

MACQUARIE  
UNIVERSITY



FACULTY OF  
BUSINESS AND ECONOMICS

**MKTG203**  
**Consumer Behaviour**

**Semester 1, 2011**

*Department of Marketing and Management*

**MACQUARIE UNIVERSITY  
FACULTY OF BUSINESS AND ECONOMICS  
UNIT GUIDE**

<b>Year and Semester:</b>	<b>2011, Semester 1</b>
<b>Unit convenor:</b>	<b>Dr. Steven D'Alessandro</b>
<b>Prerequisites:</b>	<b>MKTG101</b>
<b>Credit points:</b>	<b>3</b>

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult one of the teaching staff in the unit.

**ABOUT THIS UNIT**

- This unit examines the external and internal factors that influence people's behaviour in a purchase situation. The subject provides a conceptual understanding of consumer behaviour, integrating theories from psychology, sociology, cultural anthropology and economics.
- The discipline specific knowledge students should gain from this unit is to understand how and why consumers including those from South East Asia, make decisions to purchase, use and eventually dispose of products & services. This should also in result in a better understanding of consumerism issues in both for-profit & non-profit sectors.

**TEACHING STAFF**

- Unit Convenor and Lecturer in Charge

Dr. Steven D'Alessandro

Email: [Steven.Dalessandro@mq.edu.au](mailto:Steven.Dalessandro@mq.edu.au)

Office: E4A 653

Tel: +61-02-98504849

Consultation: Tuesdays and Wednesdays 3-5 p.m Thursday 4-5 p.m.

- Other Staff (tutors)

Monica Barbuio is a sessional lecturer and tutor. Monica's email is [mbarbuio@optusnet.com.au](mailto:mbarbuio@optusnet.com.au)

Gong Sun is a Doctoral scholar at the Department of Business at Macquarie University. email: [gong.sun@mq.edu.au](mailto:gong.sun@mq.edu.au)

Terri Yap is a sessional tutor. Terri's email is [terriyap@yahoo.com](mailto:terriyap@yahoo.com)

## CONSULTATION TIMES

You are encouraged to seek help at a time that is convenient to you from a staff member teaching on this unit during their regular consultation hours. In special circumstances, an appointment may be made outside regular consultation hours. Staff will not conduct any consultations by email. You may, however, phone staff during their consultation hours.

In order to gain access to staff located at levels 1, 2 and 3 of building E4A during their consultation hours please ring the staff member from the phones available in the lobby (phone numbers of relevant staff members will be provided on Blackboard and are available next to the phones).

Students experiencing significant difficulties with any topic in the unit must seek assistance **immediately**.

The consultation times for Dr. Steven D'Alessandro are Tuesdays and Wednesdays 3-5 p.m Thursday 4-5 p.m.

## CLASSES

The classes for this subject entail three hours of face-to-face teaching:

- See unit schedule on page 5.
- A two hour lecture.
- A one-hour (1 hr.) tutorial (from the week commencing 9<sup>th</sup> of August or second week of semester).

Participants are required to attend the sessions in which they are registered. Attempts to register in a different tutorial can be made online where space allows. Where attempts to register online fail, a written request to the course coordinator may be considered.

The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au/>

### Lectures

Time: Wed 12-2 p.m  
Venue: EZB T2  
Code: MKTG203

### Tutorial times and locations

See  
<http://www.timetables.mq.edu.au/>

Time: Thu 12-2 p.m  
Venue: W5A Price  
Code: MKTG203

Time: Fri 11 a.m-1.00 p.m  
Venue: EZB T3

Code: MKTG203

#### PRIZES

- Prizes for this unit  
[http://www.businessandeconomics.mq.edu.au/undergraduate\\_degrees/prizes\\_scholarships](http://www.businessandeconomics.mq.edu.au/undergraduate_degrees/prizes_scholarships)

#### REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

##### Prescribed Text

Schiffman, Leon, Ward, Steven, O’Cass, Aron, Bednall, David, Paladino, Angela and Kanuk, Leslie (2007) *Consumer Behaviour*, 5<sup>th</sup> Edition, Pearson Education Australia ISBN 9 78 07 3398417

##### Recommended:

Pecotich and C. Shultz (2005) *Handbook of Markets and Economies: East and Southeast Asia, Australia and New Zealand* (M.E Sharpe, USA, ISBN: 0-7656-0972-X).

##### Recommended Reading

Psychology & Marketing Journal of Product & Brand Management Australasian Marketing Journal Journal of Economic Psychology Journal of Retailing & Consumer Services Journal of Advertising Journal of Retailing Journal of Consumer Culture Journal of Consumer Behaviour	European Journal of Marketing International Journal of Research in Marketing Journal of Consumer Marketing Journal of Business Research Journal of Consumer Research Journal of the Academy of Marketing Science Journal of Marketing Journal of Advertising Research
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#### TECHNOLOGY USED AND REQUIRED

The unit web page is a vital resource in this unit. Blackboard resources include: lecture notes, practice quizzes, online sign-ups for groups, links, course materials and assignment research information. All group assignments are submitted online. Students should have access to the internet at home and/or the university. Access to Blackboard is only available for students who have successfully enrolled in this unit.

## UNIT WEB PAGE

- Course material is available on the learning management system (Blackboard)
- The web page for this unit can be found at:  
[http://www.bus.mq.edu.au/undergraduate\\_programs/units/MKTG\\_units/mktg203\\_consumer\\_behaviour](http://www.bus.mq.edu.au/undergraduate_programs/units/MKTG_units/mktg203_consumer_behaviour)

## LEARNING OUTCOMES

On successful completion of this course, you should be able to:

Understand how and why consumers make decisions to purchase, use and eventually dispose of products and services resulting in a better understanding of consumerism issues in both for-profit and non-profit sectors. In particular student should be able to achieve the following:

1. Discuss the rationale for studying consumer behaviour;
2. Identify and explain factors which influence consumer behaviour;
3. Demonstrate how knowledge of consumer behaviour can be applied to marketing;
4. Attain relevant generic capabilities.

## GRADUATE CAPABILITIES

In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop the capabilities the University's graduates will need to develop to address the challenges, and to be effective, engaged participants in their world.

This unit contributes to this by developing the following graduate capabilities:

1. Discipline Specific Knowledge and Skills  
To understand how and why consumers including those from South East Asia, make decisions to purchase, use and eventually dispose of products & services. This should also in result in a better understanding of consumerism issues in both for-profit & non-profit sectors.
2. Critical, Analytical and Integrative Thinking
3. Problem Solving and Research Capability
4. Creative and Innovative
5. Capable of Professional and Personal Judgement and Initiative
6. Commitment to Continuous Learning

## TEACHING AND LEARNING STRATEGY

Teaching is delivered in weekly lectures and tutorials. Learning activities include individual and group tasks that are to be completed during private study and in tutorials. Participants are expected to read in advance of lectures, participate in tutorials and complete all set tasks.

