



Marketing and Consumer Studies

MCS*2600 Consumer Behaviour Fall 2018

Instructor(s): Dr. Juan Wang
Room: MINS 202D, Ext 58760
Email: jwang25@uoguelph.ca
Office Hours: Monday 10 – 11:15 am or by appointment

Teaching Assistant: Bianca Kato (ckato@uoguelph.ca)

Class Times and Location: Monday/Wednesday 8:30 am – 9:50 am; MINS 300 (Session 03)
OR
Monday/Wednesday 11:30 am – 12:50 pm; MINS 300 (Session 01)

Course Description and Objectives:

“Marketers spend billions of dollars attempting to influence what, when, and how you and I consume. ...Most of us spend more time buying and consuming than we do working or sleeping. ...Given the time and energy we devote to consuming, we should strive to be good at it” (Hawkins, Best and Coney 2004).

This quote summarizes why I feel consumer behaviour might be one of the most interesting and relevant marketing courses for your professional and personal life. This course applies knowledge from areas such as psychology, sociology, and anthropology to describe and understand how consumers select, purchase, use, and dispose products, and why they do it in certain way. My goals are for you to learn the consumer behaviour concepts and theories, and more importantly, to develop your own intellectual ability to apply them in analyzing business phenomenon and developing appropriate marketing strategies.

On the successful completion of this course, students will be able to:

- Describe the theories and concepts relevant to various aspects of consumer behaviour and discuss how marketers can use these theories in designing marketing strategies.
- Apply these concepts to analyze marketing issues and evaluate real-world marketing strategies, such as advertising, product development, packaging design, etc., via assignments, presentations, and projects.
- Develop and evaluate marketing strategies to influence consumer behaviours.

Course Materials and Resources:

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, 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.

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

** Additional readings may be assigned or recommended during the course.*

On-Line Communication:

- This course has a website (see <http://courselink.uoguelph.ca/>). Please check it often.
- I will be communicating with you via your central email account <uoguelph.ca> from time to time. You are required to check this account on a regular basis. Please be advised that I will not edit my mailing list to your gmail/yahoo etc. account.
- While I endeavour to check my email daily, students can reasonably expect a response from me within 48/72 hours.

Method and Timing of Evaluation:

Your performance will be evaluated based on the following:

Assignment/Examination	Date	Marks allocated
Group Component:		
Experiment Presentation	Oct. 10 & Nov. 7	10%
Group Project & Presentation	Nov. 26 & Nov. 28	25%
Individual Component:		
In-class Assignment	Randomly picked 3 days	15%
Midterm Exam	Oct. 24	20%
Final Exam (non-cumulative)	TBD	30%
Total		

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.

A few things to note:

- *Unless you have discussed an extension well ahead of the due date, late penalties of 5% earned grade/day (including weekends) will be assigned. Extensions will only be granted on the basis of extenuating circumstances.*
- *If you are registered with the Centre for Students with Disabilities and will require some form of accommodation in the completion of the required learning activities for this course, please meet with me during the first week of classes.*
- *Grade appeals/questions regarding any course component should be summarized in an email to me as a first step. Such appeals should be filed within 10 business days after the graded item has been returned to you. If you fail to contact me within this timeframe, you forfeit the right to appeal the grade for the component after the deadline*
- *Keep a copy of all of your graded work until final marks have been recorded. You may be asked to resubmit your work at any time.*

Group Course Work

Group Composition: Opportunities of group-projects help to build up collaborative skills. In this course, you will work in a group of **7-8 members**. All individual students will be evaluated in terms of their group performance for group assignments. All groups should finalize their group composition by signing up using their **group membership signup sheet** on the courselink. Please email your filled signup sheet to the TA by **4:30 pm Sept. 12**.

Peer Evaluation: Peer evaluation will be performed by all groups according to the **peer evaluation form** (see Appendix). Students who are not cooperative, don't respond to group members, skip most of the meetings, only make minimum contributions are subject to grade adjustment. If the student does not do anything for the group assignment, s/he will receive **zero (0)** credit. Students are encouraged to inform the instructor of any group issues **as early as possible**.

