



EMORY

GOIZUETA  
BUSINESS  
SCHOOL

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Emory University

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When I originally applied to the Piedmont Project, I anticipated that the knowledge and skills I gained would primarily apply to my Non-Profit fieldwork class. However, during the workshop, my thoughts regarding how sustainability issues and challenges fit into my marketing courses not only evolved but expanded. Specifically, I realized that sustainability issues, challenges, and potential strategies relate to almost all of the key content areas covered within my Consumer Behavior course, which is offered at both the undergraduate and graduate (MBA) levels.

Consequently, I have been able to incorporate sustainability into my Fall 2011 Consumer Behavior classes in the following ways:

1: Sustainability Related Readings

2: New Assignments

3: Sustainability Related Student Project: Social / Cause Marketing Project

- Students must take on a societal issue as their project (drunk driving, homelessness, obesity, world hunger, water conservation, etc. ), and develop a strategy to:

1: Raise awareness / motivate attention for this issue

2: Determine optimal desired behavior change

3: Identify Potential Offended Audiences

4: Develop :

A: A Persuasive Communication Campaign

B: Strategies to Gain Buy-In

C: Success Metrics and Measurement Strategies

4: Hidden Curriculum (sustainability related examples)



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BUSINESS  
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(Revised 07/20/2011)

Consumer Behavior  
BUS 646 / PSY 770  
Fall 2011  
8:30 am – 9:45 am T & Th  
Room 301

Professor: Susan Hogan

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Office Hours: by appointment

### **Career Focus**

Marketing begins and ends with the consumer; from determining the consumers' wants and needs to providing customer satisfaction. Thus, a clear understanding of the principles, concepts, and outcomes of consumer behavior is critical to successful marketing. This course is beneficial to all marketing majors, but perhaps of particular relevance to students with interests in the areas of consumer insights / marketing research<sup>1</sup>, entrepreneurship, business development / sales relationship management, and social marketing /public policy.

### **Course Objectives**

The overall goal of this course is to provide students with:

- A general understanding of consumer behavior concepts
- Identification of behavioral considerations to keep in mind when making strategic marketing decisions
- A 'toolbox' of techniques and / or strategies to utilize to enable informed marketing strategy decisions as well as anticipate how consumers will respond to your marketing actions and relate to your product / service offerings.

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<sup>1</sup> The marketing research component of this class will focus on exposing students to identifying the optimal questions and research technique vs. executing various statistical analysis techniques.

Consequently, there will be a number of homework projects where you will be asked to test an approach, if only on a small population.

## Course Approach

In class and through your readings, you will be introduced to concepts, theories, and research findings from psychology and social psychology. We will then discuss whether and how these issues are relevant to marketing actions. There will also be a number of homework projects where you will be asked to test and approach, if only on a small population. Some of the concepts will seem more relevant for marketers than others. Similarly, some of the projects will most likely seem more relevant and valuable than others. However, while the process and findings from some of the projects or techniques discussed may not seem as valuable or easy to interpret or apply, I am including these concepts and topics within the class make you aware of some of the challenges which practitioners face when trying to research and implement marketing strategies.

With this in mind, we will candidly discuss the value of each technique and method - and whether there might be better methods for marketers to employ in order to understand their consumers, as well as their preferences and product choices.

## Learning Objectives

After successfully completing the course, students should be able to:

I: Demonstrate an Understanding of the Following Concepts:

- 1: Individual Cognitive & Decision Making Processes
- 2: Dimensions by which Individuals & Groups Differ
  - Cues to Understanding Group Dimensions
- 3: Behavioral Considerations for New Product Acceptance

II: Perform the Following Product Specific Activities:

- 1: Identify Needs / Underlying Values a Product is Meeting
  - Create a product Hook
  - Fit Product into Consumer's Lifestyle / Routine
- 2: Identify Importance of Various Product Attributes
- 3: Optimally Identify a Product Name/Tagline/Logo(Product - Brand Name Fit)
- 4: Effectively Create a Product Personality

III: Perform the following General Marketing Activities:

- 1: Primary Research (Qualitative and Quantitative)
  - Identify and Apply a variety of techniques appropriately to achieve different objectives
- 2: Effectively Launch a New Product
- 3: Effectively Reposition an Existing Product
- 4: Wisely Choose Target Market(s)
- 5: Effectively Communicate with Target Markets
- 6: Develop an effective Persuasive Communication Campaign which influences attitudes and / or behaviors
  - Includes success measurement plan
- 7: Capitalize on factors which influence Decision Making Process

### **Reading Materials**

Cases: Available from Study. net (password = bus646)

- NY Campaign Against Aids (Harvard)
- Harley Davidson Case (Harvard)

Articles: Library E-reserves and distributed in class or posted on course conference<sup>2</sup>

Text: "Consumer Behavior: An Applied Approach," Third Edition (2009), ISBN: 978-0-7575-6034-7 (Paperback Version), Nessim Hanna, Richard Wozniak, & Margaret Hanna<sup>3</sup>.

### **Course Organization / Teaching Method**

The class will consist of lectures, discussions, projects and student presentations. The assigned readings for each of the classes will be in the form of articles, cases, and textbook readings. In order to facilitate discussion as well as promote a better understanding of each topic, questions are also assigned for most of the course topics. You should come to class prepared to discuss the questions on the syllabus, assigned readings, and homework projects.

