

## **Module - 6**

# **CONSUMER BEHAVIOR**

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## **LESSON – 20**

### **CONSUMER LEARNING THEORIES AND THEIR IMPLICATION FOR MARKETERS, PART II**

#### **Instructional Objectives:**

After completion of this lesson, the student shall know about:

#### **6.2.4 Learning Theories and their Implication for Marketers (Part II): Cognitive Learning Theory**

### **6.2.4 LEARNING THEORIES AND THEIR IMPLICATION FOR MARKETERS (PART II):**

There are two approaches to the study of learning, viz., the behavioral approach to learning, and the cognitive approach to learning. According to the behavioral theorists, learning takes place in response to events/happenings in a person's external environment. On the other hand, the cognitive theorists believe that learning takes place as a result of a person's conscious and deliberate information processing and storage activity. The behaviorist approach with implications for marketers is explained in previous lesson. This lesson deals with the cognitive approach, while the subsequent lesson deals with the social cognitive approach.

#### **6.2.4.2 COGNITIVE LEARNING THEORY:**

Cognitive theorists believe that a person's learning is a complex mental process. It takes place as a result of a conscious and deliberate information processing and storage activity that takes place within living beings. Living beings make active use of creativity, insight, and information processing to solve issues and problems. The focus of cognitive theorist is on the "thinking" rather than the "doing" of the behavioral scientists.

One of the main proponents of this theory is Edward Tolman, who conducted a series of experiments on rats, and finally came up with his findings. In terms of consumer learning, any kind of extensive problem solving, on the part of the consumer, is cognitive and would be included under this approach. This would include gathering, processing and interpreting information; storing it in memory; and final retrieval when required.

According to the cognitive theorists, response towards stimuli are not always reflexive and automatic, or out of pure conditioning; there is much beyond pure reflex or conditioning. A living being, animal/human being perceives a stimulus (object/situation/person./event) in a particular manner; on the basis of his perception, he assigns meanings and corresponding responses to the stimulus; a set of expectations about the outcome are also generated. The living entity begins to associate a cue with an expectation and memorizes this relationship; this leads to learning. A cognitive structure of this relationship is formed in the memory and is preserved it until it needs to be retrieved in future; learning based on this mental activity is called cognitive learning.

Tolman established this relationship between environmental cues and expectations, based on the experiments that he conducted on white rats. A special T-maze was designed, and the white rats were taught to obtain food in the maze. To start with, Tolman kept food in the right corner of the T maze; a white rat was put in the maze, and was trained to turn right to obtain the food. A relationship between the cue (food: smell of food) and the expectation (appropriate movement would lead to the food) was established. Thereafter, Tolman changed the position of the food and started him from the opposite part of the maze. According to the past conditioning (instrumental conditioning,  $R \rightarrow S$ ), the rat should have turned right, but instead it moved in the direction where the food was kept. The rat has learnt to move through the maze with a motive and direction, towards the food (goal), and a connection was built between the stimulus and the

stimulus (S→S). The rat had not only learnt to form an association between the cue and the expectation, (i.e., the smell of the food acted as the cue; and the right movement across the maze to obtain it, was the response), but he had also memorized this association. As the association between the cue and the expectancy was strengthened, learning occurred. So Tolman's approach to learning could be explained as:

- stimulus leads to another stimulus (or S-S)
- the association between the cue and the expectancy leads to learning; behavior is goal directed.

Cognitive learning focuses on the gathering and processing of information, storage in memory and final retrieval of knowledge from a person's memory. A person first gathers information and then processes it. This information gathering and processing depends on the complexity of information as well as a person's cognitive ability. Cognitive ability differs from person to person, so does imagery. Imagery is a perceptual process that enables formation of mental images within a person; these images relate to a stimulus and influence a person's ability to recall information. Once the information has been processed, a person organizes it by associating it with various other cues, and creates mental images, and finally stores it in his memory. Memory involves the process of gathering, processing and storing information over time so that it will be available when required. As and when required to solve problems, he retrieves this information from his memory. The process is continuous; on a regular basis, the person is confronted with new inputs that he integrates with the existing knowledge that he already has in his memory; this may require addition/deletion/modification of existing information.

