Course Outline

School: Business
Department: Marketing & Entrepreneurship
Course Title: Consumer Analysis
Course Code: MKTG 233
Course Hours/Credits: 42
Prerequisites: N/A
Co-requisites: N/A
Eligible for Prior Learning, Assessment and Recognition: N/A

Originated by: Danica Lavoie
Creation Date: Winter 2014
Revised by: Danica Lavoie
Revision Date: Summer 2014
Current Semester: Summer 2015
Approved by: ____________________________
Chairperson/Dean

Students are expected to review and understand all areas of the course outline.

Retain this course outline for future transfer credit applications. A fee may be charged for additional copies.

This course outline is available in alternative formats upon request.
Course Description

Consumer Analysis is a course that provides marketing students with an opportunity to learn about the many influences that affect consumer purchasing behaviour, to use Environics Analytics’ proprietary ENVISION software to create and analyze target markets and to apply the results of these analyses to the creation of a targeted and integrated marketing strategy. Note: While a few of the readings in this course are drawn from a textbook that is also used in GNED106-Consumer Psychology, this course has been specifically designed to complement the GNED106 course. That said, students do NOT need to complete GNED106 to be successful in Consumer Analysis.

Program Outcomes

Successful completion of this and other courses in the program culminates in the achievement of the Vocational Learning Outcomes (program outcomes) set by the Ministry of Training, Colleges and Universities in the Program Standard. The VLOs express the learning a student must reliably demonstrate before graduation. To ensure a meaningful learning experience and to better understand how this course and program prepare graduates for success, students are encouraged to review the Program Standard by visiting http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/. For apprenticeship-based programs, visit http://www.collegeoftrades.ca/training-standards.

Course Learning Outcomes

The student will reliably demonstrate the ability to:

1. Identify and explain the major influences on consumer purchasing behaviour.
2. Analyze consumer behaviour by conducting research using techniques, databases, resources and technologies employed by marketers in industry.
3. Construct profiles of target markets using Environics Analytics’ ENVISION software.
4. Develop a comprehensive marketing strategy that addresses product, pricing, distribution and integrated marketing communications, and that is tailored to specific target markets.
5. Summarize impact of course experience through personal reflection.
6. Assess performance of peers in context of work done on group assignments.

Essential Employability Skills (EES)

The student will reliably demonstrate the ability to*:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
5. Use a variety of thinking skills to anticipate and solve problems.
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyze, evaluate, and apply relevant information from a variety of sources.
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.

*There are 11 Essential Employability Skills outcomes as per the Ministry Program Standard. Of these 11 outcomes, the following will be assessed in this course.
Global Citizenship and Equity (GC&E) Outcomes
N/A

Text and other Instructional/Learning Materials

Text Book(s):

Online Resource(s):
Environics Analytics’ ENVISION
E-centennial Course Web site

Material(s) required for completing this course:
Students must bring a wifi-enabled device (e.g. netbook, laptop, smart phone) to class to participate actively in ENVISION training sessions.

Custom Courseware:
Students enrolled in this course must sign the end-user licensing agreement associated with the use of ENVISION software and abide by the terms contained therein.

Evaluation Scheme

- Test: Covers Chapters 1-10
- ENVISION Assignment 1: Part A: Target Group Set Selection
  Part B: Reports on Target Group Set
- ENVISION Assignment 2: Product Category research and comprehensive profile, i.e. imaging of target group sets.
- Final Report: Integrated Marketing Strategy
- Reflection: Reflection on course and impact of what was learned.
- Peer Assessment: Assess performance of peers in context of group work.
- Presentation: Presentation of marketing strategy in front of an audience.

<table>
<thead>
<tr>
<th>Evaluation Name</th>
<th>CLO(s)</th>
<th>EES Outcome(s)</th>
<th>GCE Outcome(s)</th>
<th>Weight/100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test</td>
<td>1</td>
<td>1, 5</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>ENVISION Assignment 1</td>
<td>2</td>
<td>1, 5, 6</td>
<td></td>
<td>15</td>
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<tr>
<td>ENVISION Assignment 2</td>
<td>2, 3</td>
<td>1, 6, 7, 9, 10</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Final Report</td>
<td>4</td>
<td>1, 5, 6, 7, 9, 10</td>
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<td>25</td>
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<tr>
<td>Reflection</td>
<td>5</td>
<td>1</td>
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<td>5</td>
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<tr>
<td>Peer Assessment</td>
<td>6</td>
<td>9</td>
<td></td>
<td>5</td>
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<tr>
<td>Presentation</td>
<td>4</td>
<td>9</td>
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<td>5</td>
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<tr>
<td>Total</td>
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<td>100%</td>
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If students are unable to write a test they should immediately contact their professor or program Chair for advice. In exceptional and well documented circumstances (e.g. unforeseen family problems, serious illness, or death of a close family member), students may be able to write a make-up test.

