



South-Eastern Finland
University of Applied Sciences

CONSUMER BEHAVIOUR

3 ECTS, (3.- 14.8.2020)



Brian A. Zinser, D.B.A., instructor

Learning outcomes

At the conclusion of the course students will:

1. Understand how the behavioral sciences (psychology, sociology, and anthropology) are applied to the study of consumer behavior.
2. Understand the internal dynamics of individuals as consumers: perception, learning, motivation, self-concept, personality and attitudes.
3. Understand how individuals make consumer decisions and how the influence of other people and groups, circumstances and the environment impact the decision process.
4. Identify various ways to segment a consumer market.
5. Understand how income and social class affect the consumer's decision process.
6. Understand how membership in various sub-cultures influence consumer behavior.
7. Understand how cultural differences impact consumer choices and how culture should dictate the choice of marketing strategies and communications.

Content

This course is designed to introduce the study of behavioral concepts related to consumer behavior from an European perspective, although the instructor has a North American bias. Attention is directed toward understanding consumer needs, perceptions, attitudes, intentions and behavior within a strategic marketing and managerial framework. Emphasis is on predicting and understanding purchase behavior for best firm/consumer needs' match.



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Assessment

Course Requirements and Grading Scheme

There will be two exams (30%), In/out of class assignments (30%), Mylab study assignments/chapter quizzes (20%), a group project (10%). Class attendance and participation will count for the remaining 10 percent.

You must take both exams, chapter quizzes, and complete the group project to receive a passing grade.

Chapter Quizzes

You will have to complete online chapter quizzes that cover the reading assignments. The quizzes will be open-book/note. They will be online, timed, and available to be completed prior to each exam. Your worst two quizzes will be dropped in determining your quiz grade.

Exams

Each exam will consist of two sections. The first section will be multiple choice questions to assess your understanding of the content covered in the book and class lecture/discussions. The second section of the exam will consist of short essay questions. You will be asked to select 3-4 questions out of 5-7 to write about. The short essay questions will be blind graded.

Group Work Evaluation

Each group will receive a class peer grade for the completed project/presentation. Your group peers' will also provide an evaluation of your personal contribution towards the project. At the completion of the project, you will be required to evaluate your colleagues' contributions or lack thereof. A group member may be "fired" from their group for poor performance and will either have to complete a project on his/her own or receive a zero for the assignment. To "fire" a group member, the decision must be a unanimous decision of the rest of group members and be approved by the instructor.

Attendance

Attendance and class participation is expected. Please notify me in advance if you will be absent for a scheduled exam so other arrangements can be made.

Grading

Your grade will be determined by your performance on exams, group project and attendance/participation. The follow conventions will be used but are subject to my discretion:

A	93 - 100%	B	83 - 86%	C	73 - 76%	D	63 - 66%
A-	90 - 92%	B-	80 - 82%	C-	70 - 72%	D-	60 - 62%
B+	87 - 89%	C+	77 - 79%	D+	67 - 69%	F	Below 60%



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Prior know-how and skills

Ideally, students should have an introductory course in marketing. Introductory courses in psychology, sociology, and anthropology are helpful.

Co-requisites

None

A brief cv of the lecturer

I have been teaching full-time for more than 15 years. I have taught more than 20 sections of Consumer Behavior at the undergraduate level. This will be the first time I have taught it to a multi-national student body in an international environment. I hope to learn as much from the experience as you will. Below you will find a brief CV as well as my teaching philosophy.

On a personal note, I am considered a “baby boomer” in the United States. I am married and have two children. My daughter and her family live in New Orleans, La. and my son and his wife live in Stuttgart, Germany. In my free time, I sail on the Great Lakes and have made two offshore passages to and from the Virgin Islands to North America. While I am an avid skier, my wife and I escape to a second home we own in Santa Cruz la Laguna, Guatemala whenever we can during the winter months. I have traveled extensively in North and Central America, as well as Europe, Turkey, U.E.A. and the Pacific islands of both Hawaii and the Marianas.

Instructor Biography:

Academic Background

2009-2015	Falls School of Management, Anderson University, Anderson, IN DBA (August 2015) in marketing. Dissertation topic: Determinants of United States Muslim’s intentions to use retail Islamic banking and financial services: An extension of the theory of planned behavior.
1982-1986	J.L.Kellogg Graduate School of Management, Northwestern University, Evanston, IL; M.M. (MBA) in marketing and finance, June 1986
1977-1981	University of Illinois at Urbana-Champaign; A.B. with distinction in finance (minor in economics), January 1981



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Faculty Experience

2014-Present	NORTHERN MICHIGAN UNIVERSITY, Marquette, MI College of Business, Associate Professor – Marketing
2005-2014	LAKE SUPERIOR STATE UNIVERSITY, Sault Ste. Marie, MI Lukenda School of Business, Associate Professor – Marketing
2010 – 2014	ALGOMA UNIVERSITY, Sault Ste. Marie, ON Adjunct Instructor – Marketing
1998-2004	NORTHERN MICHIGAN UNIVERSITY, Marquette, MI Walker L. Cisler College of Business, Adjunct Instructor
1993	DAVENPORT COLLEGE, Grand Rapids, MI, Adjunct Instructor,

More than twenty years professional experience in marketing management positions in higher education and the financial services industry including multinational commercial bank, mutual fund management company and two community banking organizations.

Teaching Philosophy

I view the primary objective of teaching in the context of an undergraduate marketing and general management education as preparing students, either individually or working as a member of a group or team, to develop creative solutions to solve complex problems. Both the identification of complex problems and the development of creative solutions require students to learn the fundamentals and principles of the discipline. It is equally important that students become lifelong learners prepared to not only meet the marketing challenges of the new economy, but the “next” economy as well.

Therefore, my teaching philosophy is to engage students in readings, lectures, discussions, exercises and projects that help them develop critical thinking skills; validate and synthesize large amounts of data into useful and valuable information; express themselves both orally and in written communications; and work effectively in teams and groups. I attempt to challenge students to push the limits of conventional marketing precepts.

As a teacher, I feel it is my responsibility to design and structure a course and create a learning environment to meet the learning goals and objectives highlighted above. I am also responsible for enthusiastically facilitating the learning process by engaging students in meaningful discussions, activities and tasks. I have found that the more relevant the discussion, activity or task is to students’ frame of reference, the more engaged students seem to be. Like the popular bumper sticker, “Think Globally, Act Locally,” I believe the curriculum not only needs to be internationalized, but localized too. Because almost all students have either past or present experience working in a marketing organization,



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I make it a point to find out the first week of class what the organizations they have been or are involved in and incorporate examples and illustrations of those organizations into class lectures and discussions.

I feel it is the students' responsibility to come prepared to class or group meetings. By prepared, I mean more than they have read the text or case and prepared the required assignment. I mean prepared to actively participate in class. Since today's students are the most informed and sophisticated consumers in history, it is not that difficult for most students of marketing to be prepared!

Lastly, as in any sustainable relationship, an environment of mutual respect must exist. My assessment of students' abilities must be objective and fair. Likewise, I must accept students' assessment of my teaching as objective and fair. In the latter case, I use constructive feedback as a tool to improve my teaching.