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, 2015

THIS UNIT IS BEING OFFERED IN:

HOBART AND BY DISTANCE

Taught by:

Dr Saman Khajeh Zadeh

CRICOS Provider Code: 00586B
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Contact Details

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Unit Description

As consumers, we live in a constantly changing world, driven 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. For marketers, understanding how consumers behave helps them better identify and, as a result, better satisfy the consumers’ needs.

The focus of this unit is on developing students’ knowledge of the theories and models that help explain consumers’ decision-making in different consumption contexts and situations. It will explore the major internal and external (individual, social, and cultural) factors that influence consumers’ purchase and consumption behaviour. The implications of these theories for how marketers apply such insights into practice are explored.

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

Principles of Marketing (BMA151) is prior-assumed knowledge for this unit.

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?

The unit’s teaching schedule commences in the week beginning 13 July 2015.

University of Tasmania Graduate Quality Statement

The units in your course, including this unit, have been designed to cumulatively develop the graduate qualities outlined in the University’s Graduate Quality Statement:

*Our graduates are equipped and inspired to shape and respond to the opportunities and challenges of the future as accomplished communicators, highly regarded professionals and culturally competent citizens in local, national, and global society. Graduates acquire subject and multidisciplinary knowledge and skills and develop critical and creative literacies and skills of inquiry. Our graduates recognise and critically evaluate issues of social responsibility, ethical conduct and sustainability.*
**Intended Learning Outcomes for BMA262**

<table>
<thead>
<tr>
<th>INTENDED LEARNING OUTCOMES</th>
<th>Related Assessment Criteria or Module Level Learning Objectives</th>
<th>ASSESSMENT METHODS</th>
<th>COURSE LEVEL LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 1</td>
<td>Explain the role of consumer behaviour in different areas of marketing such as segmentation, positioning, and strategy.</td>
<td>Assessment items 1, 2</td>
<td>Successful completion of this unit supports your development of course learning outcomes, which describe what a graduate of a course knows, understands and is able to do. Course learning outcomes are available from the Course Coordinator. Course learning outcomes are developed with reference to national discipline standards, Australian Qualifications Framework (AQF), any professional accreditation requirements and the University of Tasmania’s Graduate Quality Statement.</td>
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<tr>
<td></td>
<td>Describe consumer decision-making process for different purchase and consumption situations.</td>
<td>Assessment items 1, 2</td>
<td></td>
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<tr>
<td></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, 3</td>
<td></td>
</tr>
<tr>
<td></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, 3</td>
<td></td>
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<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, 3</td>
<td></td>
</tr>
<tr>
<td>Learning Outcome 2</td>
<td>Evaluate market segments and outline the behavioural profiles of specific segments using consumer behaviour concepts and theories.</td>
<td>Assessment items 1, 3, 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analyse consumers’ decision-making process in response to different product offerings and in different contexts.</td>
<td>Assessment items 1, 3, 4</td>
<td></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 to consumers.</td>
<td>Assessment items 1, 3, 4</td>
<td></td>
</tr>
<tr>
<td>Learning Outcome 3</td>
<td>To explain how marketers apply the knowledge of consumer behaviour in practice.</td>
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</tr>
<tr>
<td></td>
<td>Work individually and in groups to evaluate and communicate the practical implications of consumer behaviour concepts and theories.</td>
<td>Assessment items 3, 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use oral and written methods to present and explain issues concerning consumer behaviour in a logical and coherent manner.</td>
<td>Assessment items 3, 4</td>
<td></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:

This unit has a weight of 12.5% credit points with two class hours per week over 13 weeks. The minimum time commitment required for this unit is 156 hours. In addition to the two hours of class contact per week, students are expected to devote an additional ten hours in self-directed study per week. This includes time spent in preparing for classes, preparing for and completing assessment tasks, together with time spent in general study and revision. Students should also make sure they allocate sufficient time and attention to their group work during the semester.

Work, Health and Safety (WH&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

Prescribed Text/Software

A prescribed text is a resource that you must have access to for the purposes of studying this unit. Information regarding how these may be purchased is attached.