All submitted work may be reviewed for authenticity and originality utilizing Turnitin®. Students who do not wish to have their work submitted to Turnitin® must, by the end of the second week of class,
communicate this in writing to the instructor and make mutually agreeable alternate arrangements.

When writing tests, students must be able to produce official College photo identification or they may be refused the right to take the test or test results will be void.

Student Accommodation
It is College Policy to provide accommodation based on grounds defined in the Ontario Human Rights Code. Accommodation may include modifications to standard practices. Students with disabilities who require academic accommodations must register with the Centre for Students with Disabilities. Students requiring accommodation based on other human rights grounds should talk with their professors as early as possible. Please see the Student Accommodation Policy.

Use of Dictionaries
- Dictionary use is not permitted in test or examination settings.

Program or School Policies
N/A

Course Policies
Students must achieve an average of 50% across all individual components of the course to pass this course.

Students must be present for all ENVISION training classes (as verified by their signature on a sign-in sheet) and must achieve a minimum grade of 50% on all ENVISION assignments to be eligible to receive an ENVISION Training completion certificate upon graduation.

Wikis, such as Wikipedia, are NOT permitted sources for purposes of this course.

With the exception of data obtained from ENVISION, data and information that is recent, i.e. published within the last two years, must be used as the basis for the reports. Any exceptions must be approved in writing by the professor.

In-text sources and report bibliographies must comply with the most current APA standards.

Plagiarism will NOT be tolerated under any circumstances. You must use quote marks to indicate whenever you are using someone else’s words, and this must be followed by an in-text citation and a full reference in the Bibliography or Works Cited section of your assignment or report. Students are encouraged to avoid plagiarism by submitting their reports to the “Turn It In” self-check, available on e-centennial, prior to submitting them to the professor. As per the School of Business’s policy, you will get a 0 on any assignment or report where plagiarism is evident, if it is your first violation. In the case of someone who has committed more than one violation, School of Business policy will apply.
College Policies
Students should familiarize themselves with all College Policies that cover academic matters and student conduct.

All students and employees have the right to study and work in an environment that is free from discrimination and harassment and promotes respect and equity. Centennial policies ensure all incidents of harassment, discrimination, bullying and violence will be addressed and responded to accordingly.

Academic honesty is integral to the learning process and a necessary ingredient of academic integrity. Academic dishonesty includes cheating, plagiarism, and impersonation. All of these occur when the work of others is presented by a student as their own and/or without citing sources of information. Breaches of academic honesty may result in a failing grade on the assignment/course, suspension or expulsion from the college.

For more information on these and other policies, please visit www.centennialcollege.ca/about-centennial/college-overview/college-policies.

Students enrolled in a joint or collaborative program are subject to the partner institution’s academic policies.

PLAR Process
This course is not available for PLAR because students are required to use Environics Analytics’ proprietary ENVISION software as an integral part of the course. This software is not available to students who are not enrolled in the course.

This course outline and its associated weekly topical(s) may not be reproduced, in whole or in part, without the prior permission of Centennial College.
### Topical Outline (subject to change):

