



**BABS & BABA Full &F/T**

**Unit Guide**

**Consumer Behaviour**

**MKS-3-CBE**

**Faculty of Business  
Computing & Information  
Management**

**Marketing and Strategy Division**

**Semester Two 2009**

become what you want to be

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## Academic calendar 2008/09

15 Sept 08	Enrolment/Induction	Academic Year begins Monday 15 September 2008
22 Sept 08	1	Semester 1 begins Monday 22 September 2008
29 Sept 08	2	
06 Oct 08	3	
13 Oct 08	4	
20 Oct 08	5	
27 Oct 08	6	
03 Nov 08	7	
10 Nov 08	8	
17 Nov 08	9	
24 Nov 08	10	
01 Dec 08	11	Autumn Term ends Friday 12 December 2008
08 Dec 08	12	
15 Dec 08	Christmas	
22 Dec 08	Christmas	
29 Dec 08	Christmas	Semester One Exams Week #1
05 Jan 09	13	
	14	Semester One Exams Week # 2
12 Jan 09		Semester One ends 23 Jan 2009
19 Jan 09	15 (Recess)	
26 Jan 09	1	Semester Two begins Monday 26 January 2009
02 Feb 09	2	
09 Feb 09	3	
16 Feb 09	4	
23 Feb 09	5	
02 Mar 09	6	
09 Mar 09	7	
16 Mar 09	8	
23 Mar 09	9	
30 Mar 09	10	Spring Term ends Friday 3 Apr 2009
06 Apr 09	Easter Break	
13 Apr 09	Easter Break	
20 Apr 09	Easter Break	Summer Term begins Monday 27 April 2009
27 Apr 09	11	
04 May 09	12	
11 May 09	13	
18 May 09	14	Semester Two Exams Week # 1
25 May 09	Recess Week	Semester Two Exams Week # 2
1 Jun 09	15	
08 Jun 09		Summer Term ends Friday 03 July 2009
15 Jun 09		
22 Jun 09	Subject Area Exam Boards	
29 Jun 09	Award & Progression Boards	
06 Jul 09		
13 Jul 09		
20 Jul 09		
27 Jul 09		
03 Aug 09		
10 Aug 09		
17 Aug 09		Monday 31 Aug., Bank Holiday Academic Year 2008-2009 ends Friday 11 Sept 2009
24 Aug 09	Re-sit Exams, Week # 1	
31 Aug 09	Re-sit Exams, Week # 2	
07 Sept 09		

## **1.0 SYLLABUS HEADING / BASIC DATA**

<b>1.1 Unit title</b>	<b>Consumer Behaviour</b>
<b>1.2 Level</b>	<b>3</b>
<b>1.3 Reference Number</b>	<b>MKS-3-CBE</b>
<b>1.4 Credit Value</b>	<b>1</b>
<b>1.5 Study Hours</b>	<b>Contact : 45 hours</b> <b>Private Study: 75 hours</b>
<b>1.6 Pre-requisites</b>	<b>General Marketing principles</b>
<b>1.7 Unit co-ordinator</b>	<b>Dr. Alan Hirst Room 324 <a href="mailto:hirsta@lsbu.ac.uk">hirsta@lsbu.ac.uk</a></b> <b>Dr. David Capper Room 303 <a href="mailto:capperda@lsbu.ac.uk">capperda@lsbu.ac.uk</a></b>
<b>1.8 Parent School</b>	<b>BCIM</b>
<b>1.9 Subject Area</b>	<b>Marketing</b>

## **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 final year 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 UNIT**

The aims of this module are to provide general background information on the main environmental, social and psychological influences on consumer and organisation buyer behaviour.

To provide an explanation of current trends, cultural influences and current marketing practices.

To examine the effects of e-commerce and the globalisation of retail and their influence on marketing activities and impact upon consumer perceptions.

To explore all the relevant social and personal psychological factors that influence decisions made by consumers and organisation buyers in purchasing activities.

To enhance student self-confidence through the development of key skills in oral and written communication, participating in group work, personal presentations, analytical thinking, problem solving and time management.

## **4.0 LEARNING OUTCOMES**

On successful completion of the unit, students should have a more informed understanding of the following key concepts and issues and be able to:

Define buyer behaviour as it relates to both individuals and organisations.

