

**MKT 7232 (G01) (3.0 CH)**  
**CONSUMER BEHAVIOUR**  
**FALL 2022**

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**INSTRUCTOR**

Name: Namita Bhatnagar	Office Location: 486 Drake Centre
Phone: 204-474-9299	Office Hours: T 4:00 – 5:00 pm
	Class Room: 140 Drake Centre
Email: Namita.Bhatnagar@umanitoba.ca	Class Time: T 6:15 – 9:30 pm

**COURSE DESCRIPTION**

The intensive study of customer psychology associated with the development of effective marketing techniques. An in-depth knowledge of what motivates customers and the way they make purchase decisions helps managers in predicting customer reactions to changes in the marketing mix and to the introduction of new products and services. Course topics first examine customers at the individual-level, and then address the interdependent aspects of consumption behavior by examining its social and cultural context.

**COURSE OBJECTIVES**

On course completion, you should be able to:

- Understand the importance of considering the end user within managerial decision making
- Understand the interplay between consumer research, marketing ethics, and public policy.
- Understand some of the main consumer research techniques.
- Understand the role of motivations and goals within consumption choice.
- Appreciate the strategic use of sensory stimuli.
- Grasp how consumers make decisions and appreciate the malleability of their choices.
- Understand consumer attitudes and persuasion.
- Understand the importance of other people and social norms in decision making.
- Understand the influence of the situation on consumer decision making.

**COURSE MATERIALS**

Readings that comprise of academic journal articles, business magazine articles/reviews, analyses, and book chapters will be used to teach the course. These materials should be read prior to the class session. Class discussions, exercises, and additional lecture materials will be used to situate the readings within the broader context of consumer behavior. Assigned readings will be available through UM Learn, the University of Manitoba Libraries, and publicly accessible links.

**COURSE ASSESSMENT**

Student progress will be assessed through:

- Assignment 1 (due by 6:00 pm, Oct 18) 20%

- Assignment 2 (due by 6:00 pm, Nov 29) 20%
- Term paper (due by 6:00 pm, Dec 6) 40%
- Class participation 20%

The assignments and term paper are individual projects. No collaboration with class members or others outside of class is permitted. They must be initiated and completed exclusively for this course. The paper should be directly relevant to consumer behaviour, with the end consumer as the unit of examination.

### Assignments (thought papers)

Readings that relate to class topics are assigned every week. Students are required to individually complete two thought papers that are associated with these readings. These can be written critiques, an expansion on ideas presented, application to industry issues and so forth, as these relate to one or more readings within or across classes. Simple descriptions or overviews of class readings are insufficient for high quality submissions.

Evaluative criteria, writing, and formatting requirements.

- Logical development and extension/application of ideas, originality, and quality of the writing.
- American Psychological Association (APA) referencing style. You may consult with the university librarians or resources such as <https://libguides.lib.umanitoba.ca/c.php?g=298394> for guidance with the APA style.
- Five double-spaced pages specifically related to the body of the paper. This page limit does not account for the title page, executive summary or abstract, any table of contents, references section, or appendices. Any figures, tables, and illustrations must be included within the appendices section rather than integrated within the body of the paper.
- Paragraphs spaced using the 'Auto' option, Times New Roman 12-point font, 1 inch margins.
- Narrative writing style (as opposed to in bullet point form).
- Title page. Full name, ID, Assignment number, Title of the paper.
- Due dates. 6 pm Oct 18 (Assignment 1) and 6 pm Nov 29 (Assignment 2) via the Assignments tab on UMLearn.

### Term Paper

Several approaches are appropriate. You may choose either of the following or suggest one of your own. In the latter instance, you should first discuss the proposed approach with me to ensure that it is suitable and realistic.

**Library Paper.** A topic that was raised in the readings or lectures may catch your interest and you may wish to know more about it. This approach involves using the library's resources and finding other books and academic research reports on the subject, distilling the information, developing your own ideas and hypotheses, and reporting your expected results. Please note that no primary data collection that tests your hypotheses should take place within this course as we would not have a timeline that supports applying for and receiving human ethics clearance for such data collection.

**Case Study.** You may choose an interesting problem or opportunity that has been encountered by marketers. Information for a case of this type may be obtained from trade journals, newspapers, business magazines, and sometimes from previously prepared cases, all of which are available in the library. It is important to bring theoretical issues and insights into the end consumer analysis.

