

**UNIVERSITY OF HOUSTON – CLEAR LAKE
SCHOOL OF BUSINESS**

COURSE: Consumer Behavior (MKTG 3343, section 001, Fall 2016), Thursday 4:00pm – 6:50pm. Course begins August 25th and concludes December 8th in Bayou Building room 2311. Exam 3 takes place during the scheduled final exam session (normal class time and day, during the final exam week). **Prerequisite: MKTG 3301 or equivalent.** Course format: F2F with web supplement. Final drop/withdraw date: 11/07/16.

TEXT: Consumer Behavior by Frank Kardes, Maria Cronley and Thomas Cline (2nd Edition – 2014, available in the university bookstore).

READINGS: Additional readings may be required. Additional readings will be provided.

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OFFICE HOURS: 1:00-2:20pm on Tuesday and Thursday, or by appointment. Please email or speak with me to set up a meeting.

WEBSITE: Blackboard - <https://blackboard.uhcl.edu/>

APPLIED CRITICAL THINKING STATEMENT

This course has been endorsed by UHCL as an Applied Critical Thinking (ACT) Course which means that in addition to learning about the specified course content, students will be engaged with some or all of the Elements of Thought and Universal Intellectual Standards of critical thinking. The objective of an ACT course is to develop the student's ability to become skilled at analysis and evaluation by applying a set of intellectual tools that may be effectively used across all disciplines (as well as to the student's personal life). Based on the Foundation for Critical Thinking (<http://www.criticalthinking.org/>), critical thinking involves thinking for a *purpose*, *asking questions*, *using information*, *applying concepts*, *drawing inferences and conclusions*, *identifying assumptions*, *anticipating implications and consequences*, and *recognizing points of view*. The Universal Intellectual Standards that are applied to these Elements of Thought of critical thinking in order to develop Intellectual Traits include *clarity*, *accuracy*, *precision*, *relevance*, *depth*, *breadth*, *logic*, *significance*, and *fairness*.



Communication

Critical thinking is a crucial skill for marketing professionals. People are complicated. The world marketplace is complex. To understand and predict consumer behavior, marketing professionals must possess a wide range of critical thinking skills to communicate and deliver superior values to consumers in a competitive and dynamic environment.

COURSE DESCRIPTION

The course introduces students to consumer behavior in a marketing context. Theories from consumer research, psychology, economics, and other social sciences will be covered to provide the necessary background address the *central questions of the course: How and why do consumers engage in marketing exchanges?* To answer this central question, this course will explore how the fundamental concepts of affective, cognitive, and behavioral responses influences consumers' decision making processes.

- *Affective responses – moods, feelings, and emotions*
- *Cognitive responses – thoughts and analytical processes*
- *Behavioral responses – actions, such as trying, buying, and communicating*

The format of class will include both lecture and in-class activities. Class requirements include reading assigned chapters before coming to class and participation in both lecture and in-class activities.

COURSE GOALS AND STUDENT LEARNING OBJECTIVES

Upon completion of this course, students will be able:

1. To identify the major *concepts* to logically analyze consumer behavior in a marketing planning context.
2. Develop an understanding of various marketing segments' *points of view* to create a marketing mix to *communicate* value to consumers using factors that affect consumer decisions.
3. To develop an accurate understanding of consumer decision making processes related to marketing management and public policy to solve marketing problems related to consumer behavior,
4. To provide useful techniques and tools (survey software and statistical programs) for analyzing relevant consumer behavior *information*.
5. Clearly *communicate* your analysis of marketing *information* to generate *conclusions* and update or create a marketing mix.

ATTENDANCE

You are highly encouraged to attend class. You cannot make-up any in-class activities, including exams, quizzes, or projects, unless your absence is excused as per university policy. Students who regularly attend class consistently outperform those who do not. If you miss a class, please contact your teammates or instructor for an overview of covered content.

ACADEMIC HONESTY

“I will be honest in all my academic activities and will not tolerate dishonesty.”

