

**BUSI 3705B**  
**International Buyer Behaviour**  
Winter 2014

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Class meets: Monday 11.35 – 2.25 pm  
Location: Southam Hall 409  
Office hours: Monday 3:00 – 4:00 pm

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Note: Passages in this course outline that are in quotation marks connote wording mandated by Carleton University or the Sprott School of Business.

**I. OBJECTIVES**

A number of recent developments have created what perhaps are the most perplexing and unfathomable, and at the same time exciting and rich in opportunity, market conditions that both marketers and consumers worldwide have ever faced. The much-abused term “globalization” does not really refer to a new phenomenon. Nations, empires, and city-states, their rulers and citizens and businesses – they all have sought to expand to new environments ever since the Phoenicians, Greeks, Assyrians, Chinese, Romans, and other ancient peoples, with each expansion bringing both conflict and greater understanding between and among those involved. But the pace of globalization today, facilitated as it is by advances in communications and transportation, greater mobility and rising incomes, and the overall progress of science and knowledge, are unprecedented. At the same time, the same factors coupled with phenomena such as migration, regionalism, the rise in education levels, and the relative decline of the “nation-state”, have brought about fragmentation, factionalism, as well as Creolization.

Consumers today do not just “buy” products – they communicate through them, they use them to express their value systems and to build or underscore their identities – in short, they use them in ways far more complex than ever before. Three main schools of thought have emerged to explain today’s “global” markets – *convergence* (we are all becoming more alike), *divergence* (the more technical global barriers fall, the more we focus on expressing our local identities), and *eclecticism* (some combination of the two, depending on the case).

Against the above, the main objective of this course is to develop a managerial understanding of international buyer behaviour. The course builds on the basics of consumer behaviour and related fields (e.g., ethnography, cultural anthropology), and focuses on consumption in the context of culture, ethnicity, and multi-cultural buyers, on global acculturation and diversity, and on the effects of the emerging “new consumer” on marketing strategy. This course will hopefully be challenging, fun, and interesting, but it will not be easy since it deals with a brand-new field that is little understood – success depends in “getting involved” throughout, individualized learning, and a very, very open mind willing to strike out at new and untried directions.

## II. PREREQUISITES

Third-year standing in B. Com or B.I. B; BUSI 2204 OR BUSI 2208; and BUSI 2702 or BUSI 3703. **The School of Business enforces all prerequisites.**

## III. READING MATERIALS

**Text:** de Mooij, Marieke (2011), *Consumer Behaviour and Culture: Consequences for Global Marketing and Advertising, 2<sup>nd</sup> Ed.* (Sage)

**Additional suggested readings:** See section IV.3. below and Appendix.

**Note:** Having simply “taken” the prerequisites for this course is not enough – the operating assumption is that students taking it actually know the relevant material. If you have any doubt that your working knowledge is substantive and current, an additional reading requirement due on Session 2 is: “Know prerequisite content.”

## IV. METHOD AND EVALUATION

- See “Summary of Evaluation” later in this section for due dates and marking weights. The due dates are also shown in section V. Class Schedule.

### 1. Class Participation (CP)

CP is the classroom equivalent to professionals' participation in meetings. It is an important part of success in this course and is a specific assignment, not an option. Effective participation means (a) active, (b) substantive, and (c) continuous contribution. In other words, occasional nonsubstantive comments or questions will not meet the requirements of this assignment. Performance is assessed by the instructor based on each participant's contribution, which may take the form, among others, of raising or answering questions, offering comments, enriching the class with relevant items of interest from the media or personal experiences, taking part in brief in-class and/or take-home quizzes, cases, or other exercises, and overall effort throughout the term. To participate, one has to be in class; so, while there is no specific requirement for attendance, it also affects the CP evaluation.

### 2. Two in-class tests

These tests will help consolidate the knowledge that you acquire during the course. The format will be short essay and each test will take one hour. The test in which you achieve the higher mark will be weighed higher than the other in the evaluation plan (see below).

