

Module 1: Instructor Guide

This course designed for multiple audiences for those who are in undergraduate marketing programs, certificate programs, two-year Associate Degree programs and those who are taking this class as a Concurrent Enrollment (CE) course through their high school. Through this class students can learn the methods and strategies that will enable them to become better marketing practitioners.

Overview:

In this module, we will:

- Defining consumer behavior (CB).
- Interpret components of CB.
- Articulate those who benefit from the study of CB.
- Differentiate between consumer and organizational buying behavior

Read “Module 1: Lecture Notes” document before having the students complete the following discussions/activities and assignments.

In-Class Activity to lead to a Discussion #1 “Pick a Number”

It is important to get the student to believe that knowledge of consumer behavior can help managers understand why people behave as they do, and that this understanding can help managers predict behavior. Before the start of class, pin up a card with the number 3 printed on it making sure that none of the students can see the number. Then, during the lecture, when you are pointing out that some behaviors can be predicted, ask the students to pick a number between 1 and 4 inclusive and record how many pick each number. A substantial majority should pick 3. You can then turn the card over and indicate that your prediction resulted from (1) past experience, and/or (2) knowledge that in situations such as this, when a person has no other clues to go on, he or she tends to pick a “safe” middle number. (This is particularly true in multiple-choice tests!) The fact that not everyone in the class picked 3 allows you to explain that marketers will probably never be able to predict with 100 percent accuracy because human beings are unique. (Should the situation arise that more students choose a number other than 3, you could also use the example of imperfect prediction as well as the fact that sometimes even the best predictions are wrong!)

In-Class Activity to lead to a Discussion #2

Ask students to find two either annoying or distasteful advertisements or commercials. Describe what makes them that way way? Expand further on why they will never buy the product of this ad? Why do you think this ad is even being run?

Teacher Note:

Three points should emerge from the discussion. First, marketers sometimes make mistakes. Second, annoying ads can still induce learning (your students have learned about the product in the ad in

question) which might influence subsequent behavior. Third, and most important, the students are probably not part of the target market for the ad. The target market may find the ad quite acceptable. You need to drive hard the fact that college graduates with business degrees are unique. When they use their tastes to judge marketing programs targeted at other groups, they are likely to make mistakes. This is one of the BIG takeaways from this class.

In-Class Activity to lead to a Discussion #3

Have a discussion on harmful consumption and the responsibilities of marketers, consumers, and the government.

In-Class Activity to lead to a Discussion #4

How could social marketing help alleviate some of society's problems? This question could be the focus or lead to a summative project for the class using the concepts and terms for the course to address this issue.