



LONDON SOUTH BANK  
UNIVERSITY

# unit guide

CONSUMER & BUYER  
BEHAVIOUR

MCS-2-212

BCIM

SEMESTER ONE 2004/2005

**become what you want to be**

## 1.0 UNIT DETAILS

<b>Unit Title:</b>	Consumer and Buyer Behaviour
<b>Unit Level:</b>	2
<b>Unit Reference Number:</b>	MCS-2-212
<b>Credit Value:</b>	1
<b>Student Study Hours:</b>	150
<b>Contact Hours:</b>	50
<b>Private Study Hours:</b>	100
<b>Pre-requisite Learning (If applicable):</b>	Introduction to Marketing
<b>Year and Semester</b>	2004/2005 Semester One
<b>Unit Coordinator:</b>	Dr David Capper
<b>UC Contact Details (Tel, Email, Room)</b>	020 7815 7747, RM 303, <a href="mailto:Capperda@lsbu.ac.uk">Capperda@lsbu.ac.uk</a>
<b>Teaching Team &amp; Contact Details</b>	Alan Hirst 020 7815 8221, RM 324, <a href="mailto:hirsta@lsbu.ac.uk">hirsta@lsbu.ac.uk</a>
<b>Subject Area:</b>	BCIM, Marketing Division

## 2.0 SHORT DESCRIPTION

The field of consumer behaviour is a dynamic discipline, which many regard as an applied social science. Accordingly, the value of the knowledge generated should be judged in terms of its ability to improve the effectiveness of marketing practice. Consumer behaviour is influenced by many perspectives and is interdisciplinary, evidenced by research ranging across numerous fields of study. Universities, manufacturers, retailers, museums, advertising agencies and Government departments employ consumer researchers. Given the diversity of the approach and levels it is important that students are encouraged to apply the principles of marketing rather than just synthesise information. This application of theory is of particular importance as major consumer behavioural and organisational buyer changes are underway not least because of the development of the e-commerce marketing channel and globalisation as they influence marketing activities and impact upon consumer perceptions, values and beliefs.

## 3.0 AIMS OF THE UNIT

This unit seeks to give students the opportunity to explore the psychological factors affecting the individual in purchasing decision process e.g. motivation, attitudes, personality, perception. The students will also analyse the external influence affecting individuals such as social groups, social class culture, learning methods. This will enable the students to apply this knowledge so that they will be able to develop strategies for processing information and making decisions for personal and business related purposes.

## 4.0 LEARNING OUTCOMES

At the conclusion of this unit students will be able to:

- 1 Appreciate the importance and depth of the study of consumer behaviour to the marketer.
2. Map out a framework for analysing consumer behaviour & buying behaviour.
3. Identify the main elements that influence decisions and preferences of consumers and organisational buyers.
4. Understand how decisions are made so that they may design effective marketing strategies and plans to maximise the purchasing situation.

## 5.0 KEY & COGNITIVE SKILLS:

The unit will develop the following core skills:

- A Communication
- B Team Work
- C Gathering & Analysing Information and Problem Solving
- D Self Management

# 6.0 INTRODUCTION TO STUDYING THE UNIT

## 6.1 OVERVIEW OF THE MAIN CONTENT

- Introduction to consumer & organisational buying behaviour, the related disciplines, application and scope of the subject.
- The effect of cultural influences upon consumers preferences and analysis of the importance of values upon the purchasing decision.
- Social stratification methods and applications.
- Groups and family influences on individuals. Life cycle stages and decision-making types.
- Motivational theories and marketing applications
- Learning and perception.
- Personality, attitudes and emotions.
- Organisational buying behaviour.
- Decision making models and types of marketing responses. Analytical approaches.
- Revision and exam

## 6.2 OVERVIEW OF TYPES OF CLASSES

This unit is delivered through lectures and seminars/workshops. The lectures are two hours weekly and include exposition, demonstration and interaction with the students. The main

theoretical and content of the subject is imparted during the lectures. Seminars/Workshops are also two hours weekly and concentrate on the application of the concepts and theories that has been outlined within the formal lecture.

