**MKTG7050**  
**Consumer Behaviour and Analysis**

**Course Description**  
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.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Semester 1, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Delivery</td>
<td>On campus</td>
</tr>
<tr>
<td>Course Convener</td>
<td>Dr. Toni Eagar</td>
</tr>
<tr>
<td>Office Location:</td>
<td>CBE Building 2.23</td>
</tr>
<tr>
<td>Phone:</td>
<td>02 6125 8579</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:Toni.Eagar@anu.edu.au">Toni.Eagar@anu.edu.au</a></td>
</tr>
<tr>
<td>Consultation hours:</td>
<td>Monday 2-3 pm and Tuesday 2-4 pm</td>
</tr>
<tr>
<td>Bio and research interests</td>
<td>Toni Eagar is a Lecturer in Marketing. Her research is mainly focused around issues of consumption communities and celebrity. Key current projects relate to identity work across consumption community types and the relationship between consumers, celebrities and the marketplace. Her research has been published in <em>Journal of Marketing Management</em>, <em>Advances in Consumer Research</em>, and presented at <em>Consumer Culture Theory</em>, <em>World Marketing Congress</em> and <em>ANZMAC</em> conferences.</td>
</tr>
</tbody>
</table>

**Student Administrators**  
Research School of Management  
Room 1088  
Level 1, LF Crisp Building 26  
Mon. – Fri. 9am – 5pm
## COURSE OVERVIEW

### Course 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

### 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 seminar 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.

### Continuous Improvement

We use feedback from students, professional bodies and staff to make regular improvements to the course. In response to this feedback, design improvements from the previous version of the course include:

- Seminar activities have been adjusted so the link to content is clearer.
- Quiz changes:
  - Format has been adjusted so each section designates what needs to be studied.
  - An additional section was added to examine student learning from seminar activities.
  - An extra week has been given between covering topics in the lecture and the seminar time to allow additional study.
- Group assignment has been changed to reflect student’s desire for more application to marketing.

### Requisites

This course applies many theories to the context of marketing. If you have not completed marketing courses previously, it is recommended that student’s conduct some self-study using an introduction to marketing text book available through the library.
Feedback to Students
Students will be given feedback in the following forms in this course:

- Verbal and written feedback on the seminar activities;
- Written feedback on quizzes, with ongoing feedback to the whole class on performance indicators via Wattle;
- Written and verbal comments on Using Stuff submissions;
- Written feedback via emails for any course-related matters.

Student Feedback
All CBE courses are evaluated using Student Experience of Learning and Teaching (SELT) surveys, administered by Planning and Statistical Services at the ANU. These surveys are offered online, and students will be notified via email to their ANU address when surveys are available in each course. Feedback is used for course development so please take the time to respond thoughtfully. Course feedback is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching and to improve courses across the university. For more information on student surveys at ANU and reports on feedback provided on ANU courses, visit http://unistats.anu.edu.au/surveys/selt/students/ and http://unistats.anu.edu.au/surveys/selt/results/learning/

