MKTG2031
Consumer Behaviour
Semester 1, 2014

An understanding of the needs and behaviours of consumers is an intrinsic component of the development and implementation of successful marketing actions. Specific topics address the consumer decision process; situational and perceptual influences in consumer evaluation of marketing messages, products and services; motivation, learning and memory, personality, attitude and attitude change in marketing contexts; the influence of consumer demographics; and contextual influences on consumer behaviour, including that of the online consumer.

Mode of Delivery | On campus
---|---
Prerequisites | At least 24 units
Incompatible Courses | BUSN2031 Consumer Behaviour
Course Convenor: | Dr. Toni Eagar
Phone: | 02 6125 8579
Email: | Toni.Eagar@anu.edu.au
Office hours for student consultation: | Monday 2 – 5. You will need to select an available time through [http://www.meetme.so/consumerbehaviour](http://www.meetme.so/consumerbehaviour)
Student administrator/s | RSM Student Office (Monday to Friday 9am to 5pm)
Phone: | 6125 6737 or 6125 9839
Email: | Enquiries.rsm@anu.edu.au

http://programsandcourses.anu.edu.au
COURSE OVERVIEW

Learning Outcomes

LO1. Understand the three major influences on customer choice:
   - the process of human decision making in a marketing context;
   - the individual customers make up;
   - the environment in which the customer is embedded;

LO2. Apply this understanding to marketing strategies of the supplier;

LO3. Develop the cognitive skills to enable the application of the above knowledge to marketing decision making and activities

Proposed Assessment (Summary): Assessment for this course will be confirmed after consultation with students at the first lecture of the semester. If there are any changes to the assessment, those changes will be publicised on Wattle.

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Value</th>
<th>Due Date</th>
<th>Linked Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tutorial Quizzes</td>
<td>40%</td>
<td>Through-out semester (See designated tutorials)</td>
<td>LO1</td>
</tr>
<tr>
<td>2. Tutorial Activities</td>
<td>30%</td>
<td>Through-out semester</td>
<td>LO3</td>
</tr>
<tr>
<td>3. Topic Video Presentations</td>
<td>30%</td>
<td>Week 8 (optional) and Week 13</td>
<td>LO2, LO3</td>
</tr>
</tbody>
</table>

Research-Led Teaching

This course aims at giving students the thrill of discovery by offering a balance of theoretical background and practical exposure. The distinctive and research-led features of this course lie in its ‘student-centred’ and ‘learning by doing’ approaches to teaching and learning.

The course facilitates student engagement with research via:

- Research informed learning:
  A comprehensive introduction to a wide range of contemporary knowledge in consumer behaviour, an important research interest of the course convenor, particularly in relation to identity, celebrity, commitment and brand communities;
  An application of consumer behaviour theories through tutorial activities that utilise various consumer research methods;

- Learning to do research:
  Independent research, using core consumer behaviour concepts, to analyse and synthesise academic research to understand and apply concepts in marketing practice.
Feedback

Staff Feedback
Students will be given feedback in the following forms in this course:

- Verbal and written feedback on the tutorial activities;
- Written feedback on tutorial quizzes, with ongoing feedback to the whole class on performance indicators via Wattle;
- Written comments on topic video presentations;
- Written feedback via emails to any course-related matters.

Student Feedback
ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement.

For more information on student surveys at ANU and reports on the feedback provided on ANU courses, go to:
http://unistats.anu.edu.au/surveys/selt/students/ and
http://unistats.anu.edu.au/surveys/selt/results/learning/

Policies
ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University’s academic standards, and implement them. You can find the University’s education policies and an explanatory glossary at: http://policies.anu.edu.au/

Students are expected to have read the Code of Practice for Student Academic Integrity before the commencement of their course.

