UNIT OUTLINE

Read this document to learn essential details about your unit. It will also help you to get started with your studies.

BMA262
Consumer Behaviour

Semester 2, 2014

THIS UNIT IS BEING OFFERED IN
HOBART/LAUNCESTON/DISTANCE

Taught by:
Dr. Saman Khajehzadeh

CRICOS Provider Code: 00586B
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Unit Description

As consumers, we live in a constantly changing world, driven both by fast-paced technological developments, and social and economic changes, culminating in access to an increasingly wide array of products and services. These factors all significantly impact on our purchase and consumption behaviours. Consumer behaviour has changed and will continue to change dramatically over the next decade.

In their everyday lives, consumers make a huge range of purchase and consumption decisions. Understanding how consumers make these decisions, and what factors influence them, is the focus of this unit. For marketers, understanding how consumers behave in certain ways is a key part of identifying and satisfying the consumers’ needs. Before they make a purchase decision, or continue to consume a product, consumers of all types go through some decision-making processes at some time. The study of consumer behaviour investigates the theories that help understand consumers’ decision-making processes and the internal and external factors that influence those decisions. The implications of these theories for marketers are explored.

Prior Knowledge &/or Skills OR Pre-Requisite Unit(s)

Principles of Marketing (BMA151).

Enrolment in the Unit

Unless there are exceptional circumstances, students should not enrol in this unit after the end of week two of semester, as the Tasmanian School of Business and Economics (TSBE) cannot guarantee that:

- any extra assistance will be provided by the teaching team in respect of work covered in the period prior to enrolment; and
- penalties will not be applied for late submission of any piece or pieces of assessment that were due during this period.

When does the unit commence?

Wednesday, 16 July 2014.
<table>
<thead>
<tr>
<th>INTENDED LEARNING OUTCOMES</th>
<th>ASSESSMENT METHODS</th>
<th>GRADUATE ATTRIBUTE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In this unit you will learn:</strong></td>
<td><strong>In assessing this unit I will be looking at your ability to:</strong></td>
<td><strong>The assessments and teaching activities in this unit have been designed to develop the following graduate attributes in students.</strong></td>
</tr>
<tr>
<td><strong>Learning Outcome 1</strong></td>
<td>Describe consumer decision-making process for different purchase and consumption situations.</td>
<td>Assessment items 3 &amp; 4</td>
</tr>
<tr>
<td>The fundamental concepts and theories of consumer behaviour.</td>
<td>Explain the role of consumer behaviour in different areas of marketing such as segmentation, positioning, and strategy.</td>
<td>Assessment items 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>Identify how the basic concepts and theories of consumer behaviour are used by marketers in practice.</td>
<td>Assessment items 3 &amp; 4</td>
</tr>
<tr>
<td><strong>Learning Outcome 2</strong></td>
<td>Explain consumer behaviour at an individual level including consumers’ needs and motivations, personality traits, perceptions, learning, and attitudes.</td>
<td>Assessment items 1, 2 &amp; 4</td>
</tr>
<tr>
<td>Factors that influence consumer behaviour.</td>
<td>Describe consumer behaviour from a social viewpoint including the influence of social factors, family, and social class.</td>
<td>Assessment items 1, 2 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>Explain consumer behaviour from a cultural perspective including the roles of cultural, subcultural, and cross-cultural factors.</td>
<td>Assessment items 1, 2 &amp; 4</td>
</tr>
<tr>
<td><strong>Learning Outcome 3</strong></td>
<td>Analyse consumer decision-making process for different products and in different contexts.</td>
<td>Assessment items 1 &amp; 2</td>
</tr>
<tr>
<td>How marketers apply the knowledge of consumer behaviour in practice.</td>
<td>Evaluate market segments and outline the behavioural profiles of specific market segments using consumer behaviour concepts and theories.</td>
<td>Assessment items 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>Apply academic literature and practical examples to analyse real-world cases concerning consumer behaviour and developing marketing strategy.</td>
<td>Assessment items 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>Identify how marketers take into account (or exploit) ethical and socially responsible practices in promoting and selling their products and service to consumers.</td>
<td>Assessment items 1 &amp; 2</td>
</tr>
<tr>
<td><strong>Learning Outcome 4</strong></td>
<td>Work autonomously and collaboratively to evaluate and communicate the practical implications of consumer behaviour concepts and theories.</td>
<td>Assessment items 1, 2 &amp; 3</td>
</tr>
<tr>
<td>How to communicate the knowledge of consumer behaviour and the related practical issues.</td>
<td>Use oral and written methods to explain, present, and argue about issues concerning consumer behaviour in a logical and coherent manner.</td>
<td>Assessment items 1, 2 &amp; 3</td>
</tr>
</tbody>
</table>
Learning Expectations and Teaching Strategies/Approach

