

CONSUMER BEHAVIOR



WILLIAM D. WELLS • DAVID PRENSKY

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WILLIAM D. WELLS
University of Minnesota

DAVID PRENSKY
Trenton State College



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ABOUT THE AUTHOR

After receiving an A.B. degree from Lafayette College, and MA and Ph.D. degrees from Stanford University, Bill Wells joined the faculty of the Psychology Department of Rutgers University in 1954. At Rutgers, he taught both graduate and undergraduate courses in psychology and psychological research and, with Professor George H. Smith, established one of the first master's degree programs in Consumer Psychology. While at Rutgers, Bill served as a consultant for the Benton & Bowles advertising agency and for the New Jersey Bell Telephone Company.

WILLIAM WELLS

In 1966, Bill joined the faculty of the Graduate School of Business of the University of Chicago as Professor of Psychology and Marketing. While on the Chicago faculty, he served as a consultant for the Leo Burnett Company, the American Dairy Association, Market Facts, Inc., Miles Laboratories, Sears Roebuck & Company, the law firm of Jenner and Block, and the Federal Trade Commission. In 1974, Bill joined the Needham, Harper and Steers advertising agency as Vice President and Director of Corporate Research. In 1991, he retired from DDB Needham Worldwide as Executive Vice President and Director of Marketing Services.

In 1992, Bill joined the faculty of the School of Journalism and Mass Communication of the University of Minnesota as the first Mithun Land Grant Professor of Advertising. There, he teaches a course in communication research and a course in persuasion and conducts basic and applied research on substantive and methodological topics related to advertising.

Bill is the co-author, editor, or co-editor of five books, including *Advertising: Principles and Practice* and *Planning for R.O.I.: Effective Advertising Strategy*, both published by Prentice Hall, and *Lifestyle and Psychographics*, published in 1972 by the American Marketing Association. He is also the author or co-author of more than 60 journal articles and numerous presentations at meetings to business and professional organizations.

Bill has served on the editorial review boards of the *Journal of Consumer Research*, the *Journal of Consumer Psychology*, the *Journal of Advertising Research*, the *Journal of Marketing*, the *Journal of Marketing Research*, *Psychology & Marketing*, *Marketing Research*, and *Current Issues and Research in Advertising*. He has been elected a Fellow of the Association for Consumer Research and a Fellow of the American Psychological Association and has served as President of the Association for Consumer Research, and President of the Consumer Psychology Division of the American Psychological Association. In recognition of his numerous achievements, he has received the Distinguished Professional Contribution Award from the Society for Consumer Psychology and the William F. O'Dell award and the Paul D. Converse award from the American Marketing Association.

David Prensky is a faculty member in the School of Business at Trenton State College, where he teaches courses in advertising, consumer behavior, and marketing management, principles, and research. He received his Ph.D. in Sociology from the University of Chicago, his M.A. from Indiana Univer-

DAVID PRENSKY

sity, and his B.A. from the University of Pennsylvania. While at Chicago, Dave concentrated in research methods and organizational behavior and completed a dissertation that identified the segments among organizations that were active in health policy debates. He held a National Science Foundation Graduate Fellowship and a National Institute of Mental Health Training Grant and was a Fellow of the Center for Social Organization Studies.

After receiving his Ph.D., Dave worked in advertising and marketing research. He began his career at Needham Harper Worldwide, where he had the pleasure of working with his co-author, Bill Wells. Dave worked in Needham's Marketing Decision Systems Group producing strategic marketing analyses for such agency clients as Anheuser-Busch, General Mills, Ramada, and Shasta. He then moved into the new product development and testing area, serving as a research manager for Yankelovich Clancy Shulman and as Associate Director in the Assessor Group at Information Resources (IRI). Before returning to academia, Dave wrapped up his full-time industry career as Marketing Planner for NW Ayer, where he produced strategic, marketing, and media allocation plans for such clients as General Motors, Gillette, and Sterling Drug.

