Year and Semester: Semester 1, 2009
Unit convenor: Associate Professor Cynthia Webster
Course Coordinator: Jacqueline Kenney
Prerequisites: MKTG101

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. Consumer Behaviour is a 3-credit point subject. The subject provides a conceptual understanding of consumer behaviour, integrating theories from psychology, sociology, cultural anthropology and economics.

TEACHING STAFF

Coordinator: Ms. Jacqueline Kenney
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Consultation: By appointment

Contacting teaching staff
Students are encouraged to approach teaching staff for help. Teaching staff are available for questions during or after lectures and tutorials, by email on Blackboard, or by appointment.

Note: Information about assessment tasks, including the final examination, will be addressed in the lectures and on Blackboard. All teaching staff will mark assessment tasks.

CLASSES

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

• A two-hour (2 hr.) lecture (from the week commencing 23 February);
• A one-hour (1 hr.) tutorial (from the week commencing Monday 2 March).
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:** Wednesdays, 12 pm to 2 pm
- **Venue:** E7B T2
- **Code:** Class 2
- **Time:** Thu, 12.00 pm to 2 pm
- **Venue:** W5A PRICE
- **Code:** Class 1

### Tutorial times and locations
- Class_01 Wed 10 W6B 315
- Class_02 Wed 11 W5C 220
- Class_03 Wed 14 E6A 131
- Class_04 Wed 16 E5A 119
- Class_06 Wed 17 E5A 119
- Class_10 Thu 9 C5A 310
- Class_11 Thu 10 C5A 310
- Class_08 Thu 14 E5A 131
- Class_09 Thu 15 E5A 131

### REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

**Prescribed Text**

**Recommended Reading**
- 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
- 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

### UNIT WEB PAGE
The online classroom for this unit can be accessed via the ‘login’ at http://learn.mq.edu.au

The unit web page is a vital resource in this unit. Blackboard resources include: online research activities, links, course materials and assignment research information.

### LEARNING OBJECTIVES AND OUTCOMES

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

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 generic skill requirements.

In addition to the discipline-based learning objectives, all academic programs at Macquarie seek to develop students' generic skills in a range of areas. This Unit’s generic skills develop: (a) communication (oral and written); (b) team work; and, (c) responsibility for individual 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.

**Course Content**

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topic Focus</th>
<th>Sub-Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>Consumer Behaviour and Marketing Strategy:</td>
<td>Situational Influences; Problem Recognition; Information Search; Evaluating and Selecting Alternatives; Outlet Selection; Selection, Purchase; Post Purchase Processes; Customer Satisfaction and Consumer Loyalty.</td>
</tr>
<tr>
<td>4-6</td>
<td>Internal Influences:</td>
<td>Perception, Learning and Memory; Motivation; Personality and Emotion; and Attitude and Attitude Change.</td>
</tr>
<tr>
<td>7-10</td>
<td>External Influences:</td>
<td>Australasian Society; Demographics and Lifestyles; Household Structure and Consumption Behaviour; Group Influence and Communication; Social Class; Culture and Cross-Cultural Variations in Consumer Behaviour.</td>
</tr>
<tr>
<td>11-12</td>
<td>Contemporary Topics in Consumer Behaviour:</td>
<td>Business-to-Business Buying Behaviour; and Consumers and Society.</td>
</tr>
<tr>
<td>13</td>
<td>Course Revision &amp; Reflection</td>
<td>Review of course and subject.</td>
</tr>
</tbody>
</table>

A detailed outline of topics, reading and activities appears on the final page of the outline.

**RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES**

There are four assessment areas 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.

