Contemporary approaches to business emphasize the importance of adopting a consumer focus. Marketing, in particular, begins and ends with the consumer – from determining consumer needs to providing consumer satisfaction. The primary goal of this course is to enhance your understanding of consumer behaviour. Of course the ultimate goal is for you to develop effective marketing techniques. By the end of the term, you should have learned quite a bit about consumer psychology as well as its relevance for marketing researchers and managers.

Understanding how consumers will behave helps marketers anticipate reactions to changes in the marketing mix, or to the adoption of new products. While you may feel like you already have good intuition about the psychology of consumers, it is clear that people do not always behave in the manner in which we expect them to. In fact, there are often differences between the beliefs consumers have about their own behaviour and what they actually do in the marketplace. For instance, when asked, a consumer might say that Tide is the best buy, but this same customer may actually purchase a different detergent. Indeed, consumer behaviour tends to be significantly more complicated than our intuition might suggest. Given the same purchase situation, different consumers can behave differently; moreover, the same consumer can make very different decisions on separate occasions. Only by systematically examining the attitudes, beliefs, motives, and decisions that comprise consumer behaviour can we hope to have an accurate understanding of our target consumers. This information can then be used to help guide the kinds of decisions that marketing managers must make on a daily basis.

This course begins by looking at the consumer on an individual level, through an examination of the intra-psychic components of consumer behaviour. This includes topics on consumer perceptions, memory, motivation, attitudes, and decision-making. Topics addressed later in the course will focus on the interdependent aspects of consumer behaviour by examining its social and cultural context, including the influence of group members on decision-making and
perception, differences between sub-cultures within North America, and the nature and importance of cultural differences in consumer behaviour. The final component of this course deals with understanding why some products are successfully adopted by consumers while others are failures and disappear from the marketplace. Discussions on the adoption and diffusion of innovations within a culture are followed by discussions of the diffusion of products/ideas across cultures. Implications are drawn from the perspective of standardization versus localization.

**REQUIRED READINGS**

Michael R. Solomon, Katherine White, and Darren Dahl. Consumer Behaviour: Buying, Having, and Being, 7/E, Pearson Canada, @2017

ISBN-10: 013435267X  

Additional materials (e.g., journal articles, magazine articles, mini-cases, assignments, and other write-ups) will be assigned from time to time. Students that are interested may request additional readings on particular topics.

PowerPoint lecture handouts (and other materials where possible) will be posted online.

**COURSE REQUIREMENTS AND GRADING CRITERIA**

**Grading System:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90 and above</td>
</tr>
<tr>
<td>A</td>
<td>80-89</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>70-76</td>
</tr>
<tr>
<td>C</td>
<td>67-69</td>
</tr>
<tr>
<td>C+</td>
<td>60-66</td>
</tr>
<tr>
<td>D</td>
<td>50-59</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 50</td>
</tr>
</tbody>
</table>

**Course Requirements:**

(1) Midterm examination: 35% of final grade  
(2) Final examination: 35%  
(3) Term project: 15%  
(4) Class participation & assignments: 15%

**TOTAL:** 100%
Mid-term and Final Exams:

Exams can include a combination of multiple choice and essay questions. These will be based on information from the text, lectures, and any additional class materials used (e.g., video-cases, readings). The midterm exam will be held in class (during class time). All materials covered until that point will be tested. The final examination will be non-cumulative in nature.

Students MUST show their University Identification and sign a class list next to their name for both their exams.

Term Project:

The term project is a group assignment and should be completed within groups of 4-5 students. *The topic(s), expectations, outcomes, and evaluative components will be announced during later classes.*

Groups will be formed and announced in class on January 18th. Students may indicate group preferences latest by January 11th and I will try to accommodate these preferences to the extent possible. I would be happy to make the group assignments on your behalf if you have no preferences, or do not know others in the class.

In-class meetings (approx. 5 minutes) between the various groups and the instructor will take place on February 15th. This will be followed by in-class presentations held on March 8th. Softcopies as well as hardcopies of the final report are due by 10 a.m. on April 11th.

