



北京大學
汇丰商学院

Peking University HSBC Business School

MGT561 CONSUMER BEHAVIOR 3rd Module, 2015 - 2016

Course Information

Instructor: Jooyoung Park

Office: PHBS Building, Room 644

Phone: 86-755-2603-3621

Email: jpark@phbs.pku.edu.cn

Office Hour: Mon & Thur 1:00 – 3:00pm

Teaching Assistant:

Phone:

Email:

Classes:

Lectures: Mon & Thur 10:30am-12:20pm

Venue: PHBS Building, Room 313

Course Website: Consumer Behavior (MGT561) on CMS

1. Course Description

1.1 Context

Course overview: We are all consumers. We buy groceries, cell phones, and houses. We also purchase services ranging from bank accounts to educations. Although consumers have similar needs, they may choose different products or brands. This is because consumers are intrinsically different from one another, and they are also influenced by various situational factors. Then, what marketers or companies should do to effectively communicate with consumers and influence their behavior?

In this course, you will learn how and why consumers behave the way that they do. You will learn about theories developed in marketing, psychology and other behavioral sciences to understand consumer behavior. You will also acquire experience in applying these theories to real-world consumer behavior problems and drawing managerial implications. Several different kinds of materials and approaches will be used to meet these learning objectives.

Prerequisites: Marketing Management (MGT 560)

1.2 Textbooks and Reading Materials

TEXTBOOK

Consumer Behavior (2010, 5th edition) by Wayne D. Hoyer and Deborah J MacInnis.
Cengage Learning, ISBN-13: 9780324834277 | ISBN-10: 0324834276

CASES

Case readings will be announced and distributed in class.

JOURNAL ARTICLES AND NEWS

Journal articles and recent news from the popular business press will be used throughout the module. The journal articles will help you develop a deeper insight into selected topics and methods of consumer behavior research. A bibliography of these articles is listed under "Journal Article Reading Lists" in this syllabus. Business news articles will give you the opportunity to apply conceptual framework to current real-world consumer behavior problems. News articles will be distributed in class.

RECOMMENDED READING

Kahneman, D. Thinking Fast and Slow.

Underhill, P. Why We Buy.

Petty, R. E. & Cacioppo, J. T. Attitudes and Persuasion: Classic and Contemporary Approaches.

Chabris C. & Simon D. The Invisible Gorilla: And Other Ways Our Intuitions Deceive Us

2. Learning Outcomes

After taking this course, you will be familiar with various theories developed in marketing, psychology and other behavioral sciences. Various activities inside and outside of the class will allow you to be able to conduct rigorous research to solve real business problems and effectively communicate the findings and implications with various audience groups after taking this course.

2.1 Intended Learning Outcomes

Learning Goals	Objectives	Assessment
1. Our graduates will be effective communicators.	1.1. Our students will produce quality business and research-oriented documents.	Y
	1.2. Students are able to professionally present their ideas and also logically explain and defend their argument.	Y
2. Our graduates will be skilled in team work and leadership.	2.1. Students will be able to lead and participate in group for projects, discussion, and presentation.	Y
	2.2. Students will be able to apply leadership theories and related skills.	
3. Our graduates will be trained in ethics.	3.1. In a case setting, students will use appropriate techniques to analyze business problems and identify the ethical aspects, provide a solution and defend it.	
	3.2. Our students will practice ethics in the duration of the program.	
4. Our graduates will have a global perspective.	4.1. Students will have an international exposure.	
5. Our graduates will be skilled in problem-solving and critical thinking.	5.1. Our students will have a good understanding of fundamental theories in their fields.	Y
	5.2. Our students will be prepared to face problems in various business settings and find solutions.	Y
	5.3. Our students will demonstrate competency in critical thinking.	Y

2.2 Course specific objectives

CLASS PARTICIPATION AND DISCUSSION

Class participation is an important part of marketing courses. The learning experience of this course depends on your participation. I expect you to have read the assigned materials prior to class. Your goal should be to prepare consistently for the course, and to participate appropriately in various activities in class – lecture, discussions, group work, etc. It is important for your classmates, and me, to know who you are. Please bring your desk name card during every class in the module.

