

Course Specifications

Valid as from the academic year 2020-2021

Consumer Behaviour (F000695)

Due to Covid 19, the education and evaluation methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

Course size (nominal values; actual values may depend on programme)
Credits 6.0 Study time 180 h Contact hrs 55.0 h

Course offerings and teaching methods in academic year 2020-2021

A (semester 1)	English	Gent	guided self-study	5.0 h
			integration seminar	15.0 h
			seminar	15.0 h
			lecture	20.0 h

Lecturers in academic year 2020-2021

Geuens, Maggie	EB23	lecturer-in-charge
Van Kerckhove, Anneleen	EB23	co-lecturer

Offered in the following programmes in 2020-2021

	crdts	offering
Master of Science in Teaching in Economics (main subject Business Economics)	6	A
Master of Science in Business Economics (main subject Accountancy)	6	A
Master of Science in Complementary Studies in Business Economics (main subject Business Economics)	6	A
Master of Science in Business Economics (main subject Corporate Finance)	6	A
Master of Science in Business Economics (main subject Marketing)	6	A
Master of Science in Physical Education and Movement Sciences (main subject Sports Policy and Sports Management)	6	A
Exchange programme in Economics and Business Administration	6	A

Teaching languages

English

Keywords

Consumer Behaviour, Decision Making, Purchase behaviour

Position of the course

The course is organized in the first six weeks of the semester (week 1-6).

The objective of the course is fourfold:

First, students should develop an understanding of two important factors determining consumer behaviour, such as psychological factors (needs, motivations, perceptions and attitudes), and factors related to the social environment (the importance of reference groups).

Second, students should get an insight in how consumers process information and make decisions, and how the two foregoing factors influence this decision making and information processing.

Third, students should learn how a manager - taking the foregoing elements into account - can develop effective and efficient marketing programs for specific target groups. Students not only acquire theoretical concepts, they are also shown how these concepts can be investigated and analysed in a scientific manner, and how a fundamental knowledge of consumer behaviour can result in better marketing programs.

Finally, a fourth goal is to learn students to overcome the discrepancy between knowledge and use of marketing and consumer behaviour concepts on the basis of a marketing simulation game.

Contents

- Introduction to consumer behaviour
- Perception
- Learning and memory
- Motivation, values and involvement
- Attitudes
- Attitude change and interactive communications
- The Self
- Decision-making
- Group influence and opinion leadership
- Marketing simulation game Markstrat

The "Markstrat" simulation covers eight years. During this period students have to manage a fictive corporation, in teams of three or four. The different groups compete in the same industry. Crucially important is that students start by making a thorough environmental and competitor analysis, by evaluating several marketing strategies and by choosing appropriate segments and a good positioning before deciding on the marketing mix elements. Moreover, students learn to handle concepts such as product/market portfolios, competitive advantage, market share and profitability. Furthermore, students learn to use information from marketing research studies to understand the consumer and the competitor and to adapt their marketing policy accordingly. After each simulation round students hand in their decisions concerning their brand portfolio, production quantities, product adaptations, prices, advertising budgets, sales team, distribution channels, etc. After each simulation period, students receive feedback on their market performance (quantities sold, market shares, industry trends, etc.).

The workshop consists of on the one hand, an in depth study of needs and motivation theories, and decision making and information processing models, and on the other hand, students are confronted in the simulation game with possible marketing strategies and the impact they exert on consumer behaviour.

Initial competences

Students need to master the principles of marketing management before taking up this course.

Final competences

- 1 Gain insight in all theoretical aspects of consumer behavior.
- 2 Critically reflect on consumer behavior theories to solve complex marketing problems.
- 3 Being able to apply marketing analysis methods to complex marketing and consumer behavior problems.
- 4 Being able to interpret and evaluate the results of scientific research on consumer behavior.
- 5 Have the ability to approach marketing cases from multiple different perspectives.
- 6 Communicate critically, both oral and verbal, in English on specific marketing cases.
- 7 Approach and solve specific marketing and consumer behavior problems in team.
- 8 Evaluate the ethical consequences of marketing practices.

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Guided self-study, lecture, integration seminar, seminar

Extra information on the teaching methods

The workshops will be interactive. Team work for the Markstrat simulation and student (group) presentations will be a significant part of the workshop.

Learning materials and price

- Cost 65.0 EUR
- Manual Markstrat 3, The Strategic Marketing Simulation
 - Powerpoint presentations
 - Case studies

References

Frank R. Kardes, Thomas W. Cline, Maria L. Cronley (2015), "Consumer Behavior: Science and Practice", South-Western Cengage Learning.

Course content-related study coaching

Handouts are provided for every class session on Ufora. Finally, students can always ask the teachers or an assistant for additional explanations or coaching concerning both the theoretical aspects and the simulation game.

Evaluation methods

continuous assessment

Examination methods in case of periodic evaluation during the first examination period

Examination methods in case of periodic evaluation during the second examination period

Examination methods in case of permanent evaluation

Written examination, oral examination, assignment, peer assessment

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible in modified form

Extra information on the examination methods

Written test on the full course (50%). Written test consisting of multiple choice questions on the business game Markstrat (10%) before the business game starts. Written report and oral presentation concerning the strategy used, learning points on consumer behaviour, and company results of the company that the team has been in charge of in Markstrat (30%). Per team one report and one presentation suffice. Normally, all team members receive the same mark except when individual peer evaluations show that "free riding" of one or more students occurred. Free-riding can have a serious impact on the involved student's final mark (see course outline). Written preparation and oral explanation of 5 group assignments (10%).

Calculation of the examination mark

Permanent evaluation (100%)

If the student does not participate at one or more parts of the evaluation the student can not pass this course. The final score will be reduced to 9/20.

Facilities for Working Students

Work students have to be present during the first class. They will discuss with the lecturer for which parts of the course they have to be present and for which parts they can complete an alternative assignment.