FACULTY OF
COMMERCE AND ECONOMICS

MARK 2051 Consumer Behaviour

Session 1, 2005

Mathew Chylinski
School of Marketing
Subject Description
This subject studies the consumer in terms of the psychological and sociological explanations of behaviour. Understanding consumer behaviour is essential to marketing. It is at the core of the consumer-centric approach to marketing and has direct implications for marketing strategy. Topics of study include attention, perception, motivation, involvement, attitude, decision making and the impact of reference groups and institutions on marketplace behaviour.

Objectives of the Subject
The main objectives are:

1. To introduce major concepts and research in specific psychological and sociological areas which have relevance to consumer behaviour.
2. To emphasise the application of these concepts to marketing strategy.
3. To encourage the improvement of the analytical and the presentation skills of students enrolled in the subject.
4. To integrate consumer behaviour concepts into a framework that can be applied to the analysis of both micro (the individual consumer) and macro (the market) dynamics.

Compulsory Reading Material:

Articles listed in the course outline.
(Some of these may be available via the On-Line Reserve at the UNSW library. Most are directly available via the ABI/Inform Database.)

Recommended Readings:


Staff Details:
Lecturer: Mathew Chylinski  Phone: 9385 3344  Goodsell 312
### Assessment:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Details</th>
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<tbody>
<tr>
<td>Mid-Semester Exam</td>
<td>15%</td>
<td>In the lecture time slot in Week 7</td>
</tr>
<tr>
<td>Tutorial Participation</td>
<td>10%</td>
<td>You will be assessed in each tutorial.</td>
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<tr>
<td><strong>Project:</strong></td>
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<tr>
<td>Presentation</td>
<td>15%</td>
<td>In the assigned tutorial</td>
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<tr>
<td>Report</td>
<td>25%</td>
<td>Submit 31/5.</td>
</tr>
<tr>
<td>Final Exam*</td>
<td>35%</td>
<td>In exam period.</td>
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- Students must pass the exam component to pass the subject.
- Students only have 3 days from the assessment task to request special consideration, whereas in previous years I believe it was 7 days. Special consideration is not automatically granted but is up to the discretion of the academic in charge.
## Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Readings</th>
<th>Tutorial</th>
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<tbody>
<tr>
<td>1/3</td>
<td>Introduction</td>
<td>What is expected in this subject?</td>
<td>No Tutorials</td>
</tr>
<tr>
<td>29/3</td>
<td>Mid Session Break</td>
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<td>Week</td>
<td>Lecture</td>
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| 7 19/4 | | Mid Session Exam  
* (1.5 hours only) | No Tutorials |
Theory of Planned Behaviour. (References TBA) | Tutorial Discussion Presentation No 6 (The consistency between attitude, and consumer choice) |
<p>| 11 17/5 | Report Completion | No Lecture | No Tutorials |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Readings</th>
<th>Tutorial</th>
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<tbody>
<tr>
<td>12</td>
<td><strong>Group Dynamics &amp; Reference Groups</strong></td>
<td>Chapters: 12, 13 &amp; 14; Neal, Quester &amp; Hawkins</td>
<td>Tutorial Discussion</td>
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<td></td>
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<td>* Find in the library.</td>
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<tr>
<td>13</td>
<td><strong>Culture &amp; Sub-culture</strong></td>
<td>Chapters: 15 &amp; 16; Neal, Quester &amp; Hawkins</td>
<td>Tutorial Discussion</td>
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<td></td>
<td></td>
<td></td>
<td>&amp; Review</td>
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<tr>
<td>14</td>
<td><strong>Revision</strong></td>
<td>ALL CHAPTERS</td>
<td>No Tutorials</td>
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Details of Assessment

Individual Work:
The Midterm Exam [15%] will occur during the lecture time in Week 7. The exam consists of 60 multiple choice questions – not ideal we know! But it’s an effective way of encouraging you to become familiar with basic concepts early on in the semester and then to proceed with a greater guarantee of success.

