



**London
South Bank**
University

EST 1892

Module Guide

The Consumer Behaviour Analyst

BBM_5_CBB

School of Business

2017/2018

Level 5

1. MODULE DETAILS

Module Title:	Consumer & Buyer Behaviour
Module Level:	5
Module Reference Number:	BBM_5_CBB
Credit Value:	20
Student Study Hours:	200
Contact Hours:	60
Private Study Hours:	140
Pre-requisite Learning (If applicable):	Principles of Marketing
Co-requisite Modules (If applicable):	
Course(s):	
Year and Semester	2017/2018 Semester 1
Module Leader:	Cheryl Johashen
ML Contact Details (Email)	johashec@lsbu.ac.uk
Teaching Team & Contact Details (If applicable):	
Subject Area:	Marketing
Summary of Assessment Method:	Exam 50% and Course Work 50%

2. SHORT DESCRIPTION

This module examines the behavioural concepts and theories relating to consumer & buyer behaviour and the decision-making process buyers are likely to use when making a purchase. It includes the study of how consumer behaviour is influenced by individuals' socio-cultural factors such as family, social groups and group processes, social class, culture and subculture, and individual factors such as motivation and needs, perception, learning, personality and lifestyle attitudes.

3. AIMS OF THE MODULE

This module is aimed at students undertaking specialist Marketing degrees. The unit will cover the subject areas that relate to consumers and buying behaviour and the applications of purchasing and consumer behaviour.

- The macro-environmental influences on consumer behaviour.
- The social factors that affect consumer behaviour.
- The personal/individual aspects that individuals have
- The effects of consumer behaviour on commercial organisations, voluntary non-profit and society at large.

4. LEARNING OUTCOMES

4.1 Knowledge and Understanding

All students will be expected to demonstrate **knowledge and understanding** and be able to:

4.1.1 Demonstrate a detailed knowledge of the main theories and models of consumer behaviour and how this knowledge can be used in a marketing context.

4.1.2 Understand the theoretical underpinning of the consumer and buyer decision-making process.

4.1.3 Demonstrate an understanding of core psychological and external variables that influence the decision making process.

4.1.4 Explain and apply marketing communication theory in relation to consumer behaviour.

4.1.5 Demonstrate awareness of the wider social issues of consumer and buyer behaviour and be able to debate issues in relation to more general ethical perspectives.

4.2 Intellectual Skills

All students will be expected to demonstrate **intellectual skills** and be able to:

4.2.1 Critically evaluate and apply a range of concepts, principals and practices within the domain of consumer behaviour.

4.2.2 Critically judge the selection and use of appropriate tools and techniques used in consumer behaviour.

4.2.3 Demonstrate how the ethical and moral issues surrounding consumer behaviour can be integrated into commercial viable marketing strategies

4.3 Practical Skills

All students will acquire and develop **practical skills** such that they are able to:

4.3.1 Communicate effectively using a range of media

4.3.2 Use a range of oral and written presentation skills

4.4 Transferable Skills

All students will acquire and develop **transferable skills** such that they are able to:

4.4.1 Work constructively as part of a team; keeping to deadlines and contributing effectively.

4.4.2 Self-manage tasks and projects and acknowledge the need for flexibility, personal planning and timekeeping.

5. ASSESSMENT OF THE MODULE

Individual Seminar Presentation	25%
Group Report	25%
Individual 2 Hour Exam	50%

1. Individual Seminar Presentation (25%)

Date: Weeks 3-11

The PowerPoint (or similar) presentation will be given to your peers during the seminar and will cover topics from the previous lecture. To complete this task you are required to select one of the questions detailed in Appendix 1 of this unit guide. The presentation should be **15 minutes**.

Students need to undertake in-depth independent research in order to complete the seminar presentation effectively. As this forms a major part of your assessment, your PowerPoint (or similar) presentations are expected to be in-depth with a wide and varied range of sources used. This module is applied and you will need to use a range of examples. The seminar questions have been formulated to aid theory and application and who will be expected to use a range of examples.