Recommended Texts/Software

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/Software

In addition to the texts (or software) recommended above, students are also expected to be familiar with the key academic journals in the discipline from which useful insights may be derived. In particular, students are encouraged to review regularly the relevant papers that are published in:

*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 & 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 into MyLO and access this unit, go to: [http://www.utas.edu.au/mylo](http://www.utas.edu.au/mylo). To access the unit, select BMA262.


**Technical requirements for MyLO**


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 log into MyLO, you will see a unit called *Getting Started with MyLO*. Enter this 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**.

   ![Content Browser](image1)

   OR

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

   ![Begin Here](image2)

   OR

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.

**Other important resources on MyLO**

Students are expected to regularly check on MyLO for any updates in relation to the unit. Essentially, MyLO has been incorporated into the delivery of this unit to enhance students’ learning experience, by providing access to up-to-date course materials, and allowing for online discussion. In addition to the lecture slides which are uploaded on MyLO on a weekly basis, other unit-related materials such as supplementary readings and assessment guides can also be accessed on MyLO. Further, students are also expected to engage in an active discussion about issues related to the unit through the discussion forums or chat rooms that are available on MyLO: this is particularly helpful for distance students who may utilise the facilities available on MyLO to contact their fellow distance students and form groups to complete any group assessment tasks for this unit. In this regard, MyLO should be treated as the unit's critical platform for learning and communication.
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

Final exam has been replaced with case study analysis.
Online tests have been included to help students keep up with the weekly materials.

Details of Teaching Arrangements

Workshops – Attending Students

This unit consists of 13 workshops held weekly throughout the semester. Each workshop takes two (2) hours. They will cover the relevant concepts, theories, and models of consumer behaviour, as scheduled for the respective week’s ‘Workshop Schedule’.

Distance Mode

The workshops for distance students will be held in ‘Online Sessions’ on MyLO. The timing of workshops will be arranged by the lecturer and announced accordingly. The online sessions will cover the unit content based on the Workshop Schedule up to (and including) the week in which the workshop (online session) is held.

Blended Learning Mode

This unit will be delivered based on a blended learning mode. Prior to coming to the class, students are required to have reviewed the chapter(s) from the prescribed textbook, related lecture sides (which are pre-recorded and put on MyLO in advance), case studies, and workshop questions and exercises, as specified in the ‘Workshop Schedule’ for the respective week. Each workshop will start with a mini-lecture given by the lecturer, accompanied by any questions students may have. Next, the workshop will continue with case study presentations by students (if applicable for the week). The workshop will then proceed to interactive discussion of workshop questions and exercises. Please note that the face-to-face workshops will be not be recorded as the lecture slides are pre-recorded and put on MyLO in advance. Also, one part of the workshop time will be allocated to giving feedback on assessment items or any other learning issues students may have.

For distance students, there will not be any case study presentation. The online workshops will focus on answering and discussing questions about the textbook content, lecture slides, assessment items, and giving feedback on assessment items or any other learning issues students may have.

Self-directed study is important. In addition to the prescribed textbook, lecture slides, workshop materials, and case studies provided by the lecturer, students are expected to do their own search in order to enhance their knowledge, and also support their arguments in class discussions, workshop activities, and group/individual assessments. Students can share their resources (e.g., journal/trade articles, web links, etc.) with others on the online discussion platforms set up on MyLO for this unit.
Communication, Consultation and Appointments

TO KEEP UP WITH ANNOUNCEMENTS REGARDING THIS UNIT
Check the MyLO News tool at least once every two days. The unit News will appear when you first enter our unit’s MyLO site. Alternatively, click on the News button (towards the top of the MyLO screen) at any time.

WHEN YOU HAVE A QUESTION
Other students may have the same question that you have. Please go to the Q&A Forum on our course’s MyLO site. Check the posts that are already there – someone may have answered your question already. Otherwise, add your question as a new topic. Students are encouraged to support each other using this forum – if you can answer someone’s question, please do. We will attempt to respond to questions within 48 business hours. If your question is related to a personal issue or your performance in the unit, please contact the appropriate teaching staff member by email instead.