Submission of this exam/assignment certifies my compliance with the UHCL Honesty Code that I signed at the start of the semester. I pledge on my honor that I have complied with this policy, inclusive of not acquiring unauthorized information or assistance, not providing others with unauthorized information or assistance, avoiding plagiarism, avoiding conspiracy, avoiding fabrication/falsification, avoiding abuse of resources and materials, and reporting the academic dishonesty of others. University policies regarding cheating and plagiarism will be enforced. Any student found guilty of cheating or plagiarism on any class assignment or exam will receive zero points on said assignment, quiz or exam. See this [Link to More Detail](#) for more information.

STUDENTS WITH DISABILITIES

If you believe you have a disability requiring an accommodation, contact [Disability Services](#) at [281-283-2648](tel:281-283-2648) or disability@uhcl.edu as soon as possible and complete their registration process. The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

EDUCATIONAL ASSESSMENT

The School of Business may use assessment tools in this course and other courses for curriculum evaluation. Educational Assessment is defined as the systematic collection, interpretation, and use of information about student characteristics, educational environments, learning outcomes and client satisfaction to improve program effectiveness, student performance and professional success. These assessment tools will not impact student grades, but will provide faculty with detailed information that will be used to improve courses, curriculum, and students' performance.

DROP RULE

6 Drop Rule Limitation - Students who entered college for the first time in Fall 2007 or later should be aware of the course drop limitation imposed by the Texas Legislature. Dropping this or any other course between the first day of class and the census date for the semester/session does not affect your 6 drop rule count. Dropping a course between the census date and the last day to drop a class for the semester/session will count as one of your 6 permitted drops. You should take this into consideration before dropping this or any other course. Visit www.uhcl.edu/records for more information on the 6 drop rule and the census date information for the semester/session.

SONA DESIGNATED COURSE

This course is a SONA designated course. The School of Business requires that all students in SONA designated courses earn two research credits through participation in the BUS Research Participation System. Additional classes may require participation or allow participation for extra

credit, depending on the instructor. This program is designed to enhance students' understanding of and appreciation for the nature and methods of empirical research as conducted within the business disciplines.

Shortly after the beginning of the semester, your SONA user ID and initial password will be emailed to you using your UHCL email address. You will then log on to <https://UHCL-BUS.Sona-Systems.com>, enter your information and click the log-in button. You will then be logged in to the BUS Research Participation Systems web site!

For more complete details and support materials regarding the BUS Research Participation System, visit <http://www.uhcl.edu/BUSResearchPool>

What does “participation” entail?

Students in SONA designated courses are required to complete 2 credits of research participant studies.

How do I participate in research studies?

Students should go to <https://UHCL-BUS.sona-systems.com> and log into the system. Students logging in for the first time should log in using the User ID and password that is emailed to their UHCL email account. Once logged into the system, the student can edit a range of personal settings (password, email, etc.) by clicking on the *My Profile* icon. To view available studies, click on the *Study Sign-Up* icon. A list of studies for each day will appear. Online studies will provide a link to the study. (For more details regarding participation, see the Required Participation or Extra Credit Participation links on the left menu bar.)

What if I don't want to do the research?

If you, for ethical or personal reasons, decide to not participate in the data collection process, you can instead read empirical research business articles on a topic determined and/or approved by your instructor. You will be asked to write and submit a brief (about 2 pages, excluding references) report based on what you have read. Unless otherwise instructed by the professor, your two-page paper should (1) include the objectives, methodology, summary of research results, and managerial implications of the research and (2) relate the research results/implications to the student's own life or to a company not discussed in the article.

For each two-page research paper that you write, you will receive 1 credit. For example, if you are required to complete 2 credits and have completed one credit of research studies but cannot participate in any further research, you would need to read and write one two-page report to fulfill your 2 credits of research requirements. If you opt to not do any of the research studies, you must write two 2-page reports. You should expect to spend at least one hour reading and writing your report, but in many cases and depending on the student it may take longer. The last day to submit a reading assignment will be the last day of classes. After submitting your report to your professor, he/she will record your credit earned; however, if you would like the credit to be posted to your SONA-system account, please have your professor send a brief confirmation that the alternative assignment has been met via email to the SONA Administrator at BUSResearchPool@uhcl.edu.

What happens if I don't do the research or the paper requirements?