Please be aware that this is a group-based exercise and I expect everyone to be valued members of their groups. As in the workplace, it is essential to learn how to function effectively within teams and contribute to group goals. *Peer evaluations* will therefore be one of the components for assessing individual scores. These peer evaluations will occur anonymously at term-end after the project has been submitted. Please schedule an appointment with me if you need help in researching and/or developing this project. All projects must be initiated, and completed, exclusively for this course.

Class Participation and Short Assignments:

We all bring experience and knowledge into the classroom, and I expect all class participants to share this and benefit by it. For effective class participation, you need to have read the assigned materials before the class session. Assigned materials include readings/cases that are handed out in class, and the text chapters specified in the syllabus outline. Effective class participation includes: 1) asking questions about concepts from lectures or readings that you agree or disagree with; 2) sharing your experience or point of view with the class; 3) building on points raised by others; 4) clarifying issues; or 5) relating topics discussed to previous class discussions. Direct student-to-student interaction is encouraged. Such interactions should be positive and courteous even when your opinions differ. Class attendance is important. Regular and punctual attendance is a necessary but not a sufficient criterion for high class-participation grades.
You should also submit a passport size photo and your full name on the index card handed out to you. Please include a short statement that describes any marketing experience you have had and what your future plans and goals in marketing are. I will use these cards to keep track of your class participation grades and to get to know you.

Since I will be unable to record class participation information without the card, it is essential that you get the filled index card back to me by January 18th.

Some short assignments may be given in order to enhance understanding of classroom discussions.

**Feedback on coursework:**

Results of the midterm exam will be provided approximately 1-1.5 weeks after the exam is written. Written feedback (comments) related to the term project will be provided approximately 1-1.5 weeks after in-class presentations. This feedback should be incorporated in the final write up for the term project. In addition to this feedback, informal feedback related to class participation and advice related to course performance can be requested before the Voluntary Withdrawal (VW) date (March 16th) and through the term.

**IMPORTANT:** the U of M will only use your university email account for official communications, including messages from your instructors, department or faculty, academic advisors, and other administrative offices. If you have not already been doing so, please send all emails from your UofM email account. Remember to include your full name, student number and faculty in all correspondence.

For more information visit: [http://umanitoba.ca/registrar/e-mail_policy](http://umanitoba.ca/registrar/e-mail_policy)
# TENTATIVE CLASS SCHEDULE

*The schedule may be modified if needed. Changes will be indicated ahead of time.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 4</td>
<td>Course overview</td>
<td>Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Introduction to consumer behavior</td>
<td></td>
</tr>
<tr>
<td>Jan 11</td>
<td>Motivations</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Jan 18</td>
<td>The self</td>
<td>Chapter 5</td>
</tr>
<tr>
<td></td>
<td><em>Term project group formation</em></td>
<td></td>
</tr>
<tr>
<td>Jan 25</td>
<td>Perceptions</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Feb 1</td>
<td>Attitude formation</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Feb 8</td>
<td>Attitude change</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Feb 15</td>
<td>Attitude change (contd)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Term project in-class meetings</em></td>
<td></td>
</tr>
<tr>
<td>Feb 22</td>
<td>No class – Winter term break</td>
<td>No class</td>
</tr>
<tr>
<td>Mar 1</td>
<td><strong>Midterm exam</strong> – in class, during class time</td>
<td>All materials covered in class</td>
</tr>
<tr>
<td>Mar 8</td>
<td><strong>Term project presentations</strong></td>
<td></td>
</tr>
<tr>
<td>Mar 15</td>
<td>Learning and memory</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Mar 22</td>
<td>Personality and lifestyles</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Mar 29</td>
<td>Individual decision making</td>
<td>Chapter 9</td>
</tr>
<tr>
<td></td>
<td>Buying and disposing</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>Apr 5</td>
<td>Group influence and social media</td>
<td>Chapter 11</td>
</tr>
<tr>
<td></td>
<td>Creation and diffusion of innovations</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>Apr 11</td>
<td><strong>Term projects due by 10 am</strong></td>
<td>Soft &amp; hardcopies</td>
</tr>
<tr>
<td>TBD</td>
<td><strong>Final exam</strong></td>
<td>Non-cumulative</td>
</tr>
</tbody>
</table>
AACSB ASSURANCE OF LEARNING GOALS AND OBJECTIVES

The Asper School of Business is proudly accredited by AACSB. Accreditation requires a process of continuous improvement of the School and our students. Part of “student improvement” is ensuring that students graduate with the knowledge and skills they need to succeed in their careers. To do so, the Asper School has set the learning goals and objectives listed below for the Undergraduate Program. The checked goals and objectives will be addressed in this course and done so by means of the items listed next to the checkmark.