Key policies include:
- Student Assessment (Coursework)
- Student Surveys and Evaluations
- Assessment of Student Learning
<table>
<thead>
<tr>
<th>Wk No.</th>
<th>Wk beg.</th>
<th>Lecture Topic</th>
<th>Reading</th>
<th>Tutorial Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>17 Feb</td>
<td>Introduction and situational Influences</td>
<td>Ch 1,2</td>
<td>Assessment review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problem recognition</td>
<td></td>
<td>Tutorial Activity: Burning house</td>
</tr>
<tr>
<td>2</td>
<td>24 Feb</td>
<td>Information search</td>
<td>Ch 3,4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3 Mar</td>
<td>Evaluating and selecting alternatives</td>
<td>Ch 5,6,7</td>
<td>Tutorial Activity: Choosing wine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outlet selection and purchase</td>
<td></td>
<td>Quiz 1: Topics week 2 and 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post-purchase process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>10 Mar</td>
<td>Public holiday (no lecture)</td>
<td>Ch 7</td>
<td>Tutorial Activity: Brand love songs</td>
</tr>
<tr>
<td>5</td>
<td>17 Mar</td>
<td>Perception</td>
<td>Ch 8</td>
<td>Tutorial Activity: Movie night</td>
</tr>
<tr>
<td>6</td>
<td>24 Mar</td>
<td>Learning and Memory</td>
<td>Ch 9</td>
<td>Tutorial Activity: Smartphone mapping</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Quiz 2: Topics week 5 and 6</td>
</tr>
<tr>
<td>7</td>
<td>31 Mar</td>
<td>Motivation, personality and emotion</td>
<td>Ch 10</td>
<td>Tutorial Activity: Burning Man</td>
</tr>
</tbody>
</table>

**SEMESTER BREAK**
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Chapter(s)</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>21 Apr <em>(Mon +Fri)</em></td>
<td>Public Holiday (no lecture)</td>
<td></td>
<td><strong>Topic Video Presentation 1</strong></td>
</tr>
<tr>
<td>9</td>
<td>28 Apr</td>
<td>Attitude and attitude change</td>
<td>Ch 11</td>
<td>Tutorial Activity: Make me stop! Quiz 3: Topics week 7 and 9</td>
</tr>
<tr>
<td>10</td>
<td>5 May</td>
<td>Group influence and communication</td>
<td>Ch 14</td>
<td>Tutorial Activity: Celebrified</td>
</tr>
<tr>
<td>11</td>
<td>12 May</td>
<td>Household structures and consumption behaviour</td>
<td>Ch 13,15</td>
<td>Tutorial Activity: Trash talk Quiz 4: Topics week 10 and 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social stratification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>19 May</td>
<td>Culture and cross-cultural influences</td>
<td>Ch 16</td>
<td>Tutorial Activity: Cultural identity circles Quiz 5: Topics week 12</td>
</tr>
<tr>
<td>13</td>
<td>26 May</td>
<td>Course overview</td>
<td></td>
<td><strong>Topic Video Presentation 2</strong></td>
</tr>
</tbody>
</table>
ASSESSMENT REQUIREMENTS

Assessment Tasks

Participation
There is no tutorial participation mark in this course. However, as much of the assessment is conducted in tutorials if there is a problem with attendance you should contact the course coordinator ASAP with documentation explaining the issue. Alternative arrangements can be made to suit the circumstances.

Assessment Task 1: Tutorial Quizzes

Details of task: Short quizzes that will be conducted 5 times in tutorials throughout semester. The best 4 quiz results will count towards this assessment mark. See the above Study Schedule for quiz dates.

Quizzes will be based on material in the readings and lecture for weeks specified. Students will need to have read material prior to attending class. Students will only be able to do a make-up quiz if they provide documentary evidence to explain an absence.

These quizzes are designed to assess student’s understanding of consumer behaviour concepts and theories.

Practice quiz materials will be available on Wattle to help you study and prepare for each quiz.

Value: 40%

Assessment Task 2: Tutorial Activities

Details of task: For each designated tutorial (see Study Schedule) you are required to prepare a response to an outlined task. Each task will be outlined on Wattle. These tasks are designed to be completed by a naïve respondent and as such do not require any reading or referencing to course or academic material. For example, Tutorial Activity 1: Burning house - requires you to take a photo of and list all of the objects you would rescue if your house was burning down.

You will need to bring a hard copy version (or soft-copy on a device that can be shared) to the tutorial. You will also need to upload a soft-copy version to Wattle prior to the tutorial start time. Each individual response that is relevant and submitted on time is worth 1 mark, a total of 10 marks.

