

**University of Waterloo**  
**Masters of Digital Experience Innovation**  
**DEI 624**  
**Understanding the Consumer Universe: Marketing Research leveraging Digital**  
**Technology**  
**Winter 2016**  
**Thurs. 4:00-6:50 pm, Room 3129, Stratford Campus**

**Instructor Information**

Instructor: Kathleen Rodenburg

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Please e-mail rather than leaving a voice mail for faster communication

**Course Description**

A basic marketing concept states ‘that firms exist to satisfy consumers’ needs.’ These needs can be satisfied only to the extent that marketers understand the people or organizations that will use the products and services they are trying to sell and do so better than their competitors. Therefore, successful marketing management depends ultimately on a solid understanding of the consumer. In addition to acknowledging the importance of understanding consumers in formulating marketing strategy, we will also examine how products, services and consumption activities contribute to the broader social world. For example, understanding consumer behaviour can also assist policy makers with a policy design that lead to improvements in social welfare. The discipline base of consumer behaviour is behavioural science. Therefore, past research conducted in the fields of social and cognitive psychology, behavioural decision theory, behavioural economics and sociology will be used to identify ways that consumers influence marketing strategy and government policy and conversely, identify ways that firms/governments influence consumer decisions.

The seminar time will be divided into two components: The first component will be focused on the theory of consumer behaviour. Specifically, we will cover the following four main topics: 1. Introduction to consumer behaviour and consumer research, 2. Internal Influences on Consumer behaviour 3. External influences on consumer behaviour and 4. Consumer Decision making. The second component will be dedicated to designing new products/concepts for the Canadian market. Students will work in teams and will collaborate and compete for best design using various ideation techniques, primary and secondary research methodologies to gather consumer insights, and state of the art prototyping. In addition to learning common techniques in primary research (with special emphasis on on-line research environment), students will have exposure to digital analytics as a means of trendspotting.

## Course Goals and Learning Outcomes

The Primary objectives of this course are:

1. Expose students to the various fields of study pertaining to the behavioural sciences
2. Understand why people buy things and how products, services, and consumption activities contribute to the broader social world
3. Understand the importance of understanding consumers in formulating successful marketing strategy and effective government policies
4. Recognize the role that marketers and government officials play in influencing consumer welfare.
5. Conduct secondary/internet/database research for analysis of consumer behaviour
6. Conduct primary research and analysis to gather additional consumer insights

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

- Identify the Internal influences on consumer behaviour
- Identify the external influences on consumer behaviour
- Identify the consumer decision making process and how this contributes to the consumer decision making outcomes
- Understand consumers' impact on Marketing Strategy and Government Policy
- Understand marketing's and government's impact on consumers
- Differentiate between the various approaches used by different fields of behavioural science to study consumer behaviour and understand how these differences may lead to different observations.
- Develop essential skills for:
  - Research (Primary and Secondary)
  - Independent and collaborative learning
  - Critical thinking
  - Communication/presentation skills
  - Business report writing
  - Conducting an analysis in an electronic/social media environment

### Required Books

Consumer Behaviour, Buying, Having Being, 6<sup>th</sup> Edition, Solomon, White & Dahl, Pearson, 2013  
[http://wps.pearsoned.ca/ca\\_ph\\_solomon\\_consumer\\_6/238/61031/15624173.cw/index.html](http://wps.pearsoned.ca/ca_ph_solomon_consumer_6/238/61031/15624173.cw/index.html)

### Recommended Reading

***Digital Marketing Analytics, Making Sense of Consumer Data in a Digital World***, Chuck Hemann & Ken Burbary, Que Publishing, 2014

***Nudge: Improving Decisions about Health, Wealth, and Happiness***, Richard Thaler & Cass Sunstein, Penquin Books, 2009

***Marketing 9<sup>th</sup> Edition***, Crane, Kerin, Hartley, Rudelius, McGraw Hill, 2013

## Course Requirements and Assessment

The course will be supported in Learn, and students are responsible from checking LEARN frequently to receive instructions for upcoming classes. Any changes will be noted in announcements on the course home page.