In terms of consumer behavior,

-consumers are exposed to information about new product/services or changes in existing products/services on a day to day basis; marketers also constantly update them about their brands like the attributes, features, price, and comparison with other brands etc. In fact, consumers are informed about any change that is brought about in any of the 4Ps; viz., product attributes, benefits, features, price, discounts, availability etc. The consumer also forms mental images about the various brands through imagery, which leads to easy recall later on. Once the consumer receives this information, he integrates this

information with the existing knowledge that he has stored in his memory, and would retrieve this information as and when he wants to solve a problem or satisfy a need through purchase and usage of a product/service.

Let us elaborate a little more on memory. Individuals store the knowledge that they gather and process in a storage house, which is referred to as memory. The knowledge remains preserved here, gradually getting updated/modified as and when newer inputs are received. When faced with a problem, this information is recalled for problem solving. Information processing and storage occurs in varying degrees and stages depending upon (a) an individual's interest and the relevance for a knowledge input, (b) information complexity, (c) as well as his cognitive ability. As information storage occurs in stages, and an individual moves from mere attention to comprehension to rehearsal to elaborative rehearsal, there are said to be separate storage houses in the memory, viz., a sensory store, a short-term store, and a long-term store. As and when processing takes place, the input moves from one storage house into another.

**-Sensory memory:** This is the first storage house. The information that is received from the senses is stored for a very short duration here, just long enough for perceptual interpretation to take place. Information processing is very shallow in this stage and the capacity of the storage house is limited. In case a person gives attention to the information input, it is transmitted to the short-term memory.

**- Short term memory store:** Also called working memory, this is the second storage house. Information processing takes place here, and the input is analyzed and assigned meaning here. However, information is held in store for a brief period only. Also, there is a limited capacity to the amount of memory that can be processed at a time. As our senses are continuously being exposed to new stimuli, and are always interpreting it, the short-term memory could quickly become overloaded. Only those stimuli which are of relevance and interest to the person would be retained for further processing and storage.

Movement of information from short-term to long-term depends on rehearsal. If a person fails to rehearse an input, repeat it or create mental images of it, it would get lost in short-term memory and no longer move to long-term memory. It is only if the

information input undergoes rehearsal, that it would be transferred to the long-term memory store. Rehearsal, is a process that entails a silent repetition of information in the mind, through encoding. Encoding is a process by which a sign, symbol, name or word is used to represent the stimuli or the information.

- **Long term memory store:** This is the storage house where information is retained for relatively longer period of time. The information that is rehearsed in the short-term memory is finally transmitted to the long-term memory for storage and retrieval. The long-term memory has an unlimited capacity.

Information is stored in the long-term memory, episodically (in sequential order, as and when its is acquired one after the other) or semantically (as per the relevance and significance); while a person may forget some of the inputs that he has received within a short span, he has a capacity to recall it later on; also, some information input may last for years and years;

Similar to rehearsal in the short-term memory, is a process called elaborative rehearsal in the long-term memory. Some inputs are stored in the long-term memory using elaborative rehearsal. Elaborative rehearsal is a process of evaluating information input for comprehension and meaning, and storing it in long-term memory. This comprehension may be subjective and vary from person to person as it is based on a person's background, demographics, psychographics etc. The process also includes the creation of associations between the cues, and bits of information. The total set of associations that is created is known as the schema. Factors that can affect a consumer's ability to process, store and retrieve knowledge are familiarity with the information, relevance of the information, interest in the information, the form in which it is provided etc.

As and when a person is exposed to information, the new information gets integrated to the existing organized knowledge in a person's memory; this process is referred to as activation. The organized knowledge in a person memory about a domain is known as an associative network. It is referred to as an "associative network" as activating one node tends to activate other nodes which further activate other nodes and so on.

Information remains in the long-term memory but also keeps on getting updated as new information gets integrated into memory (activation), and enlarges the associative network. Another related concept that needs mention here is scripts. The information that is stored in our memory gets organized around different types of events or situations or episodes; this is referred to as a script.

Information is retained in the long-term memory. The ability to retain depends much on the cognitive ability and retention power of the person himself. Apart from this, retention is also affected by the nature of the information and its processing. So are factors like time, i.e., time lapsed time since exposure to information.

