocklage et al. (2021)* | *prep for journal club |
| R 9/15 | Morality & Emotion con't | N/A | -- |
| T 9/20 | Belief | Scott et al. (2016) Hingston & Noseworthy (2018)* | *prep for journal club |
| R 9/22 | Belief con't Workshop on Topic Proposals | N/A | -- |
| Unit 2: Pre-Purchase Behaviors | | | |
| T 9/27 | Procrastination | Ariely Ch. 7 Nudge Ch. 9 Shu & Gneezy (2010)* | *prep for journal club |
| R 9/29 | Procrastination con't | N/A | -- |
| T 10/4 | Choice | Ariely Ch. 9 Ariely Ch. 15 Iyengar & Lepper (2000)* | Topic Proposals Due *prep for journal club |
| R 10/6 | Catch-up Day | N/A | -- |
| T 10/11 | ** No class, student recess | N/A | -- |
| R 10/13 | Awareness, Consideration, and Search | Ariely Ch. 3 Steffel & Le Boeuf (2014)* | *prep for journal club |
| T 10/18 | Choice Architecture | Nudge Introduction Nudge Ch. 4 Nudge Ch. 5 Nudge Ch. 6 | -- |
| R 10/20 | Choice Architecture con't | N/A | -- |

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|---|-----------------------------|--|---|
| T 10/25 | Willpower and Goals | Nudge Ch. 2 How to Change Ch. 1 | -- |
| R 10/27 | Willpower and Goals con't | stickK Case Study | Case Study Qs Due |
| Unit 3: Moment-of- and Post-Purchase Behaviors | | | |
| T 11/1 | Price and Evaluation | Ariely Ch. 11 Nudge Ch. 7 Nudge Ch. 11 | Pre-Purchase Paper Due |
| R 11/3 | Price and Evaluation con't | N/A | -- |
| T 11/8 | Friction and Sludge | Ariely Ch. 8 Nudge Ch. 8 Nudge Ch. 13 | -- |
| R 11/10 | Friction and Sludge con't | N/A | -- |
| T 11/15 | Social Norms and Proof | Ariely Ch. 4 Nudge Ch. 3 | -- |
| R 11/17 | Online Influence | Wendy's Case Study | Case Study Qs Due |
| T 11/22 | Group Work Day | N/A | Group Presentations Due at 11:59pm |
| R 11/24 | **Thanksgiving Break | N/A | -- |
| T 11/29 | Group Presentations Day 1 | N/A | -- |
| R 12/1 | Group Presentations Day 2 | N/A | -- |
| T 12/6 | Long-Term Effects | Nudge Ch. 10 Nudge Ch. 15 Whillans et al. (2019) | -- |
| Final Quiz: TBA | | Cumulative quiz | Co-Production Due |