

## CONSUMER BEHAVIOR

<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: 48h lectures and seminars, 112h self-study, 6h consultations</i>
<b>Course coordinator (title and name)</b>	<i>Dr. Chiara Marinelli 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 offers students a comprehensive and critical understanding of current research in the field of consumer behaviour, with the goal of providing them with the main concepts and practical tools to apply academic knowledge to real case scenarios. It combines theoretical insight with practical application through a mix of lectures and seminars, which will be delivered predominantly in person.

#### Lectures

Lectures will introduce students to key theories and concepts in consumer behaviour, psychology, and marketing. These will cover how consumers process information and make decisions, the main factors influencing these processes, and the latest developments in the field of consumer behaviour. Theoretical content will be enriched with real-world examples and guest lectures, encouraging students to actively participate in class.

#### Seminars

Seminars will be integrated within the lecture schedule and will involve empirical work and group discussions based on lecture topics. Students will work in groups to analyse real market cases and reflect on critical issues in consumer behavior, with the aim of connecting academic theories to real-world applications. Groups will then present and discuss their analyses with the rest of the class, fostering peer learning and consolidating in practice the theoretical background discussed in lectures.

### MAPPING OF COURSE LEVEL LEARNING OUTCOMES (OBJECTIVES) WITH DEGREE LEVEL LEARNING OBJECTIVES (See Annex), ASSESMENT 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 foundational theories, models, findings and concepts in consumer behaviour literature	BLO1.1.	Exam, research project, presentation of the research project	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. BLO1.2	Class participation, research project	Lectures, in-class discussions, research project, individual study

CLO3. Will be able to conduct basic empirical consumer behaviour research, analyze and interpret the results of that research.	BLO1.1. BLO1.2 BLO3.1 BLO2.1	Research project, presentation of research project	In-class discussions, research project, individual study
CLO4. Will be able to formulate credible and meaningful real-life applications of the notions covered in the course for the application to real-world market challenges.	BLO1.2 BLO 4.1	Class participation, research project, presentation of research project	Lectures, in-class discussions, research project, individual study
CLO5. Will be able to critically assess marketing strategies from a consumer-centric perspective.	BLO1.2 BLO 4.1	Exam, Class participation, research project, presentation of research project	Lectures, in-class discussions, research project, individual study
CLO6. Will be able to write a scientific research report, present and discuss research results for both a specialist and layman audience.	BLO1.1. BLO2.1 BLO4.1 BLO4.2 BLO4.3	Research project, presentation of research project	In-class discussions, research project, individual study
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. Concerning 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	Associated Material
<b>Topic 1:</b> Introduction to the course and the discipline - research methods in consumer behaviour	4	Slides, indicated textbook material (see below)
<b>Topic 2:</b> Information processing I : perception and attention	4	Slides, indicated textbook material (see below)
<b>Topic 3:</b> Information processing II : memory, learning and motivation	4	Slides, indicated textbook material (see below)
<b>Topic 4: Guest lecture</b>	4	To be determined by the guest lecturer
<b>Topic 5:</b> Information processing III: attitudes, persuasion and attitude change	4	Slides, indicated textbook material (see below)
<b>Topic 6:</b> Decision making and the customer journey	4	Slides, indicated textbook material (see below)
<b>Topic 7:</b> Design of the shopping experience	4	Slides, indicated textbook material (see below)

<b>Topic 8:</b> Guest lecture	4	To be determined by the guest lecturer
<b>Topic 9:</b> Personal inclinations, social influences and culture	4	Slides, indicated textbook material (see below)
<b>Topic 10:</b> Trends in consumer behaviour: digital channels and sustainable consumption	4	Slides, indicated textbook material (see below)
Presentation Day	4	N.A.
Course recap and wrap-up	4	N.A.
	<b>Total: 48 hours</b>	
CONSULTATIONS	6	
FINAL EXAM	2	Topics 1-10

Commented [MOU1]: I added 2 hours here so we have 48 total

#### FINAL GRADE COMPOSITION

Type of assignment	%
<i>Group Components 30%</i>	
Research project	30
In-class presentation of research project and peer review of other groups	10
<i>Individual Components 70%</i>	
Final exam	60
<b>Total:</b>	<b>100</b>

#### DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT

##### 1. Final exam (60% of the final grade)

The **final exam** (90 minutes) will count for **60%** of the final grade and will cover topics 6 to 10 (including guest lecture(s)). The exam will consist of multiple choice and open questions assessing students' preparation on the covered topics and testing their ability to apply the course content to specific cases. The exam will cover all information that will be discussed/presented during the lectures with the indicated material per session. The PowerPoint presentations of the sessions will be made available to students after each session.

##### 2. 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 only the part (intermediate or final) in which the student received a failing grade. The format and content will be the same as the original exam for that part. The grade obtained in the retake will replace the previous grade for that section and will be used to recalculate the final grade (70% of the total), based on the updated average of the two components. If the

student fails in both parts, (s)he will retake the exam as a whole (intermediate and final altogether). This will constitute 70% of the final grade and will replace the sum of the grades of the intermediate and final exams.

### 3. Research project (40% of final grade, with 30% for the report and 10% for the in-class presentation and peer review)

As part of the course, students will have to conduct a consumer behaviour empirical research project in the domain of sustainable digital communication. The project shall have managerially relevant implications and potential real-world implementation. On the basis of the empirical study conducted, students will write a research report in groups of around 5 people (depending on the size of the class). During the first lecture of the course, all necessary information pertaining to the groups, the project and the report will be provided (e.g., specific topic, methodology to be adopted, format of the report, approximate number of pages, submission deadline, duration of the presentation etc.). The teacher will be available to give feedback and assist during the research project design and preparation. Note that it is necessary to work on the research project mostly outside classes.

