



Department of Marketing and Consumer Studies

**MCS*2600
FUNDAMENTALS OF CONSUMER BEHAVIOUR
Fall 2011**



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Class Times and Location: Mondays, Wednesdays, Fridays, 12:30PM-1:20PM MINS 300

Course Description and Objectives:

Organizations survive and achieve their goals by satisfying the needs and wants of consumers as well as or better than their competitors. This course examines consumer behaviours, the economic, social, cultural and psychological factors related to consumer behaviours, the evolution and change in behaviours and relationships, and the ways in which consumers respond to stimuli employed in the marketing of products, services and ideas.

The American Marketing Association defines *consumer behaviour* as “the dynamic interaction of affect and cognition, behaviour, and environmental events by which human beings conduct the exchange aspects of their lives.” More generally, consumer behaviour is a marriage between psychology and marketing. Understanding the psychology and behaviour of the consumer can help marketers determine whether new products are likely to be adopted or expect reactions to changes in the marketing mix.

This course is designed to have you become familiar with the key concepts and theories of consumer behaviour and it provides you with the opportunity to apply them to real world marketing problems. Theory learning and application experience will enable you to evaluate the effectiveness of current marketing practices and develop your own ideas about their future research.

Course Textbook:

Title: Consumer Behaviour
Author: Schiffman, Kanuk & Das
Edition: Tenth Edition (2010)
ISBN: 9780135053010
Publisher: Pearson/Prentice Hall

Course Schedule and Key Dates:

Week	Date	Topic	Pre-Class Activities/Readings	In-Class Activities and Assessments
1	Sept. 9	Introduction to the Course	Chapter 1 & 3	
2	Sept. 12 Sept. 14 Sept. 16	Consumer Motivation	Chapter 4	
3	Sept. 19 Sept. 21 Sept. 23	Consumer Perception	Chapter 6	
4	Sept. 26 Sept. 28 Sept. 30	Personality and Consumer Behaviour	Chapter 5	
5	Oct. 3 Oct. 5 Oct. 7	Elements of Consumer Learning	Chapter 7	
6	Oct. 12 Oct. 14	Consumer Attitude Formation	Chapter 8	
7	Oct. 17 Oct. 19 Oct. 21	Consumer Attitude Change Midterm Communication and Consumer Behaviour	Chapter 8 Chapter 9	Midterm Oct, 19th
8	Oct. 24 Oct. 26 Oct. 28	Family & Its Social Class Standing Cross-Cultural Consumer Behaviour An International Perspective	Chapter 10 Chapter 13	
9	Oct. 31 Nov. 2 Nov. 4	Consumer Decision Making Workshop Session for Case Reports Consumer Decision Making	Chapter 15 Chapter 15	
10	Nov. 7 Nov. 9 Nov. 11	Workshop Session for Group Project Group Project Presentations Group Project Presentations		Case Reports Due Group Project Presentations Commence
11	Nov. 14 Nov. 16 Nov. 18	Group Project Presentations Group Project Presentations Group Project Presentations		
12	Nov. 21 Nov. 23 Nov. 25	Group Project Presentations Guest Speaker Marketing Ethics & CSR	Chapter 16	Group Project Presentations Conclude Research Participation Due
13	Nov. 28 Nov. 30 Dec. 1	Marketing Ethics & CSR Lecture/Course Review Course Review	Chapter 16	

Note: The schedule of learning activities may require modification from time to time. Any changes will be announced in class and/or on the Courselink site.

Method and Timing of Evaluation:

Your performance will be evaluated based on the following:

Assignment/Examination	Date	Marks allocated
Midterm	Oct, 19 th	30%
Case Report	Nov, 7 th	10%
Group Project	TBA	22%
Research Participation	Nov, 25 th -last day	3%
Final Exam	Dec, 7 th	35%

Course Format:

Midterm

The midterm is on October 19th and will consist of both multiple choice and short answer questions. Students will be tested on all the material that has been covered from the start of the class to the midterm date.

Case Report

The case report is due on November 7th and is designed to give you a chance to apply concepts and theories you have learned in this course to a “real world” marketing context. The case study allows you to practice: (1) determining the facts of the case; (2) making inferences from the facts to more fully understand the dynamics of the situation; (3) defining the problem facing the organization in the case; (4) determining optimal solutions; (5) determining decision criteria; (6) analyzing and assessing the optional solution based on the decision criteria; and (7) making an optimal decision.

The case material will be announced in class by week 6. You are required to write a 3-4 page case report. The report should be typed with a one-inch margin, double-spaced, using a 12-point font. The report is due in class on November 7th. A hardcopy of the report must be handed in during class, electronic versions will not be accepted. Unless you have discussed an extension well ahead of the due date, late penalties of 10%/earned grade/day (including weekends) will be assigned. Extensions will only be granted on the basis of extenuating circumstances.

