

Advanced Consumer Marketing

Advanced Consumer Marketing
15 credits

Single subject and programme course

722A50

Valid from: 2015 Autumn semester

Determined by	Main field of study	
The Quality Board at the Faculty of Arts and Sciences	Business Administration	
Date determined	Course level	Progressive specialisation
2015-10-16	Second cycle	A1N
Revised by	Disciplinary domain	
	Social sciences	
Revision date	Subject group	
	Business Administration	
Offered first time	Offered for the last time	
Spring semester 2015		
Department	Replaced by	
Institutionen för ekonomisk och industriell utveckling		

Course offered for

- Business and Economics Programme - International - French
- Business and Economics Programme
- Business and Economics Programme - International - Spanish
- Business and Economics Programme - International - German
- Business and Economics Programme - International - English

Entry requirements

General entry requirements for undergraduate studies
and

Mathematics and Social Studies corresponding to the level in Swedish upper
secondary education (Matematik 3b/3c and Samhällskunskap 1b/(1a1 and 1a2)
and

English corresponding to the level of English in Swedish upper secondary
education (Engelska 6)

160 ECTS credits passed från the Business and Economics Programme, or
equivalent

Intended learning outcomes

After completion of the course, the student should on an advanced level be able to:

- describe current trends in research on consumer marketing
- analyze and critically review concepts and implications of latest research on service innovation, branding, customer satisfaction, service logic, and consumer behavior
- describe marketing research techniques used in contemporary business
- apply the theoretical and methodological knowledge in a real-world case of consumer research

Course content

The course takes service innovation as its starting point and its emphasis that a service innovation in the end does not happen if the consumers do not change their behavior. In particular, the course emphasizes the importance of brand innovation and behavioral innovation. The students will develop an understanding of what a service innovation is and how a firm can investigate consumer behavior through proactive market research techniques. We present, discuss and test market research methods such as observations, experiments and eye-tracking. The course integrates theory, cases and student projects in order to develop an understanding of consumer behavior and how to use this knowledge for making business decision on innovation, marketing and sales.

Teaching and working methods

The course is based on three central themes that are framed in from a service innovation perspective. The course is specifically designed to enhance theoretical understanding and practical skills of students. Therefore, the use of hands-on learning and cases is emphasized. Specific teaching methods employed on the course are:

- Interactive lectures based on pre-assigned readings of research and practice-based articles. These lectures introduce the students to the current theoretical understanding and key concepts in selected themes in consumer marketing.
- Each research theme is accompanied by a case that requires the students to work in groups to apply what they have learned to a real-world problem, as well as to present their solutions in seminar-style meetings. The cases are also reported in writing.
- The course ends with a project that takes the last four weeks of the course. The aim of the project is to apply the theoretical knowledge of course topics to a real-world problem, and to familiarize in latest proactive marketing research techniques and to apply these to solve a practical problem. The project includes an oral presentation of the findings, as well as a written project report.

Examination

The course is examined through participation in discussions, case reports and project reports. Case- and project seminars are mandatory. Detailed information about the examination can be found in the course's study guide.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

Students failing an exam covering either the entire course or part of the course twice are entitled to have a new examiner appointed for the reexamination.

Students who have passed an examination may not retake it in order to improve their grades.

Grades

Three-grade scale, U, G, VG

Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.