



UNIVERSITY OF SONORA
Central Region Unit
School of Economic and Administrative Sciences
Department of Economy
International Business and Trade Degree

Identification Data

Subject: Customer behavior and customer support	Formative Pillar: Specialization
Teaching-learning process: Course and Workshop	Previous requirement:
Hours per week: 4	Subsequent subject:
Type: Elective	Credits: 6

Introduction:

Through the content of this signature, the student will know all the main concepts and be able to apply them in the customer behavior analysis in a globalized market context. The student will identify its motivation and purchase patterns, and with it, propose strategies that allow the company to position products or services. To enroll in this subject, the student will have to show knowledge in business and marketing.

General Objective:

Identify the motivations that determined the consumer's behavior, in order to relate them to the development of goods and services that will meet the needs of the market.

Specific Objectives:

- Identify the consumer behavior, as well as the disciplines that study them, types of consumers and its relation with the marketing activities.
- Identify the internal and external factors that influence the consumer behavior.
- Use the basic tools to conduct studies on consumer behavior.
- Distinguish every stage of the process of decision making of the consumer and its importance.
- Describe the purchase behavior of an organization

Proficiency Units:

1. Nature of consumer behavior
 - 1.1 Concept
 - 1.2 Disciplines that help understand the consumer
 - 1.3 Types of consumers
 - 1.4 Consumer behavior and marketing strategies.
2. Internal factors that influence consumer behavior.
 - 2.1 Motivation
 - 2.2 Personality
 - 2.3 Emotion
 - 2.4 Attitude
 - 2.5 Image
 - 2.6 Life style
3. External factors that influence consumer behavior.
 - 3.1 Cultures and subcultures
 - 3.2 Social class
 - 3.3 Reference group
 - 3.4 Coexistence groups
 - 3.5 Family
 - 3.6 Intercultural consumer behavior: international perspective
4. Consumer behavior models and study techniques
 - 4.1 Market segmentation
 - 4.2 Deep or clinical interview
 - 4.3 Projective techniques
 - 4.4 Study of consumption habits
 - 4.5 Study of the forms of use
5. Decision making process
 - 5.1 Consumer's influence and diffusion of innovation
 - 5.2 The importance of the decision making process of the consumer.
 - 5.3 Decision process
 - 5.4 Consumer satisfaction and post-purchase behavior
6. Brand equity
 - 6.1 Brand equity fundamentals
 - 6.2 Exploiting brand equity through brand extension
 - 6.3 Consumer related brand experience
 - 6.4 Selection process between national and international brands

Teaching strategies:

- Individual and team presentations
- Team case resolution
- Team plenaries

Debates in teams Evaluation: general criteria for successful completion of course:

Written diagnostic exam

3 partial exams

Team participation in plenaries and debates

Homework (case resolution, bibliographic and field research, etc)

Final work

Bibliography

Hawkins, Best y Coney. **Comportamiento del consumidor**. Editorial McGraw Hill. 1997.

Schiffman, Leon G. y Kanuk Leslie, Lazar. **Comportamiento del consumidor**. Séptima edición. McGraw Hill, 2001.

Salomon. **Comportamiento del consumidor**. Prentice Hall. 1997

Arellano Rolando. **Comportamiento del consumidor**, Enfoque América Latina. McGraw Hill Interamericana. 2001

Loudon, David L., Della B. Albert. **Comportamiento del consumidor**. McGraw Hill Interamericana. 1995.

Desired academic profile for person in charge of course:

Possess a Master's degree in Marketing, Business, Organizational Communication or in areas related to this field.

Professional experience in public or private organizations, performing functions related to this field.

Teaching experience in Higher Education in areas related to the consumer studies. And have a good teaching work record.

Teaching and technological training:

- Ease in teaching-learning tasks.
- Ease in group or individual communication with students
- Ability to use technological (IT) and teaching resources (computer, projector, slides, videos, etc)
- Curse the teacher training process of the university

Other skills: Proficiency in English language (4 language skills)