**Санкт-Петербургский филиал федерального государственного
автономного образовательного учреждения высшего образования
"Национальный исследовательский университет**

**"Высшая школа экономики"**

Факультет Санкт-петербургская школа экономики и менеджмента

Департамент менеджмента

**Рабочая программа дисциплины**
Поведение потребителей и исследования в маркетинге

(Consumer behavior and Marketing Research)

для образовательной программы «Экономика», «Менеджмент»

направления подготовки 38.06.01 «Экономика»

уровень – аспирантура, 2 курс

Разработчик(и) программы:

Заздравных Е. А., к.э.н., ezazdravnykh@hse.ru

Согласована начальником ОСУП

«\_\_\_\_\_»\_\_\_\_\_\_\_\_\_2019 г.

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Утверждена Академическим советом образовательной программы

«\_\_\_»\_\_\_\_\_\_\_\_\_\_\_\_ 2019 г., № протокола\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Академический руководитель образовательной программы

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [подпись]

Санкт-Петербург, 2019

*Настоящая программа не может быть использована другими подразделениями университета и другими вузами без разрешения кафедры-разработчика программы.*

**Аннотация**

|  |  |
| --- | --- |
| Название дисциплины | **Поведение потребителей и исследования в маркетинге** |
| Образовательная программа | Экономика, Менеджмент |
| Тип дисциплины[[1]](#footnote-2) | По выбору |
| Требования к уровню знаний студентов, необходимых для освоения дисциплины (пререквизиты) | Эмпирические методы и их применение в экономике и менеджментеИстория и философия науки |
| Объем з.е. | 3 |
| Объем в часах | Аудиторная работа | Самостоятельная работа | Всего |
| 36 | 78 | 114 |
| Краткое описание курса | Исследования маркетинга уделяют много внимания изучению поведения потребителей и моделей их поведения. Это необходимо для прогнозирования реакции потребителей на различные действия бизнеса. Этот курс предпринимает попытку познакомить студентов с классическими и последними научными достижениями в области исследований маркетинга и поведения потребителей. Кроме того, материал готовит студентов к проведению самостоятельных исследований маркетинга. |
| Образовательные результаты по дисциплине | Студенты будут знакомы с последними научными достижениями в сфере исследований маркетинга и поведения потребителейСтуденты должны уметь самостоятельно проводить исследования в области маркетинга с помощью качественных методовСтуденты должны уметь самостоятельно проводить исследования в области маркетинга с помощью количественных методов |
| Краткое содержание дисциплины | Consumer modelingConsumer decision making processConsumer satisfactionSources and collection of market information Primary and secondary data collectionCase studies in marketing research Quantitative analysis in marketing research |
| Образовательные технологии | Семинары, Лекции, Дискусии |
| Формы контроля | Итоговая оценка=0.3\* Тест 1+0.3\*Тест 2+0.4\*ЭкзаменТест 1 и тест 2: студентам необходимо дать ответы на перечень вопросов. Каждый ответ предполагает небольшое эссе, анализирующее теории или модели.Экзамен: студентам необходимо дать ответы на перечень вопросов. Каждый ответ предполагает небольшое эссе, анализирующее теории или модели. |
| Литература | ОбязательнаяNair, Suja R.. Consumer Behaviour and Marketing Research : Text and Cases, Global Media, 2008. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=3011232>.ДополнительнаяFranses, Philip Hans, and Richard Paap. Quantitative Models in Marketing Research, Cambridge University Press, 2001. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=157045>.Carson, David J., et al. Qualitative Marketing Research, SAGE Publications, 2001. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1046478> |
| Преподаватель | Заздравных Е. А., к.э.н., ezazdravnykh@hse.ru |