### 6.3 IMPORTANCE OF STUDENT SELF-MANAGED LEARNING TIME

The unit guide details some of the core self-managed activities, but you are expected to undertake further independent study. You should be examining both industry and academic journals for discussion and inclusion in your group work and presentation. Some of these journals are listed in the bibliography. These journals are all available through the Library Information Services (LISA). Some are available on-line, others will also be available in hardcopy in the library. Should you experience any difficulties in locating these necessary journals, please ask the library staff. If they are unable to help then ask for the specialist librarian in the Business field whose name is Pam Horsnall (details are given in your course guide).

# 7.0 THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

## 7.1 LECTURE PROGRAMME

<b>Lecture:</b>	Thursday 1pm – 3pm
<b>Seminars:</b>	Thursday 9-11, 3 - 5

Week	Lectures - Alan Hirst & David Capper	Reading
1- 30 Sep	Introduction to Consumer Behaviour <b>Written group assessment issued</b>	Ch 1 – Sol Ch 1/2/3 – S&K
2- 7 Oct	Perception	Ch 2 – Sol Ch 6 – S&K
3- 14 Oct	Learning & Memory	Ch 3 - Sol Ch 7 - S&K
4- 21 Oct	Motivation & Values	Ch 4 – Sol Ch 4 - S&K
5- 28 Oct	Personality & Lifestyle	Ch 5/6 – Sol Ch 5 – S&K
6- 4 Nov	Attitudes	Ch 7 – Sol Ch 8 – S&K
7- 11 Nov	Attitude Change and Communications	Ch 8 – Sol Ch 8 – S&K
8- 18 Nov	Individual and Organisational Decision Making <b>Deadline for group written assessment</b>	Ch 9 – Sol Ch 16- S&K
9- 25 Nov	Group Influences & Opinion Leadership	Ch 11 –Sol Ch 10- S&K
10- 4 Dec	Organisational & Household Decision Making	Ch 12 – Sol Ch 16 – S&K
11- 9 Dec	Income & Social Class	Ch 13 – Sol Ch 11 – S&K
12- 16 Dec	Revision	
	Christmas	
13 –13 Jan	No Lecture – Individual Student revision	
17 Jan	Examinations	
24 Jan	Examinations	

Sol = Solomon MR, Consumer Behaviour 6<sup>th</sup> Edition, Prentice Hall 2004.

S&K = Schiffman & Kanuk, Consumer Behaviour 8<sup>th</sup> Edition, Prentice Hall 2003

Also, all major consumer behaviour texts have relevant chapters on the topic areas identified above.

## 8.0 ASSESSMENT OF THE UNIT

The value of each assessment component is: Exam: 60% and Course-work: 40%.

The exam is an 'unseen' exam, where students will probably answer three questions out of six. The duration of the exam is **two hours** and will be set at the end of the unit. The coursework is divided into two parts:

➤ **Group activity.**

A group activity for hand-in on **Friday 19th November 2004 (Week 8)**

In groups of 3-4 students you are required to research and analyse the magazine market sector. A description of the tasks are detailed at the end of this unit guide. The word count is approx. 4000 words.

➤ **Individual presentation.**

A piece of individual research culminating in a seminar presentation. The presentation will be given to your peers and tutors during the seminars. To complete this task you are required to select one of the questions detailed in this unit guide. The presentation should be 15 minutes with 10 minutes for discussion.

An OHT projector will be made available students in the seminar rooms. It is the responsibility of the presenting student to be ready to present at the beginning of the seminar.

If you decide to use a laptop and projector within your presentation, it is your responsibility to book the hardware and to make sure it is ready to go at the start of the seminar. **Always have back-up OHT's in case of hardware problems.**

All OHT's, notes and discs of the presentation to be handed to your seminar tutor no later than one week after the presentation date in a presentational wallet.

