

MKT 7232 (G01) (3.0 CH)
CONSUMER BEHAVIOUR
WINTER 2026

TERRITORY ACKNOWLEDGEMENT

The University of Manitoba campuses are located on original lands of Anishinaabeg, Cree, Oji-Cree, Dakota and Dene peoples, and on the homeland of the Métis Nation. We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of reconciliation and collaboration.

INSTRUCTOR

| | | | |
|--------|--|------------------|-------------------|
| Name: | Kaushik Bhattacharjee | Office Location: | 371C Drake Centre |
| Phone: | 437-984-6572 | Office Hours: | W 5:00 – 6:00 pm |
| Email: | Kaushik.Bhattacharjee@umanitoba.ca | Classroom: | 115 Drake Centre |
| | | Class Time: | W 6:15 – 9:30 pm |

COURSE DESCRIPTION

The intensive study of customer psychology is closely tied to the development of effective marketing strategies. An in-depth understanding of what motivates customers and how they make purchasing decisions helps managers predict customer reactions to changes in the marketing mix and 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.
- Appreciate the strategic use of sensory stimuli.
- Understand the role of motivations and goals within consumption choice.
- Understand consumer attitudes and persuasion.
- Grasp how consumers make decisions and appreciate the malleability of their choices.
- Understand the influence of the situation on consumer decision making.
- Understand the importance of other people and social norms in decision making.

In this course, students will learn to identify and generate consumer insights, develop and evaluate marketing tactics and strategies, and derive implications for marketing managers, policy makers, and themselves as consumers.

Specific objectives are to provide students with:

1. A solid overview of consumer behaviour concepts and practices
2. The ability to synthesize these concepts and theories into effective marketing tactics/strategies
3. A better understanding of themselves as consumers so they can make more informed decisions
4. Practice applying consumer behaviour theory to decisions facing consumers, firms, and/or policy makers.

COURSE MATERIALS

Readings that comprise journal articles, business magazine articles/reviews, analyses, and book chapters will be used to teach the course. These materials are background resources to supplement and complement in-class activities. 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, Feb 11) | 20% |
| • Assignment 2 (due by 6:00 pm, Mar 11) | 20% |
| • Term paper (group-based, due by 6:00 pm, Apr 8) | 40% |
| • Class participation and engagement | 10% |
| • Group term paper reflection (individual, due by 6:00 pm, Apr 8) | 10% |

The assignments are individual projects, and the term paper is a group project. They must be initiated and completed exclusively for this course. The projects should be directly relevant to consumer behaviour, with the end consumer as the unit of examination. Class participation encompasses a student's preparation for and willingness to engage in exercises and discussions throughout lectures, as well as demonstrating engagement with class materials both within and outside the classroom. The group term paper reflection is an objective observation of the dynamics of the behaviours defining the group's output and delivery. It uses relevant concepts and ideas discussed in the course (attitudes, motivations, personality, psychographics, behaviour change theory, etc.).

AI Tools

AI tools can be used to enhance learning and problem-solving skills, but they should not replace independent thinking and learning. Students must exercise critical thinking when using AI tools and acknowledge their use in academic work. Prohibited uses include generating or completing academic work with AI tools without appropriate acknowledgement. Academic honesty is paramount, and students should accurately represent their individual effort and knowledge. Faculty will incorporate discussions on AI ethics and academic integrity. Violations may lead to disciplinary actions, including academic penalties or suspension.

Assignments (thought papers)

There will be discussions and readings related to different class topics every week. Students are required to individually complete two thought papers related to these discussions and/or readings. These can be written critiques, an expansion on ideas presented, an application to industry issues, and so forth, as these relate to one or more discussions/readings within or across classes.

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.
- Four 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 Feb 11 (Assignment 1) and 6 pm Mar 11 (Assignment 2) via the Assignments tab on UMLearn.

Term Paper (group-based)

You may express your preference to work with up to 4 other students by Feb 4. To do so, please email me with a list of the full names of your preferred group members, with everyone copied (cc'd) on the email. This will indicate that the students have been permitted to join the group. While I cannot guarantee that I will be able to accommodate all preferences, I will try my best to do so. If you do not have a choice or are unsure about who else is in your class, I will automatically assign you to a group. Groups of 4-5 students each will be announced on Feb 9. The composition of the group might vary as students add or drop classes. As in the workplace, it is essential to learn how to function effectively within teams and contribute to group goals.

Peer evaluations will therefore be one of the components of your assessment. Meetings (approx. 5 minutes) between the various groups and the instructor will take place on Feb 18. In-class group presentations are scheduled for Apr 01. The final report is due for submission by 6 pm on Apr 15.

Several approaches are appropriate. You may choose either of the following or suggest one of your own. *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.*

Library Paper. A topic that was raised in the class readings or discussions may catch your interest, and you may wish to know more about it. This approach involves utilizing the library's resources and identifying other relevant books and academic research reports on the subject, distilling the information, developing your own ideas and hypotheses, and reporting your expected results.

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

New product/service development. Develop a marketing plan (informed by consumer research) for a new product or service.

- A. Begin the report with a concise description of your proposed marketing plan (3-4 pages). There is no one exact way a marketing plan has to be written. Each plan, however, needs to contain an internal analysis of the organization and an external analysis of the environment (a SWOT analysis based on internal company strengths and weaknesses, and external opportunities and threats that are seen), the target market under consideration, and the marketing mix elements (consisting of the 4Ps—product, price, place, and promotions) that would be used.
- B. The rest of the write-up should consist of arguments in support of your proposal, conclusions, references of sources used, and appendices. You must take a consumer focus within this project and the arguments that justify the proposed plan must be grounded within consumer research.

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.
- Fifteen 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 names and IDs, Title of the paper.
- Due date. 6 pm, Apr 15 via the Assignments tab on UMLearn.

Class Participation and Engagement

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; 5) relating topics discussed to previous class discussions; 6) actively participating in lecture exercises, sharing and discussion; and 7) demonstrating engagement with class materials within and outside the class. Regular and punctual attendance that spans the full class session is a necessary but not sufficient criterion for good class participation grades.

Group Term Paper Reflection

The group term paper reflection is a written, objective, and respectful reflection of the behaviours observed during the development of the term paper. It will include ethnographic observations of the behaviours of the group participants using concepts reviewed in the course (e.g. attitudes, personality, psychographics) as well as a clearly identified autoethnographic contribution. Some thoughts as to realized or potential behaviour change interventions should also be included. This is an individual assignment and will be kept confidential.

Evaluative criteria, writing, and formatting requirements.

- Two double-spaced pages. 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 can be integrated within the paper, but do not replace the two-page written content requirement.
- Paragraphs spaced using the 'Auto' option, Times New Roman 12-point font, 1-inch margins.
- It is expected that there will be appropriate use of references using the American Psychological Association (APA) referencing style.
- Title page. Full names and IDs of the submitting author.

- Due date. 6 pm, Apr 15 via the Assignments tab on UMLearn.

Final grades will be assigned as follows:

| Cumulative Marks | Grade | GPA | Performance |
|------------------|-------|-----|----------------|
| 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 absence from lectures may result in a failing grade. It is your responsibility to inform your professor, in advance if possible, of your absence and the reason for it:

- 1) if **medical**, self-declaration form must be submitted for an illness lasting 5 consecutive days or less <https://umanitoba.ca/governance/governing-documents-students#self-declaration-for-brief-or-temporary-student-absences>, no later than 48 hours after the end of the brief absence; a medical note from your physician must be submitted for an illness lasting more than 5 days;
- 2) if a **work commitment**, a signed letter on letterhead from your supervisor is required in advance, noting clearly the date(s) you must be away for your work commitment(s);
- 3) if for **student competitions**, an email from your Asper team coach must be received in advance indicating the dates you are away at competition.

The professor will then decide how to deal with the impact of the missed classes on your final grade. Attendance will be recorded via participation within in-class exercises. Arriving 10 minutes after the start of class or leaving 10 minutes before the end of class will not constitute attendance unless prior permission has been received from the instructor. Please remain cognizant of disruptions to the class due to late class arrival/early departure.

COURSE SCHEDULE

These readings provide background and supplementary resources for classroom activities and discussions. **These resources are tentative and may be modified as needed.** You would be informed ahead of time of any changes. Materials are provided via the bookstore, on UMLearn, or via publicly accessible links and other library resources.