<i>Week</i>	<i>Chapters</i>	<i>Topics</i>
1.	1.	Introduction What is Consumer Behaviour? <b>Formation of Groups</b>
2.	2. and 3.	Understanding Consumers and Market Segments Consumer needs and motivations
3.	4 and 5	Consumer personality and the self concept Consumer perception
4.	6	<b>Group Assignment #1</b> Learning and consumer involvement.
5.	7	The nature of consumer attitudes.
6.	8	Social influences on buyer behaviour.
7.		<b>Mid Semester Exam (Time and Venue TBA)</b>
8.	9 and 10	The Family Social Class
9.	11 and 13	The influence of culture on consumer behaviour Cross cultural consumer behaviour: An international perspective <b>Group Assignment #2</b>
<i>Week</i>	<i>Chapters</i>	<i>Topics</i>
10.	12	Sub cultural aspects of consumer behaviour
11.	14	Decision making
12.	15	Consumer influence and the diffusion of innovations <b>Group Assignment #3</b>
13.	Summary lecture	<b>Exam Revision</b>

## RESEARCH AND PRACTICE

- This unit gives you practice in applying research findings in your group assignments.
- This unit gives you opportunities to conduct your own secondary research

## RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

	Assessment Task 1	Assessment Task 2	Assessment Task 3	Assessment Task 4
Title/Name	Mid Semester	Tutorial Preparation	Group Projects (3)	Final Exam
Description	Multiple-choice question test consisting of 80 questions and will be 90 minutes long.	Answers to the tutorial question. No more than 2 pages typed.	Three five page reports on the application of consumer behaviour theories in SEA	2 hour exam consisting of equal part of multiple choice and short answer
Due date	Week 7	Every tutorial	Weeks 3, 9 and 12.	
% Weighting	20	10	30	40
Grading method	Standardised test bank	Reference to tutorial guide	See grade form. Appendix A	Exam solutions and standardised test bank.
Submission method	In lecture	At the beginning of each tutorial	Online	Examinations room.
Feedback	Standardised test bank.	Every week	Online grade form	Standardised solutions
Estimated student workload (hours)	7	12	22	13
Learning outcomes assessed	1 & 2	1 & 2	2, 3 & 4	1, 2, 3 & 4
Graduate capabilities assessed	1 & 6	1 & 6	1, 2, 3, 4 & 5	1 & 6.
Percent Graduate Attributes assessed.	1 (10%), 6 (10%)	1 (5%), 6 (5%)	1 (6%), 2 (12%), 3 (6%), 4 (6%) 5 (6%) 6 (4%).	1 (20%), 6 (20%)

There are four assessment tasks in this unit. Each assessment task (AT) is designed to assist learning as follows:

- **AT1:** Reviews individual ability to identify, apply and discuss core subject knowledge in multiple-choice mid-term test and online activities;

- **AT2:** Develops individual ability to critically identify, select and apply relevant core course knowledge and achieve group outcomes in the context of an oral tutorial presentation;
- **AT3:** Enhances individual skills to locate, apply, discuss and critique core subject knowledge and develop group work skills in the preparation of a formal written document;
- **AT4:** Evaluates the development of specific course knowledge applications and reflection including multiple-choice, short-answer and essay writing tasks.

The following table shows the related learning outcomes, identifies the proportion of marks awarded and specifies the due date for each assessment task.

### ***AT1 ASSESSMENT***

The AT1 assessment task consists of one in class multiple choice test.

### **Mid Semester Test**

The aim of this assessment is to give you feedback on your level of understanding of consumer behaviour principles. There will be one multiple-choice question test consisting of 80 questions and will be 90 minutes long. The mid semester test is worth 20% and will examine material covered up to and including the date of the test. Unlike the presentations this work is done individually. There will be no deferrals for these tests. Students who cannot attend this mid semester test will have a higher weighting on their exam. For example, a student who cannot attend the mid semester would have an exam worth 60% of their grade.

### **Tutorial Preparation**

At the beginning of each class, students are to submit no more than two pages answers to the tutorial questions. Each tutorial preparation is worth 1%. These will be marked and returned the next day. The goal of tutorial preparation is to reward preparation and to have students more informed in tutorials. Tutorial preparation will be marked from 0 (no report), 0.5 (attempted but still needs help) to 1 (attempted successfully most exercises) to a maximum of 10%.

### ***AT2 & AT3 ASSESSMENT TASKS***

AT2 and AT3 entail individual contributions to a series of business reports. Participants will form groups in the first tutorial and are required to remain in the same group for both tasks. Should students wish to discuss group task allocations or grievances, they are to do so with the tutorial leader or coordinator. Grievances must be addressed early in the semester and documented.

### **Group Assignments**

This assessment seeks to ascertain students' abilities to work in collaboration and apply the consumer principles learnt in the course to different cultural settings.

Students will arrange themselves into groups of five by completing the online *Group signup tool* on *Blackboard*. You are unable to submit an assignment online until this is done. You need also submit a group contract (see Appendix B) before you start your group project. At the end of semester you are also required to complete an individual evaluation of your contribution versus that of other group members (see Appendix B). This a confidential online survey accessed using the *Assessments tool*. Students who do not complete a group contract at the beginning and an individual evaluation have no recourse (cause of complaint) for their final group project mark. Responsibility for the management of groups is the students own.

These groups must be within the same tutorial. Each group will submit three assignments. Each assignment covers the application of consumer behaviour theories in different countries in the South East Asian Region. A good way to start is to examine the relevant chapters in the Pecotich and Shultz text as well as Schiffman et al. At least one real world example of each the consumer behaviour theory and concept discussed in the relevant chapters of both texts should be included in your report. The example could be print, scanned images, a link to You-tube video.

