Faculty of Business School of Marketing

MARK2051 / MARK2151
CONSUMER BEHAVIOUR

COURSE OUTLINE
SESSION 1, 2007
1. COURSE STAFF
   
   Lecturer: Mathew Chylinski
   Room: JG 312
   Phone: 9385 3344
   Email: m.chylinski@unsw.edu.au
   Consultation: Thursday 1pm – 3pm

1.1 Communication with Staff
The above office hours are only a suggestion of the time when I am likely to be in the office. However, I am generally available to answer questions or inquiries. You can email or call me on the phone; alternatively you can see me in person. If you’re thinking of dropping by my office it’s always a good idea to bounce me an email first.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching times and Locations
The lecture for this course takes place on Tuesdays, 11am to 1pm. It is held in the Mathews Theatre A. Tutorials each week will be held after the lecture, as per the course schedule. The time and location of tutorials is available at http://www.timetable.unsw.edu.au/2006/MARK2051.html#S1-1629

2.2 Units of Credit
Consumer Behaviour is worth 6 OUC.

2.3 Relationship of this course to other course offerings
This subject studies the consumer in terms of the psychological and sociological explanations of market 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 on marketplace behaviour. Throughout the course these topics are linked to marketing strategy as a way of applying consumer behaviour theory to marketing problems.

2.4 Approach to learning and teaching
Consumer Behaviour is designed to challenge you, encourage you to think for yourselves and even take responsibility for your own learning. The course is delivered in a standard lecture/tutorial format. The lectures introduce you to the theory and concepts in consumer behaviour. Tutorials on the other hand encourage learning via mutual discussion, analysis and application of key concepts to marketing problems. To obtain full benefits from this course, I suggest you extend yourself... beyond your comfort zone. That means proactively participate in the discussions and the lectures. The textbook readings are supplemented by article references. This is required for a deeper understanding of the course.
3. COURSE AIMS AND OUTCOMES

3.1 Course Aims
The aim of MARK2051 Consumer Behaviour is to develop an appreciation and understanding of the core aspects of consumer psychology. The course is relevant to those of you who want to understand a human behaviour from an economic and marketing perspective. The aim is to prepare you for a future role as marketing managers, consultants or advisors. The goal is to improve your ability to understand, critically analyse, and apply current research in consumer behaviour to concrete management problems.

3.2 Student Learning Outcomes
By the end of the course you should be able to:

- Understand major concepts and research in specific psychological and sociological areas which have relevance to consumer behaviour.
- Think critically about consumer behaviour.
- Be able to apply these concepts to marketing strategy.
- Improve your analytical and the presentation skills.
- Apply relevant theories and concepts of group behaviour taught in the course to improve your group work skills.
- 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.
- Appreciate how consumer research is conducted and translated into knowledge.

3.3 Teaching Strategies
The approach to teaching in Consumer Behaviour is divided into lectures and tutorials. The lecture will introduce the relevant concepts and theory of consumer behaviour. The tutorials are designed to get you talking and discussing the theory presented in the lectures. Each week we will make sure we cover the following components:

1. In the lecture I will be outlining the main theoretical concepts in consumer behaviour. This will set the context for tutorial discussions and presentations.
2. You will present in the tutorials. The presentations will be based on the lecture topics set for each week. These will be done in groups. The presentations will take the form of a project proposal. This means the presentations are directly related to the topic of the major project you will choose in week 2. Presenters will outline the intended area of interest within your chosen topic, discuss the substantive concepts, and suggest an application of those concepts to marketing. The success of the presentations will partly depend on the level of discussion you are able to generate in class.
3. You are all expected to take part in tutorial discussions. This means making constructive comments, statements and asking relevant questions. You have to prepare for each tutorial discussion by reading the relevant articles and writing down a set of questions, discussion points, and solutions to the tutorial tasks set for each week.
4. **STUDENT RESPONSIBILITIES AND CONDUCT**

For information on your responsibilities regarding workload, general conduct and behaviour, and keeping informed, please refer to the School of Marketing’s website.  

4.1 **Attendance**

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment. ...And I will be extremely disappointed if you go AWOL on me too.

5. **LEARNING ASSESSMENT**

5.1 **Formal Requirements**

In order to pass this course, you must:

- achieve a composite mark of at least 50; and
- achieve at least 50% from the individual component of assessment (see below).

If you do not pass the individual component, then you will receive a UF grade. Tough I know, but what doesn't kill you only makes you stronger. 😊

5.2 **Assessment Details**

<table>
<thead>
<tr>
<th>Assessment Component</th>
<th>Component Weighting</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Participation*</td>
<td>15%</td>
<td>End of session.</td>
</tr>
<tr>
<td>Project:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>15%</td>
<td>In the assigned tutorial</td>
</tr>
<tr>
<td>Report</td>
<td>30%</td>
<td>Submit 05/06/07 at 5pm.</td>
</tr>
<tr>
<td>Final Exam**</td>
<td>40%**</td>
<td>In exam period.</td>
</tr>
</tbody>
</table>

*A section of the tutorial participation worth 5% of the total marks in the course can be exchanged for participation in a faculty run research project. That is, students will have the option of participating as respondents in a research project. Those who choose to participate will automatically receive 5% of the total course grade for tutorial participation. Those who choose not to participate will make up the 5% of total marks by being extra active during tutorial classes.

**You have to pass this component to pass the subject!
Individual Work:

**Tutorial Participation [15%] – Applying theory; Deepening understanding.**
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 (i.e.: hand in 1 page article summaries), 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.

