

GRANDE PRAIRIE REGIONAL COLLEGE
BUSINESS ADMINISTRATION
COURSE OUTLINE

BA 2190 - CONSUMER BEHAVIOR

TEXT: Basic Canadian Marketing Cases, Gordon H.G. McDougall, Charles B. Weinberg, McGraw Hill Ryerson Ltd., 1992.

PREREQUISITE: BA 1090

COURSE DESCRIPTION: The solution to marketing problems rests in sound analysis of consumer behavior. Using the case method, students will find a practical outlet for quantitative and qualitative consumer analysis tools. Cases will explore both goods and services marketing in industrial and consumer environments.

COURSE OBJECTIVES:

- 1) To learn and apply consumer behavior analytical models.
- 2) To solve real marketing problems.
- 3) To improve business writing skills.

GRADING:

Hand in Cases (3 x 15)	45%
Midterm Case	20%
Final Presentation (Group)	20%
Class Contribution	<u>15%</u>
	100%

N.B.

- 1) Final Case will take the form of an oral presentation and a written hand-in to be done in groups of approximately 5 individuals. It will be presented during the last two class periods. It may be an analysis of consumer behavior relative to major project in BA 2090 Marketing Strategy. Alternately, groups may elect to formally present a case.
- 2) A major project of individual research valued at 30% may be substituted for two cases after consultation with instructor.
- 3) Late cases will not be graded under any circumstances. There will be no exception to this rule. Cases are late as of the beginning of the class in which they are discussed.

- 4) The case method requires each student's active participation in the form of
- i) response to Instructor's questions
 - ii) voluntary input
 - iii) interaction with other students
 - iv) other - newspaper clippings, anecdotes, feedback to instructor etc.

Each student's contribution will be assessed for each class. Attendance is necessary but not sufficient for contribution. Those handing in a case during that class session are expected to contribute more.

- 5) The case method DOES NOT WORK unless students are prepared. See text pp xv - xviii.
- 6) The course will be structured as follows:

Tuesdays: lecture/tools/issues/hints

Thursdays: case discussion and written hand-ins for some students. Marked cases will be returned by the next Tuesday.

The purpose of this structure is to improve quality of hand-ins. Students in the past have experienced frustration in not "getting" the case. Please understand that the process of analysis is far more important than the outcome.

- 7) It may be possible to economize by sharing a textbook with a trusted fellow student.

**COURSE
CONTENT:**

<u>Week Ending</u>	<u>Tuesday</u>	<u>Thursday</u>
Sept. 11	Introduction/Case Method	BA 1090 Review
Sept. 18	#3 Windsor Golf (sample case)	#11 Port-A-Pad (sample case)
Sept. 25	#8 Coors (in class project)	#7 Cdn. House hold Prods
Oct 1.	Lecture	#1 BC Packers
Oct. 8	Lecture	Dominion Motors
Oct. 15	Lecture	#21 Boot Dryer
Oct. 22	Lecture	#10 Nabob Summit
Oct. 29	Lecture	Cinema 5
Nov. 5	Lecture	#30 Vancouver Public Aquarium
Nov. 12	Midterm Exam	Remembrance Day
Nov. 19	Debrief Mid	V.O.A.
Nov. 26	Film	#27 Evergreen Paper Co.
Dec. 3	Computron	Frank Horner
Dec. 10	Oral Final	Oral Final

Please indicate your preference in package by signing below and advising me. First come first served.

Package 1

Cdn. Household
Boot Dryer
Evergreen

Package 2

BC Packers
Nabob Summit
Frank Horner

Package 3

Dominion Motors
Cinema 5
Computron

Package 4

Boot Dryer
Vancouver Public Aquarium
Frank Horner

- N.B. Approximately 3.5 weeks apart
Progressively more demanding cases in each package.
Mixture of
- small, large companies
 - services, products
 - Canadian, foreign

CONSUMER BEHAVIOUR : CASE MARKING SCHEME

Cases in BA 219, Consumer Behaviour, are the principle learning and testing mechanism. It is important that students have a good appreciation of what is required.