WHEN YOU HAVE AN ISSUE THAT WILL IMPACT ON YOUR STUDIES OR THE SUBMISSION OF AN ASSESSMENT TASK
If you have a personal question related to your studies or your grades, please contact teaching staff by email.

For general questions about the unit, please add them to the Q&A forum on our unit’s MyLO site. This way, other students can also benefit from the answers.

A NOTE ABOUT EMAIL CORRESPONDENCE
You are expected to check your UTAS email (WebMail) on a regular basis – at least three times per week. To access your WebMail account, login using your UTAS username and password at https://webmail.utas.edu.au/.

You are strongly advised not to forward your UTAS emails 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. To keep informed, please use your UTAS email as often as possible.

We receive a lot of emails. Be realistic about how long it might take for us to respond. Allow at least TWO (2) business days to reply. Staff are not required to respond to emails where students do not directly identify themselves, are threatening or offensive, or come from external (non-UTAS) email accounts.

When you write an email, you must include the following information. This helps teaching staff to determine who you are and which unit you are talking about.

- Family name
- Preferred name
- Student ID
- Unit code (i.e. BMA262)
- Questions
- If your question is about an assessment task, please include the assessment task number or name.
Assessment

How Your Final Result Is Determined

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.

Assessment Schedule

<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>Assessment 1</td>
<td>Weeks 2-13</td>
<td>10%</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Workshop preparations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment 2</td>
<td>Weeks 2-13</td>
<td>15%</td>
<td>1, 2</td>
</tr>
<tr>
<td>Online tests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment 3</td>
<td>Weeks 6-12</td>
<td>25%</td>
<td>2, 3, 4</td>
</tr>
<tr>
<td>Case study analysis and presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment 4</td>
<td>Week 13</td>
<td>50%</td>
<td>3, 4</td>
</tr>
<tr>
<td>Major case study analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment item 1 – Workshop preparations

Task Description: This is an individual assessment, and involves answering weekly questions and exercises. The questions and exercises are adopted from the end of the prescribed textbook’s chapters. The answers to these questions and exercises will be discussed during the workshop. For this assessment item, face-to-face (on-campus) students are required to hand in a hard copy of their answers to the questions and exercises to the lecturer at the end of each workshop, and also submit a soft copy of their answers to the Dropbox in MyLO, no later than one (1) day after the workshop. For example, submission deadline for students allocated to a workshop on Thursday is Friday the same week 11:30pm. Please note for face to face students submission of only a hard or a soft copy is not acceptable and will result in a fail grade.

Each submission should be maximum 250 words (excluding the list of questions and exercises) in length and will be assessed in terms of whether or not the student has demonstrated an understanding of relevant consumer behaviour concepts and theories to answer the questions and exercises.

Each student is required to submit the answers to ten out of the 12 available submissions over the semester. Each submission accounts for one (1) mark of the total 10 marks allocated to this assessment item. If students choose to submit more than one work, only the first 10 submissions will be counted.

For distance students, workshops will be held in ‘Online Sessions’ on MyLO. The ‘Online Sessions’ will be arranged by the lecturer and announced accordingly. Distance students are required to submit only a soft copy of their answers to the weekly questions and exercises to the Dropbox in MyLO after each online session, no later than two (2) days after the day on which the online session is held. The answers to the questions and exercises submitted to the Dropbox should cover the content based on the Workshop Schedule up to (and including)
the week in which the online session is held, and in separate submissions. For example, if the workshop is held in week 12 and covers the contents of weeks 11 and 12, two separate submissions should be made to Dropbox for the respective weeks on Dropbox.

**Task Length:** 2500 words (maximum 250 words for each submission – 10 submissions only)

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

**Link to Unit’s Learning Outcomes:** Learning Outcome 1, 2, 3

**Due Date:** Weeks 2 – 13

**Value:** 10%

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**Assessment item 2 – Online tests**

**Task Description:** There will be 10 online tests. Each test comprises 15 questions, including multiple-choice and/or True/False questions.

