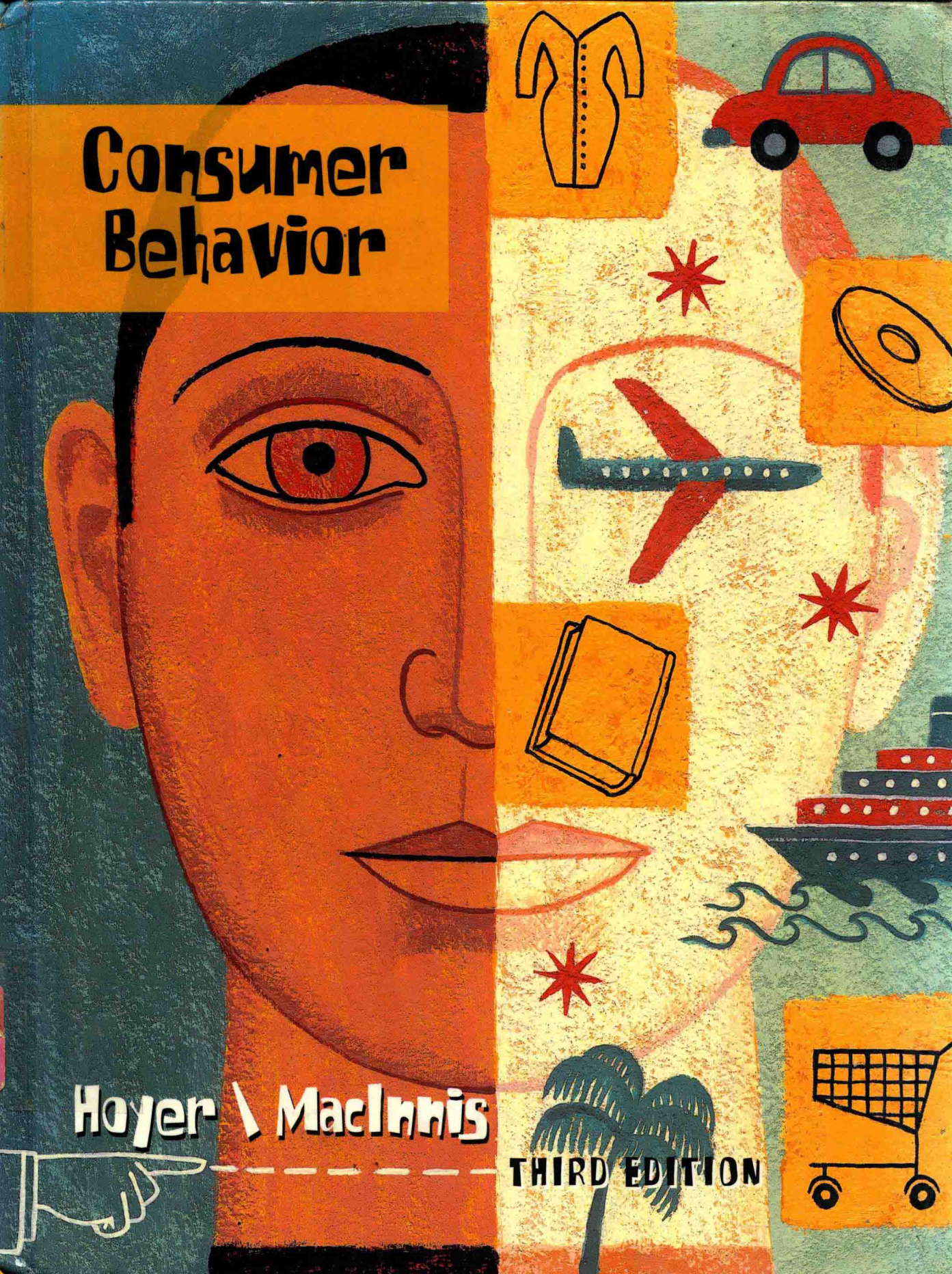


Consumer Behavior


Hoyer \ MacInnis

THIRD EDITION



3 R D E D I T I O N

Consumer Behavior



Wayne D. Hoyer

University of Texas at Austin

Deborah J. MacInnis

University of Southern California

Houghton Mifflin Company Boston New York

DEDICATION

To my wonderful family, Shirley, David, Stephanie, and Lindsey, and to my parents, Louis and Doris, for their tremendous support and love. To all of you I dedicate this book.

