



International Buyer Behavior: BUSI 3705 A

Fall 2026

Instructor	Golnoush Zeidabadi
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Class Times	Mondays 11:35 am- 2:25 pm
Modality	In-person
Office Hours	By appointment
TA Name/Email	<i>To be determined</i>

Pre-Requisites & Preclusions:

Prerequisites: Third-year standing, BUSI 2204 or BUSI 2208, and BUSI 2702 or BUSI 2101.

Course Description/Instructor's Statement

Carleton Calendar Description

Behaviour of end-consumers, business and government buyers, and investors in the international context. National, cross-national, and subnational segments and behaviour differences. Adaptation vs. standardisation strategies in the context of socio-psychological, legal, technological, international procurement rules, and other constraints and opportunities.

Instructor's Course Description:

Welcome to the captivating world of "International Buyer Behaviour." In an era of rapid globalization, where borders are no longer barriers and markets transcend national boundaries, understanding the intricate dynamics of consumer choices on a global scale has become more essential than ever before. This course is designed to comprehensively explore the fascinating realm of consumer behaviour in an international context.

As a prospective student of this course, you are embarking on a journey that will unveil the complexities and nuances behind consumers' decisions when faced with diverse cultural, social, economic, and psychological influences. Together, we will delve into the minds of consumers across the globe, uncovering the underlying drivers that shape their preferences, purchasing patterns, and brand perceptions.

The scope of international buyer behaviour is a captivating intersection of various disciplines, including psychology, sociology, economics, anthropology, and marketing. The main objective of this course is to gain a deep understanding of the theoretical frameworks underpinning consumer behaviour and how to apply this knowledge to real-world scenarios faced by multinational corporations, local businesses, and even policymakers.

Course Learning Objectives:

1. Explain core concepts and theories of consumer behaviour and how they apply in international contexts.
2. Analyze the impact of culture on consumer attitudes, perceptions, motivations, and decision-making across different countries.
3. Compare and contrast buyer behaviour in developed, emerging, and transitional economies.
4. Evaluate the influence of socio-demographic variables (e.g., age, gender, income, education) on consumer behaviour in international markets.
5. Apply key psychological constructs (e.g., perception, learning, motivation, personality) to explain consumer behaviour across cultures.
6. Interpret how national identity, ethnocentrism, and xenocentrism affect consumer preferences and purchase decisions.

Required/Optional Materials & Prices

Consumer Behaviour and Culture: Consequences for Global Marketing and Advertising

- de Mooij, Marieke, 3rd Edition, Sage, 2019
- [9781544318165](#)
- 140 \$

Textbook (s) available at the Campus Store in Nideyinà or order online for pick up:

<https://carletonshop.ca/Course/term>

Grading Scheme

Individual Assignment 1	5%
Individual Assignment 2	5%
“Understanding Impact of Culture” project Team paper	10%
Test 1	25%
“ICB analysis” project presentation	10%
“ICB analysis” project written report	10%
Test 2	25%
Class Participation	10%
TOTAL	100%

Policies & Accommodations

<https://students.carleton.ca/course-outline/>

<https://carleton.ca/pmc/current-students/academic-accommodations/>



Stay updated with important notifications and announcements from Carleton University, by downloading the Carleton University App!

Preparation and Participation:

This course is delivered in person and requires students to actively engage during lectures, group discussions, and case-based activities. Students are expected to come to each class well-prepared. Active participation includes contributing thoughtfully to class discussions, engaging in problem-solving exercises, working collaboratively during group tasks, and asking relevant questions that deepen understanding.

