

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



VICTORIA
UNIVERSITY OF WELLINGTON

School of Marketing & International Business

MARK 202

Buyer Behaviour

Course Outline

Trimester 2, 2005

MARK 202

Course Outline, Trisemester 2, 2005

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Important Things to Know

- **Time & Place:**

Tues 10.30 – 11.20am RH LT1
Thurs 10.30 – 12.20pm RH LT1
plus 1 hour tutorial per week to be scheduled

- **Assignments are due**

Assignment #1: 10.30am Thursday, 11 August 2005
Assignment #2: 10.30am Thursday 29 September 2005

- **Kate's e-mail (Lecturer):**

kate.daellenbach@vuw.ac.nz

- **Donna's e-mail (Teaching Assistant):**

donna.sherlock@xtra.co.nz

- **To pass this course you must:**

- Achieve 50% of total marks;
- Attend at least seven of the nine tutorials,
- Submit both assignments, and
- Score over 40% in the registry exam.

- **Please check Blackboard site regularly!**

MARK 202 Course Objectives

By the end of this course, students should have a good working knowledge of the basics of buyer behaviour in both consumer and organisational settings. Students should be able to analyse buyer behaviour situations and apply their knowledge to situations in their own and others' purchasing decisions. Students will also develop an understanding of the use and application of research strategies and tools that contribute to the development of buyer behaviour knowledge.

Specific objectives

On completion of MARK 202, course participants should be able to:

- Understand what consumer behaviour is and how this knowledge may be applied to formulate and improve the success of marketing strategies.
- Explain segmentation criteria and understand how it is used to define target markets.
- Understand and explain the stages of the buyer decision process and apply this understanding to specific marketing decisions.
- Understand and explain internal influences such as perception, learning, attitudes, memory, motivation and personality on the consumer and their impact on purchasing and consumption behaviour.
- Understand and explain external influences such as lifestyle, households, social class, group influences and culture on the consumer and their impact on purchasing and consumption behaviour.
- Determine the important factors influencing organisational behaviour and apply these to marketing decisions.
- Identify the methodologies and tools used by researchers and marketing practitioners to understand consumer behaviour and be able to apply these to consumer research problems.
- Analyse marketing /business situations and apply buyer behaviour concepts in order to make specific recommendations for action.
- Understand the importance and role of other issues in marketing, including ethics, consumerism and consumer negative behaviour.

Staff

The Course Convenor and Lecturer for MARK 202 is Kate Daellenbach. Other lecturers may also be contributing to the course. To discuss your progress and/or address problems, please contact either the lecturer, or your tutor. **Please note office hours!** If you wish to meet outside of scheduled office hours, please make an appointment via e-mail. In addition, a teaching assistant, Donna Sherlock, will be available for student enquiries with office hours noted below.

Kate Daellenbach
Course Convenor & Lecturer
RH1115; Telephone: 463-6255
Email: kate.daellenbach@vuw.ac.nz
Office Hrs: Mondays 9.30 – 10.30am
(or by appointment)

Donna Sherlock
Teaching Assistant / Lead Tutor
RH125 (only during office hours)
Email: donna.sherlock@xtra.co.nz
Office Hours: Tuesdays 2.30-3.30pm

Note: Kate will be out of the country throughout August. In her absence please contact Donna or your tutor for queries.

Contact details for all tutors will be available on blackboard.

Course information and lecture notes

Course information and lecture notes will be posted on the Blackboard website – <http://blackboard.vuw.ac.nz>. This site will contain regular announcements, assignment information, external links, lecture notes and other resources. Lecture notes available will provide a **framework only** of the main points presented in the lectures. Additional Information and/or announcements which may need to be made from time to time will be posted on the 202 blackboard site, and made in class when possible.

Tutorials

Nine weekly one-hour tutorials commence week 3. The session times and places will be announced in class and sign-up sheets made available at that time. *Please note that 10% of your grade is based on tutorial participation. Also, attendance at 7 out of 9 tutorials is required in order to meet the mandatory terms requirements for this paper.*

Case scenarios are used to give you practice at applying concepts generally covered in the previous week's lectures. To improve your learning, students should read the cases and consider answers to the questions before attending the tutorial. It is not expected that discussion will be limited to the given questions only. Be prepared to discuss the relevance of the case to previous lectures and readings. Details of the specific cases are included in the schedule in pages 7 and 8.