**Group Assignment 1:** *China, Chapters 1-4 of Schiffman.* Compare and contrast as to how two (2) aspects or theories of consumer behaviour as discussed in Schiffman applies to this country and how it differs from that in Australia. Show how this may provide a marketing opportunity for an Australian exporter. **This is due at the end of week 4, March 11<sup>th</sup>, Friday 11.59 p.m**

**Group Assignment 2:** *Japan, Chapters 5-9 of Schiffman.* Compare and contrast as to how two (2) aspects or theories of consumer behaviour as discussed in Schiffman applies to this country and how it differs from that in Australia Show how this may provide a marketing opportunity for a Australia exporter. **This is due at the end of week 9, Friday May 13<sup>th</sup>. 11.59 p.m**

**Group Assignment 3:** *Malaysia, Chapters 10-15 of Schiffman.* Compare and contrast as to how two (2) aspects or theories of consumer behaviour as discussed in Schiffman applies to this country and how it differs from that in Australia. Show how this may provide a marketing opportunity for an Australia exporter. **This is due at the end of week 12 Friday, 3<sup>rd</sup> of June. 11.59 p.m**

A marking template for the assignments is included in the course outline. Your analysis must be substantiated by the use of relevant illustrative examples that show the application of relevant consumer behaviour theories. Write no more than five pages on each assignment (not including references and examples). As this is a group assessment, procedures as attached to the end of the course outline must be followed by all students. All referencing must be the Harvard style see <http://www.lib.monash.edu.au/tutorials/citing/harvard.html>.

These assignments are submitted online to *Blackboard* using the *Assignment tool*. Students are required to check for plagiarism using the *Turnitin* tool also

available from Blackboard. In the end, the assignment that is submitted online for grading is also assessed for plagiarism, using *Turnitin* and a variety of other online tools.

One member of the group submits the assignment on behalf of the group. The assignments will be assessed online by your tutor and marked with an online grade form, which is similar to the marking template in this unit outline. Students can access their grades and feedback using the *My Grades* tool.

All assignments are to be submitted online no later than 11.59 p.m. Friday on the week of semester they are due.

Students who do submit on the required date will be given a grade of zero (0).

## **AT4 ASSESSMENT**

### **Final examination**

A final examination is included as an assessment task for this unit to provide assurance that:

- i) the product belongs to the student and
- ii) the student has attained the knowledge and skills tested in the exam.

The final exam will cover materials from the entire course over a two-hour period. *Students must demonstrate a comprehensive understanding of the course and interpretive and analytical ability in multiple choice and/or written sections.*

The final exam is a test of your understanding of the important principals of consumer behaviour. The examination will be of two hours duration and may comprise multiple choice and/or short essay questions, similar to those covered in the tutorials. The exam will be based upon material covered in lectures, tutorials, readings and the textbooks

You will be allowed to take one A4 page of your own notes into the final exam. Your name and student number must be printed no smaller than 12 point on both sides of this page of notes. You may write as much or as little as you want, use one or both sides, write in English or any other language. No other aids are allowed into the exam.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations.

<http://www.timetables.mq.edu.au/exam>

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. The University's policy on special consideration process is available at:

[http://www.mq.edu.au/policy/docs/special\\_consideration/policy.html](http://www.mq.edu.au/policy/docs/special_consideration/policy.html)

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period. (Individual Faculties may wish to signal when the Faculties' Supplementary Exams are normally scheduled.)

The Macquarie university examination policy details the principles and conduct of examinations at the University. The policy is available at:

<http://www.mq.edu.au/policy/docs/examination/policy.htm>

### **UNIVERSITY POLICY ON GRADING**

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the University, so that units with the same past performances of their students should achieve similar results. The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark.

The policy does not require that a minimum number of students failed a unit. Instead, it requires examiners to explain their actions if more than 20 percent of students fail in a unit. For an explanation of the policy see:

<http://www.mq.edu.au/policy/docs/assessment/procedure.html>

### **OTHER ASSESSMENT ISSUES**

- Extension requests detailing process and conditions.

These must be made in writing to the course convener at least one week before the assignment is due.

There is no deferred exam for the mid semester test. Students who miss or are unable to attend the mid semester test will have a higher weighting of 60% on their final exam.

- Late submissions. Tutorial work must be presented at the tutorial, or it will not be given a grade of zero (0). Group Assignments received after the due date and

time will receive have their grade reduced by 25% per day or part thereof. The weekend is counted as part of the overdue days. Therefore a student or group who do submit an assignment due on Friday till Wednesday would receive a grade of zero (0).

- Any group assignment which has a similarity rating greater than 30% may not be marked, until the students reference the assignment properly and submit a more original report. You should check the originality of your group work by submitting it to Turnitin BEFORE you submit it to Blackboard.
- Any assignment with a similarity rating of greater than 66% resulting from Turnitin, will be given a grade of zero (0).
- Submitted assignments without a Turnitin reference will not be marked.

## **ACADEMIC HONESTY**

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- all academic work claimed as original is the work of the author making the claim
- all academic collaborations are acknowledged
- academic work is not falsified in any way
- when the ideas of others are used, these ideas are acknowledged appropriately.

Further information on the academic honesty can be found in the Macquarie University Academic Honesty Policy at:

[http://www.mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://www.mq.edu.au/policy/docs/academic_honesty/policy.html)

## **GRADES**

Please refer to relevant Bachelor Degree rule in the Handbook of Undergraduate Studies.

## **GRADING APPEALS AND FINAL EXAMINATION SCRIPT VIEWING**

If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal of grade and/or viewing your final exam script please refer to the following website which provides information about these processes and the cut off dates in the first instance. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing your grade.

[http://www.businessandconomics.mq.edu.au/new\\_and\\_current\\_students/undergraduate/how\\_do\\_i/grade\\_appeals](http://www.businessandconomics.mq.edu.au/new_and_current_students/undergraduate/how_do_i/grade_appeals)

### **SPECIAL CONSIDERATION**

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at: [http://www.mq.edu.au/policy/docs/special\\_consideration/procedure.html](http://www.mq.edu.au/policy/docs/special_consideration/procedure.html)

### **STUDENT SUPPORT SERVICES**

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at:

<http://www.student.mq.edu.au>

[Individual Unit Convenors may wish to add Unit/ Faculty specific support e.g. BESS, Room, PAL, E4B Consultation Room.]

### **IT CONDITIONS OF USE**

Access to all student computing facilities within the Faculty of Business and Economics is restricted to authorised coursework for approved units. Student ID cards must be displayed in the locations provided at all times.

Students are expected to act responsibly when utilising University IT facilities. The following regulations apply to the use of computing facilities and online services:

- Accessing inappropriate web sites or downloading inappropriate material is not permitted. Material that is not related to coursework for approved unit is deemed inappropriate.
- Downloading copyright material without permission from the copyright owner is illegal, and strictly prohibited. Students detected undertaking such activities will face disciplinary action, which may result in criminal proceedings.

Non-compliance with these conditions may result in disciplinary action without further notice.

Students must use their Macquarie University email addresses to communicate with staff as it is University policy that the University issued email account is used for official University communication.

