

TEACHING PLAN FOR

● CONSUMER BEHAVIOUR

1. Basic Description

Name of the course: Consumer Behaviour

Area: Marketing and Market Research

Profile: Marketing

Academic year: 2018–2019

Term: 2nd

Degree / Course: Bachelor's Degree in International Business and Marketing

Code: 40204

Number of credits: 4

Total number of hours committed: 100

Teaching language: English

Lecturer: Roger Pagà

Timetable:

Monday	1.00–3.15 pm
Wednesday (seminar)	1.00–1.55 pm (101)
	2.15–3.10 pm (102)
	12.00–12.55 pm (103)

Office hours:

Wednesday, 5.45–6.45 pm

2. Course Overview

As they seek to increase their market share and consolidate their brand, marketers around the world keep pondering the same questions: How can we keep our products at the forefront of consumers' minds? How can we influence their decisions so that they start (and keep) buying from us? How can we further influence consumers to make them willing to recommend our products to their family, friends and acquaintances? If we hope to influence consumers, we first need to understand how they behave and why they behave in the way they do. This is the goal of this course.

In this course you will learn how consumers' attention can be shifted towards a product or away from it. You will learn how to boost product recall and how consumers form beliefs and attitudes towards products. The course will cover several models that illustrate how consumers make decisions and will explore how factors like motivation and emotion play a key role in the decision-making process. Beyond that, the course will show how consumers can be susceptible to persuasion and will set out several useful persuasion strategies. Finally, it will stress the importance of remembering that the human mind exists within a biological body, and how feeling tired has important consequences for the way consumers behave.

3. Competences to Be Worked on in the Course

General competences	Specific competences
<p data-bbox="320 286 687 320"><i>Instrumental competences</i></p> <p data-bbox="225 320 778 383">G.I.1. Ability to search, analyse, assess and summarise information.</p> <p data-bbox="225 383 778 445">G.I.2. Ability to relate concepts and knowledge from different areas.</p> <p data-bbox="320 479 740 512"><i>General personal competences</i></p> <p data-bbox="225 512 778 575">G.P.2. Ability to manage behaviour and emotions.</p> <p data-bbox="225 575 536 609">G.P.4. Critical attitude.</p> <p data-bbox="225 609 596 642">G.P.5. Ability to empathise.</p> <p data-bbox="225 642 655 676">G.P.6. Ability to foresee events.</p> <p data-bbox="320 710 740 743"><i>Generic systemic competences</i></p> <p data-bbox="225 743 668 777">G.S.1. Ability to apply creativity.</p> <p data-bbox="225 777 778 869">G.S.7. Promotion of and respect towards multicultural values: respect, equality, solidarity and commitment.</p> <p data-bbox="225 869 778 960">G.S.8. Promotion of and respect for gender, environment and safety-at-work issues.</p> <p data-bbox="320 994 719 1028"><i>Competences for applicability</i></p> <p data-bbox="225 1028 778 1115">G.A.2. Ability to use quantitative criteria and qualitative insights when taking decisions.</p> <p data-bbox="225 1115 778 1178">G.A.3. Ability to search and exploit new information sources.</p> <p data-bbox="225 1178 778 1240">G.A.4. Ability to understand and apply the network concept.</p>	<p data-bbox="874 286 1227 320"><i>Professional competences</i></p> <p data-bbox="804 320 1358 412">E.P.1. Ability to understand the decisions taken by economic agents and their interaction in the markets.</p> <p data-bbox="804 412 1358 575">E.P.5. Ability to take strategic managerial decisions while taking into account the economic, cultural, social and political determinants specific to a particular area.</p>

The above competences reflect the basic competences set out in Royal Decree 1393/2007, namely:

- a. Competence to **comprehend knowledge, on the basis of general secondary education.**
- b. Competence to **apply knowledge** to day-to-day work in international management or marketing, in particular the ability to develop and defend arguments and to solve problems.
- c. Competence to **gather and interpret relevant data**, enabling the development of critical judgements on the economic and social reality.
- d. Competence to **communicate and transmit information** (ideas, problems, solutions) to a specialist and non-specialist audience.
- e. Competence to **develop learning activities** in a relatively autonomous manner.

The competences worked on in the course are divided into two groups: those seen as a development or specification of a basic competence; and those that hone graduates' professional profile with respect to general and specific competences.