Evaluative criteria, writing, and formatting requirements.

- Logical development and extension/application of ideas, originality, and quality of the writing.
- The use of peer reviewed sources (non-scientific blogs, opinion pieces, and websites or Wikipedia are not considered as peer reviewed). The University of Manitoba Libraries would provide access to relevant databases (e.g., the Proquest database contains ABI/Informs Global. This would be an appropriate source for academic business searches)
- American Psychological Association (APA) referencing style. You may consult with the university librarians or resources such as <https://libguides.lib.umanitoba.ca/c.php?g=298394> for guidance with the APA style.
- Twenty double-spaced pages specifically related to the body of the paper. This page limit does not account for the title page, executive summary or abstract, any table of contents, references section, or appendices. Any figures, tables, and illustrations must be included within the appendices section rather than integrated within the body of the paper.
- Paragraphs spaced using the ‘Auto’ option, Times New Roman 12-point font, 1 inch margins.
- Narrative writing style (as opposed to in bullet point form).
- Title page. Full name, ID, Assignment number, Title of the paper.
- Due date. 6 pm, Dec 6 via the Assignments tab on UMLearn.

### **Class Participation**

We all bring experience and knowledge into the classroom, and I expect all class participants to share and benefit by this. For effective class participation you need to have read the assigned materials before class. Class participation includes 1) asking questions about concepts from lectures or readings that you agree or disagree with; 2) sharing your experience or point of view with the class; 3) building on points raised by others; 4) clarifying issues or 5) relating topics discussed to previous class discussions. Regular and punctual attendance that spans the full class session is a necessary but not sufficient criterion for good class participation grades. Discussion forums on UMLearn and shared bulletin boards will supplement class discussions.

Final grades will be assigned as follows:

<b>Cumulative Marks</b>	<b>Grade</b>	<b>GPA</b>	<b>Performance</b>
90-100	A+	4.5	Excellent
80-89.99	A	4.0	Very Good
75-79.99	B+	3.5	Good
70-74.99	B	3.0	Satisfactory
65-69.99	C+	2.5	Marginal
60-64.99	C	2.0	Unsatisfactory
50-59.99	D	1.0	Unsatisfactory
49.99 and below	F	0.0	Unsatisfactory

**NOTE:** Class attendance is required. Missing more than 20% of this course due to absences may result in a failing grade. It is your responsibility to inform your professor in advance of your absence and the reason for it (medical documentation or employer note if away for a work commitment) is required. The professor decides how to deal with the impact of missed classes on your final grade.

## COURSE SCHEDULE

These readings are required and may be modified as needed. You would be informed ahead of time of any changes. Materials are provided on UMLearn or via publicly accessible links and other library resources. Additional readings (“of interest”) are intended for supplementing interest in specific topic areas.