Please come to class on time and make sure you give yourself enough time to settle down. Remember, if you are not in class, you may miss your opportunity to participate, and this can lead to negative repercussions on your class participation grade.

Whenever you know in advance that you will be absent, please let me know. If you miss class due to a pressing emergency, please provide me with the necessary documentation to excuse your absence. If you need to leave early for something that is an extremely unusual and unavoidable situation, you should explain your reason for leaving early to the professor ahead of time, and should sit near the door so your departure is not a distraction for others.

Whenever you raise a question or share your opinion in class, you will be given a form where you can describe the question or your opinion. You have to return the form to the instructor at the end of each class. The final participation grade will be determined based on the collected forms.

QUIZZES

In order to check your understanding of course materials, there will be pop quizzes. This means you have to preview and review course materials and pay close attention to lectures.

INDIVIDUAL WORK

You will read several journal articles every week. For one of the articles assigned each week, you have to submit a review paper including a brief summary and limitations of the paper as well as future research ideas. Every week, the instructor randomly picks several students and asks them to present their review in class. Everyone is expected to be well prepared.

GROUP WORK – CASE ANALYSES

You will work on case analyses in a small group. For every case, your team must submit a written document including your own analyses and summary (up to 3 pages appendices and bibliography) before class presentations. Also, for every case, several teams will present their analyses in 15 minutes. Because presenting teams will be randomly selected in class, every team should be ready for the presentation. Peer evaluations will be reflected in your case grades. Your participation in discussion will be also counted and reflected in your discussion grade.

GROUP WORK – TERM PAPER

For this assignment, every team will submit two written documents and have a 30 minutes to present their report and answer questions. This is a group assignment. Your team can choose one of the options below. A detailed description of the project and guidelines for presentations will be provided in class. Peer evaluations will be reflected in your term paper grade.

ACADEMIC RESEARCH: If your team is interested in academic research on consumer behavior, you can review the previous literature and see what needs to be addressed. The first document should include your motivation, literature review, proposed research questions. The second document should include method (data & analyses), findings, and theoretical and practical implications.

CONSUMER MARKET RESEARCH: The purpose of this exercise is to place the students in the position of a marketer faced with evaluating marketing strategies. If you are interested in managerial or strategic implications of understanding consumer behavior, you can read articles about business practices or go out and see problems requiring market research. You can conduct either qualitative or quantitative research. The first document should include situational analyses and your research proposal. The second document should include method (data & analyses), findings, and general discussion.

JOURNAL ARTICLE READING LISTS

WEEK 1

- Baron, Reuben M. and David A. Kenny (1986), "The Moderator-Mediator Variable Distinction in Social Psychological Research: Conceptual, Strategic, and Statistical Considerations," *Journal of Personality and Social Psychology*, 51 (December), 1173-1182.
- Lynch, John G., Jr. (1982), "On the External Validity of Experiments in Consumer Research," *Journal of Consumer Research*, 9 (December), 225-239.

WEEK 2

- Anand, Punam and Brian Sternthal (1990), "Ease of Message Processing as a Moderator of Repetition Effects in Advertising," *Journal of Marketing Research*, 27 (August), 345-353.
- Batra, Rajiv and Michael L. Ray (1986), "Situational Effects of Advertising Repetition: The Moderating Influence of Motivation, Ability and Opportunity to Respond," *Journal of Consumer Research*, 12 (March), 432-445.
- Maheswaran, Durairaj and Brian Sternthal (1990), "The Effects of Knowledge, Motivation, and Type of Message on Ad Processing and Product Judgments," *Journal of Consumer Research*, 17 (June), 66-73.