Course Schedule

Week #	Week of	Topic
1	Sep 14	Consumer behavior Across Cultures (Chapter 1) Form teams & Select UICP
2	Sep 21	Values and culture: Introduction (Chapter 2)
3	Sep 28	Values and culture: Models and UAI (Chapter 2) Individual assignment 1
4	Oct 05	Values and culture: IND, PDI, MAS, LTO & IDG (Chapter 2) Individual assignment 2
5	Oct 12	Thanksgiving (No classes 😊)
6	Oct 19	Convergence and divergence (Chapter 3) & Consumer Attributes (Chapter 4) UICP essays due
7	Oct 26	Fall Break (No classes 😊)
8	Nov 02	Test 1
9	Nov 09	Social processes (Chapter 5)
10	Nov 16	Mental processes (Chapter 6)
11	Nov 23	Test 2
12	Nov 30	Culture, Communication, and Media Behavior (Chapter 7)
13	Dec 07	Consumer Behavior Domains and Applications (Chapter 8)
14	Dec 11	Students' Presentations- <u>Friday</u> at 11:35- 2:35 same location ICB papers due

*Refer to Academic Calendar for dates University Closed Dates and Holidays
<https://calendar.carleton.ca/academicyear/>

NOTE: This schedule is tentative and may change in the course of the term. I will communicate changes in class and on Brightspace.

NOTE: Supplement is available on Brightspace.

Methods of Evaluation

Individual	Assignment 1	5%	Sep 28
Individual	Assignment 2	5%	Oct 05
Groups	"Understanding Impact of Culture" paper	10%	Oct 19
Individual	Test 1	25%	Nov 02
Individual	Test 2	25%	Nov 23
Groups	"ICB analysis" project Team presentation	10%	Dec 11
Groups	"ICB analysis" project Team written report	10%	Dec 11
Individual/ Groups In class	Class Participation	10%	
	Total	100%	

1. Tests (2*25%=50%)

- The objective of the tests/quizzes is to encourage studying the course material on a regular basis and practice for exams. There will be two tests given during the semester. The tests are closed-book. You should complete them by yourself. No make-up will be offered for missing a test. Only university-approved reasons for missing a quiz will be considered. Any collaboration among students will be considered plagiarism and will be subject to appropriate academic penalties. These tests will help consolidate the knowledge that you acquire during the course.

2. "Understanding the impact of culture" Group Project (UICP) (10%)

- The purpose of this project is to gain a better understanding of the role of culture in international buyer behaviour, by writing a short paper that will enable you to: (a) focus on a subject of your choice within the overall field; (b) learn about your chosen topic by drawing information from a number of cognate disciplines, so that you can broaden the perspective offered by the assigned text; and (c) learn about the impact of culture on specific aspects of the consumer behaviour domain. The specific requirements are:
- The assignment will be handled on a team basis (ideally 5 students per group).
- The title of each team's paper will be "Culture and Buyer Behaviour: The impact on "XYZ", where "xyz" will stand for the specific behavioural aspect you chose.
- Topic selections must be pre-cleared with me. Content: Within the chosen topic, the focus will normally be on explaining the type of impact culture exercises have on buyer behaviour regarding the specific aspect you chose. Theoretical explanations as well as real examples are welcome.
- Please write the paper (essay) following the APA style.
- Each team must submit an essay summarizing its research on the chosen topic. The essay must be submitted in Brightspace. It must be no longer than ten (10) pages (single-spaced) plus appendices and references, and must be based on a bibliography containing a minimum of two (2) articles from academic journals per team member.

- The essay structure suggested is the following: the title page with identification of the group members), table of contents, executive summary, introduction, main text (which will include the main subheadings that your team has decided to cover with the corresponding arguments), conclusion, list of references.

