

**MARK 3420 Consumer Behavior**  
**(Spring Semester 2020-21)**

**Section L3**

Course Syllabus

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**INSTRUCTOR AND INSTRUCTIONAL ASSISTANT**

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**LEARNING OBJECTIVES**

The purpose of this course is to study the process of consumer decision making and its determinants, and the resulting implications for marketing strategy. Concepts and theories covered in this course are essential for consumer analysis and the development of effective marketing strategies. A strategic orientation will permeate most facets of this course. At the same time, knowledge of consumer behavior requires an understanding of important theoretical concepts borrowed from fields such as psychology, sociology, economics etc. Both theory and marketing applications will be stressed throughout the course.

**TEXTBOOK AND LEARNING RESOURCES**

Wayne D. Hoyer; Deborah J. MacInnis; Rik Pieters, Consumer Behavior, 7th Edition, South-western CENGAGE Learning, 2018.

I will not lecture on every topic included in the textbook. However, I do expect you to read all the assigned chapters.

Supplementary reading materials will be occasionally assigned. It is the responsibility of students to search and reproduce a hardcopy of the relevant material if necessary. Videoclips, on the other hand, will only be shown in class once and will not be kept in the library. It is important, therefore, that students attend all lecture sessions so as not to miss any video material.

**CLASS SCHEDULE**

Our class meets on Tuesdays and Thursdays, 3:00- 4:20 p.m.

Classes will be conducted in real-time online mode (ZOOM meeting). *Please note that opportunities for face-to-face interactions and mixed-mode delivery in classes will depend on the pandemic situation and restrictions may need to be imposed at any time. You will be informed of any change(s) in the mode of instruction in a timely manner.*

### **ONLINE CLASS RULES AND GUIDELINES:**

1. Please join Zoom a few minutes earlier than the scheduled actual class start time as much as possible in order to avoid missing any class proceedings.
2. You should sign in with your full name and preferred name displayed on your video window, in the following format  
<PREFERRED NAME> <Surname> <First Name>, e.g. RONNIE Chee Weng Li
3. Students are required to keep their video cameras on during the entire class. Failing to do so means risking loss of points for attendance and class participation.
4. Silence alarms and notifications on your device (phone, tablet, or computer) as these alarms can be heard on the background.
5. Mute your microphone unless you have been given permission to speak by the professor. Use the “raise hand” function if you have an urgent comment or question. Otherwise, you may use the chat function to send your comment and/or question to the professor. The professor will address said comments/ questions in a timely manner.
6. Do not use the chat function to send non-course-related messages (private and general).

Tutorial sessions, scheduled on **Thursdays 6:00- 6:50 p.m.**, will be utilized to serve one of the following purposes:

- consultation sessions where students may ask questions regarding the class materials and/or seek advice on certain project issues (*Attendance is optional*)
- extra/make-up classes that we might need to assure complete coverage of the syllabus (*Attendance is required*)
- Presentation times of the final group reports during the last two weeks of the semester (*Attendance is required*)

Since these are scheduled tutorials, you should treat each tutorial session as a class that requires attendance, unless otherwise stated (as optional). The nature of the tutorial session for the week shall be announced on the ANNOUNCEMENT page of CANVAS on the Wednesday preceding the tutorial.

### **EXPECTATIONS OF STUDENTS**

I expect you to be an active thinker, reader, observer and doer. Several of the ideas presented in this course were developed in Western countries in the expectation that basic theories of human behavior would apply to human beings all over the world. Throughout this course, I would like you to be alert to any differences you may note between what is taught, and what you have observed from your own experience as a consumer in Hong Kong/Asia, and raise these issues for discussion in class.

