

School of Marketing & International Business

MARK 407 ADVANCED CONSUMER BEHAVIOUR/RESEARCH

Trimester Two 2006

COURSE OUTLINE

Contact Details

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Class Times and Room Numbers

Session Times: Tues. 1:40-4:30pm
Location: RLWY West Wing Rm. 414

Introduction

The BCA (Hons) Programme in Marketing is designed to develop further the intellectual capabilities and skills of those who have recently completed a Bachelor's Degree with a Major in Marketing. It is our conviction that the programme will develop a participant's capacity to make valuable contributions to marketing practice through further advanced study and research in the discipline.

As MARK 407 runs in trimester 2, it is assumed that all students will have finalised their dissertation topics and will already have prepared their dissertation proposals in MARK 405. The role of MARK 407 is to introduce students to the theory and conceptual side of consumer behaviour, and to introduce the academic literature dealing with consumer behaviour but from a decidedly more interpretive, qualitative orientation.

Course Objectives

- (1) To build your understanding of interpretivist consumer behaviour research and to familiarise you with some of the **literature and research approaches used to better understand consumption of products, services and ideas.**
- (2) To familiarise you with some of the issues that are considered to be important in consumer behaviour, some the theories that guide studying these issues, and the range of qualitative methodological approaches utilised in consumer research.
- (3) To develop the capacity on your part of advancing answerable (i.e., researchable) questions regarding consumer behaviour and the skill of converting such questions to feasible research

- projects that provide relevant information.
- (4) To prepare students to be leaders of marketing practice.
 - (5) To prepare some students for Masters and PhD thesis research and research in other professional marketing settings.

Learning Outcomes

Upon completion of the course, you should be able to:

1. Read and understand seminal and current research output in the discipline.
2. Critically evaluate this research output, from a philosophical and methodological point of view.
3. Understand the research process, as it applies to qualitative research paradigms.

Course Content and Expected Workload

The course comprises seminar/presentation/discussion and out-of-class exercises. A set of readings and assigned course work is designed to assist learning and assessment and will be provided in Week 2.

Students are expected to spend an average of 12-14* hours per week on the various activities associated with the course. An indicative breakdown of how this time will be spent, per week, is as follows:

	<u>Hours</u>
Class	3
Reading & study	3-4
Assignment preparation	2
Course Projects	4-5

*Any student deviating significantly from these norms (apart from normal pressure points associated with the major project deadlines) should reassess the balance of his/her workload and, if necessary, discuss it with the course teacher.

Readings

A list of readings will be distributed in Week 2.

Assessment Requirements

Assessment

MARK 407 is 100% internally assessed, as shown below. Mark allocations for each component of assessment are as follows:

Concept Paper	
Written	20%
Presentation	15%
Theory/Method Paper	
Written	20%
Presentation	15%
Paper Critiques (2)	
Presentation	15% x 2
TOTAL	100%

The Reading material for this course consists of a set of journal papers that will be distributed in Week 2 but appear at the end of this course outline.

Late Assignments

In fairness to other students, late submissions of assignments will lose 5% of the initial grade per day late. If there are any mitigating circumstances (e.g. illness, bereavement) that may be grounds for waiver of the penalty, please contact me.

Description of Assignments

Journal Paper Critiques (15 minutes)

Everybody will be responsible for presenting 2 journal paper critiques. As part of your critiques, you should address the following issues.

- Introduction (of paper). What does the paper say it is going to do? What is the aim of the paper? Addressing the “what?” question, what is the knowledge gap being addressed? Is the paper about exploration?, description?, explanation?, theory-testing?, confirmation? Does it say why doing it is worthwhile? Why is it worthwhile?
- Literature review (of paper). Does it provide a historical background for the research? Does it review a logical progression of research that leads to the present research? Does it summarise what is known and what is not known about the topic/phenomenon of interest? Does it explain what concepts are relevant to the present research? Does it explain what theories are relevant? Review what it does (and what it does not do, but should do).
- Does the author(s) provide *conceptual definitions* for the concepts used? What are they?
- Does the author(s) develop a conceptual framework? Is there theoretical knowledge about the topic area and a research problem that guides the development of a conceptual framework? Can you discuss what the conceptual framework is designed to address?
- If the aim of the research is the “what”, describe the “how”, i.e., what is the research methodology? Does the chosen methodology lead to a research design that answers the question(s) being posed?
- Briefly, what are the results of the study? *Do the results of the study actually address the issues the authors said they were going to address in the introduction to the article?* If the research is more inductive and non hypothetico-deductive, do the results lead to the emergence or refinement of theory?
- Is there a “conclusions” section? Are the conclusions justified given the approach and the results? Do the conclusions relate to what the author(s) said they would do in the introduction? What, if any, are the managerial implications of the paper?
- How could the research be improved? What are some next steps you would recommend?

