



**Faculty of Business, Economics & Accounting
Department of Business Studies**

HELP Bachelor of Business (Hons) Year 2 & Year 3

INTERNAL SUBJECT DETAILS Semester 3, 2016

Subject: **MKT 201
Consumer Behaviour**

Subject Lecturer/Tutor: **Ms.Sumathi Paramasivam**
Telephone: 03-2176 2000
Fax: 03-2093 5311
Email: sumathip@help.edu.my

Consultation: Please call or email for appointment

PRE- REQUISITE(S)

MKT101 PRINCIPLES OF MARKETING

SYNOPSIS

On the premise that marketing is all about trying to satisfy consumer needs and wants better than your competitors, the key to success is an understanding of how and why consumers behave the way they do towards market related stimuli. This subject examines in detail the consumer decision process and the factors influencing them. This subject is intended to help you understand the complexities and dynamics of environmental influences, individual differences and psychological processes which influence the consumer decision processes and behaviour as well as marketing strategy implications. The understanding of consumer behaviour will help marketing organisations to build customer relations and creating trust in them.

OBJECTIVES

Upon completion of this subject, students should be able to:

- have gained an understanding of consumer and organisational buying behaviour;
- have a theoretical basis for understanding the psychological, social and cultural bases of buyer behaviour;
- gain a knowledge base that helps to analyse behaviour; and
- be able to apply this knowledge base to make effective marketing decisions.

TOPICS

- | | |
|---------|---|
| Topic 1 | Introduction to buyer behaviour <ul style="list-style-type: none">▪ Overview▪ Market segmentation, target marketing and positioning▪ Consumer research |
| Topic 2 | Situational influences and consumer decision processes <ul style="list-style-type: none">▪ Situational influence▪ Decision making process and problem recognition▪ Information search▪ Evaluation of alternatives▪ Purchase and store choice▪ Postpurchase processes▪ Case study discussions, Topic 2 |

- Topic 3 Internal influences
- Perception
 - Learning and memory
 - Motivation, personality and emotion
 - Attitude and attitude change
 - Case study discussions, Topic 3
- Topic 4 External influences and contemporary issues
- Changing Asian society and lifestyle
 - Household structure and consumption
 - Group influence
 - Social class
 - Culture
 - Organisational buying
 - Case study discussions, Topic 4

PRESCRIBED TEXT

Schiffman, L., Bednall, D., Watson, J. and Kanuk, L.L. (2004) *Consumer behaviour*, 8th edn, Prentice-Hall: Sydney.

RECOMMENDED REFERENCES

Assael, H. (1998) *Consumer behaviour and marketing action*, 6th edn, South Western College Publishing: California.

Mowen, J.C. and Minor, M. (1998) *Consumer behaviour*, 5th edn, Prentice-Hall International: New Jersey.

Solomon, M. (1999) *Consumer behaviour: Buying, having and being*, 5th edn, Prentice-Hall: New Jersey.

Neal, C., Quester, P. and Hawkins, D. (2000) *Consumer behaviour: Implications for making marketing strategy*, 3rd edn, Irwin-McGraw Hill: Sydney.

Subject Outline / Teaching Plan

Department : Business Studies
Lecturer : Sumathi Paramasivam

Subject Code : MKT 201
Subject Title : Consumer Behaviour

Week	Topics	References
1	Overview Market STP	Chapter 1
2	Consumer research	Chapter 2
3	Situational influence	Chapter 3
4	Decision making process and problem recognition	Chapter 4
5	Information search Evaluation of alternatives	Chapter 5 & 6
6	Purchase and store choice Postpurchase processes	Chapter 7 Chapter 8
7	Perception Learning and memory	Chapter 9
8	Mid Term Break	
9	Motivation, personality and emotion	Chapter 10
10	Attitudes and attitude change	Chapter 11
11	Changing society and life style	Chapter 12 & 13
12	Household structure and consumption Group Influence	Chapter 14 Chapter 15
13	Culture Organisational buying	Chapter 16 & 17
14 & 15	Final Examination	

ASSESSMENT:

There are 4 assessments items for this subject.

Assessment Items	Value	Due Date
1. Assignment 1	20%	10 October 2016
2. Assignment 2	35%	18 November 2016
3. Participation	5%	-
4. Final Examination	40%	Examination period:26 November – 10 December 2016**

REQUIREMENTS:

To gain a pass in this subject, students **must**:

- Achieve a passing grade in the final examination i.e. score a minimum of 20 marks out of 40 marks if there is an examination for this subject.
- Attempt **ALL** areas of assessment; and achieve a total result of 50% or better overall.