## **CLASSROOM ETIQUETTE**

Students are expected to arrive on time, certainly before five minutes past the hour, and not to leave until the class ends. If you have a recurring problem that makes you late, or forces you to leave early, have the courtesy to discuss this with your lecturer/tutor. Students are expected to be quiet during lectures unless, of course, class participation is required. Mobiles should be turned off during classes; not simply set to 'silent'.

## **ATTENDANCE/PARTICIPATION REQUIREMENTS**

It is to your benefit to attend all lectures and tutorials. The unit coordinator is happy to discuss issues with you and to clarify points made in class as long as you make the effort to understand the point first by attending lectures and reading the prescribed readings. Please do not ask the coordinator to assist you in understanding a point if you have not attended the lecture or read the materials.

This course forms part of your professional education. We feel that it is important that you experience the interactions with ideas, your peers and your tutor that are provided through the workshops. Indeed, it seems to us that it is not possible to engage adequately with this unit, and to fulfil its objectives, without completing the tutorial activities. While most students willingly accept this participation as a part of their professional responsibility some, for various reasons, do not participate fully. Therefore, we have found it necessary to make satisfactory lecture and workshop attendance an expected and measured component of the unit.

Attendance at lectures is strongly recommended. If you are unable to attend a lecture or series of lectures for any reason, it is strongly suggested that you discuss this with the lecturer or unit coordinator to ensure that you have not been disadvantaged. For example, it may be suggested that you obtain a medical certificate as evidence that you experienced health problems during semester.

Of course, all the material covered in the lectures and tutorials is assessable in the group assignments and mid semester exam. Attendance at all 12 tutorials is strongly recommended. An attendance record for all students will be maintained and your preparation and participation in these classes will be assessed.

## **Tutorial Topics**

**Complete the following questions:**

### **Week 2: What is Consumer Behaviour?**

1. You are the brand manager of a new line of mobile 'phones. Describe how an understanding of consumer behaviour is useful to you in terms of market segmentation strategy.
2. You are the marketing manager of the HSBC bank's online services. How would you apply the concepts of providing value, customer satisfaction and customer retention to designing and marketing online banking?
3. Bring to class a product or service that you had bought recently that has features you don't use. Which of the business orientations discussed in the text may have guided the development of this product? Explain. Write up an explanation
4. Bring to class a product or service that you had bought recently that fits your needs exactly Which of the business orientations discussed in the text may have guided the development of this product? Explain. Write up an explanation
5. Find two examples (e.g. advertisements, articles) depicting practices that are consistent with the societal marketing concept and two examples that contradict the concept. Discuss the examples.
6. Give an example of what you believe to be an unethical marketing practice. How can this practice be stopped through government regulation? Can the industry stop this practice? If so, how?

### **Group Exercise**

**After you have signed up for a group sit with those members and complete this activity in class.**

It has been said that consumers do not buy drill bits- they buy ways in which consumers make holes. Assuming this is true, what are the consumers really purchasing when they buy the following five items?

1. A pair of sneakers
2. Lipstick
3. A life insurance policy
4. A Toyota Prius
5. Levis Jeans.

Discuss with your group then present your conclusion to class.

### **Week 3: Consumers and Market Segments and Consumer Needs and Motivations.**

1. For each of the following products, identify the segmentation base that you consider to be the best one for targeting consumers:

- a) coffee
- b) soups
- c) home exercise equipment
- d) mobile phones
- e) non-fat frozen yogurt

Explain your choices.

2. Why are the following segmentation approaches **not** successful?

- a. Segmenting a market on the basis of personality
- b. Advertising Ski boards in *Time Magazine*
- c. Developing an insurance plan for all quadruplets born in Hong Kong.

3. Under what circumstances and for what types of products should a marketer segment the market on the basis of:

- (a) awareness status?
- (b) brand loyalty?
- (c) user-situation?
- (d) a hybrid form?

4. Specify the innate and /or acquired needs that would be useful bases for developing promotional strategies for

- (a) Air-bags in cars
- (b) Vitamins
- (c) A Porsche sports car
- (d) recruiting university students for the Hong Kong public service.

5. For each of the situations listed in question 3, select one level from Maslow's hierarchy of human needs that can be used to segment the market and position the product (or the company). Explain your choices. What are the advantages and/or disadvantages of using Maslow's hierarchy in segmentation and positioning?

6. Why are consumer's goals and needs changing? What factors influence the formation of new goals?

### **Group Exercise: Segmentation and VALs**

**After you have signed up for a group sit with those members and complete this activity in class.**

For each person in your group, identify them as one of the eight VALS segments. What kinds of products and services do you think may appeal to them? Report your findings back to class.

### **Group assignment #1 Due**

#### **Week 4: Consumer personality and self-concept and consumer perception.**

1. A marketer of health foods is attempting to segment its market on the basis of Australian consumers' self-image. Describe the four types of consumer self-image and discuss which one(s) would be most effective for the stated purpose.
2. Describe the type of promotional message that would be most suitable for:
  - (a) highly dogmatic consumers
  - (b) inner directed consumers
  - (c) consumers with high optimum stimulation levels
  - (d) consumers with a high degree of need for cognition
  - (e) consumers who are visualisers vs. consumers who are verbalisers.
3. Find three print advertisements based on Freudian personality theory. Discuss how Freudian concepts are used in these ads. Do any of the ads "personify" a brand? If so, how?
4. How does sensory adaptation affect advertising comprehension? How can marketers overcome sensory adaptation and increase the likelihood that consumers will notice their ads?
5. Megan is a 29-year-old, single investment banker who lives in an apartment in a large city. After a particularly difficult, long workday, she relaxed in her apartment by reading through one business and two fashion magazines. When questioned by a researcher the next day, she could clearly recall two holiday ads and vaguely remembered one ad for a personal computer from among the nearly 100 ads she had seen in the three magazines. However, she could recount in detail the articles she read and even recalled the titles of articles that she did not read. How can you explain this?

- 6 Describe how manufacturers of chocolate bars can apply their knowledge of differential threshold to packages and prices during periods of:
- Rising ingredient costs
  - Increasing competition
  - Heightened consumer awareness regarding nutrition and ingredient labelling.

**Group Exercise: Information Overload.**

**For this exercise arrange yourself in pairs.**

Step one

Within your team of two, decide who is going to be the Reader and which member will be the Responder.

Step two:

If you are the Responder, close your book and wait for instructions from the Reader. If you are the reader continue to follow these instructions.

Step Three (Reader only).