The first thing that I look at is length-5 to 6 (double spaced) pages are strongly recommended although there may be cases in which more or less may be justified. The logic here is that the level of analysis required cannot be done in less than five pages.

The next thing I look at is structure. I won't accept unstructured reports any more than your boss of the future will. By structure I mean a series of logical titles and sub-titles.

Thereafter, I read the case with the main idea of ascertaining WHO BUYS AND WHY; seemingly simple, this is the crux of the matter and I suggest that you write your papers with this foremost in your mind. More specifically, marks are allocated as follows:

Structure & English	3	
CONSUMER BEHAVIOUR		
.segmentation and positioning	2	
.use of analytic tools	4	(refer handout re:109 Review)
.use of case data	4	(useful insights derived-repeating facts of case has no value)
Alternatives and Recs	2	
TOTAL	15	

FOUR FINAL HINTS:

- 1) Assume the role of paid consultant/marketing analyst addressing yourself to an interested party identified in the case. **FIX THAT PERSON'S PROBLEM!!!!!!!**
- 2) Supported statements always carry weight. Data supported statements carry more. Analyzed data supported statements carry most.
- 3) Questions are designed to focus your attention. Ignore them at your peril but simply answering them alone will not yield good results.
- 4) The name of the course is Consumer Behaviour and that's where the gold is buried.

BA 109 REVIEW (for BA 219)

Product Concept : sell what we've got
Marketing Concept : .get what we can sell
.satisfy customers at a profit.

Def'n: Marketing

.Planning and executing the conception, pricing , promotion and distribution of ideas, goods and services that satisfy consumer objectives.
.Demand Management.
.Attention to services produced by the product rather than the product.

Marketing Mix: 4 P's and C

Market: set of all present and potential buyers for a product or service.

Product: "bundle of satisfactions."

Innovation Strategies:

	<u>Present Prods</u>	<u>New Prods.</u>
<u>Present Markets</u>	Penetration	Product Development
<u>New Markets</u>	Market Dev't	Diversification

2) Innovator/Imitator

Segmenter (satisfy one slice very well) vs. Combiner (satisfy more than one slice pretty well) NB. Combine segments not products

Marketing Warfare: leader, challenger, follower, nicher
defense, offense, flanker, guerrilla.
see attached- NB. Most cases will use this analysis.

Demographics- necessary but not sufficient.
Psychographics - not required.

PRODUCT LIFE CYCLE- VITAL- USE IT!!!-see attached.

CONSUMER BEHAVIOUR

1) Economic Needs (man as utility maximizer)
.economy of purchase/use
.convenience
.efficiency in operation/use
.dependability in use
.improvement of earnings
.reliability of service
.durability
.enhancement of productivity.

- 2) Maslow's Hierarchy of Needs: re: bundle of satisfaction.
 Physiological (survive), Physical Safety/Emotional Security (over time), Social (fitting in), Ego/Self Esteem (sticking out) and Self Actualization (growth and creativity.)
- 3) Perceptions: In the battle for the mind, confusion is the enemy!
 .selective exposure-what interests us
 . * perception-screen out irrelevancies
 . * retention-don't remember-why ads are repeated
- 1) Interest level vital-are they in the market? AIDA
 ii) Adoption curve
 iii) Perceptions from customers point of view-what are their problems, info needs and choice criteria?
- 4) Learning-where on adoption curve-diff. message to diff. level of learning.
 .impact of trial
 .degree of brand awareness (rejection, ignorance, indifference awareness, interest, preference, insistence.
 .education requires deep pockets.
- 5) Attitudes-word of mouth
 -intention to buy
 - +, -, or neutral leads to very diff. strategies.
 -"Go with what's there and shape it."
- 6) Personality- Activities, Interests, and Opinions (AIO)
 - Psychographics
- 7) Family: who decides?
 Consumer, Customer, Influencer, Decision Maker, Agent, Financier, Initiator.
 Stages in consumption patterns- link to demographics.
- 8) Social Class = f(education, occupation, place of residence, and source of income) not income.
 Class is a state of mind not a state of bank book ie. two consumers with the same \$ of \$ will consume profoundly differently.
 Targeted class impacts each part of mix as a package.
 Where is your TV and do you pay off your credit card?
- Regardless of class 20% are price minimizers (the cheapest)
 60% are value maximizers
 & 20% are quality maximizers (the best)
- 9) Reference Groups-for visibly consumed products and services.
 -impact of others- inner vs. other directed
 -which peers?
 -endorsements and word of mouth
 -innovators/opinion leaders and early adopters critical.
- 10) Culture and Sub culture- nichesanship

