




## Course Specifications

<b>Course Title:</b>	CONSUMER BEHAVIOR (CB)
<b>Course Code:</b>	MKT-303
<b>Program:</b>	Bachelor of Science of Business Administration in Marketing [BSBA]
<b>Department:</b>	Department of Marketing
<b>College:</b>	College of Business Administration, Al Kharj
<b>Institution:</b>	 PRINCE SATTAM BIN ABDULAZIZ UNIVERSITY COLLEGE OF BUSINESS ADMINISTRATION DEPARTMENT OF MARKETING (P.O. BOX 173, AL-KHARJ 11942,

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## A. Course Identification

<b>1. Credit hours:</b> 3
<b>2. Course type</b>
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> 5 <sup>th</sup> Level (Sem.) / II Year
<b>4. Pre-requisites for this course (if any):</b> MGT-201
<b>5. Co-requisites for this course (if any):</b> NONE

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	35	80
2	Blended	7	20
3	E-learning		
4	Distance learning		
5	Other		
	<b>Total</b>	42	100

### 7. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1	Lecture	35
2	Laboratory/Studio	
3	Tutorial	
4	Others (assignments, library, project work)	7
	<b>Total</b>	42

## B. Course Objectives and Learning Outcomes

### 1. Course Description:

This course focuses on the study of the buying and consumption behavior of individuals and families and the various factors influencing their buying decisions including cultural, social, personal & psychological, and situational factors. It discusses the principles, concepts, and theories that stem from other social sciences such as psychology, social psychology, sociology, cultural anthropology, economics, and others, and applies them to the purchasing and consumption behavior of individuals.

The course gives special attention to how these principles, concepts, and theories can be applied effectively to marketing strategies.

### 2. Course Main Objective:

The students are introduced to the concepts of consumer behavior. They are introduced to the various factors which affect consumer behavior and also introduced to the purchase process. They are taught the fundamentals of organizational aspects of consumer behavior and related regulations. Also, students learn to apply the fundamentals of consumer behavior in the formulation of marketing strategies.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge and Understanding</b>	
1.1	Explain the basic model components of consumer behavior and its relation with the marketing strategy	
1.2	Explicate the impact of the external marketing environment such as society, culture & demographics	
1.3	Expound on the impact of individual psychological factors such as consumer motivation, attitude, and lifestyle	
1.4	Elucidate the consumer decision process while recognizing the evaluation criteria in selecting a product or service by the consumer	
1.5	Describe the buyer behavior in an organizational context and market regulations	
2	<b>Skills :</b>	
2.1	Interpret the marketing strategy in the context of consumer segmentation and the consumer decision-making process	
2.2	Illustrate the influence of external environmental factors in consumer	

CLOs		Aligned PLOs
	decision-making with special reference to Saudi consumer	
2.3	Illustrate the impact of individual psychological factors such as consumer motivation, attitude, and lifestyle	
2.4	Evaluate the consumer decision-making process and their judgment criteria in selecting a product or service	
2.5	Evaluate the internal and external factors influencing the organizational purchase process	
<b>3</b>	<b>Values:</b>	
3.1	HONESTY: Imparting values among students so that they embody high ethical standards. Learn to add value to the organization they work for and the customers they serve in the future. Also, adhere to all applicable laws and regulations in promoting any product or service. Work to foster trust and faith in the marketing communication system with all stakeholders. They learn the importance of fair dealing in establishing an efficient exchange process.	
3.2	TRANSPARENCY: Learn to promote quality product and their benefits at fair prices. Disclose all the terms and conditions, safety measures, and warranties. Transparency should be maintained in the packaging and labeling of the products disclosing the price, ingredients, and environmental friendliness.	
3.3	COMMITMENT: Students learn to stand behind delivering product services and benefits at all times. Inculcate values to recognize special commitment segments such as children and elderly customers. Handle customer grievances honestly and according to company norms. Reject manipulation that harms customer trust, avoid forceful selling, and attempt to develop mental and intellectual satisfaction of customers.	

### C. Course Content

No	List of Topics	Contact Hours
1	<p><b>Introduction to Consumer Behavior</b></p> <p>Consumer Behavior and Marketing Strategy-Applications of Consumer Behavior- Marketing Strategy and Consumer Behavior-Market Analysis Components- Market Segmentation-Marketing Strategy-Consumer Decisions-Outcomes- The Nature of Consumer Behavior-Meaning of Consumption</p>	

		6
2	<b>External Influences on Consumer Behavior</b> Cross Cultural Variations in Consumer Behavior- The Changing Saudi Society: Values, Demographics and Social Stratification, Subcultures, Families and Households -Group Influences on Consumer Behavior	9
3	<b>Internal Influences on Consumer Behavior</b> Perception, Learning, Motivation, and Product Positioning Motivation, Personality, and Emotion Attitude and Influencing Attitudes, Self Concept and Life Style	9
4	<b>Consumer Decision Process</b> Situational Influences--Consumer Decision Process and Problem Recognition- Information Search- Alternative Evaluation and Selection-Outlet Selection and Purchase-Post Purchase Processes, Customer Satisfaction and Customer Commitment	9
5	<b>Organizations and Marketing Regulation</b> Organizations as Consumers-Organizational Buyer Behavior-Organizational purchase process-Organizational culture-External factors Influencing Organizational Culture-Internal factors Influencing Organizational Culture-Consumer Behaviour and Marketing Regulation: Regulation and Marketing to Children-Regulation and Marketing to Adults	9
<b>Total</b>		42