In the tutorial you will form groups in order to discuss your submissions and complete the in-class activity based on your responses. These group activities will be shared by uploading a version to the Wattle forum for your tutorial. Each of these in-
class responses is worth a maximum of 2 marks each, a total of 20 marks. You must submit an individual response in order to qualify to receive an in-class response mark. That is, you must attend class with a complete individual response in order to participate in the in-class activity.

This task is designed to expose students to numerous consumer research techniques, methods of analysis and implications for marketing practice. In class activities will expose students to ways of understanding the behaviour of others in order to expose the dangers of self-referencing in marketing decision making.

Assessment Rubrics

<table>
<thead>
<tr>
<th>Assessment Components</th>
<th>Marking Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual response</td>
<td>Non or irrelevant submission = 0 marks</td>
</tr>
<tr>
<td></td>
<td>Submitted and relevant = 1 mark</td>
</tr>
<tr>
<td>In-class response</td>
<td>No individual submission = 0 marks</td>
</tr>
<tr>
<td></td>
<td>Incomplete and relevant = 1 mark</td>
</tr>
<tr>
<td></td>
<td>Complete and relevant = 2 marks</td>
</tr>
</tbody>
</table>

Word limit: Individual response 1 page maximum
Value: 30%
Hurdle requirements: You must complete the individual response to qualify for a mark for the in-class response

Assessment Task 3: Topic Video Presentations

Details of task: In groups of 3-5 you will select a topic and find / make a video that demonstrates that concept in marketing practice or consumer behaviour. Each group will give 1 x 10 minute presentation (in week 13). A written summary and reference list (5 pages not including reference list) will be submitted on the day of the presentation. See Wattle of hints and tips regarding this assignment.

This assignment is designed to allow students to understand how consumer behaviour theories are represented in marketing and consumer practice. Critical analysis is required to determine the effectiveness or extent of influence that a theoretical concept has on practice.

Optional Feedback: You have the opportunity to submit a 2 page version of your assignment by 4pm Monday (21st April) Week 8. I will provide 1-2 comments on the sections you submit. There are no marks awarded for this submission and is simply an opportunity to gain feedback so you can improve the quality of your final submission.
## Assessment Rubrics

