BMA262
Consumer Behaviour

Semester 2, 2013

THIS UNIT IS BEING OFFERED IN
Hobart, Launceston & by distance

Teaching Team:
Ms Liz Skringar

CRICOS Provider Code: 00586B
Contact Details

Unit Coordinator: Liz Skringar
Campus: Launceston
Room Number: Building A, Room 2.69
Email: Liz.Skringar@utas.edu.au
Phone: 0402 277 467 / + 61 3 6324 3953
Fax: + 61 3 6324 3369
Consultation Time: By appointment

Lecturer: Insert Name Here
Campus: Insert Campus Here
Room Number: Insert Room Number Here
Email: Insert Email Address Here
Phone: Insert Phone Number Here
Fax: Insert Fax Number Here
Consultation Time: Insert Day/Time Here
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Details</td>
<td>3</td>
</tr>
<tr>
<td>Unit Description</td>
<td>4</td>
</tr>
<tr>
<td>Intended Learning Outcomes and Generic Graduate Attributes</td>
<td>6</td>
</tr>
<tr>
<td>Learning Expectations and Teaching Strategies Approach</td>
<td>7</td>
</tr>
<tr>
<td>Learning Resources</td>
<td>7</td>
</tr>
<tr>
<td>Details of Teaching Arrangements</td>
<td>14</td>
</tr>
<tr>
<td>Assessment</td>
<td>14</td>
</tr>
<tr>
<td>Submission of Coursework</td>
<td>23</td>
</tr>
<tr>
<td>Academic Misconduct and Plagiarism</td>
<td>24</td>
</tr>
<tr>
<td>Tutorial Program</td>
<td>25</td>
</tr>
<tr>
<td>Study Schedule</td>
<td>35</td>
</tr>
</tbody>
</table>
Unit Description

Buying and consuming is something we all do virtually every day of our lives. As consumers, we are continually undertaking simple purchases such as deciding what to eat for lunch, as well as more complex ones such as what car to buy. Understanding how these purchase decisions are made, and what factors influence them, is the focus of consumer behaviour.

For marketers, understanding how consumers behave is an integral part of correctly identifying their real needs, and also of understanding how the seller and the consumer can effectively connect. Consumers of all types go through complex decision-making processes at some time before they commit themselves to a purchase, or make a decision to continue to buy and to consume a product or service. The study of consumer behaviour assists marketers in understanding the decision-making processes that consumers undertake.

Consumer behaviour is integral to all facets of the marketing mix:

- **People** – who is the consumer of the product/service? Why would they buy?
- **Product** – does the product serve the wants and needs of the market (demand)?
- **Price** – does the price reflect how much the market is prepared to pay for the product or simply cost to make plus profit?
- **Positioning** – are products (or brands) aligned with consumer perception and expectations?
- **Promotion** – are consumer decision-making and information sources captured in the integrated marketing communications process re. message content and medium chosen?
- **Place** – are delivery channels (supply) optimised for consumers to access products? Have all geo-spatial elements related to obtaining and/or consuming the product been considered?

In an organisational context, the marketing function and in particular, a marketer’s understanding of consumer behaviour is key to business realising its goals - the success of marketing a product/service rests on understanding who the customer is and what they want which is translated into consumer-centric strategies. These strategies, in turn contribute to a businesses’ competitive advantage.

In a societal context consumption, and specifically overconsumption, is becoming more topical as the sustainability mandate starts to work its way into business operations. An understanding of consumer behaviour and how to facilitate mindful consumption is thus gaining more prominence and importance.

This unit investigates consumer decision-making and more specifically the internal and external influences on the purchasing and consumption process. The marketing challenges and implications for selling to consumers are discussed throughout from a consumer behaviour perspective.

Assessment and tutorial activities simulate the professional environment and facilitate application of theory to practice.
Pre-Requisite/Co-Requisite Unit(s)

BMA101 Introduction to Management  
BMA151 Principles of Marketing

Enrolment in the Unit

Unless there are exceptional circumstances, students should not enrol in BMA units after the end of week two of semester, as the School of Management 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.

Enrolment in Tutorials and Workshops

Students will be able to enrol in tutorials electronically through MyLO. Tutorial enrolments will be open until the end of the first week of semester (Friday 19th July 2013). Students who have not enrolled in a tutorial by this time will be allocated a tutorial by the unit coordinator. Variations in tutorial enrolments will not be permitted after this time.
### Intended Learning Outcomes and Generic Graduate Attributes

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Assessment Methods</th>
<th>Graduate Attribute Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge of consumer behaviour and its role in marketing strategy including complexities of consumer decision-making processes, internal and external influences and topical issues</strong></td>
<td>Group project, Essay, O Bow Test, Tutorial Participation</td>
<td>This unit has been designed to develop the following graduate attributes in students:</td>
</tr>
<tr>
<td>In assessing this unit I will be looking at your ability to:</td>
<td></td>
<td><strong>Knowledge (level 2)</strong></td>
</tr>
<tr>
<td>Explain consumer behaviour theory including the consumer decision process and influences</td>
<td></td>
<td>• Knowledge specific to consumer behaviour theory and research, and the ability to apply that knowledge in order to understand marketing strategies</td>
</tr>
<tr>
<td>Assess the needs and wants of consumers</td>
<td></td>
<td>• Life-long learning skills in pursuit of consumer behaviour related professional development as a marketer</td>
</tr>
<tr>
<td>Justify marketing decisions made by sellers in terms of consumer decision-making processes, influences and topical issues</td>
<td></td>
<td><strong>Communication Skills (level 2)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Written and oral communication skills of a quality and manner appropriate to real-world marketing situations, clearly demonstrating ability to communicate complex arguments in written form and convey ideas in oral form</td>
</tr>
<tr>
<td><strong>Apply knowledge of consumer behaviour, marketing strategies and contemporary issues</strong></td>
<td>Group project, Essay, O Bow Test, Tutorial Participation</td>
<td><strong>Problem-Solving Skills (level 2)</strong></td>
</tr>
<tr>
<td>Present, discuss, debate and attempt to solve issues concerning consumer behaviour, marketing strategies and topical issues</td>
<td></td>
<td>• Effective problem-solving skills including the ability to apply marketing related theories, models and methods and logical thinking to a range of multi-dimensional consumer behaviour related problems</td>
</tr>
<tr>
<td>Use academic literature, data/data bases, real-world examples and case studies to illustrate theoretical and practical issues in consumer behaviour, marketing strategies and contemporary issues</td>
<td></td>
<td>• An awareness of when additional information is needed and the capacity to locate, analyse and use it</td>
</tr>
<tr>
<td>Develop, construct and/or complete novel/alternate approaches to conventional theories and practices in consumer behaviour and marketing strategy in tutorial preparation exercises, assignments and projects</td>
<td></td>
<td><strong>Social Responsibility (level 2)</strong></td>
</tr>
<tr>
<td><strong>Communicate knowledge of consumer behaviour, marketing strategies and contemporary issues</strong></td>
<td>Group project, Essay, O Bow Test, Tutorial Participation</td>
<td></td>
</tr>
<tr>
<td>Present, discuss, debate and attempt to solve issues concerning consumer behaviour, marketing strategies and topical issues</td>
<td></td>
<td>• Social responsibility through consideration of social groups in the application of consumer behaviour theory and research to marketing strategies</td>
</tr>
<tr>
<td><strong>Broad knowledge of current issues in consumer behaviour and the place and impact of marketing strategies and consumption in modern society</strong></td>
<td>Group project, Essay, O Bow Test, Tutorial Participation</td>
<td></td>
</tr>
<tr>
<td>Describe the impact of marketing practices on individuals and groups in society</td>
<td></td>
<td>• An awareness and consideration of the interests of various cultures and sub-groups in society in Australia and internationally when assessing the impact of marketing practices, as well as the ability to apply ethical values to consumer related decisions</td>
</tr>
<tr>
<td>Appreciate consumer behaviour issues in an Australian and a global context</td>
<td></td>
<td><strong>Social Responsibility (level 2)</strong></td>
</tr>
<tr>
<td>Demonstrate understanding of the importance of consumer behaviour for businesses so as to gain a competitive advantage in the global marketplace</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning Expectations and Teaching Strategies/Approach