Fill in the following seven blanks with any seven digits, in any order (try to avoid obvious patterns- the more random the order, the better). Do not let the Responder see what you are writing.

— \_ - \_ - \_ - \_ - \_ - \_ - \_

Step Four (Reader only)

Read the following instructions to the Responder:

*“I am about to read to you a series of numbers. When I finish repeat the series to the best of your ability”.*

Don't allow the responder to see the numbers, and don't allow him/her to write the numbers down. Read the digits to the Responder, then look up and wait for the Responders' response.

Step Five (Reader only)

Note how successful the Responder was in remembering and successfully repeating the numbers in the order given. If he/she was not able to repeat them all successfully, which ones were remembered? Which ones were lost? Circle the numbers that the Responder was able to successfully remember and repeat in the order given.

Step Six (Reader only)

Repeat Steps Three, Four and Five but this time use a series of 11 digits:

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### Step Seven (Reader and Responder)

Reader and Responder should discuss with one another the results of this exercise.

#### Discussion.

Compare the results of the 7 digit test with the 11-digit test. If the Responder was not able to repeat all the digits in the 11-digit test, which ones were lost? Did she/he remember as many digits as in the 11-digit test as they did in the 7-digit test? Why did the differences?

### **Week 5: Learning and consumer involvement**

1. How can the principles of classical conditioning theory and neo-Pavlovian theory be applied to the development of marketing strategies?
2. Which theory of learning (i.e., classical conditioning, instrumental conditioning or cognitive learning) best explains the following consumption behaviours? Explain your choices:
  - a) buying a pack of chewing gum
  - b) preferring to fly on a particular airline
  - c) buying a personal computer for the first time
  - d) buying a new car.
3. Define the following memory structures: sensory store, short-term store, and long-term store. Apply each of these concepts to the development of an advertising strategy.
4. *Kraft Foods* uses family branding, but *Sanitarium* (which makes *Weet Bix* and *So Good*) does not. Yet both companies are successful. Describe in "learning terms" the conditions under which family branding is a good policy and those under which it is not. What do you think are the reasons for the difference in family branding policies between *Kraft* and *Sanitarium*?
5. Discuss the differences between low- and high-involvement media. How would you apply of different response styles to the design of TV commercials and print advertisements?
6. How can a marketer distinguish between "real" and spurious (merely habitual) brand-loyal buyers? Why is it important for marketers to measure and understand the differences between the two groups?

### **Group Exercise: Brainstorming a memorable tagline**

The task for each group is to brainstorm a tagline, or slogan for a new product, the "VibeAwake". This ingenious new product is a mattress pad designed to serve like an alarm clock. Instead of waking the consumer up with a loud alarm, the mattress pad can be set to shake the consumer awake. VibeAwake's parent company, LinensOnly is planning to roll this new product out in the summer months, as parents and students are purchasing supplies to take to the university. When the product is initially introduced, they plan that the first big target customer group will be university students, especially first year students. The executives at LinensOnly plan that as

VideAwake moves through its life cycle, they will target other major customer segments such as the deaf community.  
Once you have settled on a tagline, you must provide a rationale /explanation for the tagline that you have created.

1. Tagline:

2: Rationale/Explanation of Choice

### **Week 6: The Nature of Consumer Attitudes**

1. Explain a person's attitude towards visiting Disneyland in Hong Kong in terms of the tri-component model.

2. Explain how the product manager of a breakfast cereal might change consumer attitudes toward the company's brand by:

- a. changing beliefs about the brand,
- b. changing beliefs about competing brands,
- c. changing the relative evaluation of attitudes, and
- d. adding an attribute.

3. The Kia Corporation of Korea is making a big push into the European car market. Many European consumers perceive Korean cars to be of poorer quality than comparable European cars. Assuming that Kia produces cars which are of equal or better quality than European cars, how can the company persuade consumers of this fact?

4. Should the marketer of a popular computer graphics program prefer consumers to make internal or external attributions about the success that people have using the program? Explain your answer.

5. The Public Transport Authority in New South Wales is planning an advertising campaign to encourage people to switch from private cars to mass transit. Give examples of how the department can use the following strategies to change commuters' attitudes:

- a) Changing the basic motivational function.
- b) Changing beliefs about public transport.
- c) Using self-perception theory.
- d) Using cognitive dissonance.

6. A university student has just purchased a new laptop computer. What factors might cause this individual to experience post-purchase dissonance? How might the student try to overcome it? How can the retailer who sold the computer help reduce the student's dissonance? How can the computer's manufacturer help?

**Group Exercise:**

Consider the following summary of research of 400 consumers of tyres in Sydney. Results are based on a scale of 0-100 for attribute importance and 0-10 for evaluative criteria. The research was conducted for a company Fivestar who manufacturers Treadfast.

Attribute	Attribute importance	<u>Brand</u> <u>Scores</u>			
		"Treadfast"	"Bridgeyear:"	"Goodstone"	"Linemich"
Traction	35	4	8	7	9
Puncture Res.	15	3	3	3	3
Affordability	15	8	4	6	2
Warranty	20	7	5	4	5

Work together and come up with the following:

1. Describe one strategy in which Fivestar might be able to change consumers' attitudes to Treadfast by **changing the importance /desirability of the attribute(s)**.
2. Describe one strategy in which Fivestar might be able to change consumers' attitudes to Treadfast by **changing brand belief(s)**
3. Describe one strategy in which Fivestar might be able to change consumers' attitudes to Treadfast by **adding a new attribute(s)**

Report back to class your suggestions.

**Week 7: No tutorial work required. Revise for Mid Semester Test.**

**Week 8: Social Influences on buyer behaviour**

1. What factors influence the perceived credibility of an informal information source? List and discuss factors that determine the credibility of formal communication sources of product information.
2. What are the implications of the sleeper effect for the selection of spokespeople and the scheduling of advertising messages?
3. Virgin Airlines uses both magazines and Internet to promote its discount airline business. How would you measure the advertising effectiveness of the two media for promoting the service? Which is likely to be more effective?
4. Which media do you think are suitable for advertising to the 18-24 age group as opposed to the 55+ age group? Justify your answer with examples and /or secondary data.

5. You are the marketing manager for a headache remedy. Your advertising agency has just presented you with two different promotional strategies, one using a humorous approach and one taking an "agony" approach. Which approach would you adopt? Why?

6. You are a promotions manager working for the Australian or your home government. Devise an advertising campaign to discourage smoking by young women referring to the communication model shown in Figure 8.1.p.261. Compare your plan with current campaigns used by the Australian government, state governments or local governments. How is your campaign superior? Justify your answer with reference to consumer behaviour.