Dave has published a number of articles and papers in a wide variety of professional and academic settings. His work has examined integrated marketing communications; media, consumer values and advertising; and the history and sociology of marketing research. Over the years, he has led numerous seminars and professional workshops on issues including multilevel analysis, network and structural analysis, and employment in business and government settings. His current research focuses on interactive marketing communications; organizational issues in marketing management; and media, consumer values, and advertising.



Bill Wells (left), Dave Prenskey (right).

PREFACE

When we sat down to begin writing this book, we reviewed the leading consumer behavior textbooks and realized that they contained very few vivid images of consumers—lots of ads, but few consumers. We felt it was like reading a book about fish that includes a lot on fishermen/women but very little about fish. The books focus on theories and research but rarely discuss how consumers actually behave. While theories are useful, they are insufficient by themselves. Students must marry knowledge to skills that will allow them to analyze and influence consumers' behavior in the real world. It is our contention that students cannot understand consumer behavior without comprehending the things that real consumers, marketers, and public policy actors do. Too often, consumer behavior texts leave students mystified about *why* consumers behave as they do and *how* marketers and public policy actors use their knowledge of consumer behavior in their work. Students must do more than just memorize theories and examples to spit back on exams. They must be able to integrate these theories and examples into the marketing activities they learn about in other courses in order to apply consumer behavior principles to marketing problems.

In this book, we focus on the skills students require in order to participate more effectively in marketing-related activities. We propose to teach students these skills by emphasizing how consumers actually behave and then showing how marketers, consumer activists, and public officials influence their behavior. Our approach emphasizes how marketers and others *apply* consumer behavior theories, as distinguished from an emphasis on the theories themselves. We use text, examples, and extensive video material to illustrate the behavior of real consumers and provide opportunities for students to develop their analytic knowledge through guided questions and activities.

▼ A CONSUMER BEHAVIOR TEXTBOOK WITH A DIFFERENCE

A textbook in consumer behavior should face outward toward the real world rather than inward toward academic research, researchers, research methods, and theories. Research, methods, and theories are unquestionably important, but they are

means, not ends—they are useful only insofar as they lead to genuine pragmatic understanding of how consumers actually behave.

A textbook in consumer behavior should include the full range of consumer decisions. It should focus on life-altering decisions, such as purchasing a home, planning a wedding, or deciding whether and when to have child. It should also address less momentous decisions, such as buying a soft drink, choosing a breakfast cereal, or going to a movie. These latter choices are equally important to a study of consumer behavior, for two reasons—consumers make them many times each day, and they are vital to the large industries that market products and services of this kind.

A textbook in consumer behavior should address both the pleasures and the dark side of consumption. Consumers derive many benefits from their purchase and use of products and services—music and movies provide entertainment; checking accounts afford a means of budgeting one's income. At the same time, consumer behavior has a dark side—alcohol and drug addiction, pollution of the environment, eating disorders, compulsive gambling, and overuse of credit are striking examples of consumer behavior gone awry. Such behavior damages its victims and is the focus of all those who try to help.

A textbook in consumer behavior should include the full range of consumers. Consumers are old and young, rich and poor, male and female, black and white. Some consumers work full-time; some are retired. Consumers live in Pennsylvania, Florida, and California; India and Peru. Some consumers are homemakers who acquire products for their families; others are students who buy for themselves.

A textbook in consumer behavior should include all the participants in the marketing process. Consumers, advertisers, marketers, and media executives represent a portion of the participants in the marketing process; they are joined by consumer advocates and local and national government officials, who influence these parties. Students who study consumer behavior may choose to enter careers in any one of these fields. A solid understanding of consumer behavior will enable them to work effectively in their chosen profession.

A textbook in consumer behavior should provide experience in doing rather than memorizing. Students must learn how to make rational personal consumption decisions, create convincing advertising, evaluate local and national marketing plans, develop and test new products, and prevent marketers from injuring consumers or damaging a fragile environment. While they cannot be expected to do any of these things as well as experienced professionals, they should be expected to make credible and interesting attempts. After all, learning without doing is the same as not learning.