The following framework should be used as a guideline for formal written reports of case analyses:

1. Statement of the central problem

Clearly define the basic problem in the situation. Subsidiary problems or related issues may also be concisely referenced in this section.

2. Analysis of the situation

The information and the facts provided in the case should be used to analyze the situation. The discussion should consider the following for relevance to the situation: the effects of environmental and/or market conditions, the consumer (trends, patterns of consumption, preferences, attitudes, etc.), competitive effects, internal and external company strengths and weaknesses.

The facts of the case should not be merely restated. The situation analysis should be well-organized (according to the issues faced in the situation), and only information specifically relevant to the problem at hand should be included. Students should go beyond the facts available in the case to determine why this information is relevant to the problem at hand.

3. Identify alternative strategies

Based on your analysis, alternative strategies should be identified which provide a solution for the problem you have defined. Evaluate the pros and cons of each alternative. Make sure your alternatives are rational, specific, and creative, but able to be implemented. Identify your decision criteria.

4. Recommended course of action

Propose a course of action (should fall out of one of the alternative strategies you discussed above) comprising recommendations concerning marketing goals, strategies, an execution

plan, impact on profitability, further research if needed, etc. Provide a succinct summary rationale for your recommendation. Include some specifics regarding how and when these recommendations may be implemented.

Group Project

Students will be assigned to groups for the Group Project. Groups will consist of an average of five students and presentation dates and times will be chosen in class. This major integrative project will analyze the consumer behaviour principles underlying a current product or brand and present their findings in the class. Groups will be formed by the end of the second week. Groups should schedule a meeting with the instructor by the 5th week to seek approval for their final presentation project. Each group is responsible for submitting a formal write-up of their group project, which will be graded by the instructor. Referring to the various theories and methods described within the textbook and discussed daily in class, students will develop a project on their chosen topic.

The Group Project is meant to have you synthesize and apply concepts learned from class to real-world phenomena. This assignment is designed to show some evidence of significant learning that takes place beyond the classroom.

The rationale for this assignment is two-fold: (1) students should learn more from the directed study of a topic in which they have expressed a personal interest, and (2) it encourages the expression of creativity –a critical characteristic of a good marketer.

Overall, the group project is worth 22% of your final grade: this grade consists of 8% for presentation and 14% for the final paper.

It is suggested that you consult with the instructor while preparing your group project. Getting feedback, while you are preparing the project, is likely to produce better results. Specific class times have been assigned for this purpose.

Guidelines for Group Project

1. Select a current brand of interest.
2. Acquire background information from applied/commercial publications (e.g., *The Globe and Mail*, *National Post*, *Maclean's*, *Marketing*, *Advertising Age*, *Business Week*, *Forbes*, *Fortune*, *The New York Times*, *Wall Street Journal*, etc.), or information available on corporate websites. In addition, you may want to consider contacting companies asking for the information you need.
3. You will need to provide some background information relevant to the brand, and its product category.
4. Analyze the brand by applying 3-4 concepts or theories that you have learned in this course. Your analysis should include an explanation of consumer behaviour concepts or theories and how the brand relates to/applies to these concepts or theories. Choose at least three concepts from the following list:
5. You are encouraged to demonstrate (in your presentation) and exhibit (with your final paper) items such as sample ads and/or other promotional materials, TV/radio commercial transcripts/descriptions/URLs, website materials, package photos, and any other relevant marketing artifacts.

Presentation

Present your group project in class: 15 minute oral group presentation followed by a 5 minute question and answer session. It is mandatory to attend and participate in your group's project presentation. A copy of your presentation slides is due on the day you present.

Final Papers

Each group is responsible for submitting a formal write-up of their group project (one submission per group). See guidelines below.

Format of Papers

Your written report should be approximately 10 to 12 double-spaced, typewritten pages, excluding title page and exhibits. Be sure to include endnote/source citations and a list of references consulted.

For citations, any standard reference format may be used, but list references alphabetically at the end of the paper using the same format for each. Then, employ an in-text citation format that uses the author(s) names, year of publication). Also, cite the periodical or website address (URL) and date for each ad, either on the ad's exhibit or in your discussion of the ad.

Peer Evaluation

You will have the opportunity to evaluate your group member's contribution to the group work at the end of the semester. This also means that your contribution will be evaluated by your peers. If it turns out that your contribution is substantially lower than your peers, you may not receive full credit for group work. If you have difficulty working with your group members during the semester, you are encouraged to attempt to resolve these issues within the group. As a last resort, you should meet the instructor in person during office hours. (Do not use email for this purpose).

