

MOS 3321F (Consumer Behavior)

FALL 2012, Section 001, class # 7936

Dr. Mark Cleveland

Mondays 1:30pm - 2:30pm (P&AB-117)

Wednesdays 1:30pm -3:30pm (P&AB-117)

P&AB-Physics & Astronomy Building

COURSE CALENDAR DESCRIPTION

This course focuses on the consumer: what they buy, when and where they buy, how they buy, and most importantly, why they buy. Integrating theories and concepts from psychology, sociology, anthropology, geography and economics, the goal of this course is to understand and predict consumer behavior, and to recognize how behavior is shaped by internal and external influences.

Prerequisites: MOS-2320A/B (formerly known as MOS 3320A/B) and enrollment in 3rd or 4th year of the BMOS Program. Priority to students enrolled in any consumer behavior module on main campus.
3 lecture hours, 0.5 course.

Senate Regulations state: *"Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."*

COURSE INFORMATION

Professor:	Dr. Mark Cleveland (B.Comm, M.Sc., Ph.D.) Dancap Private Equity Professor in Consumer Behavior, and Associate Professor of Marketing
Office:	SSC-4315
Office Telephone:	519-661-2111 extension 81464 [BMOS office: 519-664-2051]
Email:	mclevela@uwo.ca
Course Website:	OWL (Sakai), https://owl.uwo.ca/portal log-in, then select MOS 3321F 001 FW12
Office Hours:	<i>Mondays 2:30pm - 3:30pm, Wednesdays 3:30pm - 4:30pm, Or by appointment (must be requested by email: mclevela@uwo.ca)</i>

Consumer spending powers 70% of the Canadian economy, and understanding consumer behavior is critical to successful marketing. Marketing begins and ends with the consumer—from determining consumer needs and

wants and delivering consumer satisfaction. It would be relatively easy to design a marketing strategy if all consumers responded the same way. However, this is far from being the case. In fact, even the same individual consumer can behave in an inconsistent manner. Given myriad internal and external influences, consumer behavior is complex, and predicting consumer behavior is rather difficult.

The course begins by investigating the consumer on an individual level, considering the internal influences on behaviors. Drawing from psychology, we look at perception, theories of learning and motivation, self-concept and values, as well as personality and lifestyles. We then consider the key roles played by attitudes on consumer behavior, how attitudes are formed, and how attitudes can be changed. Next, we examine individual decision-making, including the decision-making process, and how other individuals, groups, families, as well as situational factors combine to influence the consumer. Incorporating theories and concepts from the domains of sociology and anthropology, in the latter part of the course we shift our focus to understanding consumer behavior at the group level. Here we consider sociodemographic predictors of behavior, various subcultures of consumers residing within and outside of Canada, and the critical roles played by culture and ethnic identity on consumer behavior. The course will also touch upon the research methods used to study consumer behavior, as well as identify various ethical issues when targeting and serving individual consumers and groups.

The basic pedagogy in this course will take several forms. The lectures and readings are the base of knowledge acquisition, which will be supplemented by class discussions, presentations, assignments, and other activities. Working in groups, students will thoroughly appraise an academic consumer behavior article and make a short presentation to the class. Also working in groups, students will write a research paper on a significant and specific topic in consumer behavior. Together, these tasks are designed to provide students the opportunity to learn the theories and concepts of consumer behavior, and to practically apply this knowledge to managerial contexts. Each and every person is a consumer. This course will also help students to understand what drives their own behaviors, and consequently, should ameliorate decision-making. Finally, the multidisciplinary, integrative nature of the course and the pedagogical focus on honing critical-thinking skills, exemplifies the spirit of the MOS program, with its unique leverage of social science theories into business applications.

TEXTBOOK AND READINGS

Required Text:

Solomon, Michael R., Judith Lynne Zaichowsky & Rosemary Polegato (2011). *Consumer Behavior: Buying, Having, and Being* (5th Canadian Edition). Pearson Education Canada. ISBN: 978-0-13-701828-4.

Additional readings from academic journals, practitioners' journals and the popular press will be assigned periodically, to illustrate and expand upon the concepts covered in the text. Class sessions will be devoted to applying, extending, and critiquing the assigned reading materials. Students must be prepared to talk about the material under consideration, and that means that students **must read and critically think about the assigned materials before the scheduled class.**

EVALUATION

This course has four evaluation components: participation, exams, article summary review/critique and presentation, and term project.