Tutorial Participation [10%] Attendance is compulsory. If you miss more than two tutorial sessions without medical certificates, you will receive a failing grade. To achieve a high grade you must offer constructive comments during class discussions, show evidence of completing the assigned readings, and bring in marketing examples relevant to the topics covered in the tutorial sessions (i.e., news articles or ads that relate to the theories and concepts discussed). The mark is an average over the term, including 0 marks if always absent or non participatory.

The Final Exam [35%]: NOTE: To be held during exam period. Consists of three essay questions [30%] and 10 multiple choice questions [5%].

Group Work:
The Project [40%]. You will work in teams of 4-5 on the project. Team members must attend the same tutorial. Seven different topics are offered for investigation in the project. Within each tutorial, each team will undertake a different topic. In your first tutorial, i.e. week 2, you will choose your topic and your team members. All topics will be covered over the course of all tutorials. If a topic is not assigned to a group, it becomes the basis for class discussion. The topics are related to the specific readings listed in the course outline. You will be expected to supplement your understanding of the topic by reading and analysing additional academic articles, the popular press and your empirical research. The project has 2 components:

(1) Report [25%]. The report should be 4000 words (excluding appendices), double-spaced, 12 font. The report hinges on audio or audiovisual recorded interviews with a total of 10 consumers. The recorded interviews must be handed in with the report; preferably in digital format saved on a CD or a DVD. Analog tapes may also be accepted. The interviews must be transcribed in the appendix and analysed in the body of the report with direct quotes from respondents used to illustrate important points. Students must indicate how they tried to inject objectivity into their analysis of the data. For information about how to conduct the research please see articles recommended below. Throughout the report you should include photos or other visual material intended to communicate your ideas. The report should be structured as indicated below.
Report structure:

- **Introduction** – Why is the topic important?
- **Overview of the literature** – What do we know from past research?
- **Research objectives** – What do we want to discover from this research?
- **Plan and recruit sample** – Who did you study? Why?
- **Development of Interview Protocol** – What questions did you ask? How? Why?
- **Data Collection** – Interviewing respondents
- **Analysis of data** – How did you make sense of the data?
- **Findings** – What did you conclude? Did it support, expand upon or contradict what you already knew?
- **Management and Consumer Implications** – How do your findings related to marketing strategy problems faced by managers? How do your findings relate to consumers and consumer sovereignty in the market?
- **Discussion** – What are the limitations of the research? Where to next?
- **Reference List**

Required Additional Reading

- McCracken, Grant David, *The Long Interview*, Newbury Park, California: Sage Publications (See on-line library reserves)

Please refrain from plagiarising in your report. Remember you must acknowledge all ideas that are not your own. Due date: Hand to tutors in your tutorials on the 31st of May, 2005.

**Presentation [15%].**

You will give a presentation related to your project topic. The presentation will have the form of a project proposal, which you will present in your allocated tutorial. Your project proposal should include a discussion of the importance of your topic area, preliminary literature review and how it links with your research objectives. It should also discuss the intended data collection method and some expectations about the result(s) of your research. The presentation should be 20-25 minutes in duration. The presentation should be “edu-tainment,” that is, informative and entertaining. Theory must be included, but we must enjoy the way you present it. Keep your audience awake and happy. All members of the group must participate in the verbal presentation. To improve your presentation style you should refer to books on the topic in the UNSW library.
IN CLASS - ASSIGNED TASKS (10%)

Note:
All allocated readings must be done before the commencement of each tutorial.

