



centro adscrito a:



UNIVERSITAT POLITÈCNICA  
DE CATALUNYA  
BARCELONATECH

# **GUÍA DOCENTE COMPORTAMIENTO DEL CONSUMIDOR 2023-24**

## COURSE GENERAL INFORMATION

<b>Course Title:</b>	COMPORTAMIENTO DEL CONSUMIDOR
<b>Code:</b>	801919 (MCD)
<b>Academic year:</b>	2022/2023
<b>Degree title:</b>	Grado en Marketing y Comunicación Digital
<b>Number of credits (ECTS):</b>	6
<b>Place in the scheme of studies:</b>	2 <sup>nd</sup> Year, 2 <sup>nd</sup> Term
<b>Academic area:</b>	Marketing y Dirección Comercial
<b>Academic area head:</b>	Dra. Jessica Langan
<b>Date of last revision:</b>	January 2024
<b>Professor Responsible:</b>	Jordi Sacristán Adrià

### 1. GENERAL DESCRIPTION

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Comprehensive knowledge of consumer behavior allows marketers to become more effective at making good strategic marketing decisions. Thus, the course provides a comprehensive overview of underlying cognitive processes and outcomes of consumer behavior and how it can be addressed by marketers through effective strategies and actions.

Students will acquire knowledge from relevant literature on consumer behavior. The course is designed to provide knowledge of (1) the economical, psychological, and sociological foundations of consumer behavior for consumers, (2) the mechanisms of influence that are most likely to lead consumers to change their preferences, beliefs and most important their actual buying behavior, and (3) how to apply these mechanisms in designing persuasive communications.

### 2. OBJECTIVES

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At the end of the course the student will be able to:

- Establish the pertinent relations between marketing decisions and consumer's behavior.
- Know and interpret the main theories and concepts related to Consumer's Behavior.
- Have a global vision of the main factors affecting the consumer and how each of them acts.
- Analyze in detail the consumer's decision processes in relation to marketing stimuli and interpret its effects.
- Interpret how the new tendencies are modifying purchasing habits and individuals' purchasing.

### 3. CONTENT

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#### MODULE 1: FOUNDATIONS OF CONSUMER BEHAVIOR

##### Learning outcomes

After having studied the topic and carried out the exercises the student will be able to:

- Understand how consumers influence the field of marketing and how marketers influence us.
- Describe the discipline of Consumer Behavior.
- Be aware of how products affect us.
- Focus on the central role of ethics in marketing decisions.

##### Content

- 1.1 Buying, Having and Being: An introduction to Consumer Behavior (Ch\_1)
- 1.2 Consumer and social well-being (Ch\_2)

#### MODULE 2: INTERNAL INFLUENCES ON CONSUMER BEHAVIOR

##### Learning outcomes

After having studied the topic and carried out the exercises the student will be able to:

- Define the internal dynamics of consumers.
- Understand how customers make choices.
- Interpret information about products.
- Understand how motivation and emotional states influence consumers.
- Define personalities, lifestyles and values and see how they guide consumers.

##### Content

- 2.1 Perception (Ch\_3)
- 2.2 Learning and Memory (Ch\_4)
- 2.3 Motivation and affect (Ch\_5)
- 2.4 Personality, lifestyles, and values (Ch\_7)

## MODULE 3: CHOOSING AND USING PRODUCTS

### Learning outcomes

After having studied the topic and carried out the exercises the student will be able to:

- Explain how consumers think about products and the steps they use to choose one, and what happens after they buy something.
- Understand how we form feelings.
- Describe the steps used to identify the best solution to a consumption problem.
- Highlight how factors at the time of purchase influence our choices.
- Be familiar with disposal policies issued by companies.
- Be aware of how disposal of products is important nowadays.

### Content

- 3.1 Decision making (Ch\_9)
- 3.2 Buying, using, and disposing (Ch\_10)

## MODULE 4: CONSUMERS IN THEIR SOCIAL AND CULTURAL SETTINGS

### Learning outcomes

After having studied the topic and carried out the exercises the student will be able to:

- Acquire knowledge about how external factors influence our identities as consumers and the decisions we make.
- Provide an overview of the role that social class plays in consumer decision making.
- Understand how culture influences consumer behavior.

