

# Department of Marketing | Te Mātauranga Tokoka

## Otago Business School | Te Kura Pakihi

Non-Standard 20<sup>th</sup> October – 21<sup>st</sup> November 2025

### MART564 Consumer Behaviour

#### Nau Mai Haere Mai

Welcome | Afio Mai | Aere Mai | Mālō e me'a mai | Fakatalofa atu |  
Bula | Fakalofa lahi atu | Ulu tonu mai

#### Course Description and Aims | *Whāinga o te Akoranga*

This paper provides students with an advanced understanding of consumer behaviour. Students will be provided with an opportunity to critically explore the application of consumer marketing theories to contemporary consumer behaviour topics.

**Non-Standard**

**0.1667 EFTS**

**20 points**

#### Teaching Staff | *Kaiako*

##### Course Coordinator & Lecturer

Name: Dr Rob Thomson  
Office: OBS 4.32  
Email: rob.thomson@otago.ac.nz  
Office Hours: Please refer to Blackboard

##### Lecturer

Name: Associate Professor Leah Watkins  
Office: OBS 4.40  
Email: leah.watkins@otago.ac.nz  
Office Hours: Please refer to Blackboard

##### Lecturer

Name: Dr John Williams  
Office: OBS 4.07a  
Email: john.williams@otago.ac.nz  
Office Hours: Please refer to Blackboard

You should contact Rob with any administrative enquiries about the course.

All requests for late submissions of assignments should be addressed to Dr Mathew Parackal

**Email:** mathew.parackal@otago.ac.nz

**Expectations for Staff Response Time to Email Enquiries** – 9am to 5pm, Monday to Friday, email response will generally be within 48 hours. Please be aware that staff are not available to respond to emails between 5pm Friday and 9am Monday.

## Course Information | *Mōhiohio akoranga*

**Lecture/ workshop time:** Monday 10:00am–1:00pm  
Thursday 12:00–3:00pm

**Room:** OBS 4.26

Every week students must attend two three-hour sessions that include lectures, workshops and seminars as scheduled.

The course involves a mixture of lecture led and student led seminars. Class participation and discussion are considered integral components of the learning experience. There is a strong expectation that students will engage in class discussions in an informed way.

**Calendar** The calendar (in this outline) details scheduling information. Note that this calendar may change as the course proceeds. Any changes will be announced at lectures and be detailed on Blackboard.

***Students are expected to prepare for and attend all classes to gain full benefit from the course,***

These activities should be prepared for by reviewing information detailed on Blackboard and completing any assigned readings. Students unable to attend a class are expected to catch up on missed material. Unless stated otherwise, all aspects of the course are examinable.

## Expectations and Workload | *Te Nui o te Mahi*

MART564 is a 20–point course. As a general guide, 1 point represents study in formal instruction or independent study for 12 hours, made up of a combination of lectures, laboratories, tutorials assignments and readings. As a result, you should anticipate spending approximately 240 hours on this subject over the duration of the semester.

## Calendar | *Maramataka*

Week	Date	Lecture/workshop Topic
1	20 October	Introduction to the paper. Understanding consumer behaviour to inform strategic marketing (RT)
	23 October	Consumer behaviour workshop (RT)
2	27 October	LABOUR DAY – No class
	30 October	<b>Consumer behaviour presentations and discussion (LW) (20%)</b>
3	3 November	Social marketing to create change (RT)
	6 November	Consumer behaviour – lifestyles, values and ethics (LW)
4	10 November	Sustainability, and the past and future of consumption (LW)
	13 November	<b>Sustainable Consumption presentations and discussion (JW) (30%)</b>
5	17 November	Individual factors that shape the subconscious influences on consumer behaviour (JW)
	20 November	<b>Test: In Class (50%)</b>

## Assessment | *Aromatawai*

All material presented is examinable (except where stated otherwise) by assignments and the final examination. All-important assessment information such as due dates and times, content, guidelines and so on will be discussed at lectures and, where appropriate, detailed on Blackboard. *Students are responsible for ensuring that they are aware of this information, keeping track of their own progress, and catching up on any missed classes.*

Assessment	Due date	% of final grade
Consumer Behaviour Presentation (pairs)	30 <sup>th</sup> October, in class time	20%
Sustainability presentation	13 <sup>th</sup> November, in class time	30%
Test (In Class)	20 <sup>th</sup> November	50%

## **Assessment Format**

### **Student presentations (50%)**

Students will deliver two seminar presentations, each based on topics discussed in class.