Students are required to log in to their account on MyLO before each online test’s due date. Once logged in, students will have 25 minutes to attempt the 15 questions and submit their answers. Each online test accounts for 1.5 marks of the total of 15 marks allocated to this assessment item.

An online test for a certain week is based on the chapters from the prescribed textbook covered in the weeks prior to that week, excluding the content covered by previous tests. The deadline for each test will be the Tuesday of the week specified for the test at 11:30pm. For example, if an online test is based on the chapters covered in Week 2 (e.g., Chapters 2 and 3), the test will be due on Tuesday in Week 3, 11:30pm.

**Task Length:** 20 minutes per test – 10 tests

**Assessment Criteria:** The tests are based on the concepts and theories students have learned from the respective chapters in the prescribed book.

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

**Due Date:** Weeks 2-13

**Value:** 15%
Assessment item 3 – Case study analysis and presentation

**Task Description:** This is a group assignment and involves a case study analysis. It involves a presentation accompanied by a written report. This is to be completed in groups with three (3) members per group, which will be formed in the first workshop in Week one (1), when cases will be allocated. The cases will be drawn from the end of the prescribed textbook for this unit.

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

Students must refer to appropriate academic papers (i.e., peer-reviewed journal articles) from the literature in their discussion to support their solutions and arguments, and cite them correctly within their presentation. There is a heavy emphasis on explaining the theory used to solve the case and answering the questions. Specifically, each group must identify at least one (1) consumer behaviour concept/theory that applies, and relate it to both the issues discussed in the case study and the solutions provided. 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 revisit the facts of the case in the presentation.

The assignment submission should be made to Dropbox in MyLO and contain Two (2) files:

1) A PowerPoint file containing maximum eight (8) slides (covering the key points of the analysis), to be uploaded on the Dropbox in MyLO. All group members are required to present. The number of the slides to be presented by each group member will be selected based on the group members’ agreement.

2) A written document in word format maximum 1000 words (excluding appendices, references, and case questions) to be uploaded on the Dropbox in MyLO, together with a cover sheet.

For face-to-face (on-campus) students, these two files should be submitted to the Dropbox no later than 11:30pm one (1) day before the case presentation’s due date as scheduled on the Workshop Schedule. For example, if a group is allocated to workshops on Thursdays and the case study selected by the group is scheduled on the Workshop Schedule to be presented in Week 12, the group should submit the two files to Dropbox no later than Wednesday 11:30pm in the same week (i.e., Week 12).

On the day of their presentation, each group is allocated 15 minutes, which consists of 10 minutes for presenting the case to the class, and 5 minutes for class questions and answers.
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 discuss their answers to the case study questions. Each group will be allocated a discussion forum for their case study and is required to discuss their answers to the case questions in their respective discussion forum. The cases will be allocated in the first online session.

Distance students are also required to work in groups of 3 members (to be formed in Week 1). For their submission, distance students are required to provide two types of files, as explained below.

1) A PowerPoint file containing maximum eight (8) slides (covering the key points of the analysis), to be uploaded on the Dropbox in MyLO. All group members are required to present. The number of the slides to be presented by each group member will be selected, based on the group members’ agreement. Please note that no presentation will take place for distance students. Instead, they are required to submit their answers to case study questions to the Dropbox, and the PowerPoint file should contain the recorded voice of the presenters. Recording voice on PowerPoint slides can be done by clicking on ‘Slide Show’ menu on top, then clicking on ‘Record Slide Show’ in ‘Set Up’. The lecturer will then share the file submitted by the group with other distance students on MyLO.

2) A written document in word format and maximum 1000 words (excluding appendices, references, and case questions), to be uploaded on the Dropbox in MyLO, together with a cover sheet.

