



COURSE INFORMATION SHEET

| Course Information | |
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| Course Title | Consumer Behavior |
| Code | E000008086 |
| Degree | Bachelor in Business Administration |
| Teached at | <ul style="list-style-type: none">• Bachelor's Degree in Business Administration and Management [ADE]. (4th E-2)• Bachelor's Degree in Business Administration and Management [ADE]. Bilingual pathway in English. (4th E-2)• Bachelor's Degree in Business Administration and Management [ADE], with International Concentration. (4th E-4) |
| Level | Official |
| Semester | 2nd |
| ECTS Credits | 6 |
| Type | Optative |
| Department | Marketing |
| Responsible (coord.) | Carlos Ballesteros |
| Timetable | Wednesday and Thursday (Afternoon/evening) |
| Tutorial hours | 2 hours weekly. (or previous appointment per mail) |

| Lecturers' Information | |
|------------------------|---|
| Lecturer | |
| Name | Carlos Ballesteros García |
| Department | Marketing |
| Office | Alberto Aguilera 23 (OD-201) Phone Number 91-542-28-00, ext. 2242 |
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| Lecturer | |
| Name | Laura Sierra Moral |
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DETAILED INFORMATION ABOUT THE COURSE

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| Context of the course |
| Contribution to the professional profile of the degree |
| Buyer behavior is a broad field that studies how individuals, families and groups acquire, consume, and dispose of goods, services, ideas and experiences. This course, offered as optative in a Marketing Intensification, analyses those principles of consumer behavior that are useful to business managers, government regulators and nonprofit organizations and everyday people. For marketing managers, knowledge of consumer behavior has important implications for environmental analysis, product positioning, segmentation of the marketplace, and the design of the marketing mix. Consumption themes and meanings are also core aspects of contemporary life as major portions of our lives are spent anticipating, engaging in, and remembering purchase and consumption activities. Therefore is a basic course for those people willing to work in marketing |
| Prerequisites |
| None |

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| Skills-Objectives | | |
| Generic Skills of the Degree | | |
| GS04 | Ability to manage information from diverse sources | |
| | LO1 | The student is able to systematize and synthesize diverse information about consumer and society |
| | LO2 | The student is able to classify sources, identifying those more appropriate to the topic |
| | LO3 | The student is capable to identify the usefulness, value, strictness and goodness of the information acquired |
| GS11 | Critical capability | |
| | LO1 | The student is able to critically ask him/herself about the value of the lessons learned |
| | LO2 | The student is aware of his/her strengths and weaknesses related to the course contents and is capable to do a self-assessment |
| GS13 | Recognition of, and respect for, diversity and multiculturalism | |
| | LO1 | The student works with diverse people from different nationalities and/or cultural roots |
| | LO2 | The student respects beliefs and external signs of the different cultures and is capable to learn from them |
| GS14 | Capacity to learn and work independently | |
| | LO1 | The student faces the given challenges on his/her own, once given the initial basic criterion to solve them |



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| | LO2 | The student search and get new resources for his/her learning process |
| Skills specific to the sub-field of knowledge | | |
| CEOPT01 | | Describe and define the basic decision purchasing process and identify its phases |
| | LO1 | The student knows the different stages of a purchasing process and describes the principal characteristics of each |
| | LO2 | The student is capable to explain complexes purchasing processes and can disaggregate its different elements |
| CEOPT02 | | Identify and analyze both external and intern variables that could influence a consumer's decision |
| | LO1 | The student identifies, classifies and describes the variables that could influence a consumer's decision and distinguish between internal, external and environmental ones. |