Wayne D. Hoyer
Austin, Texas
May 2003

To my loving family—my life-spring of energy and my center of gravity.

Debbie MacInnis
Los Angeles, California
May 2003

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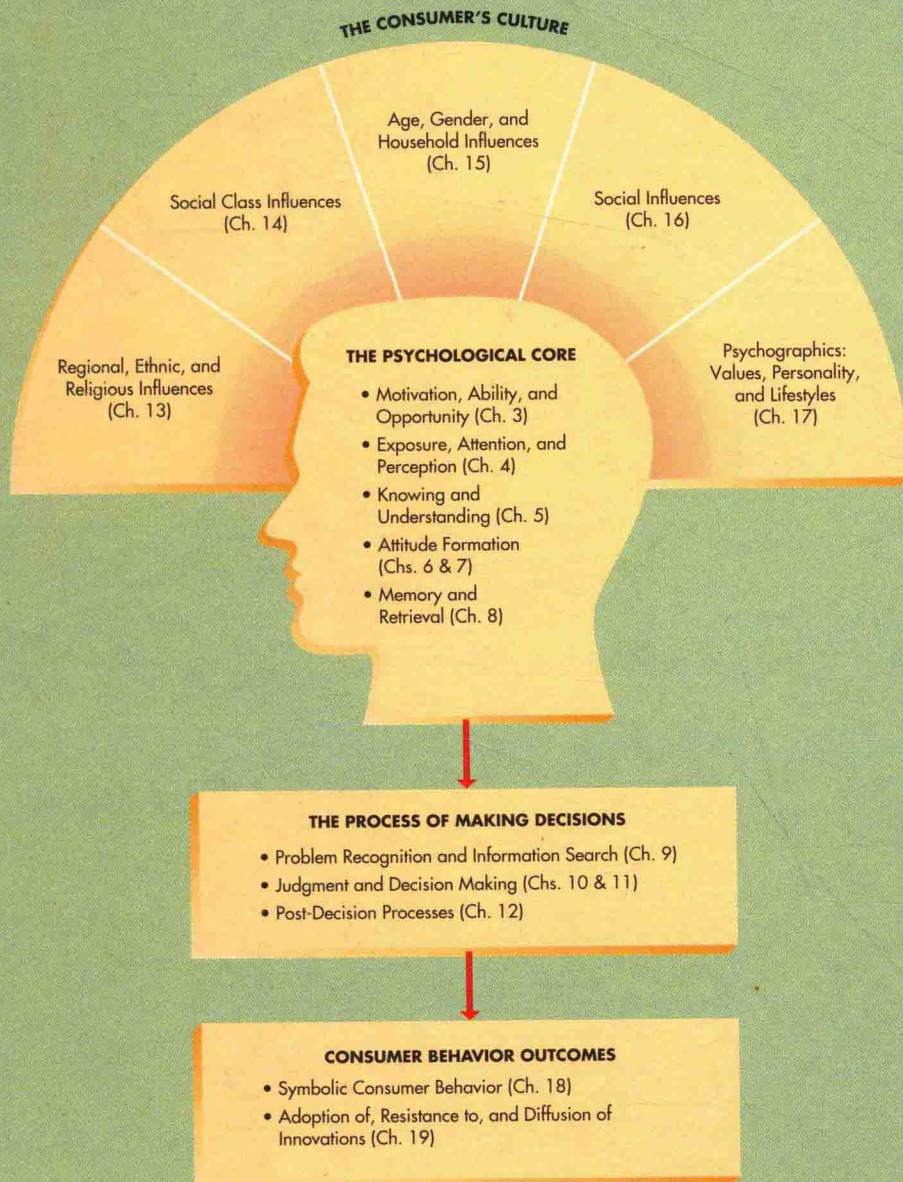
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Conceptual Model Provides the “Big Picture”