Where Learning Outcomes generally reflect attainment of subject-specific knowledge and skills, this subject places additional emphasis on attainment of generic skills relevant to professional practice in the workplace achieved via immersion in a live project created and managed by students with tutor support and guidance.

A high level of commitment to collaboration is required by all students taking this unit – ultimately interactive efforts will contribute to achieving higher marks in both joint and solus assessments.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Assessment benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional skill development.</td>
<td>Work autonomously with and without directions.</td>
</tr>
<tr>
<td></td>
<td>Understand and follow rules, policy and conventions.</td>
</tr>
<tr>
<td></td>
<td>Use interpersonal skills to achieve goals and complete tasks.</td>
</tr>
<tr>
<td></td>
<td>Effective time management.</td>
</tr>
<tr>
<td></td>
<td>Self-directed learning.</td>
</tr>
<tr>
<td></td>
<td>Engage in questioning the status quo to promote ethical behaviour.</td>
</tr>
<tr>
<td>Group work</td>
<td>Collaborate to complete tasks.</td>
</tr>
<tr>
<td></td>
<td>Engage in the chain of delivery in a simulated commercial marketing team with different roles and functions.</td>
</tr>
<tr>
<td></td>
<td>Effective resource management.</td>
</tr>
<tr>
<td></td>
<td>Create and manage schedules and logistics.</td>
</tr>
<tr>
<td></td>
<td>Perform in an interdependent, multidisciplinary team.</td>
</tr>
<tr>
<td>Engage in active listening &amp; observation</td>
<td>Engage in class discussion &amp; debate by posing and answering peer questions.</td>
</tr>
<tr>
<td></td>
<td>Suspend judgement &amp; develop objectivity by questioning yourself.</td>
</tr>
<tr>
<td>Develop management skills</td>
<td>Take personal responsibility for tasks and liaison with others.</td>
</tr>
<tr>
<td></td>
<td>Manage, coordinate and commit to an agreed series of tasks.</td>
</tr>
<tr>
<td></td>
<td>Manage, coordinate and/or commit to fitting into the work of others.</td>
</tr>
<tr>
<td>Develop foundations for critical thinking.</td>
<td>Understand “whole-of-task” goals and critically examine the extent to which consumer needs and wants are reflected in the marketing function.</td>
</tr>
<tr>
<td></td>
<td>Understand and manage self-bias.</td>
</tr>
<tr>
<td></td>
<td>Understand conflict points in issues.</td>
</tr>
<tr>
<td></td>
<td>Objectively weigh the merits of ideas.</td>
</tr>
<tr>
<td></td>
<td>Focus on exploring solutions as well as identifying issues and problems.</td>
</tr>
</tbody>
</table>

Expectations

This unit comprises 3 hours class contact per week over 11 teaching weeks and 1.5 hours over 2 teaching weeks (weeks 1 and 10) delivered in weekly lectures and tutorials. The study commitment expected is equivalent to one full time unit which averages to around additional 7.5 hours per week spent on readings, tutorial preparation, assessment tasks and self-directed general study (excluding time spent doing tests/exams).

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.*

**Occupational 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: [http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf](http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf).

**Learning Resources**

**Required Equipment**

Students may wish to arrange access to multi-media for the group project in this unit.

**Prescribed Text**


**Required & Recommended Readings/Texts**


Kotler, P 2004, State of marketing today (pp. 2-11); Your company is not sufficiently market focussed and customer driven (pp. 12 - 27), In *Ten Deadly Marketing Sins: Signs and Solutions*, John Wiley & Sons, Hoboken, NJ.  


**Group Assignment Starting References**


Hanson, DJ & Walker RH 1997, *Ecologically based macro-marketing and management of Tasmania as a tourism destination*, Working paper no. 97-05, Department of Management, University of Tasmania. On reserve.


### Journals and Periodicals

*Advances in Consumer Research*

*Australasian Marketing Journal*

*European Journal of Marketing*

*International Journal of Consumer Studies*

*The International Review of Retail, Distribution and Consumer Research*

*Journal of the Academy of Marketing Science*

*Journal of Advertising*

*Journal of Advertising Research*

*Journal of Consumer Affairs*

*Journal of Consumer Behaviour*

*Journal of Consumer Culture*

*Journal of Consumer Marketing*

*Journal of Consumer Policy*

*Journal of Consumer Psychology*

*Journal of Consumer Research*

*Journal of Consumer Satisfaction, Dissatisfaction, and Complaining Behavior*

*Journal of Family and Consumer Sciences*

*Journal of Fashion Marketing and Management*

*Journal of International Consumer Marketing*

*Journal of Marketing*

*Journal of Marketing Management*

*Journal of Marketing Research*

*Journal of Retailing*

*Journal of Marketing Theory and Practice*

*Journal of Public Policy and Marketing*

*Psychology and Marketing*

*Research in Consumer Behaviour: A Research Annual*

### Useful Websites


There are also many sites mentioned in the textbook, and on the textbook website (see the inside front cover of your textbook for access information).