Research Participation

Students will sign up to participate in **one** research study offered by the Department of Marketing and Consumer Studies. Available studies will be posted on D2L. The purpose of this study is to help students understand the research process underlying consumer decision-making in different situations. A one-page summary of your experience as a participant must be submitted to the instructor via the course drop-box located in MINS 205. In lieu of participating in a study, students may submit a 2-page summary of a research article that has appeared in either the *Journal of Consumer Research* or the *Journal of Consumer Psychology*. The research component for this course is worth 3% of your final grade.

Final Exam

The final exam will be scheduled during the exam period. All material discussed in the class lectures and highlighted in the textbook will be covered. This will include questions related to the guest speaker. Even though the final exam covers the entire course, major emphasis will be on material since the mid-term.

If you are forced to miss the Midterm on October 19th, or your given presentation date for the Group Project Presentation, please provide a doctor's note or other valid evidence within one week. If accepted, the weight for that test will be moved to your final exam.

Final examination conflict: Students are responsible for ensuring that they do not have a time conflict with examinations in other courses. You are not permitted to enrol in this course if you have a time conflict with another course.

CourseLink

This course uses a variety of materials and resources. One of your primary resources will be the course website (<http://courseLink.uoguelph.ca>). All announcements, student grades, required and recommended readings, assignments and updates will be posted here. You will also be able to access any handouts you may have missed through this site. Check this site often.

Policies and Regulations

All students are expected to abide by the University's academic regulations in the completion of their academic work, as set out in the undergraduate calendar (see <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/index.shtml>). Some regulations are highlighted below:

Academic Misconduct:

The University of Guelph is committed to upholding the highest standards of academic integrity and directs all members of the University community – faculty, staff and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. The University of Guelph takes a serious view of academic misconduct and it is your responsibility as a student to be aware of and to abide by the University's policy. Included in the definition of academic misconduct are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission.

To better understand your responsibilities, read the Undergraduate Calendar at: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml> You are also advised to make use of the resources available through the Learning Commons (<http://www.learningcommons.uoguelph.ca/>) and to discuss any questions you may have with your course instructor, teaching assistant, Academic Advisor or Academic Counselor.

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

Academic Consideration:

Students who find themselves unable to meet course requirements by the deadline or criteria expected because of medical, psychological or compassionate circumstances beyond their control, should review the regulations on Academic Consideration in the Undergraduate Calendar (http://www.uoguelph.ca/undergrad_calendar/c08/c08-ac.shtml) and discuss their situation with the instructor, Program Counsellor or Academic Advisor as appropriate.

Religious Holidays:

Should a student need to miss scheduled tests, mid-term examinations, final examinations, or requirements to attend classes and participate in laboratories for religious reasons, please advise the instructor within two weeks of the distribution of this course outline so that alternate arrangements can be made. For further information see <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-accomrelig.shtml>

Code of Conduct – The Top Ten

As a student in the Department of Marketing, College of Management and Economics at the University of Guelph, you are a member of a scholarly community committed to improving the effectiveness of people and organizations, and the societies in which they reside, through groundbreaking and engaging scholarship and pedagogy. We seek to promote a comprehensive, critical and strategic understanding of organizations, including the complex interrelationship between leadership, systems (financial and human) and the broader social and political context. And, we prepare graduates for leadership roles in which organizational objectives, self-awareness, social responsibility and sustainability are primary considerations.

In keeping with this commitment, we expect all of our students (indeed – all members of our community) to act in a professional and respectful manner to fellow students, staff and faculty, as well as to members of the broader university and local community. This expectation is very much in keeping with your preparation for a professional career.

The following conduct is expected of all of our students:

1. Come to class prepared to learn and actively participate (having completed assigned readings, learning activities etc.).
2. Approach your academic work with integrity (avoid all forms of academic misconduct).
3. Arrive on time and stay for the entire class. If you happen to be late, enter the classroom as quietly as possible. At the end of class, apologize to the faculty member for the interruption. If you have to leave class early, alert the faculty member in advance.
4. While in class, refrain from using any written material (e.g., newspaper) or technology (e.g., the Internet, computer games, smart phones) that is not relevant to the learning activities of that class.
5. Turn off all cellular devices at the start of each class.
6. Listen attentively and respectfully to the points of view of your peers and the faculty member. Don't talk while others have the floor.
7. Raise your hand when you wish to contribute and wait to be called upon. Challenge others appropriately, drawing on reason and research rather than unsubstantiated opinion, anecdote and/or emotion. Keep an open mind and be prepared to have your point of view challenged.
8. When sending emails to faculty, apply principles of business writing; use a professional and respectful style (use a formal salutation, check for spelling and grammatical errors, and avoid slang and colloquial short forms).
9. When making a presentation, wear business dress.
10. Provide thoughtful feedback at the completion of all courses (we are committed to continuous improvement but need your input to help us decide what to focus on).