



MAR4503: Buyer Behavior
CRN: 96613
Section: 602
Credit Hours: 3
Muma College of Business
School of Marketing and Innovation

Discussion Assignment 2

Students are to complete this assignment individually and submit their answers through Canvas by the due date.

The purpose of the discussion assignment is to assess student understanding of course concepts and ideas. You will be asked to apply concepts and ideas to analyze real-world situations. This assignment combines aspects of both forms of conventional assessments.

Due Date: Wednesday October 13 (before class)

Points: 20 pts

Instructions:

- Review the article and video included in this assignment on your own. Make connections between the content and ideas from the textbook and our class discussions.
- Every student should write answers to the following questions and submit them back through Canvas.
- Each question is worth 5 points.
- Where possible, include examples in your answers to further help make your arguments.
- Include a title page that clearly provides your name and student number with your submission.
- If you make any assumptions in order to answer a question, please include a written explanation of the assumption(s) being made to start your answer.
- In-class, you will discuss the questions in small and large group formats to foster different ways of thinking about the questions.

Questions

This question set requires you to read an article and then answer two questions. Then, watch the short video and answer two more questions.

Begin by reading the following article:

- <https://www.fastcompany.com/90310006/we-need-to-debunk-some-big-myths-about-conscious-consumers>

1. In his article on conscious consumers, Heath Shackleford reports that record low numbers of consumers are consuming socially responsible products and services. To account for this, Shackleford asserts that: “I used to assume people just didn’t know about socially responsible companies. They needed education. But what they lack isn’t education. It’s motivation. We must do a better job showing consumers how small, daily actions can lead to seismic, positive change.”

Using our discussions of individual personality traits (i.e. not brand personality), the role of situational factors, and self-esteem, provide an alternative explanation for why consumers might not be consuming socially responsible products and services. (5 points)

2. In trying to encourage more conscious consumerism, Shackleford is also surprised that word-of-mouth and the use of social media influencers doesn’t seem to be that effective. How might we encourage conscious consumerism by leveraging insights into changes in modern gender roles and consumption to alleviate identity burdens? (5 points)

To continue, watch the following YouTube video on the history of the Nike Cortez:

- <https://www.youtube.com/watch?v=-xIXKmTL9Ug>

3. The Nike Cortez is an example of a product whose evolving story (narrative) is complex and multifaceted. Started as a mainstream jogging shoe, the Nike Cortez story includes adoption by west coast gangs like MS-13, as well as artists and hip-hop artists more recently. Using our discussions of a brand community, explain how the Nike Cortez could become the focal point for such diverse groups of consumers. (5 points)
4. Use symbolic self-completion theory to provide an explanation for how adopting the Nike Cortez might help members of a community or group (like MS 13) bridge self-discrepancies, such as liberatory vs. burdensome roles. (5 points)

Grading Rubric

This is the general rubric I use to evaluate student answers. The letter grades listed in the table are to provide a guide as to the expectations associated with each quality level of the answer.

Learning Objective	Does Not Meet Standards (D+ or less)	Meets Standards (C-,C, C+,B-,B,B+)	Exceeds Standards (A-, A)	Points
Clear articulation of course/reading concepts used in the question.	Course concepts are not well articulated or explained; ideas are either not used at all or are used in ways that are insufficient.	Course concepts are explained to a relevant level of detail and depth in the student's language (i.e. not copied and pasted); concepts are explained before application.	Course concepts are explained in a way that mastery of the concepts is clear; concepts explained early and applied in the answer to devastating effect.	2 (5-point question)
Clearly answers the questions and yields insights through the answers.	Fails to answer the questions or does so vaguely and without clarity; no new connections developed.	Questions are answered to a sufficient depth; insights are adequate; little connection to other concepts.	Answers are deep in terms of insight (not length); sparks new thinking; makes connections to other concepts or contexts.	1 (5-point question)
Use of examples in the answer.	No examples included.	Relevant examples provided and explained.	Rich and relevant examples provided and discussed; counter examples offered where appropriate.	1 (5-point question)
Coherence, Style and Organization	Writing quality (coherence and style) is poor; organization is weak (e.g., no headings/subheadings).	Writing quality (coherence and style) is adequate; organization is adequate and consistently applied throughout document.	Writing quality (coherence and style) is strong; organization is strong and adds value to the document.	1 (5-point question)