



BUYER BEHAVIOUR IN INTERNATIONAL MARKETS (IBUS 5714) Winter 2017

Thursday 6:05 pm-8:55 pm @ DT 701

Monday 2:35 pm – 5:25 pm @ DT 701

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Course Description:

Globalization and the divergent, crossvergent and convergent paradigms are used to explain and analyze the behaviour of buyers across different markets and cultures. Socio-cultural, psychological, organizational and other factors that guide purchase decision-making behavior in consumer and B2B markets are examined.

Prerequisite(s): BUSI 5701.

Introduction

Markets are people and people are not the same everywhere. Therefore the focus of this course is on consumption and consumer behaviour; it is about people – what they buy, why they buy, where they buy, how much they buy, how they buy, etc.

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).

In many models of consumer behaviour, culture is viewed as an environmental factor, whereas it is in the heads of consumers. That is why this course goes to the roots of cultures’s influence, the mind of the consumers. It integrates culture in all aspects of the human being, in the self, in personality, in attitudes, and in people’s relationships with others.

Learning Objectives:

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., psychology, sociology, 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.

Course Prerequisites: IBUS 5701.

Textbook:

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

Drop Course Policy:

The deadline for academic withdrawal is the last day of classes (each term).

Grading Scheme:

Mid-term (Session 4)	20%
Final Exam	35%
Contribution to Class Discussion	15%
Final Group Project Paper	20%
Final Group Project Presentation	10%
TOTAL	100%

Mid-Term

This test will help consolidate the knowledge that you acquire during the course. The format will be short essay and each test will take no more than 90 minutes.

Final exam date: March 2nd, 2017

Term project:

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 teams of 4 members.
- 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 the professor.
- 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 ten (10) pages (single space) plus appendices and references, and must be based on a bibliography containing a minimum of two (4) 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 A” for suggested sources for this assignment. You can also consider alternatives topics listed at the end of the Appendix A.

Preparation and participation:

Class participation 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 non-substantive comments or questions will not meet the requirements of this assignment. Performance is assessed by the professor 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.

Deferred Final Examination:

Students unable to write a final examination because of illness or other circumstances beyond their control must contact the instructor and the MBA office in writing to request a deferred exam. Permission may be granted when the absence is supported by a medical certificate and or appropriate document/s to support the reason for the deferral. Deferred exams are not granted for students who have made travel arrangements that conflict with examination schedule.

Course Schedule:

Week	Date	Topic/Agenda	Pre-class Prep
1	12 Jan 17	Introduction to buyer behaviour in international markets Values and Culture	Read chapters 1 & 2
2*	16 Jan 17	Values and Culture Convergence and Divergence	Read chapters 3
3	26 Jan 17	The consumer: attributes Social Processes	Read chapters 4 & 5
4	2 Feb 17	Mental Processes Culture, communication, and media behaviour	Mid-term Read chapters 6 & 7
5	9 Feb 17	Consumer behaviour domains	Chapter 8
6*	13 Feb 17	Students' presentations	Academic papers based on the topic to be presented (see Appendix A)

* This session will take place on Monday from 2.35 pm till 5.25 pm.

Course Sharing Websites

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Policy on Mobile Devices

The use of mobile devices IS NOT PERMITTED in this class. It is disruptive to the instructor and class members. If you carry such a device to class, please make sure it is turned off. If an emergency situation requires you to keep it turned on, please discuss this with your instructor prior to class.

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, followership and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your instructor 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.

Person 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 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). Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Religious Observance

Students requesting academic accommodation on the basis of religious observance 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 academic 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.

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://carleton.ca/studentaffairs/academic-integrity/>.

APPENDIX "A"

SAMPLE SOURCES FOR THE TERM PROJECT (UPDATED DECEMBER 2014)

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

Articles in Peer-reviewed Academic Journals

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

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

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), pp.909–937.
- Ma, J., Wang, S. & Hao, W., 2012. Does cultural similarity matter? Extending the animosity model from a new perspective. *Journal of Consumer Marketing*, 29(5), pp.319–332.
- Maher, A. a., Clark, P. & Maher, A., 2010. International consumer admiration and the persistence of animosity. *Journal of Consumer Marketing*, 27(5), pp.414–424.
- Maher, A. a. & Mady, S., 2010. Animosity, subjective norms, and anticipated emotions during an international crisis. *International Marketing Review*, 27(6), pp.630–651.
- Nes, E.B., Yelkur, R. & Silkoset, R., 2012. Exploring the animosity domain and the role of affect in a cross-national context. *International Business Review*, 21(5), pp.751–765.
- Riefler, P. & Diamantopoulos, A., 2007. Consumer animosity: a literature review and a reconsideration of its measurement. *International Marketing Review*, 24(1), pp.87–119.
- Tian, S. & Pasadeos, Y., 2012. A Revised Model of Animosity: The Impact of Anti-Japanese Sentiment on Consumer Behavior in China. *Journal of Current Issues & Research in Advertising*, 33(2), pp.170–191.