1: Problem Solving Consumer

Awareness, Information Gathering, Evaluation of Alternatives,
Decision, Evaluation of Decision (Post purchase reinforcement)

HOW FAST?

Consumer : Extensive, Limited and Routine

Industrial : New Task, Modified Rebuy, Straight Rebuy

Segmentation- Required in every case

- .homogeneous within
 - .heterogenous among
 - .useable, accessible and big enough to be profitable.
- YOUR PERCEPTION OF MARKET.

Positioning - Required in most cases

- .location in the mind
 - .niches in the mind
 - .unique selling proposition
 - .who the real competition is.
- THEIR PERCEPTION OF YOU AND OF COMPETITION.

N.B. Marketing warfare position is a different concept to this in that it looks at competitive roles within a market.

- Product - Product Life Cycle (for industry)
- Goods Class - Convenience (impulse, staple, emergency)
 - Shopping (Hetero, Homo)
 - Specialty
 - Unsought (New and Regularly)

Place = Channel of Distribution- draw a map!

- .Intensity -intensive, selective, exclusive.
- .Vertical Integration- Fwd- closer to customer
 - backwd - closer to raw material
- .Channel Captaincy - who calls the shots
- .Co-operation Opportunities - partnerships
- .push to channel, pull to consumers
- .care and feeding of middlemen is VITAL.
- .direct vs. indirect.

Promotion = Blend of Mass Advertising, Personal Selling, Publicity, and Sales Promotion.

. i (PLC, S, competition, adoption curve, target <channel or consumers>, product class)

Can't judge a piece of communication without knowing Target Market (TM) and objectives. AIDA

Ad types- Pioneer, Competitive (Direct and Indirect), Comparative, and Reminder.

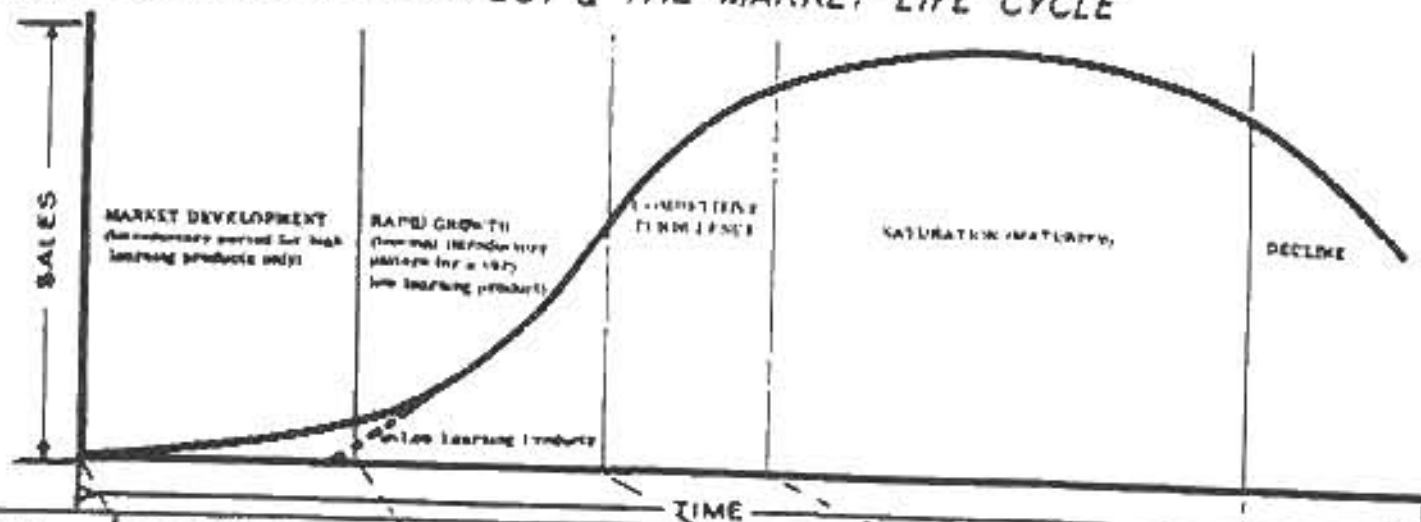
Price-consumer oriented
-profit oriented
-cost oriented
-competition oriented.