Analyse the key factors influencing consumer and organisation buying behaviour.

Identify the characteristics of key social and personal psychological influences upon consumer and organisation buying behaviour.

Describe the range of influences on buying behaviour for both individual and organisational consumers.

Critically review the effects of e-commerce and globalisation and their influences on marketing activities and impact upon consumer and organisation buyer perceptions.

Identify consumer and organisational decision making processes and reasons for different types of product/service choices.

Evaluate the findings and recommendations of professional researchers on consumer behaviour.

Understand the importance of the adoption process for new products

## **5.0 TRANSFERABLE SKILLS**

The unit will develop key transferable skills to assist the student with their learning. This student-oriented approach will help develop self-confidence through oral and written communication and personal presentations. They will be required to participate in group activities and share information. Analytical thinking and problem solving skills will be developed through application of theory to topical and key issues relevant in the market place. Time and self-management will be addressed through formative assessment in weekly seminars where students are expected to present theoretical models and apply them using relevant examples. In this environment students will also learn from one another. The purpose is to ensure students apply their marketing and consumer knowledge and go beyond merely synthesising information. A small group assignment forms part of the formative learning process where students are expected to work together and communicate succinctly and clearly in a written group project.

## 6.0 TEACHING AND LEARNING PATTERN

The course material will be mainly delivered through lectures, with the focus on student-oriented learning. The aim of the lectures is to disseminate the general body of knowledge, subsequent seminars are student-oriented with individual students presenting a paper and leading a group discussion. This is an appropriate method for their intellectual growth and development.

## 7.0 INDICATIVE CONTENT

The unit links to marketing as the primary aim of studying consumer and organisation buyer behaviour is to understand consumer's needs when applying the marketing concept and formulating marketing strategy.

Perception  
Consumer Research  
Learning & Memory  
Motivation & Values  
Lifestyle  
Attitudes  
Interactive Communications & e-commerce  
Individual Decision Making, The purchase situation & issues  
Group Influences & Opinion Leadership  
Organisational & Household Decision Making  
Income & Social Class

## 8.0 ASSESSMENT METHOD

The unit has three assessment points organised to ensure all learning outcomes are covered. The course is weighted 60% examination and 40% coursework.

<b>Part One</b> : Individual presentation based on seminar topics	15%
<b>Part Two</b> : Group assignment covering a range of consumer behaviour topics	25%
<b>Part Three</b> : Final Examination	60%

At the end of the semester the students will be required to sit a three hours examination on questions related to the indicative content

## **Course-work:**

The coursework is divided into two parts :

### **1 Group activity: Value: 25%**

#### **A group activity for hand-in on:**

Week 08: Friday 20<sup>th</sup> March 2009

In groups of 3-4 students you are required to research and analyse choose two products / brands in the same category or choose two product categories. A description of the tasks is detailed at the end of this unit guide.

The word count is approximately 3500 words.

### **2 Individual presentations: Value: 15%**

#### **Individual seminar presentation schedule**

Presentations start in week three. Seminar topics will be selected in the first two weeks with a schedule prepared and issued to all students within the seminar classes. Students need to undertake independent research in order to complete the seminar presentation effectively.

**Failure to present on your agreed date with result in automatic fail**

#### **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 in a presentational wallet following completion of your presentation.**

**Video clips e.g. YouTube, ensure that the technology works in the class room, as we are on a tight schedule for presentations, make sure that the video clips are edited one minute in length identifying the essential "clip" not the "whole" to indicate the facts that you are explaining with your clip. Ensure that an image and the URL of the video clips are on your presentation as evidence. NOTE – time allocation starts at the hour for the first presenter and finishes at half-past the hour. The second presenter starts immediately after.**

**You will be stopped at 15 minutes point to allow time for questions.**



## Working in Groups – Collaborate Learning

**You are required to participate in groups work as part of the assessment and when you form study teams you are advised to agree to do the following:**

- Prepare before the study team meeting (for example, do all the required reading or problem sets)
- Complete any tasks that the group assigns to its members
- Attend all meetings and arrive on time
- Actively participate during the sessions in ways that further the work of the group
- Help promote one another's learning and success
- Provide assistance, support, and encouragement to group members
- Be involved in periodic self-assessments to determine whether the study team is working successfully (Is too much work being required? Is the time in study team meetings well spent?)