**** - Please check on the notice board and My Acel for the actual date. HELP University reserves the right to make any changes to the above where appropriate.**

ASSESSMENT DETAILS

Assessment item 1

Due date:	10 October 2016
Value:	20% of total assessment in subject
Word limit:	2000 words (nominated as a guide excluding references and appendices)
Format:	Report style (with headings)

Rationale

This assignment is designed for you to demonstrate your ability to:

- analyse the concept of customer satisfaction;
- apply the theory to case situation; and
- write in an appropriate business style (ie not emotional).

Task

High-tech, low-involvement: changing consumers' search for information

As the smoke cleared, Grace Morrish prised the remains of her burnt breakfast from the now-deceased toaster on her kitchen bench. She had known for some time that she needed a new toaster, but it had just become a priority.

Grace rents a two-bedroom apartment in the city and does not buy expensive appliances, although she likes to have functional equipment in the kitchen. She decides to pick up a new toaster at Target or Kmart this week while she is driving around. Late for work, she unplugs the defunct toaster and throws it into the bin on her way out.

Later that day, Grace is surfing the Internet for a work-related project when she notices for the first time that Google has a list of directories related to shopping. Remembering her smoke-filled morning, Grace looks at the directory listing for 'Home & Garden' items. Under the 'Product Review' section, she notices a very interesting site, www.epinions.com, which offers consumer-generated reviews, buying tips and advice, ratings and price information, and is searchable in a variety of ways from price to product type.

Grace had never thought of looking for shopping information online before. She was not really very interested in searching too hard for a toaster, but this looked so easy and she had a few minutes to spare. At Epinions she saw listings of consumer information about everything from cars to cooktops! She clicked on the small appliances listing and found a searchable list of over 200 different toasters complete with prices, features and reviews.

The criteria used to assess the toasters included the brand, the number of slices it could toast, the price and even whether or not the toaster had a warming rack. Grace had never thought about the number of slices that could be toasted and she did not even know you could get one with a warming rack! There were others

that listed features like wider slots for crumpets and muffins, toasted sandwich slots, crumb trays and cancel buttons. Suddenly, buying a toaster did not seem so easy. Actually, the reviews were very interesting and Grace began thinking about what she used her toaster for and what she really needed in terms of features. Forty minutes later and after having looked at over 100 toasters and 150 reviews, Grace decided that she wanted a Dualit two-slice toaster. Epinions showed her a price comparison from five different online stockists and she finally decided to buy it from Amazon.com. Kitchen Etc.com had it listed slightly cheaper but she had bought from Amazon before and the company also had a free shipping policy on Dualit products.

Had Grace gone to Kmart or Target to buy her toaster she probably would have spent five minutes comparing the three brands that each store stocks and bought whichever was the cheapest. Instead, she had spent over an hour looking at information online and had spent over \$200 buying a toaster that she really felt would suit her needs—needs that she was not really aware she had. Now that Grace knew about Epinions.com and Google's great list of consumer directory information, she would check these sites regularly to see what she was missing!

LOW-INVOLVEMENT GETS HIGH-TECH

The traditional classification of low- versus high-involvement purchases helps marketers to understand how much time and energy consumers are willing and able to spend when purchasing their products. Not so long ago, Grace would have been a classic low-involvement shopper when it came to toasters. She did not have a definite list of criteria by which she compared toasters—in fact, she never really thought about them much at all. She typically compared them based on price

and would not be willing to visit a lot of stores to compare toasters. She just was not motivated to spend time, effort and money on such a low-involvement purchase.

However, the Internet offers both high- and low-involvement consumers a wealth of shopping information that can be accessed easily and quickly. Whereas once the decision not to compare too many toasters might have been based on saving time and energy, now consumers can compare literally hundreds of models and brands at the touch of a button. Low-involvement consumers are not likely to discuss products with other people. Grace would never sit down with her friends to discuss the relative merits of toaster brands. However, she enjoyed reading all the consumer reviews online. Her motivation to search for information offline (via friends, salespeople or personal observation in stores) remained very low. However, her online behaviour showed a highly motivated individual who was willing to search for and process information about her toaster purchase.

A COST-BENEFIT RETHINK OF INTERNET INFORMATION SEARCHES

When determining whether or not to do an external search for information, consumers will consider a number of factors. These factors might include the cost of searching for information versus the benefit the information will bring, the importance of the decision, and how involved they are with the decision or product. In an extended decision-making process, consumers would normally be highly involved with the decision and therefore motivated to perform external searches for information.