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings/Materials</th>
<th>Weekly Learning Outcome(s)</th>
<th>Instructional Strategies</th>
<th>Evaluation Name</th>
<th>Evaluation Date</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the course</td>
<td>Course Outline E-centennial site Chapters 1 and 2</td>
<td>Review expectations of course and professor. List and categorize the main influences on consumer behaviour. Outline and discuss the five stages in the consumer decision-making process. Distinguish between habitual, limited and extensive problem solving. Identify and describe the five types of perceived risk.</td>
<td>Icebreaker Review of course outline, policies, due dates &amp; layout of ecentennial Lecture Class Discussion Videos</td>
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<tr>
<td>2</td>
<td>Influences on Purchasing Behaviour: Lifestyles, Psychographics and Values</td>
<td>Chapters 3, 4 and 5</td>
<td>Define “lifestyle”, provide examples of lifestyle dimensions and discuss how lifestyle, consumption patterns and products are related. Define “psychographics” and “AIOs” and discuss their role in assisting marketers to fine-tune their offerings. List and describe the 8 VALS segments. Describe the PRIZM C2 geodemographic segmentation system developed by Environics Analytics and the databases that underlie it. Define “values” “value system” and “acculturation”, “consumerism” and “materialism”. Provide examples of values and discuss how consumers’ values influence marketing strategy.</td>
<td>VALS exercise PRIZM postal code lookup exercise Exercise: Tribes.environics.ca</td>
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<tr>
<td>3</td>
<td>Influences on Purchasing Behaviour: Income, Social Class, Family Structure &amp; Subculture</td>
<td>Chapters 6 and 7</td>
<td>Explain how income patterns, individual attitudes towards money and consumer confidence affect consumer buying decisions. Distinguish between achieved and ascribed status, how income relates to social class and</td>
<td>Lecture Class Discussion Video</td>
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<tr>
<td>Week</td>
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| 4    | Influences on Purchasing Behaviour: Group & Situational Influences | Chapters 8, 9 and 10 | how social class affects purchase decisions.  
Identify the major components of family structure and describe the family life cycle and its impact on buying.  
Identify the components of the youth and mature markets and describe how the nature of these markets affects marketing strategy.  
Describe the regional and ethnic subcultures that exist in Canada and how the nature of these subcultures affects marketing strategy. | Lecture and Class Discussion | | |
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<tr>
<td>5</td>
<td>Test</td>
<td>Based on Chps 1-10</td>
<td>Assess learning to date.</td>
<td>Test</td>
<td>Test</td>
<td>Test</td>
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<tr>
<td>6</td>
<td>Introduction to ENVISION Training</td>
<td>Chp 11: End-User Licensing Agreement (EULA)</td>
<td>Hand in ENVISION End-User Licensing Agreement (EULA) to obtain userid and password.</td>
<td>Obtain signed EULAs. Distribute userids and passwords</td>
<td>Group Selection</td>
<td>Introduction Assignments</td>
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<td>Emphasize restrictions on ENVISION use, as described in EULA.</td>
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<td>In-class demonstration</td>
<td>Of ENVISION</td>
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<td>Discuss requirements regarding attendance and achievement on ENVISION assignments to qualify for ENVISION training certificate upon graduation.</td>
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<td>Describe content and uses of PRIZM, Numeris, PMB and Social Values databases.</td>
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<tr>
<td>7</td>
<td>ENVISION Training</td>
<td>Chp 12-19</td>
<td>Discuss how to read ENVISION reports.</td>
<td>Hands-on training on ENVISION</td>
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<td>Distinguish between index and penetration.</td>
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<td>Identify target groups for a specific behaviour.</td>
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<td>Create target groups and target group sets.</td>
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<td>8-9</td>
<td>ENVISION Training</td>
<td>Chps 12-19</td>
<td>Describe the process of &quot;personifying&quot; or &quot;imaging&quot; a target group or target group set.</td>
<td>Hands-on training on ENVISION</td>
<td>ENVISION Assignment 1 due</td>
<td>Part A: Target Group Set Selection &amp; Rationale</td>
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<td>Construct reports that support personification process (demographic profile, geographic ranking, attribute ranking on sports and leisure activities and social values, etc.</td>
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<td>Part B: Reports on Target Group Set</td>
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<tr>
<td>10</td>
<td>Influences on Purchasing Behaviour: Marketing Strategy</td>
<td>Chp 20</td>
<td>Describe link between positioning statement, target group set and marketing strategy. Explain how ENVISION data (e.g. profile ranking correlation) can be used to support the development of a positioning statement.</td>
<td>Lecture Demo Group Consultations</td>
<td></td>
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<tr>
<td>11</td>
<td>From Analysis to Marketing Strategy:</td>
<td>Chps 21, 22</td>
<td>Discuss how demographics and psychographics affect consumer behaviour with respect to product preferences, benefits</td>
<td>Lecture Class discussion Group Consultations</td>
<td>ENVISION Assignment 2 due</td>
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</tbody>
</table>

THIS COURSE ADHERES TO ALL COLLEGE POLICIES (See College Calendar)
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<tr>
<td></td>
<td>Product &amp; Pricing</td>
<td></td>
<td>sought and reactions to pricing strategy. Using ENVISION data relating to desired product benefits and preferences, develop strategies for new or modified products that respond to a specific market’s needs and wants. Using ENVISION data relating to social values, develop pricing strategies which address the expectations of a specific target market.</td>
<td></td>
<td>Product Category Research and Imaging of Target Group Set</td>
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<tr>
<td>12</td>
<td>From Analysis to Marketing Strategy: Distribution</td>
<td>Chp 23</td>
<td>Discuss how demographics and psychographics affect consumers’ choice of distribution channels. Using ENVISION data, develop strategies for the efficient and effective distribution of products or services to a specific target market.</td>
<td>Lecture Class Discussion Group Consultations</td>
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<tr>
<td>13</td>
<td>From Analysis to Marketing Strategy: Marketing Communications</td>
<td>Chp 24, 25</td>
<td>Discuss how demographics and psychographics affect consumer response to messaging and their preferred media. Using ENVISION data about social values and media habits, develop an appropriate creative and media approach to reach a specific target market.</td>
<td>Lecture Class Discussion Group Consultations</td>
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<tr>
<td>14</td>
<td>Putting It All Together: Integrated Marketing Strategy</td>
<td>n/a</td>
<td>Groups present the highlights of their final reports and answer questions from the audience.</td>
<td>Evaluate presentations. Distribute and collect reflections. Collect peer evaluations.</td>
<td>Presentations Reflection due Peer Evaluation due Final Report due: Integrated Marketing Strategy</td>
<td></td>
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</tbody>
</table>