3. “ICB analysis” Group Project (ICB) (20%)

- The main objective of this project is to demonstrate the link between cultural values and products/services consumption.
- These are the guidelines:
- The assignment will be handled on a team basis (team size = 5). Each group must decide which type of products and services to consider for the project.
- Projects will normally be based on secondary information culled from online or hard-copy resources such as databases, country profiles, magazines or academic articles, and books (for example, EIU reports, Nielsen reports, etc.).
- Please keep in mind that income is probably an intervening variable that in many cases may explain why people consume certain types of products. Therefore, if you are analyzing countries with significant differences in income, then it might be possible that you will not find significant relationships between consumption and cultural values.
- You can use correlations and regressions to explain how cultural values are linked with products/services consumption.
- In order to find the expected relationships, you must have data that shows consumption of a very specific type of product. For instance, if you are analyzing liquor consumption, probably no relationship will be found because you are mixing too many different types of liquors together. In such a case, it would be much better to look for specific types of liquor (i.e., whisky, vodka, brandy, tequila, etc).
- Probably you will find it much more rewarding to work with a set of countries that have similar income levels, so any difference in consumption may be attributed to cultural values.
- If you decide to run multiple regressions, where consumption is the dependent variable and cultural values are independent variables, then do not forget to include income also as an independent variable just in case it captures some of the variance in the dependent variable.
- Both correlations and regressions to be considered significant must have a p-value lower than 0.05.
- Be aware of potential spurious relationships. These are statistically significant relationships, but you cannot make sense of the relationship based on theoretical grounds.
- If you have difficulties in finding significant relationships, please try to replicate the relationships reported in the textbook but with more recent data.
- Once you have found a relationship that your group can explain theoretically, then it would be nice to support that with a TV commercial or a printed ad as an example. This should include an in-depth analysis of the chosen product category with two broad themes in mind: “what makes these buyers unique, different from, or similar to, others” and “what must a manager know as a precondition for marketing success that product category in international markets”.
- Each team must submit a written report in Brightspace in addition to a PowerPoint presentation. Your report for this project should not have more than 20 pages (single-spaced) excluding appendices and the list of references.
- For every table, graph, figure, etc., that your group elaborates on for this project must have the proper source and the year of the data.

- Groups must present their results to the whole class. The time allocated for each group presentation will be 15 minutes.
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- 4. Individual Assignments (10%)**
 - During the term, students will have to submit two individual assignments (5% each assignment). Instructions are given in Brightspace Session 2 and Session 3.
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- 5. Class Participation (10%)**
 - Class Participation is the classroom equivalent to professionals' participation in meetings. It is an important part of success in this course and is a specific assignment, not an option. Effective participation means (a) active, (b) substantive, and (c) continuous contribution. In other words, occasional no substantive comments or questions will not meet the requirements of this assignment. Performance is assessed by the instructor based on each participant's contribution, which may take the form, among others, of raising or answering questions, offering comments, enriching the class with relevant items of interest from the media or personal experiences, taking part in brief in-class and/or take-home quizzes, cases, or other exercises, and overall effort throughout the term.

Late Assignments:

Deadline extensions will not be granted, late assignments will not be accepted, and missed tests will not be rescheduled except for university-approved reasons (e.g., on medical grounds and with appropriate documentation).

Deferred In-Class Tests:

In the event that you are unable to write a midterm, test, or other scheduled assessment due to extenuating circumstances (such as a death in the family, illness, etc.), you must provide appropriate supporting documentation to your professor. Upon review, a deferred test may be offered. Please note that students who do not provide valid documentation or fail to offer a reasonable explanation for missing an assessment will receive a grade of 0% for that test.

The deferred test 1 will be held on Monday, November 09th at 7:15 am.

Deferred final exams:

If you wish to defer a **Formal Final Exam (Test 2)**, you – the student – must reach out to the registrar's office with the proper documentation prior to the deadline (please refer to <https://carleton.ca/registrar/deferral/> for dates). Once the request has been put through, your instructor will be notified for their approval.

Use of Generative Artificial Intelligence

AI use in this course varies by assignment. Some activities will explicitly invite you to use AI tools; others will require work completed independently. Please read each assignment's instructions carefully for permitted and prohibited uses. When AI is used, be transparent about how you used it and apply critical judgment to verify its accuracy and relevance.

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

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</i>				X

<i>persuasive in their communications.</i>				
BI5 Global Awareness (BIB ONLY) <i>Graduates will be globally-minded.</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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