For distance students, these two files should be submitted to the Dropbox no later than 11:30pm one (1) day before the case presentation’s (for distance students, submission) due date as scheduled on the Workshop Schedule. For example, if the case selected by a group is scheduled on the Workshop Schedule to be presented (for distance students, submitted) in Week 12, the group should submit the two files to Dropbox no later than Wednesday 11:30pm in the same week (i.e., Week 12).

**Task Length:**

10 minutes presentation + 5 minutes class discussion (only for face-to-face students) + 1000 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(ies)/concept(s) that they have selected, depth of their understanding and research/analysis skills in applying these theory(ies)/concept(s) 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.

A rubric detailing the assessment criteria for case study analysis and presentation will be provided on MyLO.
Peer Assessment Forms:
The group mark is an overall mark, and, ideally, all members of each group will receive the same mark. However, the group mark will 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. Distance students are required to submit a soft-copy of their peer-assessment forms to DropBox in MyLO. 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 lecturer can request that an individual submit their journal. The journal is not for marking purposes, it is only used if any disputes arise.

**Link to Unit's Learning Outcomes:**

Learning Outcome 2, 3, 4

**Due Date:** Weeks 6 – 12

**Value:** 25%

**Assessment item 4 – Major case study analysis**

**Task Description:** The major case study analysis is an individual assessment. The case study analysis will assess students’ ability to analyse a case, marshall their thoughts and ideas and communicate them via a written document. The aim of the case study analysis is to apply theory to solve the case and answer the case problems and/or questions. The case will be provided by the lecturer. The analysis should focus on the key consumer behaviour issues the students identify in the case. Students are required to support their analysis, recommendations, arguments, and conclusions with appropriate referencing to academic literature. At least three (3) peer-reviewed journal articles should be used in the solution/answers. Coursework from other universities or from non-academic websites, e.g. Wikipedia, should not be used as references.

In order to further learn how to analyse a major case study, two major case study analyses have been incorporated in the workshop schedule. The first major case study will be analysed over weeks 4 and 5, and the second major case study will be analysed over weeks 11 and 12. Students are required to purchase the two case studies. The instructions on how to purchase the cases will be provided on MyLO. Students should have reviewed the cases and come to the workshops prepared.

The assignment submission will contain a written word document of maximum
2000 words ± 10% (excluding references), to be uploaded to the ‘Dropbox’ in MyLO, together with a soft copy of the assignment cover sheet (both attending and distance students).

An ‘Executive summary’ should not be included in the case study analysis.

Detailed assignment and submission instructions will be provided on MyLO.

**Task Length:**

2000 words ± 10% (excluding references)

**Assessment Criteria:**

A rubric detailing the assessment criteria for case study analysis and presentation will be provided on MyLO.

**Link to Unit’s Learning Outcomes:**

Learning Outcome 3, 4

**Due Date:**

End of week 13

**Value:**

50%

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**Submission of Assessment Items**

**Lodging Assessment Items**

Assignments must be submitted electronically through the relevant assignment drop box in MyLO. **Students must ensure that their name, student ID, unit code, tutorial time and tutor’s name (if applicable) are clearly marked on the first page. If this information is missing, the assignment will not be accepted and, therefore, will not be marked.**

Where relevant, Unit Coordinators may also request students submit a paper version of their assignments. Students will be advised by the Unit Coordinator of the appropriate process relevant to each campus (Hobart, Launceston or Cradle Coast).

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

Before starting their assignments, students are advised to familiarise themselves with the following electronic resources.

The first is the Harvard Referencing System Style Guide, which can be accessed from the UTAS library: http://utas.libguides.com/content.php?pid=27520&sid=199808. The Harvard style is the appropriate referencing style for this unit and the guide provides information on presentation of assignments, including referencing styles. 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 second is the Tasmanian School of Business and Economics’ Writing Assignments: A Guide, which can be accessed at: http://www.utas.edu.au/business-and-economics/student-resources. This guide provides students with useful information about the structure and style of assignments in the TSBE.