Week 1:
- No tutorials

Week 2: Course Introduction/ Consumer Behaviour and Marketing Strategy
- Chapter 1 & 2
  1. Hand in Student Profile sheet with brief story and photocopy of head-shot.
  2. Tutor introduction.
  3. Go through course assessment with the tutor.
  4. Student hyper-speed introductions.
  5. Choose presentation and team members for group presentation and the report. Note that the presentation forms the basis of your term project. For topics see weeks 3, 4, 5, 6, 8, 9, & 10.
  6. Discuss the readings set for this week (see course outline). Based on your understanding of the readings and the lecture materials for this week prepare an answer to the discussion questions below. Use these answers to argue your case in the general class discussion.
  7. Tutorial task. Form a group of 3-5 to do this task. In point form, write a maximum one page answer to the task question below. Present the answer to the class.

Discussion Questions:
Describe the generic elements of any marketing strategy? What is the goal of a marketing strategy? What do you see as the link between the marketing strategy and consumer behaviour? Does marketing strategy influence consumer behaviour or does consumer behaviour dictate the marketing strategy? What is the customer-centric approach to marketing, and what are its costs and benefits? What is the rational choice theory? Is the assumption of maximisation and the notion that “more is always better” a good representation of consumer behaviour? What factors are necessary to understand consumer behaviour? What role do you see for marketing strategy in generating customer satisfaction while meeting organisational goals of profit and market share?

Tutorial task:
You are a member of the marketing team intending to launch a new website offering a choice of ring tones targeted at 12-17 year olds. Describe the kind of features on the website that would or not include? How would you insure that you maximise customer satisfaction? How would you inform your target market about the website? How would you launch the website? What marketing tactics would you use to elicit loyalty from your customer base? For example would you offer loyalty cards/points etc? Would you run competitions? If so, what would the prizes be like?
Week 3: Problem Recognition and Consumer Goals

- Chapter 3

Discussion questions 1, 2 & 5 page 80 of the text.
Application activities 2 & 5, page 81 of the text. Present to the class, and discuss.

Type or write your summary neatly with your name at the top of the page. During class your summary will be collected by the seminar leader and distributed to other class members for analysis and comment. The articles form the basis for a class discussion.

Discussion Questions:
How would you define consumer goal(s)? What is the difference between a consumer goal and a need state? Discuss the concept of goal hierarchy or goal-continuum. How do consumer goals and needs affect consumer behaviour? What is their role in problem recognition? What is their impact on consumer information processing? How can we develop marketing strategy based on our understanding of consumer goals? Discuss the influence of the situation, context and the external factors on consumer behaviour. Specifically what is the impact of situational factors on consumer needs? How does this affect consumer goals?

Tutorial Task:
Form a group of 3-5 to do this task. What is the long interview technique? What other primary data collection techniques are available? How has the long interview technique been used in marketing research? How is it used in Woodside and Wilson’s (1995) study? What are the advantages and disadvantages of the technique? How would you use it in your term project?

Presentation/Assignment Topic No 1:
Topic: The impact of consumer goals on product attribute evaluation.
Understanding consumer goals is crucial to marketers attempting to predict how will consumers value product attributes in different consumption contexts. For example, a consumer’s evaluation of the comprehensiveness of a WWW search engine may differ depending on whether the consumer’s goal is to find specific information on the Web or to randomly browse. Your project should investigate the effect that consumer goals have on consumers’ product evaluations. In this presentation you must relate your project to the above general topic area. However, you have considerable freedom in terms of the specific focus of the project. For example, you can choose to focus on a single product, or a variety of products. You may look at a specific consumer goal at one point in time (single consumption experience) or over time (repeated consumption) to determine if consumer goals change or vary with experience. Alternatively, you may look at a set of goals, or even a wider goal hierarchy. The scope of the project and its specific application is up to you. However, please remember that the project has to be manageable within the time constraints of the course. For guidelines on the presentation see above.
**Week 4: Stimulus Perception**

- Chapter 8

**Neal et al (2004) text. (Complete before class).**
Discussion questions 3 & 5 page 254 of the text.
Application activities 4, 5 & 6 page 255 of the text. Present to the class, and discuss.

