

Consumer Behaviour (F000695)

Course size *(nominal values; actual values may depend on programme)*

Credits 6.0

Study time 180 h

Course offerings and teaching methods in academic year 2024-2025

A (semester 1)

English

Gent

seminar

lecture

Lecturers in academic year 2024-2025

Geuens, Maggie

EB23

lecturer-in-charge

Van Kerckhove, Anneleen

EB23

co-lecturer

Offered in the following programmes in 2024-2025

	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 Business Economics (Double Degree)(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 (Double Degree)(main subject Corporate Finance)	6	A
Master of Science in Business Economics (main subject Corporate Finance)	6	A
Master of Science in Business Economics (Double Degree)(main subject Marketing)	6	A
Master of Science in Business Economics (main subject Marketing)	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 from week 8-13 (module 2).

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. The foregoing includes acquiring insight into how and why consumers often arrive at irrational decisions, and how and why nudging works.

Third, students should learn how a manager and policy maker - taking the foregoing elements into account - can develop effective and efficient marketing programs for specific target groups. Special attention goes to engendering healthy and sustainable consumer behavior. 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 Apply marketing analysis methods to complex marketing and consumer behavior problems.
- 4 Evaluate the results of scientific research on consumer behavior.
- 5 Approach marketing cases from multiple different perspectives.
- 6 Communicate critically, both oral and verbal, in English on specific marketing cases.
- 7 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

Group work, Seminar, Lecture

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.

Study material

Type: Slides

Name: powerpoint slides of every class

Indicative price: Free or paid by faculty

Optional: no

Language : English
Available on Ufora : Yes

Type: Other

Name: Case studies
Indicative price: € 10
Optional: no
Available on Ufora : Yes
Usability and Lifetime within the Course Unit : one-time
Usability and Lifetime within the Study Programme : one-time
Usability and Lifetime after the Study Programme : not

Type: Other

Name: License business game Markstrat
Indicative price: € 65
Optional: no
Online Available : Yes
Usability and Lifetime within the Course Unit : intensive
Usability and Lifetime within the Study Programme : one-time
Usability and Lifetime after the Study Programme : not

References

- Frank R. Kardes, Thomas W. Cline, Maria L. Cronley (2015), Consumer Behavior: Science and Practice", South-Western Cengage Learning
- Wayne D. Hoyer; Deborah J. MacInnis; Rik Pieters (2018), Consumer Behavior (7th Edition), Cengage Learning.
- Michael R. Solomon, Margaret K. Hogg, Søren Askegaard and Gary Bamossy (2019), Consumer Behaviour: A European Perspective, 7th Edition
- Stephens, D. L. (2023). *Essentials of Consumer Behavior: An Applied Approach*. Taylor & Francis.

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.

Assessment moments

continuous assessment

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

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

Examination methods in case of permanent assessment

Written assessment with multiple-choice questions, Presentation, Written assessment with open-ended questions, Peer and/or self assessment, Assignment

Possibilities of retake in case of permanent assessment

examination during the second examination period is possible in modified form

Extra information on the examination methods

The written exam consists of a mix of multiple-choice questions and open questions about the theoretical part of the course.

The assignment consists of a group report on the strategy followed and the results obtained in the Markstrat business game on the one hand, and a group report on a plan of action to nudge the faculty towards more sustainable behavior on the other hand.

The group presents both the Markstrat report and the nudging report.

Peer assessment consists of each group member being assessed by all group members on his/her contribution to the business game and the nudging group task.

Free-riding (low score for peer assessment) can have a detrimental effect on the grade of the student(s) involved. The responsible teacher retains ultimate responsibility for the final evaluation.

Calculation of the examination mark

50% of the final score consists of the individual score on the written exam.
The other 50% of the final score consists of the score on the assignment and

(Approved)

presentation of the business game and nudging assignment, where the group scores are adjusted based on the peer assessment score achieved by the student. 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 7/20.

Facilities for Working Students

Work students should contact the instructors as soon as possible in order to settle an appropriate arrangement for the group assignments. The objective is that everyone - including work students - participate in the business game.