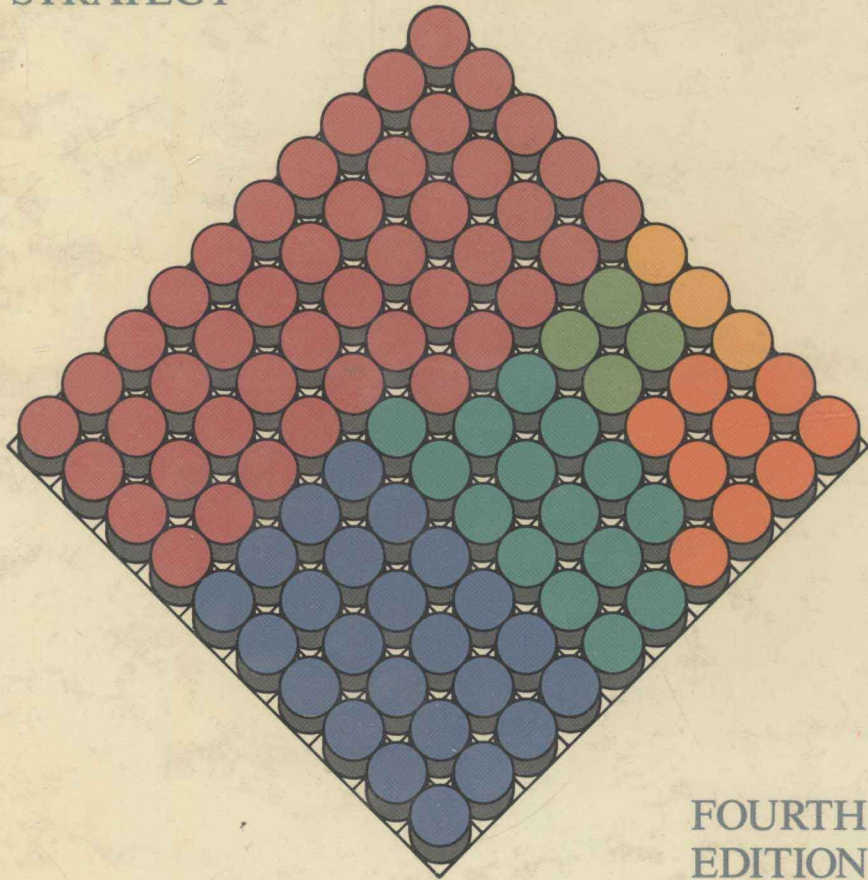


Consumer Behavior

IMPLICATIONS
FOR
MARKETING
STRATEGY



FOURTH
EDITION

HAWKINS ● BEST ● CONEY

Consumer Behavior

IMPLICATIONS FOR MARKETING STRATEGY

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Consumer Behavior

IMPLICATIONS
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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 produce 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 Fourth 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 remains intact. We hope you will take a few minutes to read that statement.

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: Professors Dolores A. Barsellotti, California State Polytechnic University, Pomona; Sharon E. Beatty, University of Alabama; Joseph J. Belonax, Jr., Western Michigan University; Gordon C. Bruner, Southern Illinois University; Louis M. Capella, Mississippi State University; Kenny Chan, California State University, Chico; Howard B. Cox, Indiana University of Pennsylvania; William B. Crawford, Slippery Rock University; Calvin P. Duncan, University of Colorado, Boulder; Jack Farley, Southwest Texas State University; Richard Feinberg, Purdue University; James D. Gill, Phoenix College; Joseph P. Grunenwald, Clarion University; Kenneth H. Heischmidt, Southeast Missouri State University; Firooz Hekmat, Southeast Missouri State University; Thomas J. Hickey, State University of New York, Oswego; James B. Hunt, Baylor University; Easwar S. Iyer, University of Massachusetts; Ram Kesavan, University of Detroit; Pamela Kiecker, College of St. Thomas; William R. Lowry, Central Connecticut State College; Gerry McCready, St. Lawrence College, Kingston, Ontario, Canada; Michael Mazis, American University; Banwari Mittal, Northern Kentucky University; George Prough, University of Akron; William C. Rodgers, St. Cloud State University; Larry W. Rottmeyer, Anderson College; W. Daniel Roundtree, Middle Tennessee State University; Claire Rowe, University of Northern Iowa; Kelly Shuptrine, University of South Carolina, Columbia; Ruth B. Smith, University of Maryland; Robert L. Thornton, Miami University.

Professor Russell Belk, University of Utah, went far beyond the call of duty in providing comments and suggestions. Likewise, our colleagues at Oregon—David Boush, Marian Friestad and Lynn Kahle—generously responded to our requests for assistance (and often when we didn't realize we needed assistance). All should be held blameless for our inability to fully incorporate their ideas.

The text would have had higher quality, been more fun to read, and much

more fun to write had Ken been able to write it with us. 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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