**Group Exercise: Marketing red wine.**

You and your group work for Stanton Inc, one of the largest producers and marketers of wine in the world. You work in the red wine division and you are being asked by the CEO to investigate how to increase the per capita consumption of red wine in Australia. The CEO feels strongly that this new marketing campaign should centre around the newly discovered, and much talked about, potential health benefits related to a moderate intake of red wine. Scientists and medical professionals have recently begun to declare that some of the ingredients that are found in red wine may, if taken in moderation, have a positive impact on overall health.

As part of your investigation, you have been researching Australian consumers' attitudes towards alcohol in general as well as their attitudes towards the potential health benefits of wine. You have found a very different picture emerging from this investigation than would be found among European consumers. Many Australians view alcohol as being decidedly destructive to health, especially red wine. This is quite different to European consumers, who have historically view wine as a positive and healthful part of life.

Looking at your research results in more depth, you see that older Australian consumers' tend to view all alcohol including red wine as destructive to health, and they hold this attitude with a strong conviction. Younger Australians are slightly more negative than positive about the potential health benefits of red wine, but they are much more positive than their older counterparts, and their attitudes are much less rigidly held.

*Please do the following:*

You are developing a presentation for your colleagues at Stanton that will summarise your research related to Australian consumers and the health benefit of red wine. You decide to use Social Judgement Theory to help convey the difference in attitude structures between younger and older Australians.

Please briefly describe the types of appeals you would use in your campaign with older versus younger Australians.

## **Week 9: The family, social class and consumer behaviour**

1. When would you expect the composite and social class measure to be superior? Describe the correlation between social status (prestige) and income. Which is a more useful segmentation variable? Discuss.
2. Which status-related variable – occupation, education or income – is the most appropriate segmentation base for: (a) expensive holidays (b) opera subscriptions (c) Picture magazine subscriptions (d) fat-free food (e) personal computers (f) pocket-sized mobile/cell phones (g) health clubs?
3. You are the owner of two furniture stores. One store caters to the middle class and the other to lower-class consumers. How do social class differences influence each store's:
  - (a) product lines and styles
  - (b) advertising media selection
  - (c) copy and communication style used in the ads
  - (d) payment policies?
4. As a marketing consultant, you are retained by Qantas to design a study investigating how families make holidays decisions. Which family member would you interview? What kind of questions would you ask? How would you assess the relative “power” of each family member in making holiday-related decisions?
5. What are the implications for marketers that in Australia 60% of couples both parents work?
6. You are a marketing manager of a high quality, fairly expensive line of frozen dinners. How would you use the non-family households listed in Table 9.1 and Table 9.3 to segment the market and position your product?

### **Group Exercise: Mini-Case: Cashed Up Bogans<sup>1</sup>.**

On big commercial construction sites, a six-day work week is standard and overtime payments are routine. A crane driver on a CBD building site can make \$150,000 a year.

The mining and construction booms coupled with the small number of apprenticeships have bumped up the earnings of skilled workers and tradesmen in the resources and building sectors, propelling them to unprecedented levels of affluence and aspiration.

Mitch is 26 and drives an \$80,000 BMW X5. He recently bought a plasma TV and owns a couple of investment properties. But he's not a derivatives trader, investment banker or real estate agent. He's an electrician.

Marketing types have adopted a label for people like Mitch: CUBs, for cashed-up bogans, a derisory term that in the past referred to someone lacking in taste or

education. Another descriptor with some currency is "blue-collar rich". Whatever the label, the spending power of this group, which includes electricians, carpenters, plumbers, mine drivers, crane operators, concreters and their ilk, is being taken very seriously. This cohort of high-earning, skilled and overwhelmingly male workers, many of whom run their own businesses, has become an upwardly mobile consumer force. Retailers have found their tastes have shifted beyond glossy ute and six-burner barbecue to flashy power boats, Bang & Olufsen home theatre systems and BMWs.

Until now BMW hasn't actively marketed directly to CUBs. But that's changing, with the car group for the first time taking out ads in mass-market tabloids, the Herald Sun and the Daily Telegraph, this week, touting the nationwide used BMW sale this weekend. Alto BMW at Pennant Hills says tradesmen running successful businesses with two or three other tradesmen working for them are typical customers.

As a group answer the following questions:

- Q1. What is more important in determining the demand for BMWs, income or social class?
- Q2. How has BMW changed its marketing so as to target the CUBs? Are there any dangers of this?
- Q3. How does the rise of the CUB impact on the importance of occupation and education as factors of social class?
- Q4. Does this case show that Australia is becoming a society where class no longer matters?

### **Group assignment #2 due.**

#### **Week 10: Culture and Cross-culture.**

1. How would you decide whether it was worth the trouble of measuring social values in order to develop an advertising campaign?
  
2. Suppose the Australian Horticultural Corporation was planning a promotional campaign to encourage the eating of apples in situations where many consumers normally eat a snack food. Using the Rokeach Value Survey Instrument, identify relevant cultural, consumption-specific and product-specific values for apples as an alternative to snack foods. What are the implications of these values for an advertising campaign designed to increase the consumption of apples?
  
3. Give a consumer behaviour example from your own experience of each of the following types of cultural learning:
  - a) formal learning
  - b) informal learning
  - c) technical learning.

4. Should Head and Shoulders Shampoo be sold worldwide with the same formulation? In the same package? With the same advertising theme? Explain your answers.

5. Mercedes-Benz, a German car manufacturer is using cross cultural psychographic segmentation to develop marketing campaigns for a new two seater sports car directed at consumers in different countries. How should the company market the car in the United States? How should it market the car in Japan?

6. Select two of the marketing mistakes discussed in the text. Discuss how these mistakes could have been avoided if the companies involved had adequately researched some of the issues listed in Table 13.5.

**Group exercise:**

Mini-Case: We Love our Lamb on Australia Day<sup>ii</sup>.

Companies that can claim to be Australian-owned and operated - and some that can't - are flying the flag to get your business.

Lushly shot ads showing the actor Lisa McCune travelling to a family dinner promote Coles as a good corporate citizen that buys from Aussie farmers.

"Worth celebrating? That's just what Coles is doing around Australia," coos the ad. "It's called the Celebrate Australia Day and you're invited!"

Holden has "Australia Month" to sell last year's models. In the ad, the comedian Dave Hughes tends a barbie and exclaims how un-Australian it would be of him not to invite everyone to the party.

As a group answer the following questions:

Q1. What Australian cultural values are being used as part of the marketing campaigns of these companies?

Q2. Why is this occurring around Australia Day?