WEEK 3

- Chaiken, Shelly (1980), "Heuristic Versus Systematic Information Processing and the Use of Source Versus Message Cues in Persuasion," *Journal of Personality and Social Psychology*, 39 (November), 752-766.
- Petty, Richard E., John T. Cacioppo, and David Schumann (1983), "Central and Peripheral Routes to Advertising Effectiveness: The Moderating Role of Involvement," *Journal of Consumer Research*, 10 (September), 135-146.
- Meyers-Levy, Joan and Prashant Malaviya (1999), "Consumers' Processing of Persuasive Advertisements: An Integrative Framework of Persuasion Theories," *Journal of Marketing*, 63 (Special Issue), 45-60.

WEEK 4

- Kardes, Frank R. and Gurumurthy Kalyanaram (1992), "Order of Entry Effects on Consumer Memory and Judgment: An Information Integration Perspective," *Journal of Marketing Research*, 29 (August), 343-357
- Meyers-Levy, Joan (1991), "Elaborating on Elaboration: The Distinction between Relational and Item Specific Elaboration," *Journal of Consumer Research*, 18 (December), 358-367.
- Pieters, Rik GM, and Tammo HA Bijmolt (1997), "Consumer Memory for Television Advertising: A Field Study of Duration, Serial Position, and Competition Effects." *Journal of Consumer Research*, 23 (March), 362-372.

WEEK 5

- Meyers-Levy, Joan and Brian Sternthal (1993), "A Two-Factor Explanation of Assimilation and Contrast Effects," *Journal of Marketing Research*, 30 (August), 359-368.
- Bettman, James R., Mary Frances Luce, and John W. Payne (1998), "Constructive Consumer Choice Processes," *Journal of Consumer Research*, 25 (December), 187-217.
- Simonson, Itamar (1989), "Choice Based on Reasons: The Case of Attraction and Compromise Effects," *Journal of Consumer Research*, 16 (September), 158-174.

WEEK 6

- Freitas, Antonio L., Peter Gollwitzer, and Yaacov Trope (2004), "The Influence of Abstract and Concrete Mindsets on Anticipating and Guiding Others' Self-Regulatory Efforts," *Journal of Experimental Social Psychology*, 40 (November), 739-752.
- Haugtvedt, Curtis P., Richard E. Petty, and John T. Cacioppo (1992), "Need for Cognition and Advertising: Understanding the Role of Personality Variables in Consumer behavior," *Journal of Consumer Psychology*, 1 (June), 239-260.
- Lee, Angela Y., Jennifer L. Aaker, and Wendi L. Gardner (2000), "The Pleasures and Pains of Distinct Self-Construals: The Role of Interdependence in Regulatory Focus," *Journal of Personality and Social Psychology*, 78 (June), 1122-1134.

WEEK 7

- Childers, Terry L., and Akshay R. Rao. (1992), "The Influence of Familial and Peer-Based Reference Groups on Consumer Decisions," *Journal of Consumer Research*, 19 (September), 198-211.
- Goldstein, Noah J., Robert B. Cialdini, and Vladas Griskevicius (2008), "A Room with a Viewpoint: Using Social Norms to Motivate Environmental Conservation in Hotels," *Journal of Consumer Research*, 35 (August), 472-482.
- Monga, Alokparna Basu, and Deborah Roedder John (2007), "Cultural Differences in Brand Extension evaluation: The Influence of Analytic versus Holistic Thinking," *Journal of Consumer Research*, 33 (March), 529-536.
- Monga, Alokparna Basu, and Deborah Roedder John (2007), "Cultural Differences in Brand Extension evaluation: The Influence of Analytic versus Holistic Thinking," *Journal of Consumer Research*, 33 (March), 529-536.

WEEK 8

- Gefen, David, Elena Karahanna, and Detmar W. Straub (2003), "Trust and TAM in Online Shopping: An Integrated Model," *MIS quarterly*, 27 (March), 51-90.
- Darley, William. K., Charles Blankson, and Denise J. Luethge (2010), "Toward an Integrated Framework for Online Consumer Behavior and Decision Making Process: A review," *Psychology & Marketing*, 27(February), 94-116.
- Zhu, Feng, and Xiaoquan Zhang (2010), "Impact of Online Consumer Reviews on Sales: The Moderating Role of Product and Consumer Characteristics." *Journal of Marketing*, 74 (March), 133-148.

