



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

SUBJECT GUIDELINES

CONSUMER BEHAVIOUR

NQF LEVEL 2

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INTRODUCTION

A. What is Consumer Behaviour?

Consumers are exposed to various experiences and influences. Some consumers are more susceptible to change and influences than others. Some consumers respond to their environments as a result of their psychological make-up. As their situations change, opportunities emerge and they are subjected to a wider range of influences to which they may consciously respond in a positive or negative manner. Changes in circumstances may arouse inherent needs or promote new needs and wants in their consumption patterns.

Consumer buyer behaviour is defined as:

“The acts of individuals directly involved in obtaining and using goods and services, including the decision processes that precede and determine these acts.”

B. Why is Consumer Behaviour important in the Marketing programme?

The task of marketing is to identify these needs and wants and develop products and services that will satisfy them. The role of marketing is not to “create” wants but to fulfil them. It is crucial to find out why something is required. Only by gaining a deep and comprehensive understanding of buyer behaviour can marketing goals be realised in terms of becoming better equipped to satisfy customer needs effectively. Satisfying customers should establish a loyal group of customers with positive attitudes towards the company’s products.

C. The link between the Consumer Behaviour Learning Outcomes and the Critical and Developmental Outcomes

The underlying concept of consumer buyer behaviour relates to a system in which the consumer is the core, surrounded by immediate and wider environments that influence individual goals. Such goals are satisfied by consumers passing through problem-solving stages leading to purchase decisions. For this, one needs to understand that the world is a set of interrelated parts of a system to be explored, expressed and linked. Consumer buyer behaviour should be effectively and critically accessed using science and technology, effective communication through language skills and an inner awareness and responsibility of development in a global sense.

D. Factors that contribute to achieving the Consumer Behaviour Learning Outcomes

A student who is interested in marketing aims for an integrated approach, which embraces new opportunities in a dynamic, action-driven manner, based on an overall business philosophy. Therefore, it is not sufficient to simply provide satisfaction. Marketers, and hence, students must maintain and improve the level of satisfaction they provide. A marketing-orientated student must be influential; their marketing strategies should concentrate on reducing anxiety and perceived risk.

CONSUMER BEHAVIOUR – LEVEL 2

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1. DURATION AND TUITION TIME

This is a one-year instructional programme comprising 200 teaching and learning hours. The subject may be offered on a part-time basis provided the student meets all the assessment requirements.

Students with special education needs (LSEN) must be catered for in a way that eliminates barriers to learning.

2. SUBJECT LEVEL FOCUS

The student is able to describe the influence of consumer demographics and lifestyles on marketing.

3. ASSESSMENT REQUIREMENTS

3.1 Internal assessment (50 percent)

3.1.1 Theoretical component

The theoretical component forms 40 percent of the internal assessment mark.

Internal assessment of the theoretical component in Consumer Behaviour Level 2 takes the form of observation, class questions, group work, informal group competitions with rewards, individual discussions with students, class, topic and semester tests and internal examinations. Lecturers can observe students when marking exercises from the previous day and asking class questions.

Assignments, case studies and tests can be completed at the end of a topic. Tests and internal examinations must form part of the internal assessment.

3.1.2 Practical component

The practical component forms 60 percent of the internal assessment mark.

Practical components include applications and exercises. All practical components must be indicated in a Portfolio of Evidence (PoE).

Internal assessment of the practical component in Consumer Behaviour Level 2 takes the form of assignments, practical exercises, case studies and practical examinations in a simulated business environment.

Students may complete practical exercises daily. Assignments and case studies can be completed at the end of a topic. Practical examinations can form part of internal practical assessment.

- **Some examples of practical assessments include, but are not limited to:**

- A. Presentations (lectures, demonstrations, group discussions and activities, practical work, observation, role-play, independent activity, synthesis and evaluation)
- B. Exhibitions by students
- C. Visits undertaken by students based on a structured assignment task
- D. Research
- E. Task performance in a "Structured Environment"

- **Definition of the term "Structured Environment"**

"Structured environment" for the purposes of assessment refers to an actual or simulated workplace or workshop environment. It is advised that a practicum room is available on each campus for practical assessment.

- **Evidence in practical assessments**

All evidence pertaining to evaluation of practical work must be reflected in the students' Portfolio of Evidence (PoE). The tools and instruments constructed and used to conduct these assessments must be clear from the evidence contained in the Portfolio of Evidence (PoE). A checklist of the practical work that will be

submitted with the Portfolio of Evidence (PoE) must be designed to facilitate the assessment of the Portfolio of Evidence (PoE).

3.1.3 Processing of internal assessment mark for the year

A year mark out of 100 is calculated by adding the marks of the theoretical component (40 percent) and the practical component (60 percent) of the internal continuous assessment (ICASS).

3.1.4 Moderation of internal assessment mark

Internal assessment is subjected to internal and external moderation procedures as set out in the *National Examinations Policy for FET College Programmes*.

3.2 External assessment (50 percent)

A National Examination is conducted annually in October or November by means of a paper(s) set and moderated externally. A practical component will also be assessed.

