



MKTG815
Consumer Behaviour

Semester 1, 2010

Department of Business

MACQUARIE UNIVERSITY
Faculty OF Business and Economics
UNIT OUTLINE

Year and Semester: Semester 1, 2010

Unit convenor/lecturer: Jacqueline Kenney

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 teaching staff.

ABOUT THIS UNIT

This unit examines the external and internal factors that influence people's behaviour in a purchase situation. Consumer Behaviour is a four-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	Consultation:	Tue 11 am-12 pm and /3-4pm
Email:	jkenney@efs.mq.edu.au		(please email to arrange)
Office:	E4A-450		
Tel:	9850 8496 or 0400 171 701		

Contacting teaching staff

Students are encouraged to approach teaching staff for help. Teaching staff is 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.

Class time: Tuesdays, 12 pm to 3.00 pm

Location: E5A-116

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

Prescribed Text

Solomon, M.R., Russell-Bennett, R. and Privite, J. (2010), Consumer Behaviour: Buying, Having, Being, Australia: Pearson Prentice Hall. (**OR** if you are buying a second hand book: Solomon, M.R., Dann, S., Dann, S. & Russell-Bennett, R. (2007), Consumer Behaviour: Buying, Having, Being, Australia: Pearson Prentice Hall.)

Supplementary Reading

Gabriel, Y. & Lang, T. (2007), The Unmanageable Consumer, (2nd Ed.), Thousand Oaks/London: Sage.

Quester, P., Neal, C., Pettigrew, S., Grimmer, M., Davis, T., Hawkins, D. (2008), Consumer Behaviour: Implications for Marketing Strategy, (5th Ed.), Australia: McGraw-Hill Irwin.

Required Reading from:

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

UNIT WEB PAGE

The unit web page is a vital resource in this unit. Blackboard resources include: online research activities, links, course materials and assignment research information. The online classroom for this unit can be accessed via the 'login' at <http://learn.mq.edu.au>

LEARNING OBJECTIVES AND OUTCOMES

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

Unit Learning Outcomes	Skills and competencies are:	
	Developed	Assessed
A. SUBJECT SKILLS & COMPETENCIES		
1. Evaluate existing and potential influences on consumption behaviours;	✓	✓
2. Produce original and unique research- and theory-based formulations in consumer behaviour, individually and collaboratively in groups;	✓	✓
3. Devise, design and construct applications of consumer behaviour to inform specific marketing decisions and marketing strategies;	✓	✓
4. Exemplify consumer behaviour practices using theoretic tools;	✓	✓
5. Judge how theories apply to your personal consumption and critique the sustainability and ethicality of consumption practices;	✓	✓
B. PERSONAL SKILLS AND COMPETENCIES		
1. Form group and negotiate group and individual contribution	✓	✓
2. Group decision making, communication, planning + management skills	✓	✓
3. Initiative, independence, self/task/time management	✓	
4. Network, collaborate and negotiate (self awareness/interpersonal skills)	✓	
5. Written communication skills including Harvard Referencing Method	✓	✓
6. Formal and informal oral presentation skills (tutorials)	✓	✓
7. Effective and creative communication methods (tools, layout + design)	✓	✓
C. ACADEMIC SKILLS & COMPETENCIES		
1. Information literacy and utilisation of library resources	✓	✓
2. Reflective questioning and critique	✓	✓
3. Analysing, interpreting and critical thinking	✓	✓
4. Problem framing, problem solving and decision making	✓	✓

D. CAREER SKILLS & COMPETENCIES

1. Investigate consumer needs and behaviours relevant to marketing	✓	✓
2. Familiarity of sources and tools to frame and solve buying behaviours	✓	✓
3. Ability to research, write and present consumer behaviour applications	✓	✓

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 set tasks.