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<sup>2</sup> Articles listed on syllabus in (parentheses) are optional.

<sup>3</sup>Paperback version Pricing from Amazon as of 5/25/2011: "Amazon Price:" \$106.95; "New from": \$38.99; "Used from": \$4.44 Source: [http://www.amazon.com/Consumer-Behavior-Applied-Approach-Nessim/dp/0757517862/ref=tmm\\_pap\\_title\\_0](http://www.amazon.com/Consumer-Behavior-Applied-Approach-Nessim/dp/0757517862/ref=tmm_pap_title_0); Accessed 5/25/2011

The articles, cases, questions, projects and group presentations are meant to give you an opportunity to apply the methods and concepts covered in the class lectures and from the text. If you have questions or comments on any of the assignments, you are encouraged to bring them up in class and / or discuss them individually with me during office hours, via e-mail, or by appointment.

## Course Requirements and Weighting

Your course grade will be determined based on the components listed below. Each component of your grade is explained in greater detail on the following pages:

Individual Work:		55 %
Class Discussion Participation	15%	
On-Time Class Attendance	15%	
Final Project: (New Product Project)	25%	
Group Work <sup>4</sup> :		20%
Social / Sensitive Marketing Project	20%	
Individual or Group Work:		25%
Three (out of four) Homework Projects	20 %	
Case Analysis (one out of two)	5 %	

### On-Time Class Attendance

Regular class attendance is a signal of your commitment to the course and willingness to contribute to the class learning experience. Consequently, attendance will be a component of your course grade. Ideally, you should strive for 100% attendance. However, I realize that uncontrollable factors occur, such as sickness, personal or family emergencies, and job interviews, which would cause you to have to miss class. Therefore, you can get full credit for class attendance by making all but two class sessions during the semester.

On-Time arrival to class not only signals a commitment to the class but also respect for the Professor and your class colleagues. Arrivals to class 5 minutes or later past the scheduled class time start will count as an absence.

### Discussion Participation

You are expected to come to class having read the assigned readings and be prepared to discuss the concepts, topics, and questions and assignments posed for each particular session. While you are encouraged to actively participate in class discussion, there will often be times where I will not be able to allow for everyone to share their insights in the

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<sup>4</sup> The Group project can be completed on own if 1: student has valid reason such as strategic topic of interest or schedule constraints that make it hard for individual to meet with team members and 2: student submits written request to work individually by the stated class group preference request due date (10/06/2011). Students working individually will still be expected to present to the class.

classroom. When this happens, or if you are uncomfortable verbally participating in class discussions, you are encouraged to post your thoughts to the class conference. Quality of the comments is more important than quantity.

### **Final Project: (Due 12/09/11): New Product Behavioral Considerations**

The final will be optional for those who are fine receiving a grade of “P” and have satisfactorily completed the other course requirements. The final will be completion of the New Product Project (short / cocktail version: 4 key points, and longer comprehensive ppt or paper, hitting on all the points described in the new product project section of the syllabus.) Repositioning an existing product could be your new product project as long as you hit on all the required behavioral consideration points.

In order to be eligible for a DS or HP in the class, you must take the final. Taking the final does not guarantee that you will receive a DS or HP.

If you are in danger of receiving an LP or lower, you need to take the final in order to be eligible to pass the class.

### **Case Analysis (can be completed individually or as a group)**

There will be three cases discussed in Class:

- New York Campaign Against Aids (09/29/2011)
- Harley-Davidson Case (11/15/2011)

While you are expected to come to class prepared to discuss both cases, you are expected to submit a case analysis for one of the two cases. The case analysis should be in the form of a 3 – 6 slide presentation – and should be posted to the conference prior to the start of class.

The presentation should highlight the following:

- Situation Overview
- Key Business Challenges to be Addressed /Decisions to be Made
- Recommendations / Suggestions
  - (Optional): Identification of Moderating Factors / Caveats
  - (Optional): Additional Information Desired / Suggested Next Steps / Future Research
- Relevance of Case to Present Day / Sustainability of Recommendations over Time



## **Homework Projects (can be completed individually or as a group<sup>5</sup>)**

You are expected to complete three of the following four projects. You will be expected to submit at the start of class either a short paper (~2 - 3 pages) *or* power point presentation summarizing your projects and your findings at the beginning of class on the date that the project is due. If time allows, you will also be expected to discuss your project findings during class. If you created a survey for your project, you should include that as an attachment to your write-up. You can complete more than three assignments and I will count toward your project course requirement, the three projects receiving the highest scores.

\*Individual vs. Group Homework Projects: If you complete a homework project individually, you need to only survey (observe) 5 individuals. If the project is completed in a group, you need to survey 5 x the number of group members. Therefore, if three individuals decide to complete a project together, they would need to survey or observe 15 people, and combine the results into the project write-up. All group members should be prepared to comment on the details of their project in class as well as potentially on the exams.

### **Homework Project Deliverable Options**

Option A: PowerPoint Presentation: 3 – 4 slide presentation

Option B: Paper: 2 – 3 page write-up

For Either Option, Paper/ Presentation should address the key (bullet) points requested in syllabus for each project.