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Related Learning Outcomes</th>
<th>Weighting (%)</th>
<th>Due Date (Week)</th>
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</thead>
<tbody>
<tr>
<td>AT1: Individual Tasks</td>
<td>1 &amp; 2</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>AT2: Group Presentation</td>
<td>3 &amp; 4</td>
<td>15%</td>
<td>5, 7, 9 &amp; 11</td>
</tr>
<tr>
<td>AT3: Major Group Assignment</td>
<td>2, 3, 4</td>
<td>25%</td>
<td>11</td>
</tr>
<tr>
<td>AT4: Final Examination</td>
<td>1, 2, 3 &amp; 4</td>
<td>50%</td>
<td>Formal exam period</td>
</tr>
</tbody>
</table>
Each assessment task is detailed in this Unit Outline and the assessment criteria that will be used to grade each task is provided on the unit webpage: http://learn.mq.edu.au.

Tasks must comply with Harvard referencing style. For information, consult the study research skills site at Macquarie Library website: http://www.lib.mq.edu.au/studyandresearchtools/

Grades will be deducted where students do not: (a) provide evidence of course-related research and reading through providing references; (b) abide by the University plagiarism policy which specifies the need to reference the work of others.

**AT1 ASSESSMENT**
The AT1 assessment task has several components. The task includes:

- A multiple-choice test in Week 7. Individual students will complete an online quiz consisting of ten (10) questions between 6 am on 8 April and midnight on 9 April. Details will be provided on Blackboard and in lectures;

- Individual weekly tasks. Tasks focus on course applications and your personal consumption. Tasks are to be completed and submitted on Blackboard each week. The final examination will include an assessment of the individual applications. Visit Blackboard to get started.

**AT2 & AT3 ASSESSMENT TASKS**
AT2 and AT3 entail individual contributions to a group project outcome. 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.

**AT2 ASSESSMENT (GROUP)**
AT2 is a practical application of consumer behaviour theory, tools and techniques. Please visit Blackboard > Assessments > AT2 for requirements. To complete this task students are to:

- Self-select a group within your tutorial (eight groups of up to 6 people);
- Nominate a preferred week to present (week 5, 7, 9 or 11);
- Be allocated a product category, brand and/or market segment in the preceding week;
- Give a group presentation (10 mins), lead tutorial discussion (5 mins) and provide the tutor with a hardcopy of the presentation at the start of the tutorial in which they present;
- Students must complete and bring Group Presentation Grading Sheets to the tutorial;
- Submit their presentation on Blackboard prior to presentation time;
- A penalty deduction of five (5) percent per day will apply to late submissions.

AT2 will develop your ability to analyse a topic of vital importance to consumer decision-making. You are required to marshal your thoughts and ideas, and communicate them orally. Group members will utilise analytical skills to apply theory to consumer decision-making situations.

AT2 examines the application of consumer behaviour theory, tools and techniques to developing marketing strategy. Each activity requires consumer, market and industry research data in addition to deep reviews of relevant consumer behaviour theory. Tools to assist students to locate relevant research data and theory are available on Blackboard. AT2 tasks are required to show evidence of research and analysis. Assessment marking criteria are on Blackboard.

The following activities contain the topics and focus for the week 5, 7, 9 and 11 AT2 tasks. Each area of AT2 must relate to your allocated topic, product and consumption situation.
**Week 5: PERCEPTUAL MAPS**
The purpose of this exercise is to understand and identify the utility of perceptual maps to marketing strategy and consumer behaviour. You will be allocated a product category. Your task is to:

- Develop a perceptual map for brands in your allocated product category and identify key dimensions that illustrate consumers’ perceptions of the brand;
- Discuss the relationship of brands within the perceptual map and implications for consumer behaviour;
- Discuss how organisations can incorporate perceptual maps into marketing strategy for specific brands.

**Week 7: ATTITUDES**
The purpose of this exercise is to understand and identify the utility of attitudes to marketing strategy and consumer behaviour. You will be allocated a behaviour category. Your task is to:

- Identify key attitudes associated with your allocated behaviour among young adults;
- Why do people engage or not engage in this behaviour? Identify inconsistencies in an individuals’ behaviour;
- Construct an attitude model of your allocated behaviour and, based on the findings suggest how organisations can improve their marketing strategy.

