

## CONSUMER BEHAVIOR

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|--|---|
| <b>Course code</b>                         | <i>MNG106</i>   |
| <b>Compulsory in the programmes</b>        | <i>Consumer Behavior</i>  |
| <b>Level of studies</b>                    | <i>Bachelor Studies</i>   |
| <b>Number of credits</b>                   | <i>6 ECTS: 24h lectures, 24h seminar, 112h self-study, 6h consultations</i> |
| <b>Course coordinator (title and name)</b> | <i>Prof. Dr. Yannick Joye and guest lecturers</i>                           |
| <b>Prerequisites</b>                       | <i>N.A.</i>   |
| <b>Language of instruction</b>             | <i>English</i>  |

### THE AIM OF THE COURSE:

This course aims to provide students with an in-depth and critical overview of the latest research in the field of consumer behavior. The course will consist of lectures and seminars, presented in a mixed format.

**Lectures:** Through a critical examination of key research articles and theories from the field, students will become familiar with major psychological theories that explain how internal and external factors can influence consumer behavior, such as consumer self-control and materialism, as well as consumer decision-making, among others.

**Seminars:** In the seminars, students will be introduced to the research project they will conduct for the course. They will perform self-tests and conduct mini case studies, and will engage in discussions about critical issues in the field of consumer behavior. During the “presentation day”, students will present the findings of their research projects

### MAPPING OF COURSE LEVEL LEARNING OUTCOMES (OBJECTIVES) WITH DEGREE LEVEL LEARNING OBJECTIVES (See Annex), ASSESSMENT AND TEACHING METHODS

| Course level learning outcomes (objectives)   | Degree level learning objectives (Number of LO) | Assessment methods                                       | Teaching methods   |
|---|---|--|--|
| CLO1: Will be able to explain major theories, models, and findings from recent consumer behaviour research.   | BLO1.1.   | Exam   | Lectures, in-class discussions, research project, individual study |
| CLO2: Will be able to independently find and select relevant and high-quality consumer behaviour research articles, and to critically reflect upon that literature. | BLO1.1.<br>BLO1.2                               | Exam, research project                                   | Lectures, in-class discussions, research project, individual study |
| CLO3. Will be able to perform consumer behaviour research, and statistically analyze and interpret the results of that research.                                    | BLO1.1.<br>BLO1.2<br>BLO3.1                     | Exam, research project, presentation of research project | Lectures, in-class discussions, research project, individual study |



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|--|---|--|--|
|  | BLO2.1  |  |  |
| CLO4. Will be able to formulate credible and meaningful real-life applications of the theories and findings covered in the course and in the research project. | BLO1.2  | Exam, research project, presentation of research project | Lectures, in-class discussions, research project, individual study |
| CLO5. Will be able to write a scientific research report, and present and discuss research results for both a specialist and layman audience.                  | BLO1.1.<br>BLO2.1<br>BLO4.1<br>BLO4.2<br>BLO4.3 | Research project, presentation of research project       | Lectures, in-class discussions, research project, individual study |
| CLO6.  |   |  |  |
| CLO7.  |   |  |  |

### ACADEMIC HONESTY AND INTEGRITY

The ISM University of Management and Economics Code of Ethics, including cheating and plagiarism are fully applicable and will be strictly enforced in the course. Academic dishonesty, and cheating can and will lead to a report to the ISM Committee of Ethics. With regard to remote learning, ISM remind students that they are expected to adhere and maintain the same academic honesty and integrity that they would in a classroom setting.