▼ THE DEVELOPMENT PROCESS

In developing this project, we conducted some of our own market research to ensure that we could help you meet the objectives noted above in the most efficient way for the ultimate consumer—your students. Early on, we conducted focus groups of instructors of consumer behavior to discuss the use of media technology in the classroom. We found that existing video series are sorely lacking in quality. You told us that you want something more than strings of broadcast com-

mercials. You want to be able to show your students real-world applications of consumer behavior in action—the decisions ordinary consumers make every day. *We delivered.* You told us you preferred to stay away from corporate talking heads espousing the virtues of Fortune 500 companies. *We concurred.* Based on this feedback, we developed a prototype for the video series and conducted a second focus group at the Association for Consumer Research meeting a year later. You told us what you liked and what we could do better. You suggested ideal time frames, quantities, and concepts. *We responded.*

Having established criteria for the video component of the package, we set to work developing the manuscript. Once a first draft was complete, we bought together a group of professors at the Marketing Educator's Conference in San Francisco for a reviewer conference. Working with the authors and editors, the group poured over every page of the manuscript, praising its virtues and critiquing its weaknesses. For two days, we drank coffee, ate sandwiches, and debated, and at the end of the second day, we shook hands, compiled our notes, and went back to the drawing board and revised. We took your comments to heart, and we thank you for your candor and your guidance.

No market research is effective if it does not involve the ultimate consumer of the product. Through a series of focus groups on business disciplines, we turned to the ultimate user of our product—the student. We discussed pedagogy and design—what works and what doesn't, what draws attention and what is disregarded. We discovered some new ways of doing things—replacing the tired review questions at the end of each chapter with self-tests reminiscent of the type found on exams—and better ways of treating existing features—embedding boxed material more closely into the content of the text, adding definitions of key terms to the margin running glossary. Through these discussions, we feel that we have developed a pedagogically sound product that serves as both a source of information about consumer behavior and a teaching and learning tool for successfully completing a consumer behavior course.

▼ FEATURES OF THE INSTRUCTIONAL PACKAGE

Our package portrays consumers as individuals, as family members, as influential friends and neighbors; it depicts marketers, media executives, consumer activists, and government officials at work. It does so by extending the traditional focus on consumer behavior theories to integrate real consumers, marketers, and public policy actors into the discussion, in both the body of the text and the pedagogical elements described below.

Consumer Snapshot Each chapter opens with a photo of a real consumer the authors have interviewed. The photo is accompanied by a brief autobiographical caption of the consumer—his or her name, age, occupation, marital status, and place of residence. These consumers are also featured in the accompanying video series.

Eye on the Consumer Portions of the consumer interviews are recounted in chapter-opening vignettes. Eliot Spiegel describes the Harley subculture as a way

of life. Trupti Niak chronicles her decision to major in mechanical engineering at the University of Minnesota. Dorothy Sinclair recounts her experience with credit card debt. These are real people, from across the country. They represent different demographic groups. They live their own lifestyles. And they are all consumers.

Fact or Fiction The Consumer Snapshot is followed by a series of statements for the student to consider. The student must decide whether these statements are true or false—fact or fiction—based on his or her existing knowledge: Are David Letterman’s Top Ten Lists considered a part of American culture? Does home shopping eliminate most of the situational influences on purchasing? Throughout the chapter, as these concepts are addressed, the Fact or Fiction statements are revisited and answers are provided.

Chapter Objectives A numbered list of chapter objectives follows the Eye on the Consumer vignettes. These objectives identify the core concepts of the chapter, providing an overview of the key topics and preparing the student for the discussion.