### 3. “Understanding the impact of culture” project (UICP)

The purpose of this project is to gain a better understanding of the role of culture in international buyer behaviour, by writing a short paper that will enable you to: (a) focus on a subject of your choice within the overall field; (b) learn about your chosen topic by drawing information from a number of cognate disciplines, so that you can broaden the perspective offered by the assigned text; and (c) learn about the impact of culture on specific aspects of the consumer behavior domain. The specific requirements are:

- The assignment will be handled on a team basis (team size tbd).
- The title of each team's paper will be “Culture and Buyer Behaviour: The impact on “XYZ””, where “xyz” will stand for the specific behavioral aspect you chose. Sample focus areas for defining “xyz” may be found in the Appendix A. Topic selections must be pre-cleared with me.

Content: Within the chosen topic, the focus will normally be on explaining the type of impact culture exercises on the buyer behavior regarding the specific aspect you chose.

Theoretical explanations as well as real examples are welcomed. Please write the paper (essay) following the APA style.

- Each team must submit a paper summarizing its research on the chosen topic. The paper must be submitted both in hard copy and by email. It must be no longer than five (10) pages (single space) plus appendices and references, and must be based on a bibliography containing a minimum of two (2) articles from academic journals per team member. Of the total number of articles, up to one-half may be drawn from those in Appendix A; the remainder must be identified by the team members based on a search of the literature.
- Each team must also do a formal presentation in class during a session dedicated to this purpose.
- Please see the Appendix for suggested sources for this assignment.

#### **4. “ICB analysis” project (ICB)**

The purpose of this project is to enable you to analyze buyers in a foreign country, supranational region, or subculture within a country/region, in depth. The choice of which country to study must be pre-cleared with me to ensure that a number of diverse cultures will be studied by the class. The assignment will be handled on a team basis (team size tbd) and has three components:

- Each team must submit a report on its chosen buyer group. This must be up to twenty (20) pages (single space) all inclusive, and will normally be based on secondary information culled from online or hard-copy resources such as databases, country profiles, magazine or academic articles, and books, and, where applicable, from the sources used in the UICP.
- The team will make a formal in-class presentation of approx. 20’ on its findings.  
Content: The paper and presentation must provide a brief summary “I.D.” on the country or region where the selected buyer group lives with information about the demographic, political and economic characteristics of the buyer group. This should be followed by an in-depth analysis of the chosen culture with two broad themes in mind: “what makes these buyers unique, different from, or similar to, others” and “what must a manager know as a precondition for marketing successfully to them”. Students should justify their observations using the various frameworks and theories studied in class, as well as through the use of real-life examples and consumption trends.
- The ICB paper and presentation deck must be submitted both in hard copy and by email.

## Summary of Assignments and Evaluation

Assignment	Session due	% of grade	
Two in-class tests			
Best	6	20	
The other	12	15	35
“Understanding Impact of Culture” project			
Team paper	5	15	
Team Presentation	5	10	25
“ICB analysis” project			
Team presentation	10 or 11	10	
Team written report	11	15	25
Class Participation	throughout	15	15
Total			100

## Important Notes on Assignments and Evaluation

- a. All page limits specified in this outline are “hard” and non-negotiable; in other words, aim for the upper limit in each case (e.g., a 3-page submission for an assignment with a 10-page limit will be judged as insufficient) but do not exceed it. Material beyond the stated limit will not be read and the remaining submission will be judged on its merits. For fairness and comparability, all take-home written work must be submitted typed, on letter-size paper, with 2.5 cm margins all-round, in Times-Roman 12.
- b. In addition to content, all written work will be graded for grammar, spelling, writing style, and organization and presentation of the material. Cheating, plagiarism, and other instructional offences are not tolerated and can have severe penalties (please see the University’s statement on plagiarism below).
- c. For the in-class tests, you can bring a single sheet of letter-sized paper with handwritten notes on one side only providing they can be read without magnification tools (No photocopies are allowed)
- d. The group ICB presentations will be evaluated 50/50 by the class and the instructor.
- e. Each student must submit, by Session 12, an independent evaluation of each team member’s (including self) contribution to the UICP and ICB projects, on a form that I will supply. If the mean mark given a student by his/her colleagues is at considerable variance (lower or higher) from his/her marks for other class work (tests, CP, individual UICP brief), then his/her team project marks will be adjusted accordingly.
- g. All assignments are normally marked and returned in-class one week after submission, and, in case a student is absent when an assignment is returned, are available for pick-up thereafter during office hours.
- h. Supplemental and grade raising examinations are not available in this course.
- i. Deadline extensions will not be granted, late assignments will not be accepted, and missed tests will not be rescheduled except for university-approved reasons (e.g., on medical grounds and with appropriate documentation).
- j. The above evaluation plan may have to be changed if changing class conditions so warrant.

