

2021_S02_PGE_M1_MKT_0001_E_L_MRS/BOD

CONSUMER BEHAVIOUR

Semester 2, 2020 – 2021

COORDINATOR	Maud Derbaix
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OFFICE HOURS	Thursday 14:00 – 17:00

COURSE DELIVERABLE	DUE DATE	WEIGHT ON FINAL GRADE
Article Presentation (Group Assessment)	From session 3 to session 9 (depending on the chosen thematic)	40%
Written Exam	Session 10	50%
Participation	Each session	10%

Kedge Business School and its professors, encourage you to use your Pro-Acts, company projects and internships as privileged opportunities to apply the reflections, theories, concepts and tools presented during this course

INTRODUCTION AND OBJECTIVES

Course Purpose & Objectives

This course introduces the fascinating field of consumer behavior in which we try to understand some general psychological principles that govern the behavior of people in general, and to apply it to consumers in particular. Therefore the study of consumer behavior needs to integrate findings and theories from several other fields such as psychology, sociology, anthropology, etc., in order to solve marketing problems. Theoretical concepts play a major role in the consumer behavior discipline and have to be studied seriously in order to appreciate this course. However, in this class, an emphasis on strategic issues will be adopted and the theoretical concepts borrowed from other disciplines will be applied to business decisions.

At the end of the course, you should be able to:

- **Explain and apply key terms, definitions, and concepts** used in the study of consumer behaviour;
- **Analyze consumer behaviour** in all its **complexity** by taking into account the various factors likely to influence it (**internal and external influences**);
- **Develop and evaluate** marketing programs and strategies adapted to the targeted public and intended to influence particular behaviours.

Courses contribution to program objectives

PGE1. Understand and Integrate Core Management Disciplines

PGE3. Developing a strategic perspective

PGE5. Demonstrate critical thinking and the Ability to Perform in a Culturally Diverse Environment

Course description

Consumer decision-making process/ Internal and external influences on consumer behaviour/ Psychological approach/ Sociological and cultural approach

COURSE MATERIAL

All the necessary slides, links, instructions, tasks and exercises will be found on LEARN.

Textbooks

- Solomon M.R. (2018), *Consumer Behavior – Buying, Having and Being*, 12th edition, Pearson.

Note that this book has to be used as complementary resource to slides provided on the website of the course for a better understanding of theoretical concepts and/or models.

Websites

LEARN

SUPPLEMENTARY READINGS**References (Majority of these articles are available on Business Source Complete or on Science Direct)**

- Aaker J., Drolet A. & Griffin D. (2008), Recalling Mixed Emotions, *Journal of Consumer Research*, 35, pp.268 – 278.
- Belk R.W. (2013), Extended Self in a Digital World, *Journal of Consumer Research*, 40, pp. 477 – 500.
- Bower A. (2001), Highly Attractive Models in Advertising and the Women Who Loathe Them: The Implications of Negative Affect for Spokesperson Effectiveness, *Journal of Advertising*, 30, pp. 51 – 63.
- Brown S., Kozinets R.V. & Sherry J.F. (2003), Teaching Old Brands New Tricks: Retro Branding and the Revival of Brand Meaning, *Journal of Marketing*, 67, pp.19 – 33.
- Fischer E. & Arnold S.J. (1994), Sex, Gender Identity, Gender Role Attitudes, and Consumer Behavior, *Psychology & Marketing*, 11, pp.163 – 182.
- Hamilton R., Vohs K.D. & McGill A.L., We'll Be Honest, This Won't Be The Best Article You'll Ever Read: The Use of Dispreferred Markers in Word-of-Mouth Communication, *Journal of Consumer Research*, 41, pp.197 – 212.
- Hirschman E.C. & Holbrook M.B. (1982), Hedonic Consumption: Emerging Concepts, Methods and Propositions, *Journal of Marketing*, 46, pp.92 – 101.
- Holt D. & Thompson C.J. (2004), Man-of-Action Heroes: The Pursuit of Heroic Masculinities in Everyday Consumption, *Journal of Consumer Research*, 31, pp. 424 – 444.
- Karmarkar U.R. & Tormala Z.L. (2012), Believe Me, I Have No Idea What I'm Talking About: The Effects of Source Certainty on Consumer Involvement and Persuasion, *Journal of Consumer Research*, 36, pp. 1033 – 1049.
- Keel A. & Natarajan R. (2012), Celebrity Endorsements and Beyond: New Avenues for Celebrity Branding, *Psychology & Marketing*, pp. 690 – 703.
- Kozinets R.V. (2002), Can Consumers Escape the Market: Emancipatory Illuminations from burning Man, *Journal of Consumer Research*, 29, pp. 20 – 38.
- Krishna A., Lwin M.O. & Morrin M. (2010), Product Scent and Memory, *Journal of Consumer Research*, 37, pp.57 – 67.
- McQuarrie E.F., Miller J. & Phillips B.J. (2013), The Megaphone Effect: Taste and Audience in Fashion Blogging, *Journal of Consumer Research*, 40, 136 – 158.
- Muniz A.M. Jr. & O'Guinn T.C. (2001), Brand Community, *Journal of Consumer Research*, 27, pp. 412 – 432.

