Unit Outline

MKTG2204

Consumer Behaviour

Semester 2, 2011
Crawley

Dr. Kenneth Yap

* This Unit Outline should be read in conjunction with the Business School Unit Outline Supplement available on the Current Students web site http://www.business.uwa.edu.au/students
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UNIT DESCRIPTION

Introduction

This is an introductory unit in Marketing. The aim of the course is to provide an overview of various constituent concepts of consumer behaviour. Although no prior knowledge of marketing is assumed, students should be able to draw from their observations of marketing activities and their experience (and responses to those marketing activities) as a consumer themselves. The skills and knowledge you gain from this unit will be necessary for sound strategy formulation and implementation. Apart from gaining knowledge and skills that will make you very valuable as a marketing graduate, I hope that the knowledge you gain from this unit will change the way you understand the world of business.

Unit content

We begin with an introduction to consumer behaviour. We then examine how consumers process information and make decisions, and focus on individual consumer topics such as personality, motivation and attitudes. Cultural influences and international consumers are also addressed in the lectures and the texts. The unit concludes with an examination of group, family and personal influences. The texts provide readings, key terms, and study questions to help you reinforce your learning. You will also find practice cases that allow you to apply consumer behaviour principles to real world case situations.

The Goal of the Unit

In one sense this is a strange unit. You walk into it as an expert on consumer behaviour, as you have consumed all your life. The goal of the unit is to reduce your perceived expertise and to have you acknowledge that all consumers are not like you. The unit should help you increase your understanding of the nature of the exchange process from the consumer perspective.

Learning outcomes

The primary objective of this unit is to provide you with the skills that allow you to analyse your own behaviour, and that of others, as well as being able to predict the likely effect of environmental, individual, and marketing influences on the behaviour of consumers. You will be required to learn the key terms and concepts developed in consumer behaviour theory and to be able to apply these. These skills are necessary for a proper understanding of almost every unit you will study in marketing and form the basis of most of their theory.

On completion of this unit, you should be able to:

- **Recognise** the different components of consumer decision-making and individual and environmental factors that influence it
- **Recognise** the intent of marketing activity in shaping and influencing consumer decision-making
- **Develop** the appropriate written and verbal communication skills for future undergraduate studies, including marketing
Educational Principles and Graduate Attributes

In this unit, you will be encouraged and facilitated to develop the ability and desire to:

- To become familiar with the range of consumer behavior issues and to develop skill in using a variety of analytical frameworks in the applied context.
- To take responsibility for your own learning and actively develop intellectually so as to be ready to contribute to society and lead a successful life.
- To recognize that this is a living unit and be prepared to adjust to new material and challenging presentations both in the lectures and tutorials.
TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies

True learning takes place when you are able to apply what you try to remember and understand. Application of marketing theory and knowledge is a critical facet of problem solving, which in turn is what employers will pay you to do when you graduate. This is the underlying philosophy of my teaching and learning approach. I believe firmly that the more you remember and understand, the more you have to apply and the more problems you will be able to solve. The lectures, tutorials, assignments and exams will provide many opportunities to apply such knowledge. The harder you work, the more you will gain from this course.

Teaching and learning evaluation

You may be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Students’ Unit Reflective Feedback (SURF). The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online and is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. We encourage you to complete the forms as your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate.

Attendance

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process. It is therefore important that you attend classes. More formally, the University regulations state that ‘to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials’.
CONTACT DETAILS

We strongly advise students to regularly access their student email accounts. Important information regarding the unit is often communicated by email and will not be automatically forwarded to private email addresses.

