24710 BUYER BEHAVIOUR – SPRING 2021

GROUP ASSIGNMENT REFLECTION

This piece of assessment is worth 5 of the total subject marks.
Each <u>individual</u> must submit this form via Canvas.
Submissions are required NO LATER than **5pm** on **28 October 2021.**
Late submissions will NOT be accepted. Hard copy submissions will NOT be accepted.

Full Name	Student ID							
Lucas Wyte	1	4	3	9	3	4	1	3

PART 1.

   A. *What mark do you expect to achieve with the report your group submitted?*
   B. *How well do you think that your group performed as a team?*
   C. *What were the challenges YOU personally faced with respect to team work? (remember to discuss the extent of your own contribution)*
   D. *What have you learned from this experience that you can apply to improve future group work (not restricted to student work)*

   (Minimum 250 words)

For all the blood, sweat and tears, I only expect to achieve a mark that is fair, if our group has indeed managed to propose a solution that meets the campaign brief.

As you are already aware, I struggled initially with group work, particularly when my first group had decided to undertake primary research, which the assignment brief had advised us against doing so. I felt disadvantaged by having to accept the status quo, proceeding with an approach that I thought was fundamentally flawed and would lead to a poor result. I asked to be moved to a different group and then found my new group had its only problems needing resolve – specifically, a lack of direction or any idea as to how to proceed forward.

Buyer Behaviour was one of my first assignments to tackle at university and at 42 years old, 25 years after I finished school, I'll admit that it was quite daunting at first. I'm a self-confessed perfectionist and that comes with its own issues, particularly a general apprehension for me to do 'anything at all' if it can't be done perfectly. So when I moved to my new group, I felt compelled to take over the reigns and get the project started down (what I believed to be) the right path.

Bringing back memories from school, I was soon reminded that most people don't think the way I do. I am often misunderstood as being negative – some would even call me a control freak - I have an analytical mind that tends to look at the bigger picture and easily identifies flaws in logic and reasoning, understanding that essays and reports follow a process – a formula if you will – for making a sound argument. My group seemed to lack this knowledge and while the others in my team contributed pages of text toward our report, being the group leader, I often had to condense these down to only a single sentence or quote, to remove

the "superfluous waffle" that may have been of interest generally, it deviated from the context of the case we had been tasked with addressing.

I felt guilty doing so, knowing that if the roles had been reversed and someone had modified my work, I would have been livid. But I felt the changes were important and necessary, and thankfully the members of my team agreed without any challenge.

What I have learned, slowly but surely, is that university work is not so much about being correct, right or perfect, but about the sharing of knowledge and ideas and giving everybody a chance to wrap their head around the concepts and theories in their own way, in their own time. Its not a competition but its about giving everyone a chance to shine and a chance to express themselves, even if I disagree or when I think my own ideas are better.

As the weeks have progressed, I have tried to adopt this approach in all I do, particularly the interactive workshops. Although I often feel out of place, recognising that I ask more questions than others, and make more comments than others whether it has been invited or not, I hope that Valeria, Sorush and other students have not misunderstood my motivations or intentions for doing so. I simply want to engage with the content as much as I can, to enrich my own learning and share my own insights so that other students might have the confidence to speak up and share theirs. And if I can get a laugh or a giggle along the way, that's just a bonus!

This question is not so easy to answer. The reason being so many different marketing theories, concepts and frameworks play a role in buyer behaviour, influencing the decisions we make as consumers, at any one time. Understanding what motivates us, how we respond to stimuli as a result of conditioned learning and memory, how we perceive ourselves and the world around us, the attitudes and beliefs we have formed over time through situational and social influences, as members of the social classes and sub-cultures we identify with, have all been useful and important considerations as part of the project process and narrowing this plethora of behavioural concepts down to only one or a few, I dare say is impossible.

Rather, I would like to reflect on the importance of taking all of these theories with me into my future marketing career, whatever that may turn out to be. What will enhance the application of my future marketing endeavours will be the knowledge I take with me to creatively combine these techniques – that there is no one way or rule or theory or framework that can be universally applied to deliver a message effectively to all people. It is the combination of utilising as many of these understandings as possible in any campaign, as what may work in communicating to one individual may not be as effective in communicating to another. But there are tricks and tools, beyond words and taglines, when combined together, that will assist me in delivering marketing messages to the masses.