

| NAME OF THE COURSE | | CONSUMER BEHAVIOR | | | | |
|---|--|---|--------------|---|----|--------------|
| Code | EUB208 | Year of study | 3rd | | | |
| Course teacher | Mirela Mihić, PhD, Full Professor Ivana Kursan Milaković, PhD, Assistant professor | Credits (ECTS) | 5 | | | |
| Associate teachers | Ivana Kursan Milaković, PhD, Assistant professor | Type of instruction (number of hours) | L | S | E | F |
| | | | 26 | | 26 | |
| Status of the course | Obligatory/Optional | Percentage of application of e-learning | 20% | | | |
| COURSE DESCRIPTION | | | | | | |
| Course objectives | The main goal of this course is to provide the students with: (1) introduction and acquiring of different theoretical concepts and insights useful for understanding the consumer behavior as well as identification of the factors that influence consumer behavior; (2) application of theoretical knowledge in creating the appropriate marketing strategies with a goal of adjusting them to the consumers while influencing their behavior. | | | | | |
| Course enrolment requirements and entry competences required for the course | Regulated by The Statute of Faculty of Economics, University of Split, as well as the Study Regulations. Knowledge of basic Microsoft Office programs. | | | | | |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | <p>Main learning outcome:</p> <p>1. Analyze the concepts and insights regarding the consumer behavior with a purpose of creating the marketing stimuli and strategies in order to influence the consumer's attitudes and behavior.</p> <p>Individual learning outcomes:</p> <p>1. Identify the segmentation variables on the individual market with a purpose of extracting the market segments;</p> <p>2. Analyze social and/or psychological factors that determine the consumer behavior and marketing implications of such influences;</p> <p>3. Analyze personal factors that determine consumer behavior, as well as the marketing implications of such influences;</p> <p>4. Estimate consumer behavior in certain decision making phases and the influence on the marketer's behavior.</p> | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | Topic Lectures | | Hours | Topic Exercises | | Hours |
| | An Introduction to Consumer Behavior: What is Consumer Behavior? What is the Importance of Understanding Consumer Behavior? | | 2 | Consumer behavior introduction: Project assignment directions. Practical assignment and discussion. | | 2 |
| | Market Segmentation: Basis, Criteria and Strategies for Effective Segmentation. | | 2 | Market segmentation: criteria and strategies for the successful segmentation. Practical assignment and discussion. | | 2 |
| | Cultural Influences and Consumer Behavior: Culture and subcultures. | | 2 | Cultural influences and consumer behavior: culture and subculture. Practical assignment and discussion. | | 2 |
| | Social Influences and Consumer Behavior (I): Culture continued. Socialization. | | 2 | Social Influences and Consumer Behavior (I): Culture continued. Socialization. Practical assignment and discussion. | | 2 |

2021./2022.

01/03/22 – 9. Sj. FV.

| | | | | |
|--------------------------|--|---|---|---|
| | Social Influences and Consumer Behavior (II): Social Class. | 2 | Social factors and consumer behavior (II): Social classes. Practical assignment and discussion. | 2 |
| | Social Influences and Consumer Behavior (III): Reference Groups and Family Influences. | 2 | Social factors and consumer behavior (III): Reference groups. Family influence. Practical assignment and discussion. | 2 |
| | Social Influences and Consumer Behavior (IV): Situational Influences. | 2 | Social factors and consumer behavior (IV): Situational factors. Practical assignment and discussion. | 2 |
| | Individual and Psychological Influences and Consumer Behavior (I): Motives and Motivation | 2 | Individual factors and consumer behavior (I): Motives and motivation. Practical assignment and discussion. | 2 |
| | Individual and Psychological Influences and Consumer Behavior (II): Perception. | 2 | Individual factors and consumer behavior (II): Perception. Knowledge. Practical assignment and discussion. | 2 |
| | Individual and Psychological Influences and Consumer Behavior (III): Attitudes and Beliefs. Personality, Values and Lifestyle. | 2 | Individual factors and consumer behavior (III): Attitudes, personality, values and life-style. Practical assignment and discussion. | 2 |
| | Psychological Influences and Consumer Behavior: Learning Processes. | 2 | Psychological factors and consumer behavior. Learning process. Group communication and personal influence. Practical assignment and discussion. | 2 |
| | The Decision Making Process (I): Problem Recognition. Information Search. Alternative Evaluation. | 2 | Buying decision making process (I): Problem recognition. Information search. Alternative evaluation. Practical assignment and discussion. | 2 |
| | The Decision Making Process (II): Selection and Decision making - Purchase. Post-purchase Processes. Other Areas of Consumer Behavior: Diffusion of Innovations. | 2 | Buying decision making process (II): Buying decision making. Post-purchase behavior. Practical assignment and discussion. | 2 |
| | | | | |
| | | | | |
| Format of instruction | <input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work | | <input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other) | |
| Student responsibilities | To attain a signature, a regular student must attend 60% of lectures and 60% of exercises (compensation is not an option), complete evaluation assignments (minimally 2 of them) and 50% of the project assignment that was positively graded. | | | |