Typically, these key (bullet) points are the following:

- 1: Process
- 2: Results
- 3: Recommendations / Limitations / Next Steps
- 4: Perceived Value as Customer Research Tool

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<sup>5</sup> Individual vs. Group Homework Projects: If you complete a homework project individually, you need to only survey (observe) 5 individuals. If the project is completed in a group, you need to survey 5 x the number of group members. Therefore, if three individuals decide to complete a project together, they would need to survey or observe 15 people, and combine the results into the project write-up. All group members should be prepared to comment on the details of their project in class.

## **(Homework Projects – Continued)**

### **1: Brand Name Project (Due 09/15/11)**

Develop 4 - 8 brand names for a new product (can be a new or existing product category). Test these names (e.g. via questionnaire, interview, focus groups) on at least 5 individuals (if doing individually.) If you are completing this project in a group, test the brand names on 5 x the number of group members (so, if there are 3 in your group, 15 people should be surveyed.)

Discuss and answer the following issues and questions in your write-up and presentation:

What (if any) were your initial hypotheses (beliefs) regarding which names would be most popular, least popular, etc.? How did you go about coming up with the names?

Briefly describe how you collected your data (e.g., through an e-mail survey, phone interviews, focus group) and your respondent population (Emory students, relatives, people in line at Starbucks, etc.)

If you were to launch a new product, at this point, which name do you believe would be the “best” name to go with? (There may not be one correct answer. It may depend on who your target market is, or you may have no clear-cut “winner.”)

Are there systematic differences on how people answered? (e.g. are females more interested in one name and males interested in another? undergrads vs. grads? Emory college students vs. Goizueta Business School Students?)

If you were to rerun this study, are there any additional questions you would ask or questions you would ask differently? Would you choose a different way of implementing this survey? Why? How do you think it might effect your results? What would be your next steps?

## (Homework Projects – Continued)

### 2: Laddering / Motivational Research Project (Due 10/13/11)

Ask 5 people to explain why they buy a certain product – or ask 3 people to explain their reasons for purchasing two different products<sup>6</sup>. Try to get at what are the terminal needs this product is meeting. Look to the examples given in the handouts and during the project overview in class to help you get going with your attempt at this laddering technique. If your first one or two attempts at applying this technique prove frustrating, please feel free to meet with me to discuss how you might fine-tune your questioning techniques in order to be more successful in your laddering survey techniques.

Discuss and answer the following issues and questions in your write-up:

Briefly describe the respondents taking part in your laddering projects.

What attributes did people identify as being the main reasons for buying the products? Were these consistent across respondents? What needs, instrumental or terminal, were you able to uncover? Were these consistent across respondents? Which underlying needs were tied to which attributes? Did you have an easier time getting to underlying needs with some respondents vs. others? Why do you think this was so? (E.g., did it depend on your relationship with the subject, the subject's age, background, etc.?)

If you asked about multiple products, discuss how the experience varied? Were some products easier to get at the underlying needs than others? That is, did this technique work better for some products than for others? Why do you think this was so?

What did you learn through the experience about how to best get at these underlying needs through to you think you could have done to get to these underlying needs better? (e.g., did how you framed the question make a difference, did it help to cue the respondent, etc.)

Describe a possible persuasive message campaign that you could employ based on your findings which includes the following elements:

- 1) Specific Attributes or Product Features to be depicted
- 2) Consumer benefit (e.g., positive or negative consequences of using the product/service)
- 3) Leverage Point (e.g. the way / path the product is linked to a terminal value – or Put another way, Which attribute activates which terminal value)
- 4) Executional Framework / Tone (Overall Style and Tone of Message; Context (usage Situations))

Do you think this laddering technique (asking why) is a worthwhile way to get at consumer's underlying motives for buying products? Do you believe the results you got? Do you find the results fairly intuitive? Do you think this is a worthwhile endeavor for marketers?

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<sup>6</sup> Every student should be trying this laddering technique at least five times and on at least 3 individuals.

## **(Homework Projects – Continued)**

### **3: Multi-Attribute Weighting Exercise (Due 10/27/11)**

Part 1: Uncovering Relevant Product Attributes and Importance Weights:

Try to understand what different attributes 5 people look at when making a decision about purchasing certain product (e.g., for a cell phone, the attributes that matter to people may be call plan options, coverage area / reception, cost, type cell phone, carrier, etc.) Try to determine from these individuals how important each of these attributes are to them with regard to making a product purchase decision, by asking people to assign an importance weight to each attribute (either on a scale from 1 – 5, or as a percentage, as described in class handout on multi-attribute weighting.) Also ask them to rank the different attributes.

Part 2: Forcing Respondents to Make Trade-offs in product Selection<sup>7</sup>

In order to determine whether the respondents are relatively good at assigning their own rankings or ratings to the attributes, after determining the relevant attributes, develop two – three product prototype descriptions, where each product does well (e.g., good or above average) on one of the most important attributes but poorly on another important attribute (e.g., below average, poor quality, etc.). Then ask individuals to choose from the 2 – 3 prototypes, their preferred product.

Discuss and answer the following questions and issues in your write-up:

Describe your initial assumptions about what attributes you believe would be mentioned as well as how important you believed each to be. How did you collect your data?  
Describe your respondent population.

