

**NATIONAL UNIVERSITY OF SINGAPORE
NUS Business School
Department of Marketing**

MKT3402 CONSUMER BEHAVIOR (FLIPPED CLASSROOM)

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CLASS TIME: Tue 2pm to 4pm
 Thu 11am to 1pm

VENUE: TBC

SESSION: SEMESTER II, 2016/17

COURSE OBJECTIVES

“Our jobs as marketers are to understand how the customer wants to buy and help them do so.” – Bryan Eisenberg

Understanding customers is a cornerstone in the principle of marketing that have contributed to the success of many brands today. This course aims to teach students the principles and process of consumer behavior decision making. For example, topics include how consumers learn and evaluate, how they decide, and also what they are influenced by. Students will also learn consumer research skills so that they are able to gather consumer insights, analyze, interpret such market information, and reconcile them with the theories they have learned, to make effective marketing strategy decisions.

This course builds on the basic understanding acquired in a foundation marketing module. It uses a blended learning method that uses both in-class and online learning for self-directed learning with greater flexibility and control. Cases, projects, and consumer insight exercises will be used so that students can achieve a balanced understanding of the theoretical frameworks, applications in actual brands or current consumer trends, and implications that can steer managerial action. Students can also look forward to understanding themselves as consumers.

EXPECTATIONS

This course is suitable for motivated students who are willing to read widely, prepare for class through keeping up with assigned readings and video content, and invest time for group work.

Online learning should take approximately 1 hour. In-class sessions are 2 hours per week. On weeks there are assigned case studies, students are expected to adequately prepare before coming to class. Each case requires approximately 3 to 4 hours (varies among individuals) of preparation time.

This course is not suitable for students who dislike group work (please see section on “peer evaluation”).

TEXTBOOKS

Recommended Text: Schiffman, Leon G. and Joseph L. Wisenblit (2015), *Consumer Behavior*, 11th Edition, Pearson

Supplementary Text: Hoyer, Wayne D., Deborah J. MacInnis, and Rik Pieters (2013), *Consumer Behavior*, 6th Edition, South-Western, Cengage Learning.

Additional readings will be assigned during the semester.

ASSESSMENT METHODS

1. Class Participation	15%
2. Individual Presentation	10%
3. Quizzes	25%
4. Case Study (Group)	25%
5. Project (Group)	<u>25%</u>
TOTAL:	100%

(Group work components are subject to peer evaluation)

The class will be divided into groups for the exercises, case analysis and project components. Group size will vary depending on the class size.

1. Class Participation

Students are expected to read and prepare for the lessons and cases before coming to class. Class participation will be assessed by voluntary, active, and informed contribution to in-class exercises as well as case discussions. There will be 15 minutes after each case presentation dedicated to Q&A by the class, as an opportunity for you to critically evaluate and build on your classmates' analysis. As such, students who are not presenting need to come prepared with their own case analyses. Attendance does not contribute towards class participation.

2. Individual Presentation

Each student would be awarded a grade based on their presentation for either the case study or the group project. Marks will be awarded based on the presentation and ability to handle the questions from the class.

3. Quizzes

Concept check questions will be embedded into the online video content to assess your understanding of the material presented. Students are required to complete these questions before the lesson for that topic. A small component of the grade (5%) will be assigned for effort in completing the online quizzes.

There will also be ad hoc quizzes comprising of multiple-choice questions and short answer questions given in class. 20% of the course weightage will be awarded for performance in these pop quizzes.

4. Group Case Analysis

Each group (group size will depend on class enrolment) will be responsible for analyzing and presenting the case assigned to the class. Groups in charge are also responsible for answering queries from the rest of the class. Groups will be allowed 20 minutes each to present their analysis. 15 minutes of Q&A will follow.

As each case deals with different issues, there is no outline for the case analysis. However, a general guideline is that you should be clear in identifying the central issue(s) in the case early in the presentation, then focus on the analysis and suggestions for marketing strategies.

Grading rubrics for this case analysis are:

Completeness and accuracy in issue identification	10%
Adequacy of analysis of issues; includes all financial calculations (where necessary), supported by relevant and comprehensive research	30%
Connections between the issues identified and the strategic concepts studied in the course; command of the strategic concepts and analytical tools studied	20%
Recommendations – level of detail, appropriateness, supported by information in case or concepts from course	30%
Slide deck – language, clarity, referencing	10%

The presentation slide deck must be submitted through IVLE before 9am on the day of your case presentation. **A hard-copy of the same slide deck must be submitted at the beginning of the lesson.** No late submissions will be accepted.