## D. Teaching and Assessment

### 1. Alignment, of Course, Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	<b>Knowledge and Understanding</b>		
1.1	Explain the basic model components of consumer behavior and its relation with the marketing strategy	Lectures with examples, conceptual framework, book notes & references,	Quizzes, mid-terms, and final examinations of the coursework covered
1.2	Explicate the impact of the external marketing environment such as society, culture & demographics	research article references, internet references, PPTs, and	
1.3	Expound on the impact of individual	handouts	

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	psychological factors such as consumer motivation, attitude, and lifestyle		
1.4	Elucidate the consumer decision process while recognizing the evaluation criteria in selecting a product or service by the consumer		
1.5	Describe the buyer behavior in an organizational context and market regulations		
<b>2.0</b>	<b>Skills</b>		
2.1	Interpret the marketing strategy in the context of consumer segmentation and the consumer decision-making process	Mini Project Preparation, Relevant Case Studies, Assignment Preparation, Group Presentation, Tables & figures, diagrams & pictures Saudi company websites engaged in the services sector, industry reports, comparative studies, etc.	Evaluation of case study presentation skills, mini project & group presentation skills, assessment of the application of theoretical framework through written assignments skills, observing interpretation abilities of data, etc. However, it is in the range of assessment of coursework
2.2	Illustrate the influence of external environmental factors in consumer decision-making with special reference to Saudi consumer		
2.3	Illustrate the impact of individual psychological factors such as consumer motivation, attitude, and lifestyle		
2.4	Evaluate the consumer decision-making process and their judgment criteria in selecting a product or service		
2.5	Evaluate the internal and external factors influencing the organizational purchase process		
<b>3.0</b>	<b>Values</b>		
3.1	HONESTY: Imparting values among students so that they embody high ethical standards. Learn to add value to the organization they work for and the customers they serve in the future. Also, adhere to all applicable laws and regulations in promoting any product or service. Work to foster trust and faith in	Role-playing, Group Discussion, Debate, Devising plans, Data Analysis & interpretation etc.	Examining mini-projects, evaluating classroom activities, assessing students' discussion, logical abilities & speaking capabilities, etc.

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	the marketing communication system with all stakeholders. They learn the importance of fair dealing in establishing an efficient exchange process.		
3.2	TRANSPARENCY: Learn to promote quality product and their benefits at fair prices. Disclose all the terms and conditions, safety measures, and warranties. Transparency should be maintained in the packaging and labeling of the products disclosing the price, ingredients, and environmental friendliness.		
3.3	COMMITMENT: Students learn to stand behind delivering product services and benefits at all times. Inculcate values to recognize special commitment segments such as children and elderly customers. Handle customer grievances honestly and according to company norms. Reject manipulation that harms customer trust, avoid forceful selling, and attempt to develop mental and intellectual satisfaction of customers.		

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quizzes (best of two)	3 <sup>rd</sup> , 6 <sup>th</sup>	10%
2	Mid Terms (two)	4 <sup>th</sup> , 8 <sup>th</sup>	30%
3	Class Participation (presentation & discussion of mini-projects, case study & assignments, etc.)	7 <sup>th</sup> , 9 <sup>th</sup>	10%
4	Final Examination	After completion of the 10 <sup>th</sup> Week	50%

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)



## E. Student Academic Counseling and Support

**Arrangements for the availability of faculty and teaching staff for individual student consultations and academic advice :**

Office Hours: 6 hours per week

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Hawkins, Mothersbaugh, Best “ <i>Consumer Behaviour</i> ”, (2007) New York, Mc Graw Hill 12 <sup>th</sup> e
<b>Essential References Materials</b>	<ul style="list-style-type: none"> <li>• Schiffman, Leon, Kanuk “<i>Consumer Behavior</i>”, (2007) New Jersey, Prentice Hall, 11<sup>th</sup> e.</li> <li>• Ditcher E “<i>Hand Book of Consumer Motivations</i>”, (1996) New York, McGraw Hill</li> </ul>
<b>Electronic Materials</b>	<ul style="list-style-type: none"> <li>• www. <a href="http://faculty.psau.edu.sa">http://faculty.psau.edu.sa</a></li> <li>• <a href="http://www.hbsp.harvard.edu">www.hbsp.harvard.edu</a></li> <li>• <a href="http://www.academyofmarketing.com">www.academyof marketing science.com</a></li> <li>• <a href="http://www.marketingpower.com">www.marketingpower.com</a></li> <li>• Harvard Business Review</li> <li>• Journal of Consumer Research</li> </ul>
<b>Other Learning Materials</b>	Relevant videos cases and websites of service-oriented companies in KSA

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture room with a capacity of at least 30 seats/group and 4-groups required
<b>Technology Resources</b> (AV, data show, Smart Board, software,	Smart Board with Internet Facility as well as one PC for each student, depending on the class-size

Item	Resources
etc.)	
<p align="center"><b>Other Resources</b></p> <p>(Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)</p>	N/A

### G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
<p><b><i>Effectiveness of Teaching:</i></b> At the end of each academic semester, students' feedback is taken. A survey form entitled, Course Evaluation Survey (CES) provided by NCAAA is administered by the Quality &amp; Development Unit regularly using the Survey. The results are communicated to the faculty members.</p>	Students	Feedback through Survey
<p><b><i>Evaluation of Teaching by the Program/Department Instructor:</i></b></p> <p>A senior faculty from the college/department nominated by DC visits the class and observes at least 2-3 classes during the entire semester. Peer observer provides his feedback on a template provided by the Deanship of Development &amp; Quality viz. class observation form for developing the teaching-learning process.</p> <p><b>And</b></p> <p>At the end of each semester, the course instructor self-reflects on his experiences during the semester and prepares the course report, which is</p>	Program Instructor and Peers	Observation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
discussed at the DC/CC for further improvement.	Self	Self-Reporting (to be discussed in DC)

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

Council / Committee	
Reference No.	
Date	