
BAMA 506-821: Consumer Behaviour
Course Outline

COURSE INFORMATION

Course title: Consumer Behaviour

Course code: BAMA 506

Session, term, period: 2022W1

Section: 821

Division: Marketing & Behavioural Science

Program: IMBA

Credits: 1.5

Class location: Canvas & Zoom (see link on Canvas)

Class times:

November 17, 18, & 19; 4pm-10:30pm Pacific Standard Time

November 18, 19, & 20; 8am-2:30pm China Standard Time

INSTRUCTOR INFORMATION

Instructor: Dr. Lisa Cavanaugh

Email: lisa.cavanaugh@sauder.ubc.ca

Office location: Zoom (see link on Canvas)

Office hours: By appointment

Teaching Assistant:

We will have a technical TA, addressing things such as our Zoom classroom, backend poll delivery, and issues onsite with my live teaching.

COURSE DESCRIPTION

Uncovering real insights into how consumers perceive, choose, consume, and evaluate products is the foundation of the success of virtually all business organizations. All decisions involved in developing an effective marketing mix rely on in-depth understanding of the consumers who comprise the target market. Thus, a clear understanding of the principles and processes of consumer behaviour is critical to evaluating and developing effective marketing strategies.

This course examines the science of understanding the consumer. The focus of this course will be on uncovering consumer insights and interpreting these through the lens of consumer behaviour principles. The term “consumer insight” refers to more than the simple observation and description of what consumers are doing, to moving towards explaining *why* consumers behave the way that they do. A meaningful consumer insight will drill deeper than surface observations of behavioural patterns into the realm of the underlying psychological processes such as consumer perceptions, emotions, motivations, and values.

In this course, we will consider different tools and techniques for uncovering consumer insights. In addition, the course will provide a coverage of relevant consumer behaviour frameworks and concepts that will help us to interpret and apply these insights in business-relevant ways.

COURSE FORMAT

The course will consist of synchronous teaching and case discussion via Zoom.

COURSE GOALS & LEARNING OBJECTIVES

After completing the course, students will be able to apply analytical frameworks and methods to:

- Understand the functional, emotional, and social dimensions of customer value
- Analyze psychographic and behavioural data to segment markets and position products

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- Understand cross-cultural differences for effective international marketing
- Understand the psychology of individual consumers to make more strategic marketing decisions
- Understand how to increase consumers' attention to and memory for brands, products, and services
- Understand the psychology of social influence to create more persuasive marketing

COURSE MATERIALS & REQUIREMENTS

- **Reading Materials** will be available online through Canvas. Please read the articles and cases before class, and complete the online pre-assessments. Some of the readings are optional.
- **Course Site: Canvas.** All materials will be available 2 weeks in advance of class.
- **Technology Requirements:** Zoom, Powerpoint, Excel, Word.

ASSESSMENT SUMMARY

In-class Contribution - Class Participation (15%) - CB Dinner Party Download (5%)	20%	Day 1 – Day 3
Individual Case Prep Assessments (6 cases x 5%) - DeBeers & Renova (Day 1) - L'Oreal & Headspace (Day 2) - Coca-Cola & KitKat (Day 3)	30%	Day 1 – Day 3 due before class Day 1 due before class Day 2 due before class Day 3
In-class Group Exercises	15%	Day 1 – Day 3
Individual Final Paper on Consumer Insights	35%	Due December 4, 7am (PST) / 11pm (CST)

ASSESSMENT DESCRIPTION

In-class Contribution: Class Participation

Each student will receive a participation score for each class. I will average the score at the end of the course. I value quality over quantity.

Grading Scale for Class Participation:

- 0 – Absent or late to class
- 5 – Present but does not participate
- 6 – Participates with basic information such as case facts
- 7 – Offers an opinion or asks/answers a basic question
- 8 – Engages in a meaningful discussion with other members of the class
- 9 – Shares an analysis using data or evidence from the case or reading
- 10 – Provides insight or asks a question that is instrumental in advancing understanding

In-class Contribution: CB Dinner Party Download

Each student will submit a real-world example that hit the news within the last three months and that relates to consumer behavior or consumer experiences. Your real-world example should be something newsworthy that would pique the interest of your classmates and intrigue guests if you were to bring it up at a dinner party. Please make sure you connect your example to how a concept, idea, or theory in consumer behavior class applies to or informs what you see in the marketplace. Please make sure you focus your discussion on the consumer behavior aspects (not marketing in general) and that you clearly explain how the concept you picked is reflected in your example. Examples presented/learned in other classes are not eligible. You will be asked to submit your real-world example before class and share it during class. For your CB Dinner Party Download submission (2-page max), you need to provide: 1) a clear, illustrative screenshot or image of your example that can be shared and easily viewed on screen as well as a link to the original content (i.e., news article, social media post, video link); and 2) your analysis and

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discussion of the example (see instructions above). Submissions will be graded as Incomplete or Complete (0/1) as well as being either below expectations, meets expectations, or exceeds expectations.