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# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Wk No.</th>
<th>Lecture Topic</th>
<th>Reading</th>
<th>Assessment and Tutorial Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>Ch 1 + Wattle</td>
<td></td>
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<tr>
<td></td>
<td>Situational Influences</td>
<td></td>
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<tr>
<td>2</td>
<td>Decision making 1: Problem recognition</td>
<td>Ch 14</td>
<td>Assessment review</td>
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<tr>
<td></td>
<td>Information search</td>
<td></td>
<td>Activity 1: Burning house</td>
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<tr>
<td>3</td>
<td>Decision making 2: Evaluating alternatives</td>
<td>Ch 14</td>
<td>Activity 2: Choosing wine</td>
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<tr>
<td></td>
<td>Outlet selection and purchase</td>
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<td></td>
<td>Post-purchase process</td>
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<tr>
<td>4</td>
<td>Public holiday (no class)</td>
<td></td>
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<tr>
<td>5</td>
<td>Consumer perception</td>
<td>Ch 5</td>
<td>Activity 3: Movie night</td>
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<tr>
<td></td>
<td><strong>Quiz 1: Topics week 2 and 3</strong></td>
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<tr>
<td>6</td>
<td>Learning and consumer involvement</td>
<td>Ch 6</td>
<td>Activity 4: Smartphone mapping</td>
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<tr>
<td>7</td>
<td>Consumer Needs and Motivations</td>
<td>Ch 3, 4</td>
<td>Activity 5: Burning Man</td>
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<td></td>
<td>Personality and Self-concept</td>
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<td></td>
<td><strong>Quiz 2: Topics week 5 and 6</strong></td>
<td></td>
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<td></td>
<td><strong>SEMESTER BREAK</strong></td>
<td></td>
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<tr>
<td>8</td>
<td>Nature of Consumer Attitudes</td>
<td>Ch 7</td>
<td>Activity 6: Make me stop!</td>
</tr>
<tr>
<td></td>
<td><strong>Using Stuff: 5 min video and peer comments Due: Monday 9am</strong></td>
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<tr>
<td>9</td>
<td>Social Influences on Buyer Behaviour</td>
<td>Ch 8, 15</td>
<td>Activity 7: Celebrified</td>
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<td></td>
<td>Consumer Influence and Diffusion of Innovations</td>
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<td></td>
<td><strong>Quiz 3: Topics week 7 and 8</strong></td>
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<tr>
<td>10</td>
<td>The Family</td>
<td>Ch 9, 10</td>
<td>Activity 8: East End Boys and West End Girls</td>
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<td></td>
<td>Social Class and Consumer Behaviour</td>
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<tr>
<td>11</td>
<td>Culture</td>
<td>Ch 11</td>
<td>Activity 9: Trash talk</td>
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<td><strong>Quiz 4: Topics week 9 and 10</strong></td>
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<tr>
<td>12</td>
<td>Subculture</td>
<td>Ch 12, 13</td>
<td>Activity 10: Cultural identity circles</td>
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<td></td>
<td>Cross-cultural influences</td>
<td></td>
<td><strong>Using Stuff: Market implementation presentation</strong></td>
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<tr>
<td>13</td>
<td><strong>Quiz 5: Topics week 11 and 12</strong></td>
<td>Ch 16</td>
<td><strong>Using Stuff: Market implementation presentation</strong></td>
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<td><strong>Using Stuff: Written report Due: Friday 4pm</strong></td>
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</tbody>
</table>
## Assessment Summary

<table>
<thead>
<tr>
<th>Item</th>
<th>Title</th>
<th>Value</th>
<th>Due Date</th>
<th>Linked Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Quizzes</td>
<td>40%</td>
<td>Through-out semester (See Course Schedule)</td>
<td>LO1</td>
</tr>
<tr>
<td>2</td>
<td>Tutorial Activities</td>
<td>20%</td>
<td>Through-out semester</td>
<td>LO3</td>
</tr>
<tr>
<td>3</td>
<td>Using Stuff</td>
<td>40%</td>
<td>Week 4: 5 min video and peer comments</td>
<td>LO2, LO3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Week 11: Written report (Friday 4pm)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Week 12/13: Market implementation presentation</td>
<td></td>
</tr>
</tbody>
</table>

### Assessment Task 1: Quizzes 40%

**Details of task:** Short quizzes that will be conducted 5 times in lectures throughout semester (N.B. AFTER designated lectures, see Course Schedule).

Each quiz is worth 10 marks. The best 4 quiz results will count towards this assessment mark.

Quizzes will be formatted as follows:

1. 10 multiple choice questions (1 mark each) - Based on text book
2. 1 short answer question (5 marks) - Based on lecture material
3. 1 short answer question (5 marks) - Based on seminar activity

Students will only be able to do a make-up quiz if they provide documentary evidence to explain an absence. Evidence will need to be provided per Special Consideration policy. If consideration is granted you will need to book a time during consultation and be prepared to sit the quiz during that time.

Practice quiz materials are available on Wattle.
Assessment Task 2: Tutorial Activities 20%

Details of task:
There are two components to this assessment. See the Course Schedule for details of the 10 activities that are required to be completed throughout semester.

1. **Preparation activity**: This must be completed and submitted by **11am Monday**. There are no marks attached to this part.
   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, Seminar 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.