In a limited decision-making situation, consumers might have a very low threshold in terms of the costs they will incur in searching for information. If collecting and/or processing the information were going to cost them a lot of time, effort or money, they might not see any benefit at all in searching externally for information.

Search engines and directories like Google offer consumers a quick, cheap, efficient way to search through vast amounts of information in limited and extended decision-making situations. When coupled with sites like Epinions.com, which offer specific consumer purchasing-related information, the Internet can supply consumers with highly organised, relevant information for very little output on their behalf. The old cost versus benefit analysis that was once applied to

searching for information is less relevant in the Internet economy.

SALVATION OR SATURATION? INFORMATION SEARCH ONLINE

As consumers explore the vast amount of consumer information that is available online, marketers are trying to come to terms with the impact this information is going to have on the consumer decision-making process. As a society, we are said to be living in the 'information age', which has the potential to impact on the way we think, shop, share, learn and behave. A toaster manufacturer might be thrilled by Grace's new-found interest in its product, but what is the real impact of all this information online? There are several issues that contemporary marketers should consider, including the potential that low-involvement, limited decision situations require much greater information search, and the possibility that consumers will 'drown' in the Internet ocean of information and revert back to simplistic information search rules and behaviours.

It is not only the amount of information available online but also the functionality of being able to sort, search and categorise product and service information that is of such great benefit to consumers in their decision-making process. The fact that this can be done with very little commitment and effort on the part of consumers is what makes the Internet so important in the modern decision-making process. If contemporary consumers are in fact being trained to use and require more and more information for even the simplest of purchase decisions, then marketers will have to rethink their communication strategies. Marketers of even the humblest of habitual or limited decision-making products, like detergent, socks and toasters, will have to be prepared to offer consumers information online. Not just routine product information either. Modern consumers want reviews, recipes, comparisons and performance reports ... more and more information.

On the flip side, there is the potential for all this information about once-humble products and services to overwhelm consumers to the point where they become confused and frustrated with all the information being offered to them. Consumer information online comes in the form of manufacturers' sites, e-tailer sites, infomediary sites, chat rooms, consumer lobbyist/activist sites, discussion boards, review sites, e-magazines,

reports and government-sponsored information sites. Knowing what to read, who to trust and how to process all this information can take considerable time and effort. Consumers may have to rationalise the amount of information to which they expose themselves. This could result in consumers becoming loyal to certain directories, sites or reviewers. For example, even though there are many sites offering information on toasters,

consumers might only look at their favourite review site or e-tailer site to gather information when making a decision.

Either way, consumers' information search during limited or extended decision-making situations has probably been altered permanently. Marketers need to consider online information as a new and integral issue in the information search stage of the consumer decision-making process.

QUESTIONS

- 1 Given Grace's recent online shopping behaviour, is buying a toaster still a low-involvement process for her or has her increased information search turned this decision into an extended problem-solving situation?
- 2 Has the Internet made it easier or harder for consumers to conduct an information search during the consumer decision-making process? Explain your answer.
- 3 Are online consumer reviews a trustworthy source of information? Why or why not? What might motivate someone to write an online review for others to read?

End of Part 1 ■ CASE STUDIES 223

Source: Neal, C., Quester, P., & Hawkins, D. (2006). High-tech, low-involvement: Changing consumers' search for information, in *Consumer behaviour: Implications for marketing strategy* (pp. 221-223). North Ryde, NSW Australia: McGraw-Hill Australia.

Presentation

- Your assignment must use a Report Style Format i.e. very few long sentences.
- You should not make grammar, spelling or punctuation mistakes.
- **Format MUST be Full Block style, minimum 1.5 line spacing, 12 point font, paragraphs justified, extra line spacing between paragraphs.**
- You must have headings and subheadings.

References

- The work of other authors must be acknowledged through citation.
- You must use the Harvard author-date in text style of referencing. Do not use footnotes or endnotes.

Turnitin Details

Class ID 6

Password 6 110367

Marking guide for Assignment 1 (20 marks)

Criterion	1 mark	2 marks	4 marks	6 marks
Theoretical foundation 6 marks	Sufficient words, but little demonstrated understanding of the relevant theory. Far too descriptive. All text book material.	Sound discussion of relevant theory, but mostly descriptive work from text/s. Some attempt at analysis.	Sound knowledge of theoretical concepts displayed. Evidence of wider reading. Good analysis.	Well developed understanding of theory. Excellent use of academic journals. Critical analysis

Criterion	1 mark	2 marks	4.5 marks	7 marks
Application of theory to marketing situation 7 marks	Weak application of theory to market situation. Superficial discussion.	Application of theory to case situation is sound, but lacks a strong argument. Need to justify more.	Application to theory soundly supported. Good attempt to analyze critical issues. Good integration of primary data.	Strongly argued application of theory to case. Strong analysis of critical issues and firm options. Excellent use of primary data.

