



# Consumer Behavior

Building Marketing Strategy Hawkins  
Best  
Coney

Eighth Edition

# Consumer Behavior

Building Marketing Strategy

8/e

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# Consumer Behavior

Building Marketing Strategy

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# Preface

Marketing attempts to influence the way consumers behave. These attempts have implications for the organizations making the attempt, the consumers they are trying to influence, and the society in which these attempts occur. We are all consumers and we are all members of society, so consumer behavior, and attempts to influence it, are critical to all of us. This text is designed to provide an understanding of consumer behavior. This understanding can make us better consumers, better marketers, and better citizens.

## MARKETING CAREERS AND CONSUMER BEHAVIOR

A primary 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, sales, or advertising. 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.

It is our view that the utilization of 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 produce a “masterpiece.” The same approach should be taken by one wishing to become a marketing manager, a salesperson, or an advertising director. 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 the 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 belief that 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 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.”

Third, at the end of each chapter and each major section, we present a number of questions, activities, or cases that require the student to apply the concepts.

## CONSUMING AND CONSUMER BEHAVIOR

The authors of this book are consumers, as is everyone reading this text. Most of us spend more time buying and consuming than we do working or sleeping. We consume products such as cars and fuel, services such as haircuts and home repairs, and entertainment such as television and concerts. Given the time and energy we devote to consuming, we should strive to be good at it. A knowledge of consumer behavior can be used to enhance our ability to consume wisely.

Marketers spend billions of dollars attempting to influence what, when, and how you and I consume. Marketers not only spend billions attempting to influence our behavior, they also spend hundreds of millions of dollars studying our behavior. With a knowledge of consumer behavior and an understanding of how marketers use this knowledge, *we can study marketers*. A television commercial can be an annoying interruption of a favorite program. However, it can also be a fascinating opportunity to speculate on the commercial's objective, target audience, and the underlying behavior assumptions. Indeed, given the ubiquitous nature of commercials, an understanding of how they are attempting to influence us or others is essential to understand our environment.

Throughout the text, we present examples that illustrate the objectives of specific marketing activities. By studying these examples and the principles on which they are based, one can develop the ability to discern the underlying logic of the marketing activities encountered daily.

## SOCIAL RESPONSIBILITY AND CONSUMER BEHAVIOR

Should commercial sites on the World Wide Web (Internet) that focus on children be strictly regulated, banned completely, or left alone? This issue is currently the source of a major debate. As educated citizens, we have a responsibility to take part in this debate and to influence its outcome. Developing a sound position on this issue requires an understanding of children's information processing as it relates to advertising—an important part of our understanding of consumer behavior.

The debate described above is only one of many that require an understanding of consumer behavior. We present a number of these topics throughout the text.

The objective is to develop the ability to apply consumer behavior knowledge to social and regulatory issues as well as to business and personal issues.

## NEW TO THE EIGHTH EDITION

Marketing and consumer behavior, like the rest of the world, is changing at a rapid pace. Both the way consumers behave and the practices of studying that behavior continue to evolve. In order to keep up with this dynamic environment, several changes have been made for the eighth edition.

### Internet Applications

The Internet is rapidly changing many aspects of consumer behavior. We have integrated the latest research and practices concerning the Internet throughout the text and the cases.

### Consumer Insights

These boxed discussions are now in every chapter. They provide an in-depth look at a particularly interesting consumer study or marketing practice. Each has several questions with it that are designed to encourage critical thinking by the students.

### More Global Examples

While previous editions have included a wealth of global material, this edition further integrates this important area. Most chapters contain multiple global examples woven into the text. In addition, Chapter 2 and several of the cases are devoted to global issues.

## CHAPTER FEATURES

Each chapter contains a variety of features designed to enhance students' understanding of the material as well as to make the material more fun.

### Opening Vignettes

Each chapter begins with a practical example that introduces the material in the chapter. These involve situations in which businesses, government units, or nonprofit organizations have used or misused consumer behavior principles.



## Integrated Coverage of Ethical/Social Issues

Marketers face numerous ethical issues as they apply their understanding of consumer behavior in the marketplace. We describe and discuss many of these issues. These discussions are highlighted in the text via **Y**. In addition, Chapter 20 is devoted to the consumerism movement and the regulation of marketing practice. Several of the cases are also focused on ethical or regulatory issues, including all of the cases following Part Six.

## Internet Exercises

The Internet is rapidly becoming both a major source of data on consumer behavior and a medium in which marketers use their knowledge of consumer behavior to influence consumers. A section at the end of each chapter has Internet assignments. These serve two purposes. One is to teach students how to use the Internet as a research tool to learn about consumers and consumer behavior. The second purpose is to enhance students' understanding of how marketers are approaching consumers using this medium.

## DDB Needham Lifestyle Data Analyses

Each relevant chapter poses a series of questions that require students to analyze data from the annual DDB Needham Lifestyle survey. These data are available in spreadsheet format on the disk that accompanies this text. These exercises increase students' data analysis skills as well as their understanding of consumer behavior.

## Four-Color Illustrations

Print ads, storyboards, and photos of point-of-purchase displays appear throughout the text. Each is directly linked to the text material both by text references to each illustration and by the descriptive comments that accompany each illustration.

## Review Questions

The review questions at the end of each chapter allow students or the instructor to test the acquisition of the facts contained in the chapter. The questions require

memorization, which we believe is an important, though insufficient, part of learning.

## Discussion Questions

These questions can be used to help develop or test the students' understanding of the material in the chapter. Answering these 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 (therefore, they can be assigned as in-class activities).

## Application 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.

## OTHER LEARNING AIDS IN THE TEXT

Three useful sets of learning material are presented outside the chapter format—cases, an overview of consumer research methods, and a format for a consumer behavior audit.

### Cases

There are cases at the end of each major section of the text except the first. The cases can be read in class and used to generate discussion of a particular topic. Students like this approach, and many instructors find it a useful way to motivate class discussion.

Other cases are more complex and data intense. They require several hours of effort to analyze. Still others can serve as the basis for a term project. We have used several cases in this manner with success (the assignment is to develop a marketing plan clearly identifying the consumer behavior constructs that underlie the plan).

Each case can be approached from a variety of angles. A number of discussion questions are provided

with each case. However, many other questions can be used. In fact, while the cases are placed at the end of the major sections, most lend themselves to discussion at other points in the text as well.

## **Consumer Research Methods Overview**

Appendix A provides a brief overview of the more commonly used research methods in consumer behavior. While not a substitute for a course or text in marketing research, it is a useful review for students who have completed a research course. It can also serve to provide students who have not had such a course with relevant terminology and a very basic understanding of the process and major techniques involved in consumer research.

## **Consumer Behavior Audit**

Appendix B provides a format for doing a consumer behavior audit for a proposed marketing strategy. This audit is basically a list of key consumer behavior questions that should be answered for every proposed marketing strategy. Many students have found it particularly useful if a term project relating consumer behavior to a firm's actual or proposed strategy is required.

## **SUPPLEMENTAL LEARNING MATERIALS**

We have developed a variety of learning materials to enhance the student's learning experience and to facilitate the instructor's teaching activities. Please contact your local Irwin/McGraw-Hill sales representative for assistance in obtaining ancillaries. Or, contact us directly at our Web site, [www.mhhe.com](http://www.mhhe.com).

## **DDB Needham Lifestyle Data Analyses Disk**

A disk accompanying the text contains data in spreadsheet format from the annual DDB Needham Lifestyle survey. It enables students to access consumer market data and draw marketing strategy recommendations based on these data.

## **Instructor's Manual**

The Instructor's Manual contains suggestions for teaching the course, learning objectives for each chapter, additional material for presentation, lecture tips and aids, answers to the end-of-chapter questions, suggested case teaching approaches, and discussion guides for each case.

## **Test Bank and Computerized Test Bank**

A test bank of over 1,500 multiple-choice questions accompanies the text. These questions cover all the chapters, including the material in the opening vignettes and in the Consumer Insights. The questions are coded according to degree of difficulty. A computerized version is available in MAC, DOS, and Windows platforms.

## **Four-Color Acetates**

A packet of 70 four-color acetates of ads, picture boards, point-of-purchase displays, and so forth is available to adopters. These acetates are keyed to specific chapters in the text. The Instructor's Manual relates the acetates to the relevant concepts in the text.

## **Video Cases**

A set of video cases is available to adopters. These videos describe firm strategies or activities that relate to material in the text. A guide for teaching from the videos is contained in the Instructor's Manual.

## **Electronic Slides**

180 PowerPoint slides accompany the eighth edition. The slides contain key figures from the text as well as additional images.

## **CD-ROM Presentation Manager**

This instructor CD-ROM contains PowerPoint electronic slides, video clips, advertisements from the text, plus many nontext ads, the Instructor's Manual, and the test bank. This supplement is available to adopters of the text.

## ACKNOWLEDGMENTS

We enjoy studying, teaching, consulting, and writing about consumer behavior. Most of the faculty we know feel the same. As with every edition, we have tried to make this a book that students would enjoy reading and that would get them excited about a fascinating topic.

Numerous individuals and organizations helped us in the task of writing this edition. We are grateful for their assistance. A special thanks is due to Nancy Barbour for her patience and skill. We would also like to thank the many other members of the McGraw-Hill Higher Education team, including Colleen Suljic, Rebecca Nordbrock, Keith J. McPherson, Keri Johnson, and Debra Sylvester. Particular thanks are also due to the many people who helped us in the development of this text. We believe that the eighth edition is improved because of your efforts: John Drea, Western Illinois University; Paul Herr, University of Colorado—Boulder; Michelle Kunz, Morehead State University; James Leigh, Texas A&M University; Lois Mohr, Georgia State University; James Munch University of Texas—

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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

# DDB Needham Lifestyle Data Analyses

DDB Needham Worldwide is one of the leading advertising agencies in the world. One of the many services it provides for its clients as well as to support its own creative and strategy efforts is a major, annual lifestyle survey. This survey is conducted using a panel maintained by Consumer Mail Panel. In a panel such as this, consumers are recruited such that the panel has demographic characteristics similar to the U.S. population. Members of the panel agree to complete questions on a periodic basis.

## THE DATA

The 1996 Lifestyle study involved over 3,500 completed questionnaires. These lengthy questionnaires included approximately 200 interest and opinion items (I like to pay cash for everything I buy, I am an avid sports fan); 160 frequency of activity questions (worked in the garden, gambled in a casino), questions on preferred marital style (traditional, modern, or other), over 200 questions on product purchase and use, approximately 75 questions on product ownership and purchase intentions, over 100 questions on one's self-concept and ideal self-concept, and numerous questions collecting demographic and media preference data.

DDB Needham has allowed us to provide a portion of these data in spreadsheet format in the disk that accompanies this text. The data are presented in the form of cross-tabulations at an aggregate level with the cell values being percents. For example:

	Household Size			
	1	2	3-5	>5
Number in sample	550	1,377	1,626	162
Rented a video	7.0%	10.7%	18.8%	20.0%
Used the Internet	6.1	5.6	5.7	1.9
Made pancakes	2.0	5.9	9.5	19.3

The above example indicates that 7.0 percent of the 550 respondents from one-person households were

heavy renters of videos, compared to 10.7 percent of the 1,377 from two-person households, 18.8 percent of those from households with three, four, or five members, and 20.0 percent of those from households with more than five members.