### My Learning Online (MyLO)
MyLO software has been incorporated into the delivery of this unit to enhance the learning experience by providing access to up to date course materials and by allowing for online discussion through this web based environment.

To access MyLO from your own computer you will need the appropriate software, and hardware to run that software. To get started please refer to the University's Learning and Teaching with MyLO homepage - http://www.utas.edu.au/learning-teaching-online.

Note: Older computers may not have the hardware to run some of the required software applications. Contact your local IT support person or the Service Desk on 6226 1818 if you experience difficulties.

Details of Teaching Arrangements

Lectures

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

Tutorials

This unit consists of 11 tutorials held weekly throughout the semester. The tutorial program commences in week 2 and ends in week 13. There is NO TUTORIAL scheduled for week 10 - this time is intended for students to develop and/or rehearse group presentations scheduled for weeks 11 and 12.

Communication, Consultation and Appointments

Consultation with your lecturer is by appointment. Your tutor will let you know about their consultation arrangements.

Assessment

Assessment Schedule

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

Distance students are referred to the “Assessment Supplement for Distance Students” on MyLO.

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Value</th>
<th>Due Date</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1 - “Brand Tasmania” group project*</td>
<td>35%</td>
<td>Week 10 &amp; 11</td>
<td>30 minutes 2,000 words*</td>
</tr>
<tr>
<td>Oral Presentation Report</td>
<td>15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment 2 - Individual Argumentative Essay</td>
<td>30%</td>
<td>Week 9</td>
<td>2,000 words*</td>
</tr>
<tr>
<td>Assessment 3 – Individual case study analysis (open book, open web test).</td>
<td>25%</td>
<td>Released 9am 21/10 Due 9am 25/10</td>
<td>2,000 words* (4 days)</td>
</tr>
<tr>
<td>Assessment 4 - Tutorial participation</td>
<td>10%</td>
<td>Throughout semester</td>
<td></td>
</tr>
</tbody>
</table>

*Word Limits: The word count includes such items as headings, in-text references, quotes and executive summaries. It does not include the reference list at the end of the assignment.
Assessment Item 1 – Brand Tasmania Group Project

Task Description: For this assessment students will form groups and workshop project components in tutorials, the output of which will be a group presentation of 30 minutes and a separate group report. Submission of presentation slides or similar materials are not acceptable as a report.

Some work will be required outside class time to complete the assessment. The group project is intended to facilitate students applying what they learn in lectures, from readings and class discussion with the aim of expanding knowledge of marketing, consumer behaviour, tourism/travel and Tasmania (indeed it may even broaden it!). The group approach emulates the professional environment in which many marketers work.

The project is wholly consumer-centric - consumers are defined as international, interstate and intrastate visitors to Tasmania and the outcome is building “Brand Tasmania” from a potential and existing consumer demand perspective as distinct from a supply perspective - in other words “creating something saleable rather than merely selling something that exists”.

As a workshop tutorial class, you will be tasked with creating consumer-centric products and promotions underpinned by an understanding of consumer behaviour at market segment level within different markets (international, interstate and intrastate visitors).

Students in each tutorial workshop will have a choice of membership in one of three or four task groups (depending on tutorial size) to complete the group project. Allocation will be based on ranked preferences in your first workshop - your tutors will do their best to ensure your first preference is honoured however, this may not be viable in all instances.

The groups will be split as follows:

1. Market segmentation and sizing
2. Product creation
3. Promotion and marketing communications

Specific roles of each group and output will be touched upon in lectures and expanded in tutorial workshops.

Some background reading is required on branding architecture and place branding for which starting references have been provided (available on MyLO). Students are encouraged to question the idea that one can indeed, brand "a state" and that consumers can actually get their head around this idea.

Tutorial workshops will address the same topics as lectures, however questions
have been set in tutorials which revolve around discussing and debating facets of the group assignment within and between task groups.

Two practice presentations of 10 minutes duration are included as part of the tutorial program (week 4 and 8), the second one of which is intended to assist groups with issues and problems.

All students must attend all group presentations.

All group members must contribute to developing each group’s presentations.

All members of each group must present in at least one presentation during the semester (i.e. either Presentation 1, 2 or 3), however groups may elect to have one or more members of their group to deliver the final presentation. If this is the case, the presenters chosen have the discretion to decline or otherwise.

Remember all participating members will receive the same mark. Each group is responsible for its membership. If groups experience difficulties with non-participating members or any other issues impacting performance of the group, it is advised these issues be raised with the individuals and also be raised with your tutor as soon as possible. In the worst case, remember that you have the right to expel a non-participant from your group.

A good group presentation usually involves careful work and can provide a helpful model for future work in groups, either at UTAS or in other work situations - having such an experience under your belt is a plus for your CV!

One rehearsal may be time-efficient but may also reduce the opportunity for group learning, synergy, cohesion, fun, audience enjoyment and so on. It is expected, given tutorial time has been allocated to the presentation, that it is professional and well executed. Students have free reign on use of media - slides are not mandatory so go for broke, be imaginative!

A copy of the assessment criteria will be available on MyLO.

**Task Length:** 30 minute presentation + 2,000 word report

**Due Date:** Choice of week 11 or week 12 tutorial (in tutorial).

**Value:** 35 % comprising - 15% presentation + 20 % report
**Task Description:** For this assessment item you will be required to apply your knowledge of consumer behaviour and argue your point convincingly in response to the following essay question which is based on a news article.

Enmeshed in globalisation, the advent of the internet has seen a mushrooming into applications beyond being a medium for communication. It now forms a marketing channel into overseas markets otherwise inaccessible to sellers of products and services. That being the case, the internet has presented many challenges to traditional channels to market impacting definition of markets and segments (people), product/service design, pricing, positioning and promotion (both message and media). Some would say the result has been favourable for consumers insofar as broadening product/service choices and delivering more competitive pricing. Others maintain it is nothing short of a catastrophe for local industries - encompassing manufacturers, wholesalers and sellers alike - and which, whilst offering much more choice momentarily, will ultimately end in lessened choice and greater reliance on more distant suppliers who are likely to be less accountable to local customers.

In the attached article it seems clear international sellers have been able to exploit cross-border price disparity in some product classes - the question is how and why did this happen?