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 tasks (AT) in this unit. Tasks are designed to assist learning:

- AT1: Reviews individual ability to identify and apply core subject knowledge in a multiple-choice mid-term quiz;
- AT2: Develops individual ability to apply core course knowledge and achieve group outcomes in the context of oral and online presentations;
- AT3: Enhances individual skills to locate, apply and report core subject knowledge and develops group work skills in the preparation of a formal written document;
- AT4: Evaluates the development of specific course knowledge and its application 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.

Assessment Tasks	Related Learning Activities	Related Learning Outcomes	Weighting (%)	Due Date (Week)
AT1: Individual Tasks	Reading + lectures	A1-2+5; B3, 5+7; C2+3; D3	10%	4
AT2: Group Presentation	Class activity + research	A1-4; B1-7; C3-4; D1+3	20%	7
AT3: Major Group Assignment	Research, lectures and tutorials	A1-3+4; B1-7; C1,+4; D2+3	30%	11
AT4: Final Examination	AT1-AT3, lectures, reading + tutorials	A1; B5; C2-4; D3	40%	13

Tools are available from the unit web page to support learning for required outcomes. For example, support tools for competence and skill in research, academic writing and professional oral presentations. The assessment tasks and the criteria that will be used to grade them are on the unit webpage: <http://learn.mq.edu.au>

AT1 ASSESSMENT (Individual)

AT1 is an in-class quiz in week 4 that covers lectures one to three (weeks 1 to 3). Students will have thirty (30) minutes to complete twenty (20) questions on: the overall focus of consumer behaviour as it relates to marketing strategy, perception, learning and memory.

AT2 & AT3 ASSESSMENT TASKS (Group)

Participants are asked to note the following for both AT2 and AT3:

- AT2 and AT3 entail individual contribution to a group project. Participants will form groups in the class and are required to remain in the same group for both tasks.
- Groups will be asked to confirm agreed equal participation by members.
- 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 be documented.
- Participants must conduct and use on their own research. Reliance on the textbook, lecture materials and nominated readings in AT2 and AT3 is unacceptable.
- Grades will be deducted where students do not: (a) provide evidence of research and reading through references (Harvard method); (b) abide by the University plagiarism policy which specifies the need to reference the work of others.

AT2 ASSESSMENT

This task is worth 20 percent of the final grade. Each group will draw on entrepreneurial creativity and research skills to identify a new product/experience and demand/segment:

- ✓ Class presentation of the topic (10 minutes) and class leadership (10 minutes) to obtain peer input and ideas to explore and develop the project (**week 7, CB Forum**);
- ✓ Present the full topic for peer review on Blackboard Media Library (**week 8**).

AT2 CB Forum focuses on topical issues related to consumer behaviour and segmentation strategies. Segmentation has received renewed attention because it assists marketers to understand how new and emerging groups of consumers' value products/brands/experiences. Marketers believe that creative segmentation techniques can pinpoint new needs for value related to contemporary issues, including: the global downturn (MacMillan & Selden, 2008); green and sustainable consumption (Curry, 2008); demand in developing countries and emergent markets (Datamonitor, 2008); demand for premium/value offers (Debbio, 2009); and, innovation and the identification of profitable new markets to serve (Precourt, 2009).

Groups will reflect on the issues raised in lectures, readings and weekly tasks. Students are to explore a social, cultural, political, environmental or economic issue in any country and identify a potentially profitable segment for a new product/brand/experience.

Consumer behaviour techniques, tools and analysis will be used to provide the evidence of a want, need or desire (customer) and why they believe the segment will continue to grow in importance (demand/trends). Students are to show the project ideas that were considered by the group and the values they believe drove the options, including the chosen project.

- ✓ Visit Blackboard > Assessments > AT2 to obtain additional task details;
- ✓ See Guidelines for Assessment Evaluation and Task Feedback Sheet (attached);
- ✓ Group Task Feedback – please complete student and project details and bring to week 7 CB Forum. The sheets will be used to provide feedback.