Students who do not complete the research requirements (or the alternative options) will be penalized. **A typical penalty is one-third of a letter grade for each credit they did not**

complete after final grades have been calculated. For example if a person only participated in 1 hour, they will be dropped one-third of a grade (e.g., A- to B+). If a person is missing both hours, the person will be dropped two-thirds of a letter grade (e.g., A- to B).

Is it a problem if I talk to other students about the research studies I participated in?

As you will learn in your methods and research classes, if someone has prior knowledge of the study, this will likely change the way that participant responds. Thus, it is VERY important that you NOT DISCUSS studies you have participated in with other students.

The first time a student is discovered actively sharing information about studies he or she has participated in, that student will receive a warning. The second time this occurs, the student will lose the privilege of participating in the participant pool and will need to earn his or her credits through alternative methods.

CELLPHONE USE POLICY

Cell phones should never be heard in the classroom. Out of respect for your fellow students and for the instructor, silence them before coming to class.

Do not send or read messages during class.

If you are expecting a truly important call during class, inform the instructor in advance, set the cell phone to the vibrate mode, and then sit in the back of the room. If a call does come in, excuse yourself as unobtrusively as possible to take the call. Bear in mind that taking calls during class must not become routine; it is acceptable only during legitimate emergencies.

GRADING

Task	Possible Points
Exam 1	100
Exam 2	100
Exam 3	100
Project - Part 1	115
Project - Part 2	115
3 Exam Review Assignments @ 15 Points Each	45
TOTAL	575*

Final grades are calculated out of 575 possible points ((total points earned)/575), with final grades earned as follows:

A	100-93.00	B+	89.99-87.00	C+	79.99-77.00	D+	69.99-67.00	F	<60
A-	92.99-90.00	B	86.99-83.00	C	76.99-73.00	D	66.99-63.00		
		B-	82.99-80.00	C-	72.99-70.00	D-	62.99-60.00		

*Students may earn an additional “performance bonus points & extra credit” for outstanding contributions to class discussions and optional assignments as outlined on the following page. **Given the availability of performance bonus points & extra credit, final course grades will not be “rounded” under any circumstance.**

EXAMS

Student Learning Outcomes: SLO1 and SLO3

Regular exams are in-class and non-cumulative. Questions may be multiple choice, short answer (about a paragraph), or long answer (about a page). Exam questions may cover material from the book, PowerPoint slides, class discussion, or other assigned material. **Students may bring ONE “3 by 5” index card with hand written notes (front and back is fine) for reference during the exam.** Any other source of outside information or the use of more than one “3 by 5” index card is prohibited and constitutes academic dishonesty. All exams are 50 minutes in length. Students who arrive late to an exam will be allowed to (attempt to) complete the exam during the remaining scheduled time.

Evaluation Criteria:

- Unacceptable (3 Exam Average of less than 60%)
 - Unable to adequately recall, recognize, and/or use concepts from class to solve consumer behavior problems.
- Acceptable (3 exam average between 60% to 85%)
 - Able to adequately recall, recognize, and/or use concepts from class to solve a strong majority of consumer behavior problems.
- Excellent (3 exam average greater than 85%)
 - Able to skillfully recall, recognize, and/or use concepts from class to solve a great majority of consumer behavior problems, including extremely challenging content.

MAKE-UP EXAMS

In the event of a documented excused absence, as governed by university policy, you may complete a scheduled course exam up to one week before or after the exam date. It is your responsibility to provide the necessary documentation and to schedule the exam with your instructor within the +/- one-week timeframe. Otherwise, all make-up exams will come in the form of 2-4 essay questions, and will be given during the final exam period for the course (as an additional component to Exam 3 on the day of the final exam). Your grade on the make-up exam will act as your grade for all missed exams. The make-up exam is cumulative.

EXAM REVIEW ASSIGNMENTS

Exam review assignments are taken online via the online Blackboard system and are non-cumulative. Each assignment will consist of 15 multiple choice questions, worth one point each. 3 exam review assignments will be given throughout the semester. Please see the course schedule for a list of topics. Exam review assignments are “open notes” but they must be taken completely independently. “Group work” on exam review assignments is prohibited and constitutes academic dishonesty. Each exam review assignment is due at 11:59pm the day before its given exam.

