

## Module Outline

**Module Code** : MKT3402B/MKT3702B  
**Module Title** : Consumer Behavior  
**Semester** : Semester 1, AY2021/2022  
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### Overview

“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.

### Module Objectives

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.

**General Guide & Reading** (e.g. Case preparation guide, project report guide, main textbook & supplementary materials, etc)

**Recommended Text:** Schiffman, Leon G. and Joseph L. Wisenblit (2019), *Consumer Behavior*, 12<sup>th</sup> Edition, Pearson (TBC)

**Supplementary Text:** Hoyer, Wayne D., Deborah J. MacInnis, and Rik Pieters (2018), *Consumer Behavior*, 7<sup>th</sup> Edition, South-Western, Cengage Learning.

Additional readings will be assigned during the semester.

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 (but could be longer during case presentation weeks). 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”).

## Assessment

| Assessment Components   | Weightage   |
|---|-------------|
| 1. Class Participation  | 20%         |
| 2. Individual Assignments   | 20%         |
| 3. Case Study (Group)   | 20%         |
| 4. Project (Group)  | 30%         |
| 5. Individual Case/Project Presentation                                 | 10%         |
| <b>TOTAL:</b><br>(Group work components are subject to peer evaluation) | <b>100%</b> |

### Peer Evaluation

There will be peer evaluation for group assignment components. Members of each group will evaluate the contribution of other group members. An average score will be calculated for each group member. **Your score for the group assignment will be weighted by this average peer evaluation score.** As such, poor contribution to group work will affect your grade adversely. For example, if your average peer evaluation score for the group report is 50%, and your group scores 90%, your personal score for that component is 45%.

The peer evaluation form can be downloaded from LumiNUS in Week 13 of the Module Overview. Check the submission folder in LumiNUS for submission deadline. Your peer evaluations will be treated confidentially. Non-submissions would be assumed as 100% contributions for all group members.

### 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 doubt, you should consult your instructor.

### Additional guidance is available at:

- <http://www.nus.edu.sg/registrar/administrative-policies-procedures/acceptance-record#NUSCodeofStudentConduct>
- <http://nus.edu.sg/osa/resources/code-of-student-conduct>

**Schedule and Outline**

| Week         | Topic   | Readings                                 | Assignments                                  |
|--------------|---|--|--|
| 1.           | National Day – No Lesson  |  |  |
| 2.           | Understanding Consumer Behavior<br>How to Motivate Consumers  | Ch 3 (pp 82–93)                          |  |
| 3.           | Learning the Case Method<br>How Consumers Set Goals and Make Decisions<br>High versus Low Involvement Decisions | Ch 14 (pp. 366-76)<br>Hoyer: Ch 8, 9     |  |
| 4.           | How to Understand Consumers through Research:<br>Gathering Consumer Insights<br>Project Briefing                | Ch 16                                    |  |
| 5.           | How to Catch Consumers’ Attention   | Ch 4                                     | Case 1: Saxonville Sausages                  |
| 6.           | How to Teach Consumers  | Ch 5                                     | Case 2: Pillsbury Cookie Challenge           |
| RECESS BREAK |   |  |  |
| 7.           | Project Consultations by Appointment  |  |  |
| 8.           | How Consumers Form Attitudes  | Hoyer: Ch 5, 6                           | Case 3: Product Team Cialis                  |
| 9.           | How to Persuade Consumers   |  | Case 4: Propecia                             |
| 10.          | Social and Family Influences  | Ch 9, 10                                 | Case 5: Social Media at L’oreal              |
| 11.          | Cultural Influences and Symbolic Consumption  | Ch 11<br>Hoyer: Ch 13 (pg 369-75), Ch 16 | Case 6: Porsche                              |
| 12.          | <b>Group Project Presentation I</b>   |  | <b>Project slide deck due for ALL groups</b> |
| 13.          | <b>Group Project Presentation II</b>  |  |  |