

CONSUMER BEHAVIOR

IMPLICATIONS FOR MARKETING STRATEGY

SIXTH EDITION



HAWKINS

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CONSUMER BEHAVIOR

IMPLICATIONS
FOR MARKETING
STRATEGY

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SIXTH EDITION

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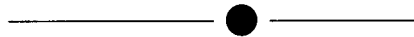
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PREFACE TO THE FIRST EDITION

The purpose of this text is to provide the student with a usable, managerial understanding of consumer behavior. Most students in consumer behavior courses aspire to careers in marketing management. They hope to acquire knowledge and skills that will be useful to them in these careers. Unfortunately, some may be seeking the type of knowledge gained in introductory accounting classes; that is, a set of relatively invariant rules that can be applied across a variety of situations to achieve a fixed solution that is known to be correct. For these students, the uncertainty and lack of closure involved in dealing with living, breathing, changing, stubborn consumers can be very frustrating. However, if they can accept dealing with endless uncertainty, utilizing an understanding of consumer behavior in developing marketing strategy will become tremendously exciting.

The rules governing human behavior, although they do not operate like the rules developed for accounting systems, can be applied in a marketing context. Having students recognize this is a major challenge. It is our view that the utilization of a knowledge of consumer behavior in the development of marketing strategy is an art. This is not to suggest that scientific principles and procedures are not applicable. Rather, it means that the successful application of these principles to particular situations requires human judgment that we are not able to reduce to a fixed set of rules.

Let us consider the analogy with art in some detail. Suppose you want to become an expert artist. You would study known principles of the visual effects of blending various colors, of perspective, and so forth. Then you would practice applying these principles until you developed the ability to produce acceptable paintings. If you had certain "natural" talents, the right teacher, and the right topic, you might even pro-

duce a "masterpiece." The same approach should be taken by one wishing to become a marketing manager. The various factors or principles that influence consumer behavior should be thoroughly studied. Then, one should practice applying these principles until acceptable marketing strategies result. However, while knowledge and practice can in general produce acceptable strategies, "great" marketing strategies, like "masterpieces," require special talents, effort, timing, and some degree of "luck" (what if Mona Lisa had not wanted her portrait painted?).

The art analogy is useful for another reason. All of us, professors and students alike, tend to ask: "How can I use this concept of, say, social class to develop a successful marketing strategy?" This makes as much sense as an artist asking: "How can I use blue to create a great picture?" Obviously, blue alone will seldom be sufficient for a great work of art. Instead, to be successful, the artist must understand when and how to use blue in conjunction with other elements in the picture. Likewise, the marketing manager must understand when and how to use a knowledge of social class in conjunction with a knowledge of other factors in designing a successful marketing strategy.

This book is based on the premise described above. That is, it is based on the belief that a knowledge of the factors that influence consumer behavior can, with practice, be used to develop sound marketing strategy. With this in mind, we have attempted to do three things. First, we present a reasonably comprehensive description of the various behavioral concepts and theories that have been found useful for understanding consumer behavior. This is generally done at the beginning of each chapter or at the beginning of major subsections in each chapter. We believe that a person must have a thorough understanding of a concept in

order to successfully apply that concept across different situations.

Second, we present examples of how these concepts have been and can be utilized in the development of marketing strategy. We have tried to make clear that these examples are *not* "how you use this concept." Rather, they are presented as "how one organization facing a particular marketing situation used this concept." The difference, while subtle, is important.

Finally, at the end of each chapter, we present new marketing situations and ask the student to apply the concepts to these situations. We view this as an important part of the learning process. To provide continuity to the class and text, we describe in some detail in the first chapter a firm that must develop a marketing strategy for an addition to its product line. We do not refer back to this firm in the content part of the

text; instead, several of the discussion and project situations presented at the end of each chapter relate to this firm. By discussing these questions, the student can develop a feel for how the many concepts we discuss relate to each other in the context of a single product category.