<table>
<thead>
<tr>
<th>Unit coordinator/lecturer</th>
<th>Kenneth Yap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email:</td>
<td><a href="mailto:kenneth.yap@uwa.edu.au">kenneth.yap@uwa.edu.au</a></td>
</tr>
<tr>
<td>Phone:</td>
<td>6488-5876</td>
</tr>
<tr>
<td>Consultation hours:</td>
<td>Friday 12-1pm</td>
</tr>
<tr>
<td>Lecture times:</td>
<td>Friday 10am-12pm</td>
</tr>
<tr>
<td>Lecture venue:</td>
<td>BUSN: WSRFMLT</td>
</tr>
<tr>
<td>Tutor:</td>
<td>Dafina Rexha</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:dafinarexha1@yahoo.com.au">dafinarexha1@yahoo.com.au</a></td>
</tr>
<tr>
<td>Tutorial:</td>
<td>Monday 9am (SSCI:G209); 10am (SSCI:G209); 1pm (BUSN:161); 2pm (BUSN:161); 3pm (BUSN:142)</td>
</tr>
<tr>
<td>Tutor:</td>
<td>Ahmad Fareed Ismail</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:ahmadfareedi@yahoo.com">ahmadfareedi@yahoo.com</a></td>
</tr>
<tr>
<td>Tutorial:</td>
<td>Wednesday 11am (BUSN:261); 12pm (BUSN:163)</td>
</tr>
<tr>
<td>Tutor:</td>
<td>Shasha Wang</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:shashaatperth@gmail.com">shashaatperth@gmail.com</a></td>
</tr>
<tr>
<td>Tutorial:</td>
<td>Thursday 11am (BUSN:160); 12pm (BUSN:160); 1pm (BUSN:161)</td>
</tr>
<tr>
<td>Tutor:</td>
<td>Pham Cao Thang</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:thang.pham@uwa.edu.au">thang.pham@uwa.edu.au</a></td>
</tr>
<tr>
<td>Tutorial:</td>
<td>Friday 9am (BUSN:160); 12pm (BUSN:160); 2pm (BUSN:162); 3pm (BUSN:162);</td>
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TEXTBOOK(S) & RESOURCES

Unit Website

http://webct.uwa.edu.au
All teaching materials used in this unit will be available on WebCT prior to class.

Recommended/required text(s)


Additional resources & reading material

Consumer behaviour is an evolving dynamic discipline that encompasses a wide scope in research. As the text material tends to be United States oriented and often too general for your assignments, you are expected to consult external references. You should therefore familiarise yourself with the content of local libraries and other information sources. There are many journals and other publications that you will find of value (e.g. Journal of Consumer Research, Journal of Marketing, Journal of Retailing, Journal of Advertising, Journal of International Marketing, Psychology and Marketing, Journal of Consumer Behaviour, Australasian Marketing Journal).
### UNIT SCHEDULE

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<tr>
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<tbody>
<tr>
<td>1 1 Aug</td>
<td>Introduction to Consumer Behaviour and Marketing Strategy (CH1)</td>
<td>No tutorials</td>
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<tr>
<td>2 8 Aug</td>
<td><strong>Guest Lecture</strong> &lt;br&gt;Demographics and Lifestyles (CH12) &lt;br&gt;Household Structure and Consumption Behaviour (CH13)</td>
<td>Introduction – Expectations, Assignment, Participation &lt;br&gt;Discussion – Undertaking a literature review in marketing, writing a literature review (available on WebCT – please read and prepare) &lt;br&gt;CH1: RQ8,9; DQ1 &lt;br&gt;S&amp;T – CH1 – AA2</td>
</tr>
<tr>
<td>3 15 Aug</td>
<td>Situational Influences (CH2), Problem Recognition (CH3)</td>
<td>CH12: DQ1,3,7 &lt;br&gt;S&amp;T – Case: NZ wine market (see attachment on WebCT)</td>
</tr>
<tr>
<td>4 22 Aug</td>
<td>Problem Recognition (cont.), Information Search (CH4)</td>
<td>CH13: RQ3,4,8; DQ3,6 &lt;br&gt;S&amp;T – Case: The cost of lighting up (Additional question: Should government regulate against smoking?)</td>
</tr>
<tr>
<td>5 29 Aug</td>
<td>Information Search (cont.)</td>
<td>CH3: RQ2; DQ7,8; AA2; TT</td>
</tr>
<tr>
<td>6 5 Sep</td>
<td><strong>MID-SEMESTER TEST 1</strong> &lt;br&gt;Evaluating and Selecting Alternatives (CH5)</td>
<td>Assignment Review</td>
</tr>
<tr>
<td>7 12 Sep</td>
<td>Outlet Selection and Product Purchase (CH6), Post- Purchase Processes (CH7)</td>
<td>ASSIGNMENT 1 DUE &lt;br&gt;CH5: DQ1,4,6; AA1; Case: What's in a label?</td>
</tr>
<tr>
<td>8 19 Sep</td>
<td>Perception (CH8)</td>
<td>CH6: RQ1,7,8; AA3; TT (Additional question: How do marketers increase the incidence of impulse purchases?) &lt;br&gt;CH7: RQ2,7,8; DQ4,7; AA1 (one of them has to be Singapore Airlines)</td>
</tr>
<tr>
<td>9 26 Sep</td>
<td>Semester break</td>
<td></td>
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<tr>
<td>10 3 Oct</td>
<td><strong>MID-SEMESTER TEST 2</strong> &lt;br&gt;Learning and Memory (CH9)</td>
<td>Assignment Review (interview questions)</td>
</tr>
<tr>
<td>11 10 Oct</td>
<td>Motivation, Personality and Emotion (CH10)</td>
<td>Assignment Review (interview questions)</td>
</tr>
<tr>
<td>12 17 Oct</td>
<td>Attitude and Attitude Change (CH11)</td>
<td>Assignment 2 DUE &lt;br&gt;CH10: DQ1 &lt;br&gt;S&amp;T – Two examples of advertising that presume Freudian personality theory applies to consumers</td>
</tr>
<tr>
<td>13 24 Oct</td>
<td>Group Influence and Communication (CH14), Culture (CH16)</td>
<td>CH11: RQ5 &lt;br&gt;S&amp;T – Changing attitudes (available on WebCT)</td>
</tr>
<tr>
<td>14 31 Oct</td>
<td>Review and reflect</td>
<td>CH14: RQ1,3,7; DQ4 &lt;br&gt;CH16: DQ4</td>
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</table>
The purpose of assessment