### Content

- 4.1 Income and social class (Ch\_12)
- 4.2 Culture (Ch\_14)

## 4. TEACHING AND LEARNING METHODOLOGY

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### Face-to-face Group:

Sessions will be structured into 3 parts:

- Before the class: pre lectures, homework, thinking, cases.
- During the class: class discussion and exercises.
- After the class: exercises, tests, quizzes, writing, video cases.

Classes will be theoretical and practical, focused on transmitting concrete knowledge. They will be complemented with readings and work in class and at home. Classroom practice and group and individual activities are expected to reaffirm the concepts and procedures that have been discussed in class.

Some activities will be raised by surprise to emulate the day-to-day life of a digital advertising agency, with the objective to give an answer to an urgent request from a real client.

Approximately, and in general, 50% of class time will be dedicated to theory, viewing and specific case studies, and the other 50% to in-class, group, or individual activities.

In particular, the working groups will have to make presentations related to the promotion of advertising creativity, having to demonstrate a solvency in the leadership of group activities. They will also have to make presentations related to professional knowledge of the main social networks in advertising.

The main activities that will be undertaken are:

- Practical exercises of resolution, with the participation of the students, of cases and/or exercises related to the contents of the subject.
- Group/cooperative work with the presence of the faculty.
- Development of advertising creativity activities.

A personal computer for each student is required.

### **Blended learning group:**

Based on participatory review classes to consolidate the reading of didactic material, texts and articles related to the contents of the subject previously published in the virtual campus.

Classes will be theoretical and practical, focused on transmitting concrete knowledge. They will be complemented with readings and work in class and at home. Classroom practice and group and individual activities are expected to reaffirm the concepts and procedures that have been discussed in class.

The main activities that will be undertaken are:

- Practical exercises of resolution, with the participation of the students, of cases and/or exercises related to the contents of the subject.
- Group/cooperative work with the presence of the faculty.

A personal computer for each student is required.

## 5. ASSESSMENT

According to the Bologna Scheme, this model encourages the sustained continuous effort of students. 40% of the mark is achieved through the continuous assessment of guided activities and the remaining 60% from the onsite final exam.

There will be midterm exams performed individually and group assignments that will be assessed and taken into consideration for the continuous assessment mark.

The final exam has two sittings.

The final mark for the course (NF) will come out by applying the following formula:

- **NF = Final Exam mark x 60% + Continuous Assessment mark x 40%**
- Minimum final exam mark to be able to average with continuous assessment will be 40 out of 100.
- The minimum pass mark for the course will be 50 out of 100.

### Continuous assessment activities:

#### Face to face group (presencial)

Activity type	Description	% Continuous Assessment	
<b>Group assignments:</b>			15 %
Groupal activity	Module 1	7,5%	
Groupal activity	Module 2	7,5%	
Groupal activity	Module 3	10%	
Groupal activity	Module 4	12,5%	
<b>Section tests:</b>			10%
Individual test	Module 1	5%	
Individual test	Module 2	5%	
Individual test	Module 3	7,5%	
Individual test	Module 4	7,5%	

<b>Midterm exams:</b>		15 %
	Module 1-3	37,5%
<b>Final exam:</b>		60 %
	Final exam	100%

### Blended learning groups (semipresencial)

Activity type	Description	% Continuous Assessment	
<b>Midterm exams:</b>			15%
	Module 1 and 2	37,5%	
<b>Group assignments:</b>			15%
	Module 3 and 4	37.5%	
<b>Section tests:</b>			10%
Individual test	Module 1	5%	
Individual test	Module 2	5%	
Individual test	Module 3	7,5%	
Individual test	Module 4	7,5%	
<b>Final exam:</b>			60%
	Final exam	100%	

## 6. BIBLIOGRAPHY

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- Solomon, M. R. (2019). *Buying, having and being*. United Kingdom: Pearson Education.
- Ariely, D., & Jones, S. (2008). *Predictably irrational*. New York, NY: Harper Collins.

- Dooley, R. (2011). *Brainfluence: 100 ways to persuade and convince consumers with neuromarketing*. Hoboken, NJ: John Wiley & Sons.
- Lindstrom, M. (2012). *Buyology: How everything we believe about why we buy is wrong*. New York, NY: Random House.
- Lindstrom, M. (2016). *Small data: the tiny clues that uncover huge trends*. New York, NY: St. Martin's Press.