**Optional Research Participation [5%] – Experiencing consumer research.**
You have a choice of participating in a faculty run research project when such a project becomes available. Available research projects will be announced in class together with a list of randomly drawn student ID numbers selected for each project. When your ID number is selected and you decide to participate you will receive 5% credit in the course (part of tutorial participation) as incentive for taking part in the research project.

Alternatively, if you decide not to participate in the research project you will make up the 5% of total marks by completing ALL the assigned reading summaries and being EXTRA active during tutorials.

The Final Exam [40%]: - Integrating concepts.
NOTE: To be held during exam period. A complete structure of the exam will be advised later.

Group Work:

**The Project [45%]. –Improving analytical skills; Applying group work skills**
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 [30%].** 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 not 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?
- 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. See page 10.

Submitting the Report:
Where: School of Marketing Assignment Box
When: 05/06/2007 at 5pm

(2) Presentation [15%]. – Improving presentation skills
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.
5.3 Assignment Submission Procedure
Assignments are to be submitted on or before the due date at the seminar, or by lodging in the marked essay box located on the 3rd floor, John Goodsell building.

5.4 Late Submission
Information about late submission of assignments, including penalties, is available on the School of Marketing’s website

5.5 Special Consideration and Supplementary examinations
Details relating to procedures for special consideration and supplementary exams can be found at:
http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=_Current_SpecialConsideration

NOTE: You only have 3 days from the due date of the assessment/exam in which to lodge a special consideration form.

5.6 Assignment Format
Each assignment length excludes appendices and references. However, all appendices must be relevant to the assignment and clearly referenced in the main body of the assignment. Each assignment should have a title page with each group member’s name and student number. Sub-headings and a table of contents are welcomed.

Extra readings are also encouraged. I want evidence that you had thought about, researched and analysed each of the topics. The higher pedagogical goals of demonstrated understanding and insight will guide assessment of the assignments. This means that you must infuse your own ideas and construct own arguments, rather than simply repeat what you read in the articles, books or the lecture notes.

5.7 Research Participation
The faculty at the UNSW School of Marketing, in addition to their teaching interests, are actively engaged in pursuing original research interests that push the boundaries of the Marketing discipline. Such research has implications for improved understanding of consumers, management practices, corporate organisation, and social policy directives. The established findings of academic research are the core basis of teaching and knowledge dissemination at the University. Being part of the university culture students are encouraged to explore the research environment at UNSW and experience the process of knowledge generation by participating in faculty administered research projects. These projects will likely closely relate to the topics studied in the course and represent the cutting edge of research in the topic area.

Participation in the faculty administered research projects is encouraged, but is not compulsory. Students who choose to participate in a faculty run research
project are entitled to 5% credit in the course. To receive the 5% credit students must return a research participation receipt, signed by both the student and the research invigilator, to the TUTOR in charge of their enrolled tutorial class. The receipt acts as a record of a student’s participation in the research project.

Students should not participate in more than one research project in any one semester. Students who choose not to participate in a research project earn the 5% credit by engaging in a piece of assessment, which is the standard requirement in the course.
6. Academic Honesty and Plagiarism

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see:

www.my.unsw.edu.au/student/atoz/Plagiarism

Plagiarism is the presentation of the thoughts or work of another as one’s own.* Examples include:

- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person’s assignment without appropriate acknowledgement;
- paraphrasing another person’s work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle
† Adapted with kind permission from the University of Melbourne.
7. STUDENT RESOURCES

7.1 Course Resources

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:


UNSW Vista:
- Lecture notes, handouts and course materials are available via VISTA.
- Online discussion is encouraged.

7.2 Other Resources, Support and Information

The University and the Faculty provide a wide range of support services for students, including:
- Learning and study support: Counselling support; Library training and support services; Disability support services.

In addition, it is important that all students are familiar with University and Faculty policies and procedures in relation to such issues as:
- Examination procedures and advice concerning illness or misadventure; Supplementary Examinations; Occupational Health and Safety policies and expectations.

For information and links relating to the above services, please see [note School web pages where this information is presented.

8. CONTINUAL COURSE IMPROVEMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW’s Course and Teaching Evaluation and Improvement (CATEI) Process ([http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm](http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm)) is one of the ways in which student evaluative feedback is gathered. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students.
### 9. Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Readings</th>
<th>Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>Course outline</td>
<td>No Tutorials</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Chapters</td>
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<tr>
<td>12</td>
<td>22/5</td>
<td>Report Completion</td>
<td>No Lecture</td>
</tr>
<tr>
<td>13</td>
<td>29/5</td>
<td>Report Completion</td>
<td>No Lecture</td>
</tr>
<tr>
<td>14</td>
<td>05/6</td>
<td>Putting It All Together</td>
<td>Revision Lecture</td>
</tr>
</tbody>
</table>
10. **IN CLASS – ASSIGNED TASKS**

**Week 1:**
- No tutorials

**Week 2: Course Introduction/ Consumer Behaviour and Marketing Strategy**
- Chapter 1 & 2
  1. Tutor introduction.
  2. Go through course assessment with the tutor.
  3. Student hyper-speed introductions.
  4. 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.
  5. 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.
  6. 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 consumers will 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

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.

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 this 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.
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 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.

(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:
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. 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 7: 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 8: 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 to be 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 9: Post-purchase and Satisfaction

- Chapters 6 & 7

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

(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 may 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.
Week 10: 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 individuals 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 11: Culture and Social Class
• Chapters 15 & 16.

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?