The lazy way to market share is the cut price.

Break even analysis $B/E = \text{Fixed Costs} \text{ divided by } \text{Contribution Margin}$
An excellent reality test!!!!!!!!!!!!!!

It is my assumption that these terms and tools are meaningful to you and that they be USED frequently and where appropriate.

DYNAMIC COMPETITIVE STRATEGY & THE MARKET LIFE CYCLE



STRATEGY OBJECTIVE	MARKET DEVELOPMENT (necessary period for high learning products only)	RAPID GROWTH (normal introductory phase for a high learning product)	MATURE (low learning industry)	NATURATION/MATURITY	DECLINE
STRATEGY OBJECTIVE	Maximize learning opportunities, lower and steadily offering the best quality, develop widespread awareness of benefits, and gain share in early markets	To establish a strong brand market and distribution base as widely as possible	To maintain and strengthen the market share achieved through dealer and consumer loyalty	To defend brand position against emerging brands and product category or price-war substitute products, through constant attention to product improvement opportunities and (near) price-related and distribution alternatives	To milk the offering dry of all possible profit
OUTLOOK FOR COMPETITION	Note is likely to be dispersed in the early, unprofitable stages	Early entrance of numerous aggressive competitors	Price and distribution wars are on the industry, shaking up the weaker brands	Competition established. Few if any new entrants. Market share relatively stable except when a brand gains market share added penetration value through structural improvement or other repositioning	Smaller competitive presence and dropping out because of decrease in customer interest
PRODUCT DESIGN OBJECTIVE	Limited number of models with physical product and offering design both focused on maximizing learning requirements. Design cost- and time-engineered to speed to most profitable segments. Almost attention to quality control and least attention to market-relevant details in design	Modular design to facilitate flexible addition of features to appeal to every low segment and form segmentation as fast as the market	Increased attention to product improvement, upgrading of all low to mid-range necessary competitors with little market share	A constant search for product upgrading opportunities through either total product and price-repositioning of one model or major product changes, <u>highlighting of leader products</u> . Constant attention to possibilities for product improvement and cost cutting. Necessity of design improvements	Constant pruning of line to streamline any items not performing a direct profit
PRICING OBJECTIVE	To expose the customer to value perception learning and to reach the value response perception of the most responsive segments. High trade discounts and volume advantages	A price, rise for every lease, from low-end to premium, middle. Conspicuous trade advantages. Approaches promotional pricing, with volume rise as fast as volume needed due to organizational production and financial limitations of spending	Increased attention to higher-margining and promotional pricing opportunities	Price repositioning whenever demand shifts and competitors' strategies permit. Defensive pricing to preserve product category franchise. Search for incremental pricing opportunities, including private label products, to boost volume and gain an experience advantage	Minimization of price level pricing with complete disregard of any effect on market share
PROMOTIONAL GUIDELINES <i>Communications Objectives</i> <i>Not valuable</i> <i>Make use</i>	a) Create widespread awareness and establishment of offering benefits to look for by early adopters In order of value: Publicity Personal sales Mass communications	Create and strengthen brand identity through trade and field work. Stimulate general trial Mass media Personal sales Sales promotion, including sampling Publicity	Maximize consumer awareness and strengthen loyalty Mass media Trade promotion Personal selling to dealers Sales promotion Publicity	Maximize consumer awareness loyalty, with strong emphasis on dealer and field work. Promotion of private label products Mass media Trade promotion Sales promotion	Maximize sales, leaving just enough to maintain profitable distribution Cut down all media in the long-run to make promotional a key line
DISTRIBUTION POLICY	Expanded or selective, with distributor margins high enough to justify heavy promotional spending	Speedy and extensive, with dealer margins just high enough to keep them interested. Close attention to retail mobility of distributor stocks and heavy discounting at all levels	Extensive and selective, with strong emphasis on selling dealer sell expansion, but with maximum efficiency over the line	Extensive and selective, with strong emphasis on keeping dealer well supplied, but at minimum inventory cost to sell	Phase out retailing as they become unprofitable
INTELLIGENCE FOCUS	To identify critical developing competitors and to observe any actual weaknesses	Devoted attention to brand position, to place in model and market coverage, and to opportunities for market segmentation	Close attention to product improvement needs, to market, branding changes, and to possible fresh promotional themes	Close analysis of competitors' marketing. Regular monitoring of trends in the market and possible product changes. Many alert for potential new technological and new interproduct penetration or other signs of beginning product decline	Information helping to identify the points at which the product should be phased out