Students learn best when they see the “big picture”—when they understand what the concepts mean and how they relate to one another. The conceptual model used in Hoyer and MacInnis’s *Consumer Behavior*, Third Edition, allows students to see how the chapters and topics in the book are interrelated and interdependent. This organizing scheme makes the chapters more integrative and helps students see how the many different aspects of consumer behavior fit together.



Tools to Enhance the Learning Experience

CHAPTER OPENING CASES

Each chapter begins with a case scenario about an actual company, product, or situation that illustrates key concepts discussed in the chapter.

- | | | | |
|--------|---|--------|---|
| Ch. 1 | Who Wants to Dive with Dolphins? | Ch. 11 | Are Foreign Brands Better than Local Brands? |
| Ch. 2 | Marketing Research Drives Marketing Decisions | Ch. 12 | After Consumers Click and Buy |
| Ch. 3 | Targeting Women for Financial Services | Ch. 13 | Broadcasting Product Placement |
| Ch. 4 | Putting Products in the Spotlight | Ch. 14 | Class Clash in China |
| Ch. 5 | An Old Brand Targets New Customers | Ch. 15 | Generation and Gender Gaps in China |
| Ch. 6 | Changing Attitudes Toward the Military | Ch. 16 | Pepsi and Ford Pass the Word on the Web |
| Ch. 7 | Squawking about a Brand Raises Awareness | Ch. 17 | Something for Everyone |
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| Ch. 9 | Finding Wheels on the Web | Ch. 19 | Driving into the Future |
| Ch. 10 | Wheels and Deals in Thailand | Ch. 20 | Battling Over Better Pizza |
| | | Ch. 21 | Who Is Collecting Your Personal Data—and Why? |

MARKETING IMPLICATION SECTIONS

For every major concept discussed, marketing implication sections show how consumer behavior applies to the practice of marketing, including such basic marketing functions as market segmentation, target market

selection, positioning, market research, promotion, price, product, and place decisions.

EMPHASIS ON GLOBALIZATION AND E-COMMERCE

Interwoven throughout the text are many cross-cultural examples and information on how the Internet has impacted consumer behavior. The wealth of these examples emphasizes the text's practical and contemporary orientation.

CURRENT AND CUTTING-EDGE COVERAGE

In addition to providing a balanced perspective, including both psychological (micro) and sociological (macro) topics in the field of consumer behavior, the text provides the most up-to-date research possible. This includes

several *novel chapters* that often do not cover "Consumer Behavior," "Knowledge and Consumer Behavior and Marketing."

Symbolic
Side of

USED BOOK

3 7003

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ABOUT THE AUTHORS



Wayne D. Hoyer

Wayne D. Hoyer is the James L. Bayless/William S. Farrish Fund Chair for Free Enterprise, Chairman of the Department of Marketing, and Director of the Center for Customer Insight in the McCombs School of Business at the University of Texas at Austin. He received his Ph.D. in Consumer Psychology from Purdue University in 1980. Wayne has published over 60 articles in various publications including the *Journal of Consumer Research*, *Journal of Marketing*, *Journal of Marketing Research*, *Journal of Advertising Research*, and *Journal of Retailing*. A 1998 article in the *Journal of Marketing Research* (with Susan Broniarczyk and Leigh McAlister) won the O'Dell Award in 2003 for the article that has had the most impact in the marketing field over the five year period. In addition to *Consumer Behavior*, he has co-authored two books on the topic of advertising miscomprehension. Dr. Hoyer's research interests include consumer information processing and decision making (especially low-involvement decision making), customer relationship management, and advertising effects (particularly miscomprehension and the impact of humor). He is a former associate editor for the *Journal of Consumer Research* and serves on the editorial review boards of the *Journal of Marketing*, *Journal of Consumer Research*, *International Journal of Research in Marketing*, and the *Journal of Public Policy and Marketing*. Dr. Hoyer is a member of the American Psychological Association, the Association for Consumer Research, and the American Marketing Association. His major areas of teaching include consumer behavior, customer strategy, and marketing communications.