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work provides you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process. To reiterate, the following are the desired learning outcomes and the program activities designed to achieve it (in italics)

- **Recognise** the different components of consumer decision-making and individual and environmental factors that influence it
  - This outcome will be assessed through your contribution towards tutorial discussions and performance on the mid-semester test and final exam, a portion of which covers the terminology and concepts surrounding consumer behaviour

- **Recognise** the intent of marketing activity in shaping and influencing consumer decision-making
  - This outcome will be assessed through your contribution towards tutorial exercises, a portion of which requires you to demonstrate marketing strategies intended to shape an influence consumer behaviour

- **Develop** the appropriate written and verbal communication skills for future undergraduate studies, including marketing
  - This outcome will be assessed through your contribution toward tutorial discussions and performance on the two individual assignments which specifically tasks students to research and write a draft report, and then later submit a final report incorporating tutors’ comments

Assessment mechanism summary

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Due date</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>1) Tutorial participation</td>
<td>15%</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>2) Individual Assignment 1 - Draft</td>
<td>15%</td>
<td>16 Sep 2011 5.00pm</td>
<td>Submit to WebCT</td>
</tr>
<tr>
<td>3) Individual Assignment 2 - Final</td>
<td>20%</td>
<td>21 Oct 2011 5.00pm</td>
<td>Submit to WebCT</td>
</tr>
<tr>
<td>4) Mid-semester 1</td>
<td>10%</td>
<td>9 Sep 2011</td>
<td>Administered online through WebCT</td>
</tr>
<tr>
<td>5) Mid-semester 2</td>
<td>10%</td>
<td>7 Oct 2011</td>
<td>Administered online through WebCT</td>
</tr>
<tr>
<td>6) Final exam</td>
<td>30%</td>
<td>Exam Period</td>
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**Note:** Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.
Assessment components

1) Tutorial exercises/activities

- Each student is expected to attend tutorials and participate in the discussion and other tasks assigned. Full details of the assessment procedures and the allocated tasks are described in the tutorial schedule.

- **Tutorial participation:** Attendance at each tutorial session is considered obligatory. You should also participate actively in the discussion. Personal views and comments (based on your reading) shall be required from all students in all tutorial sessions. The tutorial questions are assigned to facilitate demonstrable preparation and understanding of the week’s material. This makes it easier to provide an objective assessment.

