

**THE UNIVERSITY OF HONG KONG  
FACULTY OF BUSINESS AND ECONOMICS**

**School of Business  
BUS10050 A&B – CONSUMER BEHAVIOR**

**I. Information on Instructor and Class**

Instructor: Dr. Echo Wen Wan  
Email: [ewan@business.hku.hk](mailto:ewan@business.hku.hk)  
Office: Room 406A, Meng Wah Complex  
Phone: 22194211  
Consultation times: Thursday, 4:00pm – 5:00pm

**Class Time:**

Class A: Tuesday 1:00pm-2:50pm  
Thursday 1:00pm-1:50pm

Class B: Tuesday 3:00pm-3:50pm  
Thursday 2:00pm-3:50pm

**II. Course Description and Objectives**

- A short description of the course

This course focuses on studying the process of consumer decision making and the resulting implications for marketing strategy. Concepts and theories covered in this course are essential for consumer analysis and the development of effective marketing strategies. To understand consumer behavior, it is important to understand some concepts and theories borrowed from fields such as psychology, sociology, economics, etc. Accordingly, while marketing applications will be stressed throughout, you may expect this course to be a little heavier in theory than other marketing courses.

*Textbook:* Wayne Hoyer and Deborah MacInnis (2006), *Consumer Behavior*, 4th Edition, Houghton Mifflin.

- Course objectives
  1. To understand the processes of consumer decision making.
  2. To discuss the implications of consumer decision making for marketing strategies.
  3. To develop the skill to design efficient marketing tactics based on the understanding of consumer psychology.
  4. To apply the knowledge and skills in developing a consumer research plan.

**III. Course Learning Outcomes (LO)**

1. Describe the multiple stages in the entire process of consumer decision making.
2. Describe how psychological processes influence consumer decision making
3. Explain how culture and social influences affect consumer behavior.
4. Apply the theoretical models to measure consumer attitudes
5. Use the concepts of consumer behavior to analyze marketing cases and make recommendations for marketing purpose

#### IV. Alignment of Program and Course Outcomes

<b>Program Learning Outcome</b>	<b>Course Learning Outcome (LO)</b>
1.Acquisition and internalization of knowledge and skills in key functional areas	<b>LO1, LO2, LO3, LO4</b>
2.Application of business knowledge to solve business problems	<b>LO4, LO5</b>
3.Develop managerial leadership and inculcate professional ethics and competency in business	<b>LO5</b>
4.Developing global outlook	<b>LO3, LO4, LO5</b>
5.Mastering communication skills	<b>LO1, LO2, LO3, LO5</b>

#### V. Teaching and Learning Activities (TLAs)

##### **TLA1. Situation: Interactive lectures**

- Lecture on major concepts: Lecturer uses PowerPoint slides, Public web pages, and video clips to introduce, explain, and illustrate the concepts, theories, and issues. Students will be invited to share their views to enhance the understanding and application of these concepts.
- In-class discussion: Discussion questions will be provided to encourage students to share their views with their peers individually or in a group.
- Videotapes: Video clips related to the lecture contents are shown for selected topics. Students are required to answer questions after viewing the video. These questions enable students to understand the concepts taught better and apply their understanding of these concepts to the contents of video.
- Public web pages: Marketing tools on public web pages are shown for selected topics. Students are required to answer questions related to and comment on these web marketing tools.
- Concept map: At the end of some sessions, the lecturer uses concept maps to provide a structural overview of the various topics covered.
- Mini-field experiment presentation: Use software such as Medialab to present course materials to elicit students' spontaneous reaction in marketing scenarios, which will improve their understanding of consumer behaviors online.

**Major focus: LOs 1, 2, and 3**

##### **TLA2. Situation: Individual Exercises**

- Questions will be distributed to students for their construals after class for some topics to illustrate the concepts and theories discussed in class.
- *No homework assignments for such exercises will be collected for grading.* But it is important for students to spend time on thinking about these questions. They will be asked to discuss such questions briefly in class.

**Major focus: LOs 1, 2, and 3**

##### **TLA3. Situation: In-Class Group Case Analysis**

- Students will form groups with 4-6 members in each group. They will be required to discuss

small cases in class to understand and apply the concepts and theories learned.

- Their performance in such in-class case analysis will be considered as part of their class participation.

**Major focus: LO 5**

**TLA4. Situation: Group Project**

- Students are required to form groups to work on a consumer research project that helps applying the learned concepts and theories in practical marketing situations.
- The focus of this project is to apply an attitude model that they will learn in this course in evaluating the strength and weakness of a target brand. Research methods involved such as observation, interview, survey, data analysis are instrumental in completing this project. However, quantitative analysis per se is not the focus of this project.
- Students will write a report based on their research on the selected brand. The report should include the analysis of survey data, the analysis of the strength and weakness of the brand, specific suggestions and recommendations.
- Students are required to generate the ideas of this project and carrying out it in groups. They will discuss with their group members outside class and produce a collaborative work.

