

MACQUARIE
UNIVERSITY



FACULTY OF
BUSINESS AND ECONOMICS

MKTG815
Consumer Behaviour

Semester 2, 2010

Department of Business

MACQUARIE UNIVERSITY
Faculty OF Business and Economics
UNIT OUTLINE

Year and Semester: Semester 2, 2010

Unit convenor/lecturer: Jacqueline Kenney

Credit points: Four (4) credit points

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. 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 5 pm
Email:	jacqueline.kenney@mq.edu.au		(please email to arrange)
Office:	E4A-450		
Tel:	9850 8496 or 0400 171 701		

CONSULTATION TIMES

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.

CLASSES

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

Class time: Tuesdays, 6 pm to 9.00 pm

Location: W6B-325

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	

TECHNOLOGY USED AND REQUIRED

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

RESEARCH AND PRACTICE

This unit gives you practice in applying research findings in assignments and opportunities to conduct your own research. Students will also draw on databases for assessments including: WARC, Euromonitor and Factiva as well as academic journal articles.

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%	Formal exam schedule

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 lecturer. 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 (5 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 (Debbo, 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 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)

A three-hour final exam will cover materials from the entire course. 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 the notes page and 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. A final examination is included as an assessment task for this unit to provide an assurance that:

- The product belongs to the student; and,
- The student has attained the knowledge and skills tested in the exam.

The examination will be held during the University Examination period between 17 November and 3 December 2010. A draft examination timetable is published approximately eight weeks prior to commencement of the official examination period. The final examination timetable is published approximately four weeks prior to commencement of the official examination period. The final timetable also contains details of the location of the examination and student seat allocation numbers. It is the responsibility of each student to check the time and location of examinations for each unit if applicable. Timetables and other information on timetable clashes, exam locations and seat allocations are accessible from the timetable website: <http://www.timetables.mq.edu.au/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. 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.

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

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://senate.mq.edu.au/rules/Guidelines2003.doc> or <http://senate.mq.edu.au/rules/detailedguidelines.doc>."

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

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 eg 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.

WEEKLY GUIDE

*Bb = Blackboard online classroom

Week	Topic and tasks		
1	Topic: Consumer behaviour, marketing strategy & value Lecturer: Jacqueline Kenney		
03/08	<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		
10/08	<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		
17/08	<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		
24/08	<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		
31/08	<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		
07/09	<i>Reading:</i> ▪ Ch.7	<i>Related Readings:</i> ▪ Prepare AT2	<i>Tutorial Activity:</i> ▪ Attitudes
7	Topic: CB Forum – all groups to present Lecturer: Jacqueline Kenney		
14/09	<i>Reading:</i> ▪ Ch.8	<i>Individual Tasks:</i> ▪ Prepare AT2	<i>Tutorial Activity:</i> ▪ CB Forum: Present AT2

Mid-Semester Break: Mon 20 Sep to Fri 1 Oct 2010

8	Topic: Decision making, buying & disposing Lecturer: Jacqueline Kenney		
05/10	<i>Reading:</i> ▪ Chs.9 & 10	<i>Individual Tasks:</i> AT3 preparation	<i>Tutorial Activity:</i> ▪ Group project workshop
9	Topic: Groups and consumption Lecturer: Jacqueline Kenney		
12/10	<i>Reading:</i> ▪ Ch.11	<i>Individual Tasks:</i> ▪ AT3 preparation	<i>Tutorial Activity:</i> ▪ Group project workshop
10	Topic: households + organisations Lecturer: Jacqueline Kenney		
19/10	<i>Reading:</i> ▪ Ch.12 + 13	<i>Individual Tasks:</i> ▪ AT3 preparation	<i>Tutorial Activity:</i> ▪ Group project workshop
11	Topic: Households + organisations Lecturer: Jacqueline Kenney		
26/10	<i>Reading:</i> ▪ Ch. 14	<i>Individual Tasks:</i> ▪ Submit AT3 Major project	<i>Tutorial Activity:</i> ▪ Discussion & Review
12	Topic: Income + social class Lecturer: Jacqueline Kenney		
2/11	<i>Reading:</i> ▪ Ch. 15	<i>Individual Tasks:</i> ▪ Private study	<i>Tutorial Activity:</i> ▪ Discussion & Review
13	Topic: Consumption culture, global culture + course reflection Lecturer: Jacqueline Kenney		
09/11	<i>Reading:</i>	<i>Individual Tasks:</i> ▪ Revise, reflect and review	<i>Tutorial Activity:</i> ▪ The Ad and the Ego

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

MKTG815

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

Presentation Feedback Sheet & Team Details: AT2 (MKTG815)

**Please complete Team Details and submit
to the lecturer at the beginning of the W7 CB Forum.**

Topic: _____ **Week:** **W7**

Date: **Tuesday 14 Sep 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:
<u>Market behaviour (20%)</u> Social issue; consumer trends; consumption and non-consumption behaviour (focus, research & topic justification)	10	9	8	7	6	5	4	3	2	1	0	
<u>CB Theory (20%)</u> 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	
<u>Campaign (20%)</u> Tactics employed and their specific outcomes (explanation, originality, examples)	10	9	8	7	6	5	4	3	2	1	0	
<u>Presentation (20%)</u> 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	
<u>Written communication (20%)</u> 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: %						