Criterion	0 mark	0.5 mark	1 mark	2 marks
Conclusions 2 marks	Weak conclusions. Do not follow from discussion.	Good attempt to bring it all together. Sound. No new material.	Sound conclusions. Well brought together.	Strong conclusion highly appropriate.

Criterion	0 mark	0.5 mark	1.5 marks	3 marks
Referencing 3 marks	Little attempt to provide appropriate referencing techniques.	Sound attempt to use a reference style, but numerous errors.	Good attempt to maintain a consistent style throughout.	Excellent application of referencing style both in-text and for the reference list.

Criterion	0 mark	0.5 mark	1 mark	2 marks
Presentation and writing style 2 marks	Poor layout. Writing not clear. Poor paragraph structure. Weak sentence construction. Not succinct. Doesn't stick closely to topic.	Sound report writing style, but many errors.	Good report writing style. Well presented. Few errors.	Excellent report writing style. Very well presented.

Assessment item 2

Due date:	18 November 2016
Value:	35% of total assessment in subject
Word limit:	2,000 words (nominated as a guide excluding references and appendices)
Format:	Report style (with headings)

Rationale

The purpose of this assessment is for the student to demonstrate the ability:

- to apply appropriate buyer behaviour theory;
- to create an appropriate marketing strategy; and
- to present ideas in an appropriate format and structure.

Topic

The task is to use various **theories** to explain buyer behaviour towards the purchase of products/services:

Your task is to create a series of money making opportunities for the whole semester, utilizing the most appropriate marketing strategies.

You decide what kind of products/services. You should be able to justify the offering(s) that you have chosen.

Your target is to accumulate a total sum of (profit) RM3000.00 which would be donated to the -Margamø which runs an old folks home for the neglected senior citizens.

Your report must contain :

1. An executive summary
2. Introduction - Information about the functions and benefits of the offering including :
 - Product/service
 - Price
 - Place
 - Promotion
3. Target Market - The products/services chosen to be based on your customer analysis. - STP
4. The marketing strategies used to attract your target market. The effectiveness of the strategies used. Analysis on
 - the product/service chosen
 - the location

- the target identified ó were you able to fulfil your target market's needs and wants.
 - were the target market's expectations met.
 - the effectiveness of strategies used;
 - what went wrong and what was done to overcome
 - how did you handle customer ó grievances/complaints, compliments.
 - how did you apply consumer behaviour theories
 - what did you learn
5. The consumer behavior theory(s) relevant to your analysis
 6. P&L Budget ó include all receipt/proof of purchase.

Presentation

- Your assignment must use a Report Style Format ie very few long sentences.
- You should not make grammar, spelling or punctuation mistakes.
- **Format MUST be Full Block style, minimum 1.5 line spacing, 12 point font, paragraphs justified, extra line spacing between paragraphs.**
- You must have headings and subheadings.

References

- The work of other authors must be acknowledged through citation.
- You must use the Harvard author-date in text style of referencing. Do not use footnotes or endnotes.
- You must use a Reference List at the end of your assignment NOT a Bibliography.
- This assignment does not require a bibliography.

Marking guide for Assignment 2 (35 marks)

Criterion	0 mark	1 mark	3 marks	5 marks
Theoretical foundation 5 marks	Sufficient words, but little demonstrated understanding of the relevant theory. Far too descriptive. All text book material.	Sound discussion of relevant theory, but mostly descriptive work from text/s. Some attempt at analysis.	Sound knowledge of theoretical concepts displayed. Evidence of wider reading. Good analysis.	Well developed understanding of theory. Excellent use of academic journals. Critical analysis
Criterion	2 marks	6 marks	12 marks	18 marks
Application of theory to marketing situation 18 marks	Weak application of theory to market situation. Superficial discussion.	Application of theory to case situation is sound, but lacks a strong argument. Need to justify more.	Application to theory soundly supported. Good attempt to analyse critical issues. Good integration of primary data.	Strongly argued application of theory to case. Strong analysis of critical issues and firm options. Excellent use of primary data.
Criterion	0 mark	1 mark	3 marks	5 marks
Budget 5 marks	Weak P&L. Do not follow from discussion.	Good attempt to bring it all together. Sound. No new material.	Sound P&L. Well brought together.	Strong P&L highly appropriate.
Criterion	0 mark	1 mark	3 marks	5 marks
Presentation and writing style 5 marks	Poor layout. Writing not clear. Poor paragraph structure. Weak sentence construction. Not succinct. Doesn't stick closely to topic.	Sound report writing style, but many errors.	Good report writing style. Well presented. Few errors.	Excellent report writing style. Very well presented.
Criterion	0 mark	0.5 mark	1 mark	2 marks
Executive Summary 2 marks	Not completed	Attempt to include information	Most necessary information included	Excellent; all necessary information included