## 8.1 THE MARKING CRITERIA FOR COURSE WORK

### Individual Presentation Total Value 20%

The presentation will be assessed on the following criteria:

Planning & Structure	10
Presentation style	20
Use of materials & aids	20
Content	50
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	100

### Group Activity Total Value 20%

The group activity will be assessed on the following criteria:

Structure and Presentation	10
Referencing	10
Evidence of wide source of research material	10
Evidence of theoretical underpinning	30
Application of theoretical underpinning	30
Conclusions	10
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	100

A copy of the presentation & group activity 'marksheets' and feedback form is attached in the appendices. All written assessments should be handed in by Friday 19th November 2004 (Week 8) to the School Office in Room 105 in the London Road building, where you will be given a feedback form to attach to your work. You must obtain a receipt for your work at the time of hand-in from one of the office staff. You must also ensure that you keep a copy of all your assignments both in hard copy and on disk. Please ensure you 'back-up' any disks that contain work. You will not be able to use 'virus; disk corruption; disk theft'; or any other 'computer' excuse to gain extensions.

Formal feedback for written assessments will be given to students on the South Bank University Coursework Submission Form. This feedback will be available to students within 28 days of submission. Presentation feedback will be given to students within 14 days.

## 9.0 LEARNING RESOURCES

### 9.1 CORE READING

- Solomon MR, (2004) Consumer Behaviour 6<sup>th</sup> Edition, Prentice Hall
- Schiffman LG & Kanuk, (2003) Consumer Behaviour 8<sup>th</sup> Edition, Prentice Hall

### 9.2 BACKGROUND READING

- Blythe J, (1997) The Essence of Consumer Behaviour, Prentice Hall
- Chisnall P.M., (1995) Consumer Behaviour 3<sup>rd</sup> edition, McGraw-Hill
- Dibb S. et al, (2001) Marketing Concepts & Strategies 4<sup>th</sup> European Edition, Houghton Mifflin Company .
- East R, (1997) Consumer Behaviour: Advance and Applications in Marketing, Prentice Hall
- Engle I., Blackwell R., (1990) Miniard P., Consumer Behaviour, 6<sup>th</sup> ed., Dryden Press.
- Loudon DL & Della Bitta AJ, (1992) Consumer Behaviour 4<sup>th</sup> Edition, McGraw Hill
- Mowen J.C., (1993) Consumer Behaviour, 3<sup>rd</sup> edition, MacMillian Publishing Co.
- Peter PJ & Olson JC, (2002), Consumer Behaviour and Marketing Strategy, McGraw Hill
- Solomon M, Bamossy G & Askegaard S, (2001) Consumer Behaviour, 2<sup>nd</sup> Edition A European Perspective, Prentice Hall Europe

### 9.3 JOURNALS

Students are strongly recommended to read relevant journals and other marketing related publications for recent articles on Consumer Behaviour. Quality newspapers and magazines contain useful information on consumer behaviour.

- Journal of the Marketing Research Society
- Journal of Consumer Research
- Journal of Marketing (Quarterly) American Marketing Association
- Journal of Marketing Management (Quarterly) Academic Press
- Marketing Weekly ( Weekly) Centaur Communications
- Quarterly Review of Marketing (Quarterly)

## **Appendix 1. TOPICS FOR INDIVIDUAL PRESENTATIONS**

Students are to answer only one of the questions from their allocated week. Your seminar tutor will conduct allocation of presentations in week 2.

### **Week 3. Perception**

- a) Collect a set of ads (e.g. personal computers, perfumes, laundry detergents or athletic shoes) from magazines, and analyse the colours employed. Describe the images conveyed by different colours, and try to identify any consistency across brands in terms of the colours used in product packaging or other aspects of the ads.
  
- b) Find ads that utilise the techniques of contrast and novelty. Give your opinion of the effectiveness of each ad and whether the technique is likely to be appropriate for the consumers targeted by the ad.

### **Week 4. Learning & Memory**

- a) Identify three patterns of reinforcement and provide an example of how each is used in a marketing context.
  
- b) Discuss the differences between the behaviourist and cognitive approaches to learning. Explain when and why you would use different methods of communication to sell products of your choice.
  
- c) The behaviourist school of thought explains learning in terms of stimulus and response association. Discuss the relevance of this approach on the marketing of products.