In Assignment One (20%), students will work in pairs to analyse consumer behaviour and present findings and conclusions to the class on 30<sup>th</sup> October.

In Assignment Two (30%) students will evaluate an academic article on sustainable marketing and present it to class on 13<sup>th</sup> November.

Further details about the assignments will be given in class.

### **Test (50%)**

The final assessment will be a written test consisting of short answer style questions. The test will cover material from:

- Lectures
- Assigned readings
- Assignments
- Class discussions

### **Referencing Style**

For this course the referencing style is APA. Style guides are available on the University Library website:

<https://www.otago.ac.nz/library/referencing/index.html>

### **Late Assignments**

The standard late penalty shall be 5% of the maximum mark per day late or part thereof.

For example, assignments received up to 24 hours after the deadline will have 5% deducted from the available grade for the piece of assessment (i.e. a 78% becomes a 73%). Assignments received between 24 - 48 hours after the deadline will have 10% marks deducted from the available grade (i.e. 78% becomes 68%). An additional 5% penalty will be applied for every day late. Assignments submitted after seven days of the deadline, or after feedback is returned if this is less than seven days, will not be marked.

All penalty timeframes are inclusive of weekends, public holidays and university semester breaks and closure times.

### **Group Work**

If your group is experiencing difficulties, please refer to the *Department of Marketing Student Guide*, which is available under the course information tab on Blackboard.

## Learning Outcomes | *Hua Akoranga*

Learning Outcome	Presentation 1	Presentation 2	Test	Total
Demonstrate an in-depth knowledge of traditional theory and contemporary issues in consumer behaviour.	X	X	X	
Demonstrate the ability to apply consumer behaviour theory to marketplace practice.	X	X	X	
Analyse issues logically, to challenge conventional assumptions, to consider different options and viewpoints, and make informed conclusion about consumer behaviour issues.	X	X	X	
Effectively communicate information, arguments, and research in the form of a presentation.	X	X		
Effectively communicate information, arguments, and research in writing			X	
Demonstrate the ability to acquire new knowledge and new skills, the capacity for self-directed activity and ability to work independently	X	X	X	
<b>Total</b>	20%	30%	50%	100%

## Academic Integrity | *Pono-ā-wānanga*

**Students should ensure that all submitted work is their own.**

Academic integrity means being honest in your studying and assessments. It is the basis for ethical decision-making and behaviour in an academic context. Academic integrity is informed by the values of honesty, trust, responsibility, fairness, respect and courage. Students are expected to be aware of, and act in accordance with, the University's Academic Integrity Policy.

Academic Misconduct, such as plagiarism or cheating, is a breach of Academic Integrity and is taken very seriously by the University. Types of misconduct include plagiarism, copying, unauthorised collaboration, submitting work written by someone else (including from a file sharing website, text generation software, or purchased work) taking unauthorised material into a test or exam, impersonation, and assisting someone else's misconduct. A more extensive list of the types of academic misconduct and associated processes and penalties is available in the University's Student Academic Misconduct Procedures.

It is your responsibility to be aware of and use acceptable academic practices when completing your assessments. To access the information in the Academic Integrity Policy and learn more, please visit the University's Academic Integrity website at [www.otago.ac.nz/study/academicintegrity](http://www.otago.ac.nz/study/academicintegrity), or ask at the Student Learning Centre (HEDC) or the Library, or seek advice from your paper coordinator.

**For further information on academic integrity at Otago:**

Academic Integrity Policy

<http://www.otago.ac.nz/administration/policies/otago116838.html>

Student Academic Misconduct Procedures

<http://www.otago.ac.nz/administration/policies/otago116850.html>

*A note about Artificial Intelligence: MART564 does not ban the use of large language models (LLMs) such as ChatGPT or Copilot, but you must fully disclose any LLM use in submitted internal assessment work, including full details of how and why you used them. Failure to do so may lead to academic misconduct proceedings.*

*You should be wary of LLMs in general, as they are purely statistical models with no actual “understanding” or “knowledge”. While their output sounds authoritative, it can often be misleading, incorrect, or totally fake. This is particularly dangerous when you do not have sufficient understanding of a topic to spot the errors.*

**For further information on artificial intelligence at Otago:**

Use of Generative-Artificial Intelligences and Autonomous Content Generation in Learning and Teaching Policy

<https://www.otago.ac.nz/administration/policies/policy-collection/use-of-generative-artificial-intelligences-and-autonomous-content-generation-in-learning-and-teaching-policy>

**Concerns about the Course | *Ngā māharahara mō te akoranga***

We hope you will feel comfortable coming to talk to us if you have a concern about the course. The Course Co-ordinator will be happy to discuss any concerns you may have. Alternatively, you can report your concerns to the Class Representative who will follow up with departmental staff. If, after making approaches via these channels, you do not feel that your concerns have been addressed, there are University channels that may aid resolution. For further advice or more information on these, contact the departmental administrator or head of department.