Summarize and discuss your results from Part 1. Did any attributes identified or the weights assigned surprise you? What seemed to be more useful, asking individuals to assign an importance weight or rank the attributes? Why do you think this was the case? Were results from the two techniques (ranking and rating) similar (that is, did the same attributes come out as most important). Did the ratings and rankings respondents assigned appear to be consistent across the various respondents? Are there any systematic differences between respondents that may account for this variance?

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<sup>7</sup> While in practice outside of this class, it may make the most sense to do parts one and two as two separate phases, for this class project, you can tie part two in as a second part to your part one survey.

**(Homework Projects – Continued)**

**(3: Multi-Attribute Weighting Exercise (Due 10/27/11) – Continued)**

Summarize and discuss your results from Part 2. Given the choices between the prototypes, which attributes seem to be the ones that matter most to individuals in making their decisions. Is there much variance in the choices across respondents? Can you identify any systematic differences between those who chose one product vs. another?

Compare your results from Part 1 and Part 2. Are the results consistent? If there are differences, what do you think caused the differences?

What would you do differently if you were to rerun with study? Which method, (part 1 or part 2) do you see as a more worthwhile method for marketers to use in determining the importance of different attributes in a product? Why?

## **(Homework Projects – Continued)**

### **4: Observational (Ethnographic / Decision Making) Study (Due 11/29/11)**

In order to understand how people go about making decisions, observe 5 people making a product purchase decision, in the actual purchasing environment. For this project, what you want to do is put yourself un-obtrusively in an environment where people make purchases (e.g., hang out at the Gap, the fish counter at Whole Foods, Einsteins café, or take a seat at a local restaurant or pub and watch people order drinks, etc.) Background reading for this project is “The Science of Shopping.”

Discuss and answer the following questions and issues:

Describe the environment you have chosen for this project. What time of day is it? Is the location crowded or empty? How would you describe the crowd, in general. What about the layout / floor-plan of the establishment.

Try your best to describe the individuals you’ve observed. (e.g., are they mostly male, young, poor, rich, college educated?) On the last three points, how can you tell (e.g., how they were dressed, what they were carrying, etc.) Then describe their observed behavior in this environment.

What you can learn from this experience about the decision making process? Do the individuals know exactly what they want and ask for it? Or, do they have a set of criteria (what is on sale, what is on draft, what is fresh today?) that they ask the salesperson about and then make their decision? How much advice, if any, do they solicit from the agent doing the selling? Does the agent volunteer unasked for advice (e.g., today we have a special on low-rise bootleg jeans; we just received fresh trout, I’d like to tell you about our specials today....) Do the customers alter their decisions based on this advice / unsolicited information?

If you were to make any recommendations to this establishment regarding how to do a better job catering to their customers and potential customers, what would you recommend? If you were going to offer a product within this environment or through this establishment, or, if you were to open a competing type of establishment, what could you take away from this project which would help you with your marketing efforts. What qualities (attributes) are important for your product to have to be a successful product in this environment (e.g., does a beer need to be available on draft in this bar, does it pay to have it be the special of the week?) How important is it to have the agent (e.g., salesperson) promoting your item? If it is, how could you go about achieving this? How important is / are the agent/agents in general to the sales within this location?

If you were to go back and observe more people in this environment, what would you do, if anything, differently?

## **Group Presentation: Marketing a Social or Sensitive Issue**

**Presentation Dates: 11/01/11 & 11/03/11**

**Required Deliverables: Executive Summary and Presentation**

There are many social issues (aids, abandoned babies; drunk driving; homelessness) which people agree need to be solved. However, for each of these issues, there exists much disagreement as to the right way to go about addressing / solving the issue. Besides existing disagreement on how to address social issues, these social issues, as well as many sensitive personal issues are subjects that people either are embarrassed about or subjects individuals feel don't make for great cocktail conversation. Thus, often people block out these issues and don't discuss them.

For this assignment, your group should imagine that they've been hired by a non-profit organization or firm which markets a "not for dinner-table conversation" product to come up with an effective persuasive marketing campaign to address a social issue or sensitive issue.

Issues to address (provide rationale for choices)

**1: Message Style: What type of message?**

e.g., fear, social ridicule, humor,

**2: Message Content: What solution / behavior change(s) are you recommending?**

e.g., moderate drinking; no alcohol; drinking at home vs. going out

**3: Communication Source**

e.g., celebrity; sports figure; everyday person; text; anonymous

**4: Communication Vehicle**

e.g., radio, TV., talks in elementary schools; sporting events

**5: To whom is your message targeted toward?**

E.g., drunk drivers, friends of drunks, bartenders, parents

**6: Who might be offended by your message?**

E.g., restaurants; beverage distributors; AA; bartenders

**7: How might you gain buy-in from the groups you are most likely to offend?**

**8: What other groups / individuals should you try to gain buy-in from?**

How will you attempt to gain their support?

**9: Success Measures**

How will you determine whether your campaign was successful?





**(Group Presentation: Marketing a Social or Sensitive Issue - Continued)**

As a backdrop for this assignment you will be asked to read the New York Against Aids Case. In class we will discuss some of the issues that made the first advertising attempt unsuccessful as well as how the second attempt at an ad campaign attempted to overcome these issues.