## V. CLASS SCHEDULE

This schedule may be modified depending on the level of interest in the subjects to be discussed. It is each participant's responsibility to keep up to date with the overall progress of the course as the term unfolds, and with any specific changes announced in class.

<b>Session</b>	<b>Theme</b>	<b>Text chapter</b>	<b>Assignments*</b>
06.01.14	Course introduction and overview Introduction to course theme	1	Form teams Select UICP & ICB topics
13.01.14	Values and culture	2	
20.01.14	Convergence and divergence in CB	3	
27.01.14	Focus on consumer attributes	4	
03.02.14	UICP Group Presentations		UICP papers due
10.02.14	Test 1	1 – 4	In-class test 1
24.02.14	Focus on social processes	5	
03.03.14	Focus on psychological processes	6	
10.03.14	Dimensions of consumer behaviour Application to Marketing and Advertising	7 - 8	
17.03.14	Student Presentations	1 – 8	ICB presentations
24.03.14	Student Presentations	1 - 8	ICB presentations ICB papers due
31.03.14	Test 2	1 - 8	In-class test 2

## GENERAL INFORMATION

### Required calculator in BUSI course examinations

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

### Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

### Medical certificate

Please note that in all occasions that call for a medical certificate you must use or furnish the information demanded in the standard university form.

<http://www1.carleton.ca/registrar/forms/>

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course		

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

### Academic Regulations, Accommodations, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

### Requests for Academic Accommodations

#### Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered

with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

- The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the December 2013 exam period is November 8, 2013 and for the April 2014 exam period is March 7, 2014.

#### *For Religious Obligations:*

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

#### *For Pregnancy:*

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

### **Academic Integrity**

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>.

### **Assistance for Students:**

Student Academic Success Centre (SASC): [www.carleton.ca/sasc](http://www.carleton.ca/sasc)

Writing Tutorial Services: <http://www1.carleton.ca/sasc/writing-tutorial-service/>

Peer Assisted Study Sessions (PASS): [www.carleton.ca/sasc/peer-assisted-study-sessions](http://www.carleton.ca/sasc/peer-assisted-study-sessions)

### **Important Information:**

- Students must always retain a hard copy of all work that is submitted.
  - All final grades are subject to the Dean's approval.
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- Please note that you will be able to link your CONNECT (MyCarleton) account to other non-CONNECT accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CONNECT address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://portal.carleton.ca/>
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**SAMPLE SOURCES FOR THE UICP** (UPDATED SEPTEMBER 2012)

(The books and articles below, as well as the course textbook, contain numerous other references to additional relevant sources in their bibliography lists.)

**A. Books**

- Costa, J.A., and G.J. Bamossy, eds. (1995), *Marketing in a Multicultural World: Ethnicity, Nationalism, and Cultural Identity*. Thousand Oaks, CA: Sage
- Herbig, Paul A. (1997), *Handbook of cross-cultural marketing*. Binghamton, NY: International Business Press
- Lofland, J., and L.H. Lofland (1995), *Analyzing Social Settings*. London: Thomson
- Samli, A. Coskun (1995), *International consumer behavior: its impact on marketing strategy development*. Westport, CT: Quorum
- Sherry, J.Jr . 1995. *Contemporary Marketing and Consumer Behavior: An Anthropological Sourcebook*, Thousand Oaks, CA: Sage
- Usunier, Jean-Claude and Julie Anne Lee (2005), *Marketing Across Cultures*. Essex, UK: Prentice-Hall, 4<sup>th</sup> ed.

**B. Articles in Peer-reviewed Academic Journals**

(All journals cited are available online via the Carleton University library.)

(There is considerable overlap among the categories below – articles in one may fit others too.)