AT3 ASSESSMENT TASK (GROUP)

This task is worth 30 percent of the final grade. Please visit the Assessment folder on Blackboard for more details on AT3. The task requires:

- ✓ Prior groups to work together on a second project;
- ✓ A group-selected focus;
- ✓ A 4,000 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 in **Week 11** (in-class);
- ✓ An electronic submission on Blackboard by **5 pm, Tuesday, Week 11**.

While long-term economic growth in Australia has often been associated with its impact on consumer preferences, the recent economic downturn also explains changes in consumption patterns. Increased and decreased disposable incomes produce multiple life style options for consumers. Consumers are constantly searching for new ways to experience the world in which they live. Choose some type of experiential activity related to a social issue (e.g. volunteering, speeding, healthy eating, exercise, drugs, binge drinking, recycling, drink driving, smoking, sustainable living). Using consumer behaviour theories, your group will:

- Compare and analyse the market behaviour of consumers who consume or engage the chosen activity with individuals who do not by applying appropriate consumer behaviour theories (give examples)
 - Identify emerging consumer trends in the area (for example, lifestyle choices, values and aspirations, attitudes to brands and marketing);
 - Identify criteria important to consumer decision-making and consumption:
 - Discuss whether consumer behaviour is driven by cognitive, emotional or unconscious processes;
 - Discuss the role of individual decision-making and group influence on consumption and attitudes towards the behaviour.
- Provide examples of social marketing campaigns. Discuss the extent to which they are successful or unsuccessful in persuading and/or manipulating the market.
 - Include details about the marketing tactics used (for example, a personal photograph, detailed explanation of the marketing experience, example of the marketing creative, etc.), as an appendix in the final report.

AT4 ASSESSMENT (INDIVIDUAL)

The final exam will cover materials from the entire course over a three-hour period during the Week 13 class. 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. No other aids will be 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

You must pass the final exam to pass the unit. If you do not pass the final exam your Standardised Numerical Grade will reflect your performance in the final exam and not the whole of the unit. You must pass the final exam to pass the Unit.

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. 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>

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/>

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>

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>.

WEEKLY GUIDE

*Bb = Blackboard online classroom

Week	Topic and tasks		
1	Topic: Consumer behaviour, marketing strategy & value Lecturer: Jacqueline Kenney		
23/02	<i>Reading:</i> ▪ Ch.1; Unit Outline (2007: Ch.1)	<i>Related Readings:</i> ▪ Holbrook (2005); Vyncke (2002)	<i>Tutorial Activity:</i> ▪ The 'story of stuff' ▪ SPI – experiences of value
2	Topic: Contemporary consumerism & perception Lecturer: Jacqueline Kenney		
02/03	<i>Reading:</i> ▪ Ch. 2 (Ch. 2)	<i>Related Readings:</i> ▪ Festervand (2004 & 2006)	<i>Tutorial Activity:</i> ▪ Group formation ▪ Perceptual mapping task
3	Topic: The consumer as chooser; learning & memory Lecturer: Jacqueline Kenney		
09/03	<i>Reading:</i> ▪ Ch.3	<i>Related Readings:</i> ▪ Jocz (2008), & John (2006) or Brinkmann (2008)	<i>Tutorial Activity:</i> ▪ Brand Concept Maps
4	Topic: The consumer as communicator; motivation & values Lecturer: Jacqueline Kenney		
16/03	<i>Reading:</i> ▪ Ch.4	<i>Related Readings:</i> ▪ Hanlan (2006) & Dolnicar (2004) ▪ In-class test (30 mins)	<i>Tutorial Activity:</i> ▪ Values + Value Maps ▪ Hierarchical value maps
5	Topic: The consumer as explorer; personality & lifestyles Lecturer: Jacqueline Kenney		
23/03	<i>Reading:</i> ▪ Ch.5 & 6	<i>Related Readings:</i> ▪ Weekly task – for AT2	<i>Tutorial Activity:</i> ▪ Psychographic analysis
6	Topic: The consumer as identity-seeker & attitudes Lecturer: Jacqueline Kenney		
30/03	<i>Reading:</i> ▪ Ch.7	<i>Related Readings:</i> ▪ Prepare AT2	<i>Tutorial Activity:</i> ▪ Attitudes