**Summarise the articles by Kellaris & Powell (1996), Theus (1994) and Janiszewski (1988).** (Complete before class).
Type or write your summary neatly with your name at the top of the page. During class your summary will be collected by the seminar leader and distributed to other class members for analysis and comment.

**Discussion Questions:**
Discuss the concept of sensory perception. What is its role in consumer information processing? How can it be used in developing marketing strategies? Is perception malleable? What are some of the ways in which perception can be manipulated? What are the ethical issues faced by marketers interested in affecting behaviour through strategic presentation of stimuli? What should consumers know about the effects of perception in order to make sovereign and informed choices in the market? Does subliminal advertising work? Is it an effective marketing tool?

**Tutorial Task:**
Form a group of 3-5 to do this task. Develop a print advertising message to go with one of the brand names in the discussion question 3 of the Neal et al (2005) text. Discuss the relevant theory and concepts of stimulus perception, which you’ve included in its development. What are the implications of consumer perception on developing a marketing strategy for your new brand.

**Presentation/Assignment Topic No 2:**

**Topic:** The role of conscious awareness in product attribute perception.
There is a consensus in the literature that perception of product related stimuli is an important factor in consumer information processing and choice behaviour. However, whether the perception must be conscious is debatable. Your project should investigate the effect that conscious/unconscious perception of stimuli may have of consumer’s product evaluations or behaviour. In your presentation you must relate the project to the above general topic area. However, the specific research question and the focus of the project are up to you. For example, you may look at what consumers themselves feel affects their behaviour, that is do consumers believe in unconscious influences on their behaviour. Alternatively, you may attempt to discover unconscious effects objectively by presenting your consumers with a set of stimuli (e.g.: product attributes, advertising messages etc.), and then asking them to discuss and/or evaluate those stimuli. The scope of the project and its specific application is up to you. However, please remember that the project has to be manageable within the time constraints of the course. For guidelines on the presentation see above.
29/3 Mid Session Break:
• No Tutorials

Week 5: Preference Construction: Information Search and Evaluation
• Chapters 4 & 5

Discussion questions 1, 4, & 5 page 114; 3 & 4 page 141 of the text.
Application activities 1, & 6 page 114; 1 & 4 of the text. Present to the class.

Type or write your summary neatly with your name at the top of the page. During class your summary will be collected by the seminar leader and distributed to other class members for analysis and comment.

Discussion Questions:
Discuss the factors involved in preference development. What is the role of consumer goals in preference construction? What is the impact of information availability? Do you think the economic assumption of consumers having perfect information is a reasonable one? How would imperfect information availability alter consumer decision making compared to decisions made under perfect information? What is the role of information search? Do you believe consumers have well-defined preferences which they bring to a choice situation, or do you think consumers construct preferences at the time of choice? Support your answer with theory and examples.

Tutorial Task:
Form a group of 3-5 to do this task. You are the marketing manager of a line of fashion sunglasses sold through up-market department stores. Your task is to reposition the brand to appeal to a younger age group. Explain how an understanding of preference construction would assist you in the design of the market research program that will form the basis of your strategy.

Presentation/Assignment Topic No 3:
Traditional economic theory assumes that consumers have stable preferences which they reveal through choice. However, research in consumer behaviour provides evidence which argues that in situations of new product evaluation it is consumers may attempt to construct their preferences. Investigate whether and how consumers may construct their preferences when faced with new products in the market. In your presentation you must relate the project to the above general topic area. However, the specific research question is up to you. For example, you can focus on finding different ways in which consumers may construct preferences for different products. Alternatively, you may focus on the evaluation of the same product under different information levels or different ways of presenting the information. The scope of the project and its specific application is up to you. However, please remember that the project has to be manageable within the time constraints of the course. For guidelines on the presentation see above.
Week 6: Preference Formation: Learning

- Chapters 9

Discussion questions 1, 2, & 3 page 288; of the text.
Application activities 3, 5 page 289 of the text. Present in class.