**Week 9: HIERARCHICAL VALUE MAPS**
The purpose of this exercise is to understand and identify the utility of hierarchical value maps to marketing strategy and consumer behaviour. You will be allocated a product category. Your task is to:

- Develop a hierarchical value map for two (2) brands within your allocated product category. Ensure the two brands are sufficiently differentiated from one another;
- Discuss the relationship between product attributes and consumer end-states and the hierarchical nature of the value map you have developed;
- Discuss the utility of hierarchical value maps for marketing strategy.

**Week 11: PSYCHOGRAPHIC ANALYSIS**
The purpose of this exercise is to understand and identify the utility of psychographic analysis to marketing strategy and consumer behaviour. You will be allocated a brand. Your task is to:

- Describe the personality of the brand and compare to other high-image brands within the brand’s product category;
- Describe and categorise the lifestyle/s of the brand user;
- Discuss the effect of the brand within the broader consumption category.

**Tips:** You are encouraged to: (a) be creative in presenting tasks: (b) draw on visual techniques (e.g., diagrams, images, you-tube); (c) engage the audience using use handouts, questions, etc.

**Note:** Participants will be advised of their product/behaviour/brand one week before presenting. The advice will be made on Blackboard announcements.

Prior to the topic allocation, participants are encouraged to: (a) read in their nominated topic area (e.g., journal articles): (b) read the marking criteria on Blackboard; (c) utilise information on Blackboard/MQ Library regarding Harvard referencing.
**AT3 MAJOR ASSIGNMENT (GROUP)**

This task requires:

- AT2 groups to work together on a second project;
- A group-selected product focus (either alcohol, food or cosmetics);
- A 2,500 word written report (plus tables, diagrams, figures and appendices);
- The use of brand and marketing examples that are current (2 years or less);
- The submission of a physical copy of the group report due in the week 11 tutorial;
- An electronic submission on Blackboard by 5 pm, Friday week 11;
- A penalty deduction of five (5) percent per day will apply to late submissions.

Commentators point out that today’s consumers are sophisticated, well educated and cynical about marketing practice. In response to these consumer changes, commercial firms are increasingly using controversial marketing tactics as a means to engage consumer interest and loyalty.

In this assessment you are to ‘lower your radar’ and to think about how ‘new’ marketing tactics are being used to influence consumer behaviour. We all have a marketing ‘radar’ shield, which has developed overtime in response to marketing exchanges with ‘good’ and ‘bad’ organisations. Our ‘radar’ has developed in response to an age-old situation: caveat emptor (‘let the buyer beware’). Your radar has helped you evaluate if a marketing offer provides real value for you, as well as enabling you to screen out the bombardment of messages and commercial offers you are exposed to every day. For some, this market situation has resulted in information overload and maybe even created a healthy dose of cynicism in a broader consumer market!

What are new marketing tactics? In this assessment, you are to think about more than just traditional advertising. For example, today marketers are creating ‘buzz’ for their products and services without necessarily indicating that their word-of-mouth endorsements have been ‘paid for’ or that their product placements are ‘bought’. Alternatively, companies ‘stage events’ that are perceived to be offensive by the nature of the execution or themes incorporated as part of the marketing activity and not the product itself (e.g. portraying anti-social behaviour, sexist images in advertising, mobilising a ‘protest’ march via an SMS campaign, etc.) or packaging that employs ‘creative’ claims to increase the desirability of a project (e.g. Pascall’s advertise Marshmellows as ‘fat free’ treat).

Choose ONE topic and focus on consumer behaviour responses to ‘under the radar’ marketing tactics. Ensure that your report includes the four AT2 theory applications.

