



MK3002
Consumer
Behavior



UNIVERSIDAD
NEBRIJA

Centro de Estudios Hispánicos

Consumer Behavior

Hours: 45

Prerequisites: none

Instructor name: Jaime Dávila

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Office hours: to be communicated the first day of class

1. Course Description

This course draws from research in behavioral economics, social psychology, and academic marketing, and is intended to broadly survey the field of consumer behavior from the marketing perspective. Students will become familiar with the terminology of the subject and understand what leads to the individual purchase decisions that are so important to business profitability, and to personal prosperity. Topics covered will include: consumer research and analytics, study and analysis of purchasing, *neuromarketing*, decision processes and main variables that affect the consumer and their relationship with brands and products.

2. Learning Objectives

Students who successfully complete this course will be able to know how to investigate and analyze consumption behaviors and other variables that influence the purchase decision process, as well as consumer loyalty.

3. Formative Activities

During the course, directed activities will be developed. These activities will consist of individual works of the students in which they must demonstrate the correct understanding of the concepts exposed and the ability to reflect critically on them. Group practices will be carried out on individual behaviors, consumption habits, consumer behavior at the point of sale and online shopping habits.

- **Individual Activity 1:** Market segmentation for a consumer product.
- **Individual Activity 2:** Essay on the conflict of values in consumer activities at home: "gig economy".
- **Individual Activity 3:** Creating communication messages for the consumer.
- **Group Practice 1:** Essay on internal factors that determine the purchase of a luxury product.
- **Group Practice 2:** Analysis of the purchase process.
- **Group Practice 3:** The Apple tribe. Analysis of the iPhone consumer insights.
- **Group Practice 4:** Creating messages for a CSR campaign.
- **Group Practice 5:** Creating a Blog and link it to Google Analytics.
- **Group Practice 6:** Conducting an online survey. Learning how to design a questionnaire and seeking information about the target market by posing the appropriate questions. The subject will be connected to a brand name and the results will be used in the final Project.
- **Group Practice 7:** Analyzing the blog created with Google Analytics. Highlighting the main metrics and the improvement proposal. Conclusions.

4. Methodology

The majority of the course syllabus follows the main methodological guidelines of the Communicative Approach, based on the core principles of procedure conception and constructive acquisition of knowledge. The methodology is based on the teaching-learning procedures, focused on the learner, which encourages active participation and results in the development of general and specific competencies that prove knowledge, capacities and attitudes for their future professional careers.

5. Evaluation

The form of assessment is based on the core principles of the educational assessment, i.e., an active and participative teaching-learning process focused on the learner. The instructor uses numerous and differentiated forms of assessment to calculate the final grade received for this course. For the record, these are listed below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class.

5.1. Grading system

In the Spanish educational system, it is required to quantitatively express the result of each student's evaluation. In order to do so, Nebrija faculty uses different strategies and instruments such as: papers, exams, tests, projects, self-evaluation activities, etc. In order to issue a final grade for the Spanish Plus programs the following scale is established:

- 30% Attendance and active participation in class
- 30% Daily work/ Papers/ Essays
- 40% Exams/ Final papers or projects*

Therefore, the final grade is the average between attendance and participation, daily work and exams, presentations, projects and essays.

Active participation in class is evaluated by means of different activities such as:

- Activities and exercises correction;
- Reflection upon the different contents in the course;
- Oral activities (individual, in pairs or in groups). Fluency, correction, adequacy and relevance are taken into account;

Daily work makes reference to any activity or task that is done inside or outside of the classroom, whether during the class time or at any other time.

Exams/ Final papers or projects

The course includes a midterm and a final written exam on theoretical concepts and course facts. If a student, unjustifiably, does not do or submit an exam, paper or project, it will be graded with a '0'.

*** A minimum grade of 5 must be obtained in a final exam/ final project in order to pass the course.**

5.2. Attendance, participation and grading policies

5.2.1. Attendance policy

Attendance is mandatory. In case of missing 5 or more sessions in one course, the student will receive a zero in his/her participation and attendance grade. In addition, not attending classes will not excuse the student from handing in any homework, papers or essays previously assigned.

