

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

**School of Business
BUS10050 A&B – CONSUMER BEHAVIOR
2010-2011 First Semester**

I. Information on Instructor and Class

Instructor: Dr. Echo Wen Wan

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Office: Room 729B, 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 (2009), *Consumer Behavior*, 5th edition, Cengage Learning

- 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. Explain how psychological processes influence consumer decision making
3. Apply the theoretical models to measure consumer attitudes
4. Use the concepts of consumer behavior to analyze marketing cases and make recommendations for marketing purpose

IV. Alignment of Program and Course Outcomes

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

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: Case Study

- Students will be required to analyze a consumer behavior case to understand and apply the concepts and theories learned.
- Students will submit a report for the case study and discuss this case in class.
- Performance for the case study will be evaluated on the study group basis.

Major focus: LOs 2, 3, and 4

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

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

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

Learning outcome	Teaching and learning activity	Assessment
1. LOs 1, 2, 3	Class Participation	15
2. LOs 2, 3, 4	Case Study	15
3. LOs 3, 4	Group Project Report	20
4. LOs 3, 4	Group Project Presentation	10
5. LOs 1, 2, 3, 4	End-of-term Exam	40
	Total Points	100

VII. Standards for assessment

Assessment 1: 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: Case Study

Case Study (15 points) will be based on three criteria.

- Clarity in identifying the issues investigated in the case 4
- Logic in reasoning and analyzing the issues 6
- Quality of discussion in class 5

Assessment 3: Group Project Report

Group Project Report (20 points) will be based on five criteria:

- Report format (page limit, clarity, organization, etc.) 2
- Executive summary 1
- Description of procedures 3
- Data analysis 4
- Analysis of brand's strengths and weaknesses 4
- Recommendations 4
- Effort and creativity 2

Assessment 4: Group Project Presentation

Group Project Presentation (10 points) will be based on six criteria:

- Presentation attendance quality 1
- Time management 1
- Articulation of choice of product category, segments, attributes 1

- Identification of key findings 3
- Key recommendations 2
- Presentation quality (logical organization, visual aids, etc.) 2

Assessment 5: End-of-term Exam 40

End-of-term Exam (40 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.

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

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 Schedule

Time	Class #	Topics	Readings
Week 1	1	I. Introduction Course Outline and Intro	
Week 2	2, 3	Consumer Behavior: Overview Motivation, Ability, and Opportunity	Chapter 1, 2
Week 3	4, 5	II. Judgment and Decision-making High Effort Judgment and Decision Making	
Week 4	6, 7	High Effort Judgment and Decision Making (Continue)	Chapters 9, 10
Week 5	8, 9	Low Effort Judgment and Decision Making Low Effort Judgment and Decision Making (Continue) Group Project Guideline	
Week 6	10, 11	III. Psychological Core Case Study	
Week 7	12, 13	Case Study (Continue)	
Week 8	Reading week	No Lecture	Chapters 3, 5, 6
Week 9	14, 15	Exposure, Attention, and Perception	
Week 10	16, 17	Attitudes Based on High Effort	
Week 11	18, 19	Attitudes Based on High Effort (Continue) Attitudes Based on Low Effort	
Week 12	20, 21	Attitudes Based on Low Effort (Continue)	
Week 13	22, 23	Group Project Presentation (no lecture)	
Week 14	24	Group Project Presentation (no lecture)	

Note:

- Case readings and extra readings will be distributed in class accordingly.
- The lecturer might cancel a few lecture sessions due to the professional leave in mid-October. Details will be announced in the class.
- **The information in this syllabus is subject to change, and any changes made to this syllabus will be announced in the class.**