**Acculturation**

- Berry, J. W. (2008). Globalisation and acculturation. *International Journal of Intercultural Relations*, 32(4), 328–336.
- Cleveland, M., Laroche, M., Pons, F., & Kastoun, R. (2009). Acculturation and consumption: Textures of cultural adaptation. *International Journal of Intercultural Relations*, 33(3), 196–212.
- Quester, P. G., & Chong, I. (2001). Australian Chinese Consumers : Does Acculturation Affect Consumer Decision Making ? *Journal of International Consumer Marketing*, 13(3), 7–28.
- Waldram, J. B. (2009). Is there a future for “Culture” in acculturation research? An anthropologist’s perspective. *International Journal of Intercultural Relations*, 33(2), 173–176.
- Ward, C., & Kagitcibasi, C. (2010). Introduction to “Acculturation Theory, Research and Application: Working with and for Communities.” *International Journal of Intercultural Relations*, 34(2), 97–100.

**Consumer Animosity**

- Huang, Y.-A., Phau, I., & Lin, C. (2010). Consumer animosity, economic hardship, and normative influence: How do they affect consumers’ purchase intention? *European Journal of Marketing*, 44(7/8), 909–937.
- Maher, A. a., Clark, P., & Maher, A. (2010). International consumer admiration and the persistence of animosity. *Journal of Consumer Marketing*, 27(5), 414–424.
- Maher, A. a., & Mady, S. (2010). Animosity, subjective norms, and anticipated emotions during an international crisis. *International Marketing Review*, 27(6), 630–651.
- Riefler, P., & Diamantopoulos, A. (2007). Consumer animosity: a literature review and a reconsideration of its measurement. *International Marketing Review*, 24(1), 87–119.

### **Cultural Distance**

- Chirkov, V. I., Lynch, M., & Niwa, S. (2005). Application of the scenario questionnaire of horizontal and vertical individualism and collectivism to the assessment of cultural distance and cultural fit. *International Journal of Intercultural Relations*, 29(4), 469–490.
- Crotts, J. C. (2004). The Effect of Cultural Distance on Overseas Travel Behaviors. *Journal of Travel Research*, 43(1), 83–88.
- Dupuis, M.-J., Haines III, V. Y., & Saba, T. (2008). Gender, family ties, and international mobility: Cultural distance matters. *The International Journal of Human Resource Management*, 19(2), 274–295.
- Ng, S. I., Lee, J. A., & Soutar, G. N. (2007). Tourists' intention to visit a country: The impact of cultural distance. *Tourism Management*, 28(6), 1497–1506.
- Reichert, C. F., Company, T. R., Gill, T., & Westem, C. (2004). Effect of Cultural Distance on Customer Service Satisfaction: A Theoretical Framework and Research Agenda. *Advances in Consumer Research*, 31, 202–207.
- Suanet, I., & Vijver, F. J. R. V. A. N. D. E. (2009). Perceived Cultural Distance and Acculturation among Exchange Students in Russia. *Journal of Community & Applied Social Psychology*, 19, 182–197.
- Swift, J. S. (1998). Cultural closeness as a facet of cultural affinity. *International Marketing Review*, 16(3), 182–201.

### **Culture and Advertising**

- Bjerke, R., & Polegato, R. (2006). How Well Do Advertising Images of Health and Beauty Travel Across Cultures? A Self-Concept Perspective. *Psychology & Marketing*, 23(10), 865–884.
- Bulmer, S., & Buchanan-Oliver, M. (2006). Advertising across Cultures: Interpretations of Visually Complex Advertising. *Journal of Current Issues & Research in Advertising*, 28(1), 57–71.
- Cervellon, M., & Dubé, L. (2000). Standardisation versus cultural adaptation in food advertising: insights from a two-culture market. *International Journal of Advertising*, 19, 429–447.
- Management, M., Kingdom, U., Keywords, S., This, L. I., & Lass, P. (2004). National Cultures , Values and Lifestyles Influencing Consumers ' Perception towards Sexual Imagery in Alcohol Paushali and Susan Hart Advertising: An Exploratory Study in the UK , Germany and Italy. *Journal of Marketing Management*, 20, 607–623.
- Nickerson, C. (2003). Remarkable or Modest? The Role Played by Culture in Aduertisiug. *Business Communication Quarterly*, 66(1), 61–71.
- Nye, C. W., Roth, M. S., & Shimp, T. a. (2008). Comparative advertising in markets where brands and comparative advertising are novel. *Journal of International Business Studies*, 39(5), 851–863.
- Rojas-Méndez, José I., Gary Davies, and Canan Madran (2009). "Explaining Universal Differences in Advertising Avoidance Behavior: A cross-cultural study", *Journal of Business Research*, 62(10): 947-954.