**Social / Sensitive Marketing Deliverable Expectations:**

**1: Presentation: 10 – 12 minute Presentation detailing:**

- Motivation for Topic Choice
- Persuasive Communication Campaign
  - Rationale for Each Campaign Component Choice
    - Message
    - Style
    - Content: Suggested Behavior Change
    - Target Audience
    - Communication Source
    - Media
- Anticipated Offended Audiences
- Strategies to Gain Buy-In (Acceptance / Agreement)
- Success Metrics

**2: Paper: Executive Summary (~2 pages) briefly highlighting same points.**

## **Final Project: Behavioral Considerations for Innovations: (Due 12/09/2011)**

For this project, you need to come up with a new product, service, and / or program / initiative to bring to market, taking into consideration the behavioral pre-requisites for new product adoption. Deliverable requirements include a high level summary and a detailed version of your innovation idea.

### ***High Level Summary / Cocktail Version Requirements:***

High Level Summary should focus on points 1, 3, 10, and 11 from the comprehensive list below.

- Product Overview
- Anticipated Needs Met
- Critique of How Innovation Launch Plan fares against Desirable Adoption Characteristics
- Recommended Additional Data Collection Plans prior to Launch

### ***New Product Detailed Version Requirements:***

Paper OR Presentation addressing all behavioral considerations. (Address the following fifteen points briefly in your write-up or PowerPoint (~ 5 – 6 pages OR ~10 - 15 slides.)

### ***New Product Behavioral Considerations***

1: Product Overview

2: Motivation for Product / Fit with Macro Trends

- How well does this product fit in with the existing cultural environments and cultural trends.
- How sustainable are these identified trends / external factors?

3: Needs Met

- What needs do you see this product meeting?
- What is the relative advantage of this product over existing product substitutes?

4: Fit With Existing Consumer Behaviors / Lifestyles / Routines/ Rituals (Micro Trends)

- How significant is the behavioral change that you are asking people to make to adopt this product?
- How will you assist individuals with (ease the process of) fitting this new behavior into their existing routines?



***(New Product Behavioral Considerations – Continued)***

5: Learning / Memory / Categorization

- How will you position your innovation with existing products / services / categories that consumers are familiar with?
- How will you ensure they categorize this properly?
- What techniques will you use (e.g., stimulus generalization, discrimination, etc.)

6: Perception / Interpretation

- What is the likelihood of people misinterpreting any aspect of your innovation? (e.g., forming incorrect beliefs about your innovation)
- How will you manage (minimize) this?

7: Attitudes / Attitude Change

- What do you believe is the existing attitude toward
  - your innovation?
  - Competitive offerings (substitutes / current products used)
- How could you influence these attitudes
  - E.g. improve attitudes toward your offering
  - “influence” attitudes toward competitive offerings / substitutes

8: Decision Making Duration/ Variety Seeking Behavior / Rules

- What do you anticipate to be the duration of the consumers’ decision making process?
  - How does this impact your promotion plans?
  - If possible, how might you influence (accelerate) this decision making timeframe.
- How much Variety Seeking do you believe occurs in your product category?
  - Why do you believe it currently does/ doesn’t exist?
  - How might you
    - Encourage variety seeking?
    - Discourage variety seeking?
- What existing decision making rules or heuristics do consumers use when purchasing this type of product (e.g., current competitive substitutes.)
  - How can you capitalize on or influence these rules / heuristics?
  - Do opportunities exist to teach / provide consumers with new rules? If so, explain the rules and your strategy.
- Is Product Disposal an issue/ potentially part of decision making process or post purchase satisfaction? If so, how do you intend to:
  - Minimize any avoidance issues related to disposal?

○Expose consumers to disposal options?

9: Target Markets / Subculture Choice(s)

- Who will be your initial target market for this product? Why?
- Which (if any) other markets might you eventually target?

***(New Product Behavioral Considerations – Continued)***

10: Adoption Desirable Characteristics Score-Card

- Briefly Summarize / Re-cap (some issues addressed in prior questions) how your product does against the Desirable Characteristics of Innovations.
  - Where applicable, highlight actions you are taking to improve ratings on each characteristic.

11: Recommended (Desired) Additional Consumer Data

- What type of customer data do you believe should be gathered prior to launching this innovation?
- What technique(s) will you use to collect this data.
- How will this data help you with your launch (that is, what issues / questions do you expect to address / answer with this data?

12: Persuasive Communication Campaign Components

- BRIEFLY describe initial marketing campaign components

13: Innovation Success Measures

- Short Term (Launch and Initial Adoption)
- Long Term (Continued Usage / Longevity / Innovation Sustainability over time)

14: Anticipating and Controlling Launch Success (Micro Inhibitors)

- What immediate or local factors do you see as potential inhibitors to the success of your product launch?
  - How might you manage or at least attempt to minimize the influence of these inhibitors?

15: Anticipating and / or Controlling Longevity Success (Macro Inhibitors)

- Do you think this innovation will be a fad or a longer term trend? Why?
- What are any moderating factors? (e.g., what trends are you dependent on?)
- What actions (if any) could you take to ensure it will stay popular / relevant?