2. **In-Class activity**: Based on your preparation activity, groups will be formed and you will be given questions and tasks to complete within a set time period during the tutorial. Each in-class activity is **worth 2 marks**, awarded for each in-class activity completed, that responds to requirements correctly. In order to be awarded marks for completing the in-class activity you must have submitted the preparation 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>Preparation activity</td>
<td>Non, late or irrelevant submission = Not eligible for grade Submitted and relevant = Eligible for grade</td>
</tr>
<tr>
<td>In-class activity</td>
<td>No individual submission = 0 marks Incomplete and relevant = 1 mark Complete and relevant = 2 marks</td>
</tr>
</tbody>
</table>

**Hurdle requirements**: You must complete the preparation activity to qualify for a mark for the in-class activity
Assessment Task 3: Using Stuff 40%

Details of task:

Groups of 4-5 people from your tutorial.

Using Stuff requires you to video a volunteer using a product. Note this is not an interview about a product or videoing people shopping for a product. Some ideas to consider are filming someone while they drive their car and use their mobile phone (either car or phone implications), film someone cooking to understand how they use their fridge or film someone feeding their pet to understand how they use pet food. Hints and tips: http://blog.usabilla.com/top-ethnographic-research-videos/

Examples:
2. Jazz consumers: https://www.youtube.com/watch?v=MATjWASTd4

You are then required to analyse this video to identify how the person’s behaviour is influenced by attributes of the product, the situation, personal preferences or social influences.

From this information you are then required to develop a specific concept for marketing implementation, such as a new product, design, feature, or package for the product. You need to justify your concept choices based on theory or the information identified in the video. You also need to identify what value your concept will deliver to consumers.

There are three components to be completed for this assignment:

1. **5 minute video and peer comments 5%**
   In week 4 you are required to make a 5 minute version of your Using Stuff Video. You need to identify what is the product being used. Upload this to Wattle by Monday 9am of week 8.
   As individuals you should make at least one comment on another group’s video. This is a method of peer review and will help you develop your concept for the report and final presentation.
   Assessment is based on the thoughtfulness of video content and composition.

**Assessment Rubric**

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>A detailed overview of usage</td>
<td>A reasonable overview of usage</td>
<td>A minimum overview of usage</td>
<td>Does not overview usage in a way that is comprehensible</td>
</tr>
<tr>
<td>Composition</td>
<td>Highlights key issues with usage</td>
<td>Highlights issues with usage</td>
<td>Highlights issues with usage</td>
<td>Does not highlight issues with usage</td>
</tr>
</tbody>
</table>
2. **Written report 25%**
   Due: Week 13 Friday 4pm (29\textsuperscript{th} May, 2015)
   Requirements: Maximum 2,500 words Word document submitted to Turnitin
   
   Content:
   - **Introduction**
     - What is your product/situation?
     - What is your concept?
     - Why this is important?
   - **Analysis of video**
     - What are the issues in using the product highlighted by the video?
     - Are these important?
     - Theoretical support?
   - **Concept for Marketing implementation**
     - What is your solution? (new product, design, feature, or package for the product)
     - Justify your choices
   - **Value proposition**
     - What value are you delivering to consumers?

**Assessment Rubric**

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Addresses content in a very succinct and engaging manner</td>
<td>Addresses content in a succinct and engaging manner</td>
<td>Minimally addresses content / is not succinct and engaging manner</td>
<td>Does not addresses content</td>
</tr>
<tr>
<td><strong>Analysis of video</strong></td>
<td>Highlights key issues and identifies their importance</td>
<td>Highlights issues and identifies their importance</td>
<td>Highlights issues or identifies their importance</td>
<td>Does not highlight issues or their importance</td>
</tr>
<tr>
<td><strong>Concept for marketing implementation</strong></td>
<td>Solution is well explained and justified</td>
<td>Solution is explained and justified</td>
<td>Solution is explained but with minimal justification</td>
<td>Solution is unclear or not justified</td>
</tr>
<tr>
<td><strong>Value Proposition</strong></td>
<td>Value identified and supported</td>
<td>Value identified but with minimal support</td>
<td>Value identified with no support</td>
<td>No clear value identified with no support</td>
</tr>
<tr>
<td><strong>Theoretical support and justification throughout</strong></td>
<td>&gt;20 quality academic references, correctly referenced</td>
<td>&gt;15 quality academic references, correctly referenced</td>
<td>≥10 quality academic references, correctly referenced</td>
<td>&lt;10 references, poor quality journals or incorrectly referenced</td>
</tr>
</tbody>
</table>