When submitting group assignments, or right after the group presentations (the same day), each group is responsible to submit a peer evaluation to the assignment. If you do not submit your peer evaluation on time, the default peer evaluation that is considered is a 100% mark for each of your teammates. Each team member's final grade will be adjusted by the results of the peer evaluation according to the following rules:

Group Evaluation Mark	Adjustment to Final Grade
80% or above	Final grade X 100%
70% to 79%	Final grade X 85%
60% to 69%	Final grade X 75%
50% to 59%	Final grade X 60%
40% to 49%	Final grade X 50%
Below 40%	Final grade = 0

Evaluating a peer is a difficult thing to do whether it's in a class or on the job. However, for team projects like the ones in this course to work and for the workload to be fairly distributed, everyone needs to contribute. A student who did not meet expectations should not benefit from the work of others.

Experiment Presentation (10%)

The purpose of this assignment is for you to learn how experiments are designed to test consumer behaviours. Each group signs up for one of the two days (**Oct. 10 or Nov. 7**) to do the presentation (first come first served). This will result in 5 presentations for each day. Two weeks before the presentation day, I will provide the signed five groups each a journal paper (topics randomly assigned). I will be available to help during office hour or by appointment. Please make sure you are well prepared (i.e., read the article and have the questions ready) before meeting with me.

The presentation will include: the objective(s) of the experiment, what did the researchers expect to find (what were the hypotheses), who were the participants, what was the experiment procedure, which variable(s) was/were the independent variable(s), which variable(s) was/were the dependent variable(s), what were the results, did the results match the researchers' expectation/hypotheses, what were the implications of these results, i.e., how can the results help marketers, consumers, and/or policy makers?

Time length: about 10 min; you don't need to submit a report, but need to email me your slides at least one day before your presentation; you can also stimulate class participation by asking questions to the audience.

Group Project & Presentation: A Consumer Behaviour Consulting Project (25%)

The purpose of this assignment is to let you apply the consumer behaviour concepts and theories you've learned in this course to a real product/brand/service/organization of your choice.

Written Report: The report will be 10-12 pages (double spaced, 1 inch margins, times new roman front size 12), excluding title page, figures, tables, references and appendices. The report is due on **4:30 pm, Nov. 23rd**. The report should include three parts:

Part 1: Introduction (about 1-2 pages)

- 1.1 Briefly introduce the brand/company/organization and highlight some of its outstanding marketing strategies and/or the weakness of its current marketing strategies (if you are interested in one product/service from a brand/company/organization, you may discuss the strategies that has been used for this particular product/service).
- 1.2 Briefly list three to five consumer behaviour theories/areas that you think are related with its marketing strategies.

Part 2: Analyzing the brand through the lens of consumer behaviour (about 6-8 pages)

In this section, you can discuss each consumer behaviour theory/area you mentioned earlier.

- 2.1 Discuss what it is and its application in marketing.
- 2.2 Elaborate with example(s) how your brand/company/organization applies this theory in marketing.
- 2.3 Discuss the impact of this application (i.e., the effect on consumers, consumer reactions, the impact on market share, media responses).
- 2.4 Summarize the success or area of improvement.
- 2.5 Then you move one with the other theories you listed.
- 2.6 To the end, please use a paragraph to summarize this section.

Part 3: Recommendations (about 1-2 pages)

- 3.1 Based on your previous analyses, make some recommendations/suggestions on aspects that you think the brand/company/organization can improve.
- 3.2 List some other consumer behaviour theories/areas that you think the company can use/explore to enhance its current strategies. These are the CB theories that you haven't discussed in the last section.

As to page limit, I provide the reference page limit for each section. There are just suggestions. You may need to elaborate more on one theory than the other. So you could definitely adjust it. It's okay if your report is just below or over the page limit, but not too much. Meaningful discussions are more important than simple description or repetition.