**Course Syllabus**

|  |  |
| --- | --- |
| Title of the course | **Consumer Behavior and Marketing Research** |
| Title of the Academic Programme | Economics, Management |
| Type of the course  | elective |
| Prerequisites | Empirical Methods and Applications in Economics and ManagementPhilosophy and Methodology of Science |
| ECTS workload |  |
| Total indicative study hours | Directed Study | Self-directed study  | Total |
| 36 | 78 | 114 |
| Course Overview | The important component of marketing is learning consumer needs and behavioral models. This is used to predict consumer decisions for the development of strategic actions for the business development. This course makes an attempt to introduce for students classic and the most recent developments in marketing studies covering consumer behavior. In addition, the students have to learn tools for conducting marketing research. |
| Intended Learning Outcomes (ILO) | Students have to be familiar with the most recent studies in consumer behavior and be able to find research gaps in this fieldStudents have to be able doing marketing research using qualitative methodsStudents have to learn principles of quantitative methods in marketing research |
| Teaching and Learning Methods | In class discussionsPaper presentations |
| Content and Structure of the Course |
| **№** | **Topic / Course Chapter** | **Total** | **Directed Study** | **Self-directed Study** |
| **Lectures** | **Tutorials** |
|  | Consumer modeling | 15 | 2 | 2 | 11 |
|  | Consumer decision making process | 17 | 2 | 4 | 11 |
|  | Consumer satisfaction | 17 | 2 | 4 | 11 |
|  | Sources and collection of market information  | 17 | 2 | 4 | 11 |
|  | Primary and secondary data collection | 17 | 2 | 4 | 11 |
|  | Case studies in marketing research  | 15 | - | 4 | 11 |
|  | Quantitative analysis in marketing research | 16 | - | 4 | 12 |
| **Total study hours** | 114 | 10 | 26 | 78 |
| Indicative Assessment Methods and Strategy  | Final grade=0.3\* Test 1+0.3\*Test 2+0.4\*Exam**List of possible assignments:**Test 1 and test 2: students have to find solutions for the list of questions. Each question might be about writing short and critical paragraphs (solutions) about theories or models.Exam: students have to find solutions for the list of questions. Each question might be about writing short and critical paragraphs (solutions) about theories or models. |
| Readings / Indicative Learning Resources | Mandatory Nair, Suja R.. Consumer Behaviour and Marketing Research : Text and Cases, Global Media, 2008. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=3011232>.OptionalFranses, Philip Hans, and Richard Paap. Quantitative Models in Marketing Research, Cambridge University Press, 2001. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=157045>.Carson, David J., et al. Qualitative Marketing Research, SAGE Publications, 2001. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1046478> |
| Indicative Self- Study Strategies | **Type** | **+/–** | **Hours** |
| Reading for seminars / tutorials (lecture materials, mandatory and optional resources) | + | 35 |
| Assignments for seminars / tutorials / labs | + | 35 |
| Preparation for the exam | + | 8 |
| Academic Support for the Course | Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials |
| Facilities, Equipment and Software | (If required) |
| Course Instructor | Evguenii A. Zazdravnykh, PhD, ezazdravnykh@hse.ru |

**Intended Learning Outcomes (ILO) Delivering**

|  |  |  |  |
| --- | --- | --- | --- |
| **Programme ILO(s)** | **Course** **ILO(s)** | **Teaching and Learning Methods for delivering ILO(s)** | **Indicative Assessment Methods of Delivered ILO(s)** |
| Students have to be able to participate in Russian and international research projects | Students have to be familiar with the most recent studies in consumer behavior and be able to find research gaps in this field | Reading papers, in-class discussions, paper presentations | Tests, Exam |
| Students have to be able to collect, analyze, store data in accordance with common scientific and ethical standards | Students have to be able doing marketing research using qualitative methods | Reading papers, in-class discussions, paper presentations | Tests, Exam |
| Students have to be able to collect, analyze, store data in accordance with common scientific and ethical standards | Students have to learn principles of quantitative methods in marketing research | Reading papers, in-class discussions, paper presentations | Tests, Exam |

**Course Content**

1. Consumer modeling

Nair, Suja R.. Consumer Behaviour and Marketing Research : Text and Cases, Global Media, 2008. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=3011232>.

Franses, Philip Hans, and Richard Paap. Quantitative Models in Marketing Research, Cambridge University Press, 2001. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=157045>.

Carson, David J., et al. Qualitative Marketing Research, SAGE Publications, 2001. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1046478>.

1. Consumer decision making process

Nair, Suja R.. Consumer Behaviour and Marketing Research : Text and Cases, Global Media, 2008. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=3011232>.

Franses, Philip Hans, and Richard Paap. Quantitative Models in Marketing Research, Cambridge University Press, 2001. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=157045>.

Carson, David J., et al. Qualitative Marketing Research, SAGE Publications, 2001. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1046478>.

1. Consumer satisfaction

Nair, Suja R.. Consumer Behaviour and Marketing Research : Text and Cases, Global Media, 2008. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=3011232>.

Franses, Philip Hans, and Richard Paap. Quantitative Models in Marketing Research, Cambridge University Press, 2001. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=157045>.

Carson, David J., et al. Qualitative Marketing Research, SAGE Publications, 2001. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1046478>.

1. Sources and collection of market information

Nair, Suja R.. Consumer Behaviour and Marketing Research : Text and Cases, Global Media, 2008. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=3011232>.

Franses, Philip Hans, and Richard Paap. Quantitative Models in Marketing Research, Cambridge University Press, 2001. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=157045>.

Carson, David J., et al. Qualitative Marketing Research, SAGE Publications, 2001. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1046478>.

1. Primary and secondary data collection

Nair, Suja R.. Consumer Behaviour and Marketing Research : Text and Cases, Global Media, 2008. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=3011232>.