The University is committed to a high standard of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers. The University’s Code of Conduct for Teaching and Learning states:

Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.

These are some of the expectations we have of you as a student enrolled in this unit:

Workload Requirements:

This has a weight of 12.5% credit point with 3 hours class, including 2 hours of lecture and a 1 hour tutorial, per week over 13 weeks. The total time commitment required for this unit is a minimum of 156 hours. Specifically, in addition to the 3 hours of class contact per week, students are expected to devote an additional 9 hours in self-directed study. This includes time spent in preparing for classes, preparing for and completing assessment tasks, together with time spent in general study, and revision. Group work is one of the main criteria to assess students in this unit. Students should make sure they allocate the necessary time and attention needed to work with their group during semester.

Work, Health and Safety (OH&S)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University’s policy at: www.utas.edu.au/work-health-safety.

Learning Resources

Throughout the semester, a combination of textbooks, tutorials, and online materials will be used as learning resources. Students are recommended to purchase the prescribed textbook(s) from university’s bookstore. Tutorial and online materials relevant to each week’s study schedule will be provided to students on a weekly basis.

Prescribed Text

A prescribed text is a resource that you must have access to for the purposes of studying this unit.

Recommended Texts

A recommended text is a resource that you can use to broaden your understanding of the topics covered in this unit. You may also find a recommended text helpful when conducting research for assignments.


Other Recommended Resources

- Journal of Marketing
- Journal of the Academy of Marketing Science
- European Journal of Marketing
- Journal of Consumer Behaviour
- Journal of Consumer Marketing
- International Journal of Consumer Studies
- Journal of Retailing and Consumer Services
- Psychology and Marketing
- Journal of Advertising
- Journal of Services Marketing
- Journal of Business Research
- Harvard Business Review

My Learning Online (MyLO)

Access to the MyLO online learning environment unit is required for this unit. The unit has its own MyLO site.

To log in to MyLO and access this unit, go to: [http://www.utas.edu.au/learning-teaching-online](http://www.utas.edu.au/learning-teaching-online). To access the unit, select BMA262. *These instructions will help you to log in for the first time.*


Technical requirements for MyLO

For help and information about setting up your own computer and web browser for MyLO, see: [http://uconnect.utas.edu.au/](http://uconnect.utas.edu.au/)

While on campus, you can access the University network and MyLO via a laptop computer or other mobile device. See: [http://uconnect.utas.edu.au/uana.htm](http://uconnect.utas.edu.au/uana.htm)


For further technical information and help, contact the UTAS Service Desk on 6226 1818 or at [http://www.utas.edu.au/service-desk](http://www.utas.edu.au/service-desk) during business hours.
Learning to use MyLO

When you login to MyLO, you will see a unit called Getting Started with MyLO. Enter the unit to learn more about MyLO and to practise using its features.

MyLO Expectations

1. Students are expected to maintain the highest standards of conduct across all modes of communication, either with staff or with other students. Penalties may be imposed if the Unit Coordinator believes that, in any instance or mode of communication, your language or content is inappropriate or offensive. MyLO is a public forum. Due levels of respect, professionalism and high ethical standards are expected of students at all times.

2. Submission of assessment tasks via MyLO presumes that students have read, understood and abide by the requirements relating to academic conduct, and in particular, those requirements relating to plagiarism. All work submitted electronically is presumed to be “signed-off” by the student submitting as their own work. Any breach of this requirement will lead to student misconduct processes.

