

TEACHING PLAN FOR

• CONSUMER BEHAVIOUR

1. Basic description

Name of the course: Consumer Behaviour

Area: Marketing and Market Research

Profile: Marketing

Academic year: 2016-2017

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: Mondays – GROUP 1 from 13:00 until 15:15

Wednesday (seminars) – 101 from 12:00 until 12:55

102 from 13:00 until 13:55

Tuesdays- GROUP 2 from 13:00 until 15:15

Wednesday (seminars) – 201 from 14:15 until 15:10

202 from 15:15 until 16:10

Office hour: Tuesdays from 15:15 to 16:15. Place: Teacher's room (room 3.5)

2. Presentation of the course

In their pursuit to increase their market shares and see their brands consolidated, marketers around the world keep pondering over the same questions: how can we make our products more salient in the minds of consumers? How can we influence their judgments so that they start (and keep) buying us? How can we further influence those judgments so that consumers are 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 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 explain in detail how factors like motivation and personality have a key role in the decision-making process. Beyond that, the course will emphasize how consumers are vulnerable to persuasion, and will detail several useful persuasion strategies. Finally, the course will highlight 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 in the course

General competences	Specific competences
<p data-bbox="370 302 708 333"><i>Instrumental competences</i></p> <p data-bbox="282 333 797 390">G.I.1. Ability to search, analyse, assess and summarise information.</p> <p data-bbox="282 390 797 447">G.I.2. Ability to relate concepts and knowledge from different areas.</p> <p data-bbox="370 485 760 516"><i>General personal competences</i></p> <p data-bbox="282 516 797 573">G.P.2. Ability to manage behaviour and emotions.</p> <p data-bbox="282 573 565 604">G.P.4. Critical attitude.</p> <p data-bbox="282 604 686 636">G.P.5. Capacity for empathising.</p> <p data-bbox="282 636 708 667">G.P.6. Capacity to foresee events.</p> <p data-bbox="370 695 760 726"><i>Generic systemic competences</i></p> <p data-bbox="282 726 686 758">G.S.1. Ability to apply creativity.</p> <p data-bbox="282 758 797 846">G.S.7. Promotion of and respect toward multicultural values: respect, equality, solidarity, commitment.</p> <p data-bbox="282 846 797 934">G.S.8. Promotion of and respect for gender, environment and safety at work issues.</p> <p data-bbox="370 968 748 999"><i>Competences for applicability</i></p> <p data-bbox="282 999 797 1087">G.A.2. Ability to use quantitative criteria and qualitative insights when taking decisions.</p> <p data-bbox="282 1087 797 1144">G.A.3. Ability to search and exploit new information sources.</p> <p data-bbox="282 1144 797 1201">G.A.4. Ability to understand and apply the network concept.</p>	<p data-bbox="883 302 1211 333"><i>Professional competences</i></p> <p data-bbox="818 333 1343 422">E.P.1. Ability to understand the decisions taken by economic agents and their interaction in the markets.</p> <p data-bbox="818 422 1343 573">E.P.5. Ability to take strategic managerial decisions whilst taking into account the economic, cultural, social and political determinants specific to a particular area.</p>

The above competences interrelate with 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, 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 specialised and non-specialised public
- e. competence to **develop learning activities** in a relatively autonomous manner.

In order to establish a correspondence between the basic competences and those developed in the degree, these are grouped according to two criteria. Thus, the competences developed in the subject are structured into those that are seen as a development or specification of basic competences and those that define the professional profile of the graduate, 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 define the professional profile which are not included under basic competences

In general, these competences combine the following key elements for professionalising students 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

I. General competences G.P.2, G.S.7, G.S.8, G.A.4

II. Specific competences E.P.5

Learning outcomes

Interpret the factors that affect consumers' behaviour and understand the decisions they take in response to stimuli generated by companies. Interpret trends and create strategies that respond to consumer behavior identified.

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 behaviors incentivized? 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 those be exploited?

Unit 3: 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 4: Motivation and emotion

- A simple framework of motivation: needs, wants and goals.
- Motivation and how it influences behavior: the 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 5: Self-concept and personality

- Self-concept: understanding how consumers define themselves.
- Self-esteem: what it does and what it does not.
- Multiple self-concepts; which one should marketers try to appeal to?
- Extended-self and 'loved objects': when the line between a consumer and his possessions blurs.
- Consumers' personalities and persuasion strategies.
- Understanding the notion of brand personality.

Unit 6: 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 7: Persuasion techniques

- Seven psychological principles to manipulate consumer behavior.

