



Department of Economics and Business
Marketing Research II
SYLLABUS

Instructor: Prof. Maria Galli (Theory); maria.galli@upf.edu; Office: 20.1E46

Degree: ADE/ECO/EMP-MGT/IBE

Course: Third and Fourth

Term: Third

Number of ECTS credits: 5 credits

Course code: 21914/21191 (IBE)

Language of instruction: English

Theory: Thursdays and Fridays, 4.30-6.00 pm, 40.148

Seminars: Vladimir Manaev – Wednesdays (101: 4.00-5.30 pm; 102: 5.30-7.00 pm; 103: 7.00-8.30 pm), 13.006

PLEASE READ THIS SYLLABUS IN DETAIL

1. COURSE DESCRIPTION

This course for business students teaches a research method that managers can use to obtain valid and reliable information on **how** people (e.g., consumers, employees, etc.) behave and, more importantly, **why** they behave the way they do. Specifically, you will be taught the **scientific method**, in a way that will be accessible to students without a scientific background.

Why should students preparing for brand/product management, business development, or consulting positions be interested in learning the scientific method as a means to understanding people's behavior? Because to succeed in an increasingly competitive business environment, you need to be able to make accurate predictions about the effect(s) of managerial decisions on the behavior of a company's stakeholders, and **only the scientific method allows drawing causal inferences**. In other words, only the scientific method may allow you to predict with confidence that "X" managerial decision will cause "Y" effect on consumers (or on employees, etc.).

There are two additional bonuses of learning the fundamentals of conducting scientific research on customer behavior. First, you will be able to understand and judge **existing research** on the subject. That is, upon finishing the course you will know how to "read" the myriad academic articles that already exist on a variety of topics relating to human behavior—an invaluable strength for a manager in a position that requires dealing with people (e.g., consumers, employees, etc.). Second, you will also gain advanced-level insights concerning factors that make consumers (including yourself!) act "irrationally". For instance, you will understand how emotions, social norms, expectations, and context can often lead people off-track.

2. INTENDED LEARNING OUTCOMES

Upon completing this course, you should be able to:

- 1) Interpret, as well as communicate to others, the results of scientific research on human behavior.
- 2) Conduct (scientific) consumer behavior research on your own.
- 3) Apply theoretical frameworks (e.g., consumer behavior theories and models) to provide concrete solutions to marketing problems.

In addition, you should also have developed the following **transferable skills**:

- be able to communicate and exchange ideas in both large and small group settings;
- be able to source trustworthy information from academic sources;
- be able to critically evaluate evidence and present a balanced argument;
- be able to employ analytical and problem-solving skills;
- be able to structure, write and present an academic/scientific marketing report.

3. COURSE CONTENTS – TOPICS COVERED

- The experimental method and its advantages for understanding consumer behavior
- Formulating the research question; developing hypotheses
- Examining the research question: Basics of experimental design
- Examining the research question: Defining the variables
- Examining the research question: Collecting the data
- Examining the research question: Analyzing the results

4. COURSE ASSESSMENT

Attending the theory classes is mandatory. I also expect you to contribute to class discussion, come to class prepared, and work **with dedication** on the group assignments. You should ask questions during class if any concepts are unclear.

Your coursework will be evaluated in the following manner:

- Class participation: 16%
- Research participation: 8%
- Partial exam 1 – Partial exam 2: Select the best out of the two; 26%
- Group work:
 - Presentation of assigned paper: 25%
 - Experimental replication (written report + oral presentation of report): 25%

IMPORTANT: the above course assessment components are non-recoverable. To pass the course, you must pass at least one of the two partial exams, and you must pass the group assignments. Your overall course grade must reach 5 or more. *Note that absences and late arrivals to the theory classes and seminars will be deducted from the class participation component.*

Class Participation: A significant portion of your final grade will be earned by participation in class, as asking questions and sharing your points of view and experiences with other students will be an essential part of your learning. Class participation is evaluated by the quality and the frequency of your comments. Effective class participation includes: i) sharing your experience or point of view with the class; ii) building on points raised by others; iii) clarifying issues; or iv) relating topics being discussed to previous class topics. Interaction with other students is encouraged—it should be positive and

respectful even when in disagreement. It is also important to ask questions if anything is unclear—remember that likely other students have the same question.