- In some weeks, you will be assigned ‘Show and Tell’ (S&T) questions and although the name seems a bit juvenile, please treat these questions seriously. These questions are tied to at least half of the desired learning outcomes and are the best opportunities to demonstrate your preparation and understanding. To do so effectively, you will need to bring 2 printed examples of the point you will be making on that topic. These printed examples include newspaper and magazine articles, advertisements, journal articles, excerpt from a book. If you don’t produce present it (hence Show and Tell), you will be awarded zero for participation that week. Your participation will then be assessed by the quality of that example.

- **Marking criteria:** This component is worth 15% of the course and will be assigned as a mark out of 15 by your tutor. This mark is a culmination of your performance over all the tutorials attended, on the average. Attendance does not get you any marks at all, your demonstration of preparation and understanding of the tutorial questions will. This means on average, if you have not demonstrated significant preparation and understanding, you will get a zero for participation. Preparation is the keyword: students who consistently come unprepared but talk a lot by just asking questions, stating the obvious, speak without qualifying their statements (or think twice before speaking) are also likely to get zero for participation. The tutors can provide general feedback about the quality of contribution, but will not be giving you a final/publishable tutorial mark until the end of the semester. Your tutors are qualified to assess this even though they may choose to stay quiet or encouraging while some students ‘waffle’ on. **Remember: **The goal of the unit is to reduce your perceived expertise and to have you acknowledge that all consumers are not like you.

2) Assignment 1

- Partner someone in your tutorial.
- Each pair is expected to write a research paper that bridges theory and application of consumer behaviour. The objective of this paper is for you to demonstrate that you possess mastery in a small but significant area or topic that will benefit your (potential) employer. The first part of this research paper will be marked by your tutor and your final submission will need to incorporate their feedback and significant improvement, as well as, research findings. Assignment 1 is the first part of the research paper. Below is the topic area of the research paper:

**Word-of-mouth (including Electronic Word-of-mouth):**

This topic looks at how consumers engage in word-of-mouth either as senders or receivers. It is communication between/among consumers that does not originate from companies trying to promote its own products. There is a lot of practitioner (non-academic) material that you can research from, but you will have to survey the academic literature on this topic. **Choose either verbal (traditional) word-of-mouth or electronic word-of-mouth, but not both.** You will need to survey the latest theories and studies on a variety of topics relating to word-of-mouth and you are free to define your own specific topic as long as it is in the realm of word-of-mouth. At the end of this assignment, you should have demonstrated a very good understanding of the literature you
have surveyed and the concepts/constructs involved in word-of-mouth. You should devote a few sentences at the conclusion of this assignment to express your interest for further investigation (in Assignment 2). Kick-start your assignment by reading the article by Richins available on WebCT.

• Assignment 1, which is the first part of the research paper must follow the following guidelines strictly:
  i. Three-pages (maximum) report that details the prepared answer, 12 point and 1.5 spaced pages with 1.5cm margins on all sides. The three pages exclude the space needed for references. You may attach an appendix but this information will be incidental to the report and will not be assessed for its substance. The appendix has a maximum of one page including any tables or charts.
  ii. Academic language, grammar and style that is of a high standard. This means that if you think you will need help with editing or English, seek help sooner rather than later. Your writing style will be a component of the assessment.

• The motivation behind this research report is to provide an opportunity for students to acquaint themselves with the more theoretical or ‘scientific’ side of marketing. This knowledge will separate them from other intelligent or observant people who are not trained in marketing but often make claims to understanding the consumer psyche. Apart from providing legitimacy to marketing students, this knowledge may be able to help a company in its approach to the market.

• As a guide, you will need to consult many journal articles in marketing on your chosen topic. You must be aware of the distinction between academic journals and practitioner publications (e.g. trade magazines, opinions, newspapers, magazines, website editorials). The latter are inundated with statements, propositions, and claims by those not always trained in marketing. You may still need those to help you understand how to apply the theory; however, explore and understand the theory first, much of which is from academic journals. Referencing website content is strongly discouraged (this does not apply to journals that are available online).

