



BUSI 3209 A: Consumer Behaviour

Fall 2026

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Class Times: Fridays 11:35am – 2:25pm

Office Hours: Available upon request by email or requested at class/lectures

Pre-requisites & precluded Courses:

Precludes additional credit for Precludes additional credit for BUSI 4206 (no longer offered).

Prerequisite(s): third-year standing, and BUSI 2204 or BUSI 2208 (with a grade of C or higher in each).

Course Description

Introduction to the application of psychological theories and methodologies to consumer behaviour. How consumer behaviour is shaped by internal influences. Topics include perception, learning, memory, motivation, affect, personality, the self, attitudes and decision-making.

Moreover, this course prepares participants to truly understand consumer behaviours, including purchasing trends and buying decisions while also *practically* apply marketing strategy leveraging the most modern high-impact strategies, tactics and marketing technology. Moreover, this course will prepare participants to perform as a Chief Marketing Officer (CMO) or Marketing Director so to their brands and teams for which take ownership will generate critical brand awareness, brand loyalty for various types of products and services they manage.

This course will also engage and challenge the most relevant strategic approaches to acquiring a new customer base, retaining customers and creating brand advocates for both product-based and service-oriented businesses through several different marketing areas, including social, content, B2C, B2B among others, all from the perspective of Senior Marketing Management.

While there has been a lot of hype surrounding marketing and online digital marketing, there has also been some disillusionment with the results achieved by companies. Investments in Social Media advertising (as an example) have, in many cases, yielded results of little value. Often Marketing Directors acknowledge a lack of focus on understanding *consumers* and how to improve the overall

business. This is often due to not leveraging the strength of marketing to increase revenue, but also due to the lack of an ability to manage marketing costs. Understand consumer behaviour is critical for marketing strategy and Marketing Directors also acknowledge an inability to harness the strength through refined consumer behaviour analytics and strategy, to improve their marketing in general.

This course therefore aims to cut through the hype and get to the core of consumer behaviour issues and opportunities that affect brands, business communications and a customer-firm relationship to drive forward a successful strategic marketing implementation.

It will involve the design and development of a **real** business consumer behaviour plan and model, encompassing strategic marketing and tactics as well as the review and strategic recommendations of consumer behaviour case study situations. The overall thinking of this course is a seminar format focusing on class discussion and involvement of each student in the course. Between cases and start-up business models, students will have a thorough understanding of well over 50 brand strategies based on understanding consumer behaviour and consumer choices in the marketplace.

Learning Outcomes and Course Objectives

Upon completion of this course, each participant should be able to:

1. Demonstrate an improved knowledge ***in creating and developing a value proposition for a new business to be sustainable over time.***
2. Apply relevant entrepreneurial theory and practical concepts for ***effective new business brand planning.***
3. ***Leverage the most relevant and modern business, sales and marketing techniques to apply*** in the modern entrepreneurial business environment.
4. ***Turn any challenge into a business opportunity, deal with unprofitable customers and recovering from business crises through new business strategies,*** while appropriately questioning and criticizing traditional entrepreneurial, start-up, marketing and management techniques and systems and creating the most effective marketing strategy solutions.

Note: the point of view will always be that of ***an effective action-seeking*** Chief Marketing Officer (CMO) or Marketing Director who are required to grow the business, generate significant investments and brand awareness, strengthen the communication with customers and retain an extensive customer base; motivate employees in a small, but growing enterprise, but also to take those points-of-view and make effective strategic marketing decisions in today's business environment.

Course Structure

This course emphasizes a way of thinking about consumer choice, consumer behaviour and consumer preferences; but also, to essentially make effective marketing decisions using case summaries, a team led consumer behaviour driven business model plan for a novel real business idea, relevant strategic business planning and a review of all concepts with a final exam. Moreover, the overall structure also calls ***for ongoing class participation throughout the entire course***, so to best leverage the knowledge of consumer behaviour concepts, theories, and practical ideas from all participants and integrate it to the application of marketing teams seeking leadership with their organization.

Required Material

A relevant course pack list containing the most relevant consumer behaviour and marketing articles and case studies from the Harvard Business Review, M.I.T. Sloan and other education peer-review centres is listed in a clearly marked folder on Brightspace. The very same list of articles are highlighted in this syllabus via the course schedule, whereby all are articles link directly to the key theme based on the topics to support each reading article.

Costs: Please note, there is no additional cost (\$0) or additional purchases required for this course. Rather, all readings and cases for this course are available directly through the Carleton University Library. See the ARES link on Brightspace to access all articles and cases.