Information gets retrieved when a person faces a problem and needs to solve it. The process by which a person recovers information from long-term storage is called retrieval. This generally happens when a person faces a problem and needs to solve it. In retrieval, information is accessed from long-term memory; it is affected by, physiological factors (ability of the individual), familiarity and relevance of the information input, situation, ambience and environment, moods and emotions etc.

In terms of consumer behavior:

- A person watches an advertisement for a brand (sensory memory). When he pays attention to the advertisement, it moves to his short-term memory. The inputs are processed here in the short-term memory, and if it is found to be of relevance and interest, it moves to the long-term memory. The inputs could relate to the brand name, sign or logo, symbol, features, attributes, price, celebrity endorsing it, the message content, the jingle and the music etc. On the other hand, if the consumer lacks relevance and interest for the product, the information input would be scrapped off and forgotten. Many a times, a consumer also faces a clutter, in terms of being exposed to too many stimuli at the same time. This amounts to an information overload, and here, a person uses his discretion as to whether to retain it or let it go. Once the person decides to retain it, he rehearses it within himself mentally, by forming images and associating the cues related to it (rehearsal); it is then that the information moves into long term memory. He may also evaluate the information for better comprehension (elaborative rehearsal). The total set of associations that a consumer forms within himself is known as the schema.

Information remains in the long-term memory but also keeps on getting updated as new information gets integrated into memory (activation), and enlarges the associative network. The information that is stored in our memory gets organized around different types of events or situations or episodes; and gets to be called as a script. The consumer retains the information in his long-term memory. The ability to retain depends much on the cognitive ability. Apart from this, retention is also affected by other factors. The more an information input relates to a person's need, interest, relevance, familiarity, experience, demographic and psychographic background etc., the more likely it is to be remembered. Also the persons' ability to rehearse and repeat information is an aid to retention. So are factors like time, i.e., time lapsed time since exposure to information. The consumer would retrieve the information when a need arises and he wants to buy a product to satisfy the need and solve a problem. As explained in consumer decision making, a lot of information search (while problem solving/decision making) is internal, when the consumer retrieves a lot of information from his memory. He also searches a lot of information externally, that add up to his associative network where one node would tend to activate other nodes and help retrieval. Retrieval of information is assisted by cues, which may be self generated or external, and may take forms of images, sounds, shapes, colors, smells, etc. Marketing strategies can be used to create a feeling of nostalgia and affect instant recall.



## Implications for a marketer:

Factors that can affect a consumer's ability to process, store and retrieve knowledge are familiarity with the information, relevance of the information, interest in the information, the form in which it is provided etc.

In terms of consumer behavior:

Any kind of extensive problem solving, on the part of the consumer, is cognitive. There can be sources of product information, internal and external; Internally, the consumer has memories of his past experiences, as well as knowledge that he has gained from his family, friends, peers, as well as the word-of-mouth. Externally, he collects information that is provided by the marketer in the form of advertisements, salespersons as well as product packaging and labeling, point-of-purchase stimuli, etc.

Consumers should be exposed to information about new product/services or changes in existing products/services on a day to day basis; marketers also constantly update them about their brands like the attributes, features, price, and comparison with other brands etc.

Consumers store information and retrieve it later on. Factors that affect storage, retention and retrieval are physiological factors (ability of the individual), familiarity and relevance of the information input, situation, ambience and environment, moods and emotions etc. Consumers tend to remember product/service category's which they find to be of relevance as it pertains to a need benefit. Familiarity with a product/service category also leads to faster attention, processing, storage and retrieval. They also remember the benefits that are provided by a product/service rather than its attributes and features.

Retrieval of information is also assisted by cues, which may be self generated or external, and may take forms of images, sounds, shapes, colors, smells, etc. Marketing strategies can be used to create a feeling of nostalgia and affect instant recall.

Information is stored semantically or visually; Visual always gains over semantics; Information that is spread through images, pictures, and audio visual cues is

more easily stored and retrieved than the information that is verbally or through reading, speaking and writing.

## Involvement Theory:

Based on the cognitive theory, the involvement theory stems out from the body of research referred to as the split-brain theory or hemispherical lateralization. According to the split-brain theory, the human brain can be divided into the right and left hemispheres, each of which “specializes” with different kinds of information.