2.3 Assessment/Grading Details

Your course grade will be determined based on the components listed below. Each component of your grade is explained in greater detail on the following pages:

WEIGHTS ON COURSE REQUIREMENTS	PERCENTAGE
Class Participation & Discussion	10%
Quizzes	10%
Individual Work – Article Review	20%
<i>Written Assignments</i>	<i>10%</i>
<i>Presentations</i>	<i>10%</i>
Group Work - Case Analyses	30%
<i>Written Assignments</i>	<i>20%</i>
<i>Presentations</i>	<i>10%</i>
Group Work - Final Paper	30%
<i>Written Assignments</i>	<i>20%</i>
<i>Presentation</i>	<i>10%</i>
	100%

2.4 Academic Honesty and Plagiarism

It is important for a student's effort and credit to be recognized through class assessment. Credits earned for a student work due to efforts done by others are clearly unfair. Deliberate dishonesty is considered academic misconducts, which include plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.

All assessments are subject to academic misconduct check. Misconduct check may include reproducing the assessment, providing a copy to another member of faculty, and/or communicate a copy of this assignment to the PHBS Discipline Committee. A suspected plagiarized document/assignment submitted to a plagiarism checking service may be kept in its database for future reference purpose.

Where violation is suspected, penalties will be implemented. The penalties for academic misconduct may include: deduction of honour points, a mark of zero on the assessment, a fail grade for the whole course, and reference of the matter to the Peking University Registrar.

For more information of plagiarism, please refer to *PHBS Student Handbook*.

3. Topics, Teaching and Assessment Schedule

WEEKS	DATES	TOPICS	DUE DATES
1	Feb.22 & 25	Course introduction and overview Understanding Consumer Behavior Research Method – Experiments (Chapter 1)	
2	Feb.29 & Mar.3	Motivation, Ability, and Opportunity Exposure, Attention, and Perception (Chapters 2 & 3)	
3	Mar. 7 & 10	Attitudes and Persuasion (Chapters 5 & 6)	
4	Mar.14 & 17	Memory Information Search (Chapters 7 & 8)	1 st Term Paper Due on Mar. 17 th
5	Mar.21 & 25	Judgment and Decision (Chapters 9 & 10)	
6	Mar.28 & 31	Consumer Diversity Individual Difference (Chapters 12, 13, & 14)	
7	Apr.6 & 7	Social Influences Cultural Influence (Chapter 15)	
8	Apr.11 & 14	Online Consumer Behavior Online Marketing (Chapter 16)	2 nd Term Paper Due on Apr. 14 th
9	Apr.18 & 21	Term Paper Presentations	Term Paper Presentations

NOTE

The information in this syllabus is subject to change, and any changes made to this syllabus will be announced in the class.

4. Miscellaneous***ABSOLUTELY NO LATE WORK WILL BE ACCEPTED***

No late work will be accepted. Late work is defined as any work not turned in when it is collected at the beginning of class on the day it is due. No extra credit work will be allowed since it unfairly gives opportunity to some, but not all, students. Problems arise in life. I understand that. However, you are responsible for reconciling all issues that could adversely affect your (or your group's) grade promptly and professionally. This includes communicating with all affected parties, and doing so in a timely manner. It also includes sparing these parties from dishonesty, laziness, procrastination, or other unacceptable excuses for a lack of performance on your part.

CLASS ROOM POLICIES

Do not disturb other classmates with distracting devices such as cell phones and laptops. Please remember that we have a strict academic dishonesty program here. For example, you need to be careful not to plagiarize from other sources. Failure to adhere to these policies will result in a failing grade.

SPECIAL ACCOMMODATIONS

If you have any condition, such as a physical or learning disability, which will make it difficult for you to carry out the work as outlined, or which will require academic accommodations, please notify me during the first week of the course so that you are appropriately accommodated.