

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

MKT3402/MKT3702 CONSUMER BEHAVIOR (FLIPPED CLASSROOM)

INSTRUCTOR: ASSOC PROF DOREEN KUM
 BIZ 1 08-18
 Tel: 6516 7730
 Email: bizdk@nus.edu.sg

CLASS TIME: A1 – Fri 12pm to 3pm (BIZ1 03-03)
 A2 – Fri 3pm to 6pm (BIZ1 03-04)

SESSION: SEMESTER II, 2019/2020

COURSE OBJECTIVES

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

Understanding customers is a cornerstone in marketing that have contributed to the success of many brands today. This course aims to teach students the principles and process of consumer decision making. For example, topics include how consumers learn and evaluate, how they decide, and also what they are influenced by. Students will also learn consumer research skills so that they are able to gather, analyse, interpret consumer insights.

This course builds on the basic understanding acquired in a foundation marketing module. It uses a blended learning method that combines in-class and online resources for self-directed learning with greater flexibility and control. Cases, projects, and consumer insight exercises are used so that students can achieve a balanced understanding of the theoretical frameworks, and ability to apply them to make effective marketing strategy decisions. Students can also look forward to understanding themselves as consumers.

EXPECTATIONS

This course is suitable for motivated students who are willing to 1) read widely, 2) prepare for class through keeping up with assigned readings and video content, and 3) invest time for group work.

Online learning should take approximately 1 hour. In-class sessions are 2 hours per week. On weeks of assigned case studies, students are expected to prepare the case

analysis adequately before coming to class. Each case requires approximately 3 hours (varies among individuals) of preparation time.

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

TEXTBOOKS

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

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

Additional readings will be assigned during the semester.

ASSESSMENT METHODS

1. Class Participation	20%
2. Final Test	30%
3. Case Study (Group)	20%
4. Project (Group)	<u>30%</u>
TOTAL:	100%

(Group work components are subject to peer evaluation)

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

1. Class Participation

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

Concept check questions are embedded into the online video content to assess your understanding of the material presented. Students are required to complete these questions before the lesson for that topic. You will not be penalized for wrong answers and the quizzes are set for multiple entries till you get the right answer.

There is an assignment that requires a short presentation in Week 10. Details will be announced in class on Week 2. Students who volunteer or are asked to present can earn up to 10% towards class participation.

2. Final Test

There will be a final test comprising of multiple-choice questions and short-answer questions. Note the date for this test as it would be a combined class on **3 Apr (Sat)**.

3. Group Case Analysis

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

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

Grading rubrics for this case analysis are:

Completeness and accuracy in issue identification	10%
Adequacy of analysis of issues and command of the strategic concepts and analytical tools studied in the course; includes all financial calculations (where necessary), supported by relevant and comprehensive research	40%
Recommendations – level of detail, appropriateness, supported by information in case or concepts from course	40%
Slide deck – language, clarity, referencing	10%

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

The requirements of your submission are listed below:

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

4. Project

The objective of the end-of-term project is to allow you to understand the consumer decision-making process and influences that have been covered in the course. This project allows you to integrate theories, apply research methods, and practise concepts like motivating or persuading your “target audience” (as well as your team members) first-hand.

More details will be provided in Week 3 (1 Sep) during the project briefing session.

The idea is to...

- conduct basic research to understand their needs, motivations, beliefs, biases, and existing attitudes from a representative sample (50 individuals will do),
- determine the objective of the necessary message to the target audience (e.g., to increase awareness, knowledge, and/or influence behavior),
- use the persuasion techniques learned in the course to propose communication messages and promotional campaigns,
- collate your findings and present to the class your recommendations to achieve your project objective.

Groups will have 15 minutes each during Weeks 12 or 13 to present their projects, followed by 10 minutes of Q&A. We will draw lots to decide the presentation order. You need to hand in your slide deck to IVLE on **10 Apr before 9am**.

PEER EVALUATION

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

ACADEMIC HONESTY & PLAGIARISM

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

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

Additional guidance is available at:

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

Online Module on Plagiarism:

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