The following situations must be considered:

- Each session of class will count as an absence.
- Two delays of more than 15 minutes will be considered an absence. The entrance to class will not be allowed after 30 minutes once it has started.
- There are no excused absences. E.g.: Not attending class because of sickness will count as an absence. The student is responsible for catching up with any homework done while absent.
- Exams dates have been officially approved by the University, therefore, they will not be changed.*

*Except for those courses where the professor will set up specific dates and inform the students at the beginning of the program.

5.2.2. Criteria to evaluate participation

| Criteria to evaluate participation | Grade |
|--|----------|
| The student participates very actively in the class activities. S/he successfully does the requested tasks. S/he contributes to a good development of the course, encourages his/her classmates and favor debate in class. | 8.5 - 10 |
| The student participates actively in the class activities. S/he does the requested tasks and submits them on time. Shows great interest to learn. | 7 - 8.4 |
| The student, occasionally, makes interesting remarks, but s/he basically answers when s/he is asked. S/he does not show a clear interest in the course. Misses classes occasionally. | 5 - 6.9 |
| The student does not participate unless s/he is asked. S/he has unjustified absences and delays. His/her attitude is not very participative. | 0 - 4.9 |

5.2.3. Criteria to evaluate Daily Work

| Criteria to evaluate Daily Work | Grade |
|---|----------|
| The student always does all the work demanded by the professor, not only during the class but also at home. He/she always or almost always meets the deadlines established. | 8.5 - 10 |
| The student almost always does all the work demanded by the professor, not only during the class but also at home. Occasionally, he/she submits work after the established deadline. | 7 - 8.4 |
| The student occasionally does the work demanded by the professor, not only during the class but also at home. He/she does not normally meet the established deadlines and even occasionally does not submit the work. | 5 - 6.9 |
| The student never or almost never does the work demanded by the professor. He/she never or almost never meets the established deadlines. | 0 - 4.9 |

5.2.4. Grading criteria

| Number Grade | Letter Grade | Percentage |
|--------------|--------------|------------|
| 10 | A+ | 100% |
| 9.5 – 9.9 | A | 95 – 99 % |
| 9 – 9.4 | A- | 90 – 94 % |
| 8.5 – 8.9 | B+ | 85 – 89 % |
| 7.5 – 8.4 | B | 75 – 84 % |
| 7 – 7.4 | B- | 70 – 74 % |
| 6.5 – 6.9 | C+ | 65 – 69 % |
| 6 – 6.4 | C | 60 – 64 % |
| 5 – 5.9 | C- | 5 – 59 % |
| 0 – 4.9 | F | 0 – 49 % |

5.3. Warning on plagiarism

When writing a University paper or essay and reference is made to certain authors, it is mandatory to cite them by means of a footnote or a direct reference. In no case it is acceptable that a student uses a text, no matter how brief it is, written by somebody else without putting it in inverted commas, as this means s/he is trying to make it look as his/her own. This is called plagiarism and in a university context it could be penalized with expulsion.

6. Bibliography

Basic bibliography

- Solomon, Michael R., Consumer Behavior (Pearson, 2017).

Complementary bibliography

- Alonso Rivas, Javier, Consumer Behavior (ESIC Ed., 2013).
- Fernández de la Puente-Campano, Jaime, Directivo TM: Develop your personal Brand as a Director with surprising Marketing tools (Self-edited, 2017).
- Salmon, Christian, Storytelling: Bewitching the Modern Mind (Ed. Península, 2008).
- Schiffman, León G. / Wisenblit, Joseph, Consumer Behavior (Pearson, 2015).

Other resources

- Consumer behavior Index, January 2018, KANTAR Millward Brown.
- MERCADONA: Renewing the success model, José Luis García del Pueyo (Harvard Deusto, 2017)

7. Lecturer Brief CV

Jaime Dávila is a brand and communications strategist with a passion for storytelling and its power to move people. A believer in brand purpose and usefulness through empathy and coherence and the roles of brands in making the world better... because a brand is as a brand does. Versatile thanks to a diverse experience ranging from journalism, film or traditional brand communications to innovative digital and social media experiences, often involved throughout the entire process, from strategizing and conceptualizing to writing and filmmaking. He has 15 years of experience in understanding how audiences feel and care and what they look for and why they behave the way they do. Whether in California, New York or Spain, he takes his job to be understanding, helping strengthen and connecting with a brand's purpose in order to help extend this connection to people, wherever they might be. For more on Jaime Dávila, visit: jdbrandstrategy.com.