Deborah J. MacInnis

Debbie MacInnis is Professor of Marketing at the University of Southern California in Los Angeles, CA. She received her Ph.D. in marketing from the University of Pittsburgh in 1986. She also holds a B.S. degree in psychology from Smith College. Debbie has published papers in the *Journal of Consumer Research*, *Journal of Marketing Research*, *Journal of Marketing*, *Journal of Advertising*, *Journal of Advertising Research*, and *Journal of Personality and Social Psychology* in the areas of marketing communications, information processing, imagery, emotions, and brand images. She has served as a member of the editorial review boards of the *Journal of Consumer Research*, *Journal of Marketing Research*, *Journal of Marketing*, *Journal of the Academy of Marketing Sciences*, *International Journal of Internet Marketing and Advertising*, *Journal of Market Focused Management*, and *Journal of Consumer Behaviour*, and served as a reviewer for the *Journal of Advertising* and *Journal of Consumer Psychology*. She is currently President of the Association for Consumer Research, and has served that organization as Treasurer and conference co-chair. She has served as Vice President of Conferences and Research for the Academic Council of the American Marketing Association. Debbie is recipient of the Alpha Kappa Psi award, an honor awarded to the best paper published in the *Journal of Marketing*. She has received the Teaching Innovation Award from the Marshall School of Business and has been named as a Faculty Fellow at USC's Center for Excellence in Teaching. Debbie's major areas of teaching include consumer behavior, integrated marketing communications, and marketing management.

P R E F A C E

At just about every moment of our lives, we engage in some form of consumer behavior. When we watch an ad on TV, talk to friends about a movie we just saw, brush our teeth, go to a ball game, buy a new CD, or even throw away an old pair of shoes, we are behaving as consumers. In fact, being consumers reaches into every part of our lives.

Given its omnipresence, the study of consumer behavior has critical implications for areas such as marketing, public policy, and ethics. It also helps us learn about ourselves—why we buy certain things, why we use them in a certain way, and how we get rid of them.

In this book we explore the fascinating world of consumer behavior, looking at a number of interesting and exciting topics. Some of these are quickly identified with our typical image of consumer behavior. Others may be surprising. We hope you will see why we became stimulated by and drawn to this topic from the very moment we had our first consumer behavior course as students. We hope you will also appreciate why we choose to make this field our life's work, and why we developed and continue to remain committed to the writing of this textbook.

WHY THE NEW EDITION OF THIS BOOK?

There are a number of consumer behavior books on the market. An important question concerns what this book has to offer and what distinguishes it from other texts. As active researchers in the field of consumer behavior, our overriding goal was to provide a treatment of the field that is up-to-date and cutting-edge. There has been an explosion of research on a variety of consumer behavior topics over the last twenty years. Our primary aim was to provide a useful summary of this material for students of marketing. In drawing on cutting-edge research, however, we wanted to be careful to not become too “academic.” Instead, our objective is to present cutting-edge topics in a manner that is accessible and easy for students to understand.

Specific changes and improvements to the third edition of this book include:

- Marketing Implications sections have been expanded and updated to show students how chapter concepts apply to the strategy and practice of marketing.
- Coverage of Internet-related consumer behavior issues has been expanded.
- New coverage of contemporary techniques such as ethnographic research, conjoint analysis, data mining, and viral marketing has been added.
- New coverage of research and behavioral concepts related to post-decision regret, sexual orientation, teenagers around the world, brand communities, frugality, and special possessions has been included.
- New chapter-closing Questions for Review and Discussion help students remember, analyze, and understand every chapter's content.
- Supplemental chapter-closing exercises challenge students to sharpen their skills and apply chapter concepts.
- Extensively revised, student-friendly writing style and headings make the text even more accessible.
- Numerous new advertisements offer concrete illustrations of consumer behavior concepts in action.