Assignment Cover Sheet

Student Information (For group assignment, please state names of all members)		Grade/Marks
Name	ID	
Module/Subject Information		Office Acknowledgement
Module/Subject Code		
Module/Subject Name		
Lecturer/Tutor/Facilitator		
Due Date		
Assignment Title/Topic		
Intake (where applicable)		
Word Count		Date/Time

Declaration

. I/We have read and understood the Programme Handbook that explains on **plagiarism**, and I/we testify that, unless otherwise acknowledged, the work submitted herein is entirely my/our own.

. I/We declare that no part of this assignment has been written for me/us by any other person(s) except where such collaboration has been authorized by the lecturer concerned.

. I/We authorize the University to test any work submitted by me/us, using text comparison software, for instances of plagiarism. I/We understand this will involve the University or its contractors copying my/our work and storing it on a database to be used in future to test work submitted by others.

Note:1) The attachment of this statement on any electronically submitted assignments will be deemed to have the same authority as a signed statement.

2) The Group Leader signs the declaration on behalf of all members.

Signature:	Date:
mail:	

Feedback/Comments*	
Main Strengths	
Main Weaknesses	
Suggestions for improvement	
Grader's signature	Student acknowledge feedback/comments
	Student's signature:
Date:	Date:

Note:

1) A soft and hard copy of the assignment shall be submitted.

2) The signed copy of the assignment cover sheet shall be retained by the marker.

3) If the Turnitin report is required, students have to submit it with the assignment. However, departments may allow students up to **THREE** (3) working days after submission of the assignment to submit the Turnitin report. The assignment shall only be marked upon the submission of the Turnitin report.

*Use additional sheets if required.

ACADEMIC INTEGRITY

Honesty and Responsibility

Academic integrity is an important tenet for HELP University. In pursuit of the highest standards of academic integrity, the Department of Business Studies holds its students to the highest ethical standards defined by the Rules and Regulations section of the Academic Handbook. All students at the Department of Business Studies are subjected to and are bound by the Student Academic Misconduct Rule to assure academic honesty. Students are required to sign a pledge on the assignment cover sheet before submitting your assignments to the Department of Business Studies.

What is Plagiarism?

Plagiarism is academic dishonesty or academic theft, and it is a serious academic offence. Plagiarism includes, but is not limited to, the followings:

1. quote, paraphrase or summarize someone else's ideas, theories or data, in whole or in part, without appropriate acknowledgement
2. borrow ideas, opinion or words, in whole or in part, from other sources without properly crediting the author(s)
3. use any facts, statistics, diagrams or graphs, in whole or in part, without acknowledging the source clearly
4. claim or imply original authorship of someone else's ideas, theories or data, in whole or in part, as your own
5. employ or allow someone to help to revise, amend or write your work and pass off as your own original work
6. collaborate with or allow other students to copy your work
7. draw on sources more than what you have acknowledged by citations

While a student is not discouraged to discuss an assignment with his/her friends or classmates, the work he/she submits must be done by the student alone. If a student shares his/her assignment with other students and they plagiarize it, the student is as guilty as those students who plagiarized his/her assignment. All parties to plagiarism are considered equally guilty. Under no circumstances should a student be involved in collusion with other students unless he/she is permitted to work on an assignment jointly by the lecturer/tutor. If a student is unsure what constitutes plagiarism, he/she is obliged to consult the lecturer/tutor on the matter before submission of his/her assignment.

When and How to Reference?

Knowing when and how to cite is a student's responsibility. If he/she is in doubt or need more help on this matter, the student may consult the lecturer/tutor. The following list comprises some of the sources a student will need to reference. The list is by no means exhaustive, but simply consists of the most common sources used by students to complete their work.

1. Books
2. Chapters in books
3. Journal articles
4. Conference papers
5. Newspaper articles
6. Magazines
7. Websites
8. Study guide

Students are advised to cite in the following cases^[1]:

1. When he/she quotes two or more words verbatim, or even one word if it is used in a way that is unique to the source
2. When he/she introduce facts that he/she have found in a source
3. When he/she paraphrase or summarize ideas, interpretations, or conclusions that he/she find in a source
4. When he/she introduce information that is not common knowledge or that may be considered common knowledge in your field, but the reader may not know it
5. When he/she borrow the plan or structure of a larger section of a source's argument (for example, using a theory from a source and analyzing the same three case studies that the source uses)
6. When he/she build on another's method found either in a source or from collaborative work in a lab
7. When he/she build on another's program in writing computer code or on a not-commonly-known algorithm
8. When he/she collaborate with others in producing knowledge

In general, a referencing system requires two parts:

1. In-text citations
This is information about a source within the text of an assignment.
2. List of references
This is a list of all sources a student has used to research his/her assignment. It is alphabetically arranged by author surname and appears immediately after the last page of an assignment.

Different faculties or departments may have different requirement on how referencing for an assignment should be done. The various formats used for in-text citations and list of references are available in the following websites:

1. Harvard System (<http://www.adelaide.edu.au/library/guide/gen/harvard.html>)
2. Chicago Style (<http://www.chicagomanualofstyle.org/index.html>)
3. American Psychological Association or APA Style (<http://www.apastyle.org>)
4. Modern Language Association of America or MLA Style (<http://www.mla.org>)

Once a student has selected a referencing style for his/her assignment, he/she must follow the same style consistently throughout the assignment. We strongly suggest that the student consults the lecturer/tutor about which method to use before submission of his/her assignment.

¹ <http://www.yale.edu/bass/writing/sources/plagiarism/warning.html>, accessed May 18, 2008.

What are the Procedures and Penalties for Plagiarism?

When a lecturer/tutor encounters a possible case of plagiarism, the lecturer/tutor shall report the matter to the Head of the Department, who then initiates an investigation on the matter. The following procedures would be carried out:

1. The lecturer/tutor shall provide evidence that substantiates an academic offence has occurred. The following documentations must be ready prior to reporting of alleged plagiarism:
 - a. Copy of the alleged plagiarized assignment
 - b. Copy of the source material (e.g. articles, websites, newspaper, etc.)
 - c. Report of plagiarism
 - d. Any other information that would support the claim of plagiarism
2. If the evidence warrants an accusation of academic offence, the Head of Department shall establish a Board of Inquiry comprising 3 academic staff. The Department shall provide all necessary documentations, including report on prior academic offences if applicable, to the Board of Inquiry.
3. The Board of Inquiry shall put the matter to the student in writing and give him/her an opportunity to respond to the accusation within 3 working days.
4. The student will be required to attend a meeting with the Board of Inquiry. After meeting the student, the Board of Inquiry shall decide whether or not the alleged plagiarism has occurred. The following documentations shall be submitted to the Head of Department at the end of the meeting:
 - a. Findings of the investigation
 - b. Recommended action(s) to be taken or imposed
5. The Head of Department shall review the Board of Inquiry's report with supporting evidence and shall decide on an appropriate action(s) based on the recommendation of the Board of Inquiry.
6. The decision of the Head of Department shall be put in writing to the student. Copies of all documentations will be retained in the Department.
7. If the student feels that he/she has been unfairly accused or treated, the student may appeal to the Head of Department within 5 working days.
8. The Head of Department shall review the appeal and the final decision will be communicated to the student in writing and a copy will be kept with the Department. Once a determination of plagiarism and penalty has been made by the Head of Department, the investigative process will be deemed to have ended and the student will not be allowed to appeal.

Possible penalties for plagiarism range from mark reduction for the assignment to expulsion from the University. The student will not be allowed to make up the assignment. If plagiarism has been found to have occurred, the Department will take action(s) as determined by the forms of plagiarism implicated:

1. Complete plagiarism

Verbatim copying another person's work without acknowledgement

1st offence : A grade of 'F' in the subject and a warning letter will be issued

2nd offence : Expulsion from the University at the discretion of the Head of Department

2. Substantial plagiarism

Near-verbatim copying another person's work by simply altering the order of the sentences or the format of presentation or by changing a few words or phrases without acknowledgement.

- 1st offence : Zero mark on the assignment and a warning letter will be issued
- 2nd offence : A grade of 0F0 in the subject and a warning letter will be issued
- 3rd offence : Expulsion from the University at the discretion of the Head of Department

3. Minimal plagiarism

Acknowledgement is made but paraphrasing by changing and/or eliminating some words

- 1st offence : Deduction of 50% of available marks on the assignment and a warning letter will be issued
- 2nd offence : A grade of 0F0 in the subject and a warning letter will be issued
- 3rd offence : Expulsion from the University at the discretion of the Head of Department

4. Unintentional plagiarism

Insufficient acknowledgement by not applying citation or quotation marks correctly

- 1st offence : Deduction of up to 50% of available marks on the assignment and a warning letter will be issued
- 2nd offence : A grade of 0F0 in the subject and a warning letter will be issued
- 3rd offence : Expulsion from the University at the discretion of the Head of Department

Pleading ignorance or unintentional plagiarism does not constitute valid reasons for plagiarism and will not avoid the penalties from being imposed. Excuses for acts of plagiarism such as the following, but not limited to, will not be entertained:

1. I don't have time to do the assignment
2. I have too many assignments due on the same day
3. I don't know, I really didn't do it
4. I am not aware
5. I don't understand what plagiarism means
6. I have no intention to plagiarize
7. I forgot to cite the reference
8. I forgot to include the bibliography
9. My English is not good
10. My lecturer/tutor did not explain to me
11. In my country, it is alright to copy someone else's work
12. My friend copied my assignment when I let him/her to look at my assignment
13. My friend copied my assignment when I allow him/her to use my laptop
14. I did my assignment in the computer lab, someone must have copied my work
15. I asked my friend to submit my assignment and he/she copied my work
16. I discussed my assignment with my friends, so our answers are the same/similar
17. Even though I do not have in-text citation but I have bibliography/reference list

Students should be reminded that it is their responsibilities to take due care throughout their written work to effectively reference or cite when they use others' ideas from any source.



DEPARTMENT OF BUSINESS
STUDIES

SEMESTER X, 20XX

FINAL EXAMINATION

Subject Code : MKT201

Subject Name : CONSUMER BEHAVIOUR

This examination carries 40% of the total assessment for this subject.

Examiner(s) MS SUMATHI PARAMASIVAM	Moderator(s)
Day : Date :	Time :

Time allowed : **Reading – 10 MINUTES**
 Writing – 3 HOURS

INSTRUCTION(S):

1. This examination consists of **TWO (2)** sections:

SECTION A (Case Study) Answer **ALL** parts of Question 1 based on the case study.

SECTION B Answer any **THREE (3)** of the following SEVEN (7) questions.

- Answers are to be written in the answer book provided. Use a new page for different question.
- Writing on the examination answer book is **NOT** permitted during reading time.
- This is a **CLOSED BOOK** examination.
- Students are **NOT** permitted to retain this examination paper.
- Students must pass this examination in order to receive a passing grade in this subject

(This question paper consists of 2 sections in 5 printed pages, including cover page)

SECTION A – Case Study

WALKERS LITES

INTRODUCTION AND MARKET BACKGROUND

Walkers dominate the Malaysian RM1.3bn 'salted snacks' market which comprises traditional flat potato crisps/chips, extruded snacks such as Pringley and Hula Hoops, and the increasingly popular tortilla-type snacks. The market is considered mature with 90% penetration.

Walkers is owned by Pepsi-Co who market salted snacks under the Frito-Lay brand worldwide. Walkers are planning to introduce a range of low fat crisps into the Malaysian market called Walkers Lite, traditional flat style crisps in three flavours. The development of the Lites range is part of Walkers' long term strategy to double in size over the next five years. Walkers already have a 58.3% value share of the traditional crisps market. In order to achieve their growth objective they need to do more than just dominate the market – they effectively need to change the way consumers snack in order to achieve organic growth. Walkers management claim that they have achieved such a large share of the market that their criterion for success is no longer whether they can 'pinch a bit' of market share from competitors but whether they can make the whole category expand. Sue Thomas, Vice President of Marketing 'Our first success criterion is category growth rather than market share. It may sound arrogant but we don't let what the competitors have done change our objectives'.

WALKERS GROWTH STRATEGIES

1. 'Eat More'

Much of this corporate vision stems from US trends. Malaysians are a nation of snack lovers, eating on average 240 packs of crisps a year. By volume this ranks a long way behind the Americans who eat twice as much. But Malaysian consumers are the most frequent purchasers, that is we eat smaller amounts more often than the Americans, and this is what Walkers want to exploit. The strategy involves persuading people to buy bigger 'grab' bags in shops and kiosks, and bigger multi-packs of crisps in supermarkets.

2. 'Eat in new situation'

Consumers are also being encouraged to eat snacks like Doritos Tortilla Chips at different times of the day, such as in the evening with dips. This product is now very popular in the US mainly amongst 25-54 year olds.