(Sources: Gushy, 1988; Johnson, Johnson, and Smith, 1991; Light, 1992; "Study Groups Pay Off," 1991 and Gross Davis 1993; "Tools for Teaching")

## 9.0 Programme of Teaching And Learning

### BA3 Consumer Behaviour: Teaching & Assessment Programme 2009

Lecture:	<b>Fridays 11am -1pm</b>	<b>Part-time Thursday evening 6 – 9pm</b>
Seminars:	<b>Fridays 9-11am, 1-3pm</b>	<b>dates for p/t: day before e.g.1 - 29th Jan</b>

Week No. Fridays	Lectures - Alan Hirst & David Capper	Reading
<b>1- 30 Jan 09 AH</b>	<b>Introduction to Consumer Behaviour</b> Written group assessment issued	Ch 1 – Sol Ch 1/2/3 – S&K Ch 1/2 – Wright
<b>2- 06 Feb 09 DC</b>	<b>Perception</b>	Ch 2 – Sol Ch 6 – S&K Ch 3 – Wright
<b>3- 13 Feb 09 DC</b>	<b>Learning &amp; Memory</b>	Ch 3 – Sol Ch 7 – S&K Ch 4 – Wright
<b>4- 20 Feb 09 AH</b>	<b>Motivation &amp; Segmentation</b>	Ch 4 / Sol Ch 4/5 S&K Ch 5/7& 9 Wright
<b>5- 27 Feb 09 AH</b>	<b>Attitudes</b>	Ch 7 – Sol Ch 8 – S&K Ch 6 – Wright
<b>6- 06 Mar 09 DC</b>	<b>Attitude Change and Communications</b>	Ch 8 – Sol Ch 8 – S&K Ch 6 – Wright
<b>7- 13 Mar 09 AH</b>	<b>Internet and the Consumer</b>	Ch 11 – Wright / Solomon
<b>8- 20 Mar 09 AH</b>	<b>Individual Decision Making</b> Deadline for group written assessment	Ch 9 – Sol Ch 16- S&K Ch 10 – Wright
<b>9- 27 Mar 09 AH</b>	<b>Group Influences &amp; Opinion Leadership</b>	Ch 11 –Sol Ch 10- S&K Ch 8 – Wright
<b>10- 03 Apr 09 DC</b>	<b>The Family and Organisational Decision Making</b>	Ch 12 – Sol Ch 16 – S&K Ch 10 – Wright
<b>Easter</b>		
<b>11- 01 May 09 DC</b>	<b>Income &amp; Social Class</b>	Ch 13 – Sol Ch 11 – S&K Ch 8 – Wright
<b>12- 08 May DC</b>	<b>Revision</b>	
<b>W/C 18 May</b>	<b>Examinations</b>	
<b>25 – May 09</b>	<b>Recess week</b>	
<b>01 June 09</b>	<b>Examinations</b>	

Sol = Solomon MR, Consumer Behaviour 8<sup>th</sup> Edition, Prentice Hall 2009.

**S&K = Schiffman & Kanuk, Consumer Behaviour International Edition, Prentice Hall 2004**  
**Please note, all major consumer behaviour texts have relevant chapters on the topic areas identified above**

### **Course Feedback**

A written report will be given on both the in-course assignments both formal and informal. Students will be given a copy of the completed marking schemes and annotated comments will be made on the documents submitted. Additionally, students will be given the opportunity to obtain verbal feedback from the Unit Co-ordinators.

### **Coursework Guidelines**

Please bear in mind the following points:

Discuss any problems you may have in completing coursework with the Unit Co-ordinator as soon as possible

Make sure you know when the deadline for submission is

Hand in the coursework (with an appropriate and completed 'submission form') to the Business School Office on the ground floor of the London Road Building by the submission date

Copies of all forms are available from the Business School Office on the ground floor of the London Road Building.

Unless you have obtained the agreement of the Unit Co-ordinator to the late submission of your assignment, coursework submitted:

Up to two weeks after the deadline date will receive a maximum pass mark of 40%

More than two weeks after the deadline date and it will automatically fail

If you want an extension of the deadline date, you must:

Get a copy of the form for late submission from the School Office

Fill in Part A of the form (giving reasons why you cannot meet the existing deadline date)  
Ask your Unit Co-ordinator to fill in Part B – the decision rests with the Unit Co-ordinator  
Attach the form to the front of your coursework when you submit it

The maximum extension is two weeks.

