SCHOOL OF MARKETING

MARKETING AND THE CONSUMER
GENC6002

COURSE OUTLINE
Session 1, 2005

LECTURER
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Room 323 John Goodsell

CONSULTATION
Thursday 2pm to 3pm

LECTURES
Thursdays: 3pm - 5pm
Subject Description

This subject aims to give students an understanding of the relationship between what businesses and marketers do for the consumer and for society on the one hand and what consumers bring to the market and what they seek and obtain from it.

The course provides both a marketing perspective as well as the consumer’s point-of-view.

The course is multi-disciplinary—it draws on economics, psychology, anthropology, sociology, and management and planning. It exposes students to diversity of viewpoints, and gives them ample opportunity to exercise their creativity and hands-on learning. The course procedures are eclectic, comprising lectures, discussions, in class group exercises, videos, fieldwork, and student presentations.

Objectives

Knowledge Related Objectives

a) To understand what marketers do and why; and to describe and explain marketing as a field of study.

b) To understand consumer behaviour – how and why consumers buy and how they respond to marketing programs.

c) To understand the relationship between marketing and society including the desirable and undesirable effects of marketing on the consumer and on society.

d) To study ethical issues in marketing, and to examine the role of government, public policy and consumer organizations in shaping ethical behaviour of marketers as well as of consumers.

Student Skills and Aptitude Development Objectives.

e) To provide students an opportunity to think about their own behaviour as consumers.

f) To give students an opportunity to organize their ideas into a written document, to learn to work in groups, to interact in the formal group setting of the classroom, and hone their skills in oral and written communication.

g) Overall, to contribute to students’ continuing quest to become responsible, productive, open-minded, and enlightened adult citizens.
# Subject Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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| 1    | 3 Mar | Introduction and Course Outline  
      |       | A Bird’s Eye-view of the Course |

**Part One: Understanding the Consumer**

<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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| 2    | 10 Mar| Consumer issues and marketing ethics  
      |       | Consumer rights |
      |       | Marketing ethics – advertising resources and sustainability |
| 3    | 17 Mar| How the Consumer Mind Works-- Motivation, Perception, and  
      |       | How Consumers Choose in the Marketplace:  
      |       | Consumer Decision Making and Consumption  
      |       | The role of memory and judgement  
      |       | **Finalisation of ALL Groups** |
| 4    | 24 Mar| “Culture” of Consumption and Values Consumers Seek  
      |       | How Society Shapes the Consumer:  
      |       | Family, Groups, Social Class, and Culture  
      |       | The role of learning and attitudes  
      |       | **Project clarification and discussion**  

**MID-SESSION RECESS**

**Part Two: Understanding What Marketers Do**

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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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| 5    | 7 Apr | Placing Product Offerings into Consumer Minds and into Consumer  
      |       | Hands: Communications overview |
| 6    | 14 Apr| Advertising decisions - Message design and message placement |
| 7    | 21 Apr| **Assignment completion - field work – no lecture** |
| 8    | 28 Apr| Aspects of brand management. |
| 9    | 5 May | Alternative’ communication strategies: Publicity, sponsorship and  
      |       | product placement |
| 10   | 12 May| **Assignment completion - field work – no lecture** |
| 11   | 19 May| Presentations and discussion - Advertising/product placement |
| 12   | 26 May| Presentations and discussion - Environmentalism and Resource  
      |       | Sustainability |
| 13   | 2 June| Presentations and discussion - Major project |
| 14   | 9 June| Exam (in class) |
**Subject attendance**

It is **compulsory** to attend a minimum of **80%** of sessions. This is counted as attending for the full duration of each session [i.e. 3pm – 5pm]- fieldwork days excepted. While this subject has a late afternoon time slot, the above rule will be strictly enforced. Work commitments or other subject commitments are not an acceptable excuse for non-attendance, or part-attendance.

**Assessment**

<table>
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<tr>
<th>Assessment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion topics (group work)</td>
<td>20%</td>
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<tr>
<td>Comprehensive Semester Project (group work)</td>
<td>40%</td>
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<tr>
<td>Final Exam *</td>
<td>40%</td>
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*Students must pass final exam to pass the subject.*

**Details of Assessment**

**Discussion topics and semester project**

You will be required to prepare a brief summary (one page hand out) of the discussion topic selected and for the major project for the class. A copy of this summary should be sent to the course coordinator the day before class so that copying can be organised. This will form the basis of the class discussions during weeks 11, 12, 13.

**Note:**

- Do not use plastic/board/folder covers for written work.
- Keep a paper copy of all your written work in the event the original is lost or technical failure (i.e. computer crashes or disc corruption).
- Reference appropriately. Sentences lifted from published material should be placed in “quote marks” and sources footnoted. Other sources should be in the bibliography.
- Use double or 1.5 spacing and 2cm margins

**Discussion Topics (20%)**

The discussion topics (selected from the three described below) allow you to study one of the three areas in-depth. You will be asked to present a brief summary of your work to class in weeks 11 or 12 and to submit the written report during or before class. You need to select your topic and teams by week three.