Given the word count, it is advisable not to attempt to cover too many topics in your essay - pick anywhere between one and three topics to ensure you are able to go to some depth in your argument rather than simply write a shallow series of introductions covering too great a breadth of topics.

This assignment should be answered in an essay format, with an introduction, body, and conclusion. There is no requirement for a table of contents, but please use page numbers. Whilst there is no set limit on the number of academic references, students should note that to deliver a credible argument more references are better than less. In addition there is a high positive correlation between the number of high quality, relevant references and higher marks.

A copy of the assessment criteria will be available through MyLO.

There are two important points to remember in composing your essay:

1. **This is an argumentative essay not a descriptive essay.**

A descriptive essay would describe factors contributing to the situation and present different points of view - importantly the author (you) would only make summative, not concluding, statements or recommendations for action - as such, the author(you) may only go so far as to render a tentative opinion couched as a question. In a descriptive essay the author does not take a stance on the issue - the goal is to provide information thus, it is an informative piece.
In an argumentative essay the author (you) does take a stance. Summative and concluding statements are geared to support the author’s views and form key premises (or principles) of the argument the author is making. An argumentative essay cites and recognises all factors but generally picks out those which are salient in the author’s view. These factors are usually flaws or gaps in current thinking which the author then explains and uses as key points in their argument. It is very important to provide proof/evidence that these points are right throughout the body of the essay, not just make unsubstantiated statements. Remember also that you need to pre-empt and neutralise counterarguments and objections to your arguments. Concluding statements are made - sometimes with recommended courses of action. The goal of an argumentative essay is to sway the reader to your way of thinking.

There are two reasons an argumentative essay rather than a descriptive essay has been set for this assessment item - firstly to facilitate critical thinking, which means critiquing content of readings and what others have said. Marks are thus weighted to demonstrating critical thinking skills in the essay.

Secondly, to practice and master skilful debate - a key vocational aspect of marketers in professional and academic settings.

2. **This is a marketing, not an economics essay.**

The “experts” quoted in the article are economists, not marketers - they therefore focus on big picture “macro” explanations of why Australians pay more for certain product classes. Very little, if anything, is mentioned about marketing (perhaps a point of criticism for the article) or consumer behaviour - despite this being the focus.

Because this is a marketing, not an economics essay, you are not required to follow nor mention any of the points the expert makes to explain price disparity in certain product classes - you may wish to choose your own product categories for the purposes of the essay - just make sure you standardise pricing to Australian dollars (AUD).

Marks will awarded on demonstration of knowledge of marketing and consumer behaviour - which means if your essay is oriented to economics it will have a negative impact on your marks.

Remember too that the thrust of the essay is about consumer behaviour not the marketing mix, so whatever angle you choose to write about should link back to a topic(s) in consumer behaviour.

**Task Length:** 2,000 words

**Due Date:** Week 9 (in tutorial).

**Value:** 30%
The price you pay for being an Aussie

JOHN ROLFE - COST OF LIVING EDITOR. News Limited Network. February 13, 2013 12:00AM

- Analysis reveals we are paying 170 per cent more
- Online retailing "is doing what competition law has failed to do"
- Jessica Irvine: Apple is ripping off Aussie customers

COMPEARED to Yanks, we shell out half as much again to fill our tanks. Shave or buy shoes and you'll lose. We're so expensive that the price Canadians pay for a pair of jeans at home would only buy one leg here. Need a drink? Well, you'll get stiffed on that too.

"I don't know that many people realise just how ripped off we've been,“ said executive director of The Australia Institute, economist Richard Denniss.

Analysis by News Ltd reveals we are paying as much as 170 per cent more for comparable products. This is consistent with 2011 research by The Australia Institute, which also found that local prices were sometimes double those overseas.

Dr Denniss said yesterday that "we pay some of the highest prices in the world for most consumer goods and have for many years".

Australians pay some of the highest prices in the world for most consumer goods and have for many years, says economist Richard Denniss. Which is what's prompting us to buy more from offshore, and to be bolshier when shopping in stores here.

CommSec chief economist Craig James, who has tracked international prices of everything from iPads to BMWs, said: "In the past, Australians sat back and accepted the price on offer, but the culture has changed. Now we don't just accept the sticker price.

"The internet has opened up the world to people, as has the higher Australian dollar," he said.

Dr Denniss said online retailing "is doing what competition law has failed to do".

Our market was very concentrated, he said., which led to high prices.

The Australia Institute's 2011 research cited data from the Australian Bureau of Statistics that found the average mark-up on clothes and shoes was 142 per cent. For electronics, the mark-up was 85 per cent and on furniture, 76 per cent. "But the profit margins that our retailers are used to are gone forever," Dr Denniss said.

Both Mr James and Dr Denniss believed local retailers were responding to the rise of the internet. Major department store chains Myer and David Jones, as well as supermarkets Woolworths and Coles, have forced multinational suppliers to cut prices.

And the current federal parliamentary inquiry into IT pricing had helped to raise awareness of just how expensive many goods are in Australia, Dr Denniss said. It emerged on Monday that tech giants such as Apple, Microsoft and Adobe had each received a summons to appear from a committee of politicians probing the prices we pay for software, games, devices and downloads.
Dr Denniss said the Free Trade Agreement between Australian and the US had the capacity to force American companies to offer their wares on more reasonable terms. "Australia doesn't need to change the terms of the Free Trade Agreement, its terms need to be implemented," Dr Denniss said.

While Aussies do pay more than most around the world for what we need and want, we also earn more than most. OECD data show average earnings in US dollar terms are 37 per cent higher here than America- and nearly 50 per cent better than in the UK. We earn a third more than Canadians, according to the OECD. It doesn't track New Zealand, but our wages are reportedly 50 percent higher than Kiwis'.

Comments on this story

- **Peter Campbell** Posted at 9:31 AM February 13, 2013
  Not hard to work out. Its a combination of min wages of about $20 an hour here and very high taxes because of our big welfare state.

- **fos** Posted at 9:31 AM February 13, 2013
  Lets not forget that for some imported stuff the importer/distributor has to pay GST,customs duty,much higher wages to their employees,Super for their employees, insurance for their employees etc, etc.The US has much lower wages,no super etc so of course things will be cheaper elsewhere.If we had no super ,lower wages etc guess what .we would be more competetive, but then everyone whinges that they dont get super and have low wages.Cant have everything.Our dollar doesn't help things either it should be at around 80 cents .The reason its not is because all other currencies are engaging in a currency war-a race to the bottom.