<b>Class</b>	<b>Topic</b>
1	<p><b>What is consumer behaviour</b></p> <ol style="list-style-type: none"> <li>1. Malter, M. S., Holbrook, M. B., Kahn, B. E., Parker, J. R., &amp; Lehmann, D. R. (2020). The past, present, and future of consumer research. <i>Marketing Letters</i>, 31, 137–149. <a href="https://doi.org/10.1007/s11002-020-09526-8">https://doi.org/10.1007/s11002-020-09526-8</a></li> <li>2. Prothero, A., Dobscha, S., Freund, J., Kilbourne, W. E., Luchs, M. G., Ozanne, L. K., &amp; Thøgersen, J. (2011). Sustainable consumption: Opportunities for consumer research and public policy. <i>Journal of Public Policy &amp; Marketing</i>, 30(1), 31-38. <a href="https://doi.org/10.1509/jppm.30.1.31">https://doi.org/10.1509/jppm.30.1.31</a></li> </ol> <p><b>Of interest:</b></p> <ol style="list-style-type: none"> <li>1. Elster, J., Kunauskaite, G., &amp; Svidler, A. (2022). Megatrends in Canada. <i>Euromonitor International</i>, July.</li> </ol>
2	<p><b>Behavioural research methods</b></p> <ol style="list-style-type: none"> <li>1. Kohavi, R., &amp; Thomke, S. H. (2017). The surprising power of online experiments: Getting the most out of A/B and other controlled tests. <i>Harvard Business Review</i>, September-October, 74–82.</li> <li>2. Kubacki, K., &amp; Siemieniako, D. (2017). Projective techniques. In K. Krzysztof, &amp; S. Rundle-Thiele (Eds.), <i>Formative research in social marketing: Innovative methods to gain consumer insights</i> (pp. 165-181). Springer: Singapore.</li> <li>3. Thomke, S. (2020). Building a culture of experimentation. <i>Harvard Business Review</i>, March-April, 40-48.</li> </ol>
3	<p><b>Motivations, personality, and lifestyles</b></p> <ol style="list-style-type: none"> <li>1. Aaker, J. &amp; Lee, A. Y. (2001). “I” seek pleasures and “we” avoid pains: The role of self-regulatory goals in information processing and persuasion. <i>Journal of Consumer Research</i>, 28(1), 33-49.</li> <li>2. Cheng, Y., Mukhopadhyay, A., &amp; Williams, P. (2020). Smiling signals intrinsic motivation. <i>Journal of Consumer Research</i>, 46(5), 915-935.</li> <li>3. Pereira, B., &amp; Stornelli, J. (2022). Collective health versus individual freedom: Goal centrality and political identity shape COVID-19 prevention behaviors. <i>Journal of the Association for Consumer Research</i>, 7(1), 17–26. <a href="https://doi.org/10.1086/711837">https://doi.org/10.1086/711837</a></li> </ol> <p><b>Of interest:</b></p> <ol style="list-style-type: none"> <li>1. Elster, J., &amp; Kunauskaita, G. (2022). Consumer lifestyles in Canada. <i>Euromonitor International</i>, 28 July.</li> <li>2. Holmes, L. (2022). Consumer types in Canada. <i>Euromonitor International</i>, 28 July.</li> </ol>
4	<p><b>Sensory perceptions</b></p> <ol style="list-style-type: none"> <li>1. Biswas, D., &amp; Szocs, C. (2019). The smell of healthy choices: Cross-modal sensory compensation effects of ambient scent on food purchases. <i>Journal of Marketing Research</i>, 56(1), 123–41.</li> </ol>

	<p>2. Biswas, D., Szocs, C., Chacko, R., &amp; Wansink, B. (2017). Shining light on atmospheric: How ambient light influences food choices. <i>Journal of Marketing Research</i>, 54(1), 111–23.</p> <p>3. Hadi, R., &amp; Valenzuela, A. (2020). Good vibrations: Consumer responses to technology-mediated haptic feedback. <i>Journal of Consumer Research</i>, 47(2), 256–271.</p> <p><b>Of interest:</b></p> <p>1. Luffkin, B. (2021). Why you're more creative in coffee shops. <i>BBC Worklife</i>, retrieved from <a href="https://www.bbc.com/worklife/article/20210114-why-youre-more-creative-in-coffee-shops">https://www.bbc.com/worklife/article/20210114-why-youre-more-creative-in-coffee-shops</a></p> <p>2. Murtell, J. (2019). The rise of gender neutral packaging. <i>Packaging Strategies</i>, September 12, retrieved from <a href="https://www.packagingstrategies.com/articles/95077-the-rise-of-gender-neutral-branding">https://www.packagingstrategies.com/articles/95077-the-rise-of-gender-neutral-branding</a></p>
5	<p><b>The self</b></p> <p>1. Brough, A. R., Wilkie, J. E. B., Ma, J., Isaac, M. S., &amp; Gal, D. (2016). Is eco-friendly unmanly?: The green-feminine stereotype and its effect on sustainable consumption. <i>Journal of Consumer Research</i>, 43(4), 567-580, <a href="https://doi.org/10.1093/jcr/ucw044">https://doi.org/10.1093/jcr/ucw044</a></p> <p>2. Carter, T. J., &amp; Gilovich, T. (2012). I am what I do, not what I have: The differential centrality of experiential and material purchases to the self. <i>Journal of Personality and Social Psychology</i>, 102(6), 1304-1317.</p> <p>3. Hershfield, H. E., Goldstein, D. G., Sharpe, W. F., Fox, J., Yeykelis, L., Carstensen, L. L., &amp; Bailenson, J. N. (2011). Increasing saving behavior through age-progressed renderings of the future self. <i>Journal of Marketing Research</i>, 48, S23-S37.</p>
6	<p><b>Attitudes and persuasion</b></p> <p>1. Effron, D. A., &amp; Raj, M. (2020). Misinformation and morality: Encountering fake-news headlines makes them seem less ethical to publish and share. <i>Psychological Science</i>, 31(1), 75-87.</p> <p>2. Enli, G., &amp; Rosenberg, L. T. (2018). Trust in the age of social media: Populist politicians seem more authentic. <i>Social Media + Society</i>, 4(1), 1-11.</p> <p>3. Shu, S., &amp; Carlson, K. A. (2014). When three charms but four alarms: Identifying the optimal number of claims in persuasion settings. <i>Journal of Marketing</i>, 78(1), 127-139.</p>
7	<p><b>Judgment and decision making</b></p> <p>1. Duch, R., Granados, P., Laroze, D., Lopez, M. Ormeno, M., &amp; Quintanilla (2021). Choice architecture improves pension selection. <i>Applied Economics</i>, 53(20), 2256-2274.</p> <p>2. Hoyer, W. (1984). An examination of consumer decision making for a common repeat purchase product. <i>Journal of Consumer Research</i>, 11, 822-829.</p> <p>3. Yamim, A. P., Mai, R., &amp; Werle, C. C. (2020). Make it hot? How food temperature (mis)guides product judgments. <i>Journal of Consumer Research</i>, 47, 523-543.</p> <p><b>Of interest:</b></p> <p>1. Simonson, I. (1993). Get closer to your customers by understanding how they make choices. <i>California Management Review</i>, Summer, 68-84.</p>
8	<p><b>Social influence</b></p> <p>1. Goldstein, N., Cialdini, R., &amp; Griskevicius, V. (2008). A room with a viewpoint: Using social norms to motivate environmental conservation in hotels. <i>Journal of Consumer Research</i>, 35(3), 472-482.</p> <p>2. Roulin, N., &amp; Bhatnagar, N. (2018). Smoking as a job killer: Reactions to smokers in</p>

