

MACQUARIE
UNIVERSITY



FACULTY OF
BUSINESS AND ECONOMICS

Unit code: MKTG 815
Unit Name: Consumer Behaviour

First Semester, 2011

Department of Marketing & Management

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

Year and Semester: 2011 Semester 1

Unit convenor: Cynthia Webster

Credit points: Four

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 the teaching staff in the unit.

ABOUT THIS UNIT

This unit examines the internal and external factors that influence people's consumption behaviours in purchase situations. The subject provides a conceptual understanding of consumer behaviour, integrating theories from psychology, sociology, cultural anthropology and economics.

TEACHING STAFF

- Lecturer: Cynthia Webster (cynthia.webster@mq.edu.au; tel: 9850-4857)

CONSULTATION TIMES

- Consultation time with Cynthia: Tuesdays 11:00-12 pm; room 640, 6th floor, building E4A.
- You are encouraged to seek help in person or by phone during regular consultation hours. In special circumstances, an appointment may be made outside regular consultation hours.
- Students experiencing significant difficulties in the unit must seek assistance immediately.

CLASSES

- Number and length of classes: 3 hours face-to-face teaching per week for 13 weeks, consisting of 1 x 3 hour seminar session each week.
- The timetable for class can be found on the University web site at: <http://www.timetables.mq.edu.au/>
- Students are expected to participate in classes, be prepared to work in small groups and discuss the materials assigned each week.

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

- The required reading consists of a number of academic journal articles to be obtained by going to Macquarie Library and accessing the relevant online journal:
 - Holbrook, M.B. (2005). Customer Value and Autoethnography: Subjective personal Introspection and the meanings of a Photograph Collection. *Journal of Business Research*, 58, 45-61.
 - Hede, A. & Kellett, P. (2011) Marketing Communications for Special Events: Analysing Managerial Practice, Consumer Perceptions and Preferences, *European Journal of Marketing*, (electronically available)
 - Guthrie, M. & Kim, H. (2008) The Relationship between Consumer Involvement and Brand Perceptions of Female Cosmetic Consumers, *Journal of Brand management*
 - Roedder John, Loken, Kim & Monga (2006) Brand Concept Maps: A Methodology for Identifying Brand Association Networks, *Journal of Marketing Research*, 43, 549-563.
 - Cowley, E. (2008) The Perils of Hedonic Editing, *The Journal of Consumer Research*, 35, 1, 71-84
 - Ying Zhang, Jing Xu, Zixi Jiang, Szu-Chi Huang (2010) Been There, Done That: The Impact of Effort Investment on Goal Value and Consumer Motivation, *The Journal of Consumer Research*, (electronically available)
 - Kamakura, W.A. & Novak, T.P. (1992) Value-System Segmentation: Exploring the Meaning of LOV, *The Journal of Consumer Research*, 19, 1, 119-132.
 - Baumeister, R.F. (2002) Yielding to Temptation: Self-Control Failure, Impulsive Purchasing, and Consumer Behavior, *The Journal of Consumer Research*, 28, 4, 670-676.
 - Adams, T. B. & Mowen, J. C. (2006) Identifying the Personality Characteristics of Healthy Eaters and Exercisers, *Health Marketing Quarterly*, 23, 1, 21-42.
 - Petty, R.E. Cacioppo, J.T. & Schumann, D. (1983) Central and Peripheral Routes to Advertising Effectiveness: The Moderating Role of Involvement, *The Journal of Consumer Research*, 10, 2, 135-146
 - Tormala, Z. L., & Petty, R. E. (2002). What Doesn't Kill Me Makes Me Stronger: The Effects of Resisting Persuasion on Attitude Certainty. *Journal of Personality and Social Psychology*, 83, 1298-1313.
 - Sheth, J.N., Sethia, N.K. & Srinivas, S. (2011) Mindful Consumption: A Customer-Centric Approach to Sustainability, *Journal of the Academy of Marketing Science*, 39, 21-39.