**Topic 1: MARKETING ALCOHOL**

Australian economic growth is impacting consumer preferences in the alcohol industry. Euro monitor International research (2006)\(^2\) reported that increased disposable income has produced a new style of consumer that is constantly on the search for quality premium products with a well-recognised brand name. Australian alcohol beverage consumers also like to be seen with high-priced fancy products much like a fashion accessory and a status symbol. Combine these consumer trends with volume sales of alcohol products that indicate Australian consumers enjoy regularly consuming premium lager, wines and designer label FABs (Flavoured alcoholic beverages) demonstrates that marketing is delivering profits to alcohol manufacturers. Using consumer behaviour theories, students will need to:

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• analyse the market behaviour of alcoholic beverage consumer by applying an appropriate consumer behaviour theory;
• provide examples of brands (maximum three brands) that have successfully used under the radar marketing tactics and explain how these brands have been successful in persuading/and or manipulating the market. Students must include details about the marketing tactics used by the various companies (e.g. a personal photograph, detailed explanation of the marketing experience, example of the marketing creative, etc., as an appendix in the final report);
• identify the emerging consumer trends (e.g. lifestyle choices, values and aspirations, attitudes to brands and marketing) leveraged by organisations;
• based on your analysis discuss if you believe consumers require protection from the under the radar tactics you have identified.

**Topic 2: MARKETING COSMETICS**

Cosmetics and toiletries recorded current value growth of 3 percent, reaching value sales of almost A$4 million in Australia during 2005 (Euromonitor International, 2006). To continue growth opportunities cosmetics companies in Australia are adapting product ranges and offers to encompass a rapidly ageing population. These products have market potential because consumer attitudes towards aging are changing. ACNielsen (2006, p. 2) reports that consumers are ‘happy to turn back the hands of time with 60 percent agreeing that your 40s are the new 30s, and over half consider your 30s the new 20s’. A trend on the other side of the age scale – the teens and tweens – offers new market potential. Euromonitor International (2006) reports the teen cosmetics market is growing at an enormous speed, both internationally and in Australia. Most products previously available were forremedying common teenage problems such as blemishes and acne, but “non-functional” cosmetics and toiletries for teens and tweens are becoming increasingly prevalent. The focus for these products is increasingly younger consumers, with children as young as six being targeted by cosmetics and toiletries companies.

To examine the cosmetic industry students will need to use consumer behaviour theory to:

• identify criteria important in perspective on the self;
• identify the emerging consumers trends (e.g. lifestyle choices, values and aspirations, attitudes to brands and marketing) leveraged by organisations;
• provide examples of brands (maximum three brands) that have successfully used under the radar marketing tactics and explain how these brands have been successful in persuading/and or manipulating the market. Students must include details about the marketing tactics used by the various companies (e.g. a personal photograph, detailed explanation of the marketing experience, example of the marketing creative, etc., as an appendix in the final report);
• discuss whether consumer cosmetic purchases are driven by cognitive, emotional or unconscious processes (give examples);
• based on your analysis discuss if you believe consumers require protection from the under the radar tactics you have identified.

**Topic 3: MARKETING FOOD**

The food industry is targeting consumer demand for healthier products. Due to various high-profile government policies and warnings about the so-called ‘obesity epidemic’ in Australia, attitudes to healthy eating in the country have changed significantly over the last five years. Few Australians are now unaware of the benefits of a healthy diet, low in fat and salt, and many are on a consistent low-fat diet. Consumers are also actively seeking new ways to maintain and improve their personal health, and manufacturers have been swift to embrace these demands. To be competitive food manufactures and the food service industry are marketing ‘meal

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solutions’ to an increasingly demanding market. Four principal market drivers have influence packaged food consumption in Australia. They are: convenience foods (e.g. ready meals, such as prepared salads); health and wellness (i.e. responding to health and food safety concerns); indulgence (e.g. move towards high quality, premium or luxury food, such as frozen pizza that uses “rising crust technology”, which has enabled frozen pizzas to rival their restaurant-delivered counterparts); and ethnicity (e.g. international influences on consumer tastes and a greater consumer willingness to experiment with ethnic dishes). To examine the food industry students will need to use consumer behaviour theory to:

- identify criteria important in buying decision-making;
- discuss the role of individual decision making and group influence on food consumption and attitudes towards categories of food products;
- identify the emerging consumers trends (e.g. lifestyle choices, values and aspirations, attitudes to brands and marketing) leveraged by organisations;
- provide examples of brands (maximum three brands) that have successfully used under the radar marketing tactics and explain how these brands have been successful in persuading/and or manipulating the market. Students must include details about the marketing tactics used by the various companies (e.g. a personal photograph, detailed explanation of the marketing experience, example of the marketing creative, etc., as an appendix in the final report);
- based on your analysis discuss if you believe consumers require protection from the under the radar tactics you have identified.