The right side is emotional, intuitive, metaphoric and impulsive; it concerns itself more with non-cognitive, non-verbal, pictorial (images, colors) and audio-visual information; it deals more with situations of low-involvement and passive learning, where lesser information evaluation is required. The right brain processing falls in line with classical conditioning, and the person learns via repetition, eg. an advertisement being repeated on TV.

The left side of the brain is rational, logical and realistic; it concerns itself with cognitive information in form of alphabets, letters and words in print; it deals with cognitive activities like reading, speaking and writing; it concerns itself more with situations of high-involvement and active learning, where more of cognition is required. The left brain processing is very cognitive, and learning is via the print media.

The involvement theory has implications for selection of a media strategy:

- Non-verbal and pictorial cues trigger right brain processing, and impact recall and familiarity. With involvement being low; people passively process and store nonverbal, pictorial information. TV being an audio-visual medium, TV watching is regarded as a right-brain activity, and a low-involvement medium.
- Verbal or cognitive cues trigger left brain processing and impact evaluation, recall and familiarity. With involvement being high; people passively process and store verbal and written information. Print media (i.e. newspapers, magazines, journals, brochures etc) is regarded as a high-involvement media, and reading and comprehending is regarded as a left-brain activity.

In terms of consumer behavior it implies that:

- If a person resorts to information processing for purchasing a product then he is considered to be high on involvement; If not, he is said to be low on involvement.
- For low-involvement purchases, marketing communication through TV is the right media; consumers learn via repetition, i.e. exposure to the same message over TV again and again. On the other hand, in cases of high-involvement purchases, the print media acts as right choice while selection of media. The consumer has access to information in print form, where he can go through the information again and again and process it better for product/brand evaluation and choice.

**Assessment of the theory:** The involvement theory, in particular the split-brain theory has been critically assessed by researchers. Critics argue that the processing of information takes place together and the two sides of the brain do not act independently. In fact, some people have the ability to use both the right and left hemispheres together, and they are integrated processors. It is also been argued that despite hemispherical specialization, both the right and the left sides of the brain are capable of both kinds of involvement, high and low; the left side of the brain specializes in high and low cognition, the right side in high and low affect. Nevertheless, three theories emerge from within the cognitive theories, especially with reference to high and low involvement purchase situations, viz., central and peripheral routes to persuasion theory, elaboration likelihood model and the social judgment theory. These have been discussed in the next section.

## Implications for a marketer:

The theory has practical implications for the content/context and presentation of both print and television advertisements. Non-verbal and pictorial cues trigger right brain processing, and impact recall and familiarity. With involvement being low; people passively process and store nonverbal, pictorial information. TV being an audio-visual medium, TV watching is regarded as a right-brain activity, and a low-involvement medium.

Verbal or cognitive cues trigger left brain processing and impact evaluation, recall and familiarity. With involvement being high; people passively process and store verbal and written information. Print media (i.e. newspapers, magazines, journals, brochures etc) is regarded as a high-involvement media, and reading and comprehending is regarded as a left-brain activity.

### i) **Route to Persuasion Theory:**

The theory holds that consumers attach a degree of relevance to a purchase situation, which could take the form of a high involvement purchase or a low involvement purchase; consumers put in a lot of effort in information gathering, processing and storage when the situation is one of high involvement; the amount of cognitive effort that is put is much more when a purchase is of relevance to them and the involvement is high. This is in contrast to situations of low involvement, where the purchase is of low relevance, and therefore, information processing and evaluation is much low. Thus, the central route to persuasion, works in case of high involvement purchase situations, and the peripheral route to persuasion, works in case of low involvement purchases. Drawing a parallel from the right split-brain theory and from high and low involvement media strategy, the central route basis itself on cognition, rationality and logic, verbal cues and print media. The peripheral route, on the other hand, basis itself on affect, emotions and intuition, non-verbal cues and the audio-visual media.

## Implications for a marketer:

The central route to persuasion operates in cases of high involvement purchases; High involvement purchases require cognitive processing, thus the marketer needs to design his message based on logic and rationality. The product attributes, features and benefits as well as the USPs need to be focused upon; the marketer could also address comparative analysis with other brands in terms of value (comparative advertisements). The media to choose from is the print.