### COURSE OUTLINE

| Topic  | In-class hours | Readings                               |
|--|----------------|--|
| <b>Topic 1:</b> Introduction + methodology in consumer behaviour                             | 4              | See literature                         |
| <b>Topic 2:</b> Cultural and evolutionary influences on consumer behaviour                   | 4              | See literature                         |
| <b>Topic 3:</b> Visual perception, aesthetics and consumer behaviour                         | 4              | See literature                         |
| <b>Topic 4:</b> Guest Lecture by drs. Sergejus Muravjovas on ethicality in consumer behavior | 4              | To be determined by the guest lecturer |
| <b>Topic 5:</b> Cognitive capacity and consumer behavior                                     | 4              | See literature                         |
| <b>Topic 6:</b> Self-control   | 4              | See literature                         |
| <b>Topic 7:</b> Bounded rationality in consumer behaviour                                    | 4              | See literature                         |
| <b>Topic 8:</b> Social influence and consumer behavior                                       | 4              | See literature                         |
| intermediate exam  | 2              | N.A.                                   |
| <b>Topic 9:</b> Materialism and anthropomorphism in consumer behavior                        | 4              | See literature                         |



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|---|------------------------|--|
| <b>Topic 10:</b> Guest lecture by drs. Dovile Barauskaite on drivers and barriers of food consumption | 4                      | To be determined by the guest lecturer |
| Presentation Day  | 4                      | N.A.                                   |
| Course recap and wrap-up  | 2                      | N.A.                                   |
|   | <b>Total: 48 hours</b> |  |
| CONSULTATIONS   | 6                      |  |
| FINAL EXAM  | 2                      |  |

### FINAL GRADE COMPOSITION

| Type of assignment  | %          |
|---|------------|
| <i>Group Components 30%</i>   |            |
| Research project  | 20         |
| In-class presentation of research project and peer review of other groups | 10         |
| <i>Individual Components 70%</i>  |            |
| Intermediate exam   | 30         |
| Final exam  | 40         |
| <b>Total:</b>   | <b>100</b> |

### DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT

#### 1. Intermediate exam (30% of the final grade)

The **intermediate exam** (90 minutes) will count for **30%** of the final grade and will cover topics 1 until 5 (including guest lectures). The exam will be open book and will consist of multiple choice and open questions, asking students to step into the role of a consumer behaviour researcher and to apply the course contents to particular cases. The exam will cover all the information that will be discussed/presented during the corresponding sessions. The PowerPoint presentations of the sessions will be made available to students after each session.

#### 2. Final exam (40% of the final grade)

The **final exam** (90 minutes) will count for **40%** of the final grade and will cover topics 6 until 10 (including guest lectures). The exam will be open book and will consist of multiple choice and open questions (with multiple sub-questions), asking students to step into the role of a consumer behavior researcher and to apply the course contents to particular cases. The exam will cover all the information that will be discussed/presented during the corresponding sessions. The PowerPoint presentations of the sessions will be made available to students after each session.

#### 3. Retake exam

If the student receives a failing final grade, (s)he is granted the right to retake the exam during the re-sit week. The retake exam will cover all 10 Topics of the course seen during the semester and will have the same format as the intermediate and final exam. The grade for the retake exam will comprise 70% of the final grade, and will replace the (sum of the) grades of the intermediate and final exams.

#### 4. Research project (30% of final grade, with 20% for the report and 10% for the in-class presentation and peer review)

As part of the course, students will have to conduct a quantitative consumer behavior research project, and – based on that – write a research report in groups of 3 to 4 (group size will depend on the final number of students enrolled in the course). During the first session of the course, all necessary practical information pertaining to the report will be provided (e.g., topics, format of the report, approximate number of pages, submission deadline of the report, and so on). Also, some seminars will be dedicated to working in-class on the assignment, and to solicit feedback from the teacher. When students fail on the assignment, they have the opportunity to make corrections to the assignment once. Note that it is necessary to work on the research project outside class too.

For writing the research report, the following steps need to be taken:

- Selecting a particular research question/problem.
- Writing an introduction to the research question/problem.
- Reviewing the relevant theoretical literature, and deriving a research model from that.
- Designing a small-scale quantitative study that allows one to test the research question.
- Developing and describing a survey that will be used to test the research question.
- Analyzing (using SPSS) and interpreting the results of the survey.
- Writing up the results.
- Writing a conclusion (which includes: limitations of the project, ideas for future research, and managerially relevant applications of the findings).

During “presentation day”, all groups will have to present the results of their research project in class and peer review the other groups. The presentation of the project and the peer review of the other groups will count for **10% of final grade**. Students who do not fully attend the “presentation day” will not receive the respective grade.