- **Jono of Jono** Posted at 9:31 AM February 13, 2013
  which US state were the prices from and do the US prices include the state sales tax which varies from state to state and is not included in the ticket price but added at the register (unlike the GST or the UK's VAT which is included in the shelf price)? The article doesn't mention the country of origin for these products ie Jack Daniels is from the US, but is the JDs sold in Australia US made or Australian made based on the US formula. If Australian made then you are no comparing apples to apples as there will most definitely be different production cost (mainly wages). If it is US made, then you've got the shipping cost, plus more "middle-men" who all need to get their cut. Not to mention different taxes. I wonder if most Aussies would also be happy to have the equivilent wage of the correspondign countries also? How about we stop comparing, and just start buying (wherever possible) product that are both Australian made AND Australian OWNED!

- Read all 70 comments

Assessment Item 3: Case Study Analysis (OBOW Test)

**Task Description:** This test is similar to a take-home exam in that you are allowed to use your textbook, other books, government publications, survey data (ABS, Visitor Survey data) academic journals, references on MyLO and the web. Penalties will be applied for use of web sites instead of academic references (books and journal articles) to explain or back up academic concepts.

The case study will be introduced in the first lecture and expanded upon in weekly lectures in keeping with weekly lecture topics. The tutorial in week 13 has been set aside for students to review and prepare for the analysis and also workshop the format of the submission. In week 12 students will be provided with public domain information pertinent to the live case study (on a real-life Tasmanian tourism initiative) which, from a consumer behaviour perspective, is significantly flawed.

Information will thus be provided as the semester progresses - in brief, you will be asked to take the position of a marketing executive in your firm - an ad agency. The agency is planning a competitive pitch to win the Tourism Tasmania account. The CEO of the agency has heard about your sharp and ingenious insights into consumer behaviour and has asked you personally to provide a critique and make recommendations on a new approach to a key tourism initiative. She has asked you to write a response to a brief for the agency team to work to using your knowledge of consumer behaviour research and theory and experience in packaging tourism-related products.

You will need to critically analyse the strengths and weaknesses of the feasibility study and other documents on which the initiative is based, in such a way as to show your command of consumer behaviour theory and research and how it can be used to inform marketing practice.

Your “brief” for the critique and recommendations (i.e. the test paper) will be made available to you at 9am on the 21st of October - the deadline being 9am on the 25th of October. Detailed marking criteria and rubrics will be provided simultaneously.

Collusion, which means collaborating with another person to complete this test, is cheating and is therefore not permitted. Exams showing evidence of collusion will be disqualified on these grounds. **Any technical issues you experience should be reported immediately to the lecturer by email - it is important that you do not contact other students or your tutor.**

**Task length:** 2,000 words

**Due Date:** 9am, 25th October, 2013 (on-line).

**Value:** 15 marks
Assessment Item 4 – Tutorial Participation

Task Description: The tutorial program is integral to assessment tasks in this unit, specifically the group assessment task and the OWOB test.

Participation are not solely determined by attendance, rather by active participation in tutorial activity - implicit in which is completion of set tasks for before and for each tutorial.

Given the interactive and formative nature of tutorial workshops in this unit, missed tutorials will attract a penalty of 3% for each one missed between weeks 2 and 9. During presentation weeks (weeks 11 and 12) non-attendance will attract a 5% penalty for a missed tutorial. Penalties will be deducted from total marks for this unit up to the value of 10%. Exemptions apply on medical or compassionate grounds in keeping with UTAS policy on missed or late assignments for which medical or other evidence will be required.

Task length: Throughout tutorials during semester (Weeks 2 to 9 and non-presenters in weeks 11 & 12).

Due Date: n/a

Value: 10%

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.

Supplementary Exams: Except in special circumstances and on the recommendation of the unit coordinator or the Head of School, a student who fails will not be granted a supplementary examination.

Special Consideration and Student Difficulties

If a student is experiencing difficulties with their studies or assignments, have personal or life planning issues, disability or illness which may affect their course of study, they are advised to raise these with their lecturer in the first instance. Students may also contact the 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. The Student Adviser is located in room 318a in the Commerce Building in Hobart and is contactable by phone on 6226 1916. In Launceston the Student Adviser is located in room A168 in Building A and is contactable by phone on 6324 3312. There is also a range of University-wide support services available including Student Services, International Services and Learning Development. Please refer to the Current Students homepage at http://www.utas.edu.au/students.

Should a student require assistance in accessing the Library, visit their website for more information at http://www.utas.edu.au/library/

Students who have completed their examinations and who feel that they have been disadvantaged due to illness or other circumstances affecting their study, may fill out a form to request that their lecturer takes this into consideration when marking the examination. Forms should be submitted
directly to the relevant school, accompanied by appropriate supporting documentation, as soon as possible after the completion of the examination. Granting of special consideration is at the discretion of the lecturer and school. The relevant form can be found at the following website: http://www.studentcentre.utas.edu.au/examinations_and_results/forms_files/index.htm#eits.

Students with a non-English speaking background may be permitted to take a bilingual dictionary into an exam. This dictionary must not be annotated – that is, it must have no notes written in it. Students must request permission from the Student Centre in order to use a bilingual dictionary.

Submission of Coursework

Lodging Coursework

All Coursework must have the School of Management Assignment Cover Sheet, which is available as a blank template from the School of Management website: http://www.utas.edu.au/management/student-resources. All assignments must include the tutor’s name on the assignment Cover Sheets when they are submitted. If this is not done the assignment will not be accepted and therefore will not be marked.

Please remember that you are responsible for lodging your Coursework on or before the due date. We suggest you keep a copy. Even in the most ‘perfect’ of systems, items sometimes go astray. Unless otherwise advised, assignments must be submitted electronically through the relevant assignment drop box in MyLO. Unless otherwise advised, all coursework must be handed in by 2.00pm on the due date.

Requests for Extensions

Written Coursework:
Extensons will only be granted on medical or compassionate grounds and will not be granted because of work or other commitments. Requests for extensions should be made in writing to the unit coordinator prior to the due date. Medical certificates or other evidence must be attached and must contain information which justifies the extension sought. Late assignments which have not been granted an extension will, at the lecturer’s discretion, be penalised by deducting ten per cent of total marks for each full day overdue.

Assignments submitted more than five days late will normally not be accepted by the unit coordinator.