| Class | Topics |
|-------|--------|
|-------|--------|

| | |
|---|---|
| 1 | <p>Introduction: Consumer Behaviour and its role in organizational effectiveness</p> <ol style="list-style-type: none"> 1. Malter, M. S., Holbrook, M. B., Kahn, B. E., Parker, J. R., & Lehmann, D. R. (2020). The past, present, and future of consumer research. <i>Marketing Letters</i>, 31, 137–149. https://doi.org/10.1007/s11002-020-09526-8 2. White, K., Hardisty, D. J., & Habib, R. (2019). The elusive green consumer. <i>Harvard Business Review</i>, July-August, 125-133. |
| 2 | <p>Understanding Consumer Behaviour</p> <p>Part 1. Motivations, personality, and lifestyles</p> <ol style="list-style-type: none"> 1. Aaker, J. & 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. 2. Almquist, Eric, et al. (2016). "The Elements of Value." <i>Harvard Business Review</i>, September, pp. 47-53. <p>Of interest:</p> <ol style="list-style-type: none"> 1. Consumer lifestyles in Canada 2024. <i>Euromonitor International</i>. 2. Consumer values and behaviour in Canada 2024. <i>Euromonitor International</i>. |
| 3 | <p>Understanding Consumer Behaviour</p> <p>Part 2. Behavioural research methods</p> <ol style="list-style-type: none"> 1. Kochanowska, E., & Reutskaja, E. (2023). How to conduct a good experiment online. Ivey Publishing (February), MN-416-E. Bookstore 2. Thomke, S. (2020). Building a culture of experimentation. <i>Harvard Business Review</i>, March-April, 40-48. 3. Kubacki, K., & Siemieniako, D. (2017). Projective techniques. In K. Krzysztof, & S. Rundle-Thiele (Eds.), <i>Formative research in social marketing: Innovative methods to gain consumer insights</i> (pp. 165-181). Springer. |
| 4 | <p>Understanding Consumer Behaviour</p> <p>Part 3. The self</p> <ol style="list-style-type: none"> 1. Hershfield, H. E., Goldstein, D. G., Sharpe, W. F., Fox, J., Yeykelis, L., Carstensen, L. L., & Bailenson, J. N. (2011). Increasing saving behavior through age-progressed renderings of the future self. <i>Journal of Marketing Research</i>, 48, S23-S37. 2. Hu, M. (n.d.). Gaining deeper insights into customers. Harvard Business Publishing, BEP510-PDF-ENG, Bookstore. |
| 5 | <p>Changing Consumer Behaviour</p> <p>Part 1. Affect and emotions</p> <ol style="list-style-type: none"> 1. Li, X., Chan, K. W., & 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>2. Lewis, T. (2019). AI can read your emotions. Should it? <i>The Guardian</i>, Aug 17 retrieved from https://www.theguardian.com/technology/2019/aug/17/emotion-ai-artificial-intelligence-mood-realeyes-amazon-facebook-emotient</p> |
| 6 | <p>Changing Consumer Behaviour</p> <p>Part 2. Attitudes and persuasion</p> <ol style="list-style-type: none"> 1. John, L. K., Kim, T., Barasz, K. (2018). Ads that don't overstep. <i>Harvard Business Review</i>, January-February, 62-69. 2. Shu, S., & 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. 3. When scandal engulfs a celebrity endorser. <i>Harvard Business Review</i>, May-June 2019, 21-25 |
| 7 | <p>Changing Consumer Behaviour</p> <p>Part 3. Beyond the conscious: Sensory perceptions</p> <ol style="list-style-type: none"> 1. Luffkin, B. (2021). Why you're more creative in coffee shops. BBC Worklife, retrieved from https://www.bbc.com/worklife/article/20210114-why-youre-more-creative-in-coffee-shops 2. Murtell, J. (2019). The rise of gender neutral packaging. <i>Packaging Strategies</i>, September 12, retrieved from https://www.packagingstrategies.com/articles/95077-the-rise-of-gender-neutral-branding 3. Passman, J. (2016). Intel, Netflix, Apple and the power and influence of sonic branding. <i>Forbes</i>, Nov 2, retrieved from https://www.forbes.com/sites/jordanpassman/2016/11/02/intel-netflix-apple-and-the-power-and-influence-of-sonic-branding/ |
| 8 | <p>Changing Consumer Behaviour</p> <p>Part 4. Judgment and decision making</p> <ol style="list-style-type: none"> 1. Foster, J., & Cheng, R. (2024). Peloton Interactive Inc.: A push to keep users pedalling. Ivey Publishing, W35254, Bookstore. 2. Kochanowska, E., & Reutskaja, E. (2023). The power of the default, or why we stick with the status quo. <i>IESE Business School-University of Navarra</i>, 1-7, MN-415-E, Bookstore. 3. Reutskaja, E., & Fasolo, B. (2013). It's not necessarily best to be first. <i>Harvard Business Review</i>, January-February, 28-29. |
| 9 | <p>Term project group presentations</p> <p>Changing Consumer Behaviour</p> <p>Part 5. The influence of social</p> <ol style="list-style-type: none"> 1. Brough, A. R., Wilkie, J. E. B., Ma, J., Isaac, M. S., & Gal, D. (2016). Is eco-friendly unmanly?: The green-feminine stereotype and its effect on sustainable |

| | |
|----------------|--|
| | <p>consumption. <i>Journal of Consumer Research</i>, 43(4), 567-580, https://doi.org/10.1093/jcr/ucw044</p> <p>2. Goldstein, N., Cialdini, R., & 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>3. Wilson, M. (2021). <i>Martha Stewart Cannabis</i>. Ivey Publishing, W25155, Bookstore.</p> |
| 10 | <p>Changing Consumer Behaviour</p> <p>Part 6. The influence of the situation (time permitting)</p> <p>1. Swanson, A. (2015). What really drives you crazy about waiting in line (it actually isn't the wait at all). The Washington Post, November 27, retrieved from https://www.washingtonpost.com/news/wonk/wp/2015/11/27/what-you-hate-about-waiting-in-line-isnt-the-wait-at-all/</p> <p>2. Cherner, J. (2022). Inside 12 of the country's most stylish cannabis dispensaries. <i>Architectural Digest</i>, 20 April, retrieved from https://www.architecturaldigest.com/story/inside-12-of-the-countrys-most-stylish-cannabis-dispensaries</p> |
| April 8 | Term paper due on UMLearn by 6pm |

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 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.

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

| | |
|--|--|
| Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being | Live Well @ UofM |
| Help with any concerns of harassment, discrimination, or sexual assault | Respectful Work and Learning Environment |
| Concerns involving violence or threats, protocols for reporting, and how the university addresses them | Violent or Threatening Behavior |