The requirements of your submission are listed below:

- Cover sheet: please download from IVLE.
- Presentation slide deck: These are the slides you will present to. As there is no report, please ensure that all sources of information are properly cited and referenced. Please be mindful of the presentation time limit.
- Tables/Exhibits: **five slides maximum** of tables/exhibits, if necessary. The exhibits should be clear and supportive of the analysis. Slides on tables/exhibits should be referenced in the main slide deck (e.g. “5% increase in prices leads to decrease in post-tax profits by 10% (Exh. 3)”) and can be referred to during the presentation Q&A.
- Reference list

5. **Project**

The objective of the end-of-term project is to allow you to understand the consumer decision making process and influences that have been covered in the course. Through a topic that you can decide among yourselves, this project allows you to integrate theories, apply research methods, and practice concepts like motivating or persuading other team members as well as your “target audience” first hand. Examples of topics could be i) social topics such as: increasing blood donation participation, encouraging pet adoption; ii) business-related topics such as: marketing an unsought good or product category that is not widely known, or raising funds for local athletes; or even iii) personal topics such as: relating better to teenagers or old folks.

You are advised to submit a one-page outline of your project proposal (point form is fine) by Week 3 detailing the topic objective, target audience, and research method.

The idea is to...

- brainstorm amongst your groupmates for a topic you will enjoy working on,
- note the decision making process to agree on the topic (therein lies many lessons on Consumer Behavior),
- choose a target audience for your project,
- conduct basic research to understand their needs, motivations, beliefs, biases, and existing attitudes from a representative sample (50 individuals will do),
- use the persuasion techniques learned in the course to try change the attitudes of your target audience,
- collate your findings and present to the class the findings and outcomes, and a recommendation of the best persuasion method to achieve your project objective.

Groups will have 15 minutes each during Weeks 12 or 13 to present their projects. This will be followed by 10 minutes of Q&A. We will draw lots to decide the presentation order. You only need to hand in your slide deck.

PEER EVALUATION

You may submit your evaluation of the contribution of your group members using the form provided on IVLE for the two group assignment components. An average score will be calculated for each group member. As such, poor contribution to group work will affect your grade adversely. For example, if your average peer evaluation score for the term project is 50%, and your group scores 90%, your personal score for that component is 45%. Peer evaluation is voluntary, and will be kept confidential.

ACADEMIC HONESTY & PLAGIARISM

Academic integrity and honesty is essential for the pursuit and acquisition of knowledge. The University and School expect every student to uphold academic integrity & honesty at all times. Academic dishonesty is any misrepresentation with the intent to deceive, or failure to acknowledge the source, or falsification of information, or inaccuracy of statements, or cheating at examinations/tests, or inappropriate use of resources.

Plagiarism is 'the practice of taking someone else's work or ideas and passing them off as one's own' (The New Oxford Dictionary of English). The University and School will not condone plagiarism. Students should adopt this rule - You have the obligation to make clear to the assessor which is your own work, and which is the work of others. Otherwise, your assessor is entitled to assume that everything being presented for assessment is being presented as entirely your own work. This is a minimum standard. **In case of any doubts, you should consult your instructor.**

Additional guidance is available at:

<http://www.nus.edu.sg/registrar/adminpolicy/acceptance.html#NUSCodeofStudentConduct>

Online Module on Plagiarism:

<http://emodule.nus.edu.sg/ac/>

MKT3402 COURSE SCHEDULE

Week	Date	Topic	Readings	Assignments
1	Jan 10/12	Understanding Consumer Behavior How to Motivate Consumers	Ch 3 (pp 82–93)	
2	Jan 17/19	How Consumers Make Decisions High versus Low Involvement Decisions	Ch 14 (pp. 366-76) Hoyer: Ch 8, 9	
3	Jan 24/26	How to Understand Consumers through Research: Gathering Consumer Insights	Ch 16	Submit project proposal
4	Jan 31/ Feb 2	How to Catch Consumers' Attention	Ch 4	
5	Feb 7/9	How to Teach Consumers	Ch 5	
6	Feb 14/16	How Consumers Form Attitudes	Hoyer: Ch 5, 6	Case 1: Sauxonville
	Feb 21/23	RECESS BREAK		

7	Feb 28/ Mar 2	How to Persuade Consumers		Case 2: VW
8	Mar 4 (make-up)	Influence of Personality, Self-concepts, and Lifestyles	Ch 3 (pp 95-111) Ch 2 (pp 63-4)	Case 3: Pillsbury Cookie
9	Mar 7/9	Cultural Influences and Symbolic Consumption	Ch 11 Hoyer: Ch 13 (pg 369-75), Ch 16	Case 4: Pantene
10	Mar 13-17	Project Consultation Sessions (by group appointment)		
11	Mar 14/16	Social and Family Influences	Ch 9, 10	Case 5: Porsche
12	Mar 21/23	Group Project Presentation I		Project slide deck due for <u>ALL</u> groups
13	Mar 28/30	Group Project Presentation II		