For writing the research report, the students will need to follow the given steps:

- Selecting a particular research question/problem.
- Defining and formulating the research question/problem.
- Reviewing the relevant theoretical literature.
- Designing a small-scale study to test the research question.
- Empirically conducting the study to test the research question.
- Analysing (using Excel, SPSS or qualitative techniques) and interpreting the results of the study.
- Writing up the project, which shall consist of the main components of a research paper, i.e. an introduction to the research problem addressed and the topic of interest, the theoretical framework adopted, the hypotheses/formulation of the research gap, the methodology adopted for the empirical study, the study results, the discussion of the results with theoretical and practical implications, and the conclusion (with limitations of the project and ideas for future research).

During the presentation day, all groups will have to present 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.

## LECTURE MATERIAL - READINGS

The lectures are funded on selected topics from the following textbook, indicated during lectures and within PowerPoint presentations:

Solomon, M. R. (2024). *Consumer Behavior: Buying, Having, and Being*. 14th edition. Pearson. (Note: this is the last edition of the book, but older versions of it are fine).

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. Due to the dynamic nature of the course, additional or different materials may be assigned. Moreover, the following articles (non-compulsory) associated with each lecture are recommended for further reading, to deepen the lecture topics and/or for personal interest.

### Topic 1

Lim, W. M., Kumar, S., Pandey, N., Verma, D., & Kumar, D. (2022). Evolution and trends in consumer behaviour: Insights from Journal of Consumer Behaviour. *Journal of Consumer Behaviour*, 22(1), 217–232. <https://doi.org/10.1002/cb.2118>  
Wood, S. (2024). The Future of Consumer Research Methods: Lessons of a Prospective Retrospective. *Journal of Consumer Research*, 51(1), 151–156. <https://doi.org/10.1093/jcr/ucac017>

### Topic 2

Dodds, W. B., Monroe, K. B., & Grewal, D. (1991). Effects of price, brand, and store information on buyers' product evaluations. *Journal of Marketing Research*, 28(3), 307. <https://doi.org/10.2307/3172866>

Greenwald, A. G., & Leavitt, C. (1984). Audience involvement in advertising: four levels. *Journal of Consumer Research*, 11(1), 581. <https://doi.org/10.1086/208994>

### Topic 3

Minton E., Cornwell, T. B., Kahle, L. R. (2016). A theoretical review of consumer priming: Prospective theory, retrospective theory, and the affective-behavioral-cognitive model. *Journal of Consumer Behaviour*, 16(4), <https://doi.org/10.1002/cb.1624>  
Reiss, S. (2004). Multifaceted nature of intrinsic motivation: the Theory of 16 basic Desires. *Review of General Psychology*, 8(3), 179–193. <https://doi.org/10.1037/1089-2680.8.3.179>

### Topic 4

To be defined by the guest lecturer

### Topic 5

Bawack, R. E., Bonhoure, E., Kamdjoug, J. K., & Giannakis, M. (2023). How social media live streams affect online buyers: A uses and gratifications perspective. *International Journal of Information Management*, 70, 102621. <https://doi.org/10.1016/j.ijinfomgt.2023.102621>  
Samson, A., & Voyer, B. G. (2012). Two minds, three ways: dual system and dual process models in consumer psychology. *AMS Review*, 2(2–4), 48–71. <https://doi.org/10.1007/s13162-012-0030-9>

### Topic 6

Kahneman, D., J. L. Knetch, & Richard Thaler (1991). The Endowment Effect, Loss Aversion, and Status Quo Bias. *Journal of Economic Perspectives*, 5(1), 193-206. <https://doi.org/10.1257/jep.5.1.193>  
Kotler, P. (2024, March 10). The Past, present, and Future of Marketing [Philip Kotler's insights]. *American Marketing Association*. Available at : <https://www.ama.org/2024/03/12/a-lifetime-in-marketing-lessons-learned-and-the-way-ahead-by-philip-kotler>

### Topic 7

Kotler, P. (1973). Atmospherics as a Marketing Tool. *Journal of Retailing*, 49, 48-64.  
Russo, V., Bilucaglia M, Casiraghi, C., Chiarelli, S., Columbano, M., Fici, A., Rivetti, F., Rossi, C., Valesi, R., Zito, M. (2023). Neuroselling: applying neuroscience to selling for a new business perspective. An analysis on teleshopping advertising. *Frontiers in Psychology*, 14, 1238879. <https://doi.org/10.3389/fpsyg.2023.1238879>

### Topic 8

To be defined by the guest lecturer

### Topic 9

Bhukya, R., & Paul, J. (2023). Social influence research in consumer behavior: What we learned and what we need to learn? – A hybrid systematic literature review. *Journal of Business Research*, 162. <https://doi.org/10.1016/j.jbusres.2023.113870>  
Javidan, M., House, R. J., Dorfman, P. W., Hanges, P., Sully de Luque, M. (2006). Conceptualizing and Measuring Cultures and Their Consequences: A Comparative Review of Globe's and Hofstede's Approaches. *Journal of International Business Studies*, 7(6), 897-914. <https://doi.org/10.1057/palgrave.jibs.8400234>

### Topic 10

Malter, M. S., Holbrook, M. B., Kahn, B. E., Parker, J. R., & Lehmann, D. R. (2020). The past, present, and future of consumer research. *Marketing Letters*, 31(2–3), 137–149. <https://doi.org/10.1007/s11002-020-09526-8>  
White, K., Hardisty, D. J. I. H., & Habib, R. (2019). The Elusive Green Consumer. *Harvard Business Review*. Available at: <https://hbr.org/2019/07/the-elusive-green-consumer>

**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*

Learning Goals	Learning Objectives
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