3. MyLO is an Internet service for teaching and learning provided by the University. It is expected that you check your units in MyLO for updates at least once a day.

Using MyLO for BMA262

IMPORTANT! Before you are provided with access to your unit’s MyLO resources, you must complete the Student Agreement form. To do this:

1. Access the unit’s MyLO site.
2. Locate the Begin Here folder and click on it to open it. You can find the Begin Here folder by scrolling down until you see Content Browser OR by clicking on the Content button.

3. Once you have opened the Begin Here folder, click on the Student Agreement file.

4. Read the terms, then check the I agree box. You should now be able to access all available unit content on MyLO. You only need to do this once in each MyLO unit.
**Student Feedback via eVALUate**

At the conclusion of each unit students will be asked to provide online responses to a number of matters relating to the learning and teaching within that unit. All students are asked to respond honestly to these questions, as all information received is used to enhance the delivery of future offerings.

**Changes to this Unit Based on Previous Student Feedback**

- More emphasis is placed on case studies and understanding the practical application of consumer behaviour theory by marketers.
- The application of consumer behaviour theories in market segmentation and positioning is included in the unit.
- Cross-cultural perspective on consumer behaviour has been included in the unit.

**Details of Teaching Arrangements**

**Lectures**

A series of 13 lectures is scheduled for this unit, held weekly throughout the semester.

**Tutorials**

This unit consists of 12 tutorials held weekly throughout the semester. The tutorial program commences in week 2 and ends in week 13.

**Self-Directed Study**

Self-directed study is important too. Students cannot develop the desired level of knowledge and skill from merely attending lectures and tutorials. There is a unit textbook – read it! Also, students’ attention is drawn to supplementary readings – students are not expected to read all of these, but they should study a selection of them and use them to inform their thinking and their work. In particular, many of the readings will highlight alternative perspectives that will help students hone their skills in making critical evaluations.

**Online Activities**

In addition to the lecture slides, tutorial materials, and case studies provided by the lecturer or tutor, students are expected to do their own search for other online materials in order to enhance their knowledge and also support their arguments in class discussions, tutorial activities, and group/individual assignments. Students can share their resources (e.g., journal and trade articles, web links, etc.) with others on the online discussion platforms set up on MyLO for this unit.

**Learning Skills and Language Support**

The Student Learning and Academic Development Team in the Student Centre works with all students, domestic and international, to develop academic skills, literacy and English language skills.

Communication, Consultation and Appointments

MyLO News
Up-to-date unit materials will be uploaded on MyLO. Also, to enhance student engagement and facilitate group works, online discussion forums will be included in MyLO. This will consist of areas for general discussions as well as discussions related to assessment items, tutorials, and lectures.

Email Correspondence:
Students are also expected to check their UTAS email site on a regular basis (at least three times a week). Students submitting requests or queries to staff via email should provide very clearly their: Family name; Preferred name; Student ID; Unit code (i.e. BMA262) and allow teaching staff at least two (2) business days to reply.

Staff are not required to respond to emails in which students do not directly identify themselves, which are threatening or offensive, and that come from external (non-UTAS) email accounts. Students are advised not to have their UTAS email forwarded to an external email service (such as Gmail or Hotmail). In the past there have been significant issues where this has occurred, resulting in UTAS being blacklisted by these email providers for a period of up to one month.

Consultations and Appointments:
Consultation with the lecturer and tutor is by appointment, made through email.

Assessment

Assessment Schedule

In order to pass this unit you must achieve an overall mark of at least 50% of the total available marks. Details of each assessment item are outlined below.

