



Class times: Tuesdays and Thursdays, 4:00-5:20 PM
Location: MACS209
Instructor(s): Nicole McCallum



Office: MINS257
Office Hours: Mon & Weds, 11:30-12:30pm
or by appointment – I'm around M-F



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Course Description and Objectives:

In a world of **continuous and sensational stimulation**, we are rarely apart from a marketing pitch. Take a moment and *reflect* – your clothing, favourite drink, choice to attend the University of Guelph – these are all preferences you've developed based on a complex set of influences.

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 engages material from marketing, psychology and economics to understand and analyse the intrinsic and extrinsic factors influencing an individual's decision-making process.

In this course, you will unpack the key concepts and theories related to consumer behaviour. It is designed with an interactive and reflective framework to:

- Introduce and *familiarize you with key concepts and theories* in consumer behaviour;
- Engage your ability to *apply your theoretical learning* to reflect upon your experience as a consumer, as well as investigate current, real world marketing problems from a marketer and policy-maker perspective;
- *Develop an analytical toolkit* to evaluate the effectiveness of current marketing practices, trends and strategy
- *Explore and evolve* your own ideas for further research.



Course Materials and Resources:

Courselink

Course related material as well as student grades and all announcements/updates will be posted on CourseLink. It is the students responsibility to check this website on a regular basis.
(<http://courselink.desire2learn.com>)

Required Textbook:

Title: Consumer Behaviour
Author: Schiffman & Wisenblit
Edition: Eleventh Edition (2015)
ISBN: 9780132544368
Publisher: Prentice Hall

Teaching Philosophy and Course Approach:

You cannot teach a man anything; you can only help him find it within himself.” -Galileo

I believe that learning is a shared responsibility amongst the teacher and students. I was fortunate enough to start a professional teaching career young, and through a variety of mediums, and I've come to cherish engaged learning. I strive to teach you 'where to look', not tell you 'what to see' – you determine the latter based on how you engage with the course.

Put simply, I believe students learn best when they are active participants in their own education and have ownership of their learning. To get something out of this course you have to choose to participate in it. I do not consider myself a final authority on all matters related to consumer behaviour; instead, my goal is to facilitate an exploration of the key issues in this current paradigm, and provide you with a tool kit to apply your learning to real-world issues. It is your job to make sense of the material and construct your own learning. Similarly, an effective instructor needs to be constantly connected to the students to truly be able to adapt a course to meet diverse learning needs. I endeavour to design and deliver courses that are challenging, interesting, relevant, and accessible. I will do my best to use current examples, effective presentation slides, and other media to make the content engaging & foster a stimulating shared learning environment. Sometimes I will tell you my expectations, but more often I will challenge you to awaken your own.

Learning and retention are most effective when you are given an opportunity to put your knowledge into practice. To this end, the courses goes beyond lectures to feature a variety of active learning techniques such as class and case discussions; reading assignments; guest presentation(s); and group assignments. These activities will provide students with the opportunity to learn the concepts and theories of consumer behaviour and to apply this knowledge in a systematic and logical manner. Bridging theory and application is in fact a compelling motive for the case and group work approach used.

Late Policy

10% per day will be deducted for late assignments, where weekends count for each day (20%). After five days, the assignment will not be accepted. Extensions may be granted only in extenuating circumstances approved with documentation, far in advance (do not come to me the day before).

Method and Timing of Evaluation:

I use both summative assessment (exams) and formative assessment (facilitated problem solving) in this course.

Assignment and Weight	Due Date (*due in class unless otherwise noted)
Midterm – 25%	October 16 th
Case Report (individual) 15%	October 30 th
Group Project 23%	Weeks 10, 11 in class. Report due on day of presentation.
Research Participation 2%	Date varies. Due by last day of classes.
Final Exam 35%	Dec. 12, 2014; 2:30-4:30pm

Course Schedule and Key Dates: *Subject to change.

DATE	READINGS	TOPIC / ACTIVITY
INTRO: Thursday Sep. 4	1	Introduction to Consumer Behaviour
Week 1 Tues Sep 9 Thurs Sep 11	2 3	Market Segmentation, Strategic Targeting, and Positioning Motivation & Personality
Week 2 Tues Sep 16 Thurs Sep 18	3 4	Motivation & Personality Perception
Week 3 Tues Sep 23 Thurs Sep 25	5	Learning
Week 4 Tues Sep 30 Thurs Oct 2	6	Attitude Formation Attitude Change
Week 5 Tues Oct 7 Thurs Oct 9	7 8	Persuasion Marketing Mediums and Modern Consumer Behaviour
Week 6 Tues Oct 14 Thurs Oct 16		<i>Holiday - no class Midterm</i>
Week 7 Tues Oct 21 Thurs Oct 23	9, 14	Marketing Mediums and Modern Consumer Behaviour; Guest Lecture – Digital Media & Consumers
Week 8 Tues Oct 28 Thurs Oct 30	10 11	The Family and Its Social Class Standing Culture & Consumer Behaviour
Week 9 Tues Nov 4 Thurs Nov 6	11, 12 13	Culture & Consumer Behaviour Cross Cultural Consumer Behaviour: An International Perspective
Week 10 Tues Nov 11 Thurs Nov 13		Group Project Presentations
Week 11 Tues Nov 18 Thurs Nov 20		Group Project Presentations
Week 12 Tues Nov 25 Thurs Nov 27	15, 16	Marketing Ethics and Social Responsibility; Application: Consumer Research Course Review
Dec 12	cumulative	Final Exam – 2:30-4:30pm

Midterm

The midterm is on October 16th 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 October 30th 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 5. You are required to write a 6-8 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 October 30th. 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 6th 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.