| | | | | | | |
|--|---|-----|---------------|--|---------------------------------------|-----|
| Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course) | Class attendance | 1.6 | Research | | Practical assignment/evaluation tests | 0.2 |
| | Experimental work | | Report | | (Other) | |
| | Essay | | Seminar essay | | (Other) | |
| | Tests | | Oral exam | | (Other) | |
| | Written exam | | Project | 3.2 | (Other) | |
| Grading and evaluating student work in class and at the final exam | <p>The exam consists of individual assignment development that will encompass more assignments/problem questions (14 of them) and thus will cover the curriculum of class topics/units and enable the learning outcomes verification. Students will hand over the first assignment part (1-7) in the 8th week and the rest (8-14) in the 15th week of the semester. Evaluation assignments (under ‘student responsibilities’) will be used for curriculum comprehension and student preparation for the project assignment development.</p> <p>The exam is considered to be passed if the student has successfully completed the project assignment, i.e. achieved the sufficient grade from all parts of the project/assignment.</p> <p>Grading system (%) for the written exams (individual assignment) is the following: 0-49 insufficient (1) 50-65 sufficient (2) 66-75 good (3) 76-85 very good (4) 86-100 excellent (5)</p> | | | | | |
| | | | | | | |
| Required literature (available in the library and via other media) | Title | | | Number of copies in the library | Availability via other media | |
| | Materials provided during the lectures and on Moodle, 2021 | | | | Moodle | |
| | Kesić, T., Ponašanje potrošača, Opinio, Zagreb, 2006. | | | 10 | - | |
| | Schiffman, L.G., Wisenblit, J. L.: <i>Consumer Behavior: Global Edition</i> , 12th edition, Pearson, 2019. | | | | yes | |
| | | | | | | |
| Optional literature (at the time of submission of study programme proposal) | <p>Books:</p> <p>Solomon, M. R., Hogg, M. K., Askegaard, S., Bamossy, G.: <i>Consumer Behavior: A European perspective</i>, 7th edition, Pearson, 2019.</p> <p>Solomon, M. R., <i>Consumer Behavior, Buying, Having, and Being</i>, Pearson, 12th, Boston, Columbus, 2018.</p> <p>Hoyer, W. D., MacInnis, D. J., Pieters, R.: <i>Consumer Behavior</i>, 7th edition, Cengage Learning, 2018.</p> <p>Mothersbaugh, D.L., Hawkins, Del I., <i>Consumer Behavior: Building Marketing Strategy</i>, McGraw-Hill Education, New York, 2016.</p> <p>Articles:</p> | | | | | |
| | | | | | | |

| | |
|---|---|
| | <p>Anić, I.D., Mihić, M., Kursan Milaković, I. <u>Antecedents and outcomes of fashion innovativeness in retailing</u>, Service Industries Journal, Vol. 38, No. 9-10, 2018.</p> <p>Mihić, M., Anić, I.D., Kursan Milaković, I., <i>Time spent shopping and consumer clothing purchasing behaviour</i>, Economic Review, 69, 2018.</p> <p>Kursan Milaković, I. (2021). Purchase experience during the COVID-19 pandemic and social cognitive theory: The relevance of consumer vulnerability, resilience, and adaptability for purchase satisfaction and repurchase. <i>International Journal of Consumer Studies</i>, doi:10.1111/ijcs.12672</p> <p><i>Other sources:</i> News from portal Ja Trgovac (www.jatrgovac.com), News/articles from portal Poslovni dnevnik (www.poslovni.hr) News/guides from the Ministry of Economy's websites, related to consumer protection areas (http://potrosac.mingo.hr/hr/potrosac) Thematic videos and/or ads from YouTube.com, TED (https://www.ted.com/) Case studies and assignments developed/prepared by professor</p> |
| Quality assurance methods that ensure the acquisition of exit competences | <ul style="list-style-type: none"> • Evaluation of student obligations' fulfillment (course teacher) • Teaching supervision (vice dean for education) • Studying successfulness analysis across all courses (vice dean for education) • Student survey regarding the quality of teacher(s) and teaching for every course (UNIST, Quality improvement center) • Exam, conducted by the course teacher, covering all course learning outcomes. Exam content is periodically assessed for the purpose of the learning outcomes adequacy review (vice dean for education) |
| Other (as the proposer wishes to add) | |