**Course Outline and Assignments:** (Revised July 20, 2011)

***How Individuals Think: Our Underlying Psychological Processes***

Class 1 (August 25th - Thursday)      **Course Intro and Perception I (Interpretation)**

\*Coors New Label – example of perception being influenced by “irrelevant” factors.

\*Will the British Warm up to Iced Tea?

\*As Consumers Try to Cut Back, Tropicana Promotes Quality and Value

\*Tropicana Moves Away (Slightly) from “Premium” to “Pure” Product Naming

\*What Product Managers Can Learn from the Tropicana Mistake

\*Food Inflation Kept Hidden in Tinier Bags (\*Changes in Episcopal Church, Spur some to Go, some to Join)<sup>8</sup>

Can you think of a case where a product has been repositioned recently? How was it repositioned? What new market was pursued?

Has anyone ever misinterpreted something you said or did? What, if anything, did you do to become “understood” / clarify the situation?

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<sup>8</sup> Articles in (Parentheses) are Strictly Optional.

Class 2 (August 30th – Tuesday)

## **Perception II (Exposure & Attention)**

Brand Name Project Overview (by Professor)

- \*Bitter Pills: How Pigments Affect what Drugs you Take (A)
- \*Unlearning to Talk Like a New Yorker (A)
- \*The Twitter Typo that Exposed Anthony Weiner (skim) (A)
- \*Is your Cell Phone Fueling Civil War in Congo?
  - \*Presidential Campaign Slogans
- \*The Birth of Just Do it and Other Magical Words
- \*Do you Know What this Symbol Means?
- \*Great Moments In Collegiate History: Drake University's D+ Campaign
  - (\*Get a load of this! NJ seeks new Slogan)
- \*Like Magic Sports Nicknames are Disappearing

Consider a brand of interest (product / firm/ person.) If you were hired by this firm, what attributes would you suggest they try to limit exposure of, What attributes that are not easy to expose, should they try to gain exposure on. How would you suggest they gain this "unnatural" exposure?

What is the best way for someone or something to get your attention? What types of messages (advertisements or interpersonal) do you automatically tune out? What would it take for you to not tune this type of message out?

How important is the name of a product? Have you ever bought anything just because of the name? Have you ever NOT bought something because of the name? Can you think of products you buy where you don't like the name?

Class 3 (September 1st - Thursday) **Learning I (Behavioral)**

\*Texting Ban - One Year Later : Behaviors Slow to

Change



- \*Atlanta Testing Scandal Adds Fuel to US Debate
- \*Motivated by a Tax, Irish Spurn Plastic Bags
- \*Fulton To Pay Students in After-School Program
- \*Paying Girls Not to Get Pregnant
- \*Selling Soap
- (\*Fly Free thanks to the US)
- (\*The Low-Down on Customer Loyalty Programs)

Come to class with an example of something you learned recently. How exactly did you learn it? How (if at all) has this new 'learning' changed your behavior?

What behavior (in self or others) would you like to see changed? How would you suggest going about changing it? Have you ever tried to influence another's behavior? What did you do? How did it go?

Have you ever purchased a product / service ongroupon (or similar site)? What motivated you to make the purchase? How likely are you to use the same product / service again?

Class 4 (September 6<sup>th</sup> – Tuesday) **Learning II (Cognitive) & Involvement**

- \*Texas Movie Theatre Makes an Example (and PSA) of a Texting Audience Member

Have you ever made decisions regarding how to behave based on the (positive or negative) actions / experiences of others. Please describe.

Who are your role models? How have they influenced your behavior? Do you believe you are role model for others? Why do you think individuals chose to model your behavior?

these

How important do you believe it is for individuals to have role models? What types of individuals are most in need of role models? When could you have benefited most from a role model?

How can marketers capitalize on this idea of modeling/ role models?

For one product come up with a(n)

1:cc learning strategy

2:attraction incentive strategy

3:retention incentive strategy

4: a modeling strategy

Which one is most important to employ, why?

In what sequence would you (roll these out) expose customers to these different strategies? How would you measure the success of these strategies?

Class 5 (September 8th - Thursday) **Memory I**

\*Katie Couric Expected to Announce Oprahesque Show

\*Are You Remembering Events that Never Occurred?

(\*What's With That Song Stuck In Your Head?)

(\*Nostalgia and Consumption Preferences)

(\*Study: Mental Fitness Wards off Dementia)

Think about one of your most memorable experience(s) from the past five years,? Why do you think these events stand out?

Are our memories accurate? If not, why do you think that is the case? Why do you think people thought they saw bugs bunny at Disneyland? What implications does this have for expert eyewitness accounts?

What implications (threats and opportunities) does this have for marketers? How can marketers capitalize on our fuzzy / inaccurate memories?

Have you ever forgotten anything you've learned? Why do you think this happen? Have you ever wanted someone (friends or a customer) to forget something you did? Did you try to get them to

forget it? If so, how? Would this same strategy work for a brand trying to reposition - or do damage control (e.g. from incorrect exposure or product failure?) Why / why not?

Class 6 (September 13th – Tuesday) **Memory II (Finish)**

Application of Cognitive Processes: At the Pump Discussion

For Background / Context read:

\*At the Pump Versus Inside the Station

\*(A Fresh Look - skim)

Do you think it is possible to try and get people to come inside to pay for their gas, or should marketers try another strategy?