List of Acceptable Papers for Critique

The papers that you are to critique are listed at the end of this course outline. In week 1 we will assign two of them to each of you. Everyone will be responsible for reading the entire list of papers in order to facilitate good discussion/questions after the critique presentations.

Concept Paper (1500-2000 Words)

In conjunction with the course instructor, choose a consumer behaviour concept. Write a 1500-2000 word report on the concept. The report should include the following aspects.

- Find the earliest example of the use of the concept being applied to a consumer behaviour topic. To what type of problem or issue was it applied? What was the conceptual definition of the concept as originally used? (You may have to try to make explicit what was not made explicit in the paper).
- Trace the use of the concept over the years. Has the conceptual definition of the concept changed?
- In what ways has the concept been operationally defined over the years? Have the ways in which it has been utilised been consistent with its conceptual definition?

- To what types of problems and questions has the concept been applied over the years? Can you see anything that these problems and issues have in common that would explain why the concept is relevant to them all?

Report on Theory/Method (1500-2000 words)

Pick some theoretical lens and/or methodological approach that has been used/applied in the interpretivist/qualitative consumer behaviour literature. Write a paper that traces the use of the theory/methodological approach over time. Who originally proposed the theory/approach?

- Give an overview of the types of problems/phenomena to which the theory/model has been applied.
- Discuss any philosophy of science issues (ontological and/or epistemological) that underlie the use of this theoretical/methodological approach.
- Describe the study that you consider to be the best application of the use of the theory/method and why you feel this.
- What do you consider to be the limitations of the theory or method, i.e., to what types of problems would you say it is not applicable?

Important Note about Concept and Theory/Method Papers

Do not feel totally constrained by the fact that this is a qualitative/interpretivist course in consumer behaviour. When you choose various concepts and theories, they may have been addressed in the literature having utilised/applied qualitative or quantitative methodological approaches (or both) – or you may be citing literature that is, itself, conceptual and has no empirical basis (either qual or quant). Given that there are two papers assessed in this course, the smart move might be to try and choose a concept relevant to your thesis since you will already be quite familiar with the literature for your concept paper, but it is important that even if your dissertation will be a quantitative piece of research, I'd like your theory/method paper to focus on a theoretical/methodological approach that has been examined/utilised/applied in the qualitative/interpretivist consumer behaviour literature.

Note on Presentations

Presentations will take 10-15 minutes. A checklist of things that must be covered will be handed out. At least **1 pt. will be deducted** from the mark if the presentation is incomplete.

In addition, **1 pt. will be deducted** from the mark if the presentation deviates from 15 minutes by more than ± 30 seconds.

PowerPoint slides should be used with the presentation. A copy of the slides must be emailed to the instructor by midday the day before the presentation is due. *The first slide of any presentation should include a **title and your name**.*

Do not read your presentation (either written out in detail or off detailed notes). For short presentations, such as those required for this course, you should be able to present using overheads or Power Point slides that consist of key words and phrases that provide talking points. You should practice your presentation so that you may do it working off the talking points. **One point may be deducted** from the mark if you read your presentation.¹

Class Participation:

Over the 12 weeks of this course, a considerable proportion of class time will be devoted to presentations/interactive discussion. Each member of the class will lead discussions based upon their

¹ Therefore, it would be possible to lose 3 (of 10) points from the written part should the presentation takes too little, or too much time; if it is incomplete; or you read the presentation. You can assure you are within time limits by practicing. The most likely reason for losing a point is that you read your presentation. If you **practice**, you will not need to read.

2 article critiques and especially after the mid semester break, a considerable proportion of class time will be devoted to oral presentations of your two papers. These pieces of assessment (critique and paper presentations will constitute 9 of our 12 classes.

Whilst not assessed formally as an item of assessment, all students are none the less expected to participate fully in class/seminar discussions. The following items are illustrative of an appropriate style of participation:

- Is the participant a good listener?
- Are the points made relevant to the discussion?
- Are these comments linked to the comments of others?
- Do the comments show evidence of sound analysis of the reading material?
- Is there a willingness to test new ideas or are all comments safe?
- Do comments build on previous analysis and do they lead to a better understanding of the topic?

Mandatory Course Requirements

There will be no final exam in MARK 407. The mandatory course requirements are that you present 2 article critiques, and that you submit and present both a concept paper and a theory/method paper. (See section 2 of the Assessment Handbook).

Communication of Additional Information

As there will be no Blackboard website for MARK 407, in week 1 we will generate an email list such that any/all information that needs to be communicated outside of lecture/class time can be done via email.

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student and Academic Services Office

The Faculty's Student and Academic Services 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. To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

Easterfield (EA) - FCA/Education/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education 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 is available for the following:

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

To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at www.vuw.ac.nz.