Type or write your summary neatly with your name at the top of the page. During class your summary will be collected by the seminar leader and distributed to other class members for analysis and comment.

Discussion Questions:
Define learning? How can learning be measured? What types of learning are relevant for marketing? Discuss the relation between consumer preferences and learning over time. How can understanding of consumer learning processes, as well as consumer goals, help marketers develop more effective market strategies? What is the difference between preference construction and preference formation, is there any difference? Suggest how you could use marketing strategy to accelerate the process of preference formation?

Tutorial Task:
Form a group of 3-5 to do this task. Based on your answer to the discussion question 1 (Neal et al, 2004), choose one product and explain how you would apply the concepts of associative learning (see Wasserman & Miller, 1997) of position the product relative to a relevant consumer goal. How would you use the same concepts to reposition the product relative to a different consumer goal?

Presentation/Assignment Topic No 4:
Topic: Effects of repeated product interaction on consumer preferences over time.
Assuming that consumers are faced with a new product, for which they may not have well-defined preferences, what is the effect of repeated interaction (whether by use, observation or word of mouth) with that product on their preferences for the product? Do those preferences change over time as consumers get more information about the product? In your presentation you must relate the project to the above general topic area. However, the specific research question is up to you. For example, you can focus on different ways in which consumers can learn about products, and how these affect their preferences for the products. Alternatively, you may focus on discovering consumer preferences to the same product under a single learning rule as consumers get more exposure to the product over time. However, please remember that the project has to be manageable within the time constraints of the course. For guidelines on the presentation see above.
Week 8: Motivation and Emotion
• Chapter 10

Discussion questions 1, 3, & 5 page 324; of the text.
Application activities 4, 6 page 324 of the text. Present in class.

Summarise the articles by Pincus (2004), Williamson (2002). (Complete before class).
Type or write your summary neatly with your name at the top of the page. During class your summary will be collected by the seminar leader and distributed to other class members for analysis and comment.

Discussion Questions:
Discuss the concept of consumer motivation in relation to consumer needs and goals. What is the relation between biological needs and cognitive goals as drivers of consumer motivation? How can concepts of motivation be applied to marketing strategy? What is the relation between motivation and emotion? Are consumers inherently rational or are they primarily driven by emotions and subconscious impulses? What may be the relation between emotions and consumer goals (see attribution theory)? Are emotions basically mechanistic biological processes that will eventually be completely described by research in neuroscience? How does understanding of consumer emotions help in positioning products for competitive advantage?

Tutorial Task:
Form a group of 3-5 to do this task. Your marketing team has been charged with responding to a competitive threat in the market. One of your strongest competitors, BMW, has just introduced a new model that is superior in quality and features to your current Toyota Lexus. Your task is to design a marketing strategy that will prevent a market share decline by repositioning towards stronger emotional bonds with the customers.

Presentation/Assignment Topic No 5:
Topic: The role of emotions in information evaluation and consumer choice behaviour.
There is growing evidence that consumers are not simply rational computing machines. Emotions often intervene in consumer judgement and affect the evaluation of product attributes. In your presentation relate the project to the above general topic area. However, the specific research question is up to you. For example, you may want to focus on how often consumers base their judgements on emotions. Alternatively, you may attempt to discover how emotional appeals to humour, fear, or guilt affect consumer decision making. However, please remember that the project has to be manageable within the time constraints of the course. For guidelines on the presentation see above.
**Week 9: Attitude and Personality**

- Chapter 11

Discussion questions 8, page 359; of the text.
Application activities 1, 5 page 359 of the text. Present in class.

**Summarise the article by Foxal & Yani-de-Soriano (2005), Find and review two articles on the topic of Theory of Planned Behaviour. (Complete before class).**
Type or write your summary neatly with your name at the top of the page. During class your summary will be collected by the seminar leader and distributed to other class members for analysis and comment.

