



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title		Code	
Consumer Behavior			
Lecturer(s)		Department(s) where the course unit (module) is delivered	
Coordinator: prof. dr. Karina Adomavičiūtė – Sakalauskė Other(s):		Faculty of Economics and Business Administration Saulėtekio ave. 9, II building, LT 10222 Vilnius	
Study cycle		Type of the course unit (module)	
First		Compulsory / optional	
Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction	
Classroom, mixed learning	Spring semester	English	
Requirements for students			
Prerequisites: none		Additional requirements (if any): none	
Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	130	48	82
Purpose of the course unit (module): programme competences to be developed			
<p>The aim of the subject: to introduce students the major consumer behaviour theories and importance of their application in marketing practice. Managerial understanding about internal and external consumer behaviour factors that affect consumer decisions from problem arousal to product usage and assessment will be necessary for successful managerial practice. Also, knowledge and skills necessary for the implementation of unsophisticated consumer behaviour research are provided. Holistic understanding of consumer behaviour is expected after the course.</p> <p>Competences developed:</p> <ol style="list-style-type: none"> 1. To search for information about consumer behaviour, as important part of business environment, in various countries, and be able to compare the data. 2. Analyse consumer behaviour differences in various countries and global consumer behaviour trends. 3. Name consumer behaviour principles and be able to analyse consumer behaviour using unsophisticated marketing research tools. 4. Be able to create methodology and gather data for unsophisticated surveys. 5. Understand reasons and opportunities of standardising or adapting marketing mix for foreign countries. 			
Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods	
Students will be able to identify external and internal factors of consumer behaviour for the particular situation and select marketing tools to affect them (if possible) aiming for the favourable outcome for company or brand.	Lecturing, study of additional literature, case analysis, individual and teamwork, group presentation.	Test with close-ended questions. The group assignment focuses on applying consumer behaviour concepts and theories, and demonstrating their practical implementation, while analyzing a specific brand (3 presentations and 2 moderations of other students presentations).	
Students will be able to analyse consumer decision process and select particular marketing means in order change decision toward the favourable outcome for company or brand.			
Students will be able to identify, monitor and			

analyse global and local consumer behaviour trends and forecast their impact on marketing.		
Students will be able to select proper advertising tactics for the particular product category.		
Students will be able to analyse particular aspects of consumer behaviour by selecting appropriate research instrument and analysis methods.		
Students will be able to present theory and practical results for the audience and discuss their impact on marketing practice.		

Content: breakdown of the topics	Contact hours							Self-study work: time and assignments	
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work placement	Contact hours	Self-study hours	Assignments
1. Introductory lecture. Consumers and the marketplace. Context of understanding consumers. Constructs.	2						2	8	Students are explained how seminars will be integrated with lectures and additional material. Student teams are formed, and primary assignments are formulated. Chapters 1-2. Solomon M. R. (2017). Consumer Behavior: Buying, Having, and Being. Additional information provided by the lecturer.
2. Culture and culture change (I)	4		2				6	8	Chapters 13-14. Solomon M. R. (2017). Consumer Behavior: Buying, Having, and Being. Additional information provided by the lecturer. Preparation of the group assignment.
3. Culture and culture change (II). Social class.	2						2	6	Chapters 12-14. Solomon M. R. (2017). Consumer Behavior: Buying, Having, and Being. Additional information provided by the lecturer. Preparation of the group assignment.
4. Reference group influence	2		2				4	6	Chapter 11. Solomon M. R. (2017). Consumer Behavior:

									Buying, Having, and Being. Additional information provided by the lecturer. Preparation of the group assignment.
5. Family influence	2		1				3	6	Chapter 13. Solomon M. R. (2017). Consumer Behavior: Buying, Having, and Being. Additional information provided by the lecturer. Preparation of the group assignment.
6. Self-perception and personality	2		2				4	8	Chapters 6-7. Solomon M. R. (2017). Consumer Behavior: Buying, Having, and Being. Additional information provided by the lecturer. Preparation of the group assignment.
7. Motivation	2		1				3	6	Chapter 5. Solomon M. R. (2017). Consumer Behavior: Buying, Having, and Being. Additional information provided by the lecturer. Preparation of the group assignment.
8. Perception and interpretation	2		1				3	5	Chapter 3. Solomon M. R. (2017). Consumer Behavior: Buying, Having, and Being. Additional information provided by the lecturer. Preparation of the group assignment.
9. Learning and memory	2		1				3	5	Chapter 4. Solomon M. R. (2017). Consumer Behavior: Buying, Having, and Being. Additional information provided by the lecturer. Preparation of the group assignment.
10. Attitudes and persuasion	4		2				6	6	Chapter 8. Solomon M. R. (2017). Consumer Behavior: Buying, Having, and Being. Additional information provided by the lecturer. Preparation of the group assignment.