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Due Date</th>
<th>Value/Weighting</th>
<th>Link to Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Assignment</td>
<td>Weeks 7-13</td>
<td>25%</td>
<td>Learning Outcomes: 2, 3, 4.</td>
</tr>
<tr>
<td>Individual Assignment</td>
<td>Week 13</td>
<td>25%</td>
<td>Learning Outcomes: 2, 3, 4.</td>
</tr>
<tr>
<td>Tutorial Activities</td>
<td>Weeks 2-13</td>
<td>10%</td>
<td>Learning Outcomes: 1, 4.</td>
</tr>
<tr>
<td>Final Exam</td>
<td>End of Semester</td>
<td>40%</td>
<td>Learning Outcomes: 1, 2, 4.</td>
</tr>
</tbody>
</table>

Assessment Item 1 – Group Assignment

Task Description: The group assignment involves a case study presentation accompanied by a written document. This is to be done in groups with 3 members per group, which will be formed in the 1st tutorial (week 2) and cases allocated. The case presentation will be drawn from the cases in the textbook.

This group case study presentation must include detailed practical solutions, with an emphasis on, and presentation of, concepts and theories used to answer the case questions.
Students will be assessed based on their presentation style, use of relevant theory, research and analysis of issues, and their ability to relate theory to practical solutions.

Students must refer to appropriate academic articles (i.e. peer-reviewed papers) from the literature in their discussion to support their arguments, and cite them correctly within their presentation. Specifically, each group must identify at least TWO (2) consumer behaviour concepts/theories that apply and relate to the issues discussed in the case study. Although not compulsory, students are encouraged to use other sources to support their arguments, such as newspaper or magazine articles. It is advised not to rehash the facts of the case in the presentation. Particular emphasis is also placed on stimulating interactive questions and discussions with the tutorial participants.

Students are required to work in a group consisting of 3 members (to be formed in the 1st tutorial and cases allocated). The assignment submission will contain two files:

1) A PowerPoint file (maximum 12 slides) covering the key points of the analysis, to be uploaded on the file sharing website ‘Slideshare’. Each group member presents 4 of the 12 slides.

2) A written document in word format - maximum 1500 words, excluding references, to be uploaded on the ‘Dropbox’ in MyLO. The link to the PowerPoint file on the Slideshare website should be included on the last page of the written document.

These two files should be uploaded/submitted on the respective websites no later than one day prior to the presentation due date. Detailed submission instructions, technical requirements, and information on suggested software is available on:

MyLO -> Assessment -> Group Assignment

On the day of their presentation, students are allocated 15 minutes for the presentation, which consists of 10 minutes for presenting the case to the class and 5 minutes for class questions and answers. Each group must hand in a hard copy of their PowerPoint slides to their tutor before their presentation, along with a cover sheet (the cover sheet is on the MyLO site for this course).

Distance students will have access to an online group discussion platform on MyLO so that they will be able to communicate with each other and arrange their group work in a similar way to attending students.

Distance students are also required to work in groups of 3 members (to be formed in week 2 and cases allocated). For their group assignment submission, distance students are required to provide two types of files, as explained below.
1) A PowerPoint file (maximum 12 slides) covering the key points of the analysis, to be uploaded on the file sharing website ‘Slideshare’. The PowerPoint file should contain the recorded voice of the presenters. Each group member presents (and records their voice on) 4 of the 12 slides. Recording voice on PowerPoint slides can be done through: clicking on “Insert” button from the toolbar on top of the page, then clicking on “Audio”, and then clicking on “Record Audio”.

2) A written document in word format - maximum 1500 words, excluding references, to be uploaded on the ‘Dropbox’ in MyLO. The link to the PowerPoint file on the Slideshare website should be included on the last page of the written document. Also, the link also should be shared with other distance students on the discussion forum to be set up on the MyLO site.

These two files should be uploaded/submitted on the respective websites no later than one day prior to the presentation due date. Detailed submission instructions, technical requirements, and information on suggested software is available on:

MyLO -> Assessment -> Group Assignment

For distance students, on the day of each group presentation, other members of the tutorial are required to have reviewed the 10-minute presentation file uploaded by the presenting group on the respective website and shared with other distance students. The 5-minute class discussion of the group presentations for distance students will take place through the ‘Collaborate Sessions’ on MyLO, as arranged by the tutor.

**Task Length**

10 minutes presentation + 5 minutes class discussion + 1500 words for the written document excluding Appendices and reference list

Word count checks of electronic submissions are undertaken. Over-length assignment documents, presentations, and slides will be penalised 10% of the available marks.