Presentation: Maximum 15 minutes, and 3 minutes of Q&A. (Dress code: business casual)

The presentation should cover important contents from the written report. However, you are welcome to bring in small games/exercises/interactive activities to make it more interesting.

Individual Course Work

Individual In-class Assignment (5% x 3 = 15%)

There are 3 individual in-class assignments for this course. In this assignment, you will be asked to provide your answers to 1-2 questions that are related to the class contents that were either taught already in previous lectures or taught that day. It's open book, you will be given around 20 minutes to complete the assignment and hand it in at the end of the lecture.

On which date the assignment will be posted for answering won't be disclosed ahead of time. **There will be no make-up for in-class assignment.** Students who miss any in-class assignment will receive a grade of zero, unless your absence from that class proves to be quite legitimate. Pending the instructor's approval, the mark of the missed in-class assignment will be shifted to the next one (or roll into one that has been completed).

Mid-term Exam (20%)

Date and Place: Wednesday, October 24th, in class

Duration: 1 hour and 20 minutes

Materials covered: all materials seen and discussed in class

Format: Individual-based close-book exam that consists of multiple choice questions

Note: There will be no make-up midterm exam. Students who do not write the midterm exam will receive a grade of zero, unless your absence from the exam proves to be quite legitimate. Pending the instructor's approval, the mark of the midterm exam will be shifted to the final exam.

Final Exam (30%)

Date and Place: to be assigned by the University

Duration: 3 hours

Materials covered: all materials seen and discussed in class after the midterm

Format: Individual-based close-book exam that consists of two parts: multiple choice questions and essay questions.

Course Philosophy and Approach:

The course is based on an active 12-week semester. In our view the most effective and efficient use of classroom time aims at reinforcing or clarifying what the student has tried to learn on an individual basis **before** entering the classroom. For this reason, it will be assumed that the student has carefully read the assigned material and made a reasonable effort to prepare solutions to the assigned problems **PRIOR** to the class. These materials will be **DISCUSSED** in class.

In this course, much of your time will be spent in group interaction. This enables you to share ideas and to improve communication skills. Through interaction, you will discover for yourself the meaning of concepts, the subtleties inherent in everyday business situations, and the rationales for various solutions to managerial problems. To achieve effective interaction, I have three expectations:

1. **Attendance.** *Because interaction is central, and also because your fellow group members will be relying on you for ideas, I expect you to attend every class. Valid reasons for absence include serious illness and family emergencies. Studying for exams and completing assignments are not valid reasons to miss class.*
2. **Preparation.** *You are expected to read assigned material in advance and to be fully prepared for class discussion. You may be called upon to begin the class and to contribute to discussion at any time. Unsupported opinion will not substitute for informed discussion. Adequate preparation is the only way to avoid embarrassment.*
3. **Group work.** *You will participate in some group work during the term. The group should address group problems or conflict in a timely fashion. I am available to assist groups who experience problems.*

Course Schedule and Key Dates:

Class	Week	Date	Topic	In-Class Activities and Assessments
1	1	Sept. 10	- Course Overview	Group Formation
2		Sept. 12	- Introduction to Consumer Behaviour (Ch1)	
3	2	Sept. 17	- Perception (Ch2)	
4		Sept. 19	- Perception (Ch2)	
5	3	Sept. 24	- Learning & Memory (Ch3)	
6		Sept 26	- Learning & Memory (Ch3)	
7	4	Oct. 1	- Motivation & Affect (Ch4)	
8		Oct. 3	- Motivation & Affect (Ch4)	
9	5	Oct.8	Thanksgiving Holiday ☺	
10		Oct. 10		Experiment Presentation Day 1
11	6	Oct. 15	- Personality, Lifestyle & Values (Ch6)	
12		Oct. 17	- Personality, Lifestyle & Values (Ch6) - Midterm Exam review	
13	7	Oct. 22	- The Self (Ch5)	
14		Oct. 24		
15	8	Oct. 29	- Attitudes (Ch7)	
16		Oct. 31	- Attitudes (Ch7)	
17	9	Nov. 5	- Attitude Change (Ch8)	
18		Nov. 7		
19	10	Nov. 12	- Consumer Decision Making (Ch9)	
20		Nov. 14	- Consumer Decision Making (Ch9-Ch10)	
21	11	Nov. 19	- Consumer Decision Making (Ch10)	
22		Nov. 21	- Group Influence (Ch11) - Final Exam Review	
23	12	Nov. 26		Group Project Presentation
24		Nov. 28		Group Project Presentation
25		Nov. 30	Make-up class for Oct. 8 - Q & A	

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.