Basic competence: understanding of knowledge

I. General competences G.A.2

II. Specific competences E.P.1

Basic competence: application of knowledge

I. General competences G.I.2, G.S.1

Basic competence: gather and interpret data

I. General competences G.I.1, G.P.6, G.A.3

Basic competence: communicate and transmit information

I. General competences G.P.5

Basic competence: develop learning activities

I. General competences G.P.4

Competences that hone graduates' professional profile which are not included under basic competences

In general, these competences combine the following key elements for honing students' professional profile in the area of international business and marketing:

- Provide students with the capacity to adapt to dynamic teams and environments.
- Provide students with the capacity to create their own integral vision of the operation of a business or international marketing project.
- Provide students with the capacity to take complex decisions and carry out negotiation processes.

Learning outcomes

Students will be able to interpret the factors that affect consumers' behaviour and will understand the decisions they take in response to the stimuli created by companies. They will also be able to interpret trends and create strategies to match identified consumer behaviour.

4. Contents

Unit 1: The Perceptual Process

- How do consumers make sense of the world? Defining perception, attention and comprehension.
- The limits of perception: what are our sensory thresholds and how can marketers take advantage of them? Introducing subliminal advertising.
- Focusing our attention: what kind of stimuli are we most likely to notice and feel attracted to?

Unit 2: Learning and Memory

- How do consumers learn to associate certain products with certain characteristics? The power of classical conditioning.
- How are desirable consumer behaviours incentivised? Understanding operant conditioning.
- Memory: a requirement for learning. How does the process of storing and retrieving information work? What are its limitations and how can they be exploited?

Unit 3: Motivation and Emotion

- A simple framework of motivation: needs, wants and goals.
- Motivation and how it influences behaviour: valuation and devaluation effects.
- What do consumers need? An overview of need theories.

- Emotions and how they influence product attitudes.
- Manipulating emotions: Discrepancy-Interruption Theory and Affect-Transfer Theory.

Unit 4: Belief and Attitude Formation

- Types of product beliefs.
- Product attitudes and their sources.
- Product attitudes and product functions.
- The role of consumer involvement and time pressure on attitude formation and persuasion.

Unit 5: Consumer Decision Making

- Different types of decisions: the role of processing effort and involvement.
- The classical model of consumer decision making: from problem recognition to post-purchase evaluation.
- What are heuristics and when are they used?
- Persuasion heuristics, choice heuristics and prediction heuristics: advantages and pitfalls.

Unit 6: Persuasion Techniques

- Seven psychological principles for manipulating consumer behaviour.

Unit 7: Self-regulation

- What is self-regulation and how does it help consumers make better decisions?
- A peek inside our brains: what are the physiological costs of self-regulation and decision making?
- From controlled behaviour to automatic behaviour: what happens when mentally fatigued consumers have to make a decision? Why do marketers like that?
- How can self-regulation be conserved, restored and strengthened?

5. Assessment

Description of assessment	Frequency	Type of assessment	Assessment agent	Type of activity	Grouping	Weight (%)
Exam (minimum score to pass the subject: 4/10)	Exam week	Mandatory	Lecturer	Multiple choice + essay questions	Individual	60%
Assignments	Every week. Uploaded to AULA ESCI-UPF	Mandatory	Lecturer	Short questions and/or case studies	Groups of 3-5	30%
Participation	Every class (both theory sessions and seminars)	Voluntary	Lecturer	Comments that don't involve clarification questions	Individual	10%

Students must sit the final exam in order to obtain a grade for the course. Students who do not sit the final exam will receive a "No Show" grade.

Students who obtain less than a 4/10 in the final exam will automatically fail the course regardless of their assignment and participation grades. The overall grade for the course will be equal to the grade obtained in the final exam.

Students who obtain at least a 4/10 in the final exam will be able to use their assignment and participation grades to compute the overall grade for the course (using the weights specified in the table above). Students who obtain an overall course grade of at least 5/10 will pass the course.

Resits

Only students who have obtained at least a 3/10 in the final exam may retake it. Students who obtained less than a 3/10 or who did not show up the day of the final exam may not retake it. For those students who retake the final exam, their assignment and participation grades will carry over.

Working competences and assessment of learning outcomes:

	GI1	GI2	GP2	GP4	GP5	GP6	GS1	GS7	GS8	GA2	GA3	GA4	EP1	EP5	Learning outcomes
Weekly assignments	X	X		X		X				X	X	X	X	X	X
Participation			X	X	X		X	X	X						X
Final exam				X		X				X			X	X	X

Any students found copying and/or plagiarising work, in whole or in part, will fail the subject. They will receive a final grade of zero and will not be allowed to take the make-up exam. In accordance with the UPF Disciplinary Rules and Regulations for Students, other additional sanctions may apply depending on the seriousness of the offence.