THEMATIC UNITS

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| Contents |
| 1.- Consumer and consumption in Society |
| <ol style="list-style-type: none"> Some facts&figures about consumption. European and global consumer Global trends in the consumer society |
| 2.- Consumer Behavior & Marketing |
| <ol style="list-style-type: none"> Introduction: Keywords Consumer Behavior as an academic discipline. Approaches in its study. Multidisciplinary perspective Research techniques to explore and investigate consumption |
| 3.- Consumption as a problem resolution |
| <ol style="list-style-type: none"> Consumption as problem solving Decision types The individual decision process |
| 4.- Consumer as an individual |
| <ol style="list-style-type: none"> Perception, Learning and memory Needs. Motivation. Attitudes Personality, values and Lifestyles |
| 5.- Consumer as a part of a group |
| <ol style="list-style-type: none"> Family and Culture Influencers and Opinion leaders. Social Networks (2.0) Power sources and relationships within a group |
| 6.- Consumer as a part of a scenario |
| <ol style="list-style-type: none"> PESTEL analysis |

TEACHING APPROACH AND STRATEGIES



General learning and teaching approach of the course

The main teaching approach is based on the encouragement of active participation in class. The primary means of imparting knowledge and understanding is through the lecture but students are strongly encouraged to engage in problem solving and independent reading for which they are given extensive support and guidance on reading materials and their appropriate use. The creation of an emotional relationship between the student and the course is a second objective, with the intention that at the end of the course the student “think in consumption mode”

This course includes some elements of PBL(Project Based Learning), Experiential Learning, Flipped Classroom, Gamification and in general it is followed an intuitive approach (from the case to the common)

The course combines both individual and team work

| Class-based teaching methods | Skills |
|---|---|
| <ul style="list-style-type: none"> Lectures Teacher Assisted group work and Class discussions and debates Complementary and reinforcement activities | GS04, CGS11,GS13,GS14, CEOPT01, CEOPT02 |
| Distance Learning/at home: Actividades | Skills |
| <ul style="list-style-type: none"> Previous reading of materials Complementary readings Independent study Individual and group assignments Preparation for in class discussion and debates | GS14, CEOPT01, CEOPT02 GS04, CGS11,GS13,GS14, CEOPT01, CEOPT02 |

SUMMARY OF STUDENT WORKING HOURS

| Contact Hours | | |
|---|--|---|
| Lectures | Teacher assisted individual or teamwork research | Simulations, rol-play, team group exercises |
| 20,00 | 20,00 | 20,00 |
| Non-Presential Work | | |
| Autonomous work on theoretical contents | Research projects (individual and teamwork) | Simulations, rol-play, team group exercises |
| 10,00 | 50,00 | 40,00 |
| 6 ECTS (160 hours) | | |

ASSESSMENTS AND ASSESSMENT CRITERIA



| Assessment activities | Criterion | Weigh |
|--|--|-------|
| 1. Final exam: Basic course concepts through a test (or similar) 25% 2. Final exam: final presentation of the workshop's conclusions on a specific course content and its theoretical background (35%) | <ul style="list-style-type: none"> To apply theory into practice Comprehension of main theoretical frameworks Sources of information (both quality and amount) Critical thought | 50% |
| Team Work on course contents 1, and 3 (Consumer's scenarios) | <ul style="list-style-type: none"> Originality and formal aspects Maturity and depth of analysis Sinthetical skills Capacity to relate diverse and complex concepts | 25% |
| 1. Design and development of a workshop on a specific course content through gamification 2. Presentation of an individual and real purchase process in which the student relates the different phases with the elements that influences each | <ul style="list-style-type: none"> Comprehension of main theoretical frameworks To apply theory into practice Maturity and depth of analysis Sinthetical skills Originality, creativity and formal aspects Capacity to relate diverse and complex concepts | 25% |

Grading system

Ordinary Call

The final grade will consist of three different parts according to the following distribution. Every student must obtain a minimum of "5" in each of them separately to be able to be graded in the course.

