Marketing and Consumer Behaviour

Marketing and Consumer Behaviour
7.5 credits

Single subject and programme course

723G44

Valid from: 2015 Spring 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**
2015-12-04	First cycle	G1F
Revised by	**Disciplinary domain**	
	Social sciences	
Revision date	**Subject group**	
	Other Subjects within Economy and 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 - International - Spanish
- Business and Economics Programme - International - German
- Business and Economics Programme - International - English
- Business and Economics Programme

Entry requirements

The general admission requirements as for the programme.

Intended learning outcomes

After completion of the course the student should be able to:

- describe some of the most common theoretical concepts, models and theories in the subject field consumer behaviour
- relate contemporary consumer behaviour thinking – including internetrelated issues – to the classic components in the subject field
- understand consumers on individual level
- understand social, cultural and other contextual aspects of the consumer
- reflect on the "stimuli-response model" from a critical point of view
- propose fruitful methods for collection of consumer information to support marketing decisions
- propose marketing actions in the light of purchase process models

Course content

At the introduction of the course the historical development of different theoretical fields is presented and discussed. The course content, then, is organized to include a selection of usable perspectives on marketing issues and consumer behaviour. These perspectives are of three kinds:

The first is about the consumer and about consumer's context. This kind of perspectives include aspects such as consumers'

- needs, wants and desires
- motivation behind perceived needs, wants and desires
- economic ability
- personality, identity, and lifestyle
- attitudes and values
- memory
- culture, subculture and place contexts
- X factors affecting customers thinking and action

The second is about processes related to buyer behaviour as well as usage of goods and services. This kind of perspective include aspects such as consumers'

- information searching and attention
- evaluation of alternatives
- purchase decisions (regarding products, brands, buying channels)
- post purchase evaluation

The third kind is about the connection between marketing (from a company's point of view) to consumer behaviour including

- the stimuli-response model
- managing of word-of-mouth phenomena
- methods for collecting information about consumers
- the special issue of innovation promotion (adoption, rejection, diffusion).

A recurrent theme in this course is a try to understand why consumers choose and buy certain products.

Teaching and working methods

The course is organized through a combination of lectures, seminars and teamwork around a real-world case. Lectures provide perspectives on the course content, and students should not expect repeating all content in the course literature. Students may have to prepare tasks and assignments for seminars and teamwork. Language of instruction is English.

Examination

The course will be examined through teamwork assignment, and individual written examination at the end of the course. Detailed information about the examination can be found in the courses 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.