1. PARTICIPATION (5%):

Students should come to all classes, and actively contribute to class sections. This means that materials assigned must be covered (**READ**) prior to attending class. The objective of the lectures and discussions will be to enhance comprehension of the material, and not to merely review concepts and definitions. Given time constraints, the information will be covered relatively quickly, allowing more time for examples, discussion, and other activities. Students are encouraged to ask questions, to share experiences and examples, and to challenge the boundaries of the concepts and theories, with respect to the topics covered during class sessions. With respect to participation, remember that *Quality* is more highly valued than *Quantity*.

If for some reason you are unable to come to class, please send a brief courtesy note and explanation (via email: mcleveland@uwo.ca) to the professor beforehand. Be advised that classroom conduct and communication etiquette will impact your participation grade.

In addition, all students are expected to contribute to assigned group activities (inside and beyond classroom contexts). A part of your participation mark will derive from your interactions and professionalism with other students in this course. For example, you will have the opportunity to evaluate your fellow group members' contributions (or lack thereof) to the term project. To this end, peer evaluation sheets will be distributed in class later during the semester. The information that you provide shall be held in the strictest confidence (i.e., I will not share this information with others).

2. MIDTERM EXAM (20%) AND FINAL EXAM (35%):

There will be a **midterm exam** (to take place during regularly scheduled class session during **Week 7: Wednesday, October 24th, 2012**), and a **final exam** (to take place during the regular final examination period: December 8th-19th, 2012). Both can include a combination of multiple-choice questions, application and integration short-answer and/or essay-type questions, critical evaluation questions, as well as short cases. For both exams, questions can pertain to any of the materials covered during the course with respect to the relevant topic areas, including those topics contained in the presentations (video, personal), class discussions and other activities, and ALL assigned readings. Both the midterm and final exams are closed-book. The midterm exam will cover assigned topics up until the midterm date, while the final will cover all materials (i.e., is cumulative, but weighted considerably more towards the post-midterm topics).

3. ACADEMIC ARTICLE SUMMARY REVIEW/CRITIQUE AND PRESENTATION (15%):

Consumer Behavior theory is constantly evolving...the more that we learn about consumers, the more that we realize how little we actually 'know' about consumers! **Starting at about week 4**, the last 15-25 minutes of Monday's class will be devoted to individual presentations. During each session, and working in groups (**4-5 students: THE SAME GROUPS AS FOR TERM PROJECTS**), one or two groups (depending on the size of the class) will give a 10-12 minute classroom presentation (followed by 2-5 minutes of questions and discussion) using *Powerpoint* consisting of a summary of an academic journal article*, which relates to the topics covered in that particular class. All group members must speak during the presentation. Prior to the presentation, groups will hand in a paper copy of the presentation slides to the professor, a photocopy of the complete article, along with a typed, three-page (single-spaced) summary and critique of the of the article. More detailed instructions will follow, but the preliminary steps are as follows:

- (a) **Students will form groups of 4-5**, and choose three preferences with respect to the sessions that they would like to make a presentation. Send to the professor (via email: *mclevela@uwo.ca*), **by week 3 (September 24th)** at the very latest, (i) the names of group members, and (ii) the three most desired sessions for presentation (ranked in order). If the group's first choice is already taken, I will assign the second choice, etc. If you are really keen on a topic/date, then get your request in as soon as possible!
- (b) Once the session has been formally assigned by the professor, **the group will then select one academic journal article** (pertaining to the subject matter of that session), and submit to the professor (again through email: *mclevela@uwo.ca*): (i.) the complete journal reference information (authors, publication date, journal, title, volume, issue, page numbers, etc.), and (ii.) the abstract corresponding to the article. All submissions are subject to the approval by the professor.
- (c) **The presentation (and article summary) should include the following:**
- Complete journal reference information (Note: this should be part of the cover page, and thus, does not count as part of the 3 pages for the summary/critique)
 - The research problem, rationale (Why Is This Worthy Of Study?), and Objectives
 - Overview of the theory and hypotheses
 - Overview of methodology
 - Main findings
 - Main contributions:
 - Theoretical [How Is Consumer Behavior Theory Extended?] and/or
 - Applied [How Could Organizations Learn/Benefit From The Findings Presented Within?]
 - Limitations of the research, new directions/approaches for future research.
 - A thorough critique of the article (details forthcoming in a handout). I expect more details of your critique in the written component of the assignment.

*Below is a list of high-quality Academic Journals that publish research in Consumer Behavior. Your selected article should be drawn from one of these Journals. Note: an extended list of references pertaining to the topics of the week's chapters is found in the NOTES section in the text, at the end of each chapter.