Thematic Boxes Three core themes are highlighted in anecdotal boxes throughout the text—the pleasures of consumption, the dark side of consumption, and public policy issues. The Pleasures of Consumption boxes cover such topics as the growing popularity of Christian music and the pleasures of exercise. The Dark Side of Consumption boxes grapple with such controversial issues as the portrayal of negative role models in the media: Do television programs like *NYPD Blue* portray too much sex and violence? Do movies like *The Program* encourage teenagers to imitate dangerous behavior? Are models like Kate Moss responsible for anorexic behavior in adolescent girls attempting to emulate the “waif” look? The Public Policy boxes take these concerns one step further and examine the ethical and moral implications of such issues and the role of local, national, and federal law makers in legislating against them. For example, one Public Policy box discusses FCC legislation of 800 numbers that aren’t free of charge but imply that they are. Another questions the responsibility of marketers who distribute the popular children’s game Pogs—Are these marketers encouraging gambling behavior in children? Do they have a responsibility to restrict the images portrayed on pogs and refuse to sell those that carry pornographic or satanic figures? Every box throughout the text concludes with a series of thought-provoking questions for the student to consider.

Running Glossary Every boldfaced key term is called out and defined in the margin in a distinctive purple box, creating a running glossary throughout the text. These *key terms* are listed again at the end of the chapter, along with page references, so the student can find them easily in the body of the text when reviewing the material for exams.

Summary Each chapter concludes with a narrative summary, broken down into the numbered objectives posited at the beginning of the chapter. Each of

these chapter objectives is revisited and developed in the chapter summary, providing a detailed overview of the key points of the discussion.

Skill-Building Activities End-of-chapter skill-building activities ask students to apply the concepts discussed in the text by completing an assignment, conducting an investigation, or defending the role of a consumer, a marketer, or a public policy advocate in a specific situation. The student may be asked to take the role of a government official interested in discouraging teenagers from smoking and to incorporate various learning processes to do so. Or, the student may be asked to watch an hour of evening network television and count the number of violent acts that are shown and consider the effects this behavior has on consumers. Some of the activities can be conducted as in-class group projects, while others may be given as individual assignments.

Self-Tests End-of-chapter self-tests provide sample test questions for students to use to prepare for exams. The questions are organized into multiple-choice, true-false, short answer, and application exercises reminiscent of the type students may be given in class. Answers to all self-test questions are included in the back of the book.

▼ THE ILLUSTRATION PROGRAM

In keeping with the modern, cutting edge feel of the text, we selected an art studio to generate the dynamic three-dimensional illustrations featured throughout the pages of this book. Thunderbolt Graphics delivered an art program that is as bold and vibrant as the discipline of consumer behavior itself and the countless examples we encounter every day. Complementing these dynamic illustrations is a collection of striking print advertisements and storyboards. These ads have been selected to enhance the textual discussion by visually delineating the concepts introduced in the text; none are extraneous or incidental. Together with the editors, illustrators, and photo researchers, we have succeeded in developing an art program that uniquely complements this text and facilitates the education of today's visual learners.

▼ ORGANIZATION OF THE BOOK

The organization of this book is rather unique. We have organized the chapters into four parts—an Introduction, Background Characteristics, Behavioral Processes, and Consumer Behavior and Marketing. The *Introduction* presents the framework we have used to organize our discussion of consumer behavior. In the first chapter, we provide an overview of consumer behavior by discussing the roles played by consumers, marketers, and public policy actors. In the second chapter, we furnish a framework for the analysis of consumer behavior which emphasizes the *background characteristics* on which consumer markets are segmented and the *behavioral processes* consumers use to complete their purchase processes. In the third chapter, we focus on marketers. We review the basics of marketing strategy—segmentation, positioning, and marketing mix—and the vital role analysis of consumer behavior plays in formulating marketing strategies.

Part 2, *Background Processes*, introduces the most common background characteristics on which consumers may be segmented. This part includes chapters on culture and values; demographic subcultures; personality, lifestyle, and psychographics, and reference groups, communities, and families.

Part 3, *Behavioral Processes*, presents the behavioral tools consumers use to complete the purchases process—motivation, perception, learning, attitude formation, and decision making. We present background characteristics before behavioral processes because marketers and public policy actors segment markets on the basis of these characteristics and then examine the different ways consumers in distinct segments use the processes. Chrysler might distinguish between men and women because they have different attitudes towards minivans, for example, while the Federal Trade Commission monitors advertisements aimed at children more closely than those targeted at adults because children’s perceptual and learning skills are less developed.