### **Culture and Emotions**

- Bello, R. S., Brandau-Brown, F. E., Zhang, S., & Ragsdale, J. D. (2010). Verbal and nonverbal methods for expressing appreciation in friendships and romantic relationships: A cross-cultural comparison. *International Journal of Intercultural Relations*, 34(3), 294–302.
- Cochrane, L., & Quester, P. (2005). Fear in Advertising: The Influence of Consumers ' Product Involvement and Culture. *Journal of International Consumer Marketing*, 17(2/3), 7–32.
- Kline, S. L., Horton, B., & Zhang, S. (2008). Communicating love: Comparisons between American and East Asian university students. *International Journal of Intercultural Relations*, 32(3), 200–214.
- Matsumoto, D. (1989). Cultural Influences on the Perception of Emotion. *Journal of Cross-Cultural Psychology*, 20(1), 92–105.
- Miyamoto, Y., Uchida, Y., & Ellsworth, P. C. (2010). Culture and mixed emotions: co-occurrence of positive and negative emotions in Japan and the United States. *Emotion*, 10(3), 404–415.

- Russell, J. a. (1991). Culture and the categorization of emotions. *Psychological bulletin*, 110(3), 426–50.
- Tronvoll, B. (2011). Negative emotions and their effect on customer complaint behaviour. *Journal of Service Management*, 22(1), 111–134.
- Wierzbicka, A. (1986). Human Emotions: Universal or Culture-Specific? *American Anthropologist*, 88, 584–594.

### **Culture and Family Decision Making**

- Ford, J. B., LaTour, M. S., & Henthorne, T. L. (1995). Perception of Marital Roles in Purchase Decision Processes: A Cross-Cultural Study. *Journal of the Academy of Marketing Science*, 23(2), 120–131.
- Green, R. T., Leonardi, J.-P., Chandon, J.-L., Cunningham, I. C. M., Verhage, B., & Strazzieri, A. (1983). Societal Development and Family Purchasing Roles: A Cross-National Study. *Journal of Consumer Research*, 9(4), 436.
- Laroche, M., Yang, Z., Kim, C., & Richard, M.-O. (2007). How culture matters in children's purchase influence: a multi-level investigation. *Journal of the Academy of Marketing Science*, 35(1), 113–126.
- Mehta, S. C. (2000). An Examination of Marital Roles in the Housemaid Decision : Perspectives from Singaporean Couples. *Journal of International Consumer Marketing*, 12(3), 47–67.
- O'Guinn, T. C., Faber, R. J., & Imperia, G. (1986). Subcultural influences on family decisionmaking. *Psychology and Marketing*, 3(4), 305–317.
- Su, C., & Wang, S. (2010). A cross-cultural study of east asian adolescents ' influence in family purchase decisions. *Journal of Global Business and Technology*, 6(1), 52–68.
- Webster, C. (1993). Marital roles in decision making: The effect of Hispanic subcultural identification. *The Journal of Marketing Management*, 2(2), 34–41.

### **Culture and General Definitions**

- Belk, R. W., Devinney, T., & Eckhardt, G. (2005). Consumer Ethics Across Cultures. *Consumption Markets & Culture*, 8(3), 275–289.
- Carlson, B. D. (2009). Trait Superstition and Consumer Behavior : Measurement , and Initial Investigations. *Psychology & Marketing*, 26(8), 689–713.
- Guan, X., Park, H. S., & Lee, H. E. (2009). Cross-cultural differences in apology. *International Journal of Intercultural Relations*, 33(1), 32–45.
- Hofstede, G. (1994). The business of international business is culture. *International Business Review*, 3(1), 1–14.
- Kim, D. (1998). High- Versus Low-Context Culture : A Comparison of Chinese , Korean , and American Cultures. *Psychology & Marketing*, 15(6), 507–521.
- Middleton, K. L., & Jones, J. L. (2000). Socially Desirable Response Sets : The Impact of Country Culture. *Psychology & Marketing*, 17(2), 149–163.
- Ovadia, S. (2004). Ratings and rankings: reconsidering the structure of values and their measurement. *International Journal of Social Research Methodology*, 7(5), 403–414.
- Schouten, B. C. (2008). Compliance behavior and the role of ethnic background, source expertise, self-construals and values. *International Journal of Intercultural Relations*, 32(6), 515–523.