Copyright © 1978 by Chester A. Wesson. Based on Wesson, *DYNAMIC COMPETITIVE STRATEGY & PRODUCT LIFE CYCLES*, Challenge Books, St. Charles, Ill., 1974, and Austin Press, P. O. Box 9774, Austin, Texas 78766, in 1978.

NOTE: Strictly speaking, this is the cycle of the category market, and only a high learning introductory phase through all phases indicated above. The term, product life cycle, is sometimes applied indiscriminately to both brand cycles and category cycles. Most new brands are only emulative of other products already on the market, have a much shorter life cycle than the product category, and must follow a strategy similar to any low-learning product.

MARKETING WARFARE STRATEGIES

DEFENSIVE: LEADER

- . only leader plays defense
- . best defense is a good offense, therefore, be aggressive against nibblers
- . block strong competitive moves quickly and overwhelming (no more Mr. Nice Guy!)

OFFENSIVE: CHALLENGER

- . main consideration is the strength of the leader
- . attack weaknesses of leader (where vulnerable)
- . attack on a narrow front (where you are strong)
- . requires enormous and sustained effort- no half measures

FLANKING: FOLLOWER

- . move into uncontested areas
- . tactical surprise-no testing or telegraphing
- . pursuit is as critical as the attack itself-keep pushing
- Trap-don't emulate leader if successful ie. no long thin lines; continue to concentrate forces in overpowering mass.

GUERRILLA: NICHER

- . find niche small enough to defend (take crumbs too small for others to care about)
- . be ready to "bug out" at a moments notice to conserve forces to fight again.
- . 94% of market fighters ought to be guerrillas.

5 QUESTIONS

- 1) What position do we own in the mind? Via research.
- 2) What position do we want?
- 3) Whom must we outgun? What strengths and weaknesses? Who leads?
- 4) Do we have enough ammunition and WILL? (to get mind share)
- 5) Can we stick it out for the long term?

AXIOMS

Start with what's in the mind.

Product ladders-leader gets twice business as 2nd who gets twice 3 rds. Only 7 brands in a HIGH interest area.

Cherchez les creneux- available "holes" in the mind.

ANALYSIS

Definition: To Analyze: to take to pieces, to resolve into elements, to examine critically part by part

In other words, analysis sheds light on and makes meaningful raw data. Qualitative or quantitative raw data is mere description and as such, is worthless in terms of marks.

The following activities are a partial listing of analytical activities:

- compare and contrast (absolute and relative)
- comments, observations and insights
- judgements, conclusions and implications
- assessment of value, appropriateness
- cause/effect relations, separation of symptoms and problem
- patterns, trends, generalizations
- central tendencies
- use of theory or model to explain data
- etc.

Example a) Description:

<u>Person</u>	<u>Mark</u>
Fred	85
Joe	80
Susan	50
Max	45
Dagmar	40

b) Analysis

- central tendencies - mean, median, mode, standard, deviation, skew, graph
- # of fails, % fails
- # of excellents, % excellent
- males do better than females
- those with names with last letter before "f" do better
- even increments of 0/5
- etc.