It is your full responsibility to make sure that you have the hardware up and working at the start of the seminar. If you are unable to present your work on the agreed date you must notify your seminar tutor before the start of the seminar. You will then have the opportunity to present your work within 2 weeks at a capped mark of 40%. If you feel that you have extenuating circumstances then these should be submitted and if accepted your mark will not be capped. Full details can be found on the LSBU student website.

If you are using Video clips e.g. YouTube, you must ensure that the technology works in the class room. If it is not working then you will need to proceed without the use of the clips (please have this in mind when you prepare your work!). As we are on a tight

schedule for presentations you will need to make sure that the video clips are edited to show the essential “clip” only. There should be a maximum of 3 minutes use of video clips within your work.

An electronic copy of your presentation should be uploaded to the Consumer & Buyer Behaviour Moodle site no later than 5pm on the day of your presentation. Your work will be classed as late outside of this deadline.

A marking criteria and presentation guidelines can be found in the appendices.

There will also be two **formative** multiple-choice tests in week 6 and 10 to help highlight any areas for improvement.

6. [FEEDBACK](#)

Feedback on assessments will be given to students within 15 working days and will include both written and verbal elements.

7. INTRODUCTION TO STUDYING THE MODULE

7.1 Overview of the Main Content

- Perception & Symbolism
- Learning & Memory
- Motivation & Values
- Attitudes
- Attitude Change
- Individual Decision making
- Business Decision Making
- Family Decision Making
- Groups
- Social Class

7.2 Overview of Types of Classes

The lecture (normally 90 minutes) is designed to provide you with an overview of the core concepts associated with consumer behaviour. The lectures are divided up into topics that closely follow your core textbook. During the lecture you will be exposed numerous examples to help you understand the links between theory and practice. The unit contains a lot of theory and therefore it is important that you keep up with the weekly readings.

Weekly seminars (normally 90 minutes) will include student led presentations designed to provide the opportunity to discuss, analyse and contextualise the content of the lecture material. During seminars, time will also be allocated to discussing the requirements for your assignments. The module also uses a range of blended learning techniques via Moodle, these include supporting materials and group-work activities.

7.3 Importance of Student Self-Managed Learning Time

A key feature of the module is **INDEPENDENT LEARNING**. This feature requires that you complement the formal Lectures and Seminars by significant relevant reading and thinking. To do this you will need to read and consider relevant chapters in books on Consumer Behaviour. **Students are expected to read the appropriate chapter/s of the core/ recommended reading each week before the seminar activities.** Students are also encouraged to read chapters from other texts/journals to increase their level of understanding. Students should also spend time reading/ studying the appropriate learning books on the Moodle site.

The module is delivered on the basis that each hour of formal (classroom) study will be supported by at least 2 hours 20 minutes hours of private self study a week (this includes reading, production of assessment and exam revision). Therefore, 4 weekly hours of formal delivery should be supported by 9 hours of weekly independent work.

7.4 Employability

Employability skills are embedded and developed within the teaching & learning of this unit. These include team working, time management and communication skills. The unit, although grounded in theory with a suitable level of academic rigour, delivers core skills to the students for use in their future jobs.

8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

Week	Lecture
1	Introduction to Consumer Behaviour
2	Perception & Symbolism
3	Learning & Memory
4	Motivation & Values
5	Self, Personality & Lifestyle
6	Attitudes and Attitude Change and Communications
7	Consumer Behaviour Reading Week
8	Individual & Organisational Decision Making
9	Group Influences & Opinion Leadership
10	The Family and Organisational Decision Making
11	Income & Social Class
12	Revision
13	No classes: individual exam preparation
14	Examinations
15	Examinations

9. LEARNING RESOURCES

9.1 Core Materials

Solomon MR, (2017) Consumer Behaviour: Buying, Having, and Being, 12th Edition

Solomon MR, (2016) Consumer Behaviour 6th Edition, Prentice Hall **(On Line)**

Solomon MR, (2015) Consumer Behaviour 11th Edition, Prentice Hall **(On Line)**

Solomon MR, Bamossy G, Askegard S and Hogg MK (2016) Consumer Behaviour: A European Perspective 6th Edition. FT Prentice Hall **(On Line)**