We have attempted to write a useful and enjoyable text. The degree to which we have accomplished this goal was greatly increased by the assistance of numerous individuals and organizations. To all of them we express our gratitude. To our students, colleagues, friends, and families who suffered with us as we wrote, we express our love.

Del I Hawkins
Roger J. Best
Kenneth A. Coney



PREFACE TO THE SIXTH EDITION

The boundaries of knowledge regarding consumer behavior have continued to expand since we wrote the first edition. We have tried to reflect this expansion in this edition. Otherwise, our philosophy and objective as expressed in the preface to the first edition remain intact. We hope you will take a few minutes to read that statement.

While our philosophy as expressed in the preface to the first edition has not changed in the 15 years since we wrote it, a number of other features of the text have. First, and most noticeably, the text is now in full color. We are convinced that this makes the book easier and more enjoyable to read. This in turn provides value to our customers—the students and faculty who use the text.

In addition to adding color, we have made ads and pictures of products, point-of-purchase displays, and other visible marketing actions more a part of the text's pedagogy. We highlight many of these as Managerial Applications. The reason for this label is to remind students, instructors, and ourselves that managers, regulators, and others are constantly applying their knowledge of consumer behavior. In our book, these ads and other pictures are more than just decoration; they enhance the reality and practicality of the material.

In the first edition, we used one case (detailed example) that we carried through every chapter. Based on customer feedback, we now use a series of cases at the end of each section. This provides students with exposure to the application of consumer behavior principles across a wide range of situations. Coupled with this has been a dramatic increase in the number of in-chapter examples of applications of the materials.

With every edition, we have tried to improve our instructions on how to apply the material. However,

as we stated in the original preface, this is not accounting and there are no invariant rules that apply across groups, products, and situations. Therefore, we provide processes and procedures that will help the students apply the material across environments.

We provide four types of learning aids at the end of each chapter. First, there is a brief summary that repeats the primary points of the chapter. Next is a set of review questions that the students or instructor can use to test the *acquisition of the facts* contained in the chapter. These questions can all be answered by repeating the material in the chapter. They require memorization which we believe is an important part of learning.

The third learning aid is an extensive set of discussion questions. These questions can be used to help develop or test the students' *understanding of the material* in the chapter. Answering the questions requires the student to utilize the material in the chapter to reach a recommendation or solution. However, they can be answered without external activities such as customer interviews (they can be assigned as in-class activities).

The final learning aid at the end of each chapter is a set of application exercises. These require the students to utilize the material in the chapter in conjunction with external activities such as visiting stores to observe point-of-purchase displays, interviewing customers or managers, or evaluating television ads. They range in complexity from short evening assignments to term projects.

In the first three editions of the text, we incorporated coverage of organizational buying behavior and social issues throughout the text but did not provide separate chapters. In the fourth edition, we concentrated our coverage of organizational buying behavior

in a separate chapter. In this edition, we developed a separate chapter covering consumerism, the regulation of marketing practices, and cause marketing. While we still provide examples of these activities throughout the text, we believe that they are important enough topics to justify their own chapter.

More important changes are happening outside of the book. This edition is accompanied by an expanded instructor's manual, including a new "Teacher's Kit" of ideas on course structure and teaching techniques. The test bank has also been fully revised and greatly expanded to over 2,500 questions. A set of video cases is available, as are 70 four-color acetates and a computerized test bank.

Finally, we enjoy studying consumer behavior. Most of the faculty we know enjoy teaching consumer behavior. With every edition, we have tried to make this a book that students would enjoy reading and that would get them excited about an exciting topic.

Numerous individuals and organizations helped us in the task of writing this edition. We are grateful for this assistance. Particular thanks are due our reviewers:

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The text would have had higher quality, been more fun to read, and been much more fun to write had Ken Coney been able to write it with us. Once again, this edition is dedicated to his memory. By his life he said to us:

Cherish your dreams
Guard your ideals
Enjoy life
Seek the best
Climb your mountains

Del I. Hawkins
Roger J. Best



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