- Numerous new global, small-business, and high-tech examples highlight how all kinds of organizations use consumer behavior in their marketing efforts.

TEXTBOOK FEATURES

As award-winning teachers, we have tried to translate our instructional abilities and experience into the writing of this text. The following features have been a natural outgrowth of these experiences.

Conceptual Model. First, we believe that students can learn best when they see the big picture—when they understand what concepts mean, how they are used in business practice, and how they relate to one another. In our opinion consumer behavior is too often presented as a set of discrete topics with little or no relationship to one another. We have therefore developed an overall conceptual model that helps students grasp the big picture and see how the chapters and topics are interrelated. Each chapter is linked to other chapters by a specific model that fits within the larger model. Further, the overall model guides the organization of the book. This organizing scheme makes the chapters far more *integrative* than most other books.

Practical Orientation, with an Emphasis on Globalization and E-Commerce. Another common complaint of some treatments of consumer behavior is that they reflect general psychological or sociological principles and theories, but provide very little indication of how these principles and theories relate to business practice. Given our notion that students enjoy seeing how the concepts in consumer behavior can apply to business practice, a second objective of the book was to provide a very practical orientation. We include a wealth of contemporary real-world examples to illustrate key topics. We also try to broaden students' horizons by providing a number of international examples (often more than twenty per chapter). Given the importance of consumer behavior to electronic commerce, we also provide a number of examples of consumer behavior in an e-commerce context. The abundance of global and e-commerce examples makes our book *more global and e-commerce based* than other texts on the market.

Current and Cutting-Edge Coverage. Third, we provide coverage of the field of consumer behavior that is as current and up-to-date as possible (including many of the recent research advances). This includes several *novel chapters* that often do not appear in other textbooks: "Symbolic Consumer Behavior," "Knowledge and Understanding," and "The Dark Side of Consumer Behavior and Marketing." These topics are at the cutting edge of consumer behavior research and are likely to be of considerable interest to students.

Balanced Treatment of Micro and Macro Topics. Fourth, our book tries to provide a balanced perspective on the field of consumer behavior. Specifically, we give treatment to both psychological ("micro") consumer behavior topics (e.g., attitudes, decision making) and sociological ("macro") consumer behavior topics (e.g., subculture, gender, social class influences). Also, although we typically teach consumer behavior by starting with the more micro topics and then moving up to the more macro topics, we realize that some instructors prefer the reverse sequence. The *Instructor's Resource Manual* therefore provides a revised table of contents and model that show how the book can be taught for those who prefer a macro first, micro second approach.

Broad Conceptualization of the Subject. Fifth, we present a broad conceptualization of the topic of consumer behavior. While many books focus on what

products or services consumers *buy*, consumer behavior scholars have recognized that the topic of consumer behavior is actually much broader. Specifically, rather than studying buying per se, we recognize that consumer behavior includes a *set* of decisions (what, whether, when, where, why, how, how often, how much, how long) about *acquisition* (including but not limited to buying), *usage*, and *disposition* decisions. Focusing on more than what products or services consumers buy provides a rich set of theoretical and practical implications for both our understanding of consumer behavior and the practice of marketing.

Finally, we consider the relevance of consumer behavior to *many constituents*, not just marketers. Chapter 1 indicates that consumer behavior is important to marketers, public policy makers, ethicists and consumer advocacy groups, and consumers themselves (including students' own lives). Some chapters focus exclusively on the implications of consumer behavior for public policy makers, ethicists, and consumer advocacy groups. Other chapters consider these issues as well, though in less detail.

