

# **Learning Objectives**

## **Topic 1 – Needs and Goals (chapter 3)**

- Define needs and recognise how they can be activated
- Understand how needs influence goals
- Distinguish between
  - Superordinate goals
  - Focal goals
  - Subordinate goals
- Describe how marketers can use needs/goals to sell products and services

## **Topic 2 – Self-Concept and Personality (chapter 4)**

- Define self-concept
- Examine how products can be used to define and maintain self-concept
- Define personality
- Understand the trait approach to personality

## **Topic 3 – Perception (chapter 5)**

- How we perceive various sensations
- How we interpret our perceptions
- Strategic applications of perception, including:
  - Positioning
  - Perceived risk

## **Topic 4 – Learning and involvement (chapter 6)**

- Examine two forms of behavioural learning theory:
  - Classical conditioning
  - Instrumental conditioning
- Explore cognitive learning theory
- Examine the influences of involvement on learning

## **Topic 5 – Attitudes and Attitude Change (chapter 7)**

- Examine various models of attitude
- Understand how attitudes are formed
- Outline strategies for changing attitudes
- Review attribution theory

## **Topic 6 – Social Influence and Persuasion (chapter 7-8)**

- Who is doing the communicating (the sender)
- What the sender is communicating (the message)
- Who is receiving the communication (the receiver)

## Topic 5 – Attitudes and Attitude Change

### *L1: Examine various models of attitude*

**Attitudes:** Is a 'learned predisposition to behave in a consistently favourable or unfavourable way with respect to a given object'

- According to the **tricomponent attitude model**, attitude is made up of 3 components
  - **Cognitive component**
  - **Affective component**
  - **Conative component**

### **Cognitive Component**

- Cognition = thinking, captures knowledge an individual has acquired through personal experience or observation
- Often takes the form of beliefs:
  - An objective possesses certain attributes (e.g. Vans don't provide good arch support for your feet)
  - Using an object will result in certain outcomes (e.g. my feet will feel sore if I wear my Vans)
- Beliefs can be positive or negative

### **Affective Component**

- Affect = emotion, so the affective component captures a consumer's emotions about a particular about a particular object or behaviour e.g. happy when I wear my Vans
- Contradictions can exist in our attitudes, in this example the consumer feels happy when they wear their Vans, even though it hurts their feet

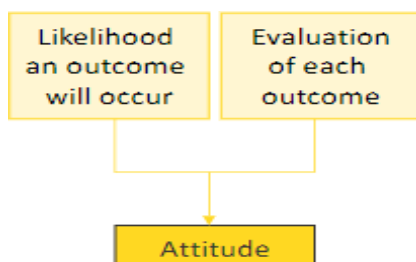
### **Conative (Attitude) Component**

- Conation = behaviour, captures the likelihood that a will behave in a particular way
- Often examined in the context of:
  - Intention, where consumers plan to perform a particular behaviour in the future e.g. I will purchase a new pair of Vans in the next year
  - Past behaviour e.g. I have purchased a pair of Van in the past year

**Multi-Attribute Attitude Models:** Models examining causes and consequences of attitude

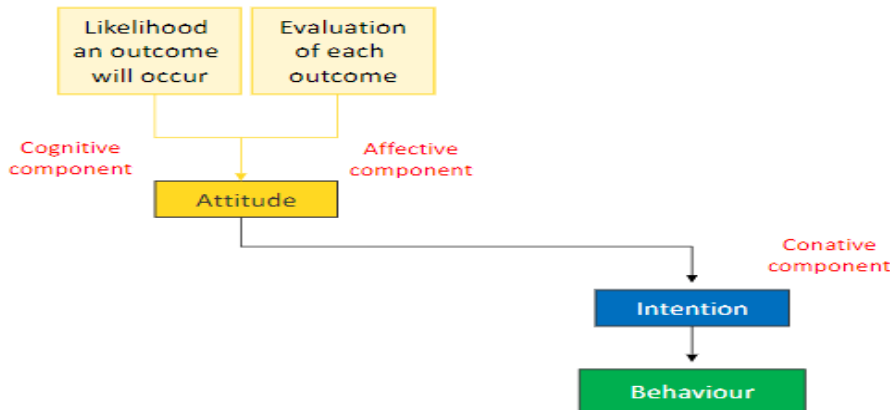
- **Attitude-towards-object model**
- **Attitude-towards-behaviour model**
- **Theory of reasoned action**
- **Theory of planned behaviour**

### **Attitude-towards-object model**



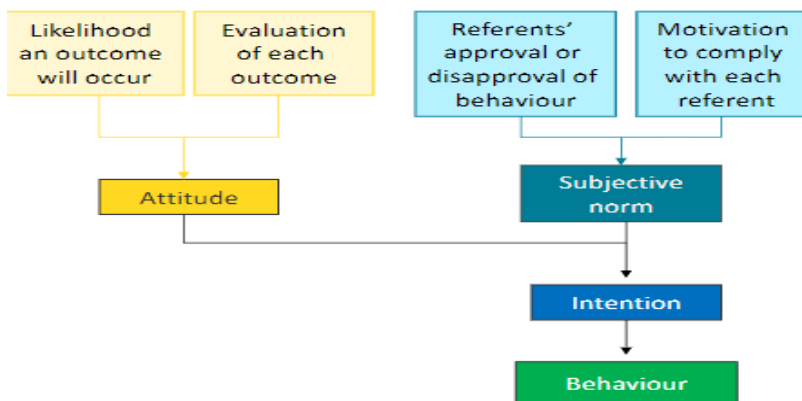
### Attitude-towards-behaviour model

- Intention is the likelihood of performing a particular behaviour



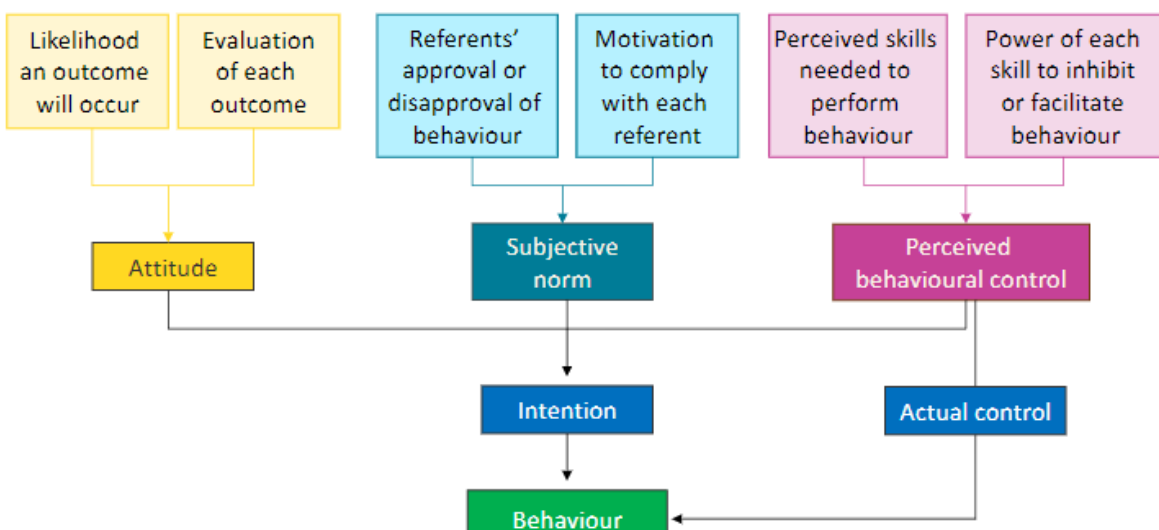
### Theory of reasoned action

- **Referents** are people who are important to us, while subjective norm is perceived support for the behaviour being evaluated



### Theory of planned behaviour

- **Perceived behavioural control** is an evaluation of our own capacity to perform the behaviour being evaluated



## *L2: Understand how attitudes are formed*

**Attitude Formation:** During attitude formation, there is shift from having no attitude (e.g. what's 3D printer) to some attitude (3D printers are great; they let me make an design)

**AF: Learning:** Attitude formation is influenced by learning:

- Attitude tends to be more favourable for established brand names (**stimulus generalisation** and **classical conditioning**)
- Attitude formation may follow trial (**instrumental conditioning**)
- Attitude may change as we integrate existing knowledge (**cognitive learning**)

**AF: Group Processes:** Attitude formation can be influenced by various sources:

- Family and friends
- Direct marketing
- Mass media
- Internet

**AF: Personality:** Personality can play critical role in attitude formation

- **High need for recognition** – more likely to form positive attitudes to ads rich in product-related information
- **Low need for recognition** – more likely to form positive attitudes to ads containing peripheral information, such as whether a celebrity has endorsed the product

## *L3: Outline strategies for changing attitudes*

**Attitude Change:** many strategies for changing attitude, including:

- **Functional approach**
- **Altering components of multi-attribute model**
- **Comparative advertising**
- **Elaboration Likelihood Model**
- **Associating products with admired groups**
- **Message appeals**

### **Functional approach**

- Attitudes serve as particular functions:
  - Utilitarian function
  - Ego-defensive function
  - Value-expressive function
  - Knowledge function
- Different attitudes change strategies can be developed for each function

**Utilitarian:** Consumers hold certain attitudes about products because of the products utility (it's usefulness)

- Attitudes can be changed by showing consumers that products serve a utilitarian purpose they had not previously considered

**Ego-Defensive:** Consumers want to protect their self-image from feelings of doubt

- Attitudes can be changed by reassuring consumers that a product is good for their self-image