**Discussion Questions:**
What is attitude and how does it link with the concept of consumer personality? Do you think applying marketing strategy to change consumer attitudes is a. possible, b. desirable, c. ethical? What does this mean for consumer personality? Is there such a thing as personality? How can knowledge of attitude, attitude change, and personality allow consumers to maintain sovereignty in an increasingly sophisticated marketplace?

**Tutorial Task:**
Form a group of 3-5 to do this task. In recent years films like “Supersize me” have dramatised the adverse effects of eating fast foods, while recent research in social marketing has emphasised the growing obesity ‘epidemic’ in Australia. Your marketing consultancy team has just been hired by the department of health to promote either a less acceptable attitude towards obesity, just as smoking has become in recent decades, or more acceptable attitude towards healthy body image. Choose one and design a marketing campaign aimed at changing consumer attitudes. What considerations influenced your choice of approach?

**Presentation/Assignment Topic No 6:**
**Topic: The consistency between attitude and consumer choice behaviour.**
The key assumption behind much of consumer behaviour research and theory is the consistency between attitude and choice behaviour. In your project analyse whether this assumption is a reasonable one. Are there departures between attitude and consumer choices or do consumers always make choice decisions based on their stated attitudes? In your presentation relate the project to the above general topic area. However, the specific research question is up to you. For example, you may want to focus on factors determining how often consumers report their choices as consistent with their attitudes. Alternatively, you may find out consumer attitudes to two products; one with a favourable and one with an unfavourable attitude. Then attempt to determine what circumstances would result in choices that are consistent and choices that are not consistent with the consumer attitudes. However, please remember that the project has to be manageable within the time constraints of the course. For guidelines on the presentation see above.
**Week 10: Post-purchase and Satisfaction**

- Chapters 6 & 7

**Neal et al (2004) text. (Complete before class).**

Discussion questions 2, page 174; 6, 8 page 207 of the text.
Application activities 4, page 175; 7 page 207of the text. Present in class.

**Summarise the article by Soderland (2002), Mooradian & Oliver (1997). (Complete before class).**

Type or write your summary neatly with your name at the top of the page. During class your summary will be collected by the seminar leader and distributed to other class members for analysis and comment.

**Discussion Questions:**
Pulling together your knowledge of consumer goals, motivation, information processing, and learning discuss the effect that post-purchase satisfaction has on preference for product attributes. How do emotions and personality affect the post purchase process? Can consistent post-purchase behaviour be explained in terms of personality traits? What does this mean for marketing strategy concerned with targeting and positioning product offerings? How can post-purchase satisfaction impact on the marketing goals of profitability and growth? How could you create competitive advantage in the market by focusing on customer post-purchase behaviour and satisfaction?

**Tutorial Task:**
Form a group of 3-5 to do this task. Read the case study on page 208. Answer questions on page 209.

**Presentation/Assignment Topic No 7:**

**Topic: Determinants of customer satisfaction; implications for post-purchase behaviour.**

Reinforcement and satisfaction are closely linked concepts. The subjective experience of satisfaction has reinforcing effects on consumer behaviour. Analyse the components of satisfaction with product attributes that lead to reinforcement of certain consumer behaviours. In your presentation relate the project to the above general topic area. However, the specific research question is up to you. For example, you may want to focus on what factors lead to satisfaction/dis-satisfaction with a particular product (i.e.: what is the reinforcement value of the product) and how this affects future intentions to purchase. Alternatively, you may attempt to discover how consumers deal with positive or negative consumption events; and what are the consequences of this for the marketers. However, please remember that the project has to be manageable within the time constraints of the course. For guidelines on the presentation see above.
17/5 Report Completion

- No Tutorial

Week 12: Group Dynamics and Reference Groups

- Chapters 12, 13, & 14

Discussion questions 1, 4 page 482; 5 page 515 of the text.
Application activities 4, page 444; 5 page 483; 5 page 515 of the text. Present in class.