PERFORMANCE BONUS & EXTRA CREDIT

Going above and beyond is rewarded. Students may earn performance bonus points by demonstrating exemplary content mastery and effort through class activities, discussion, and optional assignments. Performance bonus points are awarded at the sole discretion of the

instructor. Performance bonus points are earned through outstanding contributions, above and beyond standard class participation. Extra credit opportunities, if any, will be offered to the entire class. Students must be present when the extra credit is issued to be eligible to participate. Extra credit opportunities cannot be made-up.

GENERAL CLASS POLICIES

- Read material to be covered before class so discussion will be meaningful and lectures will be more interactive.
- Attend class. Arrive on time. Take notes. Review class material. Participate in class discussions and activities. Ask questions. Questions will improve the quality of lecture and facilitate discussion. You may also ask questions after class or set up an office appointment.
- Visit the class website to access course material (PowerPoint decks) and updates regarding the class schedule.
- Practice classroom behavior that does not interfere with the learning of others.
- Back up your work. Computer problems are not valid reasons for late work. I highly encourage you to invest in the protection offered by an automatic online back-up service.

TENTATIVE COURSE SCHEDULE**

Date	Book Chapter	Topic
8/25/2016	Chapter 1, 2, & 15	Intro, Segmentation, and Positioning
9/1/2016	Chapter 3	Branding Strategy
9/8/2016	Chapter 4	Perception
9/15/2016	Chapter 5	Learning and Memory & Exam Review
9/22/2016	EXAM 1	
9/29/2016	Chapter 6	Information Processing & Project Part 1 Due
10/6/2016	Chapter 7	Motivation and Emotion & Class Survey Creation
10/13/2016	Chapter 8 & 9	Attitudes and Judgment & Decision Making Process
10/20/2016	Chapter 10	Consideration, Evaluation, Choice and Exam Review
10/27/2016	EXAM 2	
11/3/2016	Chapter 11	Behavioral Decision Theory
11/10/2016	Chapter 13	Social Influence
11/17/2016	Chapter 12 & 14	Self-concept and Personality & Culture and Values
11/24/2016	Thanksgiving (NO CLASS)	
12/1/2016	Chapter 16 & 17	Reaching Consumers and Exam Review
12/8/2016	Project Part 2 Due & EXAM 3	

**Subject to change as announced in class or on the class website. Additional readings may be required.

PROJECT

Each team will with create one (fictional) new product or service. Further, you are to use your knowledge of consumer behavior to create a compelling advertisement for your new product or service. **The instructor must approve your team's brand/organization/industry/product. Due to sample considerations for the class research project, your product/service must target consumers with demographic characteristic similar to the class demographic profile.**

Team Member Evaluations:

For each project "part," students are required to submit an evaluation for each team member, scored from 0-100%. Students will also submit a self-evaluation scored from 0-100%. Evaluations of a 79% or less must include comments justifying the score. Individual student team grades will be adjusted, at the instructor's discretion, based on the following formula:

Individual Student Team Grade = (Sum of team and self-evaluations – the lowest evaluation) / (the number of team members -1) * team project grade. All team evaluations not submitted by the class period after the due date of the project are automatically valued at 99%.

Evaluations will remain anonymous to your teammates. **At any given evaluation point, if a majority of team members submit an evaluation of a 69% or less for a given teammate, said teammate will be "fired" from the team (at the discretion of the instructor), and will be individually responsible for all future team project deliverables** (form within syllabus).

PART 1: Product and Advertisement Presentation

Student Learning Outcomes: SLO2, SLO3, and SLO5

TEAM WORK:

1. As a team, create an advertisement for your new product idea (**25 points**).
 - a. Use at least two relevant class theories to inform the creation of your advertisement.
 - b. *Clearly communicate* why you your selected these class theories to build your advertisement, as well as why you feel they are appropriate to you target market.
2. Present your new product and advertisement to the class (7-10 minutes) via PowerPoint (**25 points**).
 - a. As a team, distill each team members' assessment (from your individual work) of the how your product design, price, promotion, and distribution strategy creates value for your target market(s) into a unified strategy to serve one or more target market.
 - b. Your unified/team strategy, at a minimum, must address how product design, planned market segmentation, product positioning, and advertising strategy (how the advertisement is meant to "work," and your media of choice). Additionally, highlight at least one relevant class theory to justify the various features of your product (this should be related to providing value to your target market).
3. Provide an executive summary to accompany your presentation, no more than two single spaced typed pages, including a product description. This summary should be based on your team's unified strategy (**50 points**).
 - a. Like in your PowerPoint, highlight your product design, planned market segmentation, product positioning, and advertising strategy (how the advertisement is meant to

- “work,” and your media of choice). Additionally, highlight at least one relevant class theory to justify the various features of your product (this should be related to providing value to your target market).
4. Five points will be deducted from your team grade if you fail to list each team members’ name on the PowerPoint or executive summary.