**Assessment Criteria:**

Students will be assessed on the identification of relevant consumer behaviour theory/concepts that they have selected, depth of their understanding and research/analysis skills in applying these theories/concepts to the case study, inclusion of other examples to support their assertions, their presentation style as well as the group’s ability to encourage and manage class discussion.

The marking guide for this group assignment and presentation will be available on the MyLO site through:

MyLO -> Assessment -> Group Assignment

- Assessment criteria
- Marking schema
The group mark is an overall mark, and, ideally, all members of each group will receive the same mark. However, the group mark is to be peer moderated, which means individual group members may receive different marks. Each group member is required to complete and submit a Peer Assessment form at the conclusion of the class. No marks will be allocated unless all members submit a Peer Assessment form. A Peer Assessment form, including criteria for assessment, is available on the MyLO site.

To assist in assessing the contribution of each of group members, brief minutes should be made of each group meeting noting who was assigned what task and if completed. Further, individual group members should keep a journal detailing all the activities undertaken in relation to their project. It is important that each member of the group records their activities and contribution to the project on a regular basis in a journal. If there are any complaints or disputes about the performance of a group member, the tutor can request that an individual submit their journal. The journal is not for marking purposes, it is only used when disputes arise.

**Link to Unit’s Learning Outcomes:** Learning Outcome 2, 3, 4.

**Due Date:** Weeks 7 – 13

**Value:** 25%

**Assessment Item 2 - Individual Assignment**

**Task Description:** The individual assignment involves a consumer diary. Starting from Week 5, students will begin completing a Consumer Diary where they will record their daily experiences as a buyer or consumer of a range of products or services over time. For example, they may record the purchase of a product or service (e.g., buying a pair of shoes, getting a haircut, etc.) or the consumption of a product, service, or experience (e.g., using a purse they bought, going to the gym they signed up for, attending a concert, etc.).

Students will build a table to record the details of these experiences. For example, the table could include (but not necessarily limited to) information such as: item purchased or consumed; brand, if relevant; time and location of the experience; observations about the nature of the experience - e.g., motivation behind the purchase; alternatives considered; context of the purchase; other people influencing the purchase decision; how and the extent to which marketing activities influenced the purchase decision; and students’ perceptions about the outcome of their experience - e.g., satisfying or dissatisfying; how they think or feel about themselves, or about others’ perceptions of them; whether they will continue purchasing the same brand; and so on. It is advised that students record information in their Consumer Diary for a range of various product purchases and consumption experiences that extend over a few weeks, and also make a record of their experiences every day.
At the end of Week 10, students will pick THREE (3) experiences from the records in their Diary and now discuss them in more detail. This is the core part of the Diary, wherein they will analyse the 3 experiences drawing on the knowledge of consumer behaviour theory. Students are to elaborate on questions such as: What factors influenced different stages of their decision making process and consumption experience? What consumer behaviour theory relates to their behaviour(s)? How does consumer behaviour theory help them explain their decisions, preferences, choices, etc.? The last section of the report is a conclusion section in which the students will summarize the key insights they learned through this assessment task, drawing on consumer behaviour theory and the analysis of their experiences.

This assessment task is in the form of an essay written in professional language. It is to be no longer than 2000 words, with around (but not exactly) 200 words allocated to introduction, 400 words allocated to each of the 3 products, and 600 words allocated to the conclusion of the essay. The 2000 word limit excludes Appendices, the references list, and also the diary table.

Students will be assessed based on their use of relevant theory in their analysis and ability to relate the relevant concepts and/or theories to their purchase or consumption experience, as well as providing insights. For each product analysed, students must refer to at least ONE (1) appropriate academic article from the literature on consumer behaviour that directly applies and relates to the product experiences discussed. Therefore, at least THREE (3) different academic sources (i.e. journal articles) should be used in their discussion and cited correctly within their report. Although not compulsory, students are encouraged to use other sources to support their arguments.