On the other hand, the peripheral route to persuasion operates in cases of low involvement purchases, which do not require cognitive processing, as consumers are less motivated to think. The marketer could get away with advertisements based on emotional appeals, social appeals, fun, fantasy and humor. The media to choose from is the audio visual, TV with colours, jingles and celebrities.

### ii) **Elaboration Likelihood Model:**

The Elaboration Likelihood Model bases itself in line with what has been said about high and low involvement as well as the route to persuasion theory. According to the theory, the degree of relevance that a person attaches or the level of involvement that a person holds, determines which route to persuasion would be more effective; in cases of high-involvement, where a consumer would put in more cognitive effort, he would follow the central route to persuasion and focus on the message content; on the other hand, in cases of low involvement, he would follow the peripheral route to persuasion and focus on the message context, background, scenery and music.

## Implications for a marketer:

In terms of relevance for a marketer, for high involvement, where the central route to persuasion works, the focus should be on the message content, logic and arguments; the arguments should suggest product attributes and be highly cognitive; For low involvement, where the peripheral route to persuasion works, the focus should be on the celebrity spokesperson, message context, and highly visual and symbolic advertisements: background, scenery and music. Also comparative advertisements (where product attributes and features are compared with other brands) are processed centrally.

### iii) Social Judgment Theory:

Here again, the belief is that it is the degree of involvement that determines how an individual would process information; when faced with alternatives, people who are highly involved with an issue/object/person/situation/product, will accept very few alternative opinions. Such people are said to possess narrow latitude of acceptance and wide latitude of rejection. Because of this, highly involved individuals will be assimilating in nature, i.e., they would readily interpret and accept a message that is in line with and congruent with what they believe in and what they support (assimilating effect). They would also negate opinions that are not congruent (contrasting effect). On the other hand, persons who are low on involvement, will accept opinions and arguments both for and against, and would possess wide latitude of acceptance, and also wide latitude of non-commitment.

## Implications for a marketer:

Consumers, who are highly involved with a product category, are narrow categorizers; they find very few brands as acceptable. They are likely to be brand loyal and would tend to patronize select brands, based on their past experiences and resultant attitudes, and would like to interpret any information about them in a manner that assimilates with previous opinions about the brand. On the contrary, uninvolved consumers are broad categorizers, and would find many brands as acceptable. They are essentially brand switchers.

**An Assessment of the Cognitive Theory:** The cognitive theory of learning goes much beyond the purview of conditioning, rewards and reinforcements. It deals elaborately on the learning process, in terms of information gathering, processing, storage and retention, and finally retrieval. But critics argue that people also learn by observing the behavior of others, remembering such behaviors and enacting them.

## Implications for a marketer:

The Cognitive Learning Theory has implications for marketers. Consumers respond to learning via the involvement theory and the related contributions viz., route to persuasion, elaboration likelihood model, and the social judgment theory. The various implications have been dealt with in the above section. Information gathering, processing, memory, retention and retrieval have a role to play in consumer learning.

### **Overall Contribution of Cognitive Theories to Marketing:**

The Cognitive theory, contributes to the understanding of consumer behavior. Cognitive learning focuses on the gathering and processing of information, storage in memory and final retrieval of knowledge from a person's memory. Consumers store information and retrieve it later on. Consumers tend to remember product/service category's which they find to be of relevance and familiarity. Retrieval of information is also assisted by cues, which may be self generated or external, and may take forms of images, sounds, shapes, colors, smells, etc.

The involvement theory and the related contributions viz., route to persuasion, elaboration likelihood model, and the social judgment theory, provide insights into high and low involvement purchases and the selection of media. If a person resorts to information processing for purchasing a product then he is considered to be high on involvement; If not, he is said to be low on involvement. For low-involvement purchases, marketing communication through TV is the right media; consumers learn via repetition, i.e. exposure to the same message over TV again and again. On the other hand, in cases of high-involvement purchases, the print media acts as right choice while selection of media.