**AT4 ASSESSMENT**

The final exam will cover materials from the entire course over a three-hour period during the University examination period. The University Examination period in First Half Year 2009 is from 10 to 26 June. Students must demonstrate a comprehensive understanding of the course and interpretive and analytical ability in multiple choice and written sections.

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. Approved calculators are permitted. No other aids are allowed into the exam.

**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’.

**EXAMINATIONS**

Students who doubt their ability to answer questions in English should seek help early in the semester. See the section on student support.

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

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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. Information about unavoidable disruption and the special consideration process is available at [http://www.reg.mq.edu.au/Forms/APSCon.pdf](http://www.reg.mq.edu.au/Forms/APSCon.pdf).

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 Divisions may wish to signal when the Division's Supplementaries are normally scheduled.)

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is the final day of the official examination period.

**Plagiarism**

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found in the *Handbook of Undergraduate Studies* or on the web at: [http://www.student.mq.edu.au/plagiarism/](http://www.student.mq.edu.au/plagiarism/)

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

**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/senate/issues.html](http://www.mq.edu.au/senate/issues.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](http://www.student.mq.edu.au).
**Weekly Guide**

*Bb = Blackboard online classroom*

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<th>Lecturer</th>
<th>Reading</th>
<th>Individual Tasks</th>
<th>Tutorial Activity</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Topic: Consumer behaviour and marketing strategy</td>
<td>Jacqueline Kenney</td>
<td>25/02&lt;br&gt;26/02&lt;br&gt;Reading:&lt;br&gt;- Text Chapters 1 &amp; 2&lt;br&gt;- Unit Outline</td>
<td>Individual Tasks:&lt;br&gt;- AT1: Start consumption diary</td>
<td>Tutorial Activity:&lt;br&gt;- No tutorial week 1</td>
</tr>
<tr>
<td>2</td>
<td>Topic: Problem recognition and information search</td>
<td>Jacqueline Kenney</td>
<td>04/03&lt;br&gt;05/03&lt;br&gt;Reading:&lt;br&gt;- Text Chapters 3 &amp; 4&lt;br&gt;- Holbrook, Morris B. (2005)</td>
<td>Individual Tasks:&lt;br&gt;- AT1 - Bb SPI value experiences</td>
<td>Tutorial Activity:&lt;br&gt;- Discuss consumption diary</td>
</tr>
<tr>
<td>3</td>
<td>Topic: Alternatives, purchases &amp; satisfaction</td>
<td>Jasmina Ilicic</td>
<td>11/03&lt;br&gt;12/03&lt;br&gt;Reading:&lt;br&gt;- Text Chapters 5, 6 &amp; 7&lt;br&gt;- John, Loken &amp; Kim (2006)</td>
<td>Individual Tasks:&lt;br&gt;- AT1: Bb conjoint analysis</td>
<td>Tutorial Activity:</td>
</tr>
<tr>
<td>4</td>
<td>Topic: Perception, learning and memory</td>
<td>Jacqueline Kenney</td>
<td>18/03&lt;br&gt;19/03&lt;br&gt;Reading:&lt;br&gt;- Text Chapters 8 &amp; 9&lt;br&gt;- Festervand (2004 or 2006)</td>
<td>Individual Tasks:&lt;br&gt;- AT1: Bb associative networks</td>
<td>Tutorial Activity:</td>
</tr>
<tr>
<td>5</td>
<td>Topic: Motivation, personality and emotion</td>
<td>Jennifer Ruskin</td>
<td>25/03&lt;br&gt;26/03&lt;br&gt;Reading:&lt;br&gt;- Text Chapter 10&lt;br&gt;- Aaker (1997)</td>
<td>Individual Tasks:&lt;br&gt;- AT1 Bb personality test</td>
<td>Tutorial Activity:</td>
</tr>
<tr>
<td>6</td>
<td>Topic: Attitude and attitude change</td>
<td>Jasmina Ilicic</td>
<td>01/04&lt;br&gt;02/04&lt;br&gt;Reading:&lt;br&gt;- Text Chapter 11</td>
<td>Individual Tasks:&lt;br&gt;- AT1: Bb values scales</td>
<td>Tutorial Activity:</td>
</tr>
<tr>
<td>7</td>
<td>Topic: Australiasian society: demographics and lifestyles</td>
<td>Jacqueline Kenney</td>
<td>08/04&lt;br&gt;09/04&lt;br&gt;Reading:&lt;br&gt;- Text Chapter 12</td>
<td>Individual Tasks:&lt;br&gt;- AT1: Bb online quiz</td>
<td>Tutorial Activity:</td>
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**Mid-Semester Break: Mon 13 to Fri 24 Apr 2009**