Finally, in Part 4, *Consumer Behavior and Marketing*, we consider the application of consumer behavior insights to some key consumer and marketing activities. The chapters included in this section discuss purchase and usage behavior, on the part of the consumer; forms of marketing communication, including integrated marketing communications; the effects of interpersonal communication and opinion leadership on consumer behavior; and new product planning, on the part of the marketer.

▼ TEACHING AND LEARNING PACKAGE

Video Library This textbook comprises just one component of an entire package designed to enhance teaching and learning. The book itself is packed with relevant information, useful concepts, real-world case histories, and skill-building activities. Regardless of how eloquently we present written examples, however, visually observing activities can provide insights that can’t be captured in any other way. Accordingly, we have developed a video library consisting of over 50 video segments selected from more than 40 hours of interviews with real consumers. While students are, naturally, acquainted with their own behavior as consumers, they have little first-hand contact with consumers whose behavior is different from their own or with the marketing activities that produce advertising and retail sales efforts.

Our video segments are significantly different from the “talking heads” of television news commentators or the promotional films of national marketers. We have conducted the interviews and shot the video footage ourselves in six different geographic areas around the country. In doing so, we are able to bring you examples of consumers in their natural settings. We take you into their homes, their histories, their lifestyles. We show you why some consumers elect to join health clubs; how television advertising affects certain people and not others; why some people feel violence on television should be regulated by the government; how having children has changed the consumption habits of a young couple . . . the topics are endless. *This* is consumer behavior.

DDB Needham Lifestyle Survey An important component of consumer behavior is lifestyle analysis—How does a consumer’s lifestyle affect his or her con-

sumption patterns? Do people with similar lifestyles have similar consumption habits? DDB Needham Advertising is famous for its Lifestyle Survey, developed by former Director of Research and co-author of this text, William D. Wells. Portions of this survey are available on disk. Instructors can have their students complete the lifestyle survey and tally the results for their class using the software provided. These results can then be compared to the national average to assess the similarities and differences among the populations.

Additional Supplements This teaching and learning package includes a number of other important ancillaries. Each of these supplements is a vital component of a sound teaching and learning system that provides information and insight about real consumers, marketers, and outsiders.

Written by Larry Anderson, of Long Island University—Post, the *Instructor's Manual* includes sections on historical foundations of consumer behavior theories, additional references, and a description of the lifestyle survey and guidelines for implementing it in class. In addition, each text chapter is broken down into a chapter outline, a summary, tips for implementing the skill-building activities in class, and additional group activities.

A *Video Guide* is available, corresponding to the four hour-long tapes that make up the *Consumer Behavior* video series. Written by Lara Carls-Lissick, who videotaped the consumer interviews, the video guide contains written transcripts of all of the interviews contained in the text as well as previewing questions for classroom discussion; summaries of the consumer profiles, along with text page references; and suggestions for how to incorporate the videos in class.

Prepared by Dorothy Ranson of Wichita State University, who contributed the self-tests found at the end of each chapter, the *Test Bank* contains between 75 and 80 multiple choice, 20 true-false, 3 to 4 short answer, and one application question per chapter. The multiple-choice questions are identified as either factual or applied. Those questions identified by an asterisk are adapted from the self-tests found in the text; the remainder of the questions are brand new. The test bank is also available in a computerized version, MICROTTEST, for use on IBM compatible computers running on MS-DOS.

All of the full-color line drawings from the text are available as transparency acetates. Black-and-white *transparency masters* of the figures are also included in the back of the instructor's manual. For your reference, Wiley also has a Web site (www.wiley.com). We invite you to visit our site and watch for additional information and announcements.

▼ TO THE STUDENT

Consumer behavior texts cover a wide range of approaches and expository styles. Some attempt to provide an exhaustive reference to all the theories academic consumer researchers use in their work. Others provide an abridged reference to the key theories and adopt a more approachable style. Whether the treatment of theory is exhaustive or abridged, the focus tends to be more on the theory than on the behavior of actual consumers.