Class Representative

A class representative will be elected in the first week to act as a liaison person for the group.

Guest Speakers

Guest speakers will contribute to the course. Sessions for which guest speakers are anticipated will be notified as the course progresses.

Workload /Lecturer Expectations

In addition to classroom hours (lectures and tutorials) you should expect to spend about 10-12 hours per week in reading, tutorial preparation, assignments and thinking about the course material. To get the most out of the course, plan to come prepared for all course lectures and tutorials. This will enable you to achieve the objectives for the course on an individual level and also help promote an effective learning environment for the course group as a whole. While lecture notes will be available on the course website, please do not use this as a substitute for coming to lectures.

If you are unable to attend a lecture, please make arrangements with another student to review notes, and pick up any materials on your behalf.

Textbook and Reading

The prescribed text for the course is:

Title: Consumer Behaviour: Implications for Marketing Strategy (4th edition) (2004)
Authors: Cathy Neal, Pascale Quester, and Del Hawkins
Publishers: McGraw-Hill Australia Pty Limited

The course text may be purchased from the Victoria Book Centre. The course text offers a student website resource. The URL for this is: <http://www.mhhe.com/au/neal4e>. Sign-on details are included with your textbook.

Additional readings and videos are often utilized to supplement the above text. In this instance, readings will be handed out in the class in which they are used.

Writing Guidelines to be used for assignments will be handed out in the first tutorial session. These are also available on the blackboard site. Please familiarize yourself with these.

MARK 202 Assessment / Assignments

Please also read the mandatory course requirements.

The final grade will be determined 60% on internal assessment and 40% on the final examination. The four items of assessment are listed below, with their weightings and due dates.

An assignment not submitted by the due date will lose marks at the rate of 10% per day unless written permission for an extension has been obtained in advance from the Course Convener. Assignments are to be handed in during the lecture on the day they are due or posted in the appropriate box on the Mezzanine floor, Rutherford House, by the due date/time. The box will be cleared at that time.

Assessment in MARK 202 is as follows:

- 1 Assignment 1: worth 20%**
Due: 10.30am Thursday, 11 August 2005
Instructions for this assignment are included in the course outline (see page 11-13).
- 2 Assignment 2: worth 30%**
Due: 10.30am Thursday 29 September 2005
Instructions for this assignment are included in the course outline (see page 14-21).
- 3 Tutorial participation 10%**
The student's contribution and participation to tutorials will be evaluated and recorded at the end of each tutorial by tutors. An overall tutorial mark will be awarded at the completion of the semester. The evaluation will be based on attendance, quality of contribution to discussion, and demonstrated ability to link the case to consumer behaviour concepts.
- 4. Final examination 40%**
Date: tba (The final exam/study period runs Oct 10 – Nov 6)
This exam will be closed book and three hours in duration.

Assignments will be handed back in class or tutorial time. If you miss this opportunity, please check the blackboard site for further instructions.

Assignments handed in late must be date stamped and signed-in by the 11th floor reception. Do NOT slide them under doors or put them into the box after the due date.

Mandatory Course Requirements – This is important!!

In order to meet the mandatory course requirements in MARK 202, you must:

- Achieve 50% of total marks,.
- Attend at least seven of the nine tutorials,
- Submit both assignments, as outlined in the assessment section and
- Score over 40% in the registry exam.