Task Length
2000 words excluding Appendices, reference list, and diary table

Assessment Criteria: Students will be assessed on the use of relevant consumer behaviour theories/concepts, depth of their understanding and analysis skills in applying these theories/concepts to their purchase or consumption experience, providing insights, and inclusion of examples to support their arguments.

The marking guide for this individual assignment will be available on the MyLO site through:

MyLO -> Assessment -> Individual Assignment

• Assessment criteria
• Marking schema

Link to Unit’s Learning Outcomes: Learning Outcome 2,3,4.

Due Date: Week 13 tutorial

Value: 25%
Assessment Item 3 - Tutorial Activities & Participation

Task Description: This part of assessment involves answers to weekly mini-exercises. The mini-exercises are in the form of questions and will be put on MyLO site at least 1 week prior to each tutorial. Students are required to access the questions through MyLO site, answer them and submit their answers on the Dropbox in MyLO. In addition, students must submit a hard copy of their answers to the mini-exercises to their tutor during the tutorial in the week that the submission is due.

Each submission should be no more than 250 words in length and will be assessed in terms of whether or not the student has demonstrated an understanding of relevant consumer behaviour theory and made a fair attempt to answer the questions.

Each student is required to submit the answers to 10 out of the 12 available mini-exercises over the semester. Each submission will be given a mark between 0% and 100%. At the end of the semester, the mark obtained for this part of assessment will be the averaged summation of the marks obtained for all the submissions, presented out of 10%. Therefore, the marks awarded for the mini-exercises account for 10% of the total mark for this unit (1% each submission). Questions and answers will be discussed during the tutorial. Students are expected to make contribution to the class discussions during tutorials.

Distance students are required to submit their answers to mini-exercises in the "Dropbox" on MyLO. They will be assessed based on similar criteria to those for attending students. They are also expected to participate in the tutorial discussions to be taking place in 'Collaborate Sessions' on MyLO site. During the Collaborate Session on MyLO, distance students can ask and/or answer questions through both speaking and typing.

Task Length 2500 words

Assessment Criteria: A rubric detailing the assessment criteria for participation will be provided on MyLO.

Link to Unit's Learning Outcomes: Learning Outcome 1, 4.

Due Date: Weeks 2 – 13

Value: 10%
Assessment Item 4 - Final Exam

**Task Description:** The final exam extends over all the unit content and requires students to produce answers to essay, short answer, multiple-choice, or true/false question types.

**Task Length:** 2 hours

**Assessment Criteria:** The questions in the final exam are based on all the unit materials covered throughout the semester.

**Link to Unit’s Learning Outcomes:** Learning Outcome 1, 2, 4.

**Due Date:** During exam period

**Value:** 40%

Your final examination for this unit will be held during the scheduled examination period as indicated by Student Administration in correspondence to you. Examinations will normally be scheduled Monday to Saturday inclusive. Examinations may be held during the day or evening and students should consult the university information which will be made available towards the end of semester.

You are advised to make any necessary arrangements with employers now for time off during the examination period to sit this examination. Your participation at the scheduled time is not negotiable unless there are exceptional circumstances. Note that you will be expected to sit the examination at your recorded study centre. To find out more go to the Exams Office website: [http://www.utas.edu.au/exams/home](http://www.utas.edu.au/exams/home).

**Submission of Assessment Items**

**Lodging Assessment Items**

Assignments must be submitted electronically through the relevant assignment drop box in MyLO. **All assessment items must be handed in by 2.00pm on the due date.** Where appropriate, unit coordinators may also request students submit a paper version of their assignments.