CONTENT AND ORGANIZATION OF THE BOOK

One can currently identify two main approaches to the study of consumer behavior: a micro orientation, which focuses on the individual psychological processes that consumers use to make acquisition, consumption, and disposition decisions, and a macro orientation, which focuses on group behaviors and the symbolic nature of consumer behavior. This latter orientation draws heavily from such fields as sociology and anthropology. The current book and overall model have been structured around a “micro to macro” organization based on the way we teach this course and the feedback that we have received from reviewers. (As mentioned previously, for those who prefer a “macro to micro” structure, we provide in the *Instructor's Resource Manual* an alternative Table of Contents and model that reflect how the book could be easily adapted to this perspective.)

Part One presents an introduction to consumer behavior. Chapter 1 provides students with an understanding of the breadth of the field as well as its importance to marketers, advocacy groups, public policy makers, and consumers themselves. It also presents the overall model that guides the organization of the text. Chapter 2 focuses on the groups who conduct research on consumers and how that research is both collected and used by different constituents.

Part Two, “The Psychological Core,” focuses on the inner psychological processes that affect consumer behavior. We see that consumers' acquisition, usage, and disposition behaviors and decisions are greatly affected by the amount of effort they put into engaging in behaviors and making decisions. Chapter 3 describes three critical factors that affect effort: the (1) *motivation* or desire, (2) *ability* (knowledge and information), and (3) *opportunity* to engage in behaviors and make decisions. In Chapter 4, we then examine how information in consumers' environment (i.e., ads, prices, product features, word of mouth communications, and so on) is internally processed by consumers—how they come in contact with these stimuli (*exposure*), notice them (*attention*), and *perceive* them. Chapter 5 continues by discussing how we compare new stimuli to our knowledge of existing stimuli, a process called *categorization*, and how we attempt to understand or *comprehend* them on a deeper level. In Chapters 6 and 7, we see how attitudes are formed and changed depending on whether the amount of effort consumers devote to forming an attitude is high or low. Finally, because consumers often must recall the information they have previously stored in order to make decisions, Chapter 8 looks at the important topic of consumer *memory*.

Whereas Part Two examines some of the internal factors that influence consumers' decisions, a critical domain of consumer behavior involves understanding how consumers make acquisition, consumption, and disposition decisions. Thus, in Part Three we examine the sequential steps of the consumer decision-making process. In Chapter 9, we examine the initial steps of this process—*problem recognition* and *information search*. Similar to the attitude change processes described earlier, we next examine the consumer decision-making process, both when *effort is high* (Chapter 10) and when *effort is low* (Chapter 11). Finally, the process does not end after a decision has been made. In Chapter 12 we see how consumers determine whether they are *satisfied* or *dissatisfied* with their decisions and how they *learn* from choosing and consuming products/services.

Part Four reflects a macro view of consumer behavior that examines how various aspects of *culture* affect consumer behavior. First, we see how *regional*, *ethnic*, and *religious* factors (Chapter 13) can affect consumer behavior. Chapter 14 then examines how *social class* is determined in various cultures, and how it affects acquisition, usage, and disposition behaviors—such as how we strive to improve our standing, impress others, and distribute wealth to our progeny. Chapter 15 examines how *age*, *gender*, and *household* influences affect consumer behavior. Chapter 16 considers how, when, and why the specific *reference groups* (friends, work groups, clubs) to which we belong can influence acquisition, usage, and disposition decisions and behaviors. Combined, these external influences can influence our *personality*, *lifestyles*, and *values*, the topics covered in Chapter 17.

Part Five, “Consumer Behavior Outcomes,” examines the effects of the numerous influences and decision processes discussed in the previous four sections. Because products and services often reflect deep-felt and significant meanings (e.g., our favorite song or restaurant), Chapter 18 focuses on the interesting topic of *symbolic consumer behavior*. Chapter 19 builds on the topics of internal decision-making and group behavior by examining how consumers adopt new offerings, and how their *adoption* decisions affect the spread or *diffusion* of an offering through a market.