1. 50% of the final grade will correspond to the theoretical knowledge of all the course and will consist in a final exam on the scheduled dates set by the Dean's Office. This exam will be divided into two parts
 - a. A test (or similar) on basic knowledge of the subject (25%)
 - b. A reflection on the theory applied to the workshop assigned to each student. (25%) This reflection can be submitted in "draft mode" to the teaching staff at any time in the calendar. Teachers will issue an opinion and propose relevant improvements, thus issuing a provisional rating that may be improved the day of the exam.
2. 25% to the realization of a teamwork (3 people). Each team will be assigned a certain character, who lives in a concrete context and you will be asked to:
 - a. Investigate and analyze the environment in which he lives (secondary data)



- b. Justify a shopping cart for a week, consistent with the character and its surroundings
 - c. Reflect on how the macro trends are reflected in brands purchased
 - d. Subsequently, with the same character, students are asked to develop a process of a complex problem (high involvement) purchase
3. 25% participation in class activities, It includes the preparation and implementation of the assigned workshop

All assignments must be delivered in the intranet of the subject (moodlerooms), at the scheduled dates, No assignment will be accepted after the deadline or outside that platform (with exceptions arising from the format of the work which in any case will need the Teacher's agreement)

Resits

In the case of not getting the minimum grade of "5" in one or several of the above sections, in the ordinary call, the student will need to resit only the section or sections failed in accordance with the following plan

1. The student should make a critical essay of the book "Born to buy" of Juliet B. Schor (2006) Ed. PAIDOS IBERICA. It is expected a written work in which are reflected:
 - a. Overview: which chapters contains, and what the contents.(approx. 25%)
 - b. The main ideas of the work.: ideas or theses which constitute its main contribution (approx. 10%)
 - c. Other useful information (relationship to other works of the author, place occupied in his intellectual evolution) (approx. 15%)
 - d. Criticism. The position of the student front of the text. Is an agreement?, Which ideas do you agree most? Which does not?, Why? (approx. 50%)

Format: written. up to 5 A4

2. Perform a research and analysis according to the topics of the subject for a given consumer type. In this case for Seniors (people born before 1940). The day fixed for the examination is expected that students present an overview of these consumers and how the following variables (Perception, Learning, Motivation, Personality, Attitudes, Self-concept, Lifestyles, Family, Religion, Rites and myths (received and sent), *influencers*). Students should also come prepared to answer possible questions that teachers may ask about the contents of this work.

Exchange Students

Exchange Students (incoming students) who must return to his/her home University before the end of the semester must take out the examination in the last week that they are here. Other sections governed in the same way as for ordinary students.



Students in Exchange (out-going students), in the event that no recognition of this course, shall submit to a theoretical exam (100%). However and if they wish so, they may perform practical work, in a tutorial, which will take place at assigned slots, and with a weight in the final qualification (always less than 50%)

WORK PLAN AND SCHEDULE

| Activities | Date | Deadline |
|--|---------|----------|
| Course presentation | Week 1 | |
| Lecture 1 Videoforum "Czech's Dream" | Week 2 | |
| Lecture 2 | Week 3 | |
| Lecture 3 | Week 4 | |
| Team work 1-2 y3 | Week 5 | Week 5 |
| Workshop 1 Lecture 4(1) | Week 6 | |
| Video forum " Food Design" Lecture (2) | Week 7 | |
| Workshop 2. Lecture 4 (2) | Week 8 | |
| Workshop 3 A Lecture 4 (3) | Week 9 | |
| Video Forum "The Joneses" Activity in class | Week 10 | |
| Workshop 5. fAMILIA Lecture 5 (1) | Week 11 | |
| Workshop 6. 5 Lecture 5 (2) | Week 12 | |
| Workshop 7. Lecture 5 (3) | Week 13 | |



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| Lecture 5 (4) In class activity | Week 14 | |
| Lecture T6 Final Activity | Week 15 | |
| Draft assingment for workshops | Week 6 | Week 6-15 |

BIBLIOGRAPHY AND RESOURCES

Basic Bibliography

- SOLOMON, M., (2017) Consumer Behavior: Buying, Having, and Being, 12th Edition Pearson
- HAWKINS, D.I. y MOTHERSBAUGH, D. L. (2013) Consumer Behavior: Building Marketing Strategy, 12th Edition, McGraw-Hill Higher Education

Recommended Readings

- PARSONS, E., MACLARAN, P: (2009) Contemporary Issues in Marketing and Consumer Behaviour, Elsevier.
- KOTLER, P., KARTAJAYA, H. y SETIAWAN, I. (2010) Marketing 3,0
- SCHOR, J.B. (2006) Born to Buy