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.
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: 10 minute oral group presentation followed by a 3 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). 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. 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.

Groupwork / Peer Evaluation

Group work and collaboration can be challenging for some students. I am committed to helping each group function effectively. To help reduce the tension caused by group work, as well as develop professional debriefing skills, each group will draft and sign a contract at the beginning of the semester, and strategically debrief after the assignment is complete. Each group will also evaluate the contributions made by individual group members. **Your contribution to your group will be reflected in your mark, and I reserve the right to give you a different grade than your group if you have not sufficiently contributed, in addition to any penalties on your participation grade.** I will use the feedback from the peer assessments to adjust the grades for each individual. More details of the peer assessments will be available for each assignment. It is your responsibility to address any conflict with group members in a timely and professional manner – i.e., not the week the assignment is due

Research Participation -2%

The purpose of this study is to help students understand the research process underlying consumer decision-making in different situations. Students will sign up to participate in one research study offered by the Department of Marketing and Consumer Studies and submit a 1-page summary of their experience or submit a 2-page summary on a research article that has appeared in either the *Journal of Consumer Research* or the *Journal of Consumer Psychology*. Journals articles can be found at the library and/or online through Google Scholar (<http://scholar.google.ca/>). Instructions for both options will be available on D2L as well as available research studies.

Final Exam -35%

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. 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 16th, or your given presentation date for the Group Project Presentations, 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 enroll in this course if you have a time conflict with another course.

Additional Notes, Policies and Regulations:

You are expected to abide by the University's academic regulations in the completion of your academic work, as set out in the undergraduate calendar. Some regulations are highlighted below.

Missed Exams

You require appropriate documentation to be considered for deferment of the final exam for medical or compassionate reasons. If you miss the exam without appropriate documentation, you will receive a zero (0) grade and receive an “incomplete” for your final grade.

Accommodation for Students with Disabilities

If you require special accommodation when writing examinations, including online examinations, please contact the Centre for Students with Disabilities (<http://www.csd.uoguelph.ca/csd/>) and make appropriate arrangements.

Research and Referencing

Since assignments in this course will require additional reading and research, students will be required to appropriately cite their resources. References and in-text citations must follow the American Psychological Association (APA) style guide. For a quick reference on using APA style use this handout:

http://www.lib.uoguelph.ca/assistance/writing_services/components/documents/apa_2010_ccup_dated.pdf

If you need help finding resources for this course you can visit the Research Help desk (first floor of the Library) or use one of the online options: http://www.lib.uoguelph.ca/assistance/ask_us/

Back up Your Work

You need to keep a copy of all of your work (including any rough drafts) until the final marks have been recorded and submitted at the end of the semester. Technical difficulties, while uncommon, can occur with Courselink or with your computer so remember to back up your work. You may be asked to resubmit your work at any time.

Academic Integrity

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.

You are expected to submit assignments and examinations that are based on individual work (with the exception of group assignments) and are reminded that cheating can result in a grade of zero (0). Instructors have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. In instances when work is suspected of being copied and/or plagiarized, all students involved will be notified. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed. To better understand your responsibilities, read the Undergraduate Calendar at: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

You are encouraged to discuss any questions you may have with your course instructor, teaching assistant, Academic Advisor or Academic Counsellor. For more information on proper academic conduct visit: <http://www.academicintegrity.uoguelph.ca/>

Academic Consideration

If you find that you will be unable to meet the course requirements by the deadline or criteria expected because of medical, psychological or compassionate circumstances beyond your control, you should review the regulations on Academic Consideration in the Undergraduate Calendar and discuss your situation with the instructor, Program Counsellor or Academic Advisor as appropriate. For more information visit: http://www.uoguelph.ca/undergrad_calendar/c08/c08-ac.shtml

Religious Holidays

If you need to miss a scheduled test, midterm examination, final examination, or requirement to attend class for religious reasons, please advise me within two weeks of the distribution of this course outline so that we can make alternate arrangements. For further information visit: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-accomrelig.shtml>

University Grading Scheme:

This course follows the University grading scheme outlined in the University Calendar:

A+	90-100%	Excellent: An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.
A	85-89	
A-	80-84	
B+	77-79	Good: A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the appropriate literature and techniques.
B	73-76	
B-	70-72	
C+	67-69	Acceptable: An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques.
C	63-66	
C-	60-62	
D+	57-59	Minimally acceptable: A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the appropriate literature and techniques.
D	53-56	
D-	50-52	
F	0-49	Fail: An inadequate performance.