	<p>personnel selection. <i>Journal of Business Ethics</i>, 149(4), 959-972.</p> <p>3. Wilson, Whillans, A., &amp; Schlager, T. (2022). Rejections make the heart grow fonder: The benefits of articulating risks when declining social invitations. <i>Journal of the Association for Consumer Research</i>, 7(1), 124–132, <a href="https://doi.org/10.1086/711835">https://doi.org/10.1086/711835</a></p> <p><b>Of interest:</b></p> <p>1. John, L. K., Mochon, D., Emrich, O., &amp; Schwartz, J. (2017). What is the value of a like? <i>Harvard Business Review</i>, March-April, retrieved from <a href="https://hbr.org/2017/03/whats-the-value-of-a-like">https://hbr.org/2017/03/whats-the-value-of-a-like</a>.</p>
9	<p><b>Affect and emotions</b></p> <p>1. Allard, T., Dunn, L., &amp; White, K. (2020). Negative reviews, positive impact: Consumer empathetic responding to unfair word of mouth. <i>Journal of Marketing</i>, 84(4), 86–108.</p> <p>2. Galoni, C., Carpenter, G. S., &amp; Rao, H. (2020), Disgusted and afraid: Consumer choices under the threat of contagious disease. <i>Journal of Consumer Research</i>, 47(3), 373–392, <a href="https://doi.org/10.1093/jcr/ucaa025">https://doi.org/10.1093/jcr/ucaa025</a></p> <p>3. Li, X., Chan, K. W., &amp; Kim, S. (2019). Service with emoticons: How customers interpret employee use of emoticons in online service encounters. <i>Journal of Consumer Research</i>, 45(5), 973–987.</p> <p><b>Of interest:</b></p> <p>1. Lewis, T. (2019). AI can read your emotions. Should it? <i>The Guardian</i>, Aug 17 retrieved from <a href="https://www.theguardian.com/technology/2019/aug/17/emotion-ai-artificial-intelligence-mood-realeyes-amazon-facebook-emotient">https://www.theguardian.com/technology/2019/aug/17/emotion-ai-artificial-intelligence-mood-realeyes-amazon-facebook-emotient</a></p>
10	<p><b>Situational factors</b></p> <p>1. Hershcovis, S., &amp; Bhatnagar, N. (2017). When fellow customers behave badly: Witness reactions to employee mistreatment by customers. <i>Journal of Applied Psychology</i>, 102(11), 1528–1544.</p> <p>2. Swanson, A. (2015). What really drives you crazy about waiting in line (it actually isn't the wait at all). <i>The Washington Post</i>, November 27, retrieved from <a href="https://www.washingtonpost.com/news/wonk/wp/2015/11/27/what-you-hate-about-waiting-in-line-isnt-the-wait-at-all/">https://www.washingtonpost.com/news/wonk/wp/2015/11/27/what-you-hate-about-waiting-in-line-isnt-the-wait-at-all/</a></p> <p><b>Of interest:</b></p> <p>3. Cherner, J. (2022). Inside 12 of the country's most stylish cannabis dispensaries. <i>Architectural Digest</i>, 20 April, retrieved from <a href="https://www.architecturaldigest.com/story/inside-12-of-the-countrys-most-stylish-cannabis-dispensaries">https://www.architecturaldigest.com/story/inside-12-of-the-countrys-most-stylish-cannabis-dispensaries</a></p>
Dec 6	<b>Term paper due on UMLearn by 6pm</b>