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<tr>
<th>Week</th>
<th>Topic and tasks</th>
<th>Lecturer</th>
<th>Reading</th>
<th>Individual Tasks</th>
<th>Tutorial Activity</th>
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</thead>
<tbody>
<tr>
<td>8</td>
<td>Topic: Group influences and communication</td>
<td>Jacqueline Kenney</td>
<td>29/04&lt;br&gt;30/04&lt;br&gt;Reading:&lt;br&gt;- Text Chapters 14 &amp; 15</td>
<td>Individual Tasks:&lt;br&gt;- AT1: Bb a small world</td>
<td>Tutorial Activity:&lt;br&gt;- Hierarchical value maps (HVM)</td>
</tr>
<tr>
<td>9</td>
<td>Topic: Household structure and social stratification</td>
<td>Cynthia Webster</td>
<td>06/05&lt;br&gt;07/05&lt;br&gt;Reading:&lt;br&gt;- Text Chapter 13</td>
<td>Individual Tasks:&lt;br&gt;- AT1: Bb demographics</td>
<td>Tutorial Activity:&lt;br&gt;- Assessment presentation (HVM)</td>
</tr>
<tr>
<td>10</td>
<td>Topic: Culture and cross-cultural variations in consumer behaviour</td>
<td>Cynthia Webster</td>
<td>13/05&lt;br&gt;14/05&lt;br&gt;Reading:&lt;br&gt;- Text Chapter 16</td>
<td>Individual Tasks:&lt;br&gt;- AT1: Bb culture index</td>
<td>Tutorial Activity:</td>
</tr>
<tr>
<td>11</td>
<td>Topic: Business-to-business buying behaviour</td>
<td>Jennifer Ruskin</td>
<td>20/05&lt;br&gt;21/05&lt;br&gt;Reading:&lt;br&gt;- Text Chapter 17</td>
<td>Individual Tasks:&lt;br&gt;- Submit AT3 in tutorial</td>
<td>Tutorial Activity:</td>
</tr>
<tr>
<td>12</td>
<td>Topic: Consumers and society</td>
<td>Jacqueline Kenney</td>
<td>27/05&lt;br&gt;28/05&lt;br&gt;Reading:&lt;br&gt;- Text Chapter 18</td>
<td>Individual Tasks:&lt;br&gt;- AT1: Bb consumption diary</td>
<td>Tutorial Activity:</td>
</tr>
<tr>
<td>13</td>
<td>Topic: Subject review, revision &amp; reflection</td>
<td>Jacqueline Kenney</td>
<td>03/06&lt;br&gt;04/06&lt;br&gt;Reading:&lt;br&gt;- Review: Ch 1</td>
<td>Individual Tasks:&lt;br&gt;- AT1: Bb online review</td>
<td>Tutorial Activity:</td>
</tr>
</tbody>
</table>

**Reminder:** The entire course is examinable – including lecture material, textbook chapters, set journal article readings, assessment tasks (AT1-AT3) and tutorial activities.