

**CAMBRIAN COLLEGE**  
**of Applied Arts and Technology**  
**Sault Ste. Marie**

COURSE OUTLINE

CONSUMER BEHAVIOR

MKT 102-4

Revised 1970

AIM: To describe and analyze in some detail the learning process and the fundamental concepts involved in communication with the consumer in order that marketing students may have better insight and understanding, of the consumer behavior.

METHOD:

- (1) Student participation and class discussion will be encouraged as much as possible.
- (2) A combination of case and simulation techniques will be used to introduce the student to concepts of consumer behavior.
- (3) The students will write critical summaries of important chapters from the textbook.
- (4) The students will be assigned extra readings from other textbooks on the subject.

TEXT: The Psychology of Consumer Behavior by Ron J. Markin  
(Prentice-Hall)

REFERENCE TEXTS:

- (1) Consumer Behavior and Behavioral Sciences by S.K. Britt  
(John Wiley & Sons)
- (2) On Knowing the Consumer by J.W. Newman  
(John Wiley & Sons)
- (3) Understanding: Consumer Behavior by M. Grossack  
(Christopher Publishing House)
- (4) Consumer Behavior (Readings) by Engel  
(Irwin)

CONSUMER BEHAVIOR

TOPIC NO.	PERIODS	TOPIC DESCRIPTION
		<u>Marketing Management and Consumer Behavior</u>
		The Problems of Consumer Behavior Social Sciences & Consumer Behavior Theories of Consumer Choice Learning & Communication
		<u>Consumer Behavior</u>
		Freudian Psychology Freud & Marketing Existential Psychology Existential customer Implications for Marketers
		<u>Motives &amp; Motivation Research</u>
		Motives Classification of motives Origin of Motivation Research Techniques of Motivation Research Limitations of Motivation Research
		<u>Learning Process</u>
		Theories of Learning Cognitive-Field Theory Comparisons of theories of Learning Models of Learning
		<u>Application of Learning Concepts to Consumer Behavior</u>
		Learning Elements in Product Choice Learning Principles Images Learning Concepts and Marketing
		<u>Communication Process</u>
		Kinds of Communication Efficient Communication Communication System Communication Effects
		<u>Role of Communication</u>
		Understanding Communication The Communication situation

TOPIC NO.	PERIODS	TOPIC DESCRIPTION
10		<p><u>Structure of Marketing Communication</u></p> <p>Marketing Functions and Communication                      Communication Stimuli                      Marketing mix to Communication mix                      Management Systems Approach &amp; Communicat-c</p> <p><u>Communication and Consumer Behavior</u></p> <p>Two-step flow of Communication                      Attitudes J Communication and Consumer Behf                      Consumer Behavior detenninants                      Culture                      Culture and its implications for marketing</p> <p><u>Developing Communication Strategy</u></p> <p>Consideration for strategists                      Search for differential advantage                      Strategy (formulation)</p>

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MANAGEMENT SIMULATION 11  
BUS 304-2

revised January, 1978

Same as for January, 1979

MANAGEMENT SIMULATION 11  
BUS 304-2

GENERAL OBJECTIVES:

To give the student the opportunity to recognize, assess and make decisions regarding business problem situations.

To give the students practice in the functional areas of management and their relationships to one another as well as other related disciplines.

To evoke a sense of responsibility for the results of decisions made.

To experience the reality of working as a member of a management team making decisions in dynamic situations.

SPECIFIC OBJECTIVES:

1. To learn and practice the functions of planning, organizing and controlling.
2. To develop methods of control and utilize the feedback effectively.
3. To develop an understanding of the effect of advertising, promotion and pricing in the marketing mix.

METHOD:

Instruction will consist of lecture-discussion related to the simulated business game.

The student will spend the majority of the classroom time involved in the analyzing and decision making process,

EVALUATION:

The final grade will be weighted 40% on 2 tests and 50% on term work.

The tests will include specific questions concerning business games, and the results of decisions made. The objective will be to assess the student's knowledge of decisions made in previous classroom gaming situations, comparisons with other team decisions and use of control materials.

Term work will be graded on team and individual reports. Classroom performance, including preparation, will be assessed and attendance is essential. Peer rating will be included in this assessment and will be critically compared with the instructors evaluation and the tests. Those grading their peers in an unrealistic manner will be down-graded.

NOTE: There is no make-up provision for this course