Student 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 are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy 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; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in 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 at www.vuw.ac.nz/policy/academicgrievances.

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other student or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalised severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website at www.vuw.ac.nz/home/studying/plagiarism.html.

Students with Impairments

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as 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, 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 (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building, telephone (04) 463 6070, email disability@vuw.ac.nz. The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

Student Support

Staff at Victoria want students to have positive learning experiences at the University. Each Faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

In addition, the Student Services Group (email student-services@vuw.ac.nz) is available to provide a

variety of support and services. Find out more at www.vuw.ac.nz/st_services/.

VUWSA employs 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 (tel. 04 463 6983 or 04 463 6984, email education@vuwsa.org.nz) is located on the ground floor, Student Union Building.

Manaaki Pihipihinga - Maori and Pacific Mentoring Programme (Faculty of Commerce and Administration)

This is a mentoring service for Maori and Pacific students studying at all levels. Weekly one hour sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade, and Room 210 and 211, Level 2, Railway West Wing. Sessions cover drafting and discussing assignments, essay writing, and any questions that may arise from tutorials and/or lectures. A computer suite networked to Cyber Commons is available for student use.

To register with Manaaki Pihipihinga, please contact one of the following:

Puawai Wereta
Room 210, Level 2
Railway West Wing
Tel. (04) 463 8997
Email: Puawai.Wereta@vuw.ac.nz

Fa'afai Seiuli
Room 109 B
14 Kelburn Parade
Tel. (04) 463 5842
Email: Faafoi.Seiuli@vuw.ac.nz

Reading List:

1. Agafonoff, Nick (2006), "Adapting ethnographic research methods to ad hoc commercial market research", *Qualitative Market Research: An International Journal*, 9 (2), 115-125.
(STEPHANIE KRATZ)

2. Arnold, Stephen J., and Fischer, Eileen (1994), "Hermeneutics and Consumer Research", *Journal of Consumer Research*, 21 (June), 55-70.

3. Banister, Emma N., and Booth, Gayle J. (2005), "Exploring Innovative Methodologies for Child-Centric Consumer Research", *Qualitative Market Research: An International Journal*, 8, 2, 157-175.

4. Baron, Steve, Patterson, Anthony and Harris, Kim (2006), "Beyond Technology Acceptance: Understanding Consumer Practice", *International Journal of Service Industry Management*, 17, 2, 111-135.
(HELEN HYNES)

5. Belk, Russell W. (1988), "Possessions and the Extended Self", *Journal of Consumer Research*, 13 (2), 139-168.
(SCOTT BURCHER)

6. Belk, Russell W., Wallendorf, M., and Sherry, John, F. (1989), "The Sacred and the Profane in Consumer Behavior: Theodicy on the Odyssey", *Journal of Consumer Research*, 16 (1), 1-38.
(JINXI CHEN)

7. Belk, Russell, W., Ger, Güliz, and Askegaard, Søren (2003), "The Fire of Desire: A Multisited Inquiry into Consumer Passion", *Journal of Consumer Research*, 30 (December), 326-351.

8. Brown, Stephen (2005), "I Can Read You Like a Book! Novel Thoughts on Consumer Behaviour", *Qualitative Market Research: An International Journal*, 8, 2, 219-237.

9. Calder, Bobby, J., and Tybout, Alice, M. (1987), "What Consumer Research Is", *Journal of Consumer Research*, 14 (June), 136-140.
(BELINDA COLLINS)

10. Denzin, Norman K. (2001), "The Seventh Moment: Qualitative Inquiry and the Practices of a More Radical Consumer Research", *Journal of Consumer Research*, 28 (September), 324-330.

11. Gould, Stephen J. (1991), "The Self-Manipulation of my Pervasive, Perceived Vital Energy through Product Use: An Introspective-Praxis Perspective", *Journal of Consumer Research*, 18 (September), 194-207.
(HAYDEN SMITH)

12. Goulding, Christina (1999), "Consumer Research, Interpretive Paradigms and Methodological Ambiguities", *European Journal of Marketing*, 33, (9/10), 859-873.
(KATRIN ECCARIUS)

13. Goulding, Christina (2005), "Grounded theory, ethnography and phenomenology - A comparative analysis of three qualitative strategies for marketing research", *European Journal of Marketing*, 39 (3/4), 294-308.
(HAYDEN SMITH)

14. Hirschman, Elizabeth, and Holbrook, Morris, B. (1982), "Hedonic Consumption: Emerging Concepts, Methods, and Propositions", *Journal of Marketing*, 46 (Summer), 92-101.
(MANJA SEIDLER)

15. Hirschman, Elizabeth C. (1993), "Ideology in Consumer Research, 1980 and 1990: A Marxist and Feminist Critique", *Journal of Consumer Research*, 19 (March), 537-555.
(ROB LAING)