When handing in your coursework, it must be word-processed. In addition:

Complete the coursework submission form and attach it to the front of your coursework  
If necessary, attach the form for an extension to the deadline date (signed by your Unit Co-ordinator) to the front of your coursework  
Take the coursework to the School Office (who will date stamp the submission form)

You must not hand coursework to your Unit Co-ordinator or other lecturer.

## 10.0 INDICATIVE READING LIST

### Core Reading

- Solomon MR, (2009) *Consumer Behaviour 8<sup>th</sup> Edition*, Prentice Hall
- Schiffman LG., & Kanuk LL., (2007) *Consumer Behaviour, 9th International Edition*, Prentice Hall

### Background Reading

- Arnould E., Price L., & Zinkerman G., (2004) *Consumers 2<sup>nd</sup> International Edition* McGraw Hill
- Desmond J., (2003) *Consuming Behaviour*, Palgrave
- Dibb S. et al, (2006) *Marketing Concepts & Strategies 5<sup>th</sup> European Edition*, Houghton Mifflin Company .
- East R, (1997) *Consumer Behaviour: Advance and Applications in Marketing*, Prentice Hall
- Foxall GR., Goldsmith RE., & Brown S., (1998): *Consumer Psychology for Marketing, 2<sup>nd</sup> Edition*, Thomson
- Hoyer W.D. Hoyer & MacInnis D.J., (2004) *Consumer Behaviour 3<sup>rd</sup> Edition*, Houghton Mifflin
- 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*, MacMillan Publishing Co.
- Peter PJ & Olson JC, (2005), *Consumer Behaviour and Marketing Strategy 7<sup>th</sup> Edition*, McGraw Hill

### 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

### Website information

[www.anbar.co.uk/anbar.htm](http://www.anbar.co.uk/anbar.htm)

[www.bized.ac.uk](http://www.bized.ac.uk)

[www.emerald.com](http://www.emerald.com)

[www.ABIinform.com](http://www.ABIinform.com)

[www.mintel.co.uk](http://www.mintel.co.uk)

Access to a wide range of management and marketing journals

Business education web site

Database of useful journals

Database of useful journals

Industry market research reports

## **Appendix 1. Topics for individual assessment - This activity represent 15% of marks**

You are asked to select ONE of the topics listed (although no two students can choose the same topic) and produce a presentation (lasting 15 minutes). Be prepared to participate in a question and answer session on your presentation, this requirement is assessed.

All discs, OHT's and notes of the presentation to be handed to your seminar tutor in a wallet.

### **Individual presentation**

The presentation will be assessed on the following criteria:

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

The marks for this part of the individual assignment – the presentation - are allocated as a percentage and then translated to contribute a maximum of 15% of the total mark for this in-course assessment.

A copy of the presentation 'mark sheet' and feedback form is attached.

## INDIVIDUAL PRESENTATION FEEDBACK

**Date:** \_\_\_\_\_

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

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

**PLANNING (10%)**     Poor -----Fair-----Good-----Very Good

- introduction
- structure given
- logical flow
- conclusions
- time allocation

**PRESENTATION STYLE (20%)**     Poor -----Fair -----Good-----Very Good

- voice: audible, pace
- manner, confidence
- posture and eye
- contact with audience
- overall effectiveness

**USE OF AIDS (20%)**             Poor -----Fair-----Good-----Very Good

- OHT's / powerpoint slides
- handouts
- other
- overall effectiveness
- use of colour and contrast

**CONTENT & CREATIVITY (50%)** Poor -----Fair-----Good-----Very Good

Clear evidence of in-depth reading and understanding evidenced by:

- depth of coverage - theory
- thoroughness of coverage
- application & relevance
- conviction
- overall effectiveness

**Notes given to tutor: YES / NO**

**Tutor:**

**Grade:**

**Seminar Schedule:** Presentations are drawn out of a box in week 2 and allocation is week by week starting in week 3, no gaps, this is to ensure that presentations are not left to the end of the unit as time becomes scarce as we move towards the end of the academic year. Select a question from the following list.