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/academic-governance/academic-senate/academic-senate-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 internal 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 is available at the following link:
Further Support and Assistance

If you are experiencing difficulties with your studies or assessment items, have personal or life-planning issues, disability or illness that 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:

ACADEMIC DIRECTOR – UNDERGRADUATE PROGRAMS
Name: Mr David Kronenberg
Room: 301, Centenary Building, Sandy Bay
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 adviser’s 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 those from that link.
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 http://www.utas.edu.au/university-council/university-governance/ordinances.

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 one’s 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.utas.edu.au/academic-integrity/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.
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<thead>
<tr>
<th>Week</th>
<th>Start of Week</th>
<th>Topic/s and activities</th>
<th>Text Chapter/s</th>
<th>Due Dates</th>
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<tr>
<td>1</td>
<td>Monday 13 July</td>
<td>The Foundations of Consumer Behaviour</td>
<td>Chapter 1</td>
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<tr>
<td>2</td>
<td>Monday 20 July</td>
<td>Market Segmentation, Targeting, and Positioning, Consumer Needs and Motivation</td>
<td>Chapter 2, Chapter 3</td>
<td>Online test 1, Chapter 1 Due Tue 21 July 11:30pm</td>
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<tr>
<td>3</td>
<td>Monday 27 July</td>
<td>Personality and Self-Concept, Consumer Perception</td>
<td>Chapter 4, Chapter 5</td>
<td>Online test 2, Chapters 2&amp;3 Due Tue 28 July 11:30pm</td>
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<td>4</td>
<td>Monday 3 August</td>
<td>Consumer Learning and Involvement</td>
<td>Chapter 6</td>
<td>Online test 3, Chapters 4&amp;5 Due Tue 4 Aug 11:30pm</td>
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<td>5</td>
<td>Monday 10 August</td>
<td>Consumer Attitudes</td>
<td>Chapter 7</td>
<td>Online test 4, Chapter 6 Due Tue 11 Aug 11:30pm</td>
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<td>6</td>
<td>Monday 17 August</td>
<td>Social Influence on Consumer Behaviour</td>
<td>Chapter 8</td>
<td>Online test 5, Chapter 7 Due Tue 18 Aug 11:30pm</td>
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<td>7</td>
<td>Monday 24 August</td>
<td>The Family, Social Class and Consumer Behaviour</td>
<td>Chapter 9, Chapter 10</td>
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<td><strong>Mid-Semester Break: 31 August – 4 September inclusive</strong></td>
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<td>8</td>
<td>Monday 7 September</td>
<td>The Influence of Culture on Consumer Behaviour</td>
<td>Chapter 11</td>
<td>Online test 6, Chapters 8,9&amp;10 Due Tue 8 Sep 11:30pm</td>
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<td>9</td>
<td>Monday 14 September</td>
<td>Sub-cultural aspects of Consumer Behaviour, Cross-Cultural Consumer Behaviour</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Chapter</td>
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<td>10</td>
<td>Monday 21 September</td>
<td>Decision Making</td>
<td>Chapter 14</td>
<td>Online test 7 Chapters 11,12&amp;13 Due Tue 22 Sep 11:30pm</td>
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<tr>
<td>11</td>
<td>Monday 28 September</td>
<td>Consumer Influence and Diffusion of Innovation</td>
<td>Chapter 15</td>
<td>Online test 8 Chapter 14 Due Tue 29 Sep 11:30pm</td>
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<td>12</td>
<td>Monday 5 October</td>
<td>Public Policy and Consumer Protection</td>
<td>Chapter 16</td>
<td>Online test 9 Chapter 15 Due Tue 6 Oct 11:30pm</td>
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<td>13</td>
<td>Monday 12 October</td>
<td>Unit review</td>
<td>Chapter 16</td>
<td>Online test 10 Chapter 16 Due Tue 13 Oct 11:30pm</td>
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</table>

Assessment Item 4 Major case study analysis Due Sunday 18 Oct 11:30pm
## Workshop Schedule