Solomon MR, Bamossy G, Askegard S and Hogg MK (2013) Consumer Behaviour: A European Perspective 5th Edition. FT Prentice Hall **(On Line)**

9.2 Optional Materials

Arnould E., Price L., & Zinkerman G., (2004) Consumers 2nd International Edition McGraw Hill

Assael, H. (2004) Consumer Behaviour, Boston; Houghton Mifflin

Blackwell RD, Minard PW and Engel JW (2006) Consumer Behaviour 10th Edition. Thomson South Western

Blyth J, (2013) Consumer Behaviour, Thomson

Capper, D A , (2010) Terrorism, Tourism & Consumer Behaviour, Lambert Academic Publishing

Evans M, Jamal A, and Foxall G (2009) Consumer Behaviour 2nd Edition., Chichester,Wiley

Hawkins, D. (2012). Consumer behavior : Building marketing strategy (12th ed.). Boston : McGraw-Hill/Irwin.

Hoyer, W. D., & MacInnis, D. J. (2012). Consumer behavior (6th Edition) , Boston, Cengage Learning.

Mooij, M. K de. (2011). Consumer behavior and culture : Consequences for global marketing and advertising, Thousand Oaks, Calif. : Sage Publications.

Peter PJ & Olson JC, (2005), Consumer Behaviour and Marketing Strategy 7th Edition, McGraw Hill

Schiffman LG., & Kanuk LL., (2010) Consumer Behaviour, 10th International Edition, FT Prentice Hall

Schiffman LG., & Wisenblit, (2015) Consumer Behaviour, 11th Edition

Wright R. (2006) Consumer Behaviour, London, Thompson Learning **(On Line)**

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) The Chartered Institute of Marketing

Appendices

Appendix 1. Weekly Reading

This module requires that you complement the formal Lectures and Seminars by significant relevant reading and thinking. **Students are expected to read the appropriate chapter/s of the core books.** Students are also required to the **read the stated core journals** to increase their level of understanding. The module is delivered on the basis that **each hour of formal (classroom) study** will be supported by at least **2 hours 20 minutes of hours of private self study a week.** The chapters for the appropriate weeks are detailed below (please be advised that on occasions authors will change the order of their chapters).

Week 1 Introduction to Consumer Behaviour

Lecture Content: Introduction to the unit; Defining Consumer Behaviour; The interdependent nature of CB; Consumer Behaviour & the Marketing Mix; Introduction to the consumer decision-making process; Assessment Information; Core & Optional Reading.

Self Study Reading		
Core Reading	Solomon 2018 (Solomon 2016)	Chapter 1 Chapter 1
Recommended Reading	Schiffman & Kanuk	Chapter 1,3
	Blythe	Chapter 1
	Hoyer/MacInnis	Chapter 1,21
	Wright	Chapter 1

Week 2 Perception & Symbolism

Lecture Content: Defining Perception; The Perception Process; Sensory Systems; Sensory Thresholds; Exposure; Attention; Interpretation; Symbolism; Perceptual Pricing

Self Study Reading		
Core Reading	Solomon 2018 Solomon (2016)	Chapter 3 Chapter 2
Recommended Reading	Schiffman & Kanuk	Chapter 6
	Blythe	Chapter 5
	Hoyer/MacInnis	Chapter 4
	Wright	Chapter 3
	Evans	Chapter 2

Week 3 Learning & Memory

Lecture Content: Stimulus-Response Models, Behavioural Learning; Classical Conditioning; Instrumental Conditioning; Stimulus Generalisation/ Discrimination; Cognitive Learning; The Memory; Nostalgia

Self Study Reading		
Core Reading	Solomon 2018 Solomon (2016)	Chapter 4 Chapter 3
Recommended Reading	Schiffman & Kanuk	Chapter 7
	Blythe	Chapter 6
	Wright	Chapter 4
	Evans	Chapter 3

Week 4 Motivation & Values

Lecture Content: The Motivation Process; Needs v Wants; Drive Theory; Expectancy Theory; Motivational conflicts; Content Theories of Motivation; Maslow/ Trio of Needs/ Hygiene Factors ; Values; Hofstede; The Rokeach Value Survey; LOV; Means-End Chain Model

Self Study Reading		
Core Reading	Solomon 2016 Solomon (2016)	Chapter 5 Chapter 4

Self Study Reading		
Recommended Reading	Schiffman & Kanuk	Chapter 4
	Blythe	Chapter 2,3
	Hoyer/MacInnis	Chapter 3
	Wright	Chapter 5
	Evans	Chapter 1

Week 5 The Self, Personality & Lifestyle

Lecture Content: Perspectives on Self; Self Concept; Ideal Self; The Extended Self; Freudian Theory; Brand Personality; Psychographics; AIO's; VALS 2

Self Study Reading		
Core Reading	Solomon 2018 Solomon (2016)	Chapter 6,7 Chapter 5,6
Recommended Reading	Schiffman & Kanuk	Chapter 4
	Blythe	Chapter 4
	Hoyer/MacInnis	Chapter 3
	Wright	Chapter 7,9
	Evans	Chapter 6,

Week 6 Attitudes & Attitude Change & Communications

Lecture Content: Defining Attitudes; Functions of Attitudes; ABC Model; The Standard Learning Hierarchy; Measuring Attitudes; Multi-attribute Models; The Extended Fishbein Model. The Communication Model; Balance Theory; Elaboration Likelihood Model.

Self Study Reading		
Core Reading	Solomon 2018 Solomon (2016)	Chapter 8 Chapter 7
Recommended Reading	Schiffman & Kanuk	Chapter 8,9
	Blythe	Chapter 7,8
	Hoyer/MacInnis	Chapter 6,7
	Wright	Chapter 6
	Evans	Chapter 3

Week 7 Reading Week

Use this independent time to catch up on your reading and work on your group projects.

Week 8 Individual & Organisational Decision-Making

Lecture Content: The Decision Making process; Extended/ Limited/ Habitual Decision Making; Problem Recognition; Information Search; Evaluation of Alternatives; Product Choice; Organisational Decision making

Self Study Reading		
Core Reading	Solomon 2018 Solomon (2016)	Chapter 9,10 Chapter 8,9
Recommended Reading	Schiffman & Kanuk	Chapter 15
	Blythe	Chapter 12
	Hoyer/MacInnis	Chapter 9;10;11
	Blackwall	Chapter 3

Week 9 Group Influences & Opinion Leaders

Lecture Content: Reference Groups ; Normative/ Comparative Groups ; Reference Group Power; Membership/ Aspirational Groups ; Conformity ; WOM ; Opinion Leadership ; Diffusion of Innovations.

Self Study Reading		
Core Reading	Solomon 2018 Solomon (2016)	Chapter 11, Chapter 11
Recommended Reading	Schiffman & Kanuk	Chapter 14
	Blythe	Chapter 10
	Hoyer/MacInnis	Chapter 16
	Evans	Chapter 7

Week 10 The Family

Lecture Content: The Family Unit; Changes in Family Structure; Individualistic/Collective Families; Family Life Cycle; Household Decision-Making; Children as Decision Makers; Consumer Socialisation

Self Study Reading		
Core Reading	Solomon 2018 Solomon (2016)	Chapter 13 Chapter 10
Recommended Reading	Schiffman & Kanuk	Chapter 10
	Blythe	Chapter 11
	Hoyer/MacInnis	Chapter 15
	Evans	Chapter 7

Week 11 Income & Social Class

Lecture Content: Defining Social Class; Income; Social Class Stratification; Difficulties in Measuring Social Class; How Social Class Influences Purchase Decisions.