INDIVIDUAL WORK:

5. In the appendix to your team PowerPoint presentation, clearly communicate *your ideas* as to how your team’s product design, price, promotion, and distribution strategy creates value for your target market(s) **(15 points – Each student must complete this work independently, please include your name on your individual appendix slides)**.
- a. Highlight your product design, planned market segmentation, product positioning, and advertising strategy (how the advertisement is meant to “work,” and your media of choice). Additionally, highlight at least one relevant class theory to justify the various features of your product (this should be related to providing value to your target market).
- i. Why did you select this particular advertising strategy? Highlight the principles of consumer behavior you are utilizing in your advertisement. Why are they appropriate for your target market and product?
 - ii. How does your advertisement communicate value to your target market(s)?
 - iii. How do your recommendations “fit” with what is currently happening in the industry? What need/opportunity are you trying to satisfy? Be sure to consider likely competitor and substitute products in your response. Further, consider how you can differentiate your product based on your advertising strategy.

Evaluation Criteria:

	Unacceptable (F or D)	Acceptable (C or B)	Excellent (B+ or A)
SLO2 (Points of View)	Did not clearly link the design elements of your product and advertisement to your target market (it was not relevant to the group you are trying to communicate value).	Only partially linked (did not communicate clearly or not all elements were relevant) the design elements of your product and advertisement to your target market.	Clearly link the design elements of your product and advertisement to your target market.
SLO3 (Concepts)	Did not use relevant class theories to inform the creation or design of the product or advertisement.	Used relevant class theories to inform the creation or design of the product or advertisement, but were unable to clearly communicate WHY you created your product or advertisement in the manner that you did.	Used relevant class theories to inform the creation or design of the product or advertisement, AND were able to clearly communicate WHY you created your product or advertisement in the manner that you did.
SLO5 (Clear Conclusions)	Communicated your points/conclusions with no or little clarity and used many redundant statements.	Communicated your points/conclusions with moderate clarity and/or used some redundant statements.	Communicated your points/conclusions clearly and succinctly.

PART 2: After Action Summary, Advertisement Update, and Presentation

Student Learning Outcomes: SLO3, SLO4, and SLO5

1. Create a **NEW** executive summary, no more than two single spaced typed pages addressing the topics below – **50 points**.
 - a. **Based on the results of the class survey**, discuss the strengths and weaknesses of your project part 1 product design, planned market segmentation, product positioning, and advertisement. Justify your responses using data from the class survey.
 - b. Suggest and discuss changes to your project part 1 product design, planned market segmentation, product positioning, and advertisement to enhance the consumer response to your product. Justify these changes (or lack thereof if your first product idea/ad was on target) with data from the class survey.
2. Create a **NEW** advertisement to reflect the results/feedback from the class research study. Incorporate the changes you proposed in your executive summary in the design of your advertisement – **25 points**.
3. Present your responses to the class via PowerPoint (5-7 minutes) – **25 points**.
4. Five points will be deducted from your team grade if you fail to list each team members' name on the PowerPoint or executive summary.

INDIVIDUAL WORK:

5. In the appendix to your team PowerPoint presentation, clearly communicate *your ideas* as to how your team's ***modified*** product design, price, promotion, or distribution strategy improves the value proposition for your target market(s) (**15 points – Each student must complete this work independently, please include your name on your individual appendix slides**).
 - i. How does your modified marketing mix enhance the value proposition for your target market(s)?
 - ii. What data led to make these changes?
 1. Specifically link data points from the class survey to changes in your marketing mix. That is, how and why did you make changes to your marketing mix (the conclusions you derived from the data)?
 2. Why are these changes appropriate for your target market(s)?
 - a. Support your claims with class theories.