Research Participation: Another portion of your final grade will be earned by participation in actual consumer behavior research carried out by researchers at UPF. This will give you first-hand experience of the “other” (i.e., participant) side of behavioral research. Details on how to participate in research will be given in class.

Partial exams: They test your knowledge and understanding of the theories, concepts, and techniques that underlie the course. They will consist of multiple-choice questions. The partial exams will normally last 40 minutes.

Typically, there will be no carryover of topics from the first partial exam to the second. However, because topics in the course are interrelated, answering questions in a particular topic may require knowledge of topics discussed earlier.

Group Work: Presentation of academic paper: Your group will be assigned an academic paper examining an issue relevant to consumer behavior (see below), and you will have to make a detailed presentation of it during one of the first five seminars (determined by lucky draw). Guidelines as to what the presentation must cover will be posted on Aula Global.

Group Work: Experimental replication (written report and oral presentation): The group project will consist of replicating one of the experiments in the academic paper that your group was assigned to present. This assignment is a very important component of the course: By replicating an experiment you will be putting into practice the concepts covered in the theory classes, and this will cement your learning. Guidelines for preparing the experimental replication will be posted on Aula Global.

As the name indicates, the group project is a group assignment. Every group member gets the same score; thus **all members are expected to make a substantial contribution to the final result**. However, because unfortunately this is not always the case, a peer evaluation system will be in place. You will be required to evaluate your team members’ (except for your own) performance / contribution to the group project at the end of the semester, and this will be used to adjust individual team members’ group project grade.

5. BIBLIOGRAPHY

Required textbooks:

“Predictably irrational: The hidden forces that shape our decisions” (2008), by Dan Ariely, Harper Collins Publishers.

“Understanding the new statistics: Effect sizes, confidence intervals, and meta-analysis” (2012), by Geoff Cumming, Routledge, Taylor and Francis.

The academic papers listed below will be posted on Aula Global:

Topic 1: Relationship norms

- **Ariely (2008), Chapter 4: The cost of social norms*****
- Vohs, Meade, and Goode (2008), “Merely activating the concept of money changes personal and interpersonal behavior,” *Current Directions in Psychological Science*, 17 (3), 208-212.
- Wan, Hui, and Wyer (2011), “The role of relationship norms in responses to service failures,” *Journal of Consumer Research*, 38 (August), 260-277.***

Topic 2: Self-control

- **Ariely (2008), Chapter 6: The problem of procrastination and self-control*****
- Muraven, Tice, and Baumeister (1998), “Self-control as limited resource: Regulatory depletion patterns,” *Journal of Personality and Social Psychology*, 74 (March), 774-789.

- Chae and Zhu (2014), "Environmental disorder leads to self-regulatory failure," *Journal of Consumer Research*, 40 (April), 1203-1218.***

Topic 3: Ownership

- **Ariely (2008), Chapter 7: The high price of ownership*****
- Nayahankuppan and Mishra (2005), "The endowment effect: Rose-tinted and dark-tinted glasses," *Journal of Consumer Research*, 32 (December), 390-395.
- Monga and Zhu (2005), "Buyers versus sellers: How they differ in their responses to framed outcomes," *Journal of Consumer Psychology*, 15 (4), 325-333.***

Topic 4: Expectations

- **Ariely (2008), Chapter 9: The effect of expectations*****
- Irmak, Block, and Fitzsimons (2005), "The placebo effect in marketing: Sometimes you just have to want it to work," *Journal of Marketing Research*, 42 (November), 406-409.
- Shiv, Carmon, and Ariely (2005), "Placebo effects of marketing actions: Consumers may get what they pay for," *Journal of Marketing Research*, 42 (November), 383-393.***

Topic 5: Consumer mistrust

- **Ariely (2008), Chapter 12: The cycle of distrust*****
- Laran, Dalton, and Andrade (2011), "The curious case of behavioral backlash," *Journal of Consumer Research*, 37 (April), 999-1014.
- Darke and Ritchie (2007), "The defensive consumer: Advertising deception, defensive processing, and distrust," *Journal of Marketing Research*, 44 (February), 114-127.***