<u>Assessment</u>	<u>Date of Evaluation (if known)</u>	<u>Weighting</u>
<b>Class Participation</b>	Every class	<b>20%</b>
<b>Group Project</b>	Every class Presentation Week 13 Final Report Exam Week	<b>60%</b>
<b>Individual Written Assignments (3)</b>		<b>20%</b>
1. Mini-white paper 1	January 29 <sup>th</sup>	6.7%
2. Mini-white paper 2	February 26 <sup>th</sup>	6.7%
3. Mini-white paper 3	March 18 <sup>th</sup>	6.7%

### **In-class Participation-20%**

Meaningful and salient contributions to the discussion at hand will be rewarded participation grades. These points are awarded at the discretion of the professor.

### **Group Project -60%**

Students will work in teams (5 teams in total) to design or improve products/concepts to assist in resolving a social or cultural issue faced by people living in Canada. Teams will conduct exploratory research both primary and secondary (including mining social media for opportunities-trendspotting) to generate ideas and product concepts. Once the concept/ product has been vetted, teams will be involved in hands-on product design and prototyping using the tools available to them in the media lab (Tiny bits, Sketch-up and 3-D printer technology). Early prototypes will be tested in the field (primary field research). Teams will then be required to pitch their ideas and the class will vote on the top 5 ideas for further development and field testing. Additionally students will develop various marketing ideas for their concept. Teams will be required to present their product and submit a report containing the type of research that was conducted and the results which prove the product/launch has validity for the Canadian marketplace.

## Individual Project 20%

Students will write three (3) mini- white papers on 3 of the following 8 topics:

1. Applying Sensory stimuli and Maslow's model to social media
2. Self and Advertising
3. Applying brand identity and brand personality to a Canadian winter product(your choice)
4. The Extended Fishbein Model & multi-attribute models
5. Applying Decision Rules to car purchasing
6. Applying Expectancy disconfirmation Model to brand purchasing
7. Anti-brand virtual community and social influences
8. Cultural diversity in advertisement and companies' strategies

A white paper is a persuasive essay that uses facts & logic to promote a certain view point. The content of a white paper in many cases provides useful information for business people seeking to understand an issue, solve a problem or make a decision. White papers appeal to more logic through irrefutable facts, iron-clad logic, statistics and quotes from opinion leaders. Each mini-white paper cannot exceed 4 pages, plus references. It should be educational, practical, useful, not a sales pitch. It should provide both fact in addition to opinion. Your white paper should include an introduction or an executive summary. This exercise should assist in creating good content for a social media platform. White papers are posted to numerous websites, are featured prominently on home pages, sent as an e-mail to interested parties, tweeted about on tweeter, used to extract ideas and create blogs, mentioned in newsletters, and blogs.

## Course policies

### Communication

I will be available Thursday from 2:00-4:00 pm and by appointment. You can also talk to me after class. I will check e-mails regularly. Please ensure that you include DEI 624 in the subject line. I do not want to miss any important emails particularly as we are dealing with real clients. I will make myself available for client meetings if required (however, for the most part, I will not be present as this is a student led project).

All e-mail communication sent from students to instructors (including TAs), and from students to staff, and from students to client, must originate from the student's own UWaterloo e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from an UWaterloo account. If an instructor or client becomes aware that a communication has come from an alternate address, the instructor and client may not reply at his or her discretion.

Announcements, grades, lecture slides, and other course materials will be posted on to LEARN. Check LEARN daily. Any changes and critical information will be posted on LEARN. You are responsible for making yourself aware of any changes made to the course by checking LEARN daily.

### Course Modification Warning

The instructor and university reserve the right to modify elements of the course during the term. The

University may change the dates and deadlines for any or all courses in extreme circumstances (please note that due dates will be consistent with our clients time schedules, as such there may be changes to due dates and deliverable outputs). If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her UWaterloo email and course website on LEARN daily during the term and to note any changes.