## COURSEWORK COMPONENTS

The coursework requirements for this course are listed below:

<b>Coursework</b>	<b>Weighting (%)</b>	<b>Nature of Activity</b>
Attendance and Class Participation	10	Individual
Pop Quizzes and In-class Exercises	8	Individual/ Group
Term Test 1	25	Individual
Term Test 2	25	Individual
Group Project (Oral presentation and Written Report)	30	Group (peer-assessed)
Research Participation	2*	Individual

\* *Students enrolled in MARK3420 are required to earn 2 research credits (worth 2% of the course grade). This can be done through participation in 2 marketing experiments (of 1 hour each) OR by completing 2 research assignments.*

Letter grades will be assigned based on the School's grading guidelines.

### **Term Tests**

Two term tests will be administered within the semester. The tests will be conducted online using the CANVAS platform. You are allowed to use notes (printed or electronic), but **you may not access any other website other than canvas/site where your notes are stored in.** You may not communicate with any other person in any means. Specific instructions will be given as the test date gets closer.

Tests will be held during regular class hours on **Thursdays**. The test dates are:

**11 March**

**22 April**

The test format will be a combination of Multiple Choice and short-answer/ discussion questions.

***Note: Make-up test arrangements can only be made with a valid medical excuse, in which case a medical certificate should be presented.***

### **Group Project**

Students will be assigned in groups consisting of around 5 members each. You are expected to work with other members of your group in undertaking the above projects/ activities. Your individual contribution to the group efforts and accomplishments will be reflected in a peer assessment/group evaluation that will be conducted for each group activity. No group swapping is allowed. You are also expected to manage your group activities effectively and efficiently.

The project is briefly described below. More detailed instructions will be provided later.

**Project details.** Select a product category that is likely to be relevant to a group of consumers that you have easy access to. For example, if it is easy for you to interview students, you could select jeans, fast food restaurants, smart phones, etc. If it is easier for you to interview housewives, you could select detergent, shampoo, vacuum cleaners etc.

Assume that your group has been hired as a consultant to the marketer of a particular brand within this product category, to evaluate the strengths and weaknesses of the brand relative to the competition. In order to do so, you decide to utilize the *Fishbein model of attitude formation*. Spend a

few hours observing the behavior of consumers who are or may potentially be in your target segment. Then conduct depth interviews with five different consumers in order to identify five different attributes that consumers use to evaluate brands in that product category.

Next, construct a questionnaire containing scales to measure: a) beliefs about the brand under study and one other competitive brand (which should have a good market position); and b) the importance of each attribute. While questions relating to the Fishbein model form the core of this assignment, your questionnaire should also contain other questions, such as product involvement measures, as well as demographic questions relating to age, marital status, occupation, etc. Administer the questionnaire to two distinct segments of at least 20 people each (total number of questionnaires = 40). How you choose the segments is up to you – you can use classifications such as gender; age; education; lifestyle etc. What is important is that you have a good prior reason for believing that these two segments differ in some important respect in terms of their preferences or opinions about the product category you have chosen.

Analyze the responses to the questionnaire using simple software such as Excel or SPSS. Analysis will primarily consist of getting average scores for the various responses in your questionnaire (e.g., average attitudes towards a brand). Based on your analysis, prepare a report for the brand manager of your brand. The report should cover the following two major questions:

1. What are your brand's strengths and weaknesses based on a comparison of your brand with the competing brand, for each of the two segments? (criteria you can use: overall attitude scores; ratings on each individual attribute; recall scores, etc.)
2. Based on your answer to the above question, what recommendations can you make to the brand manager?

*Page Limit for Report: 12 double spaced typed pages in Times Roman (11 Point), excluding cover page, table of contents, tables and appendices, with 1 inch border on all sides. This limit is to be strictly followed. A soft copy of the report should be uploaded on CANVAS.*

***Due Dates: See timetable at the end of this document. No late report will be accepted***

### **Peer Assessment**

In order to recognize individual contributions in the group project, and to prevent free-ridership problems, peer evaluation results will be used to adjust group grades leading to the calculation of the final individual scores.