- Bagozzi, R.P. (2000) On the Concept of Intentional Social Action in Consumer Behavior, *The Journal of Consumer Research*, 27, 3, 388-396
 - Ward, J.C. & Reingen, P.H. (1990) Sociocognitive Analysis of Group Decision Making among Consumers, *Journal of Consumer Research*, 17, 245–262.
 - Moschis, G.P. (2007) Life Course Perspectives on Consumer Behavior, *Journal of the Academy of Marketing Science*, 35, 295-307.
 - Mathur, A., Moschis, G.P & Lee, E. (2008) A Longitudinal Study of the Effects of Life Status Changes on Changes in Consumer Preferences. *Journal of the Academy of Marketing Science*, 36, 234-246.
 - Applbaum, K. & Jordt, I. (1996) Notes Toward an Application of McCracken's "Cultural Categories" for Cross- Cultural Consumer Research, *The Journal of Consumer Research*, 23, 204-218
 - McCracken, G. (1986) Culture and Consumption: A Theoretical Account of the Structure and Movement of the Cultural Meaning of Consumer Goods, *The Journal of Consumer Research*, 13, 1, 71-84
 - Kjeldgaard, D. & Askegaard, S. (2006) The Glocalization of Youth Culture: The Global Youth Segment as Structures of Common Difference, *The Journal of Consumer Research*, 33, 2, 231-247
 - Mathwick, C., Wiertz, C. & de Ruyter, K. (2008) Social Capital Production in a Virtual P3 Community, *The Journal of Consumer Research*, 34, 6, 832-849
- Students also are required to conduct independent academic research. Students are to find, read, summarise and share articles from the following journals:
 - *Journal of Consumer Research*
 - *Journal of the Academy of Marketing Science*
 - *Journal of Marketing*
 - *Psychology & Marketing*
 - *Australasian Marketing Journal*
 - *Journal of Advertising*
 - *Journal of Consumer Culture*
 - *Journal of Consumer Behaviour*
 - *European Journal of Marketing*
 - *International Journal of Research in Marketing*
 - *Journal of Business Research*
 - Those students who do **not** have an undergraduate degree in Marketing or have not taken an undergraduate unit in Consumer Behaviour may find it useful to review an undergraduate textbook. An undergraduate textbook for MKTG203 Consumer Behaviour can be purchased from the Macquarie University Co-op Bookshop. Other useful textbooks are available in the Library.

TECHNOLOGY USED AND REQUIRED

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

UNIT WEB PAGE

The web page for this unit can be found at: Blackboard <http://learn.mq.edu.au>

LEARNING OUTCOMES

The learning outcomes of this unit are:

1. Recognise, understand and apply key terms, concepts and theories discussed in the consumer behaviour literature to develop effective marketing and segmentation strategies for brand positioning.
2. Gain practical knowledge and experience on how to conduct consumer behaviour research, including:
 - a. Framing the research problem or issue
 - b. Accessing, evaluating and summarising industry and academic information
 - c. Presenting results both orally and in a written report format

GRADUATE CAPABILITIES

Marketing graduates are expected to know the following 6 discipline specific knowledge and skills upon graduation. This unit contributes to learning by helping student develop capability 2 below (**in bold**).

1. Learn to apply marketing principles and tactics in local and global markets for organisations (for-profit or non-profit) and governments in order to achieve commercial outcomes (e.g., profit) or solve social problems (e.g., public health and environmental issues).
2. **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.**
3. Learn to define a problem consistent with business decisions, determine the information need, and then gather and process data to aid those decisions.
4. Learn how to structure a marketing message in order to achieve cut-through and position a brand through the creative and efficient use of various communication tools.
5. Understand the key concepts of customer acquisition, retention and development and the delivering of value to targeted segments at a profit by integrating internal processes, enabled by information technology.
6. Learn marketing strategy models, tools and analytical techniques to aid the assessment of marketing programs in order to maximise a company's chances of achieving a sustainable competitive advantage.

In addition to the discipline based learning objective above, Macquarie University also seek to develop the following 8 generic capabilities in our graduates in order to address the challenges, and to be effective, engaged participants in their world.

This unit contributes to this learning by helping student develop generic skills 1, 2 and 6 below (**in bold**).

1. **Critical, Analytical and Integrative Thinking**
2. **Problem Solving and Research Capability**
3. Creative and Innovative
4. Effective Communication
5. Engaged and Ethical Local and Global citizens
6. **Socially and Environmentally Active and Responsible**
7. Capable of Professional and Personal Judgement and Initiative
8. Commitment to Continuous Learning

TEACHING AND LEARNING STRATEGY

Teaching is delivered in seminar format. Students are expected to be active and engaged learners, contributing fully to seminar sessions. Learning activities include individual and group tasks that are to be completed during private study and in the seminars. Students need to read in advance of seminar sessions, participate in classes, be prepared to work in small groups and discuss the materials assigned each week

Weekly topics, readings and activities appear on the final page of this unit outline.

RESEARCH AND PRACTICE

This unit is heavily researched based.

- Required readings draw on academic research conducted by leading international scholars in marketing.
- Assignments require students to conduct their own industry and academic database research (e.g., WARC, Euromonitor and Factiva) and to apply research findings.
- Students are given a number of opportunities to experience research first hand as participants.

RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

The assessment of the course has the following components:

	Research tasks (20%)	Group project (30%)	Mid-term quiz (10%)	Final exam (40%)
Description	Research tasks include 5 participation activities (10%) and 5 journal article summaries (10%).	This project is made up of presentation (10%) and write-up (20%). Presentation is for 15 minutes followed by 5 minutes of class questions.	This quiz is 40 minutes. Multiple choice questions (5%) plus Long essay question (5%) based on all material covered in session 1 to 3.	The duration of the exam is 3 hour plus 10 minutes held during the exam period. Multiple choice questions (20%), plus Long essay questions (30%).
Due date	Electronic submissions are to be uploaded in Blackboard prior to sessions 2, 3, 6, 9 and 10	All groups must be ready to present and turn in powerpoint slides in session 7, All hardcopy reports are due in session 12 to be submitted in class and electronically via Blackboard.	Session 4 at gthe start of the class. Please be seated 5 minute before class.	Please check the exam timetable for location and time.
Marking criteria/standards & expectations	Each task is worth 2 points.	Assessment criteria made available in session 2.	This is a early-warning test to see if you have been studying.	n/a
Submission method	Online Blackboard submission	In class	In class	n/a
Feedback	Written feedback will be given in sessions 7 and 12.	Written feedback will be given before the final examination.	Feedback will be given after the mid-session break in tutorials & lecture.	n/a
Estimated student workload (hours)	20 hours	30 hours	10 hours	40 hours