Summarise the article by Earls (2003), Chandrashekaran et al (1996). (Complete before class).
Type or write your summary neatly with your name at the top of the page. During class your summary will be collected by the seminar leader and distributed to other class members for analysis and comment.

Discussion Questions:
Is a group of individuals more than the sum of the goals, needs, and the personality traits of the individual group members? How does consumer behaviour change as a result of group interaction? Much of the research in consumer behaviour assumes that individual are free acting agents. Is this a reasonable assumption? Do you believe the need to conform may be the predominant need in consumer behaviour; justify your answer. How do group dynamics impact on our understanding of the process of preference formation?

Tutorial Task:
Form a group of 3-5 to do this task.
1. List the various reference groups that have an influence on you and categorise them into aspiration, dissociative, primary and informal groups. Rank them in importance in influencing your consumption behaviour. On what types of products, if any, do these groups influence your consumption?
2. Suppose that you are a marketing manager for a regional brewery. How successful do you think a strategy would be of attempting to reach opinion leaders with communications so that they will pass these messages on to followers and thereby influence their behaviour?
**Week 13: Culture and Social Class**
- Chapters 15 & 16.

**Neal et al (2004) text. (Complete before class).**
Discussion questions 1, 4 page 482; 5 page 515 of the text.
Application activities 4, page 444; 5 page 483; 5 page 515 of the text. Present in class.

**Summarise the article by Wattanasuwan (2005), Ogden et al (1994). (Complete before class).**
Type or write your summary neatly with your name at the top of the page. During class your summary will be collected by the seminar leader and distributed to other class members for analysis and comment.

**Discussion Questions:**
Do you believe that “we can exercise our freedom through consumption choices”? Discuss the relation between symbolic consumption and culture. How does culture relate to the concept and definition of self? Is symbolic consumption an expression of the self or is it a reflection of the process of acculturalisation. Relate the concepts discussed by Ogden et al (1994) to the Australian multicultural context especially as it relates to assimilation of different migrant groups in the society. What is the role of marketers in the consumption driven society?

**Tutorial Task:**
Form a group of 3-5 to do this task
1. Define culture in your own words. How do cultures evolve? Why do cultures have similarities and differences? How do consumers acquire culturally related behaviours?
2. Remember the last time you visited another culture for an extensive period of time. List the cultural similarities and differences you noticed? How could marketing managers use this knowledge in planning their marketing activities?
3. What is social class? Why do most human cultures have social classes? Does social class matter to you? Do you judge people based on their social class origins? What cues do you use to make evaluations?
PLEASE NOTE THAT THE LECTURE AND TUTORIAL MATERIAL (BUT NOT THE ARTICLES IN THE STUDY KIT) WILL BE EXAMINED.

Education Development Unit
Additional learning support, tailored to the needs of FCE students, is available from the Education Development Unit (EDU) in the Faculty. The EDU offers a range of services for FCE students including:
- Academic skills workshops run throughout the session;
- Printed and on-line study skills resources e.g. referencing guide, report writing and exam preparation;
- A drop-in resource centre containing books and audio visual material that can be borrowed;
- A limited consultation service for students with individual or small group learning needs.
More information about the EDU services including on-line resources, workshop details and consultation request forms are available from the EDU website.

Contacts and location:
- EDU Web: http://education.fce.unsw.edu.au
- EDU Location: Room 2039, Level 2 Quadrangle Building
- EDU services are free and confidential and are available to students of the Faculty of Commerce and Economics.

Other UNSW support
In addition to the EDU services, the UNSW Learning Centre provides academic skills support services for students. The Learning Centre is located on Level 2 of the Library and can be contacted by Phone: 9385 3890 or through their website: http://www.lc.unsw.edu.au/. Students experiencing problems of an academic or personal nature are encouraged to contact the Counselling Service at UNSW. This service is free and confidential and run by professional counsellors. The Counselling Service is located on Level 2, Quadrangle East Wing, and can be contact on 9385 5418.