In-class Tests:
Students who are unable to sit a test on medical or compassionate grounds (work or other commitments are not considered ‘compassionate grounds’) may request that they be permitted to submit alternative Coursework. Please do not expect a special test to be held for you if you choose to go on holidays or undertake other activities on the scheduled date. If you do need to request alternative Coursework, you should do so in writing to the unit coordinator prior to the due date. Medical certificates or other evidence must be attached and must contain information which justifies the request. The telephone number of the doctor should also be included.
Faculty of Business Assessment Submission Policy

A full copy of the Faculty of Business Assessment Submission policy is available from the Faculty homepage at http://www.utas.edu.au/business/student-resources/policies,-forms-and-other-information2/faculty-policies-and-administration

Academic Referencing and Style Guide

Before starting their assignments, students are advised to familiarise themselves with the following electronic resources. The first is the School of Management Writing Assignments: A Guide, which can be accessed from the following site - : http://www.utas.edu.au/management/student-resources. The guide provides students with useful information about the structure and style of assignments in the School of Management.

The second 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 Referencing System will be used in all School of Management units, and students are expected to use this system in their assignments.

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/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.

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
To contribute meaningfully to the discussion you should be able to answer the following:

- Review questions 4, 5 & 7 Chapter 1, Quester *et al* (2011: 28)
- Review questions 4, 9 & 10 Chapter 7, Quester *et al* (2011: 211)

**Tutorial Program**

Students should note:

1) The tutorial program does not commence until week two of semester;

2) Allocation to projects groups will occur in the first tutorial (week 2);

3) There is no tutorial in week 10 (this has been set aside for preparation of group presentations in weeks 11 and 12);

4) Final case study references will be posted on MyLO at the end of week 12 for use in the week 13 tutorial (questions will be posted for the test on the 21st of October due on the 25th of October).

**Week 2—Consumer Decision Processes I (Generic pre- and post-purchase processes)**

**Before the tutorial:**

Find an advertisement for a Tasmanian product OR an advertisement for a holiday destination and bring this to the tutorial. The latter must feature a place rather than a product or brand (i.e. not a generic ad for a chain of hotels). The ad can be from any media source and/or take any form - TVC (television commercial), print (newspaper, magazine), radio, billboards, direct mail/flyers, POS (point of sale brochure), advertorial (a testimonial ad), e-media (social media, direct emails, pop ups etc).

**In-class discussion & debate (includes project group allocation):**

On your own:  - assess your ad using the consumer behaviour audit questions (text pp. 14-16)

In groups:  - review individual assessments of ads and decide which is the best and why

As a class:  - each group presents their best ad and summarises their decision criteria.
  - for each ad...what assumptions have been made about consumers?
  - collectively decide...
    - which is the best ad of all groups & why?
    - is it valid to brand a destination?

**Preparation for the next tutorial:** Each student is required to produce a Tasmanian visitor profile using databases cited in Lecture 1 (see expanded instructions over the page).
Week 3—Segmentation (Who’s behaviour are we referring to?)

To contribute meaningfully to the discussion you should be able to answer the following:

- Is macro- or micro-segmentation better for marketing tourism destinations (Hassan & Craft, 2012)
- What is meant by homogenous/distinctive bases of segmentation and descriptive/predictive utility of segmentation? (Hunt & Arnett, 2004; Liu et al, 2012)

Optional (from recommended reading):

- Are demographics sufficient for the purpose of segmentation? (Martins et al 2012)
- Discussion questions 5 & 10 Chapter 12, Quester et al (2011: 413)

Before the tutorial:

Review the databases cited in Lecture 1, compile a profile of visitors to Tasmania (1 to 2 pages) and bring it to the tutorial.

The profile must be driven by consumer behaviour - that is, what visitors actually do on their visit to Tasmania. Your profile(s) should thus describe the characteristics of these people - who are they, what other things they do, how much they spend, whether they travel alone or in a group, how long they stay etc. Try to be as comprehensive as possible but don’t be concerned if data is unavailable on all of these characteristics for all activities.

In-class discussion & debate:

In groups: - review individual profiles compiled by each group member, determine underlying assumptions used by each person in constructing their visitor profiles and chose the best one or a mix thereof.

As a class: - each group presents their best profiling effort, summarising their decision criteria.
- for each “technique” presented consider and discuss…
  • what activities have been identified (i.e. “products” sampled/trialled)
  • what similarities/differences exist in profiles across activities?
  • what descriptors can be applied to segments emerging from the above two questions? (Think about labels used in the literature to describe travellers - e.g. “explorers”, “backpackers” etc)
  • would the profiles pass a consumer behaviour audit?
    o what is missing?
    o what information is required?
    o what things remain to consider or explore?
    o what questions in the audit are dangerous to make assumptions about?

Preparation for the next tutorial: Each “Brand Tasmania” project group is required to deliver a short, 10 minute presentation of their group’s marketing role in the “Brand Tasmania” project.
Week 4—Consumer Decision Processes II (Purchase behaviour and mediators)

To contribute meaningfully to the discussion you should be able to answer the following:

- Review questions 3, 6, 7 & 8 Chapter 4, Quester et al (2011: 118)
- Review questions 2 & 3 Chapter 5, Quester et al (2011: 148)

Before the tutorial:

This forms one of two practice runs leading up to the major presentations in week 11 and 12 - students are encouraged to make use of these to test out different presentation approaches and media and elicit constructive feedback from your audience (including your tutor).

In your project group construct a short, 10 minute presentation of your group’s marketing role in the “Brand Tasmania” project.

Students are encouraged to use a variety of references (refer week 1 recommended readings) and “live” information sources including such things as personal communication with working marketing professionals to ask about their roles (meaning calling them up!); searching the internet (meaning looking up and comparing commercial company profiles); and vocational guides.

The presentations can take any form and use any media making sure they answer the following questions:

- what is the focus of your group’s task in the Brand Tasmania project?
- what specific roles are your members taking?
- where does the task of your group fit in the marketing mix?
- where does the task of your group fit in relation to what other groups are doing in the class
  - is your group dependent on the output or an input of another group(s) and if so, which group is your group reliant on for information?; what sort of information requirement do you have to complete your task?; and, when do you need this information?
- how you intend to tackle the task (steps involved)

In-class discussion & debate:

- Would “Brand Tasmania” be in a consumer’s evoked, inert or inept set?
  - Is this likely to be the same for prospective international, interstate and intra-state visitors?
- Which of the following is more important to consider in branding Tasmania and why?
  - Price, alternative destinations and information
  - Differences in consumer characteristics
  - Characteristics of the product

Preparation for the next tutorial: Think about what “the world” knows and thinks about Australia and Tasmania; what those residing on the mainland know and think about Tasmania; and, what Tasmanian’s know and think about Tasmania....more importantly where do they get this knowledge from? Read the case study “Australia: see the movie, see the country” in Quester et al (2011: 258).
**Week 5—Self Concept, Perception & Learning**

To contribute meaningfully to the discussion you should be able to answer the following:

- Review questions 4 & 7 Chapter 8, Quester et al (2011: 255)
- Review questions 2, 9 & 10 Chapter 5, Quester et al (2011: 291)
- What role, if any, does identity have in choice of travel destination? (Reed, 2012)
- Was “variant socio-cultural meaning impacting executional receptivity” (Weinberger et al, 2012, p. 96) behind Britain’s banning of the Tourism Australia campaign referred to in the Quester et al (2011) case study?

