

Syllabus

Consumer Behavior

Academic year 2024/2025

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1. General organization

1.1. Subject information

Subject information	Topic	Consumer Behavior
	Topic Code	11_2GrADE_FT-EN_110
	Program Name	Bachelor's Degree in Business Administration and Management Official Program of Universidad Internacional de la Empresa
	Credits	6 ECTS
	Type	Compulsory
	Year	First
	Period	Second
	Language in which it is taught	Spanish
	Modality	Face
	Recommended study dedication per 1 ECTS	25 hours

1.2. Faculty

Teacher	Diego Santos González PhD in Sociology
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1.3. Subject Presentation

In the subject of Consumer Behavior, the basic principles of consumer behavior are studied, as well as the internal and external variables that determine their purchasing behavior. The student will learn about the purchase and post-purchase decision process, as well as the fundamental characteristics of the consumer in the digital age.

1.4. Competencies and/or Learning Results

ASSIGNED DEGREE LEARNING OUTCOMES

CP3. Design marketing actions to respond to the needs of the market and the consumer.

CP4. Design commercial and sales policies adapted to the objectives of the organization.

LEARNING OUTCOMES OF THE SUBJECT

Upon completion of this subject, the student is expected to be able to:

R.A.1. Identify the internal and external variables that influence purchasing behavior.

R.A.2. Understand the purchase and post-purchase decision process.

2. Content

Topic 1. Introduction to Consumer Behavior

Topic 2. Internal variables that influence purchasing behavior

Topic 3. External variables that influence purchasing behavior

Topic 4. The purchase decision and post-purchase process

Topic 5. The consumer in the digital age

3. Teaching and Learning Methodologies

The teaching methodologies that will be followed in this subject are the following:

- Expository methods: which emphasize the acquisition of new information. Expository methods include lectures, seminars.
- Application methods: which emphasize the active processes that students use to perform procedural or principled tasks to acquire new knowledge. Application methods include hands-on demonstration, problem-solving and exercises, case studies, project design, simulations, guided research, and project work.
- Collaborative methods: which emphasize the social dimension of learning and motivate students to share knowledge, carrying out tasks collaboratively. These methods include guided discussions (forums), collaborative work, and mentoring.
- Globalizing methods: which emphasize the integration of knowledge and the interdisciplinary approach to professional reality.

4. Activities

Activity	Number of hours	Face-to-face (%)
Participatory master class	28	100%
Practical classes: Problem solving	30	100%
Oral and written presentations	4	50%
Tutorials	10	25%
Document Review	37	0%
Freelance work	37	0%
Evaluation	4	100%
TOTAL	150	

5. Evaluation

5.1. Assessment Methods

The Student Assessment Model at University follows the principles of the European Higher Education Area (EHEA).

Assessment System	Weighting
Continuous Assessment Activities*	60 %
<p><i>Problem solving:</i> 20% The exercises and problems that the teacher asks the students to do will be evaluated.</p> <p><i>Case Study/Project Design:</i> 30% Individual and/or group work will be carried out related to real situations of the economy and/or companies that are requested by the professor.</p> <p><i>Other continuous assessment activities:</i> 10%</p>	
	Weighting
Objective Tests*	40 %
Evaluation of the evidence	

***It is an essential requirement to pass the subject to obtain a minimum average of 5 in each section (continuous assessment activities and objective tests).**

The final grade will be calculated using the weighting described above, except in the case of not passing at least one of the two sections. In the latter case, the final grade will be the lowest grade between the continuous assessment activities and the objective tests.

For sanctions associated with academic dishonesty, the General Regulations of Evaluation and Qualification of the University and the Regulations of Coexistence and Disciplinary Regulations of Students will be applied. In particular, the use of content authored by others than the student himself must be appropriately cited in the works delivered. In the event of a coincidence of more than 15% -reproducing information from sources without properly citing them-, the sanction will be a fail (0) of the activity in which it is detected. In the event of repeated behaviour, the penalty will be a failure (0) in the subject and loss of the call in which the offence occurred, in addition to the decision taken by the disciplinary committee for being a very serious offence. Likewise, the use of fraudulent means during the assessment tests will result in a fail (0) and may lead to the opening of disciplinary proceedings.

In order to be evaluated in the ordinary call, you may not have more than 25% of absences.

In the extraordinary call, the same competencies/learning outcomes will be assessed using the same evaluation system as in the ordinary call. The student must repeat only the evaluation activities that they have not passed in the ordinary call. Only students who have obtained a final grade of "Fail" or "Not presented" may apply for the extraordinary call.

5.2. Grading System

The grade of the subject will be established on a numerical scale from 0 to 10, with the following associated qualitative grade:

Level of Proficiency	Official Rating	Qualitative Rating
Very competent	9,0 - 10	Outstanding
Competent	7,0 - 8,9	Notable
Acceptable	5,0 -6,9	Approved
Not yet competent	0,0 -4,9	Suspended

The mention of "Honors" may be awarded at the discretion of the teaching professor to students who have obtained a grade equal to or greater than 9.0. An honours degree may be awarded for every 20 students when the teaching staff considers that the performance of the subject has been exceptional. In the event that the number of students is less than 20, only one Distinction may be awarded.

In each of the activities carried out , **the achievement of the learning outcomes will be measured**, with impartiality and objectivity.

6. Bibliography

Basic

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Underhill, P. (2006). *Why we buy. The Science of Shopping*, Editorial Gestión 2000.

George Ritzer G. (2000). *The charm of a disenchanted world. The Revolution of the Editorial Consumer Media* : Ariel.

Complementary

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Ruiz, S. and Alonso, J. (2013). *Experiences and Cases of Consumer Behavior*.

Schmitt, B. (2004). *Customer Experience Management (CEM): How to optimize customer experience management*. McGraw-Hill Publishing.

Martinez, J. (2021). *Neuroinsights: Neuroscience, the consumer and brands*. Editorial ESIC.

Yágüez, E. Merino, M.J. (2021). *From excitement to purchase. Why and how we shop*. Editorial ESIC.

Websites of interest

Consumer Behavior and Marketing

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<https://www.kantar.com/es/inspiracion>

<https://blog.hubspot.es/>

<https://summa.es/blog/>

<https://www.inboundcycle.com/blog-de-inbound-marketing>

<https://hotmart.com/es/blog>

<https://www.genwords.com/blog/>

Consumer psychology

<https://psicologiadelconsumo.wordpress.com/>

<https://psicoblogurl.wordpress.com/>

<https://gestion.pe/blog/marcasymentes/>

Neuromarketing

<https://neuromarca.com/>

<https://neuromarketing.la/>

<http://brainandmarketing.blogspot.com/>

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<https://www.neurosciencemarketing.com/blog/home#>

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