All assignments must have a **TSBE Assignment Cover Sheet**, which is available as a blank template from the TSBE website: [http://www.utas.edu.au/business-and-economics/student-resources](http://www.utas.edu.au/business-and-economics/student-resources). All assignments must include your name, student ID number, tutorial day/time, and your tutor’s name. **If this information is missing the assignment will not be accepted and, therefore, will not be marked.**

Please remember that you are responsible for lodging your assessment items on or before the due date and time. We suggest you keep a copy. Even in ‘perfect’ systems, items sometimes go astray.
Late Assessment and Extension Policy

In this Policy
1. (a) ‘day’ or ‘days’ includes all calendar days, including weekends and public holidays;  
(b) ‘late’ means after the due date and time; and  
(c) ‘assessment items’ includes all internal non-examination based forms of assessment
2. This Policy applies to all students enrolled in TSBE Units at whatever Campus or geographical location.
3. Students are expected to submit assessment items on or before the due date and time specified in the relevant Unit Outline. The onus is on the student to prove the date and time of submission.
4. Students who have a medical condition or special circumstances may apply for an extension. Requests for extensions should, where possible, be made in writing to the Unit Coordinator on or before the due date. Students will need to provide independent supporting documentation to substantiate their claims.
5. Late submission of assessment items will incur a penalty of 10% of the total marks possible for that piece of assessment for each day the assessment item is late unless an extension had been granted on or before the relevant due date.
6. Assessment items submitted more than five (5) days late will not be accepted.
7. Academic staff do NOT have the discretion to waive a late penalty, subject to clause 4 above.

Academic Referencing and Style Guide

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence. The appropriate referencing style for this unit is: the Harvard style. For information on presentation of assignments, including referencing styles: http://utas.libguides.com/content.php?pid=27520&sid=199808

Review of Assessment and Results

Review of Internal Assessment

It is expected that students will adhere to the following policy for a review of any piece of continuous/internal assessment. The term continuous/internal assessment includes any assessment task undertaken across the teaching phase of any unit (such as an assignment, a tutorial presentation, and online discussion, and the like), as well as any capstone assignment or take-home exam.

Within five (5) days of release of the assessment result a student may request a meeting with the assessor for the purpose of an informal review of the result (in accordance with Academic Assessment Rule No. 2 Clause 22 – www.utas.edu.au/university-council/university-governance/rules). During the meeting, the student should be prepared to discuss specifically the marks for the section(s) of the marking criteria they are disputing and why they consider their mark(s) is/are incorrect. The assessor will provide a response to the request for review within five (5) days of the meeting.
If the student is dissatisfied with the response they may request a **formal review** of assessment by the Head of School, with the request being lodged within five (5) days of the informal review being completed. A Review of Internal Assessment Form must be submitted with the formal review (http://www.studentcentre.utas.edu.au/examinations_and_results/forms_files/review_of_assessment.pdf).

**Review of Final Exam/Result**

In units with an **invigilated exam** students may request a review of their final exam result. You may request to see your exam script after results have been released by completing the Access to Exam Script Form, which is available from the TSBE Office, or at the following link – http://www.utas.edu.au/business-and-economics/student-resources. Your unit coordinator will then contact you by email within five (5) working days of receipt of this form to go through your exam script.

Should you require a review of your final result a formal request must be made only after completing the review of exam script process list above. To comply with UTAS policy, this request must be made within ten (10) days from the release of the final results (in accordance with Academic Assessment Rule No. 2 Clause 22 – www.utas.edu.au/university-council/university-governance/rules). You will need to complete an Application for Review of Assessment Form, which can be accessed from www.studentcentre.utas.edu.au/examinations_and_results/forms_files/review_of_assessment.pdf. Note that if you have passed the unit you will be required to pay $50 for this review.

*The TSBE reserves the right to refuse a student request to review final examination scripts should this process not be followed.*

**Further Support and Assistance**

If you are experiencing difficulties with your studies or assessment items, have personal or life-planning issues, disability or illness which may affect your study, then you are advised to raise these with your lecturer or tutor in the first instance.

If you do not feel comfortable contacting one of these people, or you have had discussions with them and are not satisfied, then you are encouraged to contact:

**DIRECTOR OF UNDERGRADUATE PROGRAMS**
Name: Mr David Kronenberg  
Room: 407, Commerce Building, Sandy Bay  
Phone: 03 6226 2280  
Email: David.Kronenberg@utas.edu.au

Students are also encouraged to contact their Undergraduate Student Adviser who will be able to help in identifying the issues that need to be addressed, give general advice, assist by liaising with academic staff, as well as referring students to any relevant University-wide support services. Please refer to the Student Adviser listings at www.utas.edu.au/first-year/student-advisers for your advisers contact details.