**Before the tutorial:**

Read the case study “Australia: see the movie, see the country” in Quester et al (2011: 258-259).

**In-class discussion & debate:**

Discussion points & questions re. the Case Study:

- Was the banning of the Tourism Australia ad in Britain an affective or cognitive reaction?
- Whilst the ad was made to “cut through the clutter” per Tourism Australia’s MD, and allegedly generated attention -
  - did the negative publicity create positive or negative affect towards Australia?
  - did any message “cut through the clutter”?
- Was the negative publicity of the ad an intentioned outcome or a function of not understanding consumer behaviour?
- Did Tourism Australia get its next ad right?

Discussion points & questions after watching the movie trailers for Australian films:

- What semiotic features stand out which provide “place” cues?
- What were some of the salient and latent messages?

- How successful an intervention was Baz Luhrmann’s movie “Australia”?
- How consistent was the branding of Australia promoted in the film and campaigns?
- Why/why not is it viable to use films as a tool in marketing?

Concluding discussion points & questions:

- Thinking about ads for Tasmanian goods/services and movies which international, interstate and intrastate prospective visitors may have been exposed to, what perceptions could these groups currently have of Tasmania?
- Is it possible to use humour in branding Tasmania?

**Preparation for the next tutorial:** Review online and print ads and choose a picture of a person (preferably not a celebrity or cartoon character), who for you, best personifies at least 2 of the following: London, Kenya, Germany, Brazil, Singapore, India, US or Japan plus Tasmania. For each of the 3 pictures (2 overseas ones and one of Tasmania) you have chosen, write up to 5 bullet points on each one describing their personal attributes.
Week 6—Motivation, Personality & Emotion

To contribute meaningfully to the discussion you should be able to answer the following:

- Review questions 8, 9 & 12 Chapter 10, Quester et al (2011: 326);
- Is the textbook wrong in its ascription of brands having personalities and rather just a case of marketers and advertisers overshooting the use of metaphors? (Avis et al, 2012)

Before the tutorial:

Bring to the tutorial pictures of 3 people - 1 personifying Tasmania and 2 others personifying other overseas countries - and write 5 descriptive attributes about each one.

In-class discussion & debate:

In groups: - review individual pictures and attributes complied by each group member and discuss the connection between each member’s picture and their attributes:
- was the place self-evident from the picture of the person chosen to all group members?
- were any of the attributes instantly recognisable against the place chosen?
- how much explaining did the member have to do?
- were the attributes emotionally or cognitively described?
- did the attributes describe behaviour, personality or something else?
- was the member’s personification based on social learning or actual experience?

As a class: - exchange and view other student’s pictures and attributes for Tasmania:
- what commonalities, if any, exist in either pictures or attributes re. Tasmania?
- can these be used to compile a brand personality for Tasmania? Why/Why not?
- would such a personality be valid currency in marketing to prospective international, interstate and intrastate visitors? Why/why not?
- is “brand personality” a vehicle for communicating one’s perceptions - either by consumers or professionals analysing consumer perceptions?
- can marketers really create a credible “brand personality” for consumption by consumers?
- could it be argued that brand appeal is simply a case of consumer self-concept congruence and nothing to do with actual personality?

Preparation for the next tutorial: Bring all group project materials and notes to the next tutorial.
**Week 7—Attitudes & Attitude Change**

To contribute meaningfully to the discussion you should be able to answer the following:
- Review questions 3, 6, 7 & 11 Chapter 11, Quester *et al* (2011: 363);
- Does “shockvertising” (Parry *et al*, 2013) work as an affective change tactic in consumer attitude change?
- Is presenting positive product information (Dursun & Kabadayi, 2013) an effective technique in changing consumer attitudes?

**Before the tutorial:**

Bring all group project materials and notes.

**In-class discussion & debate:**

Discussion points & questions

- Is attitude change a requisite to consider for either of 3 visitor markets (international, interstate and intrastate)?
  - What components of attitudes are these (affective, behavioural and/or cognitive)?
  - Based on text readings, what strategies would be valid to use for each?

- Which celebrities, if any, could be employed to assist? (Think about what consumers in the 3 markets would respond to)
  - What factors need to be considered in choosing a celebrity?
  - Can the same celebrity be used for all 3 markets?

Concluding discussion points & questions:

Reviewing the consumer behaviour audit questions (Quester *et al*, 2011: 14-16)- which questions, if any, still remained unanswered in reference to tasks covered by all groups in the tutorial?

- what agreement can been reached across all groups re:
  - what products/themes are subsumed under “Brand Tasmania”?
  - what market segments are attached to these?
    - What is the approximate size of these segments?
  - what promotional message/media are pertinent to use?

**Preparation for the next tutorial:** Each “Brand Tasmania” project group is required to deliver a short, 10 minute presentation of their group’s progress in the “Brand Tasmania” project.

**MID-SEMESTER BREAK**
Week 8—Group & Opinion Leader Influences

To contribute meaningfully to the discussion you should be able to answer the following:

- Review questions 1 & 2 Chapter 14, Quester et al (2011: 486);
- Are market “mavens” (Cho et al, 2012) universal or a culture-specific phenomenon?

Before the tutorial:

In your project group construct a short, 10 minute presentation of your group’s progress in the “Brand Tasmania” project. This forms the second of two practice runs leading up to the major presentations in week 11 and 12 - students are encouraged to make use of these to test out different presentation approaches and media.

The presentations can take any form and use any media making sure they answer the following questions:

- where is your group up to in reference to tackling the task (address the steps spoken about in presentation 1) - have the tasks or member roles changed - if so, why?
- what intra- and inter-group challenges has your group faced?
- what information, if any, do you still need from other groups or other sources?
- when is your group likely to finish their task?
- what stress points exist at the moment? what can your group do with help on?