Self Study Reading		
Core Reading	Solomon 2018 Solomon (2016)	Chapter 12 Chapter 12
Recommended Reading	Schiffman & Kanuk	Chapter 10
	Blythe	Chapter 9
	Hoyer/MacInnis	Chapter 14
	Wright	
	Evans	

Week 12 Revision

Lecture Content: This session will cover topics that will be tested in the examination.

Appendix 2. Student Seminar Presentation List

Week	Seminar Topic	Students Name	Grade %
#3	~Perception~	(01) (02) (03)	
#4	~Learning~	(04) (05)	
#5	~Motivation & Values~	(06) (07)	
#6	~Self , Personality, Lifestyle~	(08) (09) (10)	
#7	Group Tutorials		
#8	~Attitude, Attitude Change ~	(11) (12) (13)	
#9	~Individual & Org Dec. Making~	(14) (15) (16)	
#10	~Groups~	(17) (18) (19)	
#11	~Family Decision making~	(20) (21) (22)	
#12	~Social Class~	(23) (24)	

Appendix 3 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 1.

Week 3 Consumer Perception

(Q1) Because colours denote different things in different cultures, corporate colour schemes and colours used in global advertising would convey different impressions in different markets. Discuss this comment giving a range of examples.

(Q2) Discuss the role of attention in the perceptual process. Find ads that try to increase the level of consumer attention through strategies such as shock advertising. Is this type of advertising ethical?

(Q3) Sensory marketing aims to seduce the consumer by using their senses to influence their *perceptions* and behaviour. Carry out research into the area of sensory marketing giving a range of examples of how it is used within a marketing context.

Week 4 Learning

(Q4) Stimulus generalisation theory is a key marketing strategy in areas such as ***family branding & licencing***. Carry out research into the area of stimulus generalisation giving a range of examples of how it is used within the above two marketing strategies.

(Q5) *Nostalgia* plays a significant strategic role in many aspects of contemporary marketing. From new product development through to marketing communication campaigns nostalgia evokes a memory of an experience in the past and helps to create an emotional link between the consumer and the brand. Discuss this statement giving a range of examples of how this strategy has been used in a marketing context.

Week 5 Motivation and Values

(Q6) Values have an influence on the motivation process (Solomon, 2015). Describe the values of the various age cohorts (eg Baby Boomers, Generation X, Generation Y etc.). What appeals and methods of marketing are likely to be effective with various market segments? Give examples.

(Q7) Hofstede's "*Dimensions of Culture*" can help understand the different values and behaviour consumers' process across cultures. Discuss these various dimensions of culture giving examples of how marketers can utilise this information.

Week 6 Self, Personality & Lifestyle

(Q8) Sigmund Freud proposed the idea that much of one's adult personality stems from a fundamental conflict between a person's desire to gratify their physical needs and the necessity to function as a responsible member of society. Discuss the id, ego, and superego and how these theories can be used in a marketing context. Give examples.

(Q9) The Five Dimensions of Brand Personality by Jennifer Aaker is a framework to describe and measure the "personality" of a brand in five core dimensions, each divided into a set of facets. Critically discuss this model applying it to a range of examples.

(Q10) Outline the VALS approach for market segmentation. Choose a product/s of your choice and state what messages would be used when targeting the various segments. How would the basic appeals differ for each group?

Week 7 No Seminar Presentations

Week 8 Attitude & Attitude Change

(Q11) Use the tri-components model (ABC model) of attitude to explain how marketers use each component in a marketing situation. How might marketers appeal to the emotional & cognitive element in attitude formation?

(Q12) Devise a multi-attribute model for a set of competing automobiles. Identify areas of competitive advantage or disadvantage for each model you incorporate.

(Q13) Collect ads that rely on sex appeal to sell products. How often are benefits of the actual product communicated to the reader? Is this an ethical form of advertising? Discuss.

Week 9 Individual Decision making

(Q14) Some analysts argue that consumers really do not pursue any kind of decision process but make their selections more or less randomly without any apparent reasoning. What is your position on this issue? Give examples.