Q3. Why do you think the campaign by former Australian Rules star Sam Kekovich that it is "Un-Australian to eat" not to eat lamb on Australia Day has been successful?

Q4. What are some potential problems with marketing that stresses Australian cultural values and labels other people who do not subscribe to this as Un-Australian?

## **Week 11: Sub-cultural aspects of consumer behaviour**

1. Discuss the importance of subcultures in segmenting the market for food products. Identify a particular product and show how it should be marketed differently to different ethnic groups.
2. *Foxtel* is marketing pay television services in Australia. What approach should it take to households where the main decision makers are:
  - a) Baby boomers
  - b) Generation X
  - c) Generation Y?
3. What allowance should be made for the ability of the elderly to process complex information in making product purchase decisions?
4. In view of the anticipated growth of the 50-plus market should *Oil of Ulan* consider a new strategy for its face cream? Would it be wiser to develop a new brand, or can it successfully market the same product to the under and over 50s?
5. Identify some opportunities for marketers in Australia to target Arabic speaking people and also identify the challenges.
6. Consider the role of nudity in advertising. Discuss how it could be made appealing or off-putting to working mothers, career women, young singles and stay-at-home housewives.

### **Group Exercise:**

Mini-Case: Trend spotting around the world<sup>iii</sup>

Teenagers (Generation Y) are watching mini-soaps and reading love stories on their mobile phones, while baby boomers are sucking on Vodka-flavoured ice-creams and making love on quality mattress are some snapshots of recent consumer trends around the globe, according to Trendwatching.com.

Dutch founder and director Reinier Evers and his team of 15 senior staff and 2000 "springspotters" scan the globe for the hottest consumer fads. Springspotters are ordinary people in 70 countries worldwide who voluntarily email ideas to Trendwatching.com (or its sister publication Springwise.com) when they think they've spotted a new trend. Mr Evers, who is in Australia running Trendwatching says tech-savvy members of Generation Y live and breathe mobile phones.

"Hot with kids, in a nutshell, are sneakers, phones, games and music, preferably downloadable," Mr Evers says. "They're communicating like there's no tomorrow: chat, sms, email, cell phones. It prompted The Economist to state that for Generation Y, the phone is the new car!" Mr Evers says most baby boomers shun flashy cars and mobile phones, preferring professional, premium-class products and services.

According to the website, "Maturalism" is a new trend associated with "adults fed up with the dumbed-down teen/tween culture dominating everyday life".

As a group answer the following:

- Q1. What age groups are discussed in this article?
- Q2. How does the consumer behaviour between these two groups differ?
- Q3. How is information on Age related consumer behaviour trends collected? Are findings from such an approach accurate?
- Q4. What are some limitations in analysing consumer behaviour according to age groups?

**Week 12: Decision making**

- 1. What is meant by the term “retail atmospherics”? Why is it important to marketers?
- 2. Describe the last time you were dissatisfied with a purchase. What action did you take? Why?
- 3. Define ‘extensive problem solving’, ‘limited problem solving’, and ‘routinised response behaviour’. What are the differences between the three decision-making approaches? What type of decision process would you expect most consumers to follow in their first purchase of a new product or brand in each of the following areas?
  - a) Chewing gum
  - b) Sugar
  - c) Men’s aftershave lotion
  - d) Carpeting
  - e) Paper towels
  - f) Mobile telephone
  - g) New bank account
  - h) Luxury car.

Explain your answers.

- 4. Describe in your own recent experience what factors led to problem recognition in at least three different product or service situations (not necessarily purchases). Explain the similarities or differences that exist in these situations.
- 5. How can a marketer of very light, very powerful laptop computers use its knowledge of customers’ expectations in designing a marketing strategy?
- 6. Identify which decision rule would lead to the selection of each of the brands in the following table.

Attribute	Importance Ranking	Performance Ratings		
		Brand A	Brand B	Brand C
Price	1	Excellent	Very good	Very good
Quality	2	Poor	Very good	Good
Convenience	3	Poor	Average	Good

**Individual Class Exercise:**

*Please place yourself in this situation:*

You have recently purchased your first house, and you love everything about it except for the living room carpeting, which is horrible shade of purple. You bought the house with plans to replace the carpeting in neutral beige colour. A week after you moved in, a neighbour came over to welcome you, and you shared your plans for the house. He said 'Oh we have a carpet store nearby that runs a big sale a few times a year when discount carpet pretty heavily, watch. Watch for the Apex Ad.

Sure enough about a month later, you see an ad in the local newspaper:

**APEX CARPETS.**



**Brand A Carpet**  
Valued at \$6.00/sq meter  
NOW \$2.00 /sq meter

**Brand B Carpet**  
Valued at \$4.00 /sq meter  
NOW \$1.00 / sq meter

Both of the options in the ad are available in the shade of beige that you are looking for. You decide to purchase. Unfortunately you are flying out of town that morning and the sale lasts only for that day. You just heard the taxi to the airport honk its horn out front. With no more information that appears in the ad, you must choose one of the two options, stall the taxi driver for a few moments while you verify the measurements of the living room, and phone in your order.

**Before turning the page, choose one of the options (Brand A or B) from the ad above.**

Your choice: \_\_\_\_\_

Now that you have chosen Brand A or B (you *have* haven't you?), please use the space below to describe the evaluation process you utilised to arrive at your decision.

**Group assignment #3 due.**

**Week 13: Consumer Influence and the diffusion of innovations**

1. Why is an opinion leader a more credible source of product information than an advertisement for the same product?

2. Describe how a manufacturer might use knowledge of the following product characteristics to speed up the acceptance of pocket-sized mobile telephones.

3. Fujitsu has introduced a new compact laptop computer that weighs about one kilo has wireless connectivity and has no disc drive. It has a powerful processor, into which a full-size desktop screen and keyboard can be easily plugged. How can the company use the diffusion-of-innovations framework to develop promotional, pricing and distribution strategies targeted to the following adopter categories?

- a) Innovators
- b) Early adopters
- c) Early majority
- d) Late majority.

4. Sony is introducing an ultra high definition 106-cm plasma TV bundled with a HDTV set top box, a DVD recorder and a home theatre system that uses wireless technology to get the sound to the speakers. The system allows the viewer to watch two sources of video (e.g. DVD and the cricket) at the same time.

- (a) What recommendations would you make to Sony regarding the initial target market for the new TV bundle?
- (b) How would you identify the innovators for this product?
- (c) Select three characteristics of consumer innovators (as summarised in Table 15.11 p. 516). Explain how Sony might use each of these characteristics to influence the adoption process and speed up the diffusion of the new product.
- (d) Should Sony follow a penetration or a skimming policy in introducing the product? Why?