Lecture schedule: MARK 202

Lec	Date	Topic	Tutorial	Text Readings*
01	July 5	Course Introduction		
02	July 7	Consumer Behaviour Introduced Plus segmentation & the communication model		Chapter 1: p.1-30 App A: p. 635-642
03	July 12	Consumer Decision-Making: Situational Influences		Chap 2: p. 32-59
04	July 14	Consumer Decision-Making: Problem Recognition		Chap 3: p. 60-81
05	July 19	Consumer Decision-Making: Information Search	Tutorial 1: <i>Watch every drop campaign</i> Page 82-83	Chap 4: p. 86-119
06	July 21	Consumer Decision-Making: Evaluating and Selecting Alternatives		Chap 5: p.120-145
07	July 26	Consumer Decision-Making: Outlet Selection and Purchase	Tutorial 2: Case 1.3: <i>A cog in the machine for decision-making</i> Page 218-220	Chap 6: p. 146-180
08	July 28	Consumer Decision-Making: Post-purchase processes, satisfaction and loyalty		Chap 7: p. 182-211
09	Aug 2	Internal Influences: Perception	Tutorial 3: Case 1.1 <i>The Sportsgirl shopping experience</i> Page 212-214	Chap 8: p. 224-261
10	Aug 4	Internal Influences: Learning and Memory		Chap 9: p. 262-294
11	Aug 9	Internal Influences: Learning and Memory	Tutorial 4: Discuss Assignment 2 Case 2.2 <i>Starburst – gets your juices going</i> Page 367-369	Chap 9 continued
<p>NOTE: Assignment 1 due Thursday August 11th in class or by <u>10.30am</u> to the MARK 202 box on the Mezzanine floor, Rutherford House.</p>				
12	Aug 11	Internal Influences: Motivation, Personality and Emotion		Chap 10: p. 296-329

Lec	Date	Topic	Tutorial	Text Readings*
August 15 – 26: Mid-semester Break				
13	Aug 30	Internal Influences: Attitudes	Tutorial 5: Case 2.3 <i>Promoting Coonawarra</i> Page 370-372	Chap 11: p. 330-364
14	Sep 1	Internal Influences: Attitudes & Multi-attribute models		Chap 11 continued
15	Sep 6	External Influences: Demographics and Lifestyle	Tutorial 6: Case 2.4 <i>Shark Shield by Sea Change Technology Pty Ltd.</i>	Chap 12: p. 376-417
16	Sep 8	External Influences: Households		Chap 13: p. 418-447
17	Sep 13	External Influences: Group Influences and Opinion Leadership	Tutorial 7: Case 3.1 <i>Couldn't you go a Villi's?</i> Page 554-558	Chap 14: p. 448-487
18	Sep 15	External Influences: Group Influences and Opinion Leadership		Chap 14 Continued
19	Sep 20	External Influences: Social Class	Tutorial 8: Case 3.3 <i>Lured by not caught? How AI set the bait.</i> Page 562-564	Chap 15: p. 487-518
20	Sep 22	External Influences: Culture and Cross-cultural influences		Chap 16: p. 520-553
21	Sep 27	Organisational Buying	Tutorial 9: <i>Rugby World Cup Sponsorship</i> Page 569 – 597	Chap 17: p. 568-553
NOTE: Assignment #2 due Thursday, September 29th in class or by <u>10.30am</u> to the MARK 202 box on the Mezzanine floor, Rutherford House.				
22	Sep 29	Consumers and Society		Chap 18: p. 600-627 App B: p. 643-647
23	Oct 4	Decision-Making revisited or catch-up		Chap 2 – 7
24	Oct 6	Course wrap-up and review		

*Please ensure you read the short cases at the end of the Chapter indicated.

Note: There may be a need to revise some of these dates, depending on availability of guest speakers. Changes will be notified in class and/or on the blackboard site.

General University policies and statutes

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

Student Conduct and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at:

www.vuw.ac.nz/policy/StudentConduct.

The policy on Staff Conduct can be found on the VUW website at:

www.vuw.ac.nz/policy/StaffConduct.

Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website:

www.vuw.ac.nz/policy/AcademicGrievances.

Plagiarism

Victoria University defines plagiarism as the copying of ideas, organisation, wording or anything else from another source without appropriate reference or acknowledgement so that it appears to be one's own work. This includes published and unpublished work, the Internet and the work of other students and staff. Plagiarism is an example of misconduct in the Statute of Student Conduct. Students who have plagiarised are subject to a range of penalties under the Statute.

See the website: www.vuw.ac.nz/policy/StudentConduct.