• To help you narrow down the list of topics in word-of-mouth, you may attempt any one of the following three options (although you are not limited to these options):
  • Topics related to determining the characteristics of someone who produces or propagates word-of-mouth (e.g. what type of person in terms of gender, personality, involvement).
  • Topics related to determining the characteristics of someone who elicits or is receptive to word-of-mouth (e.g. what type of person in terms of gender, personality, involvement).
  • Topics related to determine the situation that fosters or necessitates word-of-mouth communication (e.g. what type of buying situation, product type).
  • Topics related to the nature of word-of-mouth (e.g. what is said, how it is said, how it is received).

• I envisage a good paper would demonstrate an understanding and synthesis of the literature. A good paper would be well-researched and referenced with no less than 10 academic journal citations or maybe even a book. Research and referencing does not mean just skim read and copy and paste a few sentences: You will need to demonstrate that you understand how the theory is developed and how each academic study has contributed to it. You may have to read a lot more than 10 academic journal articles to even cite 10 in your paper. It is often best to do a lot of background reading, and then select a specific research topic or argument. Your tutors are all experienced researchers and can give you feedback along the way.
  • Treat this as an equivalent version of something you might submit at the end-of-semester in other courses. This means it must already be well-written and not presented in an undeveloped (bullet-points) or unstructured manner.
3) Assignment 2

- As a pair again, your tutor will provide you with extensive comments for Assignment 1. Your job will then be to incorporate the feedback and determine what topic you would like to investigate with real consumers.
- Your task in Assignment 2 is to first develop a set of interview questions that you will ask ten consumers and/or business owner. These questions are based on the topic you have specified for Assignment 1, but the purpose of these questions is to elicit information on how verbal (traditional) word-of-mouth or electronic word-of-mouth (again, choose either one but not both) works in reality. In your reading, some articles may have included survey questions that might give you ideas on what some of your interview questions might look like. Apart from asking questions, you may also want to make observations. The context of your investigation will pairs of industries/markets and you can choose one of the following pairs:
  1. Fine-dining restaurants and casual-dining restaurants
  2. Internet service providers and cars
  3. Holiday destinations and wine
  4. Movies and laptops
  5. Interesting websites and employment opportunities
- The paper should report your findings from your interviews or any observations, as well as, any additional insights you may have gained from further reflection on word-of-mouth. If you can, find some more academic articles that might support some of your findings or observations. You should devote some part of the paper to conclusions about what you think about the literature you have reviewed in Assignment 1 (e.g. whether it seems to explain your conclusions from your research or whether it appears inaccurate or misguided). This means you should try to make as many cross-references to the studies you cited in Assignment 1. However, cross-referencing means that you should comment on how your own research from the interviews compares with concepts or findings from articles cited in Assignment 1. Cross-referencing does not mean that you replicate what you wrote in Assignment 1 for Assignment 2. You will also need to devote one or two paragraphs in Assignment 2 about how you think companies might benefit from your findings on word-of-mouth.
- Assignment 2 must follow the following guidelines strictly:
  - Three-pages (maximum) report that details the prepared answer, 12 point and 1.5 spaced pages with 1.5cm margins on all sides. The three pages exclude the space needed for references. You may attach an appendix but this information will be incidental to the report and will not be assessed for its substance. The appendix has a maximum of one page including any tables or charts.

4) Mid-semester test 1

- This will consist of 50 multiple choice questions and will be 40 minutes in length. It will take place online during the week of 5 September 2011. This exam will cover all the material assigned prior to this date (i.e., up to and including week five lectures, texts and tutorials). This test will be administered online through WebCT.

5) Mid-semester test 2

- This will consist of 50 multiple choice questions and will be 40 minutes in length. It will take place in class during the week of 3 October 2011. This exam will cover all the material assigned prior to this date (i.e., week eight up to and including week nine lectures, texts and tutorials). This test will be administered online through WebCT.

6) Final exam

- This will consist of 120 multiple choice questions and will be 130 minutes in length. It will take place during the exam period. This exam will cover all the assigned material, including lectures, texts and tutorials.
Submission of assignments

Please remember to attach an Assignment Cover Sheet to the front of your assignment. You can download and print your Assignment Cover Sheet from the Current Students web page http://www.business.uwa.edu.au/students/assessments

Student Guild

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