**Major focus: LOs 4 and 5**

**TLA5. Situation: Group Presentation**

- Each group will perform a 30-minute presentation in class. The presentation should include the analysis of the brand’s strength and weakness and recommendations of marketing strategies.
- A 10-minute Q&A session will follow each presentation. All audiences (the non-presentation groups) will ask questions and make comments. The presentation group will respond to questions and make comments.

**Major focus: LOs 4 and 5**

**TLA6. Situation: Other Group Activities**

- Peer evaluation is required to assess the contribution of each group member to all group activities. Each member should provide their candid evaluation. The group leader should ensure that its group member to complete the Peer Evaluation Form during the last week of the semester. The Peer Evaluation Form will be submitted to the lecturer directly and would be kept confidential.
- Peer evaluation will be considered in assigning the grade for each member of the group for their group-based exercises.

**VI. Assessment**

<b>Learning outcome</b>	<b>Teaching and learning activity</b>	<b>Assessment</b>
1. LOs 1, 2, 3, 4	Individual Class Participation	15
2. LOs 4, 5	Mid-term Quiz	15
3. LOs 5, 6	Group Project Report	25
4. LOs 5, 6	Group Project Presentation	15
5. LOs 1, 2, 3, 4, 5	End-of-term Exam	30
	<b>Total Points</b>	<b>100</b>

## VII. Standards for assessment

### Assessment 1: Individual Class Participation

Individual participation assessment (15 points) will be based on two criteria:

- Class Attendance: 7
- Active participation of in-class discussion: 8

### Assessment 2: Mid-term Quiz

15

Mid-term Quiz (15 points) will be close-book. This quiz includes multiple choices.

### Assessment 3: Group Project Report

Group Project Report (25 points) will be based on five criteria:

- Report format (page limit, clarity, organization, etc.) 2
- Executive summary 2
- Description of procedures 4
- Data analysis 5
- Analysis of brand's strengths and weaknesses 5
- Recommendations 5
- Effort and creativity 2

### Assessment 4: Group Project Presentation

Group Project Presentation (15 points) will be based on six criteria:

- Presentation attendance quality 2
- Time management 1
- Presentation quality (logical organization, visual aids, etc.) 2
- Articulation of choice of product category, segments, attributes 2
- Identification of key findings 4
- Key recommendations 4

### Assessment 5: End-of-term Exam

30

End-of-term Exam (30 points) will be close-book. This exam includes multiple choices and essay questions. It will cover all lecture contents discussed in the entire course.

**Individual student's grade for this course will be assigned according to the accumulated points that each student obtains.**

<b>Grade</b>	<b>A+, A, A -</b>	<b>B+, B, B-</b>	<b>C+, C, C-</b>	<b>D+, D</b>	<b>F</b>
Percentage of grade points in class	<b>18% - 20%</b>	<b>40% - 45%</b>	<b>30% - 50%</b>	<b>Balanced</b>	<b>Balanced</b>

## VIII. Code of Student Academic Integrity

University of Hong Kong is a high-education institution with integrity. Hence, the university takes the issue of academic integrity very seriously. **The University Regulations on academic dishonesty will be strictly enforced! Please check the University Statement on plagiarism on the web:**

<http://www.hku.hk/plagiarism/>

Academic dishonesty is behavior in which a deliberately fraudulent misrepresentation is employed in an attempt to gain undeserved intellectual credit, either for oneself or for another. It includes, but is not necessarily limited to, the following types of cases:

- Plagiarism - The representation of someone else's ideas as if they are one's own. Where the arguments, data, designs, etc., of someone else are being used in a paper, report, oral presentation, or similar academic project, this fact must be made explicitly clear by citing the appropriate references. The references must fully indicate the extent to which any parts of the project are not one's own work. Paraphrasing of someone else's ideas is still using someone else's ideas, and must be **acknowledged**.
- Unauthorized Collaboration on Out-of-Class Projects - The representation of work as solely one's own when in fact it is the result of a joint effort.
- Cheating on In-Class Exams - The covert gathering of information from other students, the use of unauthorized notes, unauthorized aids, etc.
- Unauthorized Advance Access to an Exam - The representation of materials prepared at leisure, as a result of unauthorized advance access (however obtained), as if it were prepared under the rigors of the exam setting. This misrepresentation is dishonest in itself even if there are not compounding factors, such as unauthorized uses of books or notes.

## IX. Course Topics

1. Introduction
  - Course outline
  - Consumer Behavior: Overview
2. Judgment and Decision-making
  - Motivation, Ability, and Opportunity
  - Problem Recognition and Information Search
  - Judgment and Decision Making Based on High Effort
  - Judgment and Decision Making Based on Low Effort
  - Post-decision Processes
3. The Psychology Core
  - Exposure, Attention, and Perception
  - Knowledge and Understanding
  - Attitudes Based on High Effort
  - Attitudes Based on Low Effort
  - Memory and Retrieval
4. Consumer Culture and the World Outside
  - Consumer Psychographics and Diversity
  - Social Influences
  - Consumerism and Public Policy
  - The Dark Side of Consumer Behavior

\*\* : Guest speakers might be invited to conduct one lecture (to be decided).

**The information in this syllabus is subject to change, and any changes made to this syllabus will be announced in the class.**