### **Culture and the Global Consumer**

- Cleveland, M., & Laroche, M. (2007). Acculturaton to the global consumer culture: Scale development and research paradigm. *Journal of Business Research*, 60(3), 249–259.
- Hassan, S. S., Craft, S., & Kortam, W. (2003). Understanding the new bases for global market segmentation. *Journal of Consumer Marketing*, 20(5), 446–462.
- Holt, D. B., Quelch, J. A., & Taylor, E. L. (2004). How Global Brands Compete How Global Brands Compete. *Harvard Business Review*, (September), 1–8.

- Stäblein, T., Holweg, M., & Miemczyk, J. (2011). Theoretical versus actual product variety: how much customisation do customers really demand? *International Journal of Operations & Production Management*, 31(3), 350–370.
- Zhou, L., & Poon, P. S. (2008). Susceptibility to Global Consumer Culture : A Three-Dimensional Scale. *Psychology & Marketing*, 25(4), 336–351.

### **Culture and Impulsive Behavior**

- Failure, T. S., & Baumeister, R. O. Y. F. (2002). Reflections and Reviews Impulsive Purchasing , and Consumer Behavior. *Journal of Consumer Research*, 28(March), 670–677.
- Kacen, J. J., & Lee, J. A. (2002). The Influence of Culture on Consumer Impulsive Buying Behavior. *Journal of Consumer Psychology*, 12(2), 163–176. doi:10.1207/S15327663JCP1202\_08
- Luo, X. (2005). How Does Shopping With Others Influence Impulsive Purchasing? *Journal of Consumer Psychology*, 15(4), 288–294. doi:10.1207/s15327663jcp1504\_3
- Rook, D. W., & Fisher, R. J. (1995). Normative Influences on Impulsive Buying Behavior. *Journal of Consumer Research*, 22(December), 305–314.
- Tendai, M., & Crispen, C. (2009). In-store shopping environment and impulsive buying. *African Journal of Marketing Management*, 1(4), 102–108.
- Tirmizi, M. A. (2009). An Empirical Study of Consumer Impulse Buying Behavior in Local Markets. *European Journal of Scientific Research*, 28(4), 522–532.
- Zhang, Y., & Antonio, S. (2008). Culture Matters : The Impract of Power-Distance Belief on Consumers ' Impulsive Buying. *Advances in Consumer Research*, 35, 643.

### **Culture and Personality**

- Burke, M. J., Watkins, M. B., & Guzman, E. (2009). Performing in a multi-cultural context: The role of personality. *International Journal of Intercultural Relations*, 33(6), 475–485.
- Claes, R., Beheydt, C., & Lemmens, B. (2005). Unidimensionality of Abbreviated Proactive Personality Scales across Cultures. *Applied Psychology*, 54(4), 476–489.
- Leong, C.-H. (2007). Predictive validity of the Multicultural Personality Questionnaire: A longitudinal study on the socio-psychological adaptation of Asian undergraduates who took part in a study-abroad program. *International Journal of Intercultural Relations*, 31(5), 545–559.
- Mooradian, T. a., & Swan, K. S. (2006). Personality-and-culture: The case of national extraversion and word-of-mouth. *Journal of Business Research*, 59(6), 778–785.
- Narayanan, L., Menon, S., & Levine, E. L. (1995). Personality Structure: A Culture-Specific Examination of the Five-Factor Model. *Journal of Personality Assessment*, 64(1), 51–62.
- Rawwas, M. Y. A. (2001). Ethical beliefs Culture , personality and morality. *International Marketing Review*, 18(2), 188–209.
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### **Culture and Time**

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