Evaluation Criteria:

	Unacceptable (F or D)	Acceptable (C or B)	Excellent (B+ or A)
SLO2 (Points of View)	Did not use information from the class survey to inform updates to the design of the product or advertisement. Did not clearly link the NEW design elements of your product or advertisement to your target market	Only partially linked (did not communicate clearly or not all elements were relevant) information from the class survey to inform updates to the design of the product or advertisement to appeal to your target market.	Fully linked information from the class survey to inform updates to the design of the product or advertisement to appeal to your target market.

SLO3 (Concepts)	Did not use relevant class theories to inform the update to you product or/and advertisement.	Used relevant class theories to inform the update to you product or/and advertisement, but were unable to clearly communicate WHY you updated your product or advertisement in the manner that you did.	Used relevant class theories to inform the update to you product or/and advertisement, AND were able to clearly communicate WHY you updated your product or advertisement in the manner that you did.
SLO5 (Clear Conclusions)	Communicated your points/conclusions with no or little clarity and used many redundant statements.	Communicated your points/conclusions with moderate clarity and/or used some redundant statements.	Communicated your points/conclusions clearly and succinctly.

EXTRA CREDIT ASSIGNMENT

1. Design and create an advertisement (online, billboard, TV, radio, newspaper, magazine, in-store display, email, flyer, poster, door-hanger, or other type of ad with instructor approval) for one of the companies/brands/products/services listed below. Other companies/brands/products/services can be requested, but must be approved by the instructor beforehand (**6 points**).
 - a. **Pre-approved brands:** BlackBerry/RIM, Linux, Yahoo, Olympus Cameras, JPMorgan Chase, Sprint, Progressive Insurance, GAP, BP, Nokia, Comcast, Sears, Kodak, Radio shack, any “underdog” professional sports team, Google, Apple, Coke, Levi, Budweiser, Disney, Amazon, McDonald’s, Wal-Mart, Lowes, General Electric, Microsoft, Netflix, Samsung, Firefox, Intel, BMW or any professional sports team.
2. Develop a one page executive summary with the following elements (**6 points**):
 - a. **Short** description of the current state of the company/brand/product/service
 - i. What is going well and what needs to change
 - b. Description of the goal of the advertisement
 - i. How does the ad achieve its goal, support with theories/class content (use at least two topics/theories in your ad design, such as emotion or attitudes)
 - c. Target market(s)
 - i. Justify the significance of your selected target market(s), why would they find the ad appealing
3. **Students may volunteer to present their ad to the class.** Students who volunteer to present their work will receive an additional point added to their grade. Presentation time will awarded on a first come first serve basis. **Presenting your work will in no way hurt your grade, it is simply meant to facilitate class involvement.** Signup times to present your work will be discussed in class.

DUE DATES & LATE OR INCOMPLETE WORK

Late work will not be accepted; resulting in zero points for ALL involved students (this includes team projects). **All deliverables are due to the instructor, in digital (emailed to me) and physical form, at the start of class on the indicated date unless otherwise indicated. Further, incomplete work will not be accepted.**

GUIDELINES/ADVICE FOR PRESENTATIONS

1. Slide content
 - a. Information is clearly presented
 - b. Appropriate use of charts, graphs, of other visual aids
 - c. Information is accurate and complete
2. Presentation proficiency
 - a. Tells a good story
 - b. Captures the attention of the audience
 - c. Stays in pace for team presentation time
 - d. Able to answer reasonable questions
 - e. **Appears well rehearsed**
3. Presentation style
 - a. Makes eye contact with the audience
 - b. Infrequent use of “filler words,” such as “umm” and “ahh.”
 - c. Speaks confidently

Name:
Self-Evaluation (0-100%):

TEAM MEMBER EVALUATION FORM

Team Member:

Grade (0-100%):

Comments:

INFORMATION SHEET

Name:

Major:

Ideal "post education" job:

Ideal "10 years out" job:

Top three favorite television shows:

1. _____
2. _____
3. _____

Top three favorite websites:

1. _____
2. _____
3. _____

Great consumer experience:

Terrible consumer experience:

A recent picture of
you (it helps me learn
your name)

NO PICTURE, NO
EXTRA CREDIT