<table>
<thead>
<tr>
<th>Goals &amp; Objectives in the Undergraduate Program</th>
<th>Goals &amp; Objectives Addressed in this Course</th>
<th>Course Item(s) Relevant to these Goals &amp; Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quantitative Reasoning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Determine which quantitative analysis technique is appropriate for solving a specific problem.</td>
<td>✓</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>B. Use the appropriate quantitative method in a technically correct way to solve a business problem</td>
<td>✓</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>C. Analyze quantitative output and arrive at a conclusion.</td>
<td>✓</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>2. Written Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Use correct English grammar and mechanics in their written work.</td>
<td>✓</td>
<td>Written term project, exams</td>
</tr>
<tr>
<td>B. Communicate in a coherent and logical manner</td>
<td>✓</td>
<td>Written term project, exams</td>
</tr>
<tr>
<td>C. Present ideas in a clear and organized fashion.</td>
<td>✓</td>
<td>Written term project, exams</td>
</tr>
<tr>
<td>3. Ethical Thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Identify ethical issues in a problem or case situation</td>
<td>✓</td>
<td>Chapter 1, and through course</td>
</tr>
<tr>
<td>B. Identify the stakeholders in the situation.</td>
<td>✓</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>C. Analyze the consequences of alternatives from an ethical standpoint.</td>
<td>✓</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>D. Discuss the ethical implications of the decision.</td>
<td>✓</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>4. Core Business Knowledge</td>
<td>✓</td>
<td>Entire course</td>
</tr>
</tbody>
</table>

- 6 -
UNDERGRADUATE BONUS CREDIT RESEARCH PARTICIPATION PROGRAM

Students in Consumer Behaviour (MKT 3230) can participate in up to four online research studies this term to earn bonus credit. Each study takes approximately 15 minutes to complete, and provides a 0.5% bonus to your course grade. There is a maximum bonus of 2% per course.

Please note that each study can only be completed once for extra credit: completing the same study more than once will not provide additional course credit.

Benefits of the Program:

This program is designed to give students a glimpse into how marketing theory is developed through participation in marketing research studies conducted by faculty here at the Asper School of Business.

Participation in academic research studies also enhances the value of the degrees from Asper. University reputations are affected by the quality of research conducted by their faculty: participating in these studies helps Asper professors publish in scholarly journals, consequently improving the school’s reputation.

Procedure:

You will be notified via email prior to each study so that you may participate online. At the end of each study, you can choose a course to which you assign the bonus credit. Please take a screen shot of the page where you assign the bonus credit, for your records.

At the end of each study session, you will be debriefed, i.e., you will be informed as to what was being studied in each study. This debriefing will allow you to see how marketing theory is developed through academic research.

All studies that you participate in are approved by the Psychology/Sociology Research Ethics Board, University of Manitoba. If you have any questions, please feel free to contact the subject pool administrator at mktg_research@umanitoba.ca.

Alternative Assignment:

Should you wish to earn bonus credit, but not wish to participate in research, the following option is offered as an alternative assignment for bonus credit. This alternative assignment is designed to take approximately 15 minutes of time, the same time that would be spent if you were participating in the research program.

Students are to find one short research report in the Journal of Consumer Psychology or Psychological Science and will be required to read the article and submit a one page summary of the main findings to mktg_research@umanitoba.ca by the end of the particular study period a student chooses not to participate in (i.e. if the study period is from Oct 1 – 15, this is the period in which the alternative assignment has to be done and submitted). Credit will be given to the student as if they participated in the research study.

