PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

CUSTOMER BEHAVIOR
MKT 2350

Class Hours: 3.0  Credit Hours: 3.0
Laboratory Hours: 0.0  Revised: Spring 05

Note: This course is not designed for transfer credit.

Catalog Course Description:

This course addresses the factors that influence the behavior of consumers and business customers. One section will focus on cultural, social, family and individual influences, such as personal motives, perception and attitudes on consumer buying decisions for goods and services. Another section will address business-to-business buying behavior.

Entry Level Standards:

Basic competencies in logic, reading and English are presumed. Students are expected to have a basic marketing vocabulary and familiarity with the four Ps of marketing.

Prerequisites:

MKT 2200

Corequisites:

None

Textbook(s) and Other Course Materials:


I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>An Introduction to Consumer Behavior</td>
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<tr>
<td>2</td>
<td>Perception</td>
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<tr>
<td>3</td>
<td>Learning and Memory</td>
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<tr>
<td>4</td>
<td>Motivation and Values</td>
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<tr>
<td>5</td>
<td>The Self</td>
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<td>6</td>
<td>Personality and Lifestyles</td>
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<tr>
<td>7</td>
<td>Attitudes; Attitude Change and Interactive Communication</td>
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<tr>
<td>8</td>
<td>Individual Decision Making</td>
</tr>
<tr>
<td>9</td>
<td>Buying and Disposing</td>
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</tbody>
</table>
II. Course Objectives*:

A. Explain how buyer behavior is used to plan marketing strategy. I, III
B. Analyze the ethical and public policy issues of buyer behavior. I, II, IV
C. Describe how mental processes and individual characteristics and values affect buyer behavior. I, II
D. Outline and illustrate the consumer decision making process. I, II
E. Explain cultural, subcultural, societal, and family influences on buyer behavior. I, III

*Roman numerals after course objectives reference goals of the E-Commerce/Marketing program.

III. Instructional Processes*:

Students will:

1. Collaborate in teams to analyze and solve marketing problems. Problem Solving and Decision Making Outcome, Active Learning Strategy, Transitional Strategy
2. Impose and experience group sanctions on team participation and conduct through peer evaluations. Personal Development Outcome, Active Learning Strategy
3. Individually research, develop, and report the application of buyer behavior concepts to the planning of marketing strategy. Communication Outcome, Information Literacy Outcome, Problem Solving and Decision Making Outcome, Active Learning Strategy
4. Conduct formal presentations using appropriate audio/visual aids to enhance the delivery of marketing concepts. Communication Outcome, Active Learning Strategy
5. Practice elements of the work ethic, including punctuality, reliability, cooperation, respect, and professionalism. Personal Development Outcome, Cultural Diversity and Social Adaptation Outcome, Transitional Strategy

*Strategies and outcomes listed after instructional processes reference Pellissippi State’s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:
1. Define buyer behavior. A

2. Explain how an understanding of buyer behavior is used in planning marketing strategy. A

3. Analyze and evaluate ethical and public policy issues related to buyer behavior. B

4. Give examples of addictive and compulsive consumption. A

5. Explain how human perception influences buyer behavior. C

6. Describe the importance of perceptual exposure, attention, and interpretation. C

7. Understand the relationship between behavioral and cognitive learning theory and buyer behavior. C

8. Explain the role of memory in learning. C

9. Assess the motivational processes that direct buyer behavior. C

10. Apply the concept of consumer involvement to buyer behavior. C

11. Recognize how self-concept influences buyer behavior. C

12. Explain the influence of gender roles on consumption. C

13. Describe how personality affects buyer behavior. C


15. Conduct a psychographic analysis and design psychographic segmentation. C

16. Explain how attitudes toward products and marketing strategies are formed and function. C

17. Describe how attitudes are used to predict buyer behavior. C

18. Apply communication principles to changing buyer attitudes. C

19. Outline the buyer decision process. D

20. Discuss how situations and social and physical surroundings impact buyer behavior. D

21. Explain postpurchase satisfaction. D

22. Explain how reference groups and opinion leaders affect consumers. E

23. Describe the importance of word-of-mouth communication. C, E

24. Explain the difference between organizational and consumer decision making. D

25. Recognize how family and household characteristics influence decision making. D, E


27. Discuss income and social class variables. E

28. Describe the buyer behavior of ethnic, racial, and religious subcultures. E

29. Describe the buyer behavior of age subcultures: Gen Y, Generation X, baby boomers,
and the gray market. E

30. Identify cultural influences on buyer behavior. E

31. Apply individual characteristics and external influences to an analysis of buyer behavior. A

32. Plan marketing strategy based on buyer behavior knowledge. A

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:

Three exams are recommended.

B. Laboratory Expectations:

None

C. Field Work:

Depends on other evaluation methods

D. Other Evaluation Methods:

Other evaluation methods include cases, projects, quizzes, and class participation.

E. Grading Scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>92 - 100</td>
<td>A</td>
</tr>
<tr>
<td>89 - 91</td>
<td>B+</td>
</tr>
<tr>
<td>82 - 88</td>
<td>B</td>
</tr>
<tr>
<td>79 - 81</td>
<td>C+</td>
</tr>
<tr>
<td>72 - 78</td>
<td>C</td>
</tr>
<tr>
<td>65 - 71</td>
<td>D</td>
</tr>
<tr>
<td>Below 65</td>
<td>F</td>
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VI. Policies:

A. Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. [NOTE: No differentiation is noted for excused/unexcused absences. These will be treated as an absence.] *(Pellissippi State, 2004-2006 Catalog, page 83)*

B. Academic Dishonesty:

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the regular Pellissippi State procedures as a result of academic misconduct, the instructor has the authority to assign an F or a zero for the exercise or examination or to assign an F in the course. *(Pellissippi State, 2004-2006 Catalog, pages 62-63)*

C. Accommodations for disabilities:
If you need accommodation because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please inform the instructor immediately. Privately after class or in the instructor's office.
To request accommodations students must register with Services for Students with Disabilities: Goins 127 or 131, Phone: (865) 539-7153 or (865) 694-6751 Voice/TDD.

D. Other Policies:

Computer Usage Guidelines:
College-owned or operated computing resources are provided for use by students of Pellissippi State. All students are responsible for the usage of Pellissippi State’s computing resources in an effective, efficient, ethical and lawful manner. *(Pellissippi State, 2004-2006 Catalog, pages 67-70)*