16. Holbrook, Morris, B. (1987), "What is Consumer Research", *Journal of Consumer Research*, 14 (June), 128-132.
(MANJA SEIDLER)

17. Holbrook, Morris, B., and Hirschman, Elizabeth (1982), "The Experiential Aspects of Consumption: Consumer Fantasies, Feelings, and Fun", *Journal of Consumer Research*, 9 (September), 132-140.
(STEPHANIE KRATZ)

18. Holt, Douglas, B. (2002), "Why Do Brands Cause Trouble? A Dialectical Theory of Consumer Culture and Branding", *Journal of Consumer Research*, 29 (June), 70-90.
(ROB LAING)

19. Kates, Steven, M. (2004), "The Dynamics of Brand Legitimacy: An Interpretive Study in the Gay Men's Community", *Journal of Consumer Research*, 31 (September), 455-464.

20. King, Tamira and Dennis, Charles (2006), "Unethical Consumers – Deshopping Behaviour Using the Qualitative Analysis of Theory of Planned Behaviour and Accompanied (De)shopping", *Qualitative Market Research: An International Journal*, 9, 3, 282-296.
(BELINDA COLLINS)

21. Mick, David G. (1986), "Consumer Research and Semiotics: Exploring the Morphology of Signs, Symbols, and Significance", *Journal of Consumer Research*, 13 (September), 196-213.
(TINA NARSEY)

22. Mick, David G., and Demoss, Michelle (1990), "Self-Gifts: Phenomenological Insights from Four Contexts", *Journal of Consumer Research*, 17 (December), 322-332.
(SCOTT BURCHER)

23. Murray, Jeff, B., and Ozanne, Julie, L. (1991), "The Critical Imagination: Emancipatory Interests in Consumer Research", *Journal of Consumer Research*, 18(September), 129-143.

24. Patterson, Anthony (2005), "Processes, Relationships, Settings, Products and Consumers: The Case for Qualitative Diary Research", *Qualitative Market Research: An International Journal*, 8, 2, 142-156.

25. Shankar, Avi (2000), "Lost in Music? Subjective Personal Introspection and Popular Music Consumption", *Qualitative Market Research: An International Journal*, 3, 1, 27-37.
(SOPHIE JACKSON)

26. Sherry, John F. Jr. (1991), "Postmodern Alternatives: The Interpretive Turn in Consumer Research." In *Handbook of Consumer Theory and Research*. Eds. Thomas S. Robertson and Harald H. Kassarian. Englewood Cliffs, NJ: Prentice Hall, 548-591.
(JOSELYN TAN)

27. Szmigin, Isabelle and Foxall, Gordon (2000), "Interpretive Consumer Research: How Far Have We Come?", *Qualitative Market Research: An International Journal*, 3, 4, 187-197.
(TINA NARSEY)

28. Tadajewski, Mark and Wagner-Tsukamoto, Sigmund (2006), "Anthropology and Consumer Research: Qualitative Insights into Green Consumer Behaviour", *Qualitative Market Research: An International Journal*, 9, 1, 8-25.
(HELEN HYNES)

29. Thompson, Craig, J., Locander, William, B., and Pollio, Howard, R. (1989), "Putting Consumer Experience back into Consumer Research: The Philosophy and Method of Existential-Phenomenology", *Journal of Consumer Research*, 16 (September), 133-146.
(JOSELYN TAN)

30. Thompson, Craig, J., Pollio, Howard, R., and Locander, William, B. (1994), "The Spoken and the Unspoken: A Hermeneutic Approach to Understanding the Cultural Viewpoints that Underlie Consumers' Expressed Meanings", *Journal of Consumer Research*, 21 (December), 432-452.
(IRENE RIX)

31. Thompson, Craig J. (1997), "Interpreting Consumers: A Hermeneutical Framework for Deriving Marketing Insights from the Texts of Consumers' Consumption Stories", *Journal of Marketing Research*, 34, (November), 438-455.
(SOPHIE JACKSON)

32. Thompson, Craig J., and Arsel, Zeynep (2004), "The Starbucks Brandscape and Consumers' (Anticorporate) Experiences of Glocalization", *Journal of Consumer Research*, 31 (December), 631-642.
(JINXI CHEN)

33. Thompson, Craig J. (2005), "Consumer Risk Perceptions in a Community of Reflexive Doubt", *Journal of Consumer Research*, 32 (2), 235-248.
(IRENE RIX)

34. Wallendorf, Melanie and Brucks, Merrie (1993) "Introspection in Consumer Research: Implementation and Implications", *Journal of Consumer Research*, 20 (December), 339-359.

35. Woodliffe, Lucy (2004), "Rethinking Consumer Disadvantage: The Importance of Qualitative Research", *International Journal of Retail & Distribution Management*, 32, 11, 523-531.
(KATRIN ECCARIUS)