Unit 8: Consumer decision making and 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 behavior to automatic behavior: 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

The assessment elements include:

- Final exam
- Weekly assignments for practical sessions
- Class participation

Assessment elements	Time period	Nature	Assessment agent	Type of activity	Grouping	Weight (%)
Exam	Exam Week	Compulsory	Lecturer	Multiple choice + essay questions	Individual	60%
Assignments	Every week. Upload before Sunday on Aula Global	Compulsory	Lecturer	Short questions and/or cases	Groups of 3-5	30%
Participation	Every class (both theory and seminars)	Voluntary	Lecturer	Comments that don't involve clarification questions	Individual	10%

In the event of an exam re-sit, the scores from assignments and participation will be carried over when computing the final grade.

Working competences and assessment of learning outcomes:

	G11	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

Total or partial copy and/or plagiarism will imply a failure in the subject with a final grade of zero points and no access to the make-up exam. According to the academic regulations specified in the Disciplinary rules for students of Universitat Pompeu Fabra, other additional sanctions may apply depending on the seriousness of the offence.

6. Bibliography and teaching resources

Core bibliography:

- Kardes, F.R., Cline, T.W., Cronley, M.L. (2011), Consumer Behavior: Science and Practice. South-Western: Cengage Learning.

Supplemental bibliography:

- Solomon, M.R., Bamossy, G., Askegaard, S., Hogg, M.K. (2014), Consumer Behaviour: A European Perspective. London: Pearson Education.

- Kenrick, D.T., Griskevicius, V. (2013), *The Rational Animal: How Evolution Made Us Smarter Than We Think*. New York: Basic Books.

Teaching resources:

- PowerPoint files made available on Aula Global

7. Methodology

Classes will be split into theory and seminars.

There will be 10 theory sessions and each session will last 2 hours. After finishing the first hour, we will take a 15-minute break. The sessions will closely follow the book by Kardes and colleagues mentioned under 'core bibliography'. On top of that, selected sections from the supplemental bibliography will also be used 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 the class, the PowerPoint files will be uploaded on Aula Global before each session starts.

There will be 9 seminar sessions that will last 55 minutes each. The purpose of the seminars will be to discuss assignments that students will have to prepare beforehand. Unless indicated otherwise, assignments will have to be prepared in groups of 3-5 people. The composition of the groups will be up to the students. 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 will have to be uploaded on Aula Global every Sunday and students will have to come prepared to discuss them the following Wednesday (which is the day of the seminars). Assignments delivered late or by any other means besides Aula Global (e-mail, hard-copy...) will not be accepted. Assignments that exceed the maximum length will not be accepted either. Assignment grades will be available on Aula Global after a week of being submitted. The scores obtained in those assignments account for 30% of the final grade. Class participation (either in the theory sessions or the seminars) supposes another 10%.

The course will include a final exam that accounts 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 penalized. Blank answers will not.

Theory and seminar sessions are the ideal environment to ask questions about the subject (since every student can benefit from the answer instead of just the person who asked). Still, students have the option to direct their questions to this e-mail: roger.paga@upf.edu and they will be answered as fast as possible (usually less than 24h).

8. Scheduling activities

- 1) Allocation of hours between theory and practical lessons (based on the number of credits in the curriculum):
2 h of lecture and 1 h of seminar per week amounting to 29h
(seminars start after a week of classes)
- 2) Scheduling activities under the curriculum, from:

- In the classroom: Lecture classes, Seminars
- Outside the classroom: Group work, Independent study

Week	Activity in the classroom Grouping/type of activity	Duration (in hours)	Activity outside the classroom Grouping/type of activity	Duration (in hours)
Week 1	Lecture: The Perceptual Process.	3	In-class activity: humour and advertising.	8
Week 2	Lecture: Learning and Memory.	3	Assignment I: salience and vividness in advertising.	7
Week 3	Lecture: Belief & Attitude Formation.	3	Assignment II: memory pitfalls.	8
Week 4	Lecture: Motivation & Emotion.	3	Assignment III: marketing products that serve different attitudinal functions.	7
Week 5	Lecture: Motivation & Emotion (cont'd).	3	Assignment IV: Case: 'Prms are not just for babies'.	7
Week 6	Lecture: Self-concept & Personality.	3	Assignment V: the role of emotions when marketing innovative products.	8
Week 7	Lecture: Decision Making.	3	Assignment VI: mini-case: 'How much would you pay for a rock?'	8
Week 8	Lecture: Decision Making (cont'd).	3	Assignment VII: Case: 'Holiday Decision Making'	8
Week 9	Lecture: Persuasion techniques.	3	Assignment VIII: Case: 'An influence agent at work'	8
Week 10	Lecture: Self-regulation	2	No Assignment	
Final Exams Week			Final Exam	2
Total time		29		71