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COURSE CONTENTS AND TIMETABLE

The following table presents the 'typical' agenda for each session. The order of the studied topic as well as the time allowed for each topic may vary according to the needs and background of the participants.

SESSIONS	TOPIC	PRELIMINARY READING(S) AND ASSIGNMENTS
1	Introduction to Consumer Behaviour Details about the group presentation, set up subgroups, etc.	
2	Decision Making and Consumer Behaviour	
3	Perception	Hirschman E.C. & Holbrook M.B. (1982), Hedonic Consumption: Emerging Concepts, Methods and Propositions, <i>Journal of Marketing</i> , 46. Krishna A., Lwin M.O. & Morrin M. (2010), Product Scent and Memory, <i>Journal of Consumer Research</i> , 37.
4	Learning & Memory	Aaker J., Drolet A. & Griffin D. (2008), Recalling Mixed Emotions, <i>Journal of Consumer Research</i> , 35. Brown S., Kozinets R.V. & Sherry J.F. (2003), Teaching Old Brands New Tricks : Retro Branding and the Revival of Brand Meaning, <i>Journal of Marketing</i> , 67.

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5	The Self	<p>Bower A. (2001), Highly Attractive Models in Advertising and the Women Who Loathe Them : The Implications of Negative Affect for Spokesperson Effectiveness, <i>Journal of Advertising</i>, 30.</p> <p>Belk R.W. (2013), Extended Self in a Digital World, <i>Journal of Consumer Research</i>, 40.</p>
6	Attitudes & Persuasion	<p>Karmarkar U.R. & Tormala Z.L. (2012), Believe Me, I Have No Idea What I'm Talking About: The Effects of Source Certainty on Consumer Involvement and Persuasion, <i>Journal of Consumer Research</i>, 36.</p> <p>Keel A. & Natarajan R. (2012), Celebrity Endorsements and Beyond: New Avenues for Celebrity Branding, <i>Psychology & Marketing</i>, 29.</p>
7	Group Effects on Consumer Behaviour Reference groups, Family, and Children	<p>Muniz A.M. Jr. & O'Guinn T.C. (2001), Brand Community, <i>Journal of Consumer Research</i>, 27.</p> <p>Kozinets R.V. (2002), Can Consumers Escape the Market: Emancipatory Illuminations from Burning Man, <i>Journal of Consumer Research</i>, 29.</p>
8	Consumer Identity Gender, Culture and Subcultures	<p>Fischer E. & Arnold S.J. (1994), Sex, Gender Identity, Gender Role Attitudes, and Consumer Behavior, <i>Psychology & Marketing</i>, 11.</p> <p>Holt D. & Thompson C.J. (2004), Man-of-Action Heroes: The Pursuit of Heroic Masculinities in Everyday Consumption, <i>Journal of Consumer Research</i>, 31.</p>
9	Networked Consumer Behaviour Word-of-Mouth, Social Media and Fashion	<p>Hamilton R., Vohs K.D. & McGill A.L. (2014), We'll Be Honest, This Won't Be The Best Article You'll Ever Read: The Use of Dispreferred Markers in Word-of-Mouth Communication, <i>Journal of Consumer Research</i>, 41.</p> <p>McQuarrie E.F., Miller J. & Phillips B.J. (2013), The Megaphone Effect: Taste</p>

	+ Revision	and Audience in Fashion Blogging, <i>Journal of Consumer Research</i> , 40.
10	Written Exam	

TEACHING APPROACH/ INSTRUCTIONAL METHODS

A Word of Advice

Students are advised to carefully prepare each session in order to be able to discuss and acquire the required competences.

The articles listed in the course plan are compulsory reading. Subgroups of students will have to present their analyses of articles in class.

Organization of the sessions

During the 1st part of each session the professor presents the session's material and provide in-depth and practical explanation of the main concepts of the course content presented here above.

During the 2nd part, subgroups of students present their analyses of articles in class that are discussed with the professor and other students.

Group work

During the first session, students are assigned to subgroups by professor, on a random basis. Subgroups of four/five members are assigned.

The group work consists of an academic paper presentation.

EVALUATION OF STUDENT PERFORMANCE

DELIVERABLE	%
Article Presentation (by group)	40
Written Exam (Individual)	50
Participation	10

Methods Used to Evaluate Student Performance**Individual Assignments (Written exam for 50%/Participation for 10%)***Assessment Criteria for the Case Study (written exam)*

Section	Marks	Criteria
Definition of the problem	5	Define and evaluate the problem
Analysis	10	Analysis of the situation based on theoretical concepts
Recommendations	5	Define recommendations and expected results