11. Individual decision making	2		2				4	5	Chapters 9-10. Solomon M. R. (2017). Consumer Behavior: Buying, Having, and Being. Additional information provided by the lecturer. Preparation of the group assignment.
12. Family decision making	2						2	5	Chapter 9. Solomon M. R. (2017). Consumer Behavior: Buying, Having, and Being. Additional information provided by the lecturer. Preparation of the group assignment.
13. Advertising and its effect on consumer behavior	2						2	4	Additional information provided by the lecturer. Preparation of the group assignment.
14. Trends in consumer behavior	2		2				4	4	Additional information provided by the lecturer. Preparation of the group assignment.
Total	32		16				48	82	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Test I	20	During the semester	<p>The test is composed of 15 close-ended questions that refer to topics No 1-5. The correct answer to a question – 1 point, incorrect answer – 0 points. The final grade for the test is the sum of collected points. The test is written during a lecture on the given week.</p> <p>Students who fail to report the test on time for important reasons, under the agreement, can hold it later.</p>
Group assignment	50	During the semester	<p>Students in a group of 3 will have to complete a group assignment consisting of 3 presentations and 2 moderations.</p> <p>a) <u>Presentations</u> Presentation 1: 10% of the course grade. Presentation 2: 15% of the course grade. Presentation 3: 15% of the course grade.</p> <p>Each presentation should be prepared in accordance with the task descriptions provided by the lecturer. The assignment focuses on applying consumer behaviour concepts and theories, and demonstrating their practical implementation, while analyzing a specific brand.</p> <p>Each presentation is evaluated on a 10-point scale. Evaluation criteria: 10 (excellent) – all given tasks are clearly presented while showing clear link between consumer behavior concepts, theories, and models discussed in class and their practical implementation; all practical solutions and examples realistic, creative and well-justified; presentation is smooth, engaging, and professional; all questions answered correctly. 9 (very good) – all given tasks are presented with minor</p>

		<p>shortcomings in linking theory to practice; most practical solutions and examples are realistic and well-justified; the presentation is clear and engaging with only minor issues; most questions are answered correctly.</p> <p>8 (good) – majority of the given tasks are presented clearly but some links between theory and practice are incomplete; practical solutions and examples are generally relevant but may lack detail; presentation is organized but could be more engaging; most key questions are answered.</p> <p>7 (average) – majority of the tasks are addressed but the link between theory and practice is shallow or partially incomplete; some practical solutions and examples are missing or weak; presentation has noticeable shortcomings; not all key questions are answered.</p> <p>6 (satisfactory) - several tasks are presented superficially; links between theory and practice are weak; practical solutions and examples are limited or poorly justified, some of them missing; presentation lacks clarity; some questions are unanswered or answered incorrectly.</p> <p>5 (weak) – given tasks are minimally addressed; theory and practical application are mostly missing or poorly applied; practical solutions and examples are scarce or irrelevant; presentation is poorly structured; most questions are unanswered or incorrect.</p> <p>4, 3, 2, 1 (unsatisfactory) – given tasks are not adequately addressed; theory and practical solutions and examples are largely missing; presentation is incoherent or disorganized; most questions are not answered.</p> <p>b) <u>Moderation</u>. Students are required to moderate 2 (two) presentations of their colleagues during the semester. Each moderation is worth 5% of the course grade.</p> <p>Each moderation is evaluated on a 10-point scale. Evaluation criteria:</p> <p>10 (excellent) – moderators facilitate the discussion smoothly and professionally; questions are thoughtful, relevant, and challenge presenters to link theory to practice; they engage the audience effectively and ensure all participants contribute; demonstrate deep understanding of consumer behaviour concepts.</p> <p>9 (very good) - moderators guide the discussion clearly; most questions are relevant and encourage reflection; audience engagement is good; minor issues in flow or depth; understanding of consumer behaviour concepts is strong.</p> <p>8 (good) - moderation is generally clear; some questions are relevant; audience engagement is acceptable; minor shortcomings in depth or discussion facilitation; shows reasonable understanding of concepts.</p> <p>7 (average) - moderation addresses discussion but facilitation is shallow or inconsistent; few relevant questions; limited audience engagement; understanding of consumer behavior concepts is partial.</p> <p>6 (satisfactory) - moderation is superficial; questions are limited or mostly irrelevant; audience engagement is minimal; understanding of consumer behavior concepts is weak.</p> <p>5 (weak) - moderation is poorly structured; few or no relevant questions; audience participation is low; minimal understanding of consumer behavior concepts.</p> <p>4, 3, 2, 1 – (unsatisfactory) - moderation is incoherent or</p>
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			absent; no relevant questions; audience not engaged; consumer behavior concepts are poorly understood. The electronic version of each presentation should be uploaded to the emokymai.vu.lt system or sent to the lecturer before the given date. Each presentation should be delivered by the student group on the scheduled date. All three group members will be evaluated equally.
Test II	30	During the exam session	Test is composed of 20 close-ended questions that refer to the topics No 6-14. The correct answer to a question – 1 point, incorrect answer – 0 points. The final grade for the test is the sum of collected points. Test is written during the exam session.

The final assessment of a student's knowledge is the sum of test I, group assignment, and test II evaluations. A 10-point scale is used for evaluation:
95-100% or 10 (excellent)
85-94.9% or 9 (very good)
75-84.9% or 8 (good)
65-74.9% or 7 (average)
55-64.9% or 6 (satisfactory)
45-54.9% or 5 (weak)
Less than 45 percent (unsatisfactory) when the minimum requirements are not met: 4, 3, 2, 1.

Important note! Retake examination as an external student is allowed at this course. In this case, the final assessment consists of the evaluation of 2 tests (20% + 30% of the final grade) and group assignment (50% of the final grade).

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
Compulsory reading				
Solomon M. R.	2017	Consumer Behavior: Buying, Having, and Being	12th edition	Prentice Hall (Pearson Education)
Optional reading				
Solomon M. R., Bamossy G. J., Askegaard S., Hogg M. K.	2016	Consumer behaviour: a European perspective	6th edition	Harlow, England: Pearson
Zubin Sethna, Jim Blythe	2016	Consumer Behaviour	3rd edition	SAGE Publications Ltd, England
Constantinos Pantidos	2018	Living Brands: How Biology & Neuroscience Shape Consumer Behaviour & Brand Desirability	-	LID Publishing, England
Other various sources (articles, chapters, cases, reports, etc.) uploaded into emokymai.vu.lt.				