## ACADEMIC REGULATIONS AND STUDENT SERVICES

### HUMAN ETHICS APPROVAL FOR DATA COLLECTION

As part of coursework, if you will be collecting data from people who are not students in this class, you must obtain Human Ethics approval from the UofM's Research Ethics Board (REB) prior to data collection. This applies to data collection such as surveys, interviews, focus groups, experiments, video recording, etc., where a respondent is solicited for participation.



If the entire class will be working on the same project, your instructor will apply for human ethics approval from the REB. If individuals or small groups of students will be working on different projects, it is the responsibility of the students to obtain approval (only one group member needs to apply). Your instructor will tell you whether s/he will be or you need to. **When in doubt, please talk to your instructor.**

Instructions and forms to apply for human ethics approval can be found at:  
<http://umanitoba.ca/research/orec/ethics/guidelines.html>

In most cases, you will be using the "Protocol Submission Form" which is under the "REB Forms - Fort Garry Campus" heading.

It can take up to six weeks to process human ethics applications and obtain approval. Therefore, plan early. Note that approval must be obtained prior to data collection and cannot be obtained during the data collection phase or retroactively. Violation can get you, your instructor, and the Asper School in serious trouble with the REB.

The following do not require REB approval:

- a) Projects where students are conducting the research on themselves during class time;
- b) Projects involving the use of records or information that is in the public domain, including the use of anonymous secondary data and surveys or questionnaires that have already been published;
- c) Projects involving the use of naturalistic observation where there is no reasonable expectation of privacy (i.e. public park).
- d) Practicum or job training projects where students are fully integrated into the organization's operational practices and are not conducting research;
- e) Projects where the intent is to use the information to provide advice, diagnosis, identification of appropriate interventions or general advice for a client;
- f) Projects where the intent is to develop skills which are standard practice within a profession (e.g. observation, assessment, intervention, evaluation, auditing); or
- g) Projects where the information gathering processes are part of the normal professional relationship between the student and the participants.

**If you have any questions, please contact [humanethics@umanitoba.ca](mailto:humanethics@umanitoba.ca) or your instructor.**

#### UNCLAIMED ASSIGNMENT POLICY

Pursuant to the FIPPA Review Committee's approved recommendations of August 15, 2007, all unclaimed student assignments will become the property of the faculty and will be subject to destruction six months after the completion of any given academic term.

## STUDENT SERVICES AND SUPPORTS

The University of Manitoba provides many different services that can enhance learning and provide support for a variety of academic and personal concerns. You are encouraged to visit the below websites to learn more about these services and supports. If you have any questions or concerns, please do not hesitate to contact your instructor or the Graduate Program Office.