Teams

Teams will be formed of 4 or 5 people and will be randomly organized at the first lecture class. Each team must designate a person to coordinate the delivery of projects (see due dates in course outline).

NOTE: You are responsible for managing your team. If groups have serious differences, then it required to show the Professor a detailed record of performance problems (i.e. emails, a file describing the problem, detailed challenges, detailed missed meetings, etc). I ask this of you, since this is in line with the human resources management of a modern company or organization. No more or no less.

Methods Used to Evaluate Student Performance

Student assessment involves both individual and team components and requires students to use both classroom and field learning from readings, discussions and case studies. The assessments are:

Individual Participation	5%
Team Case-based Application Exercises (Best 2 / 3 cases)	20%
Team Consumer Behaviour Consultation Brand Plan	
- Final Team Presentation	20%
Individual Consumer Behaviour Audit – Brief Report	20%
Final Exam	35%

Individual Participation

No different than participating and/or working with a marketing team, participation with strategy development discussions are mandatory. The same important principle (participation) applies to this course. The lectures are designed to be very interactive, so opportunities for class participation are *at each class*.

Participation will be *self-assessed* each week, consisting of approximately three to four key questions:

1. Preparation
2. Qualitative assessment of your classroom interventions (4 – 5 brief questions after each class)
3. Professionalism and conduct, positive contribution directly to the course content.

Note: The Professor of this course reserves the right to change your score if your review does not match the actual reality of your contribution in the course. If so, your score change will be communicated to you by email. To help you evaluate your quality of your participation in class, a grid is proposed below.

Recommended Individual Participation Self-Evaluation Grid:

5/5 Excellent

Student participation demonstrates serious preparation. The student has excellent skills in terms of expressing his/her ideas as well as *active listening*. Regular value-added ideas shared with the group. The student encourages *positive* discussion. Always offers new ways of thinking to better the overall group's strategic ideas. Attends and participates in a *meaningful* and *professional* way.

4/5 Very good

Ideas shared are relevant and often pushes discussions in a positively impactful direction. The student's opinion is well argued and defended. The student is a key drive to class discussion with high professionalism and standards. The student is an important person to the group's discussion.

3/5 Good

Students ideas are shared with the class are often relevant, but generally do you not guide discussions to new paths or to help present new ideas. Arguments are sometimes coherent and structured. Attends most of the presentations for which they are not presenting.

2/5 Non-participant

Might provide conversation or dialogue, but the ideas are rarely relevant. The student's arguments are not coherent, unprofessional and the dialogue is often disruptive to the class. The participation does not help guide the discussion in an effective direction or to be beneficial to the class.

1/5 Non-satisfactory

The student is not prepared and/or does not share ideas in the class. The student's arguments are not coherent, unprofessional and the dialogue is often disruptive to the class.

0/5 absent; unjustified

Total Course Value: 5%

Team Case-based Application Exercises

The aim will be to implement a specific or series of strategic marketing techniques which is ***related to consumer behaviour*** from sessions prior to the case dates, so to apply learning from the course to the case-based exercises. Submission content must always consider strategies related to the management of marketing linking to consumer behaviour, enhancing brand awareness, brand preference, brand choice, managing customer relationships and/or customer service management.

These team-based exercises also give students the opportunity to practice strategic marketing factors, recognize emerging marketing strategies and analyze consumer behaviour trends as well as managing customer relationships and growing businesses.

Ultimately, the goal of your team submission is to design the most effective strategy embracing key elements of *consumer behaviour* for an existing or emerging organization. Once again, the point of view is always that of an owner, Senior Marketing Manager (or Executive Marketing Team) who must direct, make strategic marketing decisions, (which are financially beneficial), and take action to ensure leadership in today's competitive marketplace.

Guidelines, Format and Evaluation Criteria

NOTE: Please see APPENDIX #1 in the “*Deliverables: Guidelines, Format and Grading Rubric Evaluation Criteria*” folder on Brightspace for the process, format, and the grading rubric evaluation criteria for the team cases exercises.

Total Course Value: 20% (Best 2 out of 3) 10% per case submission

Team Consumer Behaviour Consultation Brand Plan – Team Presentation

Teams are provided the opportunity through this team-based assignment to develop a Consumer Behaviour Consultation plan for **a potentially new business (start-up), which is exploring business opportunity for an evolving, on trend, and emerging category in the marketplace.**

More specifically each team should encompass the consumer behaviour analysis (market research) of the category sector within an industry of which a new business is anticipated to compete.