Any questions about the assignment or suggestions for articles should be directed to mktg_research@umanitoba.ca.
ACADEMIC INTEGRITY

It is critical to the reputation of the I.H. Asper School of Business and of our degrees that everyone associated with our faculty behave with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. Page 26 of the University of Manitoba General Calendar addresses the issue of academic dishonesty under the heading "Plagiarism and Cheating". Specifically, acts of academic dishonesty include, but are not limited to:

- Using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- Duplicating a table, graph or diagram, in whole or in part, without referencing the source
- Paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- Copying the answers of another student in any test, examination, or take-home assignment
- Providing answers to another student in any test, examination, or take-home assignment
- Taking any unauthorized materials into an examination or term test (crib notes)
- Impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- Stealing or mutilating library materials
- Accessing tests prior to the time and date of the sitting
- Changing name or answer(s) on a test after that test has been graded and returned
- Submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved.

Group Projects and Group Work

Many courses in the I.H. Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, all group members should exercise special care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur, group members are jointly accountable unless the violation can be attributed to a specific individual(s).

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the I.H. Asper School of Business all suspected cases of academic dishonesty are passed to the Dean's office in order to ensure consistency of treatment.
LIST OF ACADEMIC AND RELATED SUPPORTS AVAILABLE

Writing and Learning Support
The Academic Learning Centre (ALC) offers services that may be helpful to you throughout your academic program. Through the ALC, you can meet with a learning specialist to discuss concerns such as time management, learning strategies, and test-taking strategies. The ALC also offers peer supported study groups called Supplemental Instruction (SI) for certain courses that students have typically found difficult. In these study groups, students have opportunities to ask questions, compare notes, discuss content, solve practice problems, and develop new study strategies in a group-learning format. You can also meet one-to-one with a writing tutor who can give you feedback at any stage of the writing process, whether you are just beginning to work on a written assignment or already have a draft. If you are interested in meeting with a writing tutor, reserve your appointment two to three days in advance of the time you would like to meet. Also, plan to meet with a writing tutor a few days before your paper is due so that you have time to work with the tutor’s feedback. These Academic Learning Centre services are free for U of M students. For more information, please visit the Academic Learning Centre website at: http://umanitoba.ca/student/academiclearning/

You can also contact the Academic Learning Centre by calling 204-480-1481 or by visiting 201 Tier Building.

University of Manitoba Libraries (UML)
As the primary contact for all research needs, your liaison librarian can play a vital role when completing academic papers and assignments. Liaisons can answer questions about managing citations, or locating appropriate resources, and will address any other concerns you may have, regarding the research process. Liaisons can be contacted by email or phone, and are also available to meet with you in-person. A complete list of liaison librarians can be found by subject: http://bit.ly/WcEbA1 or name: http://bit.ly/1tJ0bB4. In addition, general library assistance is provided in person at 19 University Libraries, located on both the Fort Garry and Bannatyne campuses, as well as in many Winnipeg hospitals. For a listing of all libraries, please consult the following: http://bit.ly/1sXe6RA. When working remotely, students can also receive help online, via the Ask-a-Librarian chat found on the Libraries’ homepage: www.umanitoba.ca/libraries.

Mental Health Support

For 24/7 mental health support, contact the Mobile Crisis Service at 204-940-1781.

Student Counselling Centre
Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as individual, couple, and group counselling. Student Counselling Centre: http://umanitoba.ca/student/counselling/index.html
474 University Centre or S207 Medical Services
(204) 474-8592

Student Support Case Management
Contact the Student Support Case Management team if you are concerned about yourself or another student and don’t know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team.

(Student Support Intake Assistant) [http://umanitoba.ca/student/case-manager/index.html](http://umanitoba.ca/student/case-manager/index.html)

520 University Centre
(204) 474-7423

**University Health Service**
Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation.

(University Health Service) [http://umanitoba.ca/student/health/](http://umanitoba.ca/student/health/)

104 University Centre, Fort Garry Campus
(204) 474-8411 (Business hours or after hours/urgent calls)

**Health and Wellness**
Contact our Health and Wellness Educator if you are interested in information on a broad range of health topics, including physical and mental health concerns, alcohol and substance use harms, and sexual assault.