Students with Disabilities

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, or phoning 463-6070, email: disability@vuw.ac.nz. The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

Student Support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, the following staff members will either help you directly or quickly put you in contact with someone who can.

Staff FacultyRoom number

Sue Dover Student Support Coordinator, FHSS 2 Wai-te-ata Road

Kirstin Harvey Law Old Gvt Building room 103

Liz Richardson Science and Architecture and Design Cotton Building room 150

The Student Services Group is also available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/ or email student-services@vuw.ac.nz.

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, phone 463 6983 or 463 6984, email education@vuwsa.org.nz.

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student Administration Office

The Student Administration Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications.

Easterfield (EA) - FCA/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce & Administration and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA005) and offices 125a to 131 (Level 1). The office, will be open from 9:00 am to 5:00 pm during Trimester 2, offers the following:

- ·Duty tutors for student contact and advice.
- ·Information concerning administrative and academic matters.
- ·FCA Student Administration forms (e.g. application for academic transcripts, requests for degree audit, COP requests).
- ·Examinations-related information during the examination period.

Please note:

There will be a Student Administration Adviser, from the RWW office, based in EA005 from Monday 27 June to Friday 1 July (9:00 am to 5:00 pm) and from Monday 4 July to Friday 22 July (11:00 am to 1:00 pm).

MARK 202: Assignment 1

Worth: 20% of the final grade

Due: 10.30am Thursday, 11 August, 2005 in-class, or to the appropriate box, Mezzanine Level, Rutherford House (by 10.30 am). Late assignments will lose marks at the rate of 10% per day unless written permission for an extension has been obtained in advance from the Course Convener.

Purpose: The purpose of this assignment is for you to apply what you have learned during lectures 01 – 08 of MARK 202.

Format: The assignment should be no longer than 2000 words, excluding appendices, and should conform to the requirements noted in the “School of Marketing and International Business Guidelines for Written Material” (see blackboard site)

Details:

Please read all of this assignment before starting. Once you are finished your report, do a final check to ensure you have covered everything.

This assignment requires you to look in-depth at a person’s extended decision-making process, based on the theory we have learned to date. With this knowledge you are then asked to answer the question: “What does this mean to a marketing strategy for this product?”

It is recommended that you approach this assignment in the following manner:

1. **Select a person** you know, who has recently made a high-involvement / extended decision-making purchase (note, you need to justify this in your report). This person (consumer) should be someone who ...
 - 1) you are familiar with, who you could consult later for assignment #2;
 - 2) is not in MARK 202;
 - 3) you would characterize as representing a reasonable target segment for this product.

Note: In order to maintain the confidentiality of those you interview, please do not provide any information in your report that will allow them to be uniquely identified (eg by providing actual names). Ensure your interviewee agrees to the interview and do not pressure them for any information they do not want to provide, or embarrass them in any way. Remember to assure them that the information they provide is confidential to yourself and the markers of your assignment.

2. **Interview this consumer**, concerning their decision-making process, and specifically seeking to explore the following areas:
 - 1) **Situational Factors:** What is the role, if any, played by situational factors?
 - 2) **Problem Recognition:** Discuss the importance of the problem to the consumer. What caused the problem (changes in desired / actual states)?
 - 3) **Information Search:** What sources of information did the consumer seek? What sources did they use?
 - 4) **Evaluation and Selection of Alternatives:** Which evaluative criteria were used? How important were each criteria? Which decision rule(s) was(were) used and how? (details!)

- 5) **Outlet Selection and Purchase:** At what point did the outlet selection enter the decision-making process? Describe the consumer's shopping orientation and perceived risk, and the role these elements played in the process. Was the consumer influenced in any way once inside the store, and if so how?
 - 6) **Post-purchase Evaluation:** Was the consumer satisfied or dissatisfied with their purchase, why or why not? What further action was taken if any?
3. **Analyse the answers** you receive, in light of your knowledge acquired in this course. You may want to apply models the text has used in order to address the questions noted. ***It is anticipated that parts of your analysis will be contained in the appendices of your report, with important points and necessary figures/tables in the main discussion.***
 4. **Develop your discussion** to:
 - 1) explain and examine the findings, and
 - 2) note the implications this has for a marketing strategy for this product.