## Course Outline

CB-Solomon-Consumer Behaviour

Date	Topic	What is Due
Week 1	Course Introduction and Overview Introduction to Consumer Behaviour Introduction to Consumer Research Canadian Winter Challenge Kick-off Immersive Activity Group formation Hand out Group assignments	'Immersive creative brain storming'
Week 2	Internal Influences on Consumer Behaviour Perception Learning and Memory Canadian Team Challenge –Exploratory Research	Read Chapter 2 & 3, CB
Week 3	Motivation and Affect The Self Canadian Team Challenge- Ideation, Problem Definition and Descriptive Research	Read Chapter 4 & 5, CB Ethnographic research (observational) In-depth interviews, focus groups, secondary research including, Social Media Trendspotting <a href="http://www.google.com/trends">www.google.com/trends</a> <a href="http://youtube-trends.blogspot.com">http://youtube-trends.blogspot.com</a> <a href="http://clues.yahoo.com">http://clues.yahoo.com</a>
Week 4	Personality, Lifestyle and Values Canadian Winter Team Challenge- Iteration Ideas based on consumer insights are voted on (narrow to 2 ideas per team-classroom vote)	Read Chapter 6, CB 1st mini-white paper due: Jan. 29 before 4pm
Week 5	Attitudes Attitude change and interactive communities Canadian Team Challenge- Prototyping Media Lab session	Read Chapter 7 & 8 Continue to work in media lab, for preliminary prototypes

<b>Date</b>	<b>Topic</b>	<b>What is Due</b>
Week 6	All Day Field Trip TBA	Formal research design-Prepare Research methods/primary research for early prototypes. Begin research
Week 7	Reading Week	Work on primary research methodology and procedures i.e., student focus groups, in-depth interviews, on-line surveys
Week 8	Individual Decision Making Canadian Challenge- In-field Research methodologies and procedures	Read Chapter 9, CB Conduct in-field research on preliminary prototypes Work on Pitches for following week 2nd Mini-white paper due: Feb. 26 before 4pm.
Week 9	Great Canadian Challenge working session. This week is set aside for infield research, gathering data and revising prototypes. No Formal class	Read Chapter 11, CB Further prototyping further research. What else do you need to know?
Week 10	Income, social class and family structure Canadian Team Challenge- Develop marketing ideas for the 5 concepts	Read Chapter 12, CB Conduct further field testing
Week 11	Sub-cultures and cultural influences on consumer behaviour Canadian Team Challenge - Work on Final presentation and report	Read chapter 13 & 14 Write final report, prepare for final presentation 3rd min-white paper due: March 18th before 4pm.
Week 12	Canadian Team Challenge- Creating the commercialization strategy (How do you intend on bringing this idea/concept/service to market)	Prepare final report & presentation
Week 13	Final Presentations to a larger audience: Best Idea selected	Presentation March 31- 2-5pm Final report Due April 5

### **Late Work**

On the group work assignment, 5% penalty per day will apply. No component of the assignment will be accepted after 3 days of the due date.

### **Information on Plagiarism Detection**

Marketing project must be submitted electronically to the Course web-site dropbox which checks for plagiarism via a link to Turnitin. Plagiarism detection software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments are documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin in this course.

Note: students may chose not to submit their written work to turnitin. However, students must identify

during the first week of class that they wish their work not to be submitted. The alternative to Turnitin is for the students to complete a review of the literature used throughout the report. See: <http://uwaterloo.ca/academicintegrity/Turnitin/index.html> for more information.

### **Electronic Device Policy**

Cell phones, pagers, and other electronic devices must be either turned off or muted during classes. Laptops are permitted and encouraged in class for note-taking and in-class activities. Students using laptops in class for other purposes may be asked to leave the classroom. Consistent abuse of the laptop policy in class will negatively affect the participation grade.

### **Attendance Policy**

Attendance in a masters level course is mandatory. Similar to a work-place environment, students should notify group members and instructor of illness prior to missing a class (call in sick policy).

### **Academic Integrity**

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#).

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances, Section 4](#).

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read [Policy 72 - Student Appeals](#).

### **Other sources of information for students**

[Academic integrity](#) (Arts) [Academic Integrity Office](#) (uWaterloo)

### **Accommodation for Students with Disabilities**

**Note for students with disabilities:** The [AccessAbility Services office](#), located in Needles Hall Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic

accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.