<b>For Information on...</b>	<b>...follow this link</b>
Course Outlines, Year-at-a-Glance, Concentrations, Textbooks, VW Dates and Final Exams	<a href="#">Asper Graduate Student Resources</a>
Exam Rescheduling Policy - <i>Please refer to Missing a Test/Exam on page 18 of the MBA Student Handbook</i>	<a href="#">MBA Student Handbook</a>
Help with research needs such as books, journals, sources of data, how to cite, and writing	<a href="#">Library Resources</a>
Tutors, workshops, and resources to help you improve your learning, writing, time management, and test-taking skills	<a href="#">Writing and Learning Support</a>
Support and advocacy for students with disabilities to help them in their academic work and progress	<a href="#">Student Accessibility Services</a>
Copyright-related questions and resources to help you avoid plagiarism or intellectual property violations	<a href="#">Copyright Office</a>
Student discipline bylaws, policies and procedures on academic integrity and misconduct, appeal procedures	<a href="#">Academic Integrity</a>
Policies & procedures with respect to student discipline or misconduct, including academic integrity violations	<a href="#">Student Discipline</a>
Students' rights & responsibilities, policies & procedures, and support services for academic or discipline concerns	<a href="#">Student Advocacy</a>
Your rights and responsibilities as a student, in both academic and non-academic contexts	<a href="#">Your rights and responsibilities</a>
Full range of medical services for any physical or mental health issues	<a href="#">University Health Service</a>
Information on health topics, including physical/mental health, alcohol/substance use harms, and sexual assault	<a href="#">Health and Wellness</a>
Any aspect of mental health, including anxiety, stress, depression, help with relationships or other life concerns, crisis services, and counselling.	<a href="#">Student Counselling Centre</a>
Support services available for help regarding any aspect of student and campus life, especially safety issues	<a href="#">Student Support Case Management</a>
Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being	<a href="#">Live Well @ UofM</a>
Help with any concerns of harassment, discrimination, or sexual assault	<a href="#">Respectful Work and Learning Environment</a>
Concerns involving violence or threats, protocols for reporting, and how the university addresses them	<a href="#">Violent or Threatening Behavior</a>



# ACADEMIC INTEGRITY

I.H. Asper School of Business, The University of Manitoba

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It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any misconduct in our academic transactions violates this trust. The University of Manitoba Graduate Calendar addresses the issue of academic misconduct under the heading “Plagiarism and Cheating.” Specifically, acts of academic misconduct include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing tests prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved.

Many courses in the I. H. Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic misconduct. Because of the unique nature of group projects, all group members must exercise extraordinary care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur on a group project, all group members will be held jointly accountable, no matter what their individual level of involvement in the specific violation.

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the I. H. Asper School of Business, all suspected cases of academic misconduct involving a graduate student (i.e. MBA, MFin, MSCM, MSc or PhD student) will be reported directly by the instructor to the Dean of the Faculty of Graduate Studies.

## FACULTY BIOGRAPHY

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I.H. Asper School of Business, The University of Manitoba

### **Namita Bhatnagar**

Marketing Department

I.H. Asper School of Business

**Areas of Research Interest:** Consumer research, persuasive communications, socially responsible marketing, services marketing

**Areas of Teaching Interest:** Consumer behaviour, consumer welfare, services marketing

Dr. Bhatnagar received her Ph.D. in Marketing from the University of North Carolina at Chapel Hill in 2003. Prior to this, she earned a Master of Science (Honours) in Economics and Master of Management Studies from the Birla Institute of Technology and Sciences, Pilani, India in 1994.

Dr. Bhatnagar's training in marketing, consumer psychology, and economics inform her research interests in persuasive communications, socially responsible marketing, and the intersection of customer and service employee interactions. Her work has appeared in outlets such as the Journal of Applied Psychology, Journal of Business Ethics, Human Relations, Journal of Business Research, Journal of Advertising, Journal of Applied Social Psychology, and the International Journal of Advertising.

Dr. Bhatnagar has taught at the Ph.D., M.Sc., M.B.A., Executive M.B.A., and undergraduate levels. Her teaching experience spans topics in Introductory Marketing, Consumer Behaviour, and Socially Responsible Marketing. Dr. Bhatnagar has served on several Ph.D. and M.Sc. committees in the role of committee member, co-chair and chair of program advisory and thesis committees. The quality of her teaching has resulted in university and faculty-wide teaching awards. She has served as external examiner for the Hong Kong, Singapore, and Sri Lanka sites of distance education provided by University College Dublin.

Dr. Bhatnagar is active in service within and outside the university. She has served on the Graduate Research Program Committee, MBA Committee, and Undergraduate Program Committee at the Asper School, and on the board of the Immigrant Centre Manitoba Inc.