Format Requirements for Submission:

This body of the assignment should be no longer than 2000 words, excluding the title, table of contents, executive summary and appendices. It should conform to the requirements below, and those noted in the "School of Marketing and International Business Guidelines for Written Material."

The assignment should take on a short report format as follows:

1. Title Page
2. Table of Contents
3. Executive Summary / Abstract
 - a. The executive summary is meant to represent the entirety of the report. It should be no more than one page, introducing the product, consumer and process and then providing main recommendations.
4. Body of Report
 - a. Introduce product and consumer segment
 - b. Review each element of the decision-making process, discussing your findings and recommendations.
 - c. Brief Conclusion
5. References
6. Appendices (including but not limited to the following):
 - a. Brief profile of interviewee
 - b. Interview transcript and and extra analysis conducted for **each** element of the decision-making process
 - c. Other items as necessary.

Details of Assessment:

The breakdown of marks will be based on the following:

Background

Explanation of Product, Market Segment, and justification for why this is a high-involvement decision process / 10

Analysis

Analysis of the decision-making process / 60

- Elements are accurately explained
- Interview questions well formulated
- Findings are thoroughly interpreted

Recommendations

Recommendations are insightful and consistent with findings / 20

Presentation of the Report

The report is presented in a clear, professional manner. Guidelines identified in the “School of Marketing and International Business Guidelines for Written Material” have been followed. Note: Marks will be taken away for deviations from the guidelines, grammar/spelling errors, “sloppiness” and exceeding the word limit. / 10

Total: / 100

MARK 202: Assignment 2

Consumer Behaviour Assessment: Group Project

Worth: 30% of your final grade

Due: 10.30am Thursday 29 September, 2005, in-class, or to the appropriate box, Mezzanine Level, Rutherford House. Your grade will be reduced by 10% for each day late.

Purpose: The purpose of this assignment is to apply what you have learned in MARK 202 to date, with emphasis on the concepts covered in lectures 09 - 20.

Group Work: This assignment must be conducted within a group of 3 – 5 members. To facilitate opportunities for group meetings, we recommend groups be formed from within your tutorial session. If you are not in a group by tutorial #5, we will assign you to a group.

As part of this assignment, the group must complete an evaluation of each participant's contribution. There are two forms to complete which are attached to this assignment. The lecturer may use this information to moderate individual grades as necessary. To assist you in your group work, please read the "hints" attached.

Overview:

Based on a product or service and market segment, this assignment requires you to explore specific consumer behaviour concepts, and to apply these to the marketing strategy. Through interviews you will gain insight into four prospective consumers. This knowledge, and that you have acquired through the course, will be applied. ***"Your mission" is to develop recommendations to improve the marketing of the product, based on your insights into consumer behaviour.***

Please read the following thoroughly – both the **Recommended Process** (how you do it) and the **Required Format** (what you turn in).

Recommended Process:

1. Select a Product (Good or Service) and Market Segment

Select and describe a product and brand in the marketplace. The product should be one which at least one of your group used for Assignment #1. The product may be a consumer good or service, but must be:

- one which would typically require a high-involvement/extended decision-making purchase;
- one with which you are familiar;
- one for which you know people who purchase/consume the product/service.

Identify and describe the market segment which you feel would be a valuable target market for this product. Students should refer to a segmentation model discussed in the text or in class. Note that your interviewees should be within this segment.

2. Review Consumer Behaviour Concepts

Note: you will make use of the data gathered in assignment #1 to inform your process in assignment #2.

Your analysis will focus on a number of specific Consumer Behaviour concepts: three are required, and two may be your choice. *The concepts you choose should have considerable influence on consumer behaviour associated with your product/service.*

Required:

- **Consumer decision-making:** Explore situational influences, information search and evaluation of alternatives. You will need to use some data from assignment #1 for this analysis, and should attach the relevant information in the appendices
- **Attitudes:** Explore the attitudes towards the product; by applying a multi-attribute model. You will again need to use data from assignment #1 to develop the criteria and awareness set for this question.
- **Post Purchase Cognitive Dissonance:** Explore the consumers' level of satisfaction with the product (all consumers must have used it).