Each student is required to evaluate his/ her team members' performance/contribution to the team via the *iPeer* system. The student will also conduct self-evaluation, although the self-evaluation score will not contribute towards the calculation of the student's average evaluation score.

Evaluation criteria include:

- Attendance during team meetings/ activities
- Quality of input/ work done
- Volume of work contributed
- Overall contribution to the group deliverable

In addition to the numerical assessment, the student should input his/her qualitative evaluation/ comments, especially in cases where his/her assessment of a teammate's contribution is low.

The *iPeer* event will open and close on specific dates as indicated in the timetable at the end of this syllabus. A student who fails to submit his/her peer assessment on time will automatically earn a significant reduction in the group project mark.

Individual peer assessment scores will be released on CANVAS after the closing date. The students will then have an opportunity to raise any concern about their peer assessment scores within a given period of time. No queries or challenges will be entertained after the designated cut-off date for raising queries. Please refer to the timetable at the end of this syllabus for the exact dates and times.

### **Attendance and Class Participation**

Attendance during classroom sessions is required. *Please note that your attendance may not be acknowledged if you switch off your video camera during Zoom online sessions, or if you fail to sign on the attendance sheet when face-to-face classes are in effect.*

Students are expected to participate in class discussion so they can learn from each other. Active involvement in learning increases what is remembered, how well it is assimilated, and how the learning is used in new situations. In making statements to peers about their own thoughts on a class topic, students must articulate those thoughts and also submit them to constructive examination by others. In listening to their peers, students hear different ways of interpreting and applying class material, and thus are able to integrate many examples of how to use the information.

Each student has an opportunity to earn a maximum of 4 class participation points every session, on a scale of 0 (lowest) to 4 (highest points), using the criteria below. The criteria focus on what you demonstrate and do not presume to guess at what you know but do not demonstrate. Note that attendance and class participation are linked together in the evaluation process.

<b>Points</b>	<b>Criteria</b>
0	<ul style="list-style-type: none"> <li>• Absent.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Present, not disruptive.</li> <li>• Tries to respond when called on but does not offer much.</li> <li>• Demonstrates very infrequent involvement in discussion.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them.</li> <li>• Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class).</li> <li>• Does not offer to contribute to discussion, but contributes to a moderate degree when called on.</li> <li>• Demonstrates sporadic involvement.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.</li> <li>• Offers interpretations and analysis of case material (more than just facts)</li> <li>• Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.</li> <li>• Demonstrates consistent ongoing involvement.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).</li> <li>• Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further.</li> <li>• Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.</li> <li>• Demonstrates ongoing very active involvement.</li> </ul>

Your total Class Participation points will be determined at the end of the semester, and will contribute towards 8 percentage points of your grade.

Short/ pop quizzes are designed to evaluate your understanding of previous and/or current discussions, and are administered anytime during the class period. Coverage of the pop quizzes may also include assigned topics.

In-class exercises will be in the form of brief cases (written or video), or discussion questions that will be handed out in class. Each group of students will then get some time (10-15 minutes) to discuss the assignment with one another. All groups should submit their answers on Canvas. All members of the group will receive the same marks for the in-class exercises, but only group members who are present during the class will get credit for the exercise on a given session. *It is a requirement therefore that complete names of group members who participated in the exercise be written on the front page of the answer sheet, otherwise the group will not get credit for the submission.*

Following this, I will ask one group to provide the solution to the assignment. The other groups will be expected to add their comments and join in a discussion of the assignment.

### **Research credit**

Students enrolled in this class are expected to earn 2 research credits (worth 2% of the grade). This can be done through participation in 2 *marketing experiments* (of 1 hour each) OR by completing 2 *research assignments*.

*Marketing experiments* will be scheduled throughout the semester and students can sign up for these experiments. Instructions on how to sign up is published on CANVAS. It is your responsibility to familiarize yourself with the procedures so you are notified of experiments when they are posted. Note that all research experiments begin on time and if you are late, you will miss your chance. If you sign up and then fail to show up (and this occurs several times), you might be blocked from further participation.