Expected learning competences	Level attained (/5)		
	Fails to meet required Standard Not acceptable 0-1	Meets required Standard Acceptable 2-3	Above required Standard Superior 4-5
Ability to define and evaluate the problem related to some steps of the consumer decision making process	Not able to define and understand psychological processes related to purchase decisions	Detailed description of psychological processes related to purchase decisions	In-depth analysis of psychological processes related to purchase decisions
Ability to analyze the situation and to make some links with theoretical concepts – identification of the various influences on consumer behaviour	Not knowing the individual/internal influences and external influences on CB	Able to describe individual/internal influences and external influences on CB	In-depth analysis of the situation and ability to explain and anticipate individual/internal influences and external influences on CB
Ability to make some relevant recommendations related to the problem identified and to propose new strategies	Not able to propose recommendation and new strategies	Able to propose some recommendations and to propose strategies related	Able to propose interesting and relevant recommendations related to the problem identified and to propose and develop new strategies

Collective assessment – Group Work/Article Presentation (40%)*Criteria of evaluation*

Section	Marks	Criteria
Research Question	5	Identification of clear and relevant questions in the paper
Development/Analysis	10	Presentation of the literature review and results
Evaluation of the paper	5	Capacity to criticize

Expected learning competences	Level attained (/5)		
	Fails to meet required Standard Not acceptable 0-1	Meets required Standard Acceptable 2-3	Above required Standard Superior 4-5
Ability to identify and define the main research question in an academic paper	Not able to identify and define the main research question in an academic paper	Good definition of the research question	Identification and definition of the main research question and relevant theoretical concepts related (+ illustrations)
Ability to present the main theories explained in the paper and to focus on the most relevant results	Not able to focus on the main theories and the most relevant results	Able to present theories explained in the paper and some relevant results	In-depth analysis of the main theories and most relevant results
Capacity to criticize the academic paper and to suggest new research avenues	Not able to “step back” and to criticize the paper	Able to propose some personal points of views regarding the paper and to suggest some improvements	Able to criticize the academic paper in a constructive way and to suggest new research avenues

MAUD DERBAIX



Maud Derbaix is Professor of Marketing at Kedge Business School since 2009 and a member of the Creative Industries, Culture and Sport Research Cluster. She holds a PhD in Business Administration. Her research interests focus on consumer behavior, cultural consumption and more particularly valuing processes and pricing for the performing arts. Her works have been published in *Recherche et Applications en Marketing*, *Revue Française de Gestion*, *Psychology & Marketing*, *Journal of Marketing Management*, *Advances in Consumer Research*, and *Décisions Marketing*.

ABDUL ZAHID



An academic, and former marketing professional, Abdul Zahid gained qualification of Master 2 Research and is enrolled in final year of doctorate in marketing at IAE Aix-Marseille Graduate School of Management. He previously holds MBA and BS(Hons) dedicating his career to understanding marketing and related concepts, also its role in successful business. He has been teaching marketing courses since 2015 in BUIITEMS Pakistan and Kedge business school and holds firm grip over consumer psychology, with previously working in California based En-point technologies' marketing department in Pakistan and also engaged with various non-governmental organizations throughout the years.

ACADEMIC FRAUD

Definition

Academic fraud is a breach of ethics.

“Is achieved using unfair means or deception, to obtain material or undue moral advantage, or with the intent to avoid the enforcement of laws”. (Translated from the original source: Dictionnaire Juridique des Lois, 2010, available at: www.dictionnaire-juridique.com/definition/fraude/php)

Plagiarism consists of attributing authorship by (partial or total) copying, imitation or misappropriation.

The act of fraud is committed by one or more students/participants when they:

- appropriate written or oral work to themselves when they are not the author (in whole or in part) of the work, by omitting any references or quotations to the author or to the owner of the work;
- present any data that has been falsified or invented in any way;
- use the identity of the author, attributing the contents of and/or a resource to him/her, but without explicitly mentioning that they are not the author;
- appropriate the creative work of someone else and present it as their own;
- acquire excerpts of texts, images, results etc. from external sources by including them in their own work without mentioning the origins of the excerpts;
- summarise the original idea of an author by expressing it in their own words but omit quoting the source;
- cheat in an academic evaluation.

Plagiarism can occur in:

- an academic article or book;
- an exercise or a case study;
- a study or a report;
- a dissertation or a thesis;
- any document of which the student/participant is not, but purports to be the author.

Sanctions

Any student/participant having committed academic fraud, or having participated in it, will be sanctioned by the professor in charge of the course. The professor can apply 1st and 2nd level sanctions (detailed below). The professor will send a copy of the sanction to the student's/participant's programme. The student/participant will be informed/and or convoked by the programme director (or his/her representative) to a hearing prior to the possible convening of the Kedge Business School Disciplinary Council. In the case of a hearing of the Disciplinary Council, they can decide to apply 3rd and 4th level of sanctions.

Any student/participant guilty of academic fraud will receive one of the following sanctions:

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- Applied by the professor in charge of the course, Kedge Business School faculty member (1st and 2nd level):
 - A grade of zero for the work concerned and a formal warning;
 - A grade of zero for the course or module concerned and a formal warning.
- Applied by Kedge Business School's Disciplinary Council (3rd and 4th level):
 - Suspension from the programme for one or two semesters;
 - Exclusion from the programme.

N.B.: Plagiarism within a partner institution can result in these sanctions being applied by Kedge Business School, notwithstanding partner's decision.