6. Bibliography and Reaching Resources

Core bibliography:

- Kardes, F.R., T.W. Cline, and M.L. Cronley. *Consumer Behavior*. Stamford, CT: Cengage Learning, 2011.

Supplementary bibliography:

- Solomon, M.R., G. Bamossy, S. Askegaard, and M.K. Hogg. *Consumer Behaviour: A European Perspective*. London: Pearson Education, 2014.
- Kenrick, D.T., and V. Griskevicius. *The Rational Animal: How Evolution Made Us Smarter Than We Think*. New York: Basic Books, 2013.

Teaching resources:

- PowerPoint files made available on AULA ESCI-UPF.

7. Methodology

Classes will be split between theory sessions and seminars.

There will be ten 2-hour theory sessions. We will take a 15-minute break after the first hour. The sessions will closely follow the core bibliography text *Consumer*

Behavior but will also draw from selected sections from the supplementary bibliography to complement or expand on certain concepts. The essentials of each session will be presented in PowerPoint format. To make it easier for students to follow classes, the PowerPoint files will be uploaded to AULA ESCI-UPF before each session.

There will be nine 55-minute seminar sessions. These seminars will be used to discuss students' previously prepared assignments. Unless indicated otherwise, students should work on the assignments in groups of 3–5 people. Students are free to form their own groups as they please. Each assignment will deal with a topic previously covered in the theory sessions and will stress its implications or applications. Since the emphasis will be on putting what has been learnt into practice and connecting it to the real world, assignments will usually take the form of short marketing cases. The assignments should be uploaded to AULA ESCI-UPF every Sunday and students should come prepared to discuss them at the seminar session on the following Wednesday. Assignments delivered late or by any other means besides AULA ESCI-UPF (e.g. email or hardcopy) will not be accepted. Assignments that exceed the maximum length will not be accepted either. Assignment grades will be posted on AULA ESCI-UPF a week after assignments are submitted. The scores awarded for these assignments will account for 30% of the final grade. Class participation (in both theory sessions and seminars) will make up another 10%.

The course will include a final exam, which will account for the remaining 60% of the final grade. The exam will feature multiple-choice questions and short essay questions. Incorrect answers in the multiple-choice part will be penalised; questions left blank will not.

The theory and seminar sessions provide the ideal environment for asking questions about the subject, since all students can benefit from the answer rather than just the student who asked the question. Nevertheless, students may also email questions directly to the lecturer (roger.paga@prof.esci.upf.edu), who will endeavour to answer them as quickly as possible (usually within 24 hours).

8. Timetable of Activities

1) Allocation of hours between theory and practical lessons (based on the number of credits in the curriculum): 2 hours of lectures and 1 hour of seminars per week, amounting to 29 hours (seminars start after a week of classes)

2) Scheduled curricular activities:

- In the classroom: lecture classes and seminars
- Outside the classroom: group work and independent study

Week	Class activity Grouping/type of activity	Duration (hours)	Out-of-class activity Grouping/type of activity	Duration (hours)
Week 1	Course Presentation Lecture: The Perceptual Process	2	No seminar session	4
Week 2	Lecture: Learning and Memory	3	Assignment I: Humour in Advertising	7

Week 3	Lecture: Motivation & Emotion	3	Assignment II: Experimental Designs & Placebo Effects	9
Week 4	Lecture: Motivation & Emotion (continuation)	3	Assignment III: case study: "Prms are not just for Babies"	6
Week 5	Lecture: Beliefs & Attitudes	3	Assignment IV: "Against the odds"	9
Week 6	Lecture: Decision Making Part I	3	Assignment V: "How much would you pay for a rock?"	9
Week 7	Lecture: Decision Making Part I (continuation)	3	Assignment VI: case study "Holiday Decision Making"	6
Week 8	Lecture: Decision Making Part II	3	Assignment VII: Self-concept & Self-esteem	9
Week 9	Lecture: Persuasion Techniques	3	Assignment VIII: case study "An Influence Agent at Work"	6
Week 10	Lecture: Self-regulation Course Summary	3	Preparation for the final exam	4
Final exams week			Final exam	2
Total time		29		71