PLUS, any **one** of the following:

Note: The concept you choose should have considerable influence on consumer behaviour associated with your product/service.

- **Reference Group Influence:** Consider the influence of reference groups. Who are they and what role do they play?
- **Household Life-cycle & Household Decision-Making:** How do these concepts influence the consumer behaviour?
- **Culture or Subculture:** To which cultural / subcultural groups do the consumers belong? How does this "membership" influence consumer behaviour?

AND, any **one** of the following:

Note: The concept you choose should have considerable influence on consumer behaviour associated with your product/service.

- **Needs and motivation:** Explore the consumers' motivations and relate this to either McGuire's psychological motives or Maslow's hierarchy of needs.
- **Product Positioning:** Consider the consumers' perceptions of the product attributes of specific brands. Devise one or more perceptual maps and discuss.

Once you have chosen your topics, note the observations you can make based on existing knowledge, and note the information you require from the interviewees (consumers). From this, you will be able to construct your interview guide.

3. Construct an interview guide and conduct interviews

Identify four interviewees. These individuals must meet the following criteria:

- Be within the segment you identified above;
- Not currently enrolled in MARK 202;
- Willing and able to participate in an in-person interview;
- Have purchased & consumed the product;

4. Construct an interview guide –

A list of relevant questions to ask during your interview should be devised. The questions should reflect the theoretical concepts you wish to explore. Remember that the quality of

questions you ask will determine the kind of information you obtain. Focused and well-defined questions will mean that you have a useful and sufficient amount of information to use in your analysis. You may find the information contained in Appendix A useful for this.

5. Conduct the interviews

You should conduct the four interviews in person (telephone or e-mail interviews are not acceptable) and separately. Remember to explore individual differences. You will produce a better assignment the more parallels you can draw between the experiences of interviewees. It is anticipated that each interview will take 30 to 45 minutes. It is recommended you take notes during the interview.

In order to maintain the confidentiality of those you interview, please do not provide any information in your report that will allow them to be uniquely identified (eg by providing actual names). Ensure your interviewees agree to the interview and do not pressure them for any information they do not want to provide, or embarrass them in any way. Remember to assure each interviewee that the information they provide is confidential to yourself and the markers of your assignment. Do not share or discuss specific information you receive from one interviewee with another interviewee.

6. Conduct Analysis of your Findings

Review each concept in conjunction with your interview results.

- What do the findings indicate?
- What are the implications of these findings for a marketing strategy within this product category?

If necessary, detailed analyses may be contained within the appendices, bringing forward essential elements into your discussion.

7. An Analysis of the Marketing Strategy

Select a single brand out of those considered, and using available information (in the public domain), describe the key aspects of the current marketing strategy for a single brand within your product category: product, pricing, distribution and promotion. Consider how this mix is consistent, and inconsistent with your findings.

7. Select your Final Recommendations

Based on the analysis of consumer behaviour concepts, and your analysis of the existing marketing strategy for one brand, select your recommendations for the brand concerned. That is, based on your findings, how they might improve their strategy and what elements should remain as is?

8. Structure and Write Report

See below for details.

Required Format for Submission

The body of the report should be no longer than 3000 words, excluding title page, table of contents, executive summary and appendices. It should conform to the requirements noted in the “School of Marketing and International Business Guidelines for Written Material”.

1) Title page

2) Table of Contents

3) Executive Summary / Abstract

- a) The executive summary is meant to represent the entirety of the report. It should be no more than one page, introducing the product, consumer and process and then providing main recommendations.