**Estimated return date:** Grades will be returned 2 weeks following the presentation
3. Presentation 10%
In weeks 12/13 you will give a 10 minute presentation outlining the information contained in your report. This will be assessed on your presentation skills rather than the content. The complete marking guide is available on Wattle.

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 issues, solutions and value generated.

Individual Assessment in Group Tasks:
Each individual is required to submit to Wattle a peer evaluation sheet by midnight Friday 29th May (week 13). In this sheet you will need to identify what each of your group members contributed to your assignment, 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 report and 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.

Assignment Submission
Online Submissions: Assignments are submitted using the course Wattle site. Assignments submitted through Wattle no longer require cover sheets. Please keep a copy of the assignment for your records.

The ANU is using Turnitin to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University's approach to managing Academic Integrity. For additional information regarding Turnitin please visit ANU Online.

Assignments must include a cover sheet. Please keep a copy of tasks completed for your records.

Extensions and Penalties
All assignment extension requests must be made in advance of the due date to your lecturer. Requests should be made on the Application for Extension of Assignment form which is available from the School office.
Significant reasons must exist for an extension and documented medical evidence may need to be provided. Requests will not automatically be granted and students should continue with assignment preparation on the basis that the extension request may not be approved.

Late assignments may attract the following penalties:
• 5% penalty per working day. Assignments will not be accepted more than seven days after the due date.

Returning Assignments
Electronic submissions will receive feedback through the Wattle or Turnitin systems. Hardcopy submissions will be returned in seminars.

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.

Scaling
Your final mark for the course will be based on the raw marks allocated for each assignment or examination. However, your final mark may not be the same number as produced by that formula, as marks may be scaled. Any scaling applied will preserve the rank order of raw marks (i.e. if your raw mark exceeds that of another student, then your scaled mark will exceed or equal the scaled mark of that student), and may be either up or down.

Finalisation of Marks and Grades
After marking is concluded the lecturer will submit a report to the Committee of Examiners for the course recommending final marks and letter grades for each student. The Committee comprises, at a minimum, the Director of the Research School of Management, the lecturer, and at least one second examiner. The lecturer’s recommendations are based on the points accumulated by each student and judgments about individual student performance, guided by the ANU Policy on Coursework Assessment:

Referencing Requirements
As an aid for students to be consistent in their group assignments it is recommended that you use the referencing style guide for the Journal of Consumer Research (pp.6-8): http://www.ejcr.org/newstylesheet.pdf. This guide can also be used as a standard for how to format your report. Please note that this is a recommendation rather than a requirement. However, it has helped students in the past as inconsistent referencing styles are penalised.

READING LISTS
List of highest quality marketing journals available here: http://www.ams-web.org/?10

COMMUNICATION
Please make appointments through: http://meetme.so/consumerbehaviour
Other communication is best directed to my email: toni.eagar@anu.edu.au

Email
If necessary, the lecturers and tutors for this course will contact students on their official ANU student email address. Information about your enrolment and fees from the Registrar and Student Services’ office will also be sent to this email address.

Announcements
Students are expected to check the Wattle site for announcements about this course, e.g. changes to timetables or notifications of cancellations. Notifications of emergency cancellations of lectures or seminars will be posted on the door of the relevant room.
Course URLs

More information about this course may be found on:
- Programs and Courses: http://programsandcourses.anu.edu.au/2015/course/MKTG2031
- College of Business and Economics website: http://cbe.anu.edu/courses
- Wattle: https://wattle.anu.edu.au (the University's online learning environment. Log on to Wattle using your student number and your ISIS password)

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: https://policies.anu.edu.au/ppl/index.htm.

Policy information on examinations and assessments can be found on the College of Business and Economics website at: http://cbe.anu.edu.au/students/student-information/examinations-assessment/.

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