Learning outcomes assessed:				
1. CB terms, concepts and theories to develop effective marketing and segmentation strategies for brand positioning.			10	20
2. Gain practical knowledge and experience on how to conduct research.	10	15		
Graduate capabilities assessed:				
1. Critical, Analytical and Integrative Thinking		5		10
2. Problem Solving and Research Capability	10	5		
3. Socially and Environmentally Active and Responsible		5		10
Total	20%	30%	10%	40%

RESEARCH TASKS

There are two types of research tasks available to students: weekly activities (10%) and journal articles summaries (10%). To stimulate peer learning, students will be given the opportunity to participate in 8 research activities during class time and will be encouraged to choose 5 of the 8 to submit in electronic form to the unit's Blackboard website to share with their classmates. Each week students also will be encouraged to use Macquarie library's online databases and electronic journal access to find additional high quality academic journal articles related to the topic of the week. In total students are to submit one page summary write-up of 5 different academic journal articles. The summary should include the full reference plus:

- A statement of the research question and/or issue
- The main theory or theories used
- Method and Results

GROUP PROJECT

The group project is made up of two components: a group oral presentation worth 10 percent and a written report worth 20 percent of the final grade. Students will form groups in the class and are required to remain in the same group for both components: the presentation (in week 7) and written assignment (week 12). All group members are to participate equally to both components. Group members must conduct and use on their own research. Reliance on the textbook, lecture materials and required readings 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.

Consumers are constantly searching for new ways to experience the world in which they live. 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. Choose a social, cultural, political, environmental or economic issue in any country (e.g. volunteering, speeding, healthy eating, exercise, drugs, binge drinking, recycling, drink driving, smoking, sustainable living, homelessness).

- Compare and analyse the market behaviour of consumers who consume or engage in 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);
 - Discuss criteria important to consumer perception, attitudes, decision-making and group influence on consumption:
 - Provide examples of real-life marketing campaigns. Discuss the extent to which they are successful or unsuccessful in persuading consumers.
- 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.
 - Late submissions (up to 24 hours) will be penalised at 50% of the grade.

MID-TERM QUIZ

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.

- Students may only sit for the mid-term quiz once. Failure to sit for the quiz will result in a zero grade. Students will only be given special consideration under exceptional circumstances, supported by documentary proof (e.g., medical certificates).
- Students who failed their mid-term quiz will be counselled as an early warning that they have to work harder.

Examinations

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

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

A 3-hour final examination for this unit will be held during the University Examination period.

The University Examination period in First Half Year 2011 is from 6 to 24 June.

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. 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.)

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>

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

GRADES

Macquarie University uses the following grades in coursework units of study:

HD - High Distinction
D - Distinction
CR - Credit
P - Pass
F - Fail

Grade descriptors and other information concerning grading are contained in the Macquarie University Grading Policy which is available at:

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

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/for/new_and_current_students/undergraduate/admin_central/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

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>.

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.

Week	Topic and tasks		
1	Consumers in the marketplace		
	Holbrook (2005)		▪ SPI & Value
2	The consumer as observer: perception		
			▪ Perceptual Maps
3	The consumer as sense-maker: learning & memory		
	Cowley (2008); Roedder John <i>et al.</i> (2006)		▪ Brand Concept Mapping
4	The consumer as regulator: motivation & values		
	Zhang <i>et al.</i> (2011); Kamakura & Novak (1992)		▪ Midterm Quiz
5	The consumer as identity-seeker: personality & lifestyles		
	Baumeister (2002); Adams & Mowen (2006)		▪ Online Personality Test
6	The consumer as director: attitude & attitude change		
	Petty, Cacioppo & Schumann (1983);		
7	CB Forum – all groups to present		

Mid-Semester Break

8	The consumer as chooser: decision making, buying & disposing		
	Sheth, Sethia & Srinivas (2011)		▪ Conjoint Analysis Task
9	The consumer as communicator: group influence		
	Bagozzi (2000); Ward & Reingen (1990)		▪ Small World Experiment
10	The consumer as collaborator: households, income + social class		
	Mochis (2007); Mathur, Moschis & Lee (2008)		▪ Consumption Audit
11	The consumer as interpreter: culture		
	McCracken (1986); Applbaum & Jordt (1996); Kjeldgaard & Askegaard (2006)		▪ Culture Experience Diary
12	The consumer as performer: social media		
	Mathwick, Wiertz, de Ruyter (2008)		▪ Written Assignment DUE
13	Consumption culture + course reflection		