

COURSE OUTLINE

(1) GENERAL

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|---|------------------------------|----------------|--------|
| SCHOOL | School of Business | | |
| ACADEMIC UNIT | Management | | |
| LEVEL OF STUDIES | 1 st Cycle | | |
| COURSE CODE | MKTG-496 | SEMESTER | Spring |
| COURSE TITLE | Consumer Behavior | | |
| INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i> | WEEKLY TEACHING HOURS | CREDITS | |
| | 2.5 | 6 | |
| | | | |
| | | | |
| <i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i> | | | |
| COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i> | Special Background | | |
| PREREQUISITE COURSES: | MKTG-292 | | |
| LANGUAGE OF INSTRUCTION and EXAMINATIONS: | English | | |
| IS THE COURSE OFFERED TO ERASMUS STUDENTS | | | |
| COURSE WEBSITE (URL) | | | |

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

After completion of the course students are expected to be able to:

- *Analyse, interpret and predict consumer behaviour, and correspondingly describe and*

prescribe it using individual and environmental factors' profile of the individual consumer or segment.

Students learn the concept and role of consumer behavior in marketing, become familiar with the many individual and environmental factors affecting consumer behavior, and reversely learn how to predict behavior through knowledge of these factors.

- Use consumer behaviour analysis towards practical market segmentation and effective consequent targeting.
Students learn how to segment the market in ways more in-depth and complicated than usually taught e.g. segmentation and consequent behavioural traits depending on psychographic profile, attitudes, beliefs, feelings, generation, culture and more.
- Apply consumer behaviour analysis towards understanding the 'wants' and underlying 'needs' of targeted customers.
Students become familiar with the underlying psychological factors that define consumer behavior, their manifestation into consumer wants for goods and services and the consequence of this on marketing.
- Utilise consumer behaviour knowledge within the wider marketing planning process.
Students learn how to utilize their knowledge on consumer behavior towards the various marketing planning functions such as the development of the marketing mix.
- Analyse the behaviour of consumers in a fragmented fashion and in relation to the seven-step consumer decision process.
Students extensively deal with the seven step consumer decision process in order to understand the various aspects of decision making involved (need recognition, information search, alternatives evaluation, purchase, consumption, post-consumption evaluation, divestment)
- Place and appreciate the role and importance of consumer behaviour analysis, not only in the business context, but also in the wider social, cultural and economic ones.
Students deal with the matter of consumer behavior in a manner that transcends mere business functions to view the consumer and its science in a social, economic and cultural context. Consumer behavior is in fact also provided as the means to comprehending individual behavior in modern societies and not only.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

*Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment*

Adapting to new situations

Showing social, professional and ethical responsibility and sensitivity to gender issues

Decision-making

Criticism and self-criticism

Working independently

Production of free, creative and inductive thinking

Team work

.....

Working in an international environment

Others...

Working in an interdisciplinary environment

.....

Production of new research ideas

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Decision-making
Working independently
Team work
Project planning and management
Respect for difference and multiculturalism
Showing social, professional and ethical responsibility and sensitivity to gender issues

(3) SYLLABUS

- Introduction to Consumer Behavior
- Consumer Ethics and Social Concerns
- Perceiving and Making Sense
- Learning, Memory and Knowledge
- Motivation
- Attitudes
- Decision Making
- Buying, Using, and Disposing
- Identity and the Self
- Personality, Lifestyles, and Values
- Social and Cultural Identity
- How Groups Define Us
- Social Class and Status
- Culture

(4) TEACHING and LEARNING METHODS - EVALUATION

| | | |
|---|---|--|
| DELIVERY <i>Face-to-face, Distance learning, etc.</i> | Face-to-face | |
| USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i> | <i>Use of ICT in teaching / Χρήση ΤΠΕ</i> <i>Communication with students / Επικοινωνία με Φοιτητές</i> | |
| TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching,</i> | Activity Lectures Study & Analysis of bibliography Project Essay Writing Interactive Teaching | Semester workload 35 30 35 25 25 |

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|---|--|--|--|--|--|--------------|------------|
| <p><i>educational visits, project, essay writing, artistic creativity, etc.</i></p> | <table border="1"> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td>Course total</td><td>150</td></tr> </table> | | | | | Course total | 150 |
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| Course total | 150 | | | | | | |
| <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p> | | | | | | | |

| STUDENT PERFORMANCE EVALUATION | |
|---|---|
| <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p> | <p>Assignment, Pinal Exam, Class Participation, Presentation and Q&As session, Final Exam</p> |

(5) ATTACHED BIBLIOGRAPHY

| Required Textbooks / Reading: | | | | |
|---|---|-----------|------|--|
| Title | Author(s) | Publisher | Year | ISBN |
| Consumer Behavior: Buying, Having, Being 14th Edition | Michael R. Solomon; Cristel Antonia Russell | Pearson | 2024 | Print ISBN 9780137865093, 0137865090 eText ISBN 9780137937967, 0137937962 |

Recommended Textbooks / Reading:

| Title | Author(s) | Publisher | Year | ISBN |
|--------------------------------|--|-----------|------|-------------------------------|
| Consumer Behavior, 8th Edition | Wayne D. Hoyer; Deborah J. MacInnis; Rik Pieters | Cengage | 2024 | ISBN-13: 978-0-357-72129-2 |