Examples include: *premium no-alcohol based beverages, extreme exclusive, exclusive luxury hotels or micro luxury experiences, an app for tiny homes in major urban centres, craft artistic-based chocolate, premium pet lifestyle services, social fitness concepts such as hyrox, etc..*

Teams are to provide consumer behavior analysis and consultation as well marketing consultation for an entrepreneur who has significant financial investments and is considering to start a new venture in a particular marketplace. This includes but is not limited to: a plan for customer relationship management, brand loyalty, retaining customers, brand awareness, digital marketing, brand preference, sales, customer service, strategic business sustainability, etc.).

This consumer behavior analysis must focus on a specific category or sector within an industry but must also consider **the consumer market** in which the *business aligned with emerging consumer trends* is intended to compete. Therefore, your consumer behaviour analysis and strategic marketing recommendations should enable investors with significant financial capital to further evaluate the opportunity to invest within this specific category or sector and assess its potential for long-term success. The final deliverable is a **team presentation. Presentations must be developed and delivered with the assumption that the audience consists of investors considering committing capital to this category or sector, with the potential to launch an actual business within the competitive industry.**

The following is the 3-step process for the Consumer Behaviour Consultation Brand Plan:

<u>Timeline</u>	<u>Objective</u>	<u>Due Date</u>
Step #1	Project Proposal	October 2 nd (by 5:00pm)
Step #2	Primary Research	Recommended by week #7
Step #3	Final Team Presentation	November 27 th

Guidelines, Recording Format and Evaluation Criteria

NOTE: Please see APPENDIX #2 “*Process, Format and Grading Rubric Evaluation Criteria*” folder on Brightspace for each of the three (3) steps for the Entrepreneurial New Venture Launch Plan, which includes the format, outline and sample of a grading rubric evaluation criteria.

Total Course Value: 20%

Individual Audit & Recommendations – Brief Report

Students have the opportunity to stay connected to what is happening in contemporary consumer markets *by analyzing the consumer behaviour strategies of a business of your choice!* This is specifically, a business that you believe is successfully responding to emerging consumer trends. This consumer behaviour audit / analytical review must examine the specific consumer market in which the business competes, including the key consumer behaviours, needs, motivations and emerging trends influencing that marketplace. The analysis should consider why consumers are attracted to the business, how the business responds to consumer needs or solves a consumer problem, and how effectively it engages and communicates with its intended target market compared with competition.

The selected business must have an online presence. The assessment may therefore incorporate publicly available digital evidence, including the company’s website and social media presence, online consumer reviews and comments, YouTube content, digital marketing, LinkedIn, TripAdvisor, and other relevant online sources. Moreover, the analysis is to be followed by a series of your own consumer behaviour and strategic marketing recommendations for how the business can more effectively respond to evolving consumer trends, strengthen its customer base, build brand awareness, and remain competitive and sustainable over the next 1–2 years.

Essentially, this individual assignment involves a consumer behaviour audit / analytical review of your selected business that is responding to emerging consumer trends, followed by your recommendations for its future success in the marketplace. Relevant consumer behaviour concepts, theories and models from the course should be applied to support your analysis and conclusions.

Guidelines, Recording Format and Evaluation Criteria

NOTE: Please see APPENDIX #3 in the “*Deliverables: Guidelines, Format and Grading Rubric Evaluation Criteria*” folder on Brightspace for the guidelines, format and sample of a grading rubric evaluation criteria for the Individual Audit & Recommendations – Brief Report.

Total Course Value: 20%

Final Exam

The final 3-hour exam will occur in-person and on-campus during the regularly examinations schedule organized by the University in December. It will draw on all class material, supported by all articles, lectures, discussions and case studies reviewed throughout the entire course.

Total Course Value: 35%

Course-specific policies:

The standards of professionalism apply.

E-mail guidelines:

- Account: Always use your university account. E-mail from other domains (gmail, hotmail, yahoo...) may be automatically treated as spam. **Only e-mails from Carleton University e-mail address accounts are guaranteed a response** within 48 hours.

Course Attendance

- As indicated in the academic regulations of the Sprott School of Business, attendance at courses of instruction is mandatory. Students who are absent for more than 9 hours of class time will be excluded from the final examination.

Assignments and Use of AI

- All assignments must include student name, number and signed declaration of academic integrity. This course requests complete transparency on usage of AI and tools.

Late submissions and Request for deferrals

- Policy is 10% per day late (starting immediately after the beginning of the class of the submission date).
- Requests for a deferral for a report submission due to medical reasons or due to a scheduling conflict must go directly to Student Services and request a deferral.

Please note that it is not possible to submit extra course work to improve your mark.