Journal of Consumer Research

Journal of Marketing

Journal of Marketing Research

Journal of the Academy of Marketing Science

Journal of Consumer Behavior

Journal of International Marketing

International Journal of Research in Marketing

International Marketing Review

Journal of Retailing

Journal of Relationship Marketing

Journal of Consumer Marketing

Journal of Business Research

The European Journal of Marketing

Psychology and Marketing

Journal of Consumer Psychology

Journal of Advertising

Journal of Advertising Research

International Journal of Advertising

Journal of International Consumer Marketing

Journal of Public Policy and Marketing

Journal of Services Marketing

Journal of Services Research

For illustrative purposes, let's assume that there was a group scheduled to present during week 3, and the group was interested in the topic of *Brand Equity*. The group might then propose to present the following academic article that is associated with this topic:

Keller, Kevin Lane (1993), "Conceptualizing, Measuring, and Managing Customer-Based Brand Equity," *Journal of Marketing*, Vol. 57 (January), 1-22.

4. TERM PROJECT (25%)

Working in groups of 4-5 students (THE SAME GROUPS AS FOR THE ARTICLE SUMMARY/CRITIQUE), you will prepare a written research paper on a specific topic/issue in consumer behavior. More details will follow during the course of the semester. Just to get you thinking, *examples* of topics include: male/female differences in information search and processing, memory deficits in older consumers and the impact on promotion, cross-cultural differences in shopping behavior, the strength of the proenvironmental attitude-behavior relationship, subcultures of consumption, transnational consumer segments, religious influences on consumer behavior, gift-giving across cultures, self-concept and brand personality, color connotations in food advertising, ethics of targeting children, viral marketing, classical conditioning and marketing, etc.

By the beginning of the 3rd week (September 24th), groups must submit to the professor (via email) a list of group members and corresponding student ID's. By the 5th week (October 10th), all groups must submit (via email) a ½ -page summary of the proposed topic/issue (subject to approval by the professor). Each group must work on a *different* topic (if necessary, this will be determined on a "first-come, first-serve" basis).

In evaluating your term project, I will utilize the following criteria: synthesis and appraisal of the relevant literature on the topic; articulation of the relevance of the topic to companies, consumers and society (this includes identification of the key implications); originality (i.e., developing your own ideas), clarity of writing, grammar, syntax, formatting, and professionalism; identification of unresolved issues (requiring further research) in the topical area. The research paper should not exceed 15 double-spaced typed pages of text (not including the title page, executive summary, table of contents, references, and appendix materials). **This term project is due at the beginning of class Wednesday, November 28, 2012.** All groups must hand in two hard (paper) copies, and upload one electronic copy (to course Website: Web-CT-OWL).

SEQUENCE OF COURSE TOPICS

The course outline and schedule are subject to change at the discretion of the course instructor.

SZP=textbook (Please have readings completed before scheduled session).

*Also note **Required Readings** [REQ'D] versus **Suggested Readings** [SUG'D].*

WEEK 1: September 10 & 12: *Introduction to Consumer Behavior*

- Introduction to the course, review of the course syllabus, discussion of group assignments
- What is consumer behavior, marketing strategy and consumers, needs and wants, the dark side of CB
- Video Presentation

Readings: SZP-Chapter 1 [REQ'D]

WEEK 2: September 17 & 19: *The Cognitive Consumer: Perception, Learning and Memory*

- Sensory systems, exposure, attention, interpretation, biases, learning theories and process, memory
- Video Presentation

Readings: SZP Chapters 2 and 3 [REQ'D]

WEEK 3: September 24 & 26: *The Cognitive Consumer: Memory, Motivation and Values*

- Memory (continued from Week 2), needs and wants, motivation process and strength, involvement, values
- Video Presentation, Research Presentation (Professor)

DUE: GROUP LISTS for term project and article critique (**DUE: Monday September 24, 2012**)

Readings: SZP Chapters 3 (*continued*) and 4 [REQ'D]

WEEK 4: October 1 & 3: *The Cognitive Consumer: The Self, Personality, and Lifestyles*

- Perceptions on the self, self-concept, gender roles and body image
- Personality and brand personality, lifestyles and psychographics, lifestyle trends
- Article presentations commence (groups of 4-5)