4) Body of Report

- a) Introduction: Describe the product and selected brand, and describe the market segment you will be focusing on
- b) Analysis of Consumer Behaviour Concepts: Review each concept covered, discuss findings and implications for Marketing Strategy. This may be supplemented by information in the Appendices, but be sure to draw out the important points, figures, tables so that your discussion stands on its own.
- c) Selected Brand: Marketing Mix Discussion and Recommendations
- d) Brief Conclusion

5) References

6) Appendices:

Along with other materials you feel are necessary, the appendices **must** include:

- Interview questions
- Brief profile of interviewees
- Interview findings

Notes on the Presentation of the Report:

In terms of the presentation, please ensure your report meets the following minimum requirements:

- No more than 3000 words, excluding the appendices, title page, table of contents and executive summary
- All sections noted above are present
- Use headings and subheadings
- Ensure your report conforms to the SMIB requirements
- Ensure your report is free from grammatical and spelling errors

Details of Assessment

The breakdown of marks will be based on the following:

Introduction: / 10 marks

Product, brand and market segment well identified & described

**Analysis of Consumer Behaviour Concepts
& Implications:** / 50 marks

Required and selected concepts explored

Demonstrated understanding, application & analysis of concepts

Incorporation of interview information

Recommendations flow from analysis, are appropriate and relevant

Marketing Mix Discussion & Recommendations: / 30 marks

Consider all components of the marketing mix

Insights into consistencies and inconsistencies
between mix and CB analysis

Recommendations flow from analysis

Presentation / 10 marks

Total /100 marks

MARK 202

PROJECT MARKS ALLOCATION DECLARATION

Please complete this form as a group, and submit it along with your report. If you feel everyone has made an equal contribution, then divide the marks evenly. If you feel that one person has made an exceptional contribution, and/or others have not, then allocate marks accordingly. Each student is also required to submit an individual form (next page). The course coordinator / lecturer will be making the final decisions, and will be available to listen to individuals who dissent from the group's view.

Group Name: _____

Project Title: _____

Group details:

Name	Signature/Date	Relative Performance Totals
1. _____	_____	_____ %
2. _____	_____	_____ %
3. _____	_____	_____ %
4. _____	_____	_____ %
		Total: 100 %

Tick one of the following:

All members of the group are awarded EQUAL marks

All members of the group are awarded PROPORTIONAL Marks as detailed above

MARK 202

MARKS ALLOCATION DECLARATION

Please complete and submit this form privately to the lecturer, or place in the assignments box by the due date.

From (your name): _____

Tutorial Session: _____

Project Title: _____

Tick one of the following:

I am satisfied with the group's assessment of the relative performance of individual group members and agree with the allocation of marks submitted by the group.

I am concerned about the allocation of marks in my group and **I would like to meet with the tutor or lecturer individually** to discuss this.

I am concerned about the allocation of marks in my group **and I would like the tutor or lecturer to meet with the group to discuss this.**

Signature: _____

Date: _____

Group Work – hints

Group work is a reality of the business environment, and doing it well is a skill. If you can manage good group work, and get the most out of the participants, you stand to realise a better result. So, while some people feel it is burdensome, try to think of it as an opportunity – both to share the effort and to benefit from the joint expertise.

So, in the interest of a successful project and good group work now and in the future, here are a few hints:

- When you first get together, be sure to exchange contact details – e-mail, phone. Note schedules – is anyone going to be away at a certain time?
- Early on, find out the strengths / skills of each group member & seek to use those skills. (ex. some may be very good at writing, others at research, others at interviewing ...). Put humility aside and get each group member to talk about what they are good at.
- Find out the *interests* (in terms of the assignment) of each group member, and try to allocate work tasks accordingly. (Some may be more interested in certain topics than others.)
- Set a timeline – what you want to have accomplished by when, and by whom. It may be wise to work backwards from the deadline.
- Set a common meeting place, where all members find it easy to access. If you do this, it is unlikely there will be confusion about where the meeting was to be held.
- Plan meetings ahead of time, in line with your timeline.
- Make your meetings productive – set an “agenda” – work through it.
- At the end of EACH meeting, verbally confirm results / tasks / & decisions, noting who is doing what and by when. Ensure everyone (especially the person who is to conduct the task) is in agreement.
- Resolve conflict early. If you sense that one person in your group is not pulling their weight, try to resolve it early on, before it becomes a real issue. If it cannot be resolved internally, see your tutor or lecturer.
- Be sure that the final report (especially if parts are written by different people), is re-read and EDITED in its entirety by one person, to ensure the logic and presentation style flows / is consistent.