This book is our attempt to provide you with another alternative. Instead of offering a condensed version of the exhaustive reference works, we have at-

tempted to provide you with a user's guide to consumer behavior and analysis. Our goal is to foster in you a set of skills and insights you will be able to apply to your own experiences as consumers, to other courses, and to your future careers, whether they be in marketing, other business areas, consumer advocacy, or government. It is our hope that you will not sell this book the day after your final exam but will keep it as an interesting and useful reference. More importantly, however, we hope that you will also retain the skills that will serve you well for many years.

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This book is the result of a complex process that involved significant contributions by many people. First, we are grateful for the encouragement, advice, and support of many at John Wiley & Sons. Rachel Nelson, our Developmental Editor, shaped this book in many ways, both large and small. She provided invaluable assistance in planning, writing, and editing the book, and it owes much of its quality to her efforts. The editorial staff included Whitney Blake (Executive Editor), Tim Kent and Petra Sellers (Acquisitions Editors), Joe Heider (Publisher), Kiersta Fricker (Media Editor), Ellen Ford (Assistant Editor), and Pui Szeto (Program Assistant). Instrumental in shepherding the book and its supplements through production were Andrea Bryant (Supplements Editor), Charlotte Hyland (Production Manager), Ingra Associates (outside Production Management), Anna Melhorn (Illustration Coordinator), Hilary Newman (Photo Editor), and Dawn Stanley (Designer). Finally, we owe much of the promotion of this book to Karen Allman (Senior Marketing Manager) and Leslie Hines (Associate Marketing Manager).

Several people have made special contributions to the book, the video package, and other supplements. Lara Carls-Lissick was indispensable in producing the video interviews. She arranged the logistical details, filmed the interviews, and had significant input into selecting the video segments that appear in the video library. She also wrote the accompanying Video Guide. Ellie Fogarty provided vital assistance in gathering the information for the thematic boxes and other text material. Charles Hamilton edited the video library into a suitable and engaging format. Nora Ganim Barnes provided editorial input into several of the first-draft chapters. Marianne Stepanian researched many of the advertisements that appear in the text. Dorothy Ranson wrote the chapter-ending self-tests as well as the Test Bank.

As we noted in our discussion of the book's development process, we have benefited greatly from the comments of many dedicated reviewers who have offered valuable suggestions for necessary improvements. Many of the best parts of the book resulted from their comments. In particular, we would like to give special thanks to Mary La Forge, James Ward, Pradeep Gopalakrishna, and Victoria Seitz for bravely reading every word of the first draft and providing an exhaustive page-by-page critique of the manuscript during a two-day reviewer conference. We would also like to thank those who participated in a focus group to preview the initial template for the video series and provided valuable suggestions for improvement: Chris Janiszowski, David Mick, Sue O'Curry, Pratibha Dabholkar,

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Laurence Colfer
Drexel University

Carol Felker Kaufman
Rutgers University—Camden

Annette Forti
State University of New York—Old West-
bury

S.J. Garner
Kentucky University

Elaine Harris
Tulsa Junior College

Easwar Iyer
University of Massachussets—Amherst

Russell Laczniack
Iowa State University

Mary La Forge
Clemson University

Michael Lynn
Cornell University

Lawrence Marks
Kent State University

Patrick McCaskey
Millersville University

H. Lee Meadow
Northern Illinois University

Alan Miller
Tennessee State University

Elaine Notarantonio
Bryant College

Michael Peters
Boston College

Carolyn Predmore
Manhattan College

Dorothy Ranson
Wichita State University

Kathy Rassuli
Indiana University—Purdue University

Victoria Seitz
California State University—San Bernadino

Robert Smith
Oklahoma Christian University

Tanuja Srivastava
Florida Institute of Technology

Leslie Staggers
Frostburg State University

Bruce Stern
Portland State University

Elise Truly Sautter
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