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## Initial competences

Students have acquired a basic knowledge of economics with respect to agriculture and/or food products, through a basic economics or equivalent course during the Bachelor training.

## Final competences

- 1 **Knowledge:** Knowing the principles and basic concepts with respect to marketing of food products, as well as principles and concepts with respect to consumer behaviour towards food.
- 2 **Insights:** Acquiring the capabilities to translate and apply principles and concepts into concrete applications as these will be discussed in the case studies, e.g. developing a coherent marketing mix based on consumer research findings or understanding factors influencing process or product acceptance.
- 3 **Skills:** Speaking and understanding the language and principles of marketing and sales departments within a food and agribusiness context.
- 4 **Attitude:** Being able to think and act market and consumer oriented, independent of the function occupied within a company, research or government institution.

## 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

Lecture, Independent work

## Study material

Type: Handouts

Name: Food marketing and consumer behaviour

Indicative price: Free or paid by faculty

Optional: no

Language : English

Additional information: Online available

## References

Marketing: An Introduction. Armstrong, Kotler & Opresnik. (2019). Pearson Education.

Food safety and consumer behaviour. Innovation in agri-food systems, product quality and consumer acceptance. Frewer, Fischer, Scholderer & Verbeke. (2005). Wageningen Academic Publishers.

Marketing-management : de essentie. Kotler, Keller, Robben & Geuens (2014). Pearson Education Amsterdam. **We refer explicitly to the latest edition of the e-version of this handbook, which is available through the faculty's library.**

Verbeke, W. (2005). Agriculture and the food industry in the information age. European Review of Agricultural Economics, 32 (3), 347-368.

Verbeke, W. (2005). Consumer acceptance of functional foods: socio-demographic, cognitive and attitudinal determinants. Food Quality and Preference, 16 (1), 45-57.

Verbeke, W. (2015). Profiling consumers who are ready to adopt insects as a meat substitute in a Western society. Food quality and preference, 39, 147-155.

Hung, Y., de Kok, T. M., & Verbeke, W. (2016). Consumer attitude and purchase intention towards processed meat products with natural compounds and a reduced level of nitrite. *Meat science*, 121, 119-126.

### **Course content-related study coaching**

Contact hours are planned for theory and practical exercises during which students can interact with the lecturers and/or assistants for further information or clarification. Practical exercises comprise individual tasks and a group poster task during which cases are developed. Guidance of exercises is performed by the lecturers in co-operation with assistants and/or scientific researchers from the department. Plenary feedback on the exercise tasks is provided. The group poster is presented and defended by the end of the semester followed by feedback per group.

### **Assessment moments**

end-of-term and continuous assessment

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

Written assessment with open-ended questions

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

Written assessment with open-ended questions

### **Examination methods in case of permanent assessment**

Presentation, Assignment

### **Possibilities of retake in case of permanent assessment**

examination during the second examination period is not possible

### **Calculation of the examination mark**

Written examination with open questions: 75% of the final score

Self-reliant individual and poster group work assignments: 25% of the final score

Students who eschew periodic and/or permanent evaluations for this course unit may be failed by the examiner. In case of a score below 50% for the written exam, the weighted total score based on exam and exercise tasks is rounded to the lower unit.

Scores for the exercise tasks cannot be transferred to another academic year.

Hence, new submissions of exercise tasks are required in case students retake the course in a new academic year.