<table>
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<tr>
<th>Week</th>
<th>Start of Week</th>
<th>Topic/s and activities</th>
<th>Text Chapter/s</th>
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</table>
| 1    | Monday 13 July | The Foundations of Consumer Behaviour  
DQ: 1, 3, 4; Ex: 1, 4                                                                  | Chapter 1      |
| 2    | Monday 20 July | Market Segmentation, Targeting, and Positioning  
DQ: 2, 5, 9  
Consumer Needs and Motivation  
DQ: 3, 7                                                   | Chapter 2      |
|      |                |                                                                                      |                |
| 3    | Monday 27 July | Personality and Self-Concept  
DQ: 4, 5  
Consumer Perception  
DQ: 2, 8, 10                                              | Chapter 4      |
|      |                |                                                                                      |                |
| 4    | Monday 3 August| Consumer Learning and Involvement  
DQ: 2, 3, 8; Ex: 4, 5                                                                | Chapter 6      |
|      |                | Case study # 1 analysis (Case study to be informed)                                   |                |
| 5    | Monday 10 August| Consumer Attitudes  
DQ: 5, 6, 7, 9; Ex: 3                                                                | Chapter 7      |
|      |                | Case study # 1 analysis (continued)                                                  |                |
| 6    | Monday 17 August| Social Influence on Consumer Behaviour  
DQ: 4, 6, 9; Ex: 6, 7                                                                 | Chapter 8      |
|      |                | Case Study 1.1  -  iSnack: It looked good on paper                                   |                |
|      |                | Case Study 2.1  -  Moleskine: Integrating the techno and the retro                   |                |
| 7    | Monday 24 August| The Family  
DQ: 2, 4  
Social Class and Consumer Behaviour  
DQ: 4, 5, 8                                               | Chapter 9      |
|      |                | Case Study 5.1  -  Zealong: The story of perfecting tea perceptions                  |                |
|      |                | Case Study 6.1  -  Our everyday idols                                                |                |
|      |                |                                                                                      |                |
| 8    | Monday 7 September| The Influence of Culture on Consumer Behaviour  
DQ: 4, 5, 6; Ex: 4, 5                                                                | Chapter 11     |
<p>|      |                | Case Study 7.1  – The nature of consumer attitudes                                   |                |
|      |                | Case Study 10.1  – Coach reaches Asia’s emerging middle class                      |                |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Discussion Questions</th>
<th>Chapter</th>
</tr>
</thead>
</table>
| 9    | Monday 14 September | Sub-cultural aspects of Consumer Behaviour  
Cross-Cultural Consumer Behaviour  
*Case Study 3.1* – Tasmanian Wine: Best served with a unique cultural experience  
*Case Study 9.1* – Responding to the growth in the lone-person household in Australia | DQ: 1, 7  
DQ: 5, 6, 7 | 12  
Chapter 13 |
|      | Monday 21 September | Decision Making  
DQ: 3, 4, 5, 7; Ex: 3 |  
*Case Study 11.1* - The China syndrome: Cultural misunderstandings can lead to marketing failures  
*Case Study 13.1* – The Australian dairy industry: Exploring market opportunities for dairy products in China | DQ: 3, 4, 5, 7; Ex: 3  
Chapter 14 |
| 10   | Monday 28 September | Consumer Influence and Diffusion of Innovation  
DQ: 1, 2, 3, 4; Ex: 1 |  
*Case Study 12.1* – Crossing cultural boundaries to furnish the globe  
*Case Study 14.1* – Building the buzz with Red Bull  
*Case study # 2 analysis (Case study to be informed)* | DQ: 1, 2, 3, 4; Ex: 1  
Chapter 15 |
| 11   | Monday 5 October | Public Policy and Consumer Protection  
DQ: 1, 4, 6, 7; Ex: 1 |  
*Case Study 4.1* - You get me Personality and self-concept in consumer behaviour: The case of Lush  
*Case Study 8.1* – Facebook check-in: A new form of e-word-of-mouth  
*Case study # 2 analysis (continued)* | DQ: 1, 4, 6, 7; Ex: 1  
Chapter 16 |
|      | Monday 12 October | Unit review |  |         |

**Notes:**

DQ = Discussion Questions  
Ex = Exercises: