

## **COURSE OUTLINE: BM2501 Market Behaviour**

<b>Academic Year</b>	2023-2024	<b>Semester</b>	2
<b>Course Coordinator</b>	Assoc Prof Zhang Kuangjie		
<b>Course Code</b>	BM2501		
<b>Course Title</b>	Market Behaviour		
<b>Pre-requisites</b>	AB1501 Marketing		
<b>No of AUs</b>	4		
<b>Contact Hours</b>	3hrs x 13 weeks = 39 hrs		

### **A) Course Aims**

This course will introduce you to key consumer behaviour concepts, thus equipping you – as current or future managers – with the knowledge to discover insights as well as to evaluate and design effective marketing decisions. After the completion of this course, you should be able to understand the psychology of how consumers think, feel, reason, and choose between different alternatives (e.g., brands, products), how social and cultural environments (e.g., friends, family, and culture) influence consumer behaviour, and how marketers can use consumer insights to develop marketing campaigns/strategies to reach their target segments. You will also learn to appreciate the relevance of consumer behaviour for marketers and policymakers.

### **B) Intended Learning Outcomes (ILO)/Objectives**

By the end of this course, you would be able to:

- Explain and distinguish the key consumer behaviour concepts and theories (ILO1)
- Analyse consumer behaviour phenomena with relevant concepts and theories (ILO2)
- Apply consumer behaviour knowledge to uncover consumer insights that can be used to develop proposed marketing strategies and solve marketing problems (ILO3)

### **C) Course Content**

The broad topics that will be covered in this course are:

- Needs, wants and consumer insights
- Consumer decision-making
- Internal and external influences on decision-making
- Using consumer insights in applications to real-world marketing

Please refer to the weekly schedule (to be distributed in class) for details.

### **D) Assessment (includes both continuous and summative assessment)**

<b>Component</b>	<b>ILO Tested</b>	<b>NBS Learning Goal</b>	<b>Weighting</b>	<b>Team/ Individual</b>	<b>Assessment Rubrics (see Annex A)</b>
1. Class Participation	ILO1-3	Oral Communication	15%	Individual	Rubric 1
2. Individual Assignment	ILO1-2	Critical Thinking	15%	Individual	Rubric 2
3. Individual Presentation (in Group Assignment 2)	ILO1-3	Oral Communication	10%	Individual	Rubric 3

4. Group Assignment 1 (not all members need to present)	ILO1-2	Teamwork & Interpersonal Skills	10%	Group	Rubrics 4 and 6
5. Group Assignment 2 (all members need to present)	ILO2-3	Problem Solving and Decision Making	30%	Group	Rubrics 5 and 6
6. Final Quiz	ILO1-3	Acquisition of Knowledge	20%	Individual	NA
<b>Total</b>			<b>100%</b>		

\*Please note that **peer evaluation** will be conducted for both group assignments 1 and 2 (see Rubric 6). Assignment marks will be moderated based on peer evaluation.

### E) Formative feedback

Feedback is central to this course. You will receive verbal feedback from the instructor and your classmates about your presentations. You will receive verbal feedback from the instructor about your group project along the semester during project consultation time (including in-class and after-class consultation time).

You will receive formative feedback through written responses to your individual assignment and verbal feedback through in-class discussion.

### F) Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Seminars	This allows us to get the concepts clearly through the entire class by involving you for your understanding. The lecture session allows you to think critically and share your ideas with peers in class.
Individual Assignments and Quiz	This allows you to examine your level of acquisition of knowledge.
Group Projects	The group projects will provide you with opportunities to apply the consumer behaviour knowledge learned in the class to solve relevant marketing problems. This whole process also allows you to think critically, and train your skills in problem solving and decision making.

### G) Reading and References

Solomon, Michael R. (2020), *Consumer Behavior: Buying, Having, and Being (13<sup>th</sup> Global Edition)*, Pearson Education/Prentice Hall (ISBN-10: 1292318104).

Additional resources will be provided on NTULearn.

### H) Course Policies and Student Responsibilities

- (1) **Communication.** Important announcements will be made in class. Lecture notes, along with other relevant materials, will be uploaded on your seminar site at NTULearn. Please check your seminar site at least once a week to keep abreast of any important development in this course.

- (2) **Attendance and Punctuality.** You cannot contribute to our learning if you are not in class, and that is why I keep track of attendance at the beginning of every class. **You are to only mark your own attendance, so do not agree to mark the attendance on behalf of any of your classmates.**

We understand that you have other responsibilities. If you need to miss one class for certain expected reasons, send your instructor an email to seek approval *at least one week in advance*. If you miss a class because you are sick, you will need to provide a medical certificate from the doctor. If you miss a class without any valid reason, marks may be subtracted from your participation grade. The same rules apply to punctuality. A student who enters the classroom after the class starts is inevitably going to disturb the class. Do make a dedicated effort to be on time for class to show respect for our time and those of your fellow classmates.

- (3) **Technology.** Mobile phones must be put on silent mode during the class. You are allowed to use your laptop for note-taking. However, laptops must not be used for any other purpose than what is relevant to the lesson. If it is found that students are using their laptops for matters that are not relevant to the lesson (e.g., chatting, reading emails, surfing the internet), and they are deemed to be distracting other students by their excessive use of mobile devices (e.g., laptops, tablets, mobile phones), they will be asked to leave the class. Experience from previous semesters has shown that turning off all electronic devices significantly improves the quality of class interaction, since nobody is distracted through chatting, reading or writing emails, or surfing the Internet.

### I) Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion, and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

**Plagiarism.** Plagiarism occurs when a student presents materials (e.g., books, articles, web materials, assignments) developed by another person/organization as his/her own, without due acknowledgement of such usage. **Do note that self-plagiarism is still plagiarism – do not simply re-use a piece of work previously submitted to another class for a new assignment.** Plagiarism will be heavily penalized: if proven guilty, students will be immediately assigned a “zero” mark for the piece of assessment in question and/or a fail grade for the subject. Every severe case of plagiarism will also be forwarded to the university.

Related to the above issue of plagiarism, do note the following on **Academic Integrity**.

1. Read the Academic Integrity Handbook at the following URL: [https://www.ntu.edu.sg/docs/default-source/tlpd-documents/academic-integrity-handbook\\_july-2017.pdf?sfvrsn=fc5a5b24\\_2](https://www.ntu.edu.sg/docs/default-source/tlpd-documents/academic-integrity-handbook_july-2017.pdf?sfvrsn=fc5a5b24_2)
2. You are to submit your assignments to Turnitin if it has been created as a Turnitin assignment. Enclose the report generated which states the extent of ‘matched-text’.
3. You are to include or attach a declaration to your assignment as follows:  
“I, (insert your name), declare that the work which I am submitting is original and that I have made proper referencing and citations (where appropriate and required).”

**J) Course Instructors**

Instructor	Office Location	Phone	Email	Consultation Hours
Assoc Prof Zhang Kuangjie	ABS-06-075	6316 8862	kjzhang@ntu.edu.sg	By prior appointment via email

**K) Planned Weekly Schedule**

Week	Topic	ILO	Readings/ Activities
1	Welcome and Course Overview	Understand course structure and subject requirements. (ILO1&2)	Solomon, Chapter 1
2	Needs, Wants, and Consumer Insights	Classify the different types of consumer needs/wants and understand the importance of consumer insights (ILO1&2)	Solomon, Chapters 5, 9 & 10
3	Consumer Research Methods	Classify the various methods and tools available for consumer research. (ILO1&2)	
4	Consumer Decision-Making	Explain different types of consumer decision making and the various stages that a consumer goes through in the decision-making process. (ILO1&2)	Solomon, Chapters 5, 9 & 10
5	Perception	Describe what the perception process is, how it is accomplished using the five senses, and how perception principles are applied in areas such as branding and marketing. (ILO1&2)	Solomon, Chapter 3
6	Learning and Memory	Differentiate the different schools of thought behind how consumers learn and how marketers use such knowledge to help consumers learn and remember product and brand information. (ILO1&2)	Solomon, Chapter 4
7	Attitudes and Persuasion	Identify what attitudes are and how they affect the way consumers think, feel, and behave. Discuss how and why marketers build positive consumer attitudes toward brands/organizations, and how they manage negative consumer attitudes. (ILO1&2)	Solomon, Chapter 8
8	The Self	Examine how our sense of self is formed and the role of self and self-identity in consumption (ILO1&2)	Solomon, Chapter 6
9	Group/Social Influences	Explain how social context influences consumption behaviour; Analyse the power of groups on consumer behaviour; Discuss how word of mouth and other forms of influence work. (ILO1&2)	Solomon, Chapter 11
10	Consumer Behaviour in a Cultural Context (Culture)	Identify how cultural factors influence consumer behaviour across various cultures. (ILO1&2)	Solomon, Chapter 14
11	GROUP PRESENTATIONS (4 groups) (ILO2&3)		
12	GROUP PRESENTATIONS (4 groups) (ILO2&3)		
13	FINAL QUIZ (ILO1&2&3)		

**ANNEX A1: ASSESSMENT CRITERIA FOR CLASS PARTICIPATION (RUBRIC 1)**

Traits	Performance									
Engagement	Hardly focuses in class (e.g. using mobile phone, unnecessary chatting)		Occasionally engages in distracting activities (e.g. using mobile phone, unnecessary chatting) in class.				Engages fully in class			
Contribution Frequency	Does not speak up/contribute in class		Occasionally speaks up/contributes in class				Speaks up/contributes in classes			
Contribution Quality	No contributions/Contributions lack substance		Contributions demonstrate knowledge of the subject matter				Contributions are constructive and insightful			
	Evaluation:   Not Yet <u>1</u> 2      3      4      5      6      7      8      9 <u>10</u> Substantially Developed									

**ANNEX A2: ASSESSMENT CRITERIA FOR INDIVIDUAL ASSIGNMENT (RUBRIC 2)**

Traits	Performance										
Originality of the Report	<b>Not Yet</b> Does not identify a clear phenomenon, is confused, or discusses the issue inaccurately.					<b>Substantially Developed</b> The phenomenon identified is interesting and the report offers original insights					
	Evaluation: Not Yet <u>1</u> 2   3   4   5   6   7   8   9 <u>10</u> Substantially Developed										
Quality of the Analysis	<b>Not Yet</b> Merely describes the phenomenon; Does not use or incorrectly apply knowledge and concepts.					<b>Substantially Developed</b> The analysis correctly applies relevant knowledge and concepts to explain the phenomenon and demonstrates critical thinking.					
	Evaluation: Not Yet <u>1</u> 2   3   4   5   6   7   8   9 <u>10</u> Substantially Developed										
Presentation of the Report	<b>Not Yet</b> The idea is not clearly communicated and difficult to follow. The report contains many grammatical/spelling errors.					<b>Substantially Developed</b> The idea is clearly communicated and easy to follow. The report reads well editorially (e.g., minimal grammatical/spelling errors)					
	Evaluation: Not Yet <u>1</u> 2   3   4   5   6   7   8   9 <u>10</u> Substantially Developed										

**ANNEX A3: ASSESSMENT CRITERIA FOR INDIVIDUAL PRESENTATION IN GROUP ASSIGNMENT 2 (RUBRIC 3)**

Traits		Performance									
Communication Outcome	<ul style="list-style-type: none"><li>Has a clear message for the audience</li><li>Maximizes likelihood of audience accepting the message</li></ul>	Not Yet Central message is not explicitly stated in the presentation. Main points are not clearly identified, audience unsure of the direction of the message.	Substantially Developed Central message is precisely stated; main points are clearly identified.								
		Evaluation: Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed									
Situational Factors	<ul style="list-style-type: none"><li>Addresses audience needs</li></ul>	Not Yet No attempt made to connect topic to audience.	Substantially Developed Connection of topic to audience's needs and interest is stated with sophistication. Identifies and expresses a deep understanding of the target audience.								
		Evaluation: Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed									
Design Factors	<u>Structure</u> <ul style="list-style-type: none"><li>Organises content coherently</li><li>Signals transition between points</li></ul>	Not Yet Organizational pattern (specific introduction and conclusion, sequenced materials within the body, and transitions) is not observable.	Substantially Developed Organizational pattern is clearly and consistently observable and makes the content of the presentation cohesive.								
		Evaluation: Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed									
	<u>Verbal</u> <ul style="list-style-type: none"><li>Speaks at appropriate speed and volume</li><li>Uses correct grammar and pronunciation</li></ul>	Not Yet Grammar, pronunciation and word choice are deficient. Vocal delivery is too soft or too fast to understand; gap-fillers interfere with expression.	Substantially Developed Free of errors in grammar and pronunciation; good choices of word enhance clarity of expression. Vocal delivery is varied and dynamic. Speech rate, volume, and tone facilitate audience comprehension. Minimal gap fillers.								
		Evaluation: Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed									

**ANNEX A4: ASSESSMENT CRITERIA FOR GROUP ASSIGNMENT 1 (RUBRIC 4)**

Traits	Performance										
Quality of Discussion	<b>Not Yet</b> Content is erroneous or irrelevant; relevant concepts and knowledge are not correctly discussed or applied; Lack of depth in content and few insights are exhibited.					<b>Substantially Developed</b> Content is accurate, thorough, and directly on point; relevant concepts and knowledge are correctly discussed or applied; Exhibits depth and insight in content.					
	Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed										
Presentation and Communication	<b>Not Yet</b> Presentation is unclear and difficult to understand; Presenters do not demonstrate team effort; Presentation falls outside set time parameters.					<b>Substantially Developed</b> Presentation is clear and smooth; Presenters work effectively as a team; Effective use of time and stay within time parameters.					
	Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed										



**ANNEX A5: ASSESSMENT CRITERIA FOR GROUP ASSIGNMENT 2 (RUBRIC 5)**

Traits	Performance										
Quality of Consumer Research and Analysis	<b>Not Yet</b> Does not apply methodological principles covered in class; Does not apply relevant concepts/theories/knowledge covered in class; research gives a good understanding of consumer behaviour; recommendations are not supported by consumer research; findings do not lead to original or useful insights				<b>Substantially Developed</b> Applies methodological principles covered in class; Applies relevant concepts/theories/knowledge covered in class; research gives a good understanding of consumer behaviour’ recommendations are well supported by consumer research; Findings offer original and useful insights.						
	Evaluation: Not Yet <u>1</u> 2   3   4   5   6   7   8   9 <u>10</u> Substantially Developed										
Quality of the Recommendations	<b>Not Yet</b> Recommendations are not presented or based on superficial understanding; Poor and/or unjustified recommendations.				<b>Substantially Developed</b> Specific recommendations are proposed based on a thorough analysis of the marketing problem; Recommendations follow logically from analyses; Recommendations not only show creative thinking based on sound marketing judgment, but are also practical and effective in the real world.						
	Evaluation: Not Yet <u>1</u> 2   3   4   5   6   7   8   9 <u>10</u> Substantially Developed										
Presentation and Communication	<b>Not Yet</b> Presentation slides are disorganized and difficult to follow. The audience is disengaged and uninterested; Presenters do not demonstrate team effort; Messages are not clearly communicated; Presentation falls outside set time parameters.				<b>Substantially Developed</b> Presentations slides are well organized and flow smoothly; The audience is involved and generally interested; Presenters communicate clearly and present ideas persuasively; Effective use of time and stay within time parameters.						
	Evaluation: Not Yet <u>1</u> 2   3   4   5   6   7   8   9 <u>10</u> Substantially Developed										

**ANNEX A6: ASSESSMENT CRITERIA FOR PEER EVALUATION FOR GROUP ASSIGNMENTS 1 AND 2 (RUBRIC 6)**

Traits	Performance										
<b><u>Roles and Responsibility (20%)</u></b>  Behaves professionally by upholding responsibility and assuming accountability for self and others in progressing towards the team’s goal.	<b>Not Yet</b> Unclear about his/her own role; refuses to take a role in the group; insists to work individually and has limited coordination or communication with others.	<b>Substantially Developed</b> Always fulfills responsibilities; performs his/her role within the group with enthusiasm and demonstrates willingness to work collaboratively.									
	<b>Evaluation: Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed</b>										
<b><u>Communication (20%)</u></b>  Identifies appropriate mechanisms to coordinate and correspond with team members.	<b>Not Yet</b> Modes of communication are not appropriate, causing confusion and miscommunication among team members.	<b>Substantially Developed</b> Modes of communication are appropriate, and maintain timely communication and correspondence with team members.									
	<b>Evaluation: Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed</b>										
<b><u>Conflict Resolution (20%)</u></b>  Resolves conflicts using a variety of approaches.	<b>Not Yet</b> Does not recognize conflicts or is unwilling to resolve conflicts.	<b>Substantially Developed</b> Consistently resolves conflicts through facilitating open discussion and compromise.									
	<b>Evaluation: Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed</b>										
<b><u>Contributions (20%)</u></b>  Contributes positive input for the team; effectively utilizes one’s knowledge and expertise.	<b>Not Yet</b> Largely disinterested in working in a group and refuses to participate; observes passively or is unwilling to share information with other team members.	<b>Substantially Developed</b> Actively attends and participates in all activities and provides meaningful contribution in articulating ideas and opinions.									
	<b>Evaluation: Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed</b>										
<b><u>Relationship (20%)</u></b>  Maintains cooperative interaction with other team members regardless of individual /cultural differences and respects diverse perspectives.	<b>Not Yet</b> Rarely listens to others and does not acknowledge the opinions that differ from his/her own.	<b>Substantially Developed</b> Engages in respectful relationships with all other members in the team. Embraces and accepts diverse points of view without prejudice.									
	<b>Evaluation: Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed</b>										