



Department of Marketing and Consumer Studies
MCS*2600
CONSUMER BEHAVIOUR
Winter 2019

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Office Hours: By appointment.

Class Times and Location: Tuesdays and Thursdays 8:30AM-9:50AM, MACS, Room 209

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 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 Learning Outcomes

1. Appreciate the critical importance of a thorough and sound understanding of consumer targets to the design of effective marketing strategy.
2. Demonstrate a comprehensive and critical understanding of key consumer behaviour concepts and theories including, but not limited to: Motivation, perception, personality, attitude formation, information processing, memory, and decision-making.
3. Demonstrate the ability to critically evaluate practical marketing and consumer behaviour applications from both an executional and theoretical perspective.
4. Analyze brand and category positioning, weaknesses and opportunities using both executional and theoretical rationale.
5. Demonstrate the ability to effectively source information resources across the maximum spectrum of source availability to most thoroughly active #3 above.
6. Demonstrate effective communication in a professional environment through report writing.
7. Evaluate marketing applications using professional terminology.
8. Appreciate the environmental, societal, and moral impact of marketing applications.

Course Textbook:

"Solomon, Mike, Katherine White, and Darren W. Dhal (2017), Consumer Behaviour: Buying, Having, Being, 7th Canadian Edition, Pearson."

Method and Timing of Evaluation:

Your performance will be evaluated based on the following:

Assignment/Examination	Date	Marks allocated
Individual + Group Submissions	Ongoing	13%
Midterm	Feb. 14 th	25%
Case Report	Mar. 5 th	10%
Group Project	Apr. 05 th	20%
Research Participation	Apr. 05 th	2%
Final Exam	Apr. 9 th	30%

Anticipated Course Schedule

(subject to change)

<u>Dates</u>	<u>Topic</u>	<u>Readings</u>
Week of:		
Jan. 07/19	No Class Scheduled Introduction to the Course	Chapter 1
Jan. 14/19	<u>Individual Submission*</u> Perception & Consumer Learning and Memory	Chapter 2/3
Jan. 21/19	<u>Individual Submission*</u> Motivation and Affect	Chapter 4
Jan. 28/19	<u>Group Submission*</u> Consumer Attitude Formation & Change	Chapter 7/8
Feb. 05/19	<u>Group Submission*</u> Personality, Lifestyles & Values & The Self	Chapter 5/6
Feb. 11/19	<u>No Submission Due - Study for Midterm*</u> MIDTERM- Feb 14th	
Feb. 18/19	WINTER BREAK -- NO CLASSES SCHEDULED	
Feb. 25/19	<u>In-Class Workshop*</u> Individual Decision-Making	Chapter 9
Mar. 04/19	<u>Group Submission*</u> Group Influence and Social Media	Chapter 11
Mar. 11/19	<u>Group Submission*</u> The Family & Its Social Class Standing	Chapter 12
Mar. 18/19	<u>Work on Group Project*</u> Message Effects	TBD

Mar. 25/19 Work on Group Project*
Marketing Ethics and Social Responsibility TBD

Apr. 02/19 **Exam Prep- No Classes Scheduled**

Course Format:

Individual + Group Submissions (13%)

Throughout the semester (typically Tuesdays), there will be activities to be completed during class time. There will be a mix of independent assignments and collaborative group work. Tasks will be released at the beginning of class (8:30 am) and are to be submitted in the corresponding CourseLink dropbox by the end of class (9:50 am).

Midterm (25%)

The midterm is on February 14th 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 (10%)

The case report is due on March 5th 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.

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. A hardcopy of the report must be handed in during class and an electronic version must be submitted in the dropbox.

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 (20%)

Students will be assigned to groups for the Group Project. Groups will consist of an average of five students. This major integrative project will analyze the consumer behaviour principles underlying a current product or brand. Groups will be formed by the end of the second week. 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.

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 (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.

Each group is responsible for submitting a formal write-up of their group project (one submission per group). An electronic version must be submitted in the Courselink dropbox. 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.

Student Effort Evaluation (SEE)

This peer evaluation form will be available on Courselink. Group work **MUST** be accompanied with this form, which will assess each individual's efforts on the report/project, with a maximum of 100%. All of these scores will be averaged and then multiplied by the grade. For example, if your overall effort is 60% and the report receives an 8.5/10, your grade is $60\% \times 8.5 = 5.1/10$. Student Effort Evaluations will be handed in **SPEARATELY** from the report. *If you believe that all team members deserve 100% of the grade, then do *not* hand in a SEE. 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 (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 through SONA at <https://uoguelphmcs.sonasystems.com/> to participate in either a research study offered by the Department of Marketing and Consumer Studies OR submit a 2-page summary on a research article from an academic journal. Instructions for both options will be available on SONA and/or Courselink as well as a list of available research studies and articles. If you have questions that relate to this component, please send

your emails to: mcsres@uoguelph.ca.

Final Exam -30%

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.

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.

Note:

If you are forced to miss the midterm on February 14th, or the case report due on March 5th, 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.

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.

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/c08accomrelig.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 A-	85-89 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 B-	73-76 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 C-	63-66 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 D-	53-56 50-52	
F	0-49	Fail: An inadequate performance.

Code of Conduct – The Top Ten

As a student in the Department of Marketing, College of Business 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 ground-breaking 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. 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).