(Q15) When shopping online the consumer goes through the five stages of the decision making process. Think of a product that you recently shopped for online and describe the process. How was your selection influenced by technology?

(Q16) Country of Origin (COO) is a common heuristic used by consumers in making purchase related decisions. Carry out research into COO giving a range of examples of how this heuristic can be influential.

Week 10 Group influence, Opinion leaders and Diffusion of Innovations

(Q17) Why are reference groups so persuasive? French & Raven (1959) classified the influence of groups into five power bases which are used by marketers to effect people's consumption. Find examples for each of these bases.

(Q18) Discuss the influence of both vertical & horizontal opinion leaders on consumer decision making. Give a range of examples of how opinion leadership theory has been used in a marketing context.

(Q19) The "Diffusion of Innovation" model originated to explain how, over time, an idea or product gains momentum and diffuses (or spreads) through a specific population or social system. Examine how this model can be used in a marketing context, discussing the different marketing strategies marketers could use for each stage of the model for a product of your choice.

Week 11 Family Decision making

(Q20) Discuss the important changes in the modern European Family Structure. For each find examples of how marketers have been conscious of this change in product communications, retailing innovations, or other aspects of the marketing mix.

(Q21) Individual members of families often serve different roles in decisions that ultimately draw on shared family resources. Carry out research into the roles of different family members on product choices.

(Q22) Pester power is more effective than ever, research suggests, as parents say modern life has made them less able to say no. Discuss this statement giving a range of examples of how children are increasingly influential in today's market place.

Week 12 Social Class

(Q23) Social class can be identified as a hierarchical division of a society into relatively distinct and homogeneous groups with respect to attitude, values and lifestyles (Assael, 2004). Analyse and discuss how marketers have used stratification tools such as the ABC1 model to target consumers with their offerings. Illustrate your answer with examples.

(Q24) Income is one of the key variables when measuring Social Class (Solomon, 2015). Carry out research on how the economic turmoil over the last few years has had an impact on the behaviour patterns of consumers. Give a range of examples.

Individual Presentation Feedback

Name:

Marking Criteria	Max. Grade	Your Grade
Planning	10%	
Delivery	10%	
Presentational Aids	10%	
Level of Research	20%	
Content	50%	
Total	100%	

Group Assignment

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.

Hand-in date	Week 8 – Thursday 16th Nov 2017
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Word Count	4,000 Words (+/- 10%)
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Size of Groups	3 or 4 students
	Make sure you complete the group list and give it to your tutor by week 3.

TASK ONE

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

TASK TWO

Choose a selection of advertisements from the two magazines and evaluate them in terms of the type of message used and characters in them. Use relevant theory/ models 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 to attract the perceptual attention of the consumer?

Group Assessment Feedback

Group Members:

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

Group Members – Hand to Seminar Tutor by Week 3

This form should be completed and emailed to your seminar tutor by week 3 at the latest. If you fail to assign yourself to a group and complete this paperwork by this deadline you will not be eligible to receive a group mark and will be awarded 0%.

There should be no more than 3 or 4 students per group.

	Group Member Name	Student Number
(1)		
(2)		
(3)		
(4)		

Group & Contact Information – Hand out between group members

You are required to work collectively within group for the written group assignment. To assist in better communication channels, make sure that all members complete the grid below in week 2. IT IS YOUR RESPONSIBILITY TO MAKE SURE THAT REGULAR MEETINGS TAKE PLACE.

Group Member	Phone Number	Email Address

Group Working Log:

This group working log needs to be included in your appendices. You need to illustrate a clear and logical group working process. An electronic copy of this document is available on the consumer behaviour moodle site. The whole group needs to agree this log by signing at the bottom.

Meeting Date	Activity	Agreed Action:

Group Signatures below:

Individual Working Log:

This Individual working log needs to be included in your appendices. You need to illustrate your contribution to the team activities. An electronic copy of this document is available on the consumer behaviour moodle site.

Task Number	Contribution

Name.....