Individual Case Prep Assessments

The goal of the individual assessments is to ensure that students have read the assigned articles and have prepared the cases before class. This will ensure that class time can be dedicated to informed and thoughtful discussion. Each assessment consists of several questions related to the assigned readings and cases posted on the course page in Canvas. As indicated in Canvas and on the schedule below. All assessments must be completed before the beginning of the class when the case is discussed.

In-class Group Exercises

You will complete these exercises with other students in your group. You will stay in the same group for all the in-class group exercises during the three-day class time.

Individual Final Paper

At the end of Day 3 I will share the parameters. A brief overview:

- The paper will be completed individually and will be due December 4, 7am (PST) / 11pm (CST).
- Each student will answer questions using tools and content specific to the learning objectives of this course.
- There is no further reading required at this point.

SCHEDULE

This 3-day course is organized around three key themes critical to putting consumer behaviour insights into action: 1) Segmenting, 2) Targeting & Positioning, and 3) Communicating and Connecting with consumers.

Class	Day 1: Nov 17 th (PST) / 18 th (CST)	Day 2: Nov 18 th (PST)/ 19 th (CST)	Day 3: Nov 19 th (PST) / 20 th (CST)
Theme	Segmenting	Targeting & Positioning	Communicating & Connecting
Topics	- Customer value - Demographics - Psychographics - Segmentation strategies	- Wants vs. needs - Motivation - Perception - Positioning	- Emotion - Self & Identity - Social & Cultural Influence - Brand Relationships
Required Readings			
Articles	- Creating Customer Value - Psychographics	- Elements of Value - Low-Touch Economy	- Science of Customer Emotions - Science of Persuasion
Case 1	DeBeers	L'Oreal	Coca-Cola
Case 2	Renova	Headspace vs. Calm	KitKat
Deliverables	Individual Case Prep CB Dinner Download	Individual Case Prep	Individual Case Prep

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COURSE-SPECIFIC POLICIES AND RESOURCES

Missed or late assignments, and regrading of assessments

Late submissions will not be accepted and will receive a grade of zero.

Academic Concessions

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](#) <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

Citation Style

Please use the American Psychological Association (APA) reference style to cite your sources.

Plagiarism

Plagiarism falls under the UBC policy for [Academic Misconduct](#). Students must correctly cite any text or code that has been authored by someone else or by the student themselves for other assignments. Cases of "reuse" may include, but are not limited to the reproduction (copying and pasting) of content with minimal reformatting. Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.

POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

Attendance

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

Punctuality

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

Electronic Devices

In-Person Regulations

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

On-Line Lecture Regulations

During online lectures, students are not permitted to use any electronic devices other than the primary one used for attending the online lecture (e.g. laptop or desktop). Only Zoom should be open during the online lecture unless an instructor advises the use of another program/website for an in-class activity. Feedback from students indicates that personal devices are the number one distraction from effective learning and participation in the online learning environment.

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Details of the above policies and other RHL Policies are available at:
<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

Respect for Equity, Diversity, and Inclusion

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

Academic Freedom and Students Studying from Outside Canada

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

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COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor. Students may not share class Zoom links or invite others who are not registered to view sessions.

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the x^wməθk^wəyəm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

ONLINE TEACHING TOOL & REQUIREMENTS

This course will be taught using Zoom for synchronous classes and office hours. For this course, you are encouraged to use a Zoom account during synchronous classes and office hours.

To help replicate the classroom experience, make sessions more dynamic and hold each person accountable, both students and instructors are required to have their cameras on during Zoom sessions. Students who require an accommodation with regard to the "camera on" requirement must contact their instructors in advance of the first class to discuss options. As professional graduate students, students are expected to conduct themselves professionally by joining sessions on time, muting mics when not speaking, refraining from using any other technology when in-session, attending in business casual dress (at a minimum), and participating from a quiet environment. Content from synchronous sessions will be selectively recorded per instructor discretion and made available to students on Canvas for a maximum duration of the course length. This is done to allow students the opportunity to return to lecture content to solidify learnings.