Franses, Philip Hans, and Richard Paap. Quantitative Models in Marketing Research, Cambridge University Press, 2001. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=157045>.

Carson, David J., et al. Qualitative Marketing Research, SAGE Publications, 2001. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1046478>.

1. Case studies in marketing research

Nair, Suja R.. Consumer Behaviour and Marketing Research : Text and Cases, Global Media, 2008. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=3011232>.

Franses, Philip Hans, and Richard Paap. Quantitative Models in Marketing Research, Cambridge University Press, 2001. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=157045>.

Carson, David J., et al. Qualitative Marketing Research, SAGE Publications, 2001. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1046478>.

1. Quantitative analysis in marketing research

Nair, Suja R.. Consumer Behaviour and Marketing Research : Text and Cases, Global Media, 2008. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=3011232>.

Franses, Philip Hans, and Richard Paap. Quantitative Models in Marketing Research, Cambridge University Press, 2001. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=157045>.

Carson, David J., et al. Qualitative Marketing Research, SAGE Publications, 2001. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=1046478>.

**Assessment Methodsand Criteria**

**Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Types of Assessment** | **Forms of Assessment** | **Modules** |
| **1** | **2** |
| Formative Assessment | Test | \* | \* |
| Summative Assessment | Exam  |  | \* |

**Assessment Criteria**

**Test and Exam sample questions:**

1. What three broad categories of consumer activity do marketers and researchers study in consumer behavior?
2. What types of goals do consumers have?
3. What is attention, and what are its three key characteristics?
4. What are attitudes, and what three functions do they serve?
5. How can unconscious influences affect consumer attitudes and behavior in low-effort situations?
6. How does the ideal identity schema relate to a person’s actual identity schemas?
7. What are sacred entities, and how are they profaned?
8. How does addictive behavior differ from compulsive behavior and impulsive behavior?
9. What is compulsive buying, and why is it a problem?
10. According to appraisal theory, what do emotions have to do with goals?
11. In what ways do prominence and habituation affect consumer attention?
12. What are some examples of ways in which a company can use the marketing mix, in combination with consumers’ prior knowledge, to affect the inferences consumers make about a product?
13. In what way is objective comprehension different from subjective comprehension and miscomprehension?

**Tests and Exam**

|  |  |
| --- | --- |
| **Grades** | **Assessment Criteria** |
| «Excellent» (8-10) | Solutions follow academic standards and provide the readers with clear statements and conclusions. Student shows strong ability for critical analysis of theories in consumer behavior **and** tools in marketing research. The solutions are reliable enough to be presented for the academic audience. |
| «Good» (6-7) | Solutions follow academic standards and provide the readers with clear statements and conclusions. Student shows good ability for critical analysis of theories in consumer behavior **and** tools in marketing research. There are a couple of solutions reliable enough to be presented for the academic audience. |
| «Satisfactory» (4-5) | Solutions follow academic standards and provide the readers with clear statements and conclusions. Student shows fairly good ability for critical analysis of theories in consumer behavior **or** tools in marketing research. There are no solutions reliable enough to be presented for the academic audience. |
| «Fail» (0-3) | Solutions follow academic standards and provide the readers with clear statements and conclusions. Student doesn’t know theories in consumer behavior **or** tools in marketing research. There are no solutions reliable enough to be presented for the academic audience. |

**Recommendations for students about organization of self-study**

Self-study is organized in order to:

* Systemize theoretical knowledge received at lectures;
* Extendingtheoreticalknowledge;
* Learn how to use legal, regulatory, referential information and professional literature;
* Development of cognitive and soft skills: creativity and self-sufficiency;
* Enhancing critical thinking and personal development skills;
* Developmentofresearchskills;
* Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student’s own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students’ past experiences.  Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

* Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
* Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

**Recommendations for essay**

An essay is a written self-study on a topic offered by the teacher or by the student him/herself approved by teacher. The topic for essay includes development of skills for critical thinking and written argumentation of ideas. An essay should include clear statement of a research problem; include an analysis of the problem by using concepts and analytical tools within the subject that generalize the point of view of the author.

Essay structure:

1. *Introduction and formulation of a research question.*

2.*Body of the essay* and theoretical foundation of selected problem and argumentation of a research question.

3. *Conclusion* and argumentative summary about the research question and possibilities for further use or development.

**Special conditions for organization of learning process for students with special needs**

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

1. *for persons with vision disorders:* a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
2. *for persons with hearing disorders: a* printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
3. *for persons with muscle-skeleton disorders: a* printed text; an electronic document; audios; individual assignments and advising.
1. ***Notes:***

Обязательный/повыбору [↑](#footnote-ref-2)