Course Schedule: BUSI 3209 A Consumer Behaviour
Fridays 11:35am – 2:25pm

<u>Date</u>	<u>Lecture Theme & issues</u>	<u>Relevant Article Readings</u>	<u>Case / Assignments</u>
September 11	Developing Strategic Start-up and New Business Intelligence	<i>Course Syllabus & outline Review and In-class Lecture Notes / Slide Presentations</i>	▪ Team Formation for the New Launch Plan
September 18	The Marketing Mix Part 1 and Cultural Influences on Consumer Behaviour	<i>The Magic that Makes Customers Stick (Thomke)</i>	▪ Participation #1 ▪ Various businesses ideas for the New Venture Launch Plan
September 25	The Marketing Mix Part 2 and Cultural Influences on Consumer Behaviour	<i>Why Great New Products Fail (Simester)</i>	▪ Participation #2
October 2	The Purchase Process Brand Perception	<i>The Science of Sensory Marketing (HBR)</i> <i>Neuromarketing: What You Need to Know (Harrell)</i>	▪ Participation #3 ▪ DUE: Project Proposal <u>by email by all teammates</u> (by 5:00pm October 2nd)
October 9	Learning and Memory	<i>The New Science of Customer Emotions (Magids et al.)</i>	▪ Participation #4 ▪ Team Application Exercise #1 TBD
October 16	Motivation and Affect Personalities, Lifestyles and Values	<i>Consider This: Option Awareness and the Psychology of What We Consider (Shah & Ludwig)</i>	▪ Participation #5

October 23	Attitude Change and Interactive Communications	<i>The Functional Components Underlying Influencer Marketing (Campbell & Farrell)</i>	▪ Participation #6
October 30	Fall Reading Week Break		
November 6	Social Class and Subcultures	<i>Why Your Customers' Social Identities Matter (Champhiss, Wilson & Macdonald)</i>	▪ Participation #7 ▪ Team Application Exercise #2
November 13	Consumer Behaviour and ESG	<i>The Elusive Green Consumer (White, Hardisty & Rishad)</i>	▪ Participation #8 ▪ Team Application Exercise #3
November 20	Metrics for the Measurement of Marketing Strategy and Tactics Implementation	<i>The Metrics That Marketers Muddle (Bendle and Bagga)</i>	▪ Participation #9
November 27	Post Product Launch Strategic Marketing Approaches, Opportunities, and Initiatives	<i>In-class Lecture Notes / Slide Presentations</i>	▪ Participation #10 ▪ Final Team Presentations
December 4	The Future of Managing a Growing Enterprise Final Exam Review	<i>In-class Lecture Notes / Slide Presentations</i>	▪ Participation #11

REMINDER Due: Individual Entrepreneurial Strategies Audit & Recommendations – Brief Report by 11:59pm on Friday, December 5th “Word” version posted to the clearly labeled “assignments” submissions folder on our BUSI 3209 A Brightspace page.

Contribution to Learning Goals of the Program ([BCom](#)):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				X
BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>				X
BC3 Critical Thinking <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>				X
BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i>				X

ADDITIONAL INFORMATION

Course Sharing Websites

Materials created for this course (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Recommended Calculator for Examinations

If you are purchasing a calculator, we recommend anyone of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership, and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

Grading

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodation

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

Pregnancy Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please review the [pregnancy academic accommodation process](#).

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please review the [religious academic accommodation process](#).

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the [Paul Menton Centre website](#).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit the [Equity and Inclusive Communities website](#).

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, see the [Senate Policy on Accommodation for Student Activities \(PDF, 25 KB\)](#).

Academic Consideration for Medical and Other Extenuating Circumstances

Due to medical and other extenuating circumstances, students may occasionally be unable to fulfil the academic requirements of their course(s) in a timely manner. The university supports the academic development of students and aims to provide a fair environment for students to succeed academically. Medical and/or other extenuating

circumstances are circumstances that are beyond a student's control, have a significant impact on the student's capacity to meet their academic obligations, and could not have reasonably been prevented. Students may request Academic Consideration for Coursework or Other Academic Deliverable. For further information please review the [Procedure for Academic Consideration](#) and the [FAQ page](#).

Scheduling and Examination Support

Scheduling and Examination Services provides various supports for both in-term and end-of-term tests and exams. Details can be found on the [Exam Support website](#).

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>.

Sprott Student Services

The Sprott Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at academicadvising@sprott.carleton.ca.

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

Important Information:

- Students must always retain a copy of all work that is submitted.
 - All final grades are subject to the Dean's approval.
 - For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://carleton.ca/its/get-started/new-students-2/>
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