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**BAMA 506-822: Consumer Behaviour**  
*Course Outline*

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**COURSE INFORMATION**

**Course title:** Consumer Behaviour

**Course code:** BAMA 506

**Session, term, period:** 2023W1

**Section:** 822

**Division:** Marketing & Behavioural Science

**Program:** IMBA

**Credits:** 1.5

**Class location:**

**Class times:** Friday, October 13 – Sunday, October 15

- October 13<sup>th</sup> 1pm – 7:30pm

- October 14<sup>th</sup> 9am – 5pm

- October 15<sup>th</sup> 9am – 5pm

**INSTRUCTOR INFORMATION**

**Instructor:** Dr. Lisa Cavanaugh

**Email:** [lisa.cavanaugh@sauder.ubc.ca](mailto:lisa.cavanaugh@sauder.ubc.ca)

**Office location:** Zoom

**Office hours:** By appointment

**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.

**LEARNING OBJECTIVES**




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

- Identify the functional, emotional, and social dimensions of customer value
- Integrate psychographic and behavioural data to segment markets and position products
- Analyze cross-cultural differences for effective international marketing
- Explain the psychology of individual consumers to make more strategic marketing decisions
- Identify how to increase consumers’ attention to and memory for brands, products, and services
- Apply the psychology of social influence to create more persuasive marketing

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**SUSTAINABLE DEVELOPMENT GOALS (SDGS)**

At UBC Sauder, we are committed to responsible business practices that can have transformative impacts on society. One of the ways we are reinforcing our commitment to responsible business is by showcasing relevant content in our courses via the lens of the [United Nations Sustainable Development Goals](#). In this course, we will touch on topics that relate to the following goals:

Sustainable Development Goal	Description of how and when the goal is covered in the course.
<p><b>GOAL 3: Good Health and Well-being</b></p> 	In our discussion of market segmentation, we will discuss best practices and identify marketing approaches that have negative impacts on consumer health and well-being, as well as potential ways to mitigate these. We will also discuss the impact of advertising on consumer self-esteem, body image, as well as physical and mental health.
<p><b>GOAL 12: Responsible Consumption and Production</b></p> 	In our suite of cases, we will have reading and class discussion that will allow us to think critically about the important role marketers have in terms of impacting responsible production and consumption, with special attention to environmental impact.
<p><b>Goal 10: Reduced Inequality</b></p> 	We will have readings, lecture content, and group discussions on how segmentation can treat consumers differentially based on various demographic differences, which can impact consumers' access to different products and services.

**ASSESSMENTS**

*Summary*

Component	Weight	Class Period
In-class Contribution	20%	Day 1 – Day 3
<ul style="list-style-type: none"> <li>- Class Participation (15%)</li> <li>- CB Dinner Party Download (5%)</li> </ul>		due before class Day 1
Individual Case Prep Assessments (6 cases x 5%)	30%	Day 1 – Day 3
<ul style="list-style-type: none"> <li>- DeBeers &amp; Renova (Day 1)</li> <li>- L'Oreal &amp; Headspace (Day 2)</li> <li>- Coca-Cola &amp; KitKat (Day 3)</li> </ul>		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 October 30, 7am (PST) / 11pm (CST)
<b>Total</b>	<b>100%</b>	

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#### *Details of Assessments*

#### ***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. It should not be something that you think all your classmates will likely choose. Please be creative. Please make sure you connect your example to how a concept, idea, or theory in consumer behavior 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 or learned in other classes are not eligible. You will be asked to submit your real-world example before our 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 as well as a link to the original content (i.e., news article, social media post, video link); and 2) your analysis and 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.
- 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.

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**LEARNING MATERIALS**

- 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: Word, Excel, Powerpoint, Zoom.

**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](#). 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](#).

*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. 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.

*Code Plagiarism*

Code plagiarism falls under the UBC policy for [Academic Misconduct](#). Students must correctly cite any 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 code with none or minimal reformatting (e.g., changing the name of the variables)
- the translation of an algorithm or a script from a language to another
- the generation of code by automatic code-generations software

An "adequate acknowledgement" requires a detailed identification of the (parts of the) code reused and a full citation of the original source code that has been reused.

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.

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*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*

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.

*Citation Style*

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

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 Indigeneity (including identification as First Nation, Métis, or Inuit), 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.

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*Use of Artificial Intelligence*

**Generative AI (Including ChatGPT) Not Permitted**

Unless expressly specified by the instructor, any work submitted must be your own original work, written without outside assistance or collaboration. Any use of generative artificial intelligence (AI), including ChatGPT, is not permitted and constitutes academic misconduct. Any student suspected of submitting work that includes AI generated content may be asked for preliminary work or other materials to evidence the student's original and unaided authorship. The student may also be asked to separately explain or support their work. AI identification methods may also be employed by the instructor. After review, if it is determined by the instructor that submitted work likely contains AI generated content, the work may receive a zero and may be subject to further misconduct measures set out in the [UBC Academic Calendar](#).

**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.

**ACKNOWLEDGEMENT**

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

**COURSE SCHEDULE**

(Subject to change)

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This 3-day intensive 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.

<b>Class</b>	<b>Day1: Oct 13<sup>th</sup></b>	<b>Day 2: Oct 14<sup>th</sup></b>	<b>Day 3: Oct 15<sup>th</sup></b>
<b>Theme</b>	Segmenting	Targeting & Positioning	Communicating & Connecting
<b>Topics</b>	<ul style="list-style-type: none"> <li>- Customer value</li> <li>- Demographics</li> <li>- Psychographics</li> <li>- Segmentation strategies</li> </ul>	<ul style="list-style-type: none"> <li>- Wants vs. needs</li> <li>- Motivation</li> <li>- Perception</li> <li>- Positioning</li> </ul>	<ul style="list-style-type: none"> <li>- Emotion</li> <li>- Self &amp; Identity</li> <li>- Social &amp; Cultural Influence</li> <li>- Brand Relationships</li> </ul>
<b>Required Readings</b>			
Articles	<ul style="list-style-type: none"> <li>- Creating Customer Value</li> <li>- Psychographics</li> </ul>	<ul style="list-style-type: none"> <li>- Elements of Value</li> <li>- Low-Touch Economy</li> </ul>	<ul style="list-style-type: none"> <li>- Science of Customer Emotions</li> <li>- Science of Persuasion</li> </ul>
Case 1	DeBeers	L'Oreal	Coca-Cola
Case 2	Renova	Headspace vs. Calm	KitKat
<b>Deliverables</b>	Individual Case Prep CB Dinner Download	Individual Case Prep	Individual Case Prep