Mid-Semester Break: Mon 5 to Fri 16 April 2010

7	Topic: CB Forum – all groups to present Lecturer: Jacqueline Kenney		
20/04	<i>Reading:</i> ▪ Ch.8	<i>Individual Tasks:</i> ▪ Prepare AT2	<i>Tutorial Activity:</i> ▪ CB Forum: Present AT2
8	Topic: Decision making, buying & disposing Lecturer: Jacqueline Kenney		
27/04	<i>Reading:</i> ▪ Chs.9 & 10	<i>Individual Tasks:</i> AT3 preparation	<i>Tutorial Activity:</i> ▪ Group project workshop
9	Topic: Groups, households + organisations Lecturer: Jacqueline Kenney		
4/05	<i>Reading:</i> ▪ Ch.10 & 11	<i>Individual Tasks:</i> ▪ AT3 preparation	<i>Tutorial Activity:</i> ▪ Group project workshop
10	Topic: Income + social class Lecturer: Jacqueline Kenney		
11/05	<i>Reading:</i> ▪ Ch.12 & 13	<i>Individual Tasks:</i> ▪ AT3 preparation	<i>Tutorial Activity:</i> ▪ Group project workshop
11	Topic: Consumption culture + global cultures Lecturer: Jacqueline Kenney		
18/05	<i>Reading:</i> ▪ Ch. 14 & 15	<i>Individual Tasks:</i> ▪ Submit AT3 Major project report	<i>Tutorial Activity:</i> ▪ Group project workshop
12	Course review and discussion Lecturer: Jacqueline Kenney		
25/05	<i>Reading:</i> ▪ None	<i>Individual Tasks:</i> ▪ Revise, reflect and review	<i>Tutorial Activity:</i> ▪ Discussion & Review ▪ The Ad and the Ego
13	FINAL EXAMINATION		
01/06	▪ The exam will be held in class time (12.15 pm to 2.55 pm)		

Reminder: The entire course is examinable – including lecture material, textbook chapters, set journal article readings, tutorial activities and assessment tasks, including the weekly class activities.

Consumer Behaviour

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GUIDELINES FOR ASSESSMENT EVALUATION

Level	Quality of learning and understanding
Level 1 85-100 HD	The knowledge product identifies essential plus additional consumer behaviour concepts, a significant quality and quantity of additional research (theory, market and consumer) and is able to discuss and apply unit ideas, frameworks and tools to practical cases. Evidence of research is significant and diverse; theory is drawn from reputable and relevant academic journals and market/consumer data from credible and current sources. The knowledge product meets the requirements for style, format and Harvard referencing methods and demonstrates clear expression, structure and organisation. Relationships between concepts, practical examples and marketing strategy are demonstrable, accurate and coherent.
Level 2 75-84 D	The knowledge product identifies core consumer behaviour theories very competently and may include additional ideas using extensive research and explains its relevance to practice in coherent and detailed applications of theory to practical examples. Theory is drawn from reputable and relevant academic journals and market/consumer data from credible and current sources. The learning product meets the requirements for style, format and Harvard referencing methods and demonstrates clear expression, structure and organisation. The work exceeds requirements in nearly all respects.
Level 3 65-74 C	The knowledge product identifies core consumer behaviour theories and discusses their relevance to practice in detail. The submission competently employs current market and consumer research and applies relevant consumer behaviour theory to these and explains why the concepts are relevant to marketing strategy. The knowledge product meets most and exceeds some of the requirements for style, format and Harvard referencing methods and demonstrates clear expression, structure and organisation in places.
Level 4 50 to 64 P	The knowledge product identifies essential consumer behaviour concepts and is able to discuss how they are relevant in practice and explain why the concepts are relevant to marketing applications. Greater adherence to required format, style and Harvard referencing is required and the expression and arguments require greater clarity and organisation within and between sections. Evidence of relationships between concepts and to marketing strategy is not demonstrated.
Level 5 45-50 CP < 45 F	The knowledge product does not contain relevant selections of core consumer behaviour concepts and does not demonstrate understanding and application of the concepts, their relevance to consumer behaviour and marketing strategy. There is little depth to the analysis of the exemplar campaigns. The style, format and referencing methods do not follow requirements.