Part Six, “Consumer Welfare,” covers two topics that have been of great interest to consumer researchers in recent years. Chapter 20 directs our attention to *consumerism* and *public policy* issues. Chapter 21 examines the *dark side of consumer behavior* and focuses on some negative outcomes of consumer-related behaviors (compulsive buying and gambling, prostitution) as well as marketing practices that have been the focus of social commentary in recent years.

PEDAGOGICAL ADVANTAGES

Based on our extensive teaching experience, we have incorporated a number of features that should help students learn about consumer behavior.

Chapter Opening Cases. Each chapter begins with a case scenario about an actual company or situation that illustrates key concepts discussed in the chapter and their importance to marketers. This will help students grasp the big picture and understand the relevance of the topics from the start of the chapter.

Chapter Opening Model. Each chapter also begins with a conceptual model that shows the organization of the chapter, the topics discussed, and how they relate to both one another and to other chapters. Each model reflects an expanded picture of one or more of the elements presented in the overall conceptual model for the book (described in Chapter 1).

Marketing Implication Sections. Numerous *Marketing Implications* sections are interspersed throughout each chapter. These sections illustrate how various consumer behavior concepts can be applied to the practice of marketing, including such basic marketing functions as market segmentation, target market selection, positioning, market research, promotion, price, product, and place decisions. An abundance of marketing examples (from both the U.S. and abroad) provides concrete applications and implementations of the concepts to marketing practice.

Marginal Glossary. Every chapter contains a set of key terms that are both highlighted in the text and defined in margin notes. These terms and their definitions should help students identify and remember the central concepts described in the chapter.

Abundant Full-Color Exhibits. Each chapter contains a number of illustrated examples, including photos, advertisements, charts, and graphs. These illustrations make important topics personally relevant and engaging, helping students to remember the material and making the book more accessible and aesthetically pleasing, thereby increasing students' motivation to learn. All diagrams and charts employ full color, which serves to both highlight key points and add to the aesthetic appeal of the text. Each model, graph, ad, and photo also has an accompanying caption that provides a simple description and explanation of how the exhibit relates to the topic it is designed to illustrate.

End of Chapter Summaries. The end of each chapter provides students with a simple and concise summary of topics. These summaries are a good review tool to use with the conceptual model to help students perceive the big picture.

End of Chapter Questions and Exercises. Each chapter includes a set of discussion and review questions and application exercises designed to involve students on a more experiential and interactive level. Exercises include experiential exercises (e.g., watching and analyzing consumers and ads), mini-research projects, or thought-provoking questions.

COMPLETE TEACHING PACKAGE

A variety of ancillary materials have been designed to help the instructor in the classroom. All of these supplements have been carefully coordinated to support the text and provide an integrated set of materials for the instructor.

Instructor's Resource Manual. The *Instructor's Resource Manual*, prepared by Professor John P. Eaton, has been completely revised and updated to provide a thorough review of material in the text, as well as supplementary materials that can be used to expand upon the text and enhance classroom presentations. An alternate table of contents and consumer behavior model for presenting the text in a "macro to micro" approach has been provided, as well as different sample syllabi. Included for each chapter are a chapter summary; learning objectives; a comprehensive chapter outline; a list of useful Web sites, with descriptions of how they might assist the instructor in preparing for or teaching a class session; and several suggested classroom activities. Classroom activities include questions for each chapter that stimulate group discussion, suggestions for bringing additional examples (videos, readings) into the classroom, and special experiential activities created by Professor Sheri Bridges, with detailed guidelines for facilitation.

Expanded Set of Color Transparencies. A set of 50 color transparencies includes illustrations not found in the text. The transparencies consist of print ads that may be used to illustrate various concepts discussed in the chapters. Teaching notes are provided to facilitate integrating the transparencies with lectures.