## READINGS

**Note 1:** For several of the articles listed below, only specific parts of the article will be discussed during the lecture. During the lectures, students will be informed about the articles to which this applies, and which parts will be discussed.

**Note 2:** Due to the dynamic nature of the content of the course, additional/different materials can be assigned during the course. PowerPoint presentations will be made available for download after each session. The slides are the intellectual property of the teacher and students may not distribute or duplicate these without written consent from the teacher.

### Topic 2

Saad, G. (2013). Evolutionary consumption. *Journal of Consumer Psychology*, 23(3), 351-371.

Hofstede, G. (2011). Dimensionalizing cultures: The Hofstede model in context. *Online readings in psychology and culture*, 2(1), 8.

### Topic 3

Reber, R., Schwarz, N., & Winkielman, P. (2004). Processing fluency and aesthetic pleasure: Is beauty in the perceiver's processing experience? *Personality and Social Psychology Review*, 8(4), 364-382.

Meert, K., Pandelaere, M., & Patrick, V. M. (2014). Taking a shine to it: How the preference for glossy stems from an innate need for water. *Journal of Consumer Psychology*, 24(2), 195-206.

### Topic 4

To be determined by the guest lecturer

### Topic 5

Petty, R. E., Cacioppo, J. T., & Schumann, D. (1983). Central and peripheral routes to advertising effectiveness: The moderating role of involvement. *Journal of Consumer Research*, 10(2), 135-146.

### Topic 6

Baumeister, R. F., Vohs, K. D., & Tice, D. M. (2007). The strength model of self-control. *Current Directions in Psychological Science*, 16(6), 351-355.

Inzlicht, M., & Schmeichel, B. J. (2012). What is ego depletion? Toward a mechanistic revision of the resource model of self-control. *Perspectives on Psychological Science*, 7(5), 450-463.

### Topic 7

Kahneman, D., J. L. Knetsch, & Richard Thaler (1991). The Endowment Effect, Loss Aversion, and Status Quo Bias. *Journal of Economic Perspectives*, 5, 193-206.

Tversky, A., & Kahneman, D. (1981). The framing of decisions and the psychology of choice. *Science*, 211(4481), 453-458.



**Topic 8**

Goldstein, N., Cialdini, R., & Griskevicius, V. (2008). A Room with a Viewpoint: Using Social Norms to Motivate Environmental Conservation in Hotels. *Journal of Consumer Research*, 35(3), 472-482.

**Topic 9**

Kasser, T. (2016). Materialistic values and goals. *Annual Review of Psychology*, 67, 489-514.

MacInnis, D. J., & Folkes, V. S. (2017). Humanizing brands: When brands seem to be like me, part of me, and in a relationship with me. *Journal of Consumer Psychology*, 27(3), 355-374.

**Topic 10**

To be determined by the guest lecturer

**ANNEX**

**DEGREE LEVEL LEARNING OBJECTIVES**

**Learning objectives for the Bachelor of Business Management**

*Programmes:*

*International Business and Communication,*

*Business Management and Marketing,*

*Finance,*

*Industrial Technology Management,*

*Entrepreneurship and Innovation*

| <b>Learning Goals</b>   | <b>Learning Objectives</b>   |
|---|--|
| Students will be critical thinkers                                | BLO1.1. Students will be able to understand core concepts and methods in the business disciplines  |
|   | BLO1.2. Students will be able to conduct a contextual analysis to identify a problem associated with their discipline, to generate managerial options and propose viable solutions |
| Students will be socially responsible in their related discipline | BLO2.1. Students will be knowledgeable about ethics and social responsibility  |
| Students will be technology agile                                 | BLO3.1. Students will demonstrate proficiency in common business software packages   |
|   | BLO3.2. Students will be able to make decisions using appropriate IT tools   |
| Students will be effective communicators                          | BLO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations  |
|   | BLO4.2. Students will be able to convey their ideas effectively through an oral presentation   |
|   | BLO4.3. Students will be able to convey their ideas effectively in a written paper   |