(Health and Wellness Educator) [http://umanitoba.ca/student/health-wellness/welcome.html](http://umanitoba.ca/student/health-wellness/welcome.html)
Katie.Kutryk@umanitoba.ca
469 University Centre
(204) 295-9032

**Live Well @ UofM**
For comprehensive information about the full range of health and wellness resources available on campus, visit the Live Well @ UofM site:

**A notice with respect to copyright:**
All students are required to respect copyright as per Canada’s *Copyright Act*. Staff and students play a key role in the University’s copyright compliance as we balance user rights for educational purposes with the rights of content creators from around the world. The Copyright Office provides copyright resources and support for all members of the University of Manitoba community. Visit [http://umanitoba.ca/copyright](http://umanitoba.ca/copyright) for more information.

**University and Unit policies, procedures, and supplemental information available on-line:**

**Your rights and responsibilities**
As a student of the University of Manitoba you have rights and responsibilities. It is important for you to know what you can expect from the University as a student and to understand what the University expects from you. Become familiar with the policies and procedures of the University and the regulations that are specific to your faculty, college or school.
The Academic Calendar [http://umanitoba.ca/student/records/academiccalendar.html](http://umanitoba.ca/student/records/academiccalendar.html) is one important source of information. View the sections University Policies and Procedures and General Academic Regulations.

While all of the information contained in these two sections is important, the following information is highlighted.

- If you have questions about your grades, talk to your instructor. There is a process for term work and final grade appeals. Note that you have the right to access your final examination scripts. See the Registrar’s Office website for more information including appeal deadline dates and the appeal form [http://umanitoba.ca/registrar/](http://umanitoba.ca/registrar/)

- You are expected to view the General Academic Regulation section within the Academic Calendar and specifically read the Academic Integrity regulation. Consult the course syllabus or ask your instructor for additional information about demonstrating academic integrity in your academic work. Visit the Academic Integrity Site for tools and support [http://umanitoba.ca/academicintegrity/](http://umanitoba.ca/academicintegrity/) View the Student Academic Misconduct procedure for more information.

- The University is committed to a respectful work and learning environment. You have the right to be treated with respect and you are expected conduct yourself in an appropriate respectful manner. Policies governing behavior include the:

  **Respectful Work and Learning Environment**

  **Student Discipline**
  [http://umanitoba.ca/admin/governance/governing_documents/students/student_discipline.html](http://umanitoba.ca/admin/governance/governing_documents/students/student_discipline.html) and,

  **Violent or Threatening Behaviour**

- If you experience Sexual Assault or know a member of the University community who has, it is important to know there is a policy that provides information about the supports available to those who disclose and outlines a process for reporting. The Sexual Assault policy may be found at: [http://umanitoba.ca/admin/governance/governing_documents/community/230.html](http://umanitoba.ca/admin/governance/governing_documents/community/230.html)
  More information and resources can be found by reviewing the Sexual Assault site [http://umanitoba.ca/student/sexual-assault/](http://umanitoba.ca/student/sexual-assault/)

- For information about rights and responsibilities regarding Intellectual Property view the policy [http://umanitoba.ca/admin/governance/media/Intellectual_Property_Policy_-_2013_10_01.pdf](http://umanitoba.ca/admin/governance/media/Intellectual_Property_Policy_-_2013_10_01.pdf)

For information on regulations that are specific to your academic program, read the section in the Academic Calendar and on the respective faculty/college/school web site [http://umanitoba.ca/faculties/](http://umanitoba.ca/faculties/)
Contact an **Academic Advisor** within our faculty/college or school for questions about your academic program and regulations [http://umanitoba.ca/academic-advisors/](http://umanitoba.ca/academic-advisors/)

**Student Advocacy**  
Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns. [http://umanitoba.ca/student/advocacy/](http://umanitoba.ca/student/advocacy/)  
520 University Centre  
204 474 7423  
student_advocacy@umanitoba.ca

**Student Accessibility Services**

If you are a student with a disability, please contact SAS for academic accommodation supports and services such as note-taking, interpreting, assistive technology and exam accommodations. Students who have, or think they may have, a disability (e.g. mental illness, learning, medical, hearing, injury-related, visual) are invited to contact SAS to arrange a confidential consultation.  

*Student Accessibility Services* [http://umanitoba.ca/student/saa/accessibility/](http://umanitoba.ca/student/saa/accessibility/)  
520 University Centre  
204 474 7423  
Student_accessibility@umanitoba.ca