External assessment details and procedures are set out in the *Assessment Guidelines: Consumer Behaviour (Level 2)*.

4. WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1. Introducing Consumer Demographics	20
2. Consumer Styles and Lifestyle Differences	25
3. Handling Information Queries from Customers	20
4. Information Systems in a Business Environment	20
5. Verbal Communication with Clients	15
TOTAL	100

5. CALCULATION OF FINAL MARK

Internal assessment mark: Student's mark/100 x 50 = a mark out of 50 (a)

Examination mark: Student's mark/100 x 50 = a mark out of 50 (b)

Final mark: (a) + (b) = a mark out of 100

All marks are systematically processed and accurately recorded to be available as hard copy evidence for, amongst others, reporting, moderation and verification purposes.

6. PASS REQUIREMENTS

The student must obtain at least fifty (50) percent in ICASS and fifty (50) percent in the examination.

7. SUBJECT AND LEARNING OUTCOMES

On completion of Consumer Behaviour Level 2, the student should have covered the following topics:

- Topic 1: Introducing Consumer Demographics
- Topic 2: Consumer Styles and Lifestyle Differences
- Topic 3: Handling Information Queries from Customers
- Topic 4: Information Systems in a Business Environment
- Topic 5: Verbal Communication with Clients

7.1 Topic 1: Introducing Consumer Demographics

(Refer to Level 3, Topic 1, SO 1)

Subject Outcome 1: Explain the concept consumer in a broad economic context.

Learning Outcome:

The student should be able to:

- Describe and explain the concept consumer in a familiar, economic and marketing context.

Subject Outcome 2: Outline a consumer analysis by indicating the importance and scope of consumers.

Learning Outcomes:

The student should be able to:

- Explain the concepts outline, analysis, scope and importance from own frame of reference.
- Illustrate the concept analysis as it applies to a selected marketing environment.
- List the basic components of an analysis as illustrated in a specific marketing context.
- Explain scope of consumers.
- Demonstrate an understanding of the importance of scope of consumers.

Subject Outcome 3: Demonstrate an understanding of the concept demographics.

Learning Outcomes:

The student should be able to:

- Give a description of the concept demographics based on prior knowledge of the basic composition of a known population.
- Give a description of the concept demographics as applied to a specific demarcated area of consumers.
- Give an illustration of the basic elements of a demographic composition as applied to a specific demarcated area of consumers.

Range: Population, size, gender, age, location, housing, mobility, bracketed income and expenditure, occupation, education and marital status

Subject Outcome 4: Explore and list the different uses and limitations of demographic data.

Learning Outcomes:

The student should be able to:

- Demonstrate understanding of the concept demographic data.
- Identify and compile a list of demographic data to use in the marketing department.
- List the limitations of demographic data to address these limitations.

7.2 Topic 2: Consumer Styles and Lifestyle Differences

Subject Outcome 1: Discuss the social characteristics of consumers.

Learning Outcomes:

The student should be able to:

- Explain the concept social characteristics in different contexts based on certain behaviour trends.

Range: Personal daily interactions and social interactions in a marketing environment

- Identify differences in social characteristics due to different frames of reference.
- List the most common social characteristics of consumers valuable for marketing interaction.

Subject Outcome 2: Describe the psychological characteristics of consumers.

Learning Outcomes:

The student should be able to:

- Describe the concept psychological characteristics.
- Define and list psychological characteristics that result from certain behaviour trends in various interactions in a selected marketing environment.
- Identify differences in psychological characteristics originating in differences in frames of reference.
- List the psychological characteristics most valuable to and which can contribute to marketing interaction.

Subject Outcome 3: Identify differences in consumer lifestyles by looking at the nature of products.

Learning Outcomes:

The student should be able to:

- Identify differences in the nature of products to demonstrate understanding.
- Describe the concept consumer lifestyles with examples.
- Describe the influence of the nature of the product on consumer lifestyles.

Subject Outcome 4: Identify differences in consumer life styles by looking at the nature of markets.

Learning Outcomes:

The student should be able to:

- Give an elementary description of the concept market based on prior knowledge of the field of study.
- Identify the differences in the nature of markets.
- Identify and describe the influence of the nature of different markets on consumer lifestyles.

Subject Outcome 5: Measure the marketing implications of social and psychological profiles of consumers.

Learning Outcomes:

The student should be able to:

- Define the concept implication in a marketing context.
- Compile different social profiles for different consumers.
- Explain the marketing implications of different social profiles or characteristics of consumers.
- Compile different psychological profiles for different customers.
- Explain the marketing implications of the different psychological profiles of consumers.
- List possible ways to overcome the social and psychological profiles that have negative implications for marketing.

7.3 Topic 3: Handling Information Queries from Customers

Subject Outcome 1: Elicit information from customers.

Learning Outcomes:

The student should be able to:

- Elicit information accurately and according to customer requirements.
- Elicit information in company-specific timeframes.

Subject Outcome 2: Offer information to others.

Learning Outcomes:

The student should be able to:

- Present information which is consistent, logical and clear.
- Present information within company-specific format and requirements.
- Present information in company-specific timeframes.

