	<b>SUBJECT DESCRIPTION</b>	<b>MODELO PED.013.02</b>
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<i>course</i>	<b>Marketing Graduation</b>			<i>Academic year</i>	<b>2021/2022</b>		
<i>Subject</i>	<b>Comportamento do Consumidor</b>			ECTS	<b>7</b>		
<i>Type of course</i>	<b>Compulsory</b>						
<i>Year</i>	<b>1<sup>o</sup></b>	<i>Semester</i>	<b>2<sup>nd</sup></b>	<i>Student Workload:</i>			
<i>Professor(s)</i>				<i>Total</i>	196	<i>Contact</i>	75
<i>Area Coordinator</i>	<b>PhD Amândio Baía</b>						

### Planned SD

## 1. LEARNING OBJECTIVES

It is intended that the student understands the importance of studying consumer behavior for Marketing, providing him with some analysis techniques for defining consumer profiles, better understanding the cause of his desires, processes and limitations determining the final purchasing decisions, and thus learning to communicate better with him.

## 2. PROGRAMME

### 1. Marketing and Consumer Behaviour

1.1. Review of the concept and objectives of marketing and its consumer-oriented management process

#### 1.2. Consumer behaviour

1.2.1. Features

1.2.2. Perspectives

1.2.3. The "black box" of the consumer

1.3. The consumer investigation process

### 2. The Consumer as an Individual

2.1. Needs and motivations

2.2. The personality

2.3. Perception

2.4. Learning

2.5. Attitudes and behaviors

3.The Consumer and his Sociocultural Context

3.1.Culture and subculture

3.2.The family

3.3.Social class

3.4.Reference groups

3.5.Opinion leaders

4.The Purchasing Decision-Making Process

4.1.Low and high involvement decisions and purchasing decision

4.2.Information processing

4.3.The decision/intention and buying attitudes

4.4.Conditions of purchase

4.4.1.Place of purchase

4.4.2.Buying situations

4.4.3.Loyalty / brand

4.4.4.After-purchase services

4.4.5.Evaluation of purchase results

5. The consumer "Cameleão"

5.1.Characterization of "generations" of consumers

5.2.The consumer who defies categorization

5.3.The consumer who defies stereotypes

5.4.The consumer challenging the traditional purchasing process

6. The intuitive / undeclared purchasing decision process


6.1.Emotional consumption

6.2.Neuromarketing

6.2.1.Concept, objectives and techniques

6.2.2.Segmentation and positioning through neuromarketing

6.2.3.Decision-making and neuromarketing

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7.The definition of a "persona"

### 3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES


The syllabus was defined according to the objectives to be achieved and achieved by the acquisition. Thus, this course, through the syllabus developed, aims to contribute to the training of future professionals in the field of Marketing. For this, the basic contents aim at:

- 1) training and preparation of students, making them aware of the need for knowing how to be, knowing how to be and knowing how to do, without strategic and operational domain;
- 2) at the end, the student must be able to autonomously develop the activity in the understanding of consumers

Thus, Chapter 1 implements point 1) of the objectives; and the remaining chapters the objective 2).

### 4. MAIN BIBLIOGRAPHY

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- Genco, Stephen J.; Pohlmann, Andrew P. e Seidl, Peter (2013). Neuromarketing for Dummies. John Wilwy & Sons Canada Ltd., Canadá.
- KOTLER, Philip; Kartajaya, Hermawan e Setiawan, Iwan (2021). Marketing 5.0. Actual Editora, Portugal.
- LENDREVIE, J., Lindon, D., Dionísio, P. & Rodrigues, V. (2011). Mercator XXI–Teoria e
- Prática do Marketing. Publicações Dom Quixote, 14ªEd., Lisboa.
- Schiffman, Leon e Kanuk, Leslie L. (1994), Consumer behavior. Prentice-Hall International, E.U.A..
- Solomon, Michael R. (2021). Consumer behavior – buying, having and being. 7ªEd. Pearson – Prentice Hall, Nova Jersey, EUA.
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- Zurawicki, Leon (2010). Neuromarketing – Exploring the brain of the consumer. Springer, Boston, EUA.

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## 5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)

Teaching methodologies used:

- Theoretical-practical expository method using audiovisual media
- Case studies
- Conducting individual research and fieldwork
- Use of information technologies for learning
- Availability of e-learning content
- Tutorial orientation

Students select their assessment from the following:

- a) Ongoing assessment – implies a minimum of 2/3 attendance to classes and work in the classroom (10%), intermediate assessment forms with a minimum score of 8/20 (40%) and group work (50%).
- b) Final non-ongoing Assessment (frequency and exam): The assessment will be carried out by written test with a weighting of 100%.
- c) Exam – one written test (100%), including students who did not reach a 10/20 in ongoing assessment.

## 6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

Lectures, debate and case studies will enable students to provide comprehensive knowledge in this area of knowledge.

With group work, individual research and fieldwork it is intended that students, applying some analysis techniques, identify and analyse various problems in the area.

The observation of processes and problem solving in tutorial orientation best consolidate their knowledge.

## 7. ATTENDANCE

Students who opt for continuous assessment, will have to have a **mandatory minimum attendance of 2/3 lectured**, except for the student-workers, however, they must comply with the same terms and obligations of the evaluations.