

**University of Waterloo**  
**Masters of Digital Experience Innovation**  
**DEI 624**  
**Understanding the Consumer Universe: Marketing Research leveraging Digital**  
**Technology**  
**Winter 2018**  
**Tuesdays 4:00-6:50 pm, Room 3129, Stratford Campus**

**Instructor Information**

Instructor: Dr. Bharat L. Sud

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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 behavior can also assist policy makers with a policy design that lead to improvements in social welfare. The discipline base of consumer behavior is behavioral science. Therefore, past research conducted in the fields of social and cognitive psychology, behavioral decision theory, behavioral economics and sociology will be used to identify ways in which consumers influence marketing strategy and government policy and conversely, identify ways in which 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 behavior. Specifically, we will cover the following four main topics: 1. Introduction to consumer behavior and consumer research, 2. Internal and External Influences on Consumer behavior 3. Google Analytics 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 behavioral 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 behavior
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 behavior
- Identify the external influences on consumer behavior
- 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 behavioral science to study consumer behavior 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 Behavior, 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

*Marketing 10<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>10%</b>
<b>Google Analytics Certificate</b>	Over the semester	<b>5%</b>
<b>Google Analytics Class Participation</b>	February 13 and 27	<b>5%</b>
<b>Group Project</b>	Every class	<b>60%</b>
	Presentation Week 13	
	Final Report Exam Week	
<b>Individual Written Assignments (2)</b>		<b>20%</b>
1. Mini-white paper 1	January 30 <sup>th</sup>	10%
2. Mini-white paper 2	March 6 <sup>th</sup>	10%

### In-class Participation-10%

Meaningful and salient contributions to the discussion at hand will be rewarded through 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 consumers in surviving the Canadian Winter. Teams will conduct exploratory research both primary and secondary (including mining social media for opportunities-trendspotting) to generate ideas and product concepts intended for the Canadian winter market. 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 (3-D printing 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 that the product/launch has validity in the Canadian marketplace.

## **Individual Project 20%**

Students will write two (2) mini- white papers on 2 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 facts in addition to opinion. Your white paper should include an introduction or an executive summary. This exercise should assist with 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 twitter, used to extract ideas, mentioned in newsletters, and blogs.

## **Course policies**

### **Communication**

I will be available Tuesdays from 2:30-3:30 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. 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, 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 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

Marketing 9th Canadian Edition, Crane, Kerin, Hartley, Rudelius (Crane)

Social Media Marketing, Tuten, Solomon (Tuten)

Date	Topic	What is Due
Week 1	Course Introduction and Overview Introduction to Consumer Behavior Introduction to Consumer Research Group formation Brainstorming product categories	Dress warmly: Snow pants, ski socks, waterproof boots, hats, mitts, warm jacket. Long john's in the classroom totally acceptable and expected
Week 2	Internal Influences on Consumer Behavior Perception Learning and Memory Canadian Winter Team Challenge -Ideation Brain storm Product categories; i.e., winter sports etc...	Read Chapter 2 & 3, CB
Week 3	Motivation and Affect The Self Canadian Winter Team Challenge- Problem Definition and Exploratory Research	Read Chapter 4 & 5, CB Ethnographic research (observational) Individual visits to Canadian Tire, Sail, MEC, Sport Chek, OW Sports, Chicopee, Bauer, 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. 30 before 4pm
Week 5	Attitudes Attitude change and interactive communities Canadian Winter 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	Google Analytics Annaka Willemsen to provide Google Analytics information and lead class discussions	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	Google Analytics Annaka Willemsen to lead class discussions	Get Google Analytics Certification
Week 9	Individual Decision Making Canadian Winter - 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: March 6 before 4pm.
Week 10	External Influences on Consumer Behavior Group Influence & Social Media Canadian Winter Team Challenge- Pitch and voting	Read Chapter 11, CB 5 ideas selected to be developed by teams. Further prototyping further research. What else do you need to know?
Week 11	Income, social class and family structure Canadian Winter Team Challenge- Develop marketing ideas for the 5 concepts	Read Chapter 12, CB Conduct further field testing
Week 12	Sub-cultures and cultural influences on consumer behavior Canadian Winter Edition- Work on Final presentation and report	Read chapter 13 & 14 Write final report, prepare for final presentation Prepare final report & presentation
Week 13	Final Presentations to a larger audience: Best Idea selected	Final report Due

### **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 choose 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

1132, 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.