Subject Outcome 3: Record customer information.

Learning Outcomes:

The student should be able to:

- Repeat information to customer to ensure information has been accurately recorded.
- Record information in company-specific timeframes.
- Record information that is relevant and consistent with company-specific formats and requirements.

7.4 Topic 4: Information Systems in a Business Environment

Subject Outcome 1: Store information using an existing storage system.

Learning Outcomes:

The student should be able to:

- Classify, sort and record paper-based documentation according to established requirements.
- Store information in the correct location and demonstrate understanding of the effect that misfiled documentation has on an organisation.

- Store documents in a manner that ensures that they will be undamaged, safe and accessible when required.
- Classify and cross-reference information accurately and refer classification uncertainties to an appropriate authority.
- Demonstrate understanding of the method of classification and cross-referencing.
- Explain the problems that could result from unconventional classification and cross-referencing in a familiar context.
- Demonstrate an understanding of the importance of the process for locating information that should be current, accurate and in a prescribed format according to the organisation's procedures for archiving.
- Demonstrate an understanding of the implications for productivity when an item cannot be located.

For electronic storage systems:

- Source and gather filing documentation.
- Create and label electronic files according to requirements.
- File electronic documentation according to organisational requirements.
- Complete filing within organisational timeframes and standards.
- Refer classification uncertainties to an appropriate authority.
- Classify, sort and store all materials, in a safe and secure manner where they will not be damaged.

Subject Outcome 2: Retrieve information from an existing storage system.

Learning Outcomes:

The student should be able to:

- Promptly locate, obtain, copy and dispatch the required information to the correct person or location.
- Communicate a delay in the supply of information and explain the reason for the delay.
- Record information retrieved correctly to track all files.
- Identify missing or overdue items and follow correct procedure to locate them.

Subject Outcome 3: Store valuable documentation and reference materials securely.

Learning Outcomes:

The student should be able to:

- Demonstrate knowledge of and follow the process for securing valuable items and for maintaining that security meticulously.
- Explain the reasons for security procedures and the effect on an organisation when there is a breach of security.
- Identify and correct security risks in own area of authority.
- Recognise and report violations of security through familiar and established procedures.

7.5 Topic 5: Verbal Communication with Clients

Subject Outcome 1: Listen for information in a verbal communication.

Learning Outcomes:

The student should be able to:

- Gauge the emotional state of the caller or client from tone, pitch, pace and volume of voice.
- Observe body language to support the interpretation of the client's vocal indicators in face-to-face interactions.
- Adjust own tone, pitch, pace and volume to empathise with the client's emotional state.
- Extract the main idea from the client's verbal communication and assess the client's needs.
- Ask questions to elicit supporting details and clarify understanding of the need.

Subject Outcome 2: Use clear, plain language in a verbal communication.

Learning Outcomes:

The student should be able to:

- Use technical language appropriately and explain in own words where necessary.
- Identify and assess verbal mannerisms, jargon and slang in terms of their contribution to a business interaction.
- Use variation in tone, pitch, volume and pace to enhance meaning and respond appropriately to the client in different circumstances.

- Identify barriers to effective communication in the business environment to facilitate communication with clients.

Subject Outcome 3: Provide information in response to a client's request

Learning Outcomes:

The student should be able to:

- Clarify appropriate information in plain language.
- Check the client's interpretation of the information using open-ended questions.
- Describe and explain a range of relevant options to the client to agree on a plan of action.
- Reach consensus on the most viable option to resolve the query or request.
- Outline the proper procedure to follow and clearly include action steps, responsibilities and deadlines.

Subject Outcome 4: Capture information from a verbal communication.

Learning Outcomes:

The student should be able to:

- Record the main idea and supporting details of the communication in rough notes to facilitate recall.
- Record accurate file notes on the system or manually as required to create a comprehensive record of the interaction.

8. RESOURCE NEEDS FOR THE TEACHING OF CONSUMER BEHAVIOUR LEVEL 2

8.1 Physical resources

A "Structured Environment" that is equipped with all necessary material, devices and equipment to represent the practical environment found in the Marketing sector should be set up so that students can get hands-on training and perform practical assignments for assessment purposes.

8.2 Technology and Research Centre

- Computers, scanners and printers for students to complete assignments, case studies and projects
- Access to the Internet to do research
- Research software, for example, Encarta
- Subject-related magazines, DVDs and videos
- Daily newspapers
- Reference books
- List of stakeholders for presentations, guest speakers and practical experience
- Applicable legislation and acts
- Secure stockroom

8.3 Human resources

The lecturer should have:

- a qualification in Marketing or a three-year teaching diploma;
- recognition-based on prior learning in this field of study;
- facilitation skills;
- assessor and moderator qualifications;
- training in outcomes-based education methodology; and
- ongoing interest in new developments and innovations.

The lecturer should also be a full-time Technology and Research Centre manager.

8.4 Other resources

- Consumables, for example, stationery
- Assessment Guidelines
- Logbooks
- Workbooks
- Files
- Calculators