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated</td>
<td>Shows a</td>
<td>Shows</td>
<td>Shows a</td>
<td>Fails to</td>
</tr>
<tr>
<td>understanding</td>
<td>thorough</td>
<td>understanding of the topic but limited understanding of the topic</td>
<td>Fails to understand or address the topic</td>
<td></td>
</tr>
<tr>
<td>of topic material</td>
<td>understanding of the topic and the context in which it has arisen. Sharp focus on theory.</td>
<td>reference to the context in which it has arisen. Mostly focused on theory.</td>
<td>address the topic.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shows a thorough understanding of the topic but limited reference to the context in which it has arisen. Mostly focused on theory.</td>
<td>Shows a minimum level of understanding of the topic and little reference to the context in which it has arisen. Limited focus on theory.</td>
<td>address the topic.</td>
<td></td>
</tr>
<tr>
<td>Selected appropriate</td>
<td>Video is clearly relevant, or relevance is clearly explained.</td>
<td>Video is relevant but needs extensive explanation to establish relevance or relevance is nominal.</td>
<td>Video is superficially relevant with limited or unclear explanation.</td>
<td>Video is not relevant and explanation is not clear or appropriate.</td>
</tr>
<tr>
<td>video</td>
<td>Video is clearly relevant, or relevance is clearly explained.</td>
<td>Video is relevant but needs extensive explanation to establish relevance or relevance is nominal.</td>
<td>Video is superficially relevant with limited or unclear explanation.</td>
<td>Video is not relevant and explanation is not clear or appropriate.</td>
</tr>
<tr>
<td>Has explained</td>
<td>Clear links made using &gt;20 relevant academic references.</td>
<td>Links are made using 15-20 academic references.</td>
<td>Links are made but are superficial / limited using 10-14 academic references.</td>
<td>No links are made or are inappropriately applied.</td>
</tr>
<tr>
<td>link between topic</td>
<td>Clear links made using &gt;20 relevant academic references.</td>
<td>Links are made using 15-20 academic references.</td>
<td>Links are made but are superficial / limited using 10-14 academic references.</td>
<td>No links are made or are inappropriately applied.</td>
</tr>
<tr>
<td>and material</td>
<td>Clear links made using &gt;20 relevant academic references.</td>
<td>Links are made using 15-20 academic references.</td>
<td>Links are made but are superficial / limited using 10-14 academic references.</td>
<td>No links are made or are inappropriately applied.</td>
</tr>
<tr>
<td>Has demonstrated</td>
<td>Is able to make a clear argument in identifying problems. Shows evidence of support for argument.</td>
<td>Makes an argument in identifying problem but this is superficial or lacks support.</td>
<td>Identifies problems without clear argument or support. Focuses on video / strategy rather than theory.</td>
<td>No appropriate problems identified or misapplication of theory to identify problems.</td>
</tr>
<tr>
<td>critical analysis</td>
<td>Is able to make a clear argument in identifying problems. Shows evidence of support for argument.</td>
<td>Makes an argument in identifying problem but this is superficial or lacks support.</td>
<td>Identifies problems without clear argument or support. Focuses on video / strategy rather than theory.</td>
<td>No appropriate problems identified or misapplication of theory to identify problems.</td>
</tr>
<tr>
<td>skills in discussion</td>
<td>Is able to make a clear argument in identifying problems. Shows evidence of support for argument.</td>
<td>Makes an argument in identifying problem but this is superficial or lacks support.</td>
<td>Identifies problems without clear argument or support. Focuses on video / strategy rather than theory.</td>
<td>No appropriate problems identified or misapplication of theory to identify problems.</td>
</tr>
<tr>
<td>of problems with</td>
<td>Is able to make a clear argument in identifying problems. Shows evidence of support for argument.</td>
<td>Makes an argument in identifying problem but this is superficial or lacks support.</td>
<td>Identifies problems without clear argument or support. Focuses on video / strategy rather than theory.</td>
<td>No appropriate problems identified or misapplication of theory to identify problems.</td>
</tr>
<tr>
<td>topic / video</td>
<td>Is able to make a clear argument in identifying problems. Shows evidence of support for argument.</td>
<td>Makes an argument in identifying problem but this is superficial or lacks support.</td>
<td>Identifies problems without clear argument or support. Focuses on video / strategy rather than theory.</td>
<td>No appropriate problems identified or misapplication of theory to identify problems.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Is able to present in an entertaining and engaging manner that maintains the audience’s interest and leads to discussion.</td>
<td>Is able to present in an entertaining and engaging manner that maintains the audience’s interest and leads to limited discussion.</td>
<td>Presents in a clear manner with limited amounts of engagement and discussion.</td>
<td>Presentation is either unclear or with no engagement and discussion.</td>
</tr>
<tr>
<td>skill</td>
<td>Is able to present in an entertaining and engaging manner that maintains the audience’s interest and leads to discussion.</td>
<td>Is able to present in an entertaining and engaging manner that maintains the audience’s interest and leads to limited discussion.</td>
<td>Presents in a clear manner with limited amounts of engagement and discussion.</td>
<td>Presentation is either unclear or with no engagement and discussion.</td>
</tr>
</tbody>
</table>

*Plagiarism* is copying, paraphrasing or summarising, without appropriate acknowledgement, the words, ideas, scholarship and intellectual property of another person. This remains plagiarism whether or not it is with the knowledge or consent of that other person. Plagiarism has also taken place when direct use of others' words is not indicated, for example by inverted commas or indentation, in addition to appropriate citation of the source. Under University Statutes, plagiarism constitutes misconduct. It is the policy of the Research School of Management that work in which plagiarism is evident will be given a grade of zero and that a recommendation will be made to the Executive Dean that misconduct proceedings under the University Statutes will be initiated. See [http://academichonesty.anu.edu.au/what_is_academic_honesty.html](http://academichonesty.anu.edu.au/what_is_academic_honesty.html)
Word limit: 10 minute presentation / 5 page (+reference list) submission  
Value: 30%  
Estimated return date: Grades will be returned 1-2 weeks following the presentation  

Individual Assessment in Group Tasks:  
Each individual is required to submit to Wattle an evaluation sheet by midnight Wednesday 28th May (week 13). In this sheet you will need to identify what each of your group members contributed to your presentation, and rate their performance on a Fail, Pass, Credit, Distinction, High distinction basis.

