

## DESCRIPTION OF ELECTIVE COURSE

<b>Name of the school :</b> Haute école de gestion de Genève	<b>Academic Year:</b> 2020-2021
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FIRST PART: DESCRIPTION OF MODULE	
<b>1. Domain</b>	Business and Services
<b>2. Department</b>	International Business Management
<b>3. Minor name</b>	<b>Consumer science and analytics</b>
<b>4. Code</b>	31035
<b>5. Type of education</b>	<input checked="" type="checkbox"/> Bachelor <input type="checkbox"/> Master <input type="checkbox"/> MAS <input type="checkbox"/> <input type="checkbox"/> DAS / CAS / single days
<b>6. Number of ECTS Credits</b>	<b>6</b>
<b>7. Prerequisites</b>	<input checked="" type="checkbox"/> Validation of the modules in semesters 1 and 2 <input checked="" type="checkbox"/> Attendance of the modules in semesters 3 and 4 for full-time students, and semesters 5 and 6 for part-time students <input type="checkbox"/> .....
<b>8. Teaching language</b>	<input type="checkbox"/> French <input type="checkbox"/> German <input checked="" type="checkbox"/> English <input type="checkbox"/> Other : .....
<b>9. Objectives</b>	<p>What is it that makes Coca-Cola's adverts so effective? (and what does it have to do with the psychology of priming?) Why do big brands like to have famous spokespeople? (and what has this to do with social psychology?) Why are "SALE" signs red? (and what has this got to do with perception &amp; attention?). In order to answer these questions, we'll adopt a scientific approach to the study of marketing, drawing on insights from a range of different psychological disciplines so that you can understand and ultimately influence what people buy!</p> <p>Yet the goal of this module is to introduce you to the skills you need to be a professional marketer. Not only will we study the theory, predicting how consumers 'should' behave in specific situations, you will also learn how to adopt a scientific approach to market research. By the end of the module you'll have the knowledge to develop your own hypothesis that explains how consumers will behave, develop an experiment to test your hypothesis, know how to analyse the results of your experiment using the latest statistical techniques, and an understanding of how to interpret the results to influence tactical and strategic marketing decisions. And, as a bonus, you will get to watch lots of TV adverts! Come along for the ads, and stay for the psychology.</p>

<p><b>10. Contents</b> (General themes and descriptions, the accurate content may change)</p>	<p>Content covered will include broad domains of psychological theory and their application to consumer domain. This will include topics such as:</p> <ul style="list-style-type: none"> <li>• Decision-making</li> <li>• Motivation</li> <li>• Memory</li> <li>• Knowledge</li> <li>• Attitudes</li> <li>• Attention &amp; Perception</li> <li>• Group influences</li> <li>• Personality</li> <li>• The Science of Persuasion</li> </ul> <p>However, we will also explore how psychologists tackle market research problems.</p> <ul style="list-style-type: none"> <li>• Statistical &amp; Experimental Design</li> <li>• Basic None-Parametric Statistics</li> <li>• Basic Parametric Statistics</li> </ul>
<p><b>11. Evaluation</b></p>	<p>The grading of the module will be based on:</p> <p><b>Final Exam</b> <span style="float: right;"><b>50%</b></span></p> <p>The final exam will include a mix of multiple-choice questions, short answer questions and essay questions that cover the material presented both in class and background reading.</p> <p><b>Take Home Assignment</b> <span style="float: right;"><b>30%</b></span></p> <p>You get to choose to either do a “Dragon’s Den” assignment (pitching a new product &amp; marketing plan to a panel of experts), OR a “Management Report” assignment (analysing the environmental cues in a local supermarket), OR a “Video” assignment (creating a new advert).</p> <p><b>Discussion Session</b> <span style="float: right;"><b>20%</b></span></p> <p>This is an in-class activity where you are given a number of journal articles prior to class and expected to work in a small group to prepare a presentation describing and critiquing a specific journal article.</p>
<p><b>12. Remediation/repetition</b></p>	<p><input checked="" type="checkbox"/> Compulsory remediation if the module grade is between 3.5 and 3.9 / 6. When subject to a remediation, only the grade of the remedial exam will be taken into account (maximum grade 4.0). A repeated module cannot benefit from a remedial exam.</p> <p><input type="checkbox"/> No remediation</p>
<p><b>13. Coordinator / main instructor</b></p>	<p>Mr Gareth J. Harvey</p>

<b>SECOND PART: LOCATION OF THE MODULE IN THE STUDY PLAN</b>	
<b>14. Level</b>	<input type="checkbox"/> Basic module <input type="checkbox"/> Advanced module <input checked="" type="checkbox"/> Specialized module <input type="checkbox"/> Other: .....
<b>15. Characteristics</b>	<input checked="" type="checkbox"/> Module is mandatory (which could lead to final dismissal from the program, cf. art.15, al.1, « Statut des étudiant-e-s bachelor »)
<b>16. Type</b>	<input checked="" type="checkbox"/> Main module <input type="checkbox"/> Module linked to main module <input type="checkbox"/> Optional module <input type="checkbox"/> Other: .....
<b>17. Time organization</b>	<input checked="" type="checkbox"/> Module over 1 semester <input type="checkbox"/> Module over 2 semesters <input type="checkbox"/> Spring semester <input checked="" type="checkbox"/> Fall semester <input type="checkbox"/> Other