

### **Chapter 4: Product Knowledge and Involvement**

**Involvement:** a consumer's perception of importance or personal relevance for an object, event, or activity

- High for moderately knowledgeable consumers
- Higher when there's some perceived risk
- **Intrinsic self-relevance:** a consumer's personal level of self-relevance for a product, based on means-end knowledge stored in memory
- **Situational self-relevance:** the temporary feelings of self-relevance due to specific externally physical and social stimuli in the environment

**Consumer Knowledge:** the subset of the total amount of information stored in memory that is relevant to product purchase and consumption. The levels include:

- Product **class** knowledge (cell phones)
- Product **form** knowledge (smart phones)
- **Brand** knowledge (Apple iPhones)
- **Model / feature** knowledge (iPhone 6)

#### **Types of Consumer Knowledge**

- **Attributes:** characteristics of a product. They can be *concrete* (tangible, physical characteristics) or *abstract* (subjective, intangible characteristics)
- **Benefits:** the desirable consequences consumers seek when buying and using products and brands. They can be *functional* (tangible outcomes) or *psychosocial* (social related outcomes)
- **Values:** consumer's broad life goals. Values guide our behavior across situations and over time; they are usually non-conscious. Values can be *instrumental* (preferred modes of behavior), *terminal* (preferred end states), or *core* (from one's self-schema)

**Self-schema:** an associative network of interrelated knowledge, meanings, and beliefs about one-self

**Means-End Chains:** links consumers' knowledge about product attributes with their knowledge about consequences and values

*Attributes → Functional Consequences → Psychosocial Consequences → Values*

- Help identify the consumer-product relationship
- Provide a deeper understanding of product knowledge
- Can vary considerably between consumers
- May be incomplete and not always lead to a value
- Can have fuzzy distinctions

### **Chapter 5: Perception & Attention, Categorization & Comprehension**

**The Perceptual (Interpretation) Process:** stimuli → sensory receptors → exposure → attention → interpretation

**Sensation:** immediate response of our sensory receptors (eyes, ears, nose, mouth, fingers) to basic stimuli (light, color, sound, texture). When sensation is activated, we have been exposed to information

- **Vision:** color provokes intense emotion, we tend to consume more the bigger the bowl is, we focus on height rather than width when pouring liquid into a glass

- **Smell:** odors have a very powerful influence in marketing, works best when: the scent is congruent with the product, the scent is salient, the scent is not due to extraneous influences
- **Hearing:** music has a huge impact on the brain – activates emotion in frontal regions of the brain. Music: increases sales and employee productivity, attracts customers, impacts dwell time, creates a competitive advantage, differentiates your brand and builds loyalty
- **Touch:** tactile senses affect product experience and judgment (products and packaging with textured surfaces)
- **Taste:** consumers have distinct flavor palates, culture determines desirable tastes

**Perception:** what customers perceive is what affects their actions, but what is perceived is not necessarily “true”

**Exposure:** occurs when a customer comes into contact with information in the environment; can be accidental or intentional

- **Selective exposure:** consumers select what media they consume / what stores they go to
- Most exposures are random events that occur as consumers move through their environments and “accidentally” come in contact with marketing information
- Marketers can counteract avoidance by facilitating intentional exposure opportunities, maximizing accidental exposure opportunities, and maintaining exposure

**Attention:** the process by which consumers select information in the environment to interpret

- **Preconscious attention:** automatic, done without thinking about it
- **Focal attention:** controlled, conscious
- Attending to a stimulus usually means being conscious of it; the shift from preconscious to focal attention requires greater cognitive capacity
- **Selective attention:** the process by which consumers screen and select the various stimuli that compete for their attention (people typically focus on stimuli that satisfy their needs and that are consistent with their attitudes, values, and personality)

#### **Factors Influencing Attention**

1) General affective state(s)

2) Involvement with the information (high involvement = high levels of attention)

3) Prominence of the information

**The Gestalt Principle:** humans naturally perceive objects as organized patterns and objects; the whole is greater than the smaller parts

**Comprehension:** the cognitive processes involved in interpreting and understanding concepts, events, objects, and persons in the environment

- May be automatic or controlled
- May produce more concrete or more abstract meanings
- May produce few or many meanings
- May create weaker or stronger memories
- Comprehension is influenced by: existing knowledge in memory, involvement at the time of exposure, the exposure environment

**Miscomprehension:** occurs when consumers inaccurately receive the meaning contained in a message; greater when involvement and knowledge are low

**Inference:** interpretations that produce knowledge or beliefs that go beyond the information given – can be right or wrong, desirable or undesirable for marketers. Inferences are heavily influenced by consumers' existing knowledge in their memory. Inferences are based on the Gestalt principle

**Metaphor:** communicate cognitive and affective meanings; measured by the ZMET (bringing people into a lab, giving them magazines, and having them make a collage on a topic)

**Categorization:** the process of labeling, identifying, and classifying the objects we perceive – based on our limited cognitive capacity

**Why do we categorize?**

- Too much information
- Utter chaos without structure
- Helps us learn
- We like to do it and are good at it
- Helps us to know what to expect

**How do we categorize?**

- Taxonomic categories: group similar objects in the same category; objects in categories have same features
- Graded structure: some members represent the category better than others
- Prototype: the best example of a category, most easily recalled
- Goal-derived (ad hoc) categories: things we perceive as relevant to a goal; we use rules/experiences to create these (ex: things you eat on a diet)

## **Chapter 6: Attitudes and Intentions**

**Attitude:** an individual's overall evaluation of a concept

- Are learned predispositions to think and act
- Can be held toward virtually anything
- Involve both cognitive and affective systems
- Are stable but can gradually change
- Are evoked in a particular situation
- May vary in level of abstraction
- Can be measured simply and directly by asking the consumer to evaluate the concept of interest

**Salient beliefs:** activated beliefs in a particular situation – create a person's attitude towards an object

**Strategies to change consumer attitudes:**

- Adding a new salient belief
- Changing the strength of an already existing salient belief
- Changing the evaluation of an existing salient belief
- Make an existing belief more salient

**Elaboration Likelihood Model (ELM):** a formal model of how consumers comprehend and elaborate information. Two processes are possible, depending on the consumer's level of involvement: the central route (high involvement) and the peripheral route (low involvement)

**Multi-Attribute Attitude Model:** focus on consumer's beliefs about multiple products or brand attitudes. Beliefs about product attributes and the evaluation of the attribute's