

**BACHELOR OF BUSINESS ADMINISTRATION- HONOURS PROGRAM
DIPLOMA IN BUSINESS ADMINSTATION**

**FALL 2007
BADM 2020**

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Course Title:	Consumer Behaviour
Pre-requisites:	BADM 1040 Marketing
Co-requisites:	None
Credits:	0.50
Course Website (If applicable):	http://www.onlineguelphhumber.ca/

Calendar Description:

Consumer Behaviour provides an overall examination of the economic, social, cultural and psychological factors that affect consumers in the marketplace. The course examines the consumer from two perspectives – first, the effects of internal forces on an individual including perceptions, motivations, lifestyles and attitudes, then second, the effects of external factors as a group member considering family and group influences, including age, gender, social class, social, religious, regional, household and other sub-cultural and cultural influences.

Course Learning Outcomes

On completion of this course the student will be able to:

1. Offer a basic understanding of the importance of economic, social, cultural and psychological factors that influence consumer behaviour.

2. Use market research and information systems to understand target customers and aid decision making for marketing matters.
3. Develop a personal portfolio by documenting competencies developed throughout this course.

Learning Resources

Required Textbook(s):

Title: Consumer Behaviour: Buying, Having, and Being
Author: M. Solomon, J. Zaichkowsky, and R. Polegato
Edition: Fourth Canadian edition
***ISBN:** 9780072822519
Publisher: Pearson Prentice Hall

Supplementary Text/ Other: On reserve at the Library and / or handouts

Course Schedule

Module	Week	Topic	Reading(s)
1. Intro.	1	An Introduction to Consumer Behaviour	Text: chapter 1. Andrew Ehrenberg, (2001), "Marketing: Romantic or Realistic", Marketing Research, Summer, 2001, pp 40-42
2: Consumers as Individuals	2	Perceptions, Learning and Memory	Text: chapters 2 & 3 Readings: Myron Glassman & John B. Ford, (1988), "An Empirical Investigation of Bogus Recall", Journal of the Academy of Marketing Science, Vol. 16, No. 3&4, 38-41
	3	Motivation and Values	Text: chapter 4 Readings: Robert A. Peterson: (2001), "On the Use of College Students in Social Science Research: Insights from a Second-Order Meta Analysis, Journal of Consumer Research, Vol. 28, Dec. pp 450 – 461
	4	The Self, Personality and Lifestyles	Text: chapters 5 & 6 Readings: None
	5	Attitudes, Attitude Change and Interactive Communications	Text: chapter 7 Readings: Klaus Grunert, (1988), "Research in Consumer Behaviour: Beyond Attitudes and Decision Making", European Research, August, 172-183.
	6	Attitude Change and Interactive Communication	Text: chapter 8 Readings: David B. Wolfe, (1998), "What Your Customers Can't Say", American Demographics, Feb. as reprinted in Imprints, Oct. 12-14

	7	- Mid-term exam -	
3: Consumers as Decision Makers	8	Decision Making: Individual	Text: chapters: 9 & 10 Readings: Robert A. Peterson, Gerald Albaum, & Richard F. Beltramini, (1985), "A Meta-Analysis of Effect Sizes in Consumer Behaviour Experiments", Journal of Consumer Research, Vol. 12, June, 97-103.
	9	Decision Making: Family and Group	Text: chapters: 11 & 12 Readings:
4: Consumers and Subcultures	10	Income, Social class and Age	Text chapter 13 Readings: none
	11	Age Subcultures	Text: chapter 15
	12	Canadian Identity and Subcultures	Text: chapter 14 Readings: John P. Liefeld, (2001), "Consumer Knowledge and Use of Country-of-Origin Information at the Point of Purchase", Journal of Consumer Behaviour: An International Research Review, Vol. 4, No. 2. 85 – 96. Major Research Paper – Due Date
5: Consumers and Culture	13	Culture Influences on Consumer Behaviour	Text: chapters 16 & 17 Readings: John P. Liefeld, (2003), "Consumer Research in the Land of Oz", Marketing Research, Spring, pp, 10-15

Evaluation and Due Dates

Students will be evaluated in this course through:

Mid-term examination	30%
Major Paper	30%
Article Synopses	10%
Final examination	30%

Mid-Term and Final Examinations

The Mid-term and Final Examinations will include **multiple-choice questions** and **short essay questions**, based on all readings and lecture discussions completed materials. Each student is expected to attend class sessions with a thorough understanding of the chapters and cases assigned for that class.

MAJOR LITERATURE REVIEW PAPER: (individual work is expected)

Each student will choose a topic, relevant to the field of study – consumer behaviour - and review the publish literature reporting research into the chosen topic. Submit a topic proposal for

approval (one page, on which you identify the topic, and list at least 10 research publications within the last 2 decades addressing the chosen topic. Topics must be approved by the professor. Write the paper as a literature review (a handout will be provided about the nature of literature reviews), being sure to give credit where credit is due, using any appropriate referencing style. The paper is due in the 12th class period. Late papers will receive a penalty of 10% per day, unless proper documentation is provided attesting that sickness, family emergency, or other compassionate grounds caused the late submission. Papers will be in the range of 12 – 23 pages, double spaced, excluding the list of references.

Students are expected to submit individual written work. If one or more assignments are found to share a significant proportion of phrasing and/or similarity of tables, graphics, etc., academic regulations will be invoked.

ARTICLE SYNOPSES: (Individual work is expected)

An MSWord file ‘form’ will be provided for each of 7 of the assigned readings starting in Week 2. Students will read the article in advance of the class period in which it is scheduled for discussion. Based on their reading and understanding of the article the student will fill in the abstract form to demonstrate they have read the article and understand its main points and hand in the abstract at the beginning of the class period. The abstracts will be evaluated and 10 course marks are allocated for successful completion of all 7 articles. Part marks are possible.

Academic Policies

Important University of Guelph-Humber Academic Regulations

Academic Integrity / Academic Honesty

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, Program Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

Students are encouraged to review the policy in the 2007-2008 Academic Calendar at:
<http://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml>

Grading Procedures

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress toward achieving learning objectives. Feedback often goes beyond grading and should be an indication of the standard a student has achieved and should include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph-Humber is committed to providing students with appropriate and timely feedback on their work. Faculty members are urged to provide meaningful feedback (approximately 20% of the total course evaluation is the standard), prior to the 40th class day. This is the last day that students are permitted to drop classes

without incurring any academic penalties.

Missed Final Exams / Deferred Privileges

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical, psychological** or **compassionate** consideration. Please see your Admission and Program advisor for details.

Accommodation Procedures

Students will identify themselves to Services for Students with Disabilities and, where required, provide appropriate documentation of their need. Where appropriate, students will inform individual instructors of their disabilities and academic accommodations required, by distributing the "*SSD Memo to Faculty*".

When students require test accommodations, they will:

- Remind instructors at least **one week in advance** of each test or as soon as possible, that they require test accommodations
- Book the test date and time in the SSD office or make the appropriate arrangements to write in the Test Centre at least one week in advance of each test, or as soon as possible.

Students with special needs are accommodated through Humber ITAL Services for Students with Disabilities. Students should make themselves familiar with the policies relating to special accommodations by visiting the website at:

http://studentservices.humberc.on.ca/ssd/pnp/fac_resp.htm.

It is the student's responsibility to be familiar with the University's policies and Academic Regulations. These policies can be found at:

<http://www.guelphhumber.ca/cstudents/policies/index.shtml>