What do you think about the strategies suggested in the article? How would you incent people to come into the store?

How would you get people to forget their old habit of paying at the pump? How long do you think this forgetting / relearning process would take?

*The Heterogeneous Customer: How we differ*

Class 7 (September 15th– Thursday) **Brand Name Project Presentations - optional**  
(Brand Name Projects Due)

Class 8 (September 20th - Tuesday) **Motivation and Needs (I)**  
**Resolving Motivational Conflicts**

\*Day Care Center Caters to Busy Families

\*Schools Embrace 'Full-Service' Idea

\*College Libraries Offer Coffee, Food

Do you think it is better for a product / service to try and meet one need really well, or meet a number of different needs satisfactorily? Can you think of a product / service you use that meets one need extremely well? What product / service meets a lot

of needs for you- how well does it meet these needs?

Do you think the Super Bowl meets many needs well or one need very well? Which need(s) does it meet? How well does it meet these needs? What about Starbucks?

Class 9 (September 22nd - Thursday) **Motivation & Needs (II) / Motivational Research**

Laddering Project Overview (by Professor)

\*Was Freud a Minivan or S.U.V. Kind of Guy?

\*The Age of Reasons

\*Laddering Article – Sheth pages 6 - 9  
(Remainder of Article is Optional)

(\*Using Laddering to Understand and Leverage a Brand's Equity)

(\*Truth, Justice, and Fill in the Blank)

Why did you come back for your MBA? Why did you choose Emory / Goizueta? Do you think everyone in your program has the same reasons as you? What different reasons might people have? What was your second choice? Do you think it was the same as everyone else's? why / why not?

Class 10 (September 27th - Tuesday) **Attitudes: Formation Theories & Measuring & Influencing**

Multi-Attribute Project Overview (by Professor)

\*For Teenagers, Fast Food is a Snack, Not a Job

\*Aesop's Fabled Fox

\*Stephen Colbert Takes on Congress (Video)

\*Got Controversy - New Milk Campaign Helps Men Deal with PMS

\*L'Affaire Bodice: Why We are Shocked Shocked  
(\*Study Shows Biggest Problem Facing Small Business Owners)

What are you looking for in a job? Is it just one thing or is it more than one thing? What was the

most important thing for you in choosing an MBA? What if any tradeoffs did you make when you made your decision?

Can you think of an advertisement or a time in a business or personal setting where someone crossed the line – said / did an inappropriate thing? Would this have been appropriate in another setting? E.g., another group? Why?

Class 11: (September 29th - Thursday) **Influencing Attitudes & Behaviors: Persuasion**

\*Case: New York Against Aids Case

What do you think of the Saatchi and Saatchi campaign? Who is it targeted toward? Do you think it was successful? What, if anything, would you suggest they change or do differently? Do you think anyone might be offended? Why? How could you attempt to ensure nobody is offended, or at least minimize the number of people offended (or degree of offense?)

Class 12 (October 4<sup>th</sup> – Tuesday) TBD

No Class - October 6th - Thursday Fall Break

Class 13 (October 11<sup>th</sup> – Tuesday) **Social / Sensitive Marketing Projects Overview**  
Overview Persuasive Communications Handout  
Briefly

\*Baby Born On Central Park Rock

\*Few Women Choose to Abandon Newborns at Legal Havens

\*11 Children, Including Family of Nine Abandoned

\*Lawmakers Discussing Changes to Safe Haven Laws

\*Atlanta Testing Scandal Adds Fuel to US Debate

\*Parenting and Obesity - are Foster Homes better

choices for Fattest Kids?

\*Georgia Declares War on Obesity as Rates Rise

\*Elizabeth Smart to Work as ABC Commentator

\*Text: Solomon (Persuasive Communications)

Why do you think women aren't leaving newborns at these safe haven sites? Do you think this topic warrants much attention /resource? If you were hired as a marketer to promote these sites how would you promote them, what changes would you try to make to the process as it stands today?) How would you measure the success of your campaign?

Who do you think would make a really good spokesperson for a product or cause? Why? Can you think of some poor choices for celebrity spokespeople? How did this effect the product / service they represented? How could the company either avoided or minimized this negative effect?

What should be the goal(s) / purpose of Atlanta Public Schools? How would you suggest they reach these desired end states? What changes would you suggest they make to reach these goals? How would you incent the teachers? How would you incent the students? How would you suggest they measure their success/ whether they are on track to meet their goals?

Do you consider obesity to be an issue the us should throw resource (\$\$, time, effort) after? How do you suggest we solve the US obesity problem?

Class 14 (October 13th - Thursday) **Student Project Presentations (Optional)**  
Laddering Projects Due

Optional: Submit any group member preferences for social / sensitive marketing project to me today otherwise I will assign

***The Consumer as a Decision Maker: How We Choose***

Class 15 (October 18th - Tuesday) Individual Decision Making I

\*Shoppers' Easily Influenced Choices

- \*A Tool to Explain Affirmative Action
- \*Too much of a Good Thing? How Assortment Size Influences Healthy Consumer Choices
- \*Meatless Mondays Catch On Even with Carnivores

What have you purchased within the past 24 hours? Why did you purchase this item? What process did you go through to make the decision?