5. Explain the importance of use-innovativeness in the acceptance of new technology.

6. What factors are associated with innovativeness? Are innovators and opinion leaders the same people?

**Individual Class Exercise:**

1. Please choose any two products that you would consider relatively new to the marketplace. Write the new products you have chosen in the spaces provided on the next page.

2. For each new product analyse the degree to which it possesses each of the listed characteristics (you must mark “high” or “low”), and predict how this can be expected to affect the diffusion rate of the new product (you must mark “Increase rate” or “Decrease rate”).

**New Product:** \_\_\_\_\_

Characteristic	High	Low	Influence on the rate of Diffusion	
			Increase rate	Decrease rate
Comm/Obs.				
Relative Advantage				
Compatibility				
Complexity				
Trailability				

**New Product:** \_\_\_\_\_

Characteristic	High	Low	Influence on the rate of Diffusion	
			Increase rate	Decrease rate
Comm/Obs.				
Relative Advantage				
Compatibility				
Complexity				
Trailability				

**Exam revision**

## Appendix B: Group Procedures

### Unit Policy on Group Projects

- Group projects are an important means of students learning teamwork and help foster collaborative learning.
- Skills learnt in group projects are considered invaluable by employers as most tasks assigned in the workplaces are done by groups not individuals.

Students in groups, however, should learn to manage themselves and resolve conflict that may occur with group projects.

In particular students should

- All sign the group charter and give a copy of it to their tutor.
- Notify the course coordinator of any conflict or problems with the group by Day 2 of the course.
- Keep a record of individual inputs into group work.
- Complete the peer assessment form and include with the group project.
- In the event that student received a poor student assessment on group project, that student has 24 hours from the time of being notified by course coordinator to produce evidence of their efforts in the project. If they fail to do so, the student's grade as amended by their group peers will stand.
- If a group is unable to resolve any differences then the course coordinator may split the group or reallocate its members.

## GROUP CHARTER

(This is to be submitted online using the Assignment tool before the first group presentation).

It is a normal business practice to get all agreements that are designed to be binding on the parties involved, put into writing. It is suggested that you decide what problems you wish to see overcome and provide some solutions as to how it could be done. It is further suggested that you now take the time to establish the acceptable group norms and behaviours that you will enforce by exclusion from the group, for any and all individuals who do not conform. Below is a 'group contract' that will bind you all to what YOU ALL decide, till the group is dissolved when the final seminar is concluded. **You need to hand a copy of this charter to your tutor by the end of week 2 of the course.**

## GROUP CONTRACT

It is agreed that the members of this group will:

1

2

3

4

5

6

7

8

9

10

It is freely signed to by the parties who have signed below, that all group members listed as signatories, are bound by their signatures to carry out all duties and obligations and in return, they bind all other to give the same assurance.

Grade desired

I	Ph

have read and signed this understanding that the ultimate sanction of dismissal from the group will require me to do all the assignments in the outline on my own to the same standard as a group of 4 would.

## GROUP CHARTER

This is a chapter that you, both as individuals and as groups, have with regard to the behaviour and conduct of the group and the members that comprise it. Many of you may have reservations about working with groups, you may feel it is culturally inappropriate to work with someone of another culture. While all these may be valid reasons to you, they do not necessarily find credence among others. As the world into which you are going to work, will demand closer working relationships, across cultures, genders and all manner of diversity, it is advisable you learn to learn from the opportunities that arise from group work. Be they good, or bad. What are your rights? Well, for each right you have, comes a corresponding obligation. Each group member has a right to expect a certain standard of performance from each group member and each member a certain level of performance from the rest of the group. Consider what is listed below:

### *RIGHTS*

### *OBLIGATIONS*

#### THE GROUP

#### THE MEMBER

Has the right to expect members to be on time.	You have the obligation to be on time.
Has the right to expect high quality work.	You have the obligation to provide work of high quality.
Has the right to have all members in attendance at all group meetings.	You have the obligation to inform the group, in ADVANCE, if you cannot attend.
Has the right to expect full input and participation from each group member.	You have the obligation to speak up FREQUENTLY, to add your own contribution.
Has the right to dismiss a group member who chooses not to perform.	You have the obligation to support your group's decision even if it means a friend is involved.
Has the right to debate another's point of view, but without criticising the individual.	You have the obligation to critically analyse the statements of others, but without being critical of the person.
Has the right to expect the full and strenuous support of all members, at all times.	You have the obligation to deliver that support, at all times.
Has the right to allow other group members to hold different opinions.	You have the obligation to act as a 'devil's advocate' when you feel the situation requires you to do so.

**Evaluation of Group Performance**

**(This is done as an online survey accessed via Blackboard at the end of the semester)**

Name \_\_\_\_\_

On the following scale 1 = poor contribution, 3 = acceptable level of contribution and 5 = excellent contribution.

**Self Assessment**

I contributed to the group performance by:

How would you rate your contribution    1       2       3       4       5

**Other Group members;**

1. \_\_\_\_\_ contributed to the group's performance by:

How would you rate this members contribution    1       2       3       4       5

2. \_\_\_\_\_ contributed to the group's performance by:

How would you rate this members contribution    1       2       3       4       5

3. \_\_\_\_\_ contributed to the group's performance by:

How would you rate this members contribution    1       2       3       4       5

4. \_\_\_\_\_ contributed to the group's performance by:

How would you rate this members contribution    1       2       3       4       5

-----

How would you rate this member's contribution.       1       2       3       4       5

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What do you think were the group's strengths?

What skills and issues do you think it would be helpful for you to work on next time you work in a group?

## Peer Assessment Form

### *Confidential*

Please indicate what you feel was the relative contribution that you and your team mates made to the group project this semester. Give a rating score to each group member so that the scores add up to 100 points.

	Name	Contribution
Yourself		
Member #2		
Member #3		
Member #4		
Total		100 points

Any special comments or issues you wish us to take into account?

Please fold this form and give to your Tutor.

Tutorial Time:                      Day:                      Tutor:

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<sup>i</sup> Gray, Joanne (2006) "The new rich, a new nickname", *The Australian Financial Review*, 19<sup>th</sup> of August, p. 26.

<sup>ii</sup> Lee, Julian (2006) "I am you are, we are a market segment", *The Sydney Morning Herald*, 26<sup>th</sup> January, p.4.

<sup>iii</sup> Khandem, Nassin (2004) "The Latest Trend: Trend Spotting", *The Age*, 23<sup>rd</sup> of May, p. 3.