The timing of this presentation has been designed for each group to seek feedback and input in completing the task from your tutor and classmates. If your group is having problems with elements of the task this is the perfect opportunity to fix them!

In-class discussion & debate:

- To what extent does group influence determine consumer choices in travel destinations?
- In what instance(s) could social networking and market “mavens” be more effective than using celebrities to market travel destinations?

Preparation for the next tutorial: 1) Write a list of family holidays you have been party to - either as a child or an adult, including the destination and activities you engaged in - give each a score out of 10 for “enjoyment” with 1 being most enjoyable and 10 being least enjoyable. 2) Write a list of holidays you have taken which did not involve your family (i.e. that you took alone or with friends) - give each a score out of 10 for “enjoyment” with 1 being most enjoyable and 10 being least enjoyable.
Week 9—Family Influences

To contribute meaningfully to the discussion you should be able to answer the following:
- Review questions 3, 4, 5 & 6 Chapter 13, Quester et al (2011: 446)

Before the tutorial:

Write a list of family and non-family holidays you have been on, including the destination and activities you engaged in and rate each out of 10 on enjoyment.

In groups: - review individual experiences of family and non-family holidays separately, in particular:
  - who chose the destination(s) and why?
  - who influenced the decision over destination?
  - what factors were important in the choice of destination?
  - how important was price?
  - were these holidays mostly -
    o day trips or overnight trips;
    o to unfamiliar or familiar destinations;
    o about visiting relatives/friends or meeting new people;
    o regular events or spontaneous events;
    o a pursuit of existing hobbies/interests or seeing/learning new things;
    o involve experiences or acquiring something (shopping etc);
  - did your or your household’s life-stage contribute to destination choices?
  - what were the most and least enjoyable holidays you had and why?

As a class: - each group shares insights from the group exercise.
- consider and discuss...
  - to what extent, if any, are we socialised as children into patterns of consumption behaviour by our parents?
  - who are “relevant other” influences on our consumption behaviour as adults?
  - was marketing promotion influential in holiday choice?
  - what role did information search play?
  - to what extent did enjoyment ratings reflect satisfaction with the destination, “product”, price or met/unmet marketing expectations and/or brand propositions?
  - has the “Brand Tasmania” project addressed these issues?

Preparation for the next tutorial: No tutorial next week.
Week 10—Social Stratification & Social Class

For self-directed study purposes you should be able to answer the following:

- Review questions 1, 2, 8 & 9 Chapter 15, Quester *et al* (2011: 519)
- Are you a contender for membership in the new, social class “X” (Rossiter, 2012)?

NO TUTORIALS THIS WEEK
(PREPARATION FOR GROUP PRESENTATIONS)

Preparation for the next tutorial: No preparation required for non-presenters.

Week 11—Culture & Cross-cultural Influences

For self-directed study purposes you should be able to answer the following:

- Review questions 1 & 5 Chapter 16, Quester *et al* (2011: 552)

BRAND TASMANIA GROUP PRESENTATIONS
All students are expected to attend this tutorial
(extraordinary penalties apply).

Preparation for the next tutorial: No preparation required for non-presenters.

Week 12—Consumers & Society

For self-directed study purposes you should be able to answer the following:

- Review questions 1, 2 & 10 Chapter 18, Quester *et al* (2011: 620)
- Why does spirituality result in decreased consumption behaviour (Stillman, 2012)

BRAND TASMANIA GROUP PRESENTATIONS (CONT’D)
All students are expected to attend this tutorial
(extraordinary penalties apply).

Preparation for the next tutorial: Review/read three key case study references posted on MyLO. Bring textbooks, lecture slides notes and tutorial notes to class.
**Week 13—OBOW Test Preparation**

**Before the tutorial:** Review/read 3 key case study references. Bring textbooks, lecture slides notes and tutorial notes to class.

In groups:  
- review case study references, case study lecture content and text to distil case study flaws and issues.

As a class:  
- each group shares insights from the group exercise on flaws and issues.
- review case study critique structure and requirements.
<table>
<thead>
<tr>
<th>Week starting</th>
<th>Topics</th>
<th>Required Reading &amp; References</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 22 July</td>
<td>Consumer Decision Processes I (Generic Pre- &amp; Post-purchase Processes)</td>
<td>Required reading: Text Chapters 2, 3 &amp; 7</td>
<td></td>
</tr>
<tr>
<td>4 5 August</td>
<td>Consumer Decision Processes II (Purchase Behaviour &amp; Mediators)</td>
<td>Required reading: Text Chapters 4, 5 &amp; 6 Recommended reading: Racherla et al, 2012</td>
<td>Grp pres. 1</td>
</tr>
<tr>
<td>6 19 August</td>
<td>Motivation, Personality &amp; Emotion</td>
<td>Required reading: Text Chapter 10 Avis et al, 2012 Recommended reading: Oliveira &amp; Green, 2012</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Required reading</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>--------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 7    | 26 August  | Attitudes & Attitude Change                | Required reading: Text Chapter 11  
Dursun & Kabadayi, 2013  
Parry et al, 2013                                 |           |
| 8    | 9 September| External Influences on Consumer Behaviour  | Required reading: Text Chapter 14  
Cho et al, 2012  
Recommended reading: Yang, 2013                              | Grp pres. 2|
|      |            | Group & Opinion Leader Influence           |                                                                                   |           |
| 9    | 16 September| Family Influences                          | Required reading: Text Chapter 13  
Recommended reading: Gronhoj & Thogersen, 2012                                    | Essay due |
| 10   | 23 September| Social Stratification & Social Class Influence | Required reading: Text Chapter 15  
Rossiter, 2012                                                              |           |
|      |            | (NO TUTORIALS THIS WEEK)                    |                                                                                   |           |
| 11   | 30 September| Culture & Cross-Cultural Influences        | Required reading: Text Chapter 16  
Recommended reading: Samuel-Craig & Douglas, 2012  
Shergill et al, 2013                                               | Grp pres. 3|
| 12   | 7 October  | Consumers & Society                        | Required reading: Text Chapter 18  
Hawken et al, 1999  
Stillman et al, 2012  
Recommended reading: Peattie, 2012  
Peattie, 1995  
Wackernagel et al, 2002                                          | Grp pres. 3 (cont’d) |
| 13   | 14 October | Conclusion & OBow Test Review              | Review case study materials                                                      |           |

**OBow Test**  
**Posted 21/10/2013, 9am**  
**Due 25/10/2013, 9am**

**Examination Period**  
26 October – 12 November 2013