## **Week 5. Motivation, values & involvement**

- a) Maslow states that motives can be classified into five basic categories. Discuss the extent to which this classification can help car manufacturers position their products in the marketplace.
- b) Collect a sample of ads that appear to appeal to consumers' values. What value is being communicated in each, and how is this done? Is this an effective approach to designing a marketing communication?

## **Week 6. Personality**

- a) Outline the VALS approach for market segmentation. Choose a product of your choice and state what messages would be used when targeting the various segments. How would the basic appeals differ for each group.
- b) Construct a brand personality inventory for three different brands within a product category. Describe how the advertising and packaging strategies are used to differentiate these products, giving examples of the various dimensions used.

## **Week 7. Attitudes**

- a) List three functions played by attitudes, giving an example of how each function is employed in a marketing situation.
- b) Devise a multi-attribute model for a set of competing automobiles. Identify areas of competitive advantage or disadvantage for each model you incorporate.

## **Week 8. Attitudes change & communications**

a) A marketer must decide whether to incorporate rational or emotional appeals in their communications strategy. Describe conditions that are more favourable to using one or the other.

b) Collect ads that rely on sex appeal to sell products. How often are benefits of the actual product communicated to the reader?

## **Week 9. Individual decision making**

a) Discuss compensatory and noncompensatory decision rules and highlight the differences between them. How might the use of one rule versus another result in a different product choice.

b) Explain the 'evoked set'. Why is it difficult to place a product in a consumer's evoked set after it has already been rejected? What strategies might a marketer use in an attempt to accomplish this goal?

## **Week 10. Group influence, opinion leaders diffusion of innovations**

a) Compare and contrast the five bases of power associated with reference groups. Which are most likely to be relevant for marketing efforts? Why is referent power an especially potent force for marketing appeals?

b) What and who are the opinion leaders? Discuss how they influence others and how they differ from those they influence.

## **Week 11. Family and organisational decision-making**

- a) Discuss the traditional and 'modern' family life-cycle stages. How do they influence the purchase of products.
- b) Analyse and discuss the influence of children in decision making processes. Give a case study example of your own choice.
- c) Discuss the differences between individual and organisational decision –making.

## **Week 12. Income & social class**

- a)What are some of the obstacles to measuring social class in today's society? Discuss some ways to get around these problems
- b) Discuss the relevance of social class as a market segmentation approach. Use television channels and programmes as an example.
- c) Thorstein Veblen argued that women were often used as a vehicle to display their husbands' wealth. Is this argument still valid today ?

## APPENDIX 2. INDIVIDUAL STUDENT PRESENTATION SCHEDULE

Note : the seminar topic follows the lecture input for the previous week

Week	Date	Seminar Topics	Student names	grade
1	30 <sup>th</sup> Sep	Lecture: Introduction to CB No seminar		
2	07 <sup>th</sup> Oct	Allocation of seminar topics		
3	14 <sup>th</sup> Oct	Perception	A B C D	.
4	21 <sup>st</sup> Oct	Learning & Memory	A B C D	
5	28 <sup>th</sup> Oct	Motivation & Values	A B C D	
6	04 <sup>th</sup> Nov	Personality and Lifestyle	A B C D	

7	11th Nov	Attitudes	A B C D	
8	18th Nov	Communication	A B C D	
9	25 <sup>th</sup> Nov	Individual Decision Making	A B C D	
10	2nd Dec	Group influences and Opinion Leadership	A B C D	
11	9 <sup>th</sup> Dec	Organisational & Household Decision Making	A B C D	
12	16 <sup>th</sup> Dec	Income & Social Class	A B C D	
13	13 <sup>th</sup> Jan	NO SEMINAR -INDIVIDUAL REVISION		
	17 <sup>th</sup> Jan	EXAMS		
	24 <sup>th</sup> Jan	EXAMS		

### APPENDIX 3. INDIVIDUAL PRESENTATION FEEDBACK SHEET

<b>INDIVIDUAL PRESENTATION FEEDBACK</b>
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Date: \_\_\_\_\_

Name of student: \_\_\_\_\_

Topic: \_\_\_\_\_

<b>PLANNING (10%)</b>	<b>/10</b>
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- introduction
- structure given
- logical flow
- conclusions
- time allocation

<b>PRESENTATION STYLE (20%)</b>	<b>/20</b>
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- voice: audible, pace
- manner, confidence
- posture and eye contact
- contact with audience
- overall effectiveness

<b>USE OF AIDS (20%)</b>	<b>/20</b>
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- OHT's / powerpoint slides
- handouts
- other
- overall effectiveness

<b>CONTENT &amp; CREATIVITY (50%)</b>	<b>/50</b>
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- depth of coverage - theory
- thoroughness of coverage
- application & relevance
- overall effectiveness
- good use of referencing

Notes given to tutor: YES / NO

Tutor: \_\_\_\_\_

Grade: \_\_\_\_\_

## APPENDIX 4. GROUP ASSIGNMENT

### Magazines and consumers

When we look at magazines we are exposed to many competing “brands,” some do not capture our attention at all, whereas others are noticed and rejected because they do not fit the “image” with which we identify or aspire to. The use of market segmentation strategies means targeting a brand only to a specific group of consumers rather than to everybody.

Brands often have a clearly defined image or personality created by product advertising, packaging, branding and other marketing strategies that focus on positioning a product in a certain way. The purchase of a magazine in particular is a lifestyle statement. It says a lot about what a person would like to be. People often choose a product or service because they like the image or because they feel it's personality somehow corresponds to their own.

When a product succeeds in satisfying a consumer's specific needs or desires it may be rewarded with many years of brand loyalty. Quite often a bond is formed between a product and the consumer that is very difficult for competitors to break.

When we evaluate products we are affected by their appearance, taste, texture or smell. We may be attracted by the shape or colour of a package, as well as more subtle factors like symbolism used in a brand name, in an advertisement or even the choice of cover on the magazine.

In this assignment you are to apply the study of consumer behaviour to magazines of your choice. Your report is to be word-processed and should analyse the market positioning of the magazine and its target audience. You should relate your analysis of the magazine's content to consumer behaviour theory.

**Hand-out date :**  
**Thursday 30 September 2004**

**Hand-in date :**  
**Friday 19 November 2004**

A group project (3-4 members) to investigate issues related to consumer behaviour.

### **TASK ONE**

- Choose two magazines and compare and contrast their style and target markets. Evaluate the approach taken by each magazine to marketing their product. Discussion should focus upon issues of consumer **lifestyle, brand personalities and product positioning**.

### **TASK TWO**

- Choose a selection of advertisements from the magazines and evaluate them in terms of the type of message used and characters in them. Use relevant theory such as **perception, learning and motivation** to explain your answers.

### **TASK THREE**

- Discuss the effectiveness of three adverts in terms of **attractiveness and credibility**. Do they use **rational** or **emotional** appeals.

Provide adequate evidence and arguments in your document to support your findings.

Word count : 4,000

## APPENDIX 5. GROUP ASSESSMENT FEEDBACK FORM

### Group Assessment Feedback

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**Group Members:**

<b>Marking Criteria</b>	<b>Max. Grade</b>	<b>Your Grade</b>
<b>Structure and Presentation</b>	10%	
<b>Referencing</b>	10%	
<b>Evidence of wide source of research material</b>	10%	
<b>Evidence of theoretical underpinning</b>	30%	
<b>Application of theoretical concepts</b>	30%	
<b>Conclusions</b>	10%	
<b>Total</b>	100%	

## **APPENDIX. 6 COURSEWORK INSTRUCTIONS**

### **1 Presentations.**

Slide 1: Ensure your name and title of question is on this slide.

Slide 2: Structure of presentation

Slide 3: onwards - theory applicable and application relevant to your question

Slide with conclusion remarks

Last Slide with 5 to 10 references demonstrating the depth of your research

All notes, OHT's and discs of the presentation to be handed to your seminar tutor in a plastic wallet after presentation. Projector only provided in each seminar class.

### **2 Group course work**

#### **STRUCTURE OF WRITTEN PRESENTATION**

Title page  
Contents page  
Introduction  
Main body  
Conclusions  
References

South Bank University referencing system: Harvard System Help Sheet No. 30 from Perry Library.

You must use this referencing method when you write up.