Culture and Comparative Advertising

- Barone, M.J. & Jewell, R.D., 2012. How category advertising norms and consumer counter-conformity influence comparative advertising effectiveness. *Journal of Consumer Psychology*, 22(4), pp.496–506.
- Bei, L.-T., Chu, C.-H. & Shen, Y.-C., 2011. Positioning brand extensions in comparative advertising: An assessment of the roles of comparative brand similarity, comparative claims, and consumer product knowledge. *Journal of Marketing Communications*, 17(4), pp.229–244.
- Gao, Z. & Zhang, H., 2011. A comparative study of Chinese and US consumers' attitudes toward advertising regulation. *Asia Pacific Journal of Marketing and Logistics*, 23(1), pp.72–90.
- Manzur, E. et al., 2012. Comparative advertising effectiveness in Latin America: evidence from Chile. *International Marketing Review*, 29(3), pp.277–298.
- Pillai, K.G. & Goldsmith, R.E., 2008. How brand attribute typicality and consumer commitment moderate the influence of comparative advertising. *Journal of Business Research*, 61(9), pp.933–941.
- Soscia, I., Girolamo, S. & Busacca, B., 2009. The Effect of Comparative Advertising on Consumer Perceptions: Similarity or Differentiation? *Journal of Business and Psychology*, 25(1), pp.109–118.
- Yagci, M.I., Biswas, A. & Dutta, S., 2009. Effects of comparative advertising format on consumer responses: The moderating effects of brand image and attribute relevance. *Journal of Business*

Research, 62(8), pp.768–774.

Culture and Emotions

- Bello, R.S. et al., 2010. Verbal and nonverbal methods for expressing appreciation in friendships and romantic relationships: A cross-cultural comparison. *International Journal of Intercultural Relations*, 34(3), pp.294–302.
- Bu, K., Kim, D. & Son, J., 2013. Is the culture–emotion fit always important? *Journal of Business Research*, 66(8), pp.983–988.
- Cochrane, L. & Quester, P., 2005. Fear in Advertising: The Influence of Consumers' Product Involvement and Culture. *Journal of International Consumer Marketing*, 17(2/3), pp.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), pp.200–214.
- Matsumoto, D., 1989. Cultural Influences on the Perception of Emotion. *Journal of Cross-Cultural Psychology*, 20(1), pp.92–105.
- Mazaheri, E. et al., 2014. The influence of culture, emotions, intangibility, and atmospheric cues on online behavior. *Journal of Business Research*, 67(3), pp.253–259.
- 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), pp.404–415.
- Russell, J. A., 1991. Culture and the categorization of emotions. *Psychological bulletin*, 110(3), pp.426–50.
- Tronvoll, B., 2011. Negative emotions and their effect on customer complaint behaviour. *Journal of Service Management*, 22(1), pp.111–134.
- Wierzbicka, A., 1986. Human Emotions: Universal or Culture-Specific? *American Anthropologist*, 88, pp.584–594.

Cosmopolitanism

- Bookman, S. (2012). Branded Cosmopolitanisms: “Global” Coffee Brands and the Co-creation of “Cosmopolitan Cool.” *Cultural Sociology*, 7(1), 56 – 72.
- Cleveland, M., Erdoğan, S., Arikan, G., & Poyraz, T. (2011). Cosmopolitanism, individual-level values and cultural-level values: A cross-cultural study. *Journal of Business Research*, 64(9), 934–943.
- Cleveland, M., Laroche, M., & Papadopoulos, N. (2009). Cosmopolitanism, Consumer Ethnocentrism, and Materialism: An Eight-Country Study of Antecedents and Outcomes. *Journal of International Marketing*, 17(1), 116–146.
- Lee, K. T., Lee, Y.-I., & Lee, R. (2014). Economic nationalism and cosmopolitanism: A study of interpersonal antecedents and differential outcomes. *European Journal of Marketing*, 48(5), 1133–1158.
- Riefler, P., & Diamantopoulos, A. (2009). Consumer cosmopolitanism: Review and replication of the CYMYC scale. *Journal of Business Research*, 62(4), 407–419.
- Riefler, P., Diamantopoulos, A., & Siguaw, J. a. (2012). Cosmopolitan consumers as a target group for segmentation. *Journal of International Business Studies*, 43(3), 285–305.