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## FAQS (FREQUENTLY ASKED QUESTIONS):

**Ques 1**      **Discuss the Involvement theory. How is it relevant for a marketer?**

**Ans 1**      Based on the cognitive theory, the involvement theory stems out from the body of research referred to as the split-brain theory or hemispherical lateralization. According to the split-brain theory, the human brain can be divided into the right and left hemispheres, each of which “specializes” with different kinds of information.

The right side is emotional, intuitive, metaphoric and impulsive; it concerns itself more with non-cognitive, non-verbal, pictorial (images, colors) and audio-visual information; it deals more with situations of low-involvement and passive learning, where lesser information evaluation is required. The right brain processing falls in line with classical conditioning, and the person learns via repetition, eg. an advertisement being repeated on TV.

The left side of the brain is rational, logical and realistic; it concerns itself with cognitive information in form of alphabets, letters and words in print; it deals with cognitive activities like reading, speaking and writing; it concerns itself more with situations of high-involvement and active learning, where more of cognition is required. The left brain processing is very cognitive, and learning is via the print media.

The involvement theory has implications for selection of a media strategy:

- Non-verbal and pictorial cues trigger right brain processing, and impact recall and familiarity. With involvement being low; people passively process and store nonverbal, pictorial information. TV being an audio-visual medium, TV watching is regarded as a right-brain activity, and a low-involvement medium.
- Verbal or cognitive cues trigger left brain processing and impact evaluation, recall and familiarity. With involvement being high; people passively process and store verbal and written information. Print media (i.e. newspapers, magazines, journals, brochures etc) is regarded as a high-involvement media, and reading and comprehending is regarded as a left-brain activity.

In terms of consumer behavior it implies that:

- If a person resorts to information processing for purchasing a product then he is considered to be high on involvement; If not, he is said to be low on involvement.
- For low-involvement purchases, marketing communication through TV is the right media; consumers learn via repetition, i.e. exposure to the same message over TV again and again. On the other hand, in cases of high-involvement purchases, the print media acts as right choice while selection of media. The consumer has access to information in print form, where he can go through the information again and again and process it better for product/brand evaluation and choice.

The theory has practical implications for the content/context and presentation of both print and television advertisements. Non-verbal and pictorial cues trigger right brain processing, and impact recall and familiarity. With involvement being low; people passively process and store nonverbal, pictorial information. TV being an audio-visual medium, TV watching is regarded as a right-brain activity, and a low-involvement medium.

Verbal or cognitive cues trigger left brain processing and impact evaluation, recall and familiarity. With involvement being high; people passively process and store verbal and written information. Print media (i.e. newspapers, magazines, journals, brochures etc) is regarded as a high-involvement media, and reading and comprehending is regarded as a left-brain activity.

**Ques 2 Write notes on:**

**a) Route to persuasion theory**

**b) Elaboration Likelihood model**

**Ans 2 a) Route to Persuasion Theory:**

The theory holds that consumers attach a degree of relevance to a purchase situation, which could take the form of a high involvement purchase or a low involvement purchase; consumers put in a lot of effort in information gathering, processing and storage when the situation is one of high involvement; the amount of cognitive effort that is put is much more when a purchase is of relevance to them and the involvement is high. This is in contrast to situations of low involvement, where the purchase is of low relevance, and therefore, information processing and evaluation is much low. Thus, the central route to persuasion, works in case of high involvement purchase situations, and the peripheral route to persuasion, works in case of low involvement purchases. Drawing a parallel from the right split-brain theory and from high and low involvement media strategy, the central route basis itself on cognition, rationality and logic, verbal cues and print media. The peripheral route, on the other hand, basis itself on affect, emotions and intuition, non-verbal cues and the audio-visual media.

Implications for a marketer:

The central route to persuasion operates in cases of high involvement purchases; High involvement purchases require cognitive processing, thus the marketer needs to design his message based on logic and rationality. The product attributes, features and benefits as well as the USPs need to be focused upon; the marketer could also address comparative analysis with other brands in terms of value (comparative advertisements). The media to choose from is the print.

On the other hand, the peripheral route to persuasion operates in cases of low involvement purchases, which do not require cognitive processing, as consumers are less motivated to think. The marketer could get away with advertisements based on emotional appeals, social appeals, fun, fantasy and humor. The media to choose from is the audio visual, TV with colours, jingles and celebrities.

