

Module 2: 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

- Explore psychological concepts that impact buying behavior by discussing the internal (psychological) variables that shape the consumer decision process.

Read “Module 2: Lecture Notes Part I” document before having the students complete the following discussions/activities and assignments.

In-Class Activity to lead to a Discussion #1

List the magazines, TV shows, and newspaper sections that your pupils enjoy the most. They should treat their parents the same way. This exercise will demonstrate significant disparities in media exposure and, consequently, media strategy, between males and females, students, and parents.

In-Class Activity to lead to a Discussion #2

The nature of interpretation can be shown by passing out the following statement to the class: “It is essential that the worker make the key decisions in the workplace. He/she must determine the production process.” Give half the class the quote attributed to a popular capitalist such as Steve Jobs of Apple and for the other half have it attributed to union leader or a socialist from China. Have the students write a brief paragraph evaluating the idea? Then have several students read their paragraphs out loud. The impact of the source on interpretation will be obvious.

In-Class Activity to lead to a Discussion #3

Given that party scenes in movies typically show alcohol and other drug use increase the positive image and intention to engage in these activities among youth, what regulations, if any, should apply to this?

In-Class Activity to lead to a Discussion #4

How could a marketing manager for (a) Goodwill, (b) Netflix, (c) Chipotle, or (d) Lululemon use the information in this module to guide the development of a national advertising campaign (choose one)? To assist local retailers or organizations in developing their promotional activities. Would the usefulness of this material be limited to advertising decisions?

Read “Module 2: Lecture Notes Part II” document before having the students complete the following discussions/activities and assignments.

In-Class Activity to lead to a Discussion #1

Describe the brand images the following “brands” have among students.

- a) Samsung Galaxy smartphone
- b) Your student government

- c) Coke Zero
- d) Toyota Prius hybrid
- e) The United Way

Chevy Volt

In-Class Activity to lead to a Discussion 2

In groups of 2 or 3 assign students to each of the products above in the previous question.

In what ways, if any, would the brand images you described in response to the previous question differ with different groups, such as (a) middle-aged professionals, (b) young blue-collar workers, (c) high school students, and (d) retired couples?

In-Class Activity to lead to a Discussion #3

Watch the video on Neuromarketing the New Science of Consumer Behavior and come up with five questions to keep students engaged.

In-Class Activity to lead to a Discussion #4

Watch the video on Understanding consumer behavior from the inside out and come u with five questions to keep students engaged.

Read “Module 2: Lecture Notes Part III” document before having the students complete the following discussions/activities and assignments.

In-Class Activity to lead to a Discussion #1&2

Go to the link Beyond the Purchase and register an account and have students take the The Big Five Personality test. Once they take the test, edit the handout “Big Five Activities”

In-Class Activity to lead to a Discussion #3

Read and execute the procedure for the “Maslow Scavenger Hunt”

Read “Module 2: Lecture Notes Part IV” document before having the students complete the following discussions/activities and assignments.

In-Class Activity to lead to a Discussion #1

Describe how motivational conflict might arise in purchasing, patronizing, or giving to, the following: a) Greenpeace, b) Chevy Volt, c) Walmart, d) Red Bull energy drink, e) Taco Bell restaurant, f) ADT home security system.

In-Class Activity to lead to a Discussion #2

Do marketers create needs? Do they create demand? What ethical issues are relevant?

In-Class Activity to lead to a Discussion #3

How might knowledge of personality be used to develop an advertising campaign for the following? a) Rainforest Action Network (an environmental group), b) Smartphones, c) American Express travel services, d) Ready-to-drink iced tea, e) J. Crew women’s shoes, f) Clinique cosmetics.