If you choose to do *research assignments*, you can pick them up from the Marketing Department Office (pick-up schedule to be announced). These assignments can be turned in on the last day of class to the MARKETING OFFICE. Please do not give it to your instructor since they are evaluated by the department.

*Note that the department requires that students earn 2 research credits for each marketing elective that they are enrolled in. Given that a few of you are enrolled in multiple marketing electives, the department has placed a cap on the number of research credits (experiments/assignments) you have to do. The maximum that each student does is 4 experiments/assignments. Thus, if you are enrolled in three marketing classes, you do NOT have to do 6 experiments or 6 assignments.*

### **ACADEMIC INTEGRITY**

Academic integrity is a critical value of the university community. Integrity violations destroy the fabric of a learning community and the spirit of inquiry that is vital to the effectiveness the University. I have absolutely no tolerance for cheating and there are no acceptable excuses. Anyone caught cheating or plagiarizing in any form will fail the class. Plagiarism is copying anything from another source without citing that source.

Assignments identified as individual tasks must be completed without the assistance of others. For assignments identified as group work, it is expected that all members of the group will have contributed to the final output, and that only members of the group will have contributed to that output. A group may not collaborate with a group from another section of the course.

Extreme care must be taken to avoid passing of other's work as one's own. You are required to provide appropriate citations when you use ideas and arguments or otherwise draw on others' work.

Tests are to be written without the assistance or help of others during the exercise.

In general, any student who violates academic integrity, through such activities as duplication of another students' work in whole or in part, plagiarism, etc. or other means of cheating, will receive an F for the course. There is no honor in taking someone's work as your own.

The HKUST Academic Integrity site can be accessed at <https://acadreg.ust.hk/generalreg.html>

**MARK 3420 SCHEDULE (TENTATIVE)**

<b>Week</b>	<b>Dates</b>	<b>Topics</b>	<b>Text book Chapters</b>	<b>Notes/ Comments</b>
1	02, 04 Feb	Course Introduction Consumer Behavior: An Overview	1	
2	09, 11 Feb	Motivation, Ability, and Opportunity	2	
3	16, 18 Feb	Exposure, Attention, and Perception	3	Add/Drop Period ends 17 Feb
4	23, 25 Feb	Memory and Knowledge Attitude Formation	4 5	Group Membership announced
5	02, 04 Mar	Attitude Formation ( <i>continued</i> ) Problem Recognition and Information Search	6 7	04 March- Project topics due @ 11:00 p.m.
6	09 Mar	<b>Case 1</b>		
	<b>11 Mar</b>	<b>TEST 1</b>		
7	16, 18 Mar	Judgment and Decision Making	8 9	
8	23, 25 Mar	Post-Decision Processes	10	
9	30 Mar	Social Influences	11	Mid Term Break 31 March- 06 April
	08 Apr	Consumer Diversity	12	
10	13, 15 Apr	Household and Social Class Influences	13	
		Psychographics, Values, Personality and Lifestyle	14	
		Innovation	15	
		Symbolic Consumer Behavior Ethics and Social Responsibility	16 17	
11	20 Apr	<b>Case 2</b>		
	<b>22 Apr</b>	<b>TEST 2</b>		

12	27, 29 Apr	Group Presentations		<p>26 April (Monday), 5:00 p.m.</p> <ul style="list-style-type: none"> <li>• Written Report and Presentation files uploaded on CANVAS</li> <li>• iPeer opens</li> </ul> <p>30 April (Friday), 5:00 p.m.- iPeer closes</p>
	29 Apr <i>Tutorial Session</i>	Group Presentations		
13	04, 06 May	Group Presentations		
	06 May <i>Tutorial Session</i>	Course Wrap-up		<p>07 May- Individual peer assessment scores released on CANVAS.</p> <p>10 May (Monday), 5:00 p.m.- cut-off for any queries regarding iPeer scores</p>