### **Ans 2 b) Elaboration Likelihood model**

The Elaboration Likelihood Model bases itself in line with what has been said about high and low involvement as well as the route to persuasion theory. According to the theory, the degree of relevance that a person attaches or the level of involvement that a person holds, determines which route to persuasion would be more effective; in cases of high-involvement, where a consumer would put in more cognitive effort, he would follow the central route to persuasion and focus on the message content; on the other hand, in cases of low involvement, he would follow the peripheral route to persuasion and focus on the message context, background, scenery and music.

Implications for a marketer:

In terms of relevance for a marketer, for high involvement, where the central route to persuasion works, the focus should be on the message content, logic and arguments; the arguments should suggest product attributes and be highly cognitive; For low involvement, where the peripheral route to persuasion works, the focus should be on the celebrity spokesperson, message context, and highly visual and symbolic advertisements: background, scenery and music. Also comparative advertisements (where product attributes and features are compared with other brands) are processed centrally.

## SELF EVALUATION TESTS/QUIZZES:

### Section A True/false:

1. According to the cognitive theorists, response towards stimuli are not always reflexive and automatic, or out of pure conditioning.
2. Branding is a perceptual process that enables formation of mental images within a person.
3. Visual cues always gain over semantics in terms of storage, recall and retrieval.
4. Highly involved people are they are said to possess narrow latitude of acceptance and wide latitude of rejection.
5. Consumers, who are involved lowly with a product category are likely to be brand loyal and would tend to patronize select brands.

### Section B Fill up the blanks:

1. \_\_\_\_\_ theorists believe that a person's learning is a complex mental process.
2. In case a person gives attention to the information input, it is transmitted from the sensory memory to the \_\_\_\_\_ memory.
3. \_\_\_\_\_ is a process that entails a silent repetition of information in the mind, through encoding.
4. The left brain processing is very cognitive, and learning is via the \_\_\_\_\_ media.
5. The \_\_\_\_\_ route to persuasion, works in case of high involvement purchase situations.

### Section C Multiple choice questions:

1. Tolman's approach to learning could be explained as:
  - a) response leads to another response (R-R)
  - b) stimulus leads to another stimulus (or S-S)
  - c) response leads to another stimulus (or R-S)
  - d) stimulus leads to another response (or S-R)

2. The process by which a person recovers information from long-term storage is called

- a) retrieval   b) rehearsal   c) associative network   d) none of the above.

3. Which of the following is false about the right side of the brain?

- a) it is emotional and impulsive;  
b) it concerns itself more with non-cognitive, non-verbal information;  
c) falls in line with operant conditioning.  
e) none of the above.

4. TV watching is regarded as a right-brain activity, and a \_\_\_\_\_-involvement medium.

- a) Low and high  
b) Low only  
c) High only  
d) Moderate

5. Which of the following is true about the peripheral route to persuasion?

- a) It operates in cases of high involvement purchases.  
b) Emotional appeals can be used.  
c) The media to choose from is the print.  
d) All of the above.

**Section D   Short answers:**

1. What is Elaborative rehearsal?

2. What is an Associative Network?

3. Mention the factors that can affect a consumer's ability to process, store and retrieve knowledge?

4. Mention the three theories that emerge from within the cognitive theories, especially with reference to high and low involvement purchase situations.

## KEY

### Section A True/false:

1. True
2. False
3. True
4. True
5. False

### Section B Fill up the blanks:

1. Cognitive
2. Short term
3. Rehearsal
4. Print
5. Central

### Section C Multiple choice questions:

1. b
2. a
3. c
4. b
5. b

### Section D Short Answers:

1. Elaborative rehearsal is a process of evaluating information input for comprehension and meaning, and storing it in long-term memory.
  2. The organized knowledge in a person memory about a domain is known as an associative network. It is referred to as an “associative network” as activating one node tends to activate other nodes which further activate other nodes and so on.
  3. Factors that can affect a consumer's ability to process, store and retrieve knowledge are familiarity with the information, relevance of the information, interest in the information, the form in which it is provided etc.
  4. The three theories are Central and peripheral routes to persuasion theory, Elaboration likelihood model and the Social judgment theory.
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