It is possible to combine columns within variables. That is, we can determine the percent of one- and two-person households combined that made pancakes. Because the number of respondents on which the percents are based differs across columns, we can't simply average the cell percent figures. Instead, we need to convert the cell percent to numbers by multiplying each cell percent times the number in the sample for that column. Add the numbers for the cells to be combined together and divide the result by the sum of the number in the sample for the combined cells' columns. The result is the percent of the combined column categories that engaged in the behavior of interest.

The data available on the disk are described below.

## Column Variables for the Data Tables

### Tables

- 1 & 1A Household size, marital status, number of children at home, age of youngest child at home, and age of oldest child at home.
- 2 & 2A Male's report of female level of employment and motivation for working, female's report of female work level and motivation for working.
- 3 & 3A Household income, education level of respondent.
- 4 & 4A Occupation.
- 5 & 5A Ethnic subculture, age.
- 6 & 6A Gender, geographic region.
- 7 & 7A Personality/self-concept traits (humorous, friendly, affectionate, dynamic, shy, assertive, sensitive, independent, traditional, romantic, intellectual, competitive).

## Row Variables for Tables 1, 2, 3, 4, 5, 6, and 7

### Activity

#### **Heavy User** (251 times in last year)

Food delivered to home  
 Made pancakes  
 Purchased from mail catalog  
 Used a price-off coupon at grocery store  
 Attended a lecture  
 Went to movies  
 Took photographs  
 Used the Internet  
 Cooked outdoors  
 Jogged  
 Visited health club  
 Rented a video  
 Car trip over 100 miles  
 Attended church

#### **Heavy User** (personal use several times a week or more)

Pain relievers  
 Shower gel  
 Dandruff shampoo  
 Lipstick (females)  
 Presweetened cereal  
 Cigarettes

### Ownership

Personal computer  
 Camcorder  
 Microwave oven  
 Common stock  
 A handgun  
 Cellular phone  
 35mm camera

### **Favorite Television Shows** (personal preference, not family)

“E.R.”  
 “Melrose Place”  
 “X-Files”

“Seinfeld”

“Frasier”

“Murphy Brown”

“Saturday Night Live”

“David Letterman”

## Row Variables for Tables 1A, 2A, 3A, 4A, 5A, 6A, and 7A

### Attitudes/Interests/Opinions

I am uncomfortable when the house is not completely clean.

I love to eat different food with interesting flavors.

I usually check ingredient labels when buying food.

I am confused by all the nutrition information that is available today.

I like to cook.

I have trouble getting to sleep.

I work very hard most of the time.

I have a lot of spare time.

When I have a favorite brand I buy it—no matter what else is on sale.

I always check prices even on small items.

I’m willing to pay more to shop at stores where I get better service.

I am usually among the first to try new products.

I make a special effort to buy from companies that support charitable causes.

Our family is too heavily in debt.

Most big companies are just out for themselves.

A drink or two at the end of the day is a perfect way to unwind.

Americans should always buy American products.

I make a strong effort to recycle everything I can.

Everything is changing too fast today.

My greatest achievements are still ahead of me.

Dressing well is an important part of my life.

The car I drive is a reflection of who I am.

I seek out new experiences that are a little frightening or unconventional.

I like the feeling of speed.

Children are the most important thing in a marriage.

A woman's place is in the home.

I think the women's liberation movement is a good thing.

Television is my primary form of entertainment.

I refuse to buy a brand whose advertising I dislike.

TV commercials place too much emphasis on sex.

I like to be among the first to see a new movie.

**Personality** (terms that would describe me)

Interesting

Winner

Self-confident

Sexy

Life-of-the-party

Tense

Patient

## ACCESSING THE DATA

The data can be used on either a Macintosh or Windows-based machine. Once accessed, you should immediately create a backup copy of all the files either on your hard drive or on another disk.

If you have a Macintosh system 7 or later, you should be able to get an immediate translation of the disk into Macintosh format. If you have an earlier Macintosh system, you may need to run a utility program such as Apple File Exchange to translate the program. Simply follow the instructions that come with this program. Be sure to make a backup copy of the translated files before you begin to work with them.

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