The Written Report of the presentation will be evaluated on:

- Background Research – the soundness of research method and the extent of research work undertaken; research entails (i) reading relevant articles in the readings list and recommended publications—must read at least three articles or book chapters, etc. (list them in bibliography, flagging these three), and the write up should show an understanding of this material, (ii) relevant field work such as visiting the stores, interviewing consumers, etc.
- Critical Analysis and Strategic Thinking – Identification of the relevant issues, application of theoretical knowledge and creative solutions will be evaluated.

- Clarity and quality of writing (free of grammatical errors).

Discussion Topics-

**Category 1: Advertising, Distribution, and Personal Selling**

Each group visits several (3 or 4) stores in the same product category (e.g., clothing, hardware, shoes, home electronics, athletic/sports goods, NOT supermarkets). Study these issues (by personal observation of merchandise and clientele, by personally experiencing personal selling and service in the store, and where possible through interviewing the store manager): the stores’ target market, and how the stores compete with other stores in their category. How they manage their merchandise (the range of brands, store brands, display quality, etc.), how they promote themselves, and what is the nature of personal selling. Looking at the store, and taking a consumer’s point-of-view, what would you change in the store to make it more suitable for its target market’s needs. In particular, would you modify personal selling style, merchandise display, etc., and how?

Each group should select two product categories, one high involvement and the other low involvement (get instructor consent). Collect as many advertisements as you can (at least five brands, multiple ads for each) for each product category. Then address these issues:

(a) Do different brands target different consumer types, which ones? (b) do they use different advertising strategy and appeals (explain how)? (c) as a consumer, how would you yourself be affected by each ad? And, (d) are there any unwanted consequences of this type of advertising, either from an individual consumer’s point of view or society’s point of view? And,

Overall, then, comment on whether you think advertising makes people buy things they wouldn’t have or shouldn’t otherwise need; illustrate it with specific ads in your collection.

**Category 2: Product Placement and Consumers’ Perceptions**

Advertising clutter, a decrease in TV audience numbers, Pay TV, and increased consumer sophistication make it difficult for marketers to deliver product related information. This has led to the increased use of product placement in television programs and movies. Product placement is “the paid inclusion of branded products or brand identifiers, through audio and/or visual means, within mass media programming”. Karrh (1998, p33). A criticism of product placement is that it is subtle and consumers are not consciously aware that a form of advertising is taking place. Each group should interview at least four or five consumers. You should find out if they are aware of product placements, if they are able to recall any placements, what do they think of the practice. You should then examine the literature on attitudes to product placement and compare your findings.

**Category 3: Environmentalism and Resource Sustainability**

Each group should interview at least four or five consumers about their environmental attitudes and behaviour—the extent and variety of pro-environmental activities (see readings and class notes for a list) they engage in or do not engage in. Why do they engage or fail to engage in these activities (use the list of motives and factors covered in class)?
What could marketers do to get some of the less pro-environmental consumers into high pro-environmental consumption. Likewise, what could public policy makers do? This part would be guided not by interviews but by your reading about some pro-environmental companies (find them on the Web, e.g., Patagonia), and what they are doing; and likewise about going on the relevant government sites about possible pro-environmental legislation (get some guides from pro-environmental initiatives in Europe as well).

**Comprehensive Semester Project (40%)**

Completed in the same groups as your Discussion Project, the written report on this project will be 2500 words (excluding appendices). The assignment must be typed in 12-point font, double-spaced with pages numbered. A title page (with student name, id number, and project title and a reference list must be included. Use clear, logical and concise language and please carefully edit the assignment for grammatical and spelling errors.

Details of what the project will entail will be supplied in lectures.

**Final Exam – 40 % (Week 14, Thursday 9 June - During class time (2 hours))**

The final exam will focus on material from the formal lectures and presentations and readings as specified in class. It will consist of a few True/False questions, multiple-choice questions, and a few fill in the blank, short essays, and other open-ended questions. More details will be provided later in the session.

**Reading and Reference List**

There is no set text for the course - the final exam is based on lecture material. The projects will require you to do some background reading.

**Recommended Readings**


General Resources.

Consumer Behaviour Texts


Marketing Texts


General Texts


Academic Journals

Australasian Marketing Journal
Competition & Consumer Law Journal
Journal of Consumer Marketing
Journal of Marketing
Journal of Public Policy and Marketing
Journal of Marketing Ethics
Journal of Advertising
Marketing Review
Psychology & Marketing

Popular Media

Business Week
Advertising Age
Business Review Weekly
AdNews
B&T Weekly
Choice Magazine
Financial Review
Sydney Morning Herald
The Age
The Economist
The Sun

Government and Associated Departments

Advertising Standards Board
Austel
Australian Broadcasting Authority
Australian Competition and Consumer Commission (ACCC)
Australian Consumer Association (Choice)
Australian Securities & Investments Commission
Commonwealth/State Consumer Products Advisory Committee
Department of Fair Trading – State and Federal branches
Federal Bureau of Consumer Affairs
National Food Authority
Telecommunications Industry Ombudsman
The Australian Direct Marketing Association (ADMA)
The National Consumer League
Therapeutic Goods Administration