Summary

Analysis is the massaging of data with the objective of making the data meaningful and useful. Computers generate data, managers analyze it (or, at least, instruct the computer to analyze it.) It is impossible to make good decisions based on description; analysis is mandatory.

TESTS: Only those students who contact me before a test will be permitted to write a supplemental.

- ASSIGNMENTS:
1. Barring legitimately exceptional circumstances assignments are due by 3:00 p.m. on the due date (or in class for evening course). Late assignments will be docked 10% per school day late. Please note that assignments are late as of 3:05 p.m.
 2. Preferably assignments will be typed. However, so long as they are legible they will be accepted in handwritten form. Illegible papers will be returned unmarked.
 3. At the College level, you are expected to submit assignments which are properly edited, free of spelling and grammatical errors. Assignments with excessive errors may be returned unmarked.
 4. Students are encouraged to discuss cases among themselves. However, unless the case is specifically designed as a group paper, writeups are done independently. Plagiarism will be treated in the harshest possible terms.

PUNCTUALITY/
ATTENDANCE:

Classes will start on time and reviews of material already covered will not be provided for late students. While students are expected to attend class regularly, attendance will not be taken. Failure to attend regularly will impact the class contribution portion of the final grade and will influence my willingness to provide remedial assistance. In other words, don't ask me to help if I haven't seen you in class for six weeks (barring legitimate reasons, of course).

WRITING STYLE: HINTS FOR STUDENTS

Students have, quite legitimately, complained that my expectations pertaining to written submissions have been vague and/or unrealistic. To address this, please note the following:

1. Colloquialisms - use is discouraged but if appropriate, should be in quotes eg. "max out".
2. Spelling - buy and use a dictionary. In particular, please take note of errors identified and learn from them.
3. Grammar - at the College level, it is presumed that errors of grammar should be rare. In particular, please watch noun/verb agreement.
4. Possessives - a small but telling difference in English quality, eg. the company's assets not companies assets.

5. Recurring Errors -

Correct
develop
definite
rationale
a lot

Incorrect
develope
definate
rational
alot

6. Singular/Plural - The following are often confused by business students.

Singular
datum
criterion
appendix
medium

Plural
data
criteria
appendices
media

7. Structure - Structure is key for 2 reasons:
- i) organized writer's thinking and analysis
 - ii) eases reader's tasks

By structure, I mean a systematic and logical series of titles, subtitles and numbering scheme.

for example:

A. INTRODUCTION

B. ANALYSIS

1) Current Situation

- i) Sales
- ii) Competition

a) Domestic

The importance of structure cannot be over emphasized. Failing to do so creates problems, it does not solve them and no manager I know of would accept a document of more than one page without coherent structure.

FINALLY: purpose or objective statements are invaluable tools and deserve frequent use.

eg. "Our purpose in examining competitive pressures is to highlight their growing intensity"

eg. "The objective of minimizing risk by"

8. Data - Charts and lengthy calculation should be in appendices. A suggested format for dealing with charts is:

eg. TITLE: Question 10

Raw #	$\frac{1}{6}$	$\frac{2}{4}$	$\frac{3}{5}$	$\frac{4}{2}$	$\frac{5}{4}$	Total
‡	28.6	19.0	23.8	9.5	19.0	99.9

Mean (weighted): 2.71

Conclusions: i) Wide spread suggests

Also, histograms (bar charts) are useful visual tools, but should not replace sound analysis.

9. Sundry

- Street language is never acceptable
eg. sort of, kinda, try and do something
- Point form is acceptable as long as it doesn't approach
"punchiness:

eg. Advantage
- cheap
- Bullet format (such as sundry section) is another
valuable structure tool.
- Unless warranted MUSH words (such as may, perhaps, could,
might, etc.) are not acceptable.

HOPE THIS HELPS, (ALOT).

CASE METHOD

This course used the case method as the primary learning testing vehicle. It is, therefore, crucial that students be conversant with my expectations.