8. Office Hours

Tutorial schedule will be confirmed in the first couple of sessions, to guarantee that the time schedule suits the needs of students and instructor. However, it is always advisable to make an appointment with the lecturer beforehand in order to ensure availability. Campus Madrid Princesa. E-mail: jdavila@nebrija.es

9. Course Content

| SESSIONS | TOPIC |
|---|---|
| 1. COURSE PRESENTATION | Course aims, working procedures and assessments; plus: <ul style="list-style-type: none"> • <i>Socialnomics</i> 2018 • Consumer behavior: its importance in the marketing strategy |
| 2. THE STUDY OF CONSUMER BEHAVIOR: APPROACHES | <ul style="list-style-type: none"> • Economic approach or approach to the economic theory • Psychosociological approach • Motivational approach |
| 3 & 4. THE CONSUMER | <ul style="list-style-type: none"> • The consumer journey • Consumer research techniques • Consumer behavior |
| 5 & 6. MARKET SEGMENTATION | Market segmentation <ul style="list-style-type: none"> ○ Individual activity 1 (Market segmentation for a product) |
| 7, 8 & 9. FACTORS THAT AFFECT CONSUMER BEHAVIOR | External factors <ul style="list-style-type: none"> • Culture and subcultures • Social class • Social groups • Family • Personal influences • Situational determinants • The figure of the opinion leader • The digital native: a social life Internal factors <ul style="list-style-type: none"> • Motivation • Perception • Experience and learning • Demographic, socioeconomic and psychographic characteristics of the buyer • Attitudes • How do values relate to consumer behavior? <ul style="list-style-type: none"> ○ Group Practice 1: Essay on internal factors that determine the purchase of a luxury product. |
| 10, 11 & 12. THE PURCHASE DECISION PROCESS | <ul style="list-style-type: none"> • Phases: The purchase decision process: pre-purchase, purchase and post-purchase • Types of purchase and consumer decision processes • Characteristics of purchase behavior • Purchase situations, the purchase process and the implications of Marketing • The online purchase • Post-purchase behavior: Value, satisfaction and consumer loyalty • Consumer perception • Neuromarketing <ul style="list-style-type: none"> ○ Group Practice 2: Analysis of the purchase process. |
| 13. MID-TERM EXAM | MID-TERM EXAM |

| | |
|---|--|
| 14 & 15. THE PERSON BUYER | <ul style="list-style-type: none"> • Analysis of moments, environments, product / service expectations, purchase barriers, communication barriers, consumer insights • Target vs Tribe <ul style="list-style-type: none"> ○ Group Practice 3: The Apple tribe. Analysis of the iPhone consumer insights. |
| 16 & 17. PERSUASION | <ul style="list-style-type: none"> • Decisions: tactical communication options • Communication elements • The source • The message • New message formats • Storytelling • Types of message arguments • The source vs the message |
| 18, 19 & 20. CONSUMER RIGHTS AND PRODUCT SATISFACTION | <ul style="list-style-type: none"> • Market regulation • Consumerism / Consumerization • Transforming research of the consumer • Social marketing and CSR <ul style="list-style-type: none"> ○ Group Practice 4: Creating messages for a CSR campaign |
| 21, 22 & 23. CONSUMER ANALYTICS | <ul style="list-style-type: none"> • Introduction • Concepts • Tools <ul style="list-style-type: none"> ○ Group Practice 5: Creating a Blog ○ Group Practice 6: Conducting an online survey ○ Group Practice 7: Analyzing the blog created with Google Analytics |
| 24 & 25. FINAL PRESENTATIONS | Students' final presentations. |
| 26. FINAL EXAM | FINAL EXAM |