Readings: SZP Chapters 5 and 6 [REQ'D],

Cleveland et al. (2009), "Cosmopolitanism, Consumer Ethnocentrism, and Materialism: An Eight-Country Study of Antecedents and Outcomes, *Journal of International Marketing*, Vol 17(1), 116-146. [SUG'D]

WEEK 5: October 10: *The Cognitive Consumer: Attitudes and Behaviors*

- **NO CLASSES SCHEDULED MONDAY, OCTOBER 8, 2012 (THANKSGIVING MONDAY)**
- Formation of attitudes, attitudes as predictors of behavior, modifying attitudes, communication effects on attitudes
- Article presentations

DUE: ½ page summary of proposed consumer behavior research paper (**DUE Wednesday, October 10, 2012**)

Readings: SZP-Chapter 7 [REQ'D]

WEEK 6: October 15 & 16: *The Cognitive Consumer: Changing Attitudes*

- Modifying attitudes, communication effects on attitudes
- Article presentations

Readings: SZP-Chapter 8 [REQ'D]

WEEK 7: October 22 & 24: *Wrap up and midterm exam*

Monday, October 22: *Wrap-up, Pre-midterm Q&A, information on exam format*

Wednesday, October 24: **MIDTERM EXAM (In-class, 110 minutes)**

WEEK 8: October 29 & 31: *Decision-Making: Individuals and Situations*

- The stages in consumer decision-making, situational effects on behavior
- Post-purchase satisfaction and behavior
- Article presentations, video presentation, Review of Midterm Exam

Readings: SZP Chapters 9 and 10 [REQ'D]

WEEK 9: November 5 & 7: *The Social Consumer: Group Influences and Families*

- Reference groups and conformity, W.O.M, opinion leaders, family decision making and roles
- Article presentations, video presentation

Readings: SZP Chapters 11 and 12 [REQ'D]

WEEK 10: November 12 & 14: *The Social Consumer: Families, Income, and Social Class*

- Family decision-making and roles (continued), Income and consumer spending patterns, social class and status symbols,
- Article presentations, video presentation

Readings: SZP Chapters 12 (continued) and 13 [REQ'D]

WEEK 11: November 19 & 21: *The Social Consumer: Identity and Subcultures*

- Consumer identity and ethnic subcultures, Age and identity, age cohorts and characteristics
- Article presentations, research presentation (professor), video presentation

Readings: SZP Chapters 14 and 15 [REQ'D], Cleveland et al. (2004), "Exploring Age-Related Differences in Information Acquisition for a Gift Purchase," *The Journal of Economic Psychology*, Volume 25, No. 1 (February), 61-95. [SUG'D]

Week 12: November 26 & 28: *The Social Consumer: Cultural Influences on Consumer Behavior*

- What is culture, characteristics of culture, culture and consumption, Myths and rituals
- Article presentations, video presentation

DUE: Group Term Projects (Consumer Behavior Research Paper) **Due Wednesday, November 28, 2012.**

Readings: SZP Chapter 16 [REQ'D], supplementary article (TBA) [SUG'D]

WEEK 13: December 3 & 5: *The Social Consumer: The Creation and Diffusion of Culture*

- Cultural selection and diffusion, meaning transference
- Article presentations, video presentation, seminar research presentation (Professor)

Readings: SZP Chapter 17 [REQ'D]

Final Exam to take place During Final Exam Period (**December 8-19, 2012**), Cumulative, but with strong emphasis on post-midterm topics

DATE: _____ **TIME:** _____ **LOCATION:** _____

► *Students must read assigned chapters prior to attending the scheduled session.*

Fall 2012 classes begin Thursday September 6th, and end Wednesday December 5th, 2012.

WELCOME TO THE COURSE!

CODE OF CONDUCT

No late submissions of any course material will be accepted, unless there are extraordinary circumstances (such as illness) that are acceptable to the course instructor.

Please take note of the following information relating to plagiarism, cheating, academic policies, and in-class conduct.

Plagiarism: *"Students must write their own essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence."* (see Scholastic Offence Policy in the Western Academic Calendar)."

Plagiarism Checking: *"All required papers may be subject for textual similarity review to the commercial plagiarism software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between the University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."*

Academic Cheating: *"Computer-marked multiple-choice tests and/or exams may be subject to submission review by software that will check for unusual coincidences in answer patterns that may indicate cheating."*

Other Relevant Academic Policies/Regulations: *All students are advised to refer to the Academic Calendar and other relevant documentation for other relevant academic policies and regulations (e.g., academic cheating, attendance, etc.).*

Code of Behavior within the Classroom:

Students are expected attend all classes, and to remain in attendance throughout the entire class. It is also expected that students will remain focused on the activities during the class. **Disruptive talking will not be tolerated.** If you, as an individual student, find it necessary to leave the classroom during a lecture and/or presentation, do so quietly (i.e., for an emergency that cannot wait until the end of the class). If you return to a class that is still in progress, do so quietly. Groups of students leaving (and/or returning) together while a class is in progress will not be tolerated. Research shows that failure to attend class can have a negative impact on one's grade. All students are responsible for all course material.