Do you have any difficult decisions to make in the near future? What process do you think you will go through to make that decision?)

What companies (sites / stores) make it easy or hard for your to search for information? How has this effected your:

- 1: search process
- 2: purchase decision(s)

How can a company capitalize on our search process?

Class 16 (October 20th – Thursday) **Individual Decision Making II**  
Observational Project Overview (by Professor)

- \*More Shoppers thinking Twice at Checkout Counter
- \*Are Your Customer’s Dissatisfied? Try Checking out Your Salespeople
- \*Beware of Dissatisfied Customers
- \* The Science of Shopping: The Obvious Isn’t Always Apparent
- (\*Surroundings Play a Key Role in Diet)

For what products are you unwilling to consider any alternative options? Why? What would it take to get you to do so?

Have you ever walked into a retail environment intending to purchase something, but then changed your mind once inside the location? Why? What would kept you on course?

How important is product disposal considerations in your purchase decisions? For which types of products does it matter most?

Class 17 (October 25th - Tuesday) **Self, Personality, and Lifestyle**

\*Under Armour wants to Dress Young Athletic Women (A)

\*California Pizza Kitchen Releases Research Indicating Distinct Personality Profiles Based on Pizza Preferences

\*That is Not a Skim Latte, It's a Way of Life

Who is it that knows the real you? Why do you think you can't be this real you in front of everyone?

What objects do you consider to be part of your extended self? What objects do you believe you just buy because they are useful, yet they do not reflect you, your personality?

Class 18 (October 27th - Thursday) TBD / Student Project Presentations  
Multi-Attribute Project Due

Class 19 (November 1st - Tuesday) Social Marketing Project Presentations

Class 20 (November 3rd - Thursday) Social Marketing Project Presentations

***The Social Consumer: How we are Influenced***

Class 21 (November 8th – Tuesday) **Interpersonal, Group, and Cultural Considerations**

\*Having a Bat Mitzvah in Their 90s Because It's a Hoot

\*Weiner Story lets new CBS Anchor carve Path (A)

\*On the Job, Nursing Mothers find a two-class System

(\*Etiquette for the World Traveler)

\*In Walmart's Home, Synagogue Signals Growth

\*Where's Mao? Chinese Revise History Books

\*Phonebook Highlight's New Orleans's Changes



Can you think of a rite of passage you've been through? What about a ritual you perform? Is this a public or a private ritual? When do you perform it?

***Post to Conference by November 9th , 12:00 noon:*** Trend, Need, Idea:

Describe a trend you see going on in the environment. What needs do you think could be arising because of the trend? Can you think of a product which might help meet this need? What other trends are you banking on continuing?

**Class 22 (November 10<sup>th</sup>- Thursday) Innovations I: Identifying Cultural Trends, Adoption and Diffusion of New Products**

Under Armour Everywhere Video:(July 20, 2010)

\*Big Green Egg

\*Detroit's Rebound is Built on Smaller Cars

\*The Economics of Giving it Away

\*Behind Starbucks' Instant Coffee Rollout

\*More Elderly Living Together

\*Tesla Roadster Reaches the End of the Line

Can you think of a great product that just didn't take off? What would have helped with this taking off?

Describe a trend you see going on in the environment. What needs do you think could be arising because of the trend? Can you think of a product which might help meet this need?

Do you think the green movement is a short term fad or longer term trend? Why? What factors will influence whether a focus on green / sustainability continues?

What current products (services), do you believe, are destined for a very short lifecycle (are most likely a fad?) Why? What products from the past do you expect to resurface? why? What

products do you consider to be classics? Do you consider an MBA degree to be a classic? Why?

Class 23 (November 15th – Tuesday) **Innovations II: Product Longevity and Initial Market Choice Considerations**

**Harley Davidson Case**

New Product Projects Overview

\*The Last Gasp for the American Living Room

\*Where's the Petites Department?

(\*Why Round Sunglasses Now?)

(\*Evolution Major Vanishes from Approved Education List)

(\*No Tipping Please)

What Current Products (Services) do you believe are destined for a very short lifecycle (are most likely a fad.) Why? What products from the past do you expect to resurface? Why? What products do you consider to be classics?

Identify a Product category / brand you have watched from inception. Describe the diffusion process: Who were the early adopters, followers, laggards, etc. Did marketing efforts (promo, product, pricing, channel) change over time?

Is an early adopter the same thing as an opinion leader? How are they different? What is more important to a marketer? How can you locate? How can you utilize what strategies have you seen marketers use to capitalize on either? How successful have they been?

Pick a brand (company / product) - suggest a diffusion strategy for their next product. Also suggest a strategy how they can capitalize on early adopters and/ or opinion leaders? Explain your rationale? How will you measure your success?

What groups/ individuals do you look to for new ideas? The NBT? why?

Thursday November 17th & Tuesday November 22nd - No Class

Thursday – November 24<sup>th</sup> – No Class - Thanksgiving

Class 24: (November 29th - Tuesday) Observational Project Presentations  
(Observational Projects Due)

Class 25 (December 1st -- Thursday) **Review / Recap**