Note: HD = Higher Distinction; D = Distinction; C = Credit; P = Pass; CP = Conceded Pass; F = Fail

Team Feedback Sheet: AT2 – W7 CB FORUM (MKTG815)

**Please complete Team Details & Presentation Feedback pages.
Submit both to the lecturer at the beginning of the W7 CB Forum.**

Topic: _____	Week: W7
Date: Tuesday 20 April 2010	Time: _____
Member 1: _____	SID: _____
Member 2: _____	SID: _____
Member 3: _____	SID: _____
Member 4: _____	SID: _____
Member 5: _____	SID: _____
Member 6: _____	SID: _____
Member 7: _____	SID: _____

Softcopy uploaded to Blackboard

Submitted	Submitted by (name)	Follow up
Yes/No		

Agreed equal contribution

Agreed Equal Contribution to Group Grade	Follow up
Yes/No	

CB Forum Presentation (20 marks)

Presentation (5 mins)		Discussion Leadership (10 mins)	
Content	Band	Group Skills	Band
Focus	1 2 3 4 5 6 7 8 9 10	Leadership	1 2 3 4 5 6 7 8 9 10
Substance	1 2 3 4 5 6 7 8 9 10	Gave focus for input	1 2 3 4 5 6 7 8 9 10
Analysis/depth	1 2 3 4 5 6 7 8 9 10	Effective methods	1 2 3 4 5 6 7 8 9 10
Integration	1 2 3 4 5 6 7 8 9 10	Creative methods	1 2 3 4 5 6 7 8 9 10
Originality	1 2 3 4 5 6 7 8 9 10	Got results (input)	1 2 3 4 5 6 7 8 9 10
Session	5 min talk (+/-/√) and 10 min discussion (+/-/√);		1 2 3 4 5 6 7 8 9 10
Management:	Generated discussion, used prepared material and engaged with class ideas		
Team	Team contribution to overall presentation & class feedback		1 2 3 4 5 6 7 8 9 10
Contribution:	Team spirit		

Comment:

Group Grade (10 marks)

Presentation No. (Tut)	Group Performance	Group Grade	Group Feedback issued to (name):	Note
1 / 2 / 3 / 4 / 5 / 6	F CP P C D HD	/ 20		

AT3: Final Report MKTG815 Consumer Behaviour (30% - due week 11)														
Project Title:										Students:				
Graded by: Jacqueline Kenney														
Criteria:		Scale:										Comments:		
Market behaviour (20%) Social issue; consumer trends; consumption and non-consumption behaviour (focus, research & topic justification)		10	9	8	7	6	5	4	3	2	1	0		
CB Theory (20%) Identification and application of relevant and appropriate theory; behavioural drivers and decision making (depth, interpretation & application)		10	9	8	7	6	5	4	3	2	1	0		
Campaign (20%) Tactics employed and their specific outcomes (explanation, originality, examples)		10	9	8	7	6	5	4	3	2	1	0		
Presentation (20%) Creative and effective communication; elicits interest and conveys meaning; report structure (diagrams, layout & presentation)		10	9	8	7	6	5	4	3	2	1	0		
Written communication (20%) Research, writing & argument (clarity, integration, references, spelling & grammar)		10	9	8	7	6	5	4	3	2	1	0		
Grade Band: F CP P C D HD										Mark / 30		Percentage: %		