You will also need to perform a self-assessment as to the quality of your presentation. This requires you to assess how you think your group performed against the marking rubric provided above. Comments will be based on the markers assessment versus your self-assessment.

Assignments submission  

Online Submission: Assignments are submitted using the course Wattle site. Submitted assignments must include the cover sheet provided on Wattle. Please keep a copy of the assignment for your records. Please read the assignment requirements carefully as to what needs to be submitted online, hardcopy or both.

Hard Copy Submission: When required, must be submitted to your tutor during the designated tutorial when requested.

Identify your Assignment with your Student Number only  

When submitting your assignment please ensure that it contains your student number in the file name and on the first page. Please do not put your name anywhere in your assignment.

Use of Assignments as exemplars and grade moderation  

An important resource for enhancing educational quality is a stock of student work which can be de-identified and used as exemplars for future students in ANU courses, and for grade moderation exercises for teaching staff. If you do not wish your assignment to be used for such purposes please include a note to that effect on the front page of the assignment.

Late submission of Assignments  

If an assignment is submitted after the due date it will not be marked unless an application for Special Consideration is approved. An application for Special Consideration must:  

- where relevant include a medical report completed by a medical practitioner (an ordinary "medical certificate" is not sufficient);
• include a copy of as much of the assignment as has been completed by the
due time and date; and
• be submitted as soon as practicable, preferably before or on the due date.

In general, a successful application for Special Consideration will result in the
marking of the work completed at the due date with some upward adjustment of the
mark, rather than an extension of time. However, in extenuating circumstances,
supported by appropriate documentation, an extension may be granted.

Note that decisions about Special Consideration are not made by the teaching staff
for this course.

Returning assignments
Assignments will be returned in tutorials or via Wattle as soon as possible after
marking. If assignments are not collected by the end of semester they will be placed
in the school office for collection.

Resubmission of assignments
No resubmission of assignments is allowed in this course.

Referencing requirements
Students must use the referencing style of the Journal of Consumer Research. A full
guideline for referencing is available at: http://www.ejcr.org/newstylesheet.pdf

Tutorial and /or Seminar signup
Tutorial registration for this course will be done via the Wattle course site during the
first week of Semester. More information will be provided during the first
lecture/seminar. Tutorial enrolment will open at 4pm Monday 17th February (week
1).

How to enrol in a tutorial

• Log on to Wattle, and go to the course site.
• Click on the link “Tutorial sign up here”
• On the right of the screen, click on the tab “Become Member of ……” for the
tutorial class you wish to enter.
• You will not be able to enrol in groups that have reached their maximum
number.
• If you need to change you enrolment, you will be able to do so by clicking on
the tab “Leave group…”

Workload
Students taking this course are expected to commit at least 10 hours a week to
completing the work. This will include 3 hours per week in class and at least 7 hours
a week on average (including non-teaching weeks) on course reading, research,
writing and assignment work.
Prescribed Texts and Reference Materials


Copies have been placed on closed reserve in the library. New copies are available at the Coop book shop. Older editions may be available 2nd hand. I cannot guarantee the consistency in content between editions, so it is at the students risk that they purchase an older edition.

Other reference materials:

Additional readings will be placed on Wattle; these are not a complete list of all readings that are available in the area. Other academic sources are available through the libraries e-Resources, recommended databases include:

- Proquest
- Web of Knowledge
- Google Scholar (may be useful but be careful)

The best academic journals in the area are:

- Journal of Consumer Research
- Journal of Marketing
- Journal of Marketing Research
- Journal of Retailing
- Journal of the Academy of Marketing Science
- Marketing Science
- European Journal of Marketing
- Advances in Consumer Research
- Journal of Advertising
- Journal of Advertising Research
- Journal of Business Research
- Journal of Consumer Affairs
- Journal of Consumer Psychology
- Journal of International Marketing

Support for Students

The University offers a number of support services for students. Information on these is available online from [http://students.anu.edu.au/studentlife/](http://students.anu.edu.au/studentlife/)