There is also a range of University-wide support services available to students, including Student Centre Administration, Careers and Employment, Disability Services, International and Migrant
Support, and Student Learning and Academic Support. Please refer to the Current Students website (available from www.utas.edu.au/students) for further information.

If you wish to pursue any matters further then a Student Advocate may be able to assist. Information about the advocates can be accessed from www.utas.edu.au/governance-legal/student-complaints.

The University also has formal policies, and you can find out details about these policies from the following link – www.utas.edu.au/governance-legal/student-complaints/how-to-resolve-a-student-complaint/self-help-checklist.

**Academic Misconduct and Plagiarism**

_Academic misconduct_ includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination, and any other conduct by which a student:

(a) seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or

(b) improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline. This can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see www.utas.edu.au/universitycouncil/legislation.

Plagiarism is a form of cheating. It is taking and using someone else’s thoughts, writings or inventions and representing them as your own, for example:

- using an author’s words without putting them in quotation marks and citing the source;
- using an author’s ideas without proper acknowledgment and citation; or
- copying another student’s work.

It also means using ones’ own work from previously submitted assessment items if repeating a unit.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at http://www.academicintegrity.utas.edu.au/ The intentional copying of someone else’s work as one’s own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course, or the University.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author’s permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see www.utas.edu.au/plagiarism/ or follow the link under ‘Policy, Procedures and Feedback’ on the Current Students homepage.
## Study Schedule

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<th>Week</th>
<th>Start of Week</th>
<th>Topic/s and activities</th>
<th>Text Chapter/s</th>
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<td>Chapter 1</td>
<td>The Foundations of Consumer Behaviour</td>
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<td>Chapter 3</td>
<td>Consumer Needs and Motivation</td>
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<td>Chapters 4 &amp; 5</td>
<td>Personality and Self-Concept Consumer Perception</td>
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<td>Chapters 11 &amp; 12</td>
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<td>Sub-cultural aspects of Consumer Behaviour</td>
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<td>Chapter 13</td>
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<td>Chapter 15</td>
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<td>Chapter 16</td>
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# Tutorial & Workshop Schedule

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<td><em>Case Study 1.1 - iSnack: It looked good on paper</em></td>
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<td><em>Case Study 2.1 - Moleskine: Integrating the techno and the retro</em></td>
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<td>Course Topics</td>
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| 10   | 22 September 2014 | Chapters 11 & 12 | The Influence of Culture on Consumer Behaviour  
Discussion Questions and Exercises:  
**DQ:** 6; **Ex:** 5  
Sub-cultural aspects of Consumer Behaviour  
Discussion Questions and Exercises:  
**DQ:** 1, 7  
*Ccase Study 3.1 – Tasmanian Wine: Best served with a unique cultural experience*  
*Ccase Study 7.1 – The nature of consumer attitudes* |
| 11   | 29 September 2014 | Chapter 13    | Cross-Cultural Consumer Behaviour  
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*Ccase Study 11.1 – The China syndrome: Cultural misunderstandings can lead to marketing failures*  
*Ccase Study 13.1 – The Australian dairy industry: Exploring market opportunities for dairy products in China* |
| 12   | 6 October 2014   | Chapter 14    | Decision Making  
Discussion Questions and Exercises:  
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*Ccase Study 10.1 – Coach reaches Asia’s emerging middle class*  
*Ccase Study 14.1 – Building the buzz with Red Bull* |
| 13   | 13 October 2014  | Chapters 15 & 16 | Consumer Influence and Diffusion of Innovation  
Discussion Questions and Exercises:  
**DQ:** 2, 4  
Public Policy and Consumer Protection  
Discussion Questions and Exercises:  
**DQ:** 1, 7  
*Ccase Study 5.1 - Zealong: The story of perfecting tea perceptions*  
*Ccase Study 12.1 – Crossing cultural boundaries to furnish the globe* |

*Examination Period: 25 October to 11 November 2014*