Topic 6: Dishonesty

- **Ariely (2008), Chapter 13: The context of our character, part I*****
- Shu et al. (2012), "Signing at the beginning makes ethics salient and decreases dishonest self-reports in comparison to signing at the end," *PNAS*, 109 (38), 15197-15200.
- Mazar, Amir, and Ariely (2008), "The dishonesty of honest people: A theory of self-concept maintenance," *Journal of Marketing Research*, 45 (December), 633-644.***

IMPORTANT NOTES, POLICIES, AND PROCEDURES

- The PowerPoint slides corresponding to each lecture will be posted in "Aula Global" shortly in advance of every theory session.
- To get the maximum out of the lectures, students should read the material (book chapters or other assigned readings) in advance.
- I do not give make-up exams, no matter how *legitimate* the excuse for missing the exam may be; it is impossible to make an equivalent exam without placing the student at either an advantage or disadvantage. Thus, instead of counting the two exams, I count only (the best) one. This allows you to miss one if you must.
- *Although I do not expect **cheating** or **plagiarism** in my class, the penalty is **failing the course**. You commit cheating when, during an exam, you talk to other student(s) or look at other student(s) answers. You commit plagiarism when you copy large sections of an author's material without referencing it. If in doubt, please consult me.*
- Attendance to theory as well as seminar sessions is **required**, and so is arriving on time. Absences and late arrivals (without legitimate excuses) will be penalized by deducting points from the class participation grade. Legitimate excuses include: Illness, death in family, other excuses on a case-by-case basis. Note that legitimate excuses are invalid without supporting documentation. Please do not take this personally – I require supporting documentation because there were students in the past that fabricated reasons.
- Don't miss class. Getting a classmate's notes is a poor second choice.
- Although I will try to maintain the class schedule and objectives, unforeseen circumstances may force me to make adjustments.

TENTATIVE CLASS SCHEDULE

	MON	TUE	WED	THU	FRI	SAT	SUN
APRIL	6	7	8	9 Course intro	10 Lecture 1	11	12
	13	14	15	16 Lecture 2	17 Lecture 3 <i>(groups must be formed)</i>	18	19
	20	21	22	23 Holiday	24 Lecture 4	25	26
	27	28	29 Seminar 1	30 Lecture 5	1 Holiday	2	3
MAY	4	5	6 Seminar 2	7 Lecture 6	8 Lecture 7	9	10
	11	12	13 Seminar 3	14 First partial exam	15 Lecture 8	16	17
	18	19	20 Seminar 4	21 Lecture 9	22 Lecture 10	23	24
	25	26	27 Seminar 5	28 Lecture 11	29 Lecture 12	30	31
JUNE	1	2	3 Seminar 6	4 Lecture 13	5 Second partial exam	6	7

8	9	10	11	12	13	14
			Presentation of final projects	Presentation of final projects		

TOPICS TO BE COVERED IN LECTURES 1-13

- The experimental method and its advantages for understanding consumer behavior
- Formulating the research question & developing the hypotheses
- Examining the research question: Basics of experimental design
- Examining the research question: Defining the variables
- Examining the research question: Collecting the data
- Examining the research question: Analyzing the results

TOPICS TO BE COVERED IN SEMINARS 1-6

- Seminar 1: Presentation by group 1 of paper in topic 1 (relationship norms)
- Seminar 2: Presentation by group 2 of paper in topic 2 (self-control)
- Seminar 3: Presentation by group 3 of paper in topic 3 (ownership)
- Seminar 4: Presentation by group 4 of paper in topic 4 (expectations)
- Seminar 5: Presentation by group 5 of paper in topic 5 (consumer mistrust)
- Seminar 6: Presentation by group 6 of paper in topic 6 (dishonesty)

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I have read this syllabus carefully and I have understood all the details and requirements of the course.

Name: _____

Signature: _____

Student identification number (NIA): _____

Date: _____