**Failure to present on your agreed date with result in automatic fail**

<b>Week</b>	<b>Date:</b>	<b>Seminar Topics</b>	<b>Students Name</b>
1	<b>Fridays</b> 30.01.09	<b>No seminars</b>	
2	06.02.09	<b>Allocate seminar sessions (2 per week)</b>	
3	13.02.09	<b>Presentation 1</b> <b>Perception</b>	A B
4	20.02.09	<b>Presentation 2</b> <b>Learning</b>	A B
5	27.02.09	<b>Presentation 3</b> <b>Motivation &amp; Seg.</b>	A B
6	06.03.09	<b>Presentation 4</b> <b>Attitude</b>	A B
7	13.03.09	<b>Presentation 5</b> <b>Communication</b>	A B
8	20.03.09	<b>Presentation 6</b> <b>Internet</b>	A B
9	27.03.09	<b>Presentation 7</b> <b>Individual Dec. Making</b>	A B
10	03.04.08	<b>Presentation 8</b> <b>Groups / Diffusion</b>	A B
	<b>Easter</b>		
11	01.05.09	<b>Presentation 9</b> <b>Organisational &amp; Household Decision Making</b>	A
12	08.05.09	<b>Presentation 10</b> <b>Income &amp; Social Class</b>	A B
13	11.05.09	<b>Exams Start</b>	Monday 11 <sup>th</sup> May 2009



## **Course Work 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 at least 5 to 10 references demonstrating the depth of your research

**All notes, OHT's and CD or discs of the presentation to be handed to your seminar tutor in a plastic wallet after presentation.**

### **Internal Moderation**

**Your work is subject to internal moderation, a sample will be selected across the grading bands. Grades will be handed out the week following the presentation.**

## 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 2.

### Week 3 Perception

**Q1** Discuss the role of attention in the perceptual process. Find ads that try increase the level of consumer attention through strategies such as shock advertising. Is this type of advertising ethical?

**Q2** Analyse the perceptual images conveyed by different colours in the branding of products. Is there any consistency in “trade dress” across product ranges? Illustrate your answer with a range of examples.

### Week 4 Learning & Memory

**Q1** Identify three patterns of reinforcement (positive, negative & punishment) and provide examples of how each is used in a marketing context. Illustrate your answer with a range of examples.

**Q2** 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.

**Q3** The behaviourist school of thought explains learning in terms of stimulus and response association. Discuss the issue of stimulus generalisation and give examples of how this is used within a marketing context.

### Week 6 Motivation and segmentation

**Q1** Apply Maslow’s hierarchy of needs model, to a range of products that identify with each level of the hierarchy

**Q2** Use the VALS2 segmentation model to explain how a product category can target each group in model. Explain how different adverts would be used to reach each segment of the model.

### Week 6 Attitudes

**Q1** Use the tri-components model (ABC model) of attitude to explain how marketers use each component in a marketing situation.

**Q2** Explain how marketers use utilitarian, value expressive, ego defensive and knowledge attitudes of consumers to market products to them.

**Q3: “Explain how young people form a general attitude towards “things” explains and how they would form attitudes to the clothes they wear. Give examples of four brands of clothing they purchase”.**

#### **Week 7 Attitude Change & Communication**

**Q1 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 and give examples.**

**Q2 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.**

**Q3 Discuss the way that beliefs, emotions and behaviour interact and operate in consumer decision making covering high involvement, low involvement and emotional involvement purchasing. Identify products using these dimensions.**

#### **Week 8 Internet & the consumer**

**Q1 Nintendo Wii was successfully marketed without normal advertising channels explain how this was achieved and identify how the different target markets were address by Nintendo**

**Q2 Investigate social networks of your choice and find examples of how mobile brands are using the Internet to influence youth culture.**

**Q3 Identity three Internet bloggers that are endorsing a brand or product of your choice, describe the online methods of how they influence the consumer.**

#### **Week 9 Individual Decision making**

**Q1 Apply the Dewey decision making model to the purchase of a mobile phone. Explain each step and how the consumer deals with the “evaluation of alternative” when they have conflicting loyalties between brands.**