**Disclaimer | *Kupu Whakatonu***

While every effort is made to ensure that the information contained in this document is accurate, it is subject to change. Changes will be notified in class and via Blackboard. Students are encouraged to check Blackboard regularly. It is the student’s responsibility to be informed.

## **Assignment 1 - Consumer analysis (20%)**

This course emphasises that consumption is a core part of our everyday lives, even if we wouldn't necessarily categorise ourselves as 'keen shoppers' or 'conspicuous consumers'. The objective of this assignment is for you to develop a reflective and evaluative approach to your own consumption. The approach is interpretive, similar to an anthropologist's fieldwork diary, and, as well as reflecting on your own consumer behaviour, should help you to put yourself in the place of other consumers.

### **Step One – 48-hour notebook (working solo)**

Entries in the notebook should describe your consumption or marketplace experience for 48 hours. Consumer behaviour concepts from the lecture programme should be applied to help you interpret and analyse the experience or observation.

Each entry should comprise:

1. Description – detailed description of experience. You might like to include copies of ads, website addresses, articles etc to help with the description.
2. Analysis – reflect on the aspects of consumer behaviour have you noticed.

### **Step Two – Analysis (working in pairs)**

Working together analyse the behaviour in your diaries. What was similar? What was different?

Analyse the diaries in the context of theories of consumer behaviour: For example, how does the behaviour observed fit with (or not) the concepts and theories discussed in class? Or, from a consumer's perspective, what is the business trying to achieve and what are the consequences of the business practice?

What can you conclude from this exercise?

### **Step Three – Presenting findings & conclusions (working in pairs)**

The final part is your presentation to the class. This is a 10-minute presentation in which you will be required to describe and interpret your findings, analyse the behaviours and relate to theories of consumer behaviour.

#### **Presentation Format**

- 10-minute presentation using PowerPoint
- Followed by a 5-minute class discussion

#### **Presentation Content Guide**

1. Describe what you found out about your consumption behaviours.
  - Summarise your consumption behaviours, noting similarities/differences
2. Analysis and interpretation of what you think was happening.
  - Outline your explanation for the consumer behaviours
3. How does the behaviour fit with concepts & theories discussed in class
  - Relate your findings to consumer behaviour theory
4. Conclusions

## **Assignment 2- Sustainability presentation (30%)**

Part of this course is to develop the ability to critically evaluate academic papers to understand key issues and inform practice. You will select an article to read, evaluate and will present this to the class.

Students are expected to:

- Provide a comprehensive overview of the assigned article, including its main arguments, findings, and the broader academic context.
- Critically evaluate the article, identifying its strengths, weaknesses, and opportunities for further research.
- Pay particular attention to the substantive, conceptual, and methodological contributions and limitations.
- Develop two thoughtful discussion questions that will encourage critical engagement with the topic.
- Propose one or two potential research extensions and discuss the implications of the findings beyond academia.

### **Presentation Format**

- 10-minute presentation using PowerPoint
- Followed by a 5-minute class discussion

### **Presentation Content Guide**

1. Problem/Issue and Significance
  - Clearly summarise the main problem or issue discussed in the paper.
  - Explain its academic and real-world significance.
2. Research Gap Development
  - Explain how the authors establish the research gap.
  - Review key sources cited in the paper's literature review and summarise their relevance.
  - Discuss how these sources help frame the current study.
3. Research Methodology and Results
  - Describe the research method(s) used.
  - Summarise the key findings.
4. Conclusions and Contributions
  - Outline the main conclusions.
  - Discuss the article's overall contribution to the field.
5. Research Extensions
  - Highlight any future research areas suggested by the authors.
  - Propose two original ideas for further study.
6. Discussion Questions
  - Prepare two thought-provoking questions to stimulate class discussion.