☞ Cell phones shall not be used (nor should they be left on) during class. While laptops are permitted (even encouraged), **WEB-SURFING AND EMAIL-CHECKING ETC., WILL NOT BE TOLERATED [will result in a 0% participation grade]!** This goes also for hand-held computers (e.g., *Blackberry*, *iPhone*).

ACCESSIBILITY STATEMENT:

DAN Management and Organizational Studies strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities. Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may wish to contact Services for Students with Disabilities (SSD) at 661-2111 extension 82147 for any specific questions regarding an accommodation. More information about "Accessibility at Western" is available at: <http://accessibility.uwo.ca>.

GENERAL INFORMATION:

1. University Policy Regarding Illness

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, **in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation supplied (see below for process) indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.**

Documentation shall be submitted, as soon as possible, to the appropriate Dean's office (the Office of the Dean of the student's Faculty of registration/home Faculty) together with a request for relief specifying the nature of the accommodation being requested. These documents will be retained in the student's file, and will be held in confidence in accordance with the University's Official Student Record Information Privacy Policy [<http://www.uwo.ca/univsec/handbook/general/privacy.pdf>].

Once the petition and supporting documents have been received and assessed, appropriate academic accommodation shall be determined by the Dean's Office in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty.

Academic accommodation shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete his/her academic responsibilities. (Note: it will not be sufficient to provide documentation indicating simply that the student was seen for a medical reason or was ill.) A form to be completed by off-campus physicians is available at: <http://counselling.ssc.uwo.ca/forms/medicalNote.pdf>

Whenever possible, students who require academic accommodation should provide notification and documentation **in advance of due dates, examinations**, etc. Students must follow up with their professors and their *Academic Counselling* office in a timely manner.

In the case of a final examination in the course, the student must arrange for a Special Examination or Incomplete through their Dean's office, for which you will be required to provide acceptable documentation.

If you feel that you have a medical or personal problem that is interfering with your work, you should contact your instructor and the Faculty Academic Counselling Office as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. In general, retroactive requests for grade revisions on medical or compassionate grounds will not be considered.

2. University Policy on Cheating and Academic Misconduct

- 2.1. **Cheating on exams will not be tolerated;** students are referred to the university policy on scholastic offenses (see section 9.0 below). Looking at the test of another student, allowing another student to view your exam, or obtaining information about a test in advance are all examples of cheating. Students found cheating will receive a zero (0%) on that exam. A number of safeguards will be employed to discourage cheating. For example, examination supervisors (proctors) of the tests may ask students to move to another seat during the exam, cover their paper, avert their eyes from other students' papers, remove baseball caps, etc. This is not meant as a personal affront nor as an accusation of cheating, rather as vigilant attempts at proctoring. A copy of guidelines about how to avoid cheating can be obtained from the office of the Ombudsperson, Room 251 University Community Centre, (519) 661-3573.
- 2.2. **Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offenses.** Students are urged to read the section on Scholastic Offenses in the Academic Calendar. Note that such offenses include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. If you are in doubt about whether what you are doing is inappropriate, consult your instructor. **A claim that "you didn't know it was wrong" will not be accepted as an excuse.**
- 2.3. The **penalties** for a student guilty of a scholastic offense include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

3. Procedures For Appealing Academic Evaluations

In the first instance, all appeals of a grade must be made to the course instructor (informal consultation). If the student is not satisfied with the decision of the course instructor, a written appeal must be sent to the Assistant Program Director or Designate of the BMOS program. If the response of the Assistant Director is considered unsatisfactory to the student, he/she may then appeal to the Dean of the Faculty in which the course of program was taken. Only after receiving a final decision from the Dean, may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office.

4. Support Services

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca>

Student Support Services (*including the services provided by the USC listed here*) can be reached at: <http://westernusc.ca/services/>

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help."

For The University of Western Ontario Senate Regulations, please see the Handbook of Academic and Scholarship Policy at: <http://www.uwo.ca/univsec/handbook/>