Ethnocentrism

- Balabanis, G., Diamantopoulos, A., Mueller, R. D., & Melewar, T. C. (2001). The Impact of Nationalism, Patriotism and Internationalism on Consumer Ethnocentric Tendencies. *Journal of International Business Studies*, 32(1), 157–175.
- Cleveland, M., Laroche, M., & Papadopoulos, N. (2009). Cosmopolitanism, Consumer Ethnocentrism,

- and Materialism: An Eight-Country Study of Antecedents and Outcomes. *Journal of International Marketing*, 17(1), 116–146.
- Fernández-Ferrín, P., & Bande-Vilela, B. (2013). Regional ethnocentrism: Antecedents, consequences, and moderating effects. *Food Quality and Preference*, 30(2), 299–308.
- Kavak, B., & Gumusluoglu, L. (2007). Segmenting food markets - The role of ethnocentrism and lifestyle in understanding purchasing intentions. *International Journal of Market Research*, 49(1), 71–94.
- Lumb, R., & Jerome C. Kuperman. (2012). Ethnocentrism in the U.S.: An examination of the Cetscale stability from 1994 to 2008. *Academy of Marketing Studies Journal*, 16(1), 99 – 110.
- Pecotich, A., & Rosenthal, M. J. (2001). Country of Origin, Quality, Brand and Consumer Ethnocentrism. *Journal of Global Marketing*, 15(2), 31 – 60.
- Sharma, P. (2014). Consumer ethnocentrism: Reconceptualization and cross-cultural validation. *Journal of International Business Studies*, 46(3), 381–389.
- Strizhakova, Y., & Coulter, R. a. (2015). Drivers of Local Relative to Global Approach. *Journal of International Marketing*, 23(1), 1–22.
- Tsai, W.-H. (Sunny), Lee, W.-N., & Song, Y.-A. (2013). A Cross-Cultural Study of Consumer Ethnocentrism between China and the U.S. *Journal of International Consumer Marketing*, 25(2), 80–93.

Patriotism

- Balabanis, G., Diamantopoulos, A., Mueller, R. D., & Melewar, T. C. (2001). The Impact of Nationalism, Patriotism and Internationalism on Consumer Ethnocentric Tendencies. *Journal of International Business Studies*, 32(1), 157–175.
- Beltsy D. Gelb. (2002). “Market Patriotism”: Advertising Dilema. *Journal of Advertising Research*, (January / February), 67 – 69.
- Chen, H.-L. (2009). Effects of country variables on young generation’s attitude towards American products: a multi-attribute perspective. *Journal of Consumer Marketing*, 26(3), 143–154.
- Evans, B. G. (2012). Patriotism drives demand for Made-in-USA product. *Furniture Today*, 2011–2013.
- Han, C. M. (1988). The role of consumer patriotism in the choice of domestic versus foreign products. *Journal of Advertising Research*. Kim, Y., Yim, K., & Ko, Y. J. (2013). Consumer Patriotism and Response to Patriotic Advertising: Comparison of international vs. national sport events. *International Journal of Sports Marketing & Sponsorship*, (April), 229 – 253.
- Lee, K. T., Lee, Y.-I., & Lee, R. (2014). Economic nationalism and cosmopolitanism: A study of interpersonal antecedents and differential outcomes. *European Journal of Marketing*, 48(5), 1133–1158.
- McMellon, C. a., & Long, M. (2006). Sympathy, Patriotism and Cynicism: Post-9/11 New York City Newspaper Advertising Content and Consumer Reactions. *Journal of Current Issues & Research in Advertising*, 28(1), 1–18.
- Miller, R. W. (2007). Unlearning American patriotism. *Theory and Research in Education*, 5(1), 7–21.
- Nüesch, S., & Franck, E. (2009). The Role of Patriotism in Explaining the TV Audience of National Team Games—Evidence From Four International Tournaments. *Journal of Media Economics*, 22(1), 6–19.
- Robert M. Seiler. (2002). Selling Patriotism / Selling Beer: The case of the “I am Canadian” commercial. *Proquest Report*, (March), 14–17.
- Thomas A. Hemphill. (2005). Business Patriotism and the Global Reputation of the American Brand.

The Journal of Corporate Citizen, (19), 25 – 29.

Alternative topics (your group has to search for the corresponding academic sources):

- Colors, numbers, symbols and superstitions across-cultures.
- Complaining behavior across-cultures
- The effect of life satisfaction and happiness on consumer behavior: cross-cultural comparisons
- The impact of religion and religiosity on international consumer behavior
- Useful theories in explaining international consumer behavior
- Attitude toward sex in different countries: How does it impact consumer behavior?
- Consumer behavior as seen by anthropology, economics, marketing, advertising, sociology, psychology, and international business.