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>

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.

Appendix A: Code of Conduct – The Top Ten

As a student in the Department of Marketing and Consumer Studies, 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 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. If you know in advance that you are going to miss a class, send an email to the faculty member letting him/her know that you will be absent, with a brief explanation.
5. While in class, refrain from using any written material (e.g., newspaper) or technology (e.g., the Internet, computer games, cell phone) that is not relevant to the learning activities of that class. Turn off your cell phone 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).

Appendix B: Reference Format

Students are encouraged to follow the reference style adopted by Journal of Marketing. For details please go to http://www.marketingjournals.org/jm/ms_stylespecs.php#citations

General Reference Guidelines

References are to be listed alphabetically, last name first, followed by publication date in parentheses. Use full first name, not just initials. The reference list is not intended to serve as a bibliography; all unnecessary, redundant, or tangential references should be eliminated. Each reference should be cited in text at the appropriate place. Do not include uncited works in the reference list.

For citations of up to three authors, list all author names; for four or more authors, use the first author's name followed by "et al." (no italics). A series of citations should be listed in alphabetical order and separated by semicolons: (Donnelly 1961; Kinsey 1960; Wensley 1981).

Citation in the text should be by the author's last name and year of publication, enclosed in parentheses without punctuation: "(Kinsey 1960)." If you use the author's name within the sentence, there is no need to repeat the name in the citation; just use the year of publication in parentheses, as in "The Howard Harris Program (1966)...." If a particular page, section, or equation is cited, it should be placed within the parentheses: "(Kinsey 1960, p. 112)."

Reference List Style

Single- and multiple-author references for books: List author names, including first names, publication date, book title in italics, place of publication, and publisher name:

- Donnelly, James H. and William R. George (1981), *Marketing of Services*. Chicago: American Marketing Association.

Single- and multiple-author reference for periodicals: List author's full name, publication date, article title in quotes, unabbreviated name of periodical in italics, volume number, issue designation (month, season, or number), and page numbers:

- Wensley, Robin (1981), "Strategic Marketing: Betas, Boxes, or Basics," *Journal of Marketing*, 45 (Summer), 173–82.

Single- and multiple-author reference for an excerpt in a book edited by another author(s) or a proceedings: List author names, including first names, publication date, article/chapter title in quotes, book title in italics, volume number, editors, place of publication, publisher name, and excerpt page numbers:

- Bettman, James R. and Mita Sujan (1987), "Research in Consumer Information Processing," in *Review of Marketing*, Michael J. Houston, ed. Chicago: American Marketing Association, 197–235.

Web sites and URLs: List author names, including first names, publication date, title of page on Web cite in quotes, date material was accessed in parentheses, and the full URL of the actual Web page.

- Smith, Julie (2004), "I Am a Marketer," (accessed June 26, 2004), [available at <http://www.marketingscool.com>].

Appendix C: Peer Evaluation Form for Group Work

Group Number _____

Write the name of each of your group members in a separate column (Add more columns if necessary). For each person, mark his/her contribution out of 20 for each statement on the left. Total the numbers in each column.

Evaluation Criteria	Group member:	Group member:	Group member:
Attends group meetings regularly and arrives on time. (20')			
Contributes meaningfully to group discussions. (20')			
Completes group assignments on time. (20')			
Prepares work in a quality manner. (20')			
Demonstrates a cooperative and supportive attitude. (20')			
TOTALS			