3. 'Capture the light snacker'

An important part of the long term plan to expand the market is Walkers foray into the reduced fat category. Walkers Lites go on sale June this year with the aim of catching the millions of 'light snacker', people who buy crisps but not often enough. This segment is known as 'Better For You', which fits in with the ageing profile of the salted snacks market customers, a group getting worried about their health and middle-aged spread.

LITE COMPETITORS

Other crisp manufacturers have already launched low-fat products : Golden Wonder has a variant called Golden Lights, the current brand leader in that market; United Biscuits has a brand called KP Solos, and has recently launched a range of low-fat snacks under the McVities' Go Ahead! brand. UB also produces a low-fat crisp range for Marks and Spencers. However in terms of the salted snack market share these three brands are way behind Walkers e.g. Golden Wonders have 7.9% and KP crisps 4.7% of the crisps market.

THE AMERICAN EXPERIENCE

Frito-Lay have successfully introduced their own 'Better For You' range in the US. It was supported by a \$30 million budget in the first year, \$20 million in the second year and produced sales in excess of \$100 million in its first year in the market. Dwight Risky, Vice President for Marketing explains the background 'The ageing baby boomers were a very significant factor. We were looking for new products that would allow them to snack. But we were looking for 'better-for-you' aspects in products and pushing against that demographic shift'.

THE MARKETING MIX

Product

Unlike the McVities Go Ahead! brand which is 90% to 97% fat free, Walkers Lites are 25% reduced fat, making it easier to retain mainstream market appeal. For the moment the range consist of three flavours of crisps ' Ready Salted, Sal and Vinegar and Cheese and Onion. Walkers have several other 'Better For You' products in the pipeline. Technical advances such as the fat substitutes Olestra could ultimately be introduced and in the near future some US products could be introduced into Malaysia.

Price

The price of the Lites will be comparable to the traditional crisps. Multi packs are cheaper than buying individual grab packs.

Place

Walkers will use their existing distribution network to retail the Lites brand alongside its usual range.

Promotion

Walkers advertising agency BMP have been briefed on the new range and are planning a large budget TV advertising campaign to give the products mainstream appeal. 'The company will be looking at a more feminine marketing philosophy ' to appeal to health-conscious female consumers. But the crisps will be targeted at men too.' Kevin Tan Account Director. The Walkers brand has recently been advertised very successfully featuring David Beckham, and it has been suggested that for the Lites range Walkers and the agency are considering using Pop Princess Siti Nurhalisa as a spokesperson. In the US their range was advertised featuring Carly Simon singing the Beatles song Good Day Sunshine.

CUSTOMER BEHAVIOUR – WALKERS LITES

As mentioned in the market background above, Walkers are trying to attract occasional snackers who are concerned about their health and fitness and try to cut out or cut down on many foods that they consider bad for them. This 'Better for You' segment is aged 35-54; they are mainly graduates; they work in professional, managerial, clerical occupations; they earn in the RM36000 ' RM4800000 range; they are likely to be married and have school age children.

QUESTION 1 (answer ALL parts)

- a. Discuss the decision process and the influences on it that the consumers in this segment are likely to go through when buying Walkers Lites.

[16 marks]

- b. In what ways can a knowledge of this process assist in the development of the marketing strategy for this new product?

[10 marks]

- c. Specify how consumer learning will be changed as a result of marketing activities with reference to learning theories.

[4 marks]

SECTION B (60 Marks)

Answer any **THREE (3)** questions out of the **SEVEN (7)** questions.

QUESTION 3

Discuss with examples, the situational influences that might affect consumer decision making process?

QUESTION 4

What is store image? What in-store characteristics could retailers use to enhance the probability of purchase by individuals who visit a store?

QUESTION 5

Which theory of learning best explains the following consumption behaviours:

- i. buying a pack of chewing gums
- ii. preferring to fly on a particular airlines
- iii. buying a personal computer for the first time
- iv. buying a new car

Explain your choices.

QUESTION 6

You are the marketing vice president of a large soft drink company. Your company's advertising agency is in the process of negotiating a contract to employ a superstar female singer to promote your product. Discuss the reference group factors that you would raise before the celebrity is hired.

QUESTION 7

Critically appraise the utility of the family life cycle concept for understanding and predicting consumer behaviour.

QUESTION 8

Discuss the importance of culture and its impact on consumer's purchase decision. Illustrate your answer with examples.

*****END OF EXAMINATION PAPER*****