**Q2 Explain how difficult it is to place a product in a consumers “evoked set” after it has already been rejected. What strategies can a marketer use in an attempt to change a consumers mind?**

## **Week 10 Group influence, Opinion leaders and Diffusion of Innovations**

**Q1 Why are reference groups so persuasive? French & Raven (1959) classified the influence of into six power bases; these are used by marketers to effect people's consumption. Find examples for each of these bases**

**Q2 Opinion leaders are very important for influencing consumers; identify how Samsung could use opinion leaders in support of the launch of its new mobile phone range.**

**Q3 Use the Diffusion of Innovation model to explain how Apple hopes to market its iPod media player and describe different marketing strategies for each type of adopters.**

## **Week 11 The Family and Organisational Decision making**

**Q1 Discuss the 'traditional' and 'modern' family life-cycle stages. How do they influence the purchase of products? Show a range of adverts targeting the specific segments.**

**Q2 Business decision making is different from individual and family decision making. Identify a series of adverts that are clearly targeted at each group.**

**Appendix 2. Group Assignment and Assessment criteria: This activity represents 25% of marks.**

**Brief**

You are to investigate what methods are available for investigating advertising. In what ways may advertising be effective and how do consumers process and react to advertising messages. How does this knowledge help marketers understand, develop, test and classify advertising?

Advertising uses many different types of appeal and a number of media to achieve a variety of goals. In the light of this complexity, a search for general accounts of how advertising works may seem a fruitless quest. We must accept that different ads may work in different ways and that individuals may respond variously to the same ad. Even so, our knowledge has expanded in recent years and more coherent accounts of the consumer response to advertising are now emerging.

Advertising can act at different levels of consciousness. When we are involved in an issue, ads may change our feelings, thoughts and perceptions, making it more likely that we will want, recall, recognise, like and know how to purchase a brand in relevant contexts. Even when we have little involvement, ads may still affect us by connecting brands with needs and by raising brand awareness and brand attitude. Increased awareness of a brand makes it more likely that we will pick it out from the competition and a more positive attitude about a brand means that we may prefer it and may pay more for it.

Advertising is a business investment, but unlike other investments it has been difficult in the past to demonstrate its effectiveness and therefore the return on money spent on advertising. Because of recent research, this picture is now changing so that we are getting a much better idea of the value of advertising in general and the effects that may be expected from different communication strategies.

Hand-out date :  
Friday 30th February 2009

Hand-in date :  
Friday 20<sup>th</sup> March 2009

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

### **TASK ONE**

**Choose two products / brands in the same category or choose two product categories.**

- Find advertisements for each product/ brand 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 TWO**

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

### **TASK THREE**

- From the advertisements used in task one and two, evaluate the approach taken by two companies to marketing their product. Discussion should focus upon issues of **consumer lifestyle**, **brand personalities** and product **positioning**.

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

**Word count : 3,500**

## **Group course work instructions**

### **2 Structure of written presentation:-**

**Title page**

**Contents page**

**Introduction**

**Main body / application of relevant theory / analysis & findings**

**Conclusions**

**Bibliography**

**Appendices**

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

**You must use this referencing method when you write up.**

## Assessment criteria

- The extent to which you selectively and correctly use the consumer behaviour literature to identify and analyse the key issues.
- 
- The application of consumer behaviour theory to the 'real world' by means of appropriate advertising examples.
- 
- The quality of conclusions drawn and, where applicable, of any recommendations made.

Full details of all published books, articles, pamphlets, reports or papers used in the project should be included in a bibliography at the end of the paper. The Harvard (name and date) System indicates references in the text. Either '*recent work (Smith 1992) ...*' or '*recently Smith (1992) has found ...*' All such references should then be listed in alphabetical order at the end of the paper.

The report will be specifically assessed on the following criteria:

Structure and Presentation	10%
Referencing	10%
Evidence of wide source of research material	30%
Application of theoretical concepts	30%
Conclusions	10%



## Group Assessment Feedback

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### 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%	

## BABS / BABA Group Assignment 2009

Group 1	Topic	Comments	Grade

Group 2	Topic	Comments	Grade

Group 3	Topic	Comments	Grade

Group 4	Topic	Comments	Grade

Group 5	Topic	Comments	Grade

Group 6	Topic	Comments	Grade