A) FORMAT

The following major headings should be used:

PROBLEM: · concise
· in the form of a question
· open ended so as to not eliminate alternatives

EXECUTIVE SUMMARY short paragraph which summarizes recommendations provides a "sneak preview" of direction and bias

ALTERNATIVES numbered and stated concisely

ANALYSIS

- a) Consumer behaviour
- b) Current Mix - Product
 - Price
 - Promotion
 - Place

N.B. appropriateness MUST be assessed

- c) Other - financial, preferences of management, anything else which helps in analysis of alternatives, etc.
- d) Alternatives - advantages disadvantages plus explanatory notes.
- e) Summary - not always required if one alternative is clearly superior.

RECOMMENDATIONS - numbered and action oriented
MUST "solve" problem

B) REQUIREMENTS

Written case analyses should:

- a) be typed and double-spaced on one side of unlined 8 1/2 x 11" paper, or be handwritten legibly. Illegible papers will be returned ungraded.
- b) show pages numbered consecutively
- c) have pages held together in a booklet or stapled together in the upper left hand corner
- d) be free of errors in grammar, spelling and punctuation.

REQUIREMENTS (continued)

- e) be written clearly and succinctly. Brevity is strenuously encouraged but not at the expense of sound and complete analysis
- f) fully document in footnotes, all sources which are quoted or referred to
- g) employ accepted form for any footnotes, charts, tables or bibliography
- h) present lengthy calculations, in appendices rather than in the body of the report.
- i) have a title page
- j) be clearly and logically organized around headings, eg., PROBLEM, Market, i) Consumer
- k) have a table of contents
- l) be submitted on time. Only extremely exceptional circumstances will justify a late case.

C) SUGGESTIONS

- a) absorb and think about the case over a period of time; avoid starting "cold" shortly before the due date
- b) remember that you are not required to agree with the opinions expressed by individuals in the case
- c) be sure that your case rests on a close analysis of the market
- d) bring to bear other material from the course where it is relevant and useful. Use of terms and analytical techniques are strongly encouraged
- e) feel free to discuss the case with others in the class
- f) consult other sources such as businessmen and trade literature if you wish, but it is not expected of you

SUGGESTIONS (continued)

- g) quantify wherever possible
- h) where it is necessary to make certain assumptions in order to proceed with your analysis, identify them as such and show why they are reasonable
- i) remember that since there is no single "right" answer to a case, you are merely expected to show what course of action, all things considered, would appear to be the best--and why
- j) remember that calling for more information is usually a ploy to postpone hard thought. Therefore before making such a recommendation verify that you have "squeezed" the information at hand, and be sure that the company can afford to wait for the time that it would take to obtain it; then specify in detail what information should be obtained
- k) design your report for a busy, perceptive, demanding and action-oriented company management
- l) assume that the reader of your report is fully familiar with the facts as they are presented in the case
- m) get briskly to the point by avoiding windy preliminaries
- n) write economically by eliminating verbiage, duplication, and baroque sentences
- o) be sure that you have dealt with all of the major reasonable alternatives to the course of action you recommend
- p) if you can't write correct English, enlist a knowledgeable and punctilious person to purge your report of errors in spelling, grammar and punctuation

Plagiarism is the taking of ideas and exact words of another and the offering of them as one's own. Plagiarism specifically consists of copying verbatim from a book, magazine, etc; using someone else's ideas (theory, interpretation, etc.); handing in a paper written by someone else.

Plagiarism is a deceitful practice which is unbecoming of any professional business person. And it is not to be tolerated.

The Department of Administrative Studies is concerned about plagiarism within our program. As instructors we encourage students to use resources whether primary or secondary to support or refute positions they may take. If resources are used, if ideas are borrowed, if someone's exact words are used, the students should document their sources.

If an instructor suspects a student of plagiarism, he or she may:

- 1) wish to discuss the situation with the student
- 2) try to find the original source

If an instructor accuses a student of plagiarism, he or she may assign:

- 1) a "0" for the assignment
- 2) a "F" for the course

If a student accused of plagiarism wishes to contest the charge he/she should

- 1) discuss the problem with the instructor
- 2) discuss the situation with the Chairman of the department
- 3) appeal to the Executive Committee of Academic Council