Test Bank/Computerized Test Bank. An extensive test bank prepared by Professor David Ackerman is available to assist the instructor in assessing student performance. The test bank contains approximately 2,100 questions, including a mix of both conceptual and applied questions for each chapter. All test bank questions note the page in the book from which the relevant item came. An electronic version of the printed test bank is available for Windows. This computerized test bank allows instructors to edit and easily generate multiple forms of tests.

PowerPoint Presentation Package. A package of professionally developed PowerPoint slides is available for use by adopters of this textbook. Slides include some text illustrations as well as additional presentations that highlight chapter concepts. Instructors who have access to PowerPoint can edit slides to customize them for their classrooms. A view is also provided for instructors who do not have the program. Slides can also be printed for lecture notes and class distribution.

Videos. A completely new video package has been provided to supplement and enliven class lectures and discussion. Videos include many real-world scenarios that illustrate certain concepts in a given chapter. The clips are intended to be interesting, ground the concepts in real life for students, and provide an impetus for stimulating student input and involvement.

STUDENT AND INSTRUCTOR WEB SITES

Specially designed Web pages enhance the book's content and provide additional information, guidance, and activities.

The **student site** includes chapter previews, chapter outlines, learning objectives, Internet exercises with hyperlinks, interactive quizzes that help students assess their progress, chapter links to key companies mentioned in the opening cases and chapter examples, a resource center providing links to consumer behavior research sites, and term paper help.

The **instructor site** provides lecture notes, PowerPoint slides, suggested answers to the Internet exercises, additional teaching tips, sample syllabi, and various classroom enhancement materials, such as additional experiential exercises and project ideas.

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Special recognition is extended to Marian Wood, whose assistance was instrumental to the completion of this project. Her tireless work on this project is greatly appreciated. We have also been extremely fortunate to work with a wonderful team of dedicated professionals from Houghton Mifflin. We are very grateful to Joanne Daukiewicz, Tracy Patruno, and Naomi Kornhauser, whose enormous energy and enthusiasm spurred our progress on this third edition. We also appreciate the efforts of Sheri Bridges at Wake Forest University for her work on the experiential exercises, John Eaton at the University of Arizona for his work on the *Instructor's Resource Manual*, and David Ackerman from Cal State Northridge for his work on the test bank.

The quality of this book and its ancillary package has been helped immensely by the insightful and rich comments of a set of researchers and instructors who served as reviewers. Their thoughtful and helpful comments had real impact in shaping the final product. In particular, we wish to thank:

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Philip Garton
Leicester Business School

Peter L. Gillett
University of Central Florida

Debbora Heflin
Cal Poly-Pomona

Elizabeth Hirschman
Rutgers University

Raj G. Javalgi
Cleveland State University

Harold Kassarian
U.C.L.A.

Patricia Kennedy
University of Nebraska-Lincoln

Robert E. Kleine
Arizona State University

Scott Koslow
University of Waikato

Phillip Lewis
Rowan College of New Jersey

Kenneth R. Lord
S.U.N.Y.-Buffalo

Bart Macchiette
Plymouth State College

Lawrence Marks
Kent State University

David Marshall
University of Edinburgh

Anil Mathur
Hofstra University

Martin Meyers
*University of Wisconsin-Stevens
Point*

Vince Mitchell
*University of Manchester Institute
of Science and Technology*

Lois Mohr
Georgia State University

James R. Ogden
Kutztown University

Thomas O'Guinn
University of Illinois

Marco Protano
New York University

Michael Reilly
Montana State University

Gregory M. Rose
The University of Mississippi

Mary Mercurio Scheip
Eckerd College

Marilyn Scrizzi
*New Hampshire Technical
College*

John Shaw
Providence College

C. David Shepherd
*University of Tennessee-
Chattanooga*

Robert E. Smith
Indiana University

Eric R. Spangenberg
Washington State University

Bruce Stern
Portland State University

Jane Boyd Thomas
Winthrop University

Phil Titus
Bowling Green State University

Stuart Van Auken
Cal State University-Chico

Janet Wagner
University of Maryland

Tommy E. Whittler
University of Kentucky

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Social Influences
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