

Digital Consumer Behavior

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MKT713
Master of Digital Marketing

Lecture 6



Consumer Learning

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Chapter
06

LEARNING OBJECTIVES

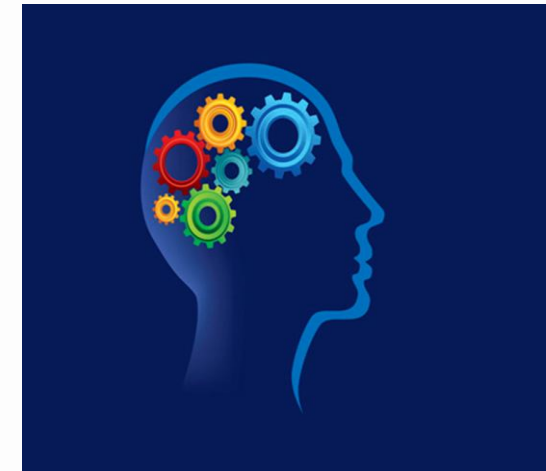
- To understand the elements of learning in the context of consumer behavior.
- To understand behavioral learning, classical conditioning, and the roles of stimulus generalization and discrimination in developing and branding new products.
- To understand instrumental conditioning and the objectives and methods of reinforcement.
- To understand the role of observational learning in consumer behavior.
- To understand the elements of information processing, including receiving, storing, and retrieving consumption-related information.
- To understand cognitive learning as a framework for consumer decision-making.
- To understand consumer involvement and passive learning, and their impact on purchase decisions and the retention and recall of promotional communications.
- To understand how to measure the results of consumer learning.

Consumer Learning





1. Learning is applying one's **past knowledge and experience** to present circumstances and behavior.
 - Students learn more enthusiastically when taught by persons whom they view as knowledgeable.
2. Second, consumers are more likely to **learn from messages that are fun and attract attention**
 - Just like students who feel motivated and learn more from teachers with good communication skills than from boring teachers.
3. The third element of learning is **repetition**
4. The fourth element is **reinforcement**, which rewards behavior.



- The ads introducing the two new Galaxy products together – Galaxy Note 3 + Galaxy Gear, are aimed at an audience with a higher standard of living in the Gulf region, with the implicit message that the new competitively priced smartphone, with high-end technology in an attractive shell, is quite the bargain.
- Samsung cleverly uses the message “**Design Your Life**” in the ads to tell its customers that the smartphone along with the one-of-a-kind Gear will help them organize and micro-manage almost every aspect of their lives.



Intentional vs. incidental learning

Intentional learning is acquired as the result of a search for information,

Incidental learning is acquired by accident or without much effort.

Learning consists of four elements:

Unfilled needs lead to **motivation**, which spurs learning.

Cues are stimuli that direct motivated behavior.

Response is an individual's reaction to a drive or cue.

Reinforcement is the reward—the pleasure, enjoyment, and benefits—that the consumer receives after buying and using a product or service.



Intentional vs. Incidental learning





Compare the two introductions of Febreze



Product introduction contradicted the four elements of learning

P&G launched and positioned Febreze as a colorless spray for making stinky clothes and interior odorless

P&G assumed that people living with bad smells had a problem/ need for Febreze, which they did not

Febreze was not selling because people who live with bad smells — such as smoke or pets' odors do not notice them, although their houses were clean and beds made

P&G was trying to teach consumers a new behavior, but one of the four elements of learning — the cue — was missing because the targeted consumers did not notice the bad odors

Product introduction was consistent with the elements of learning

P&G's researchers observed that women cleaning rooms and making beds spray Febreze at the end (for no apparent reason, since the room was already clean)

P&G interviewed women analyzed the observed behavior according to the elements of learning

Drive and Cue: a woman walks into a dirty room

Response (learnt routine): she cleans the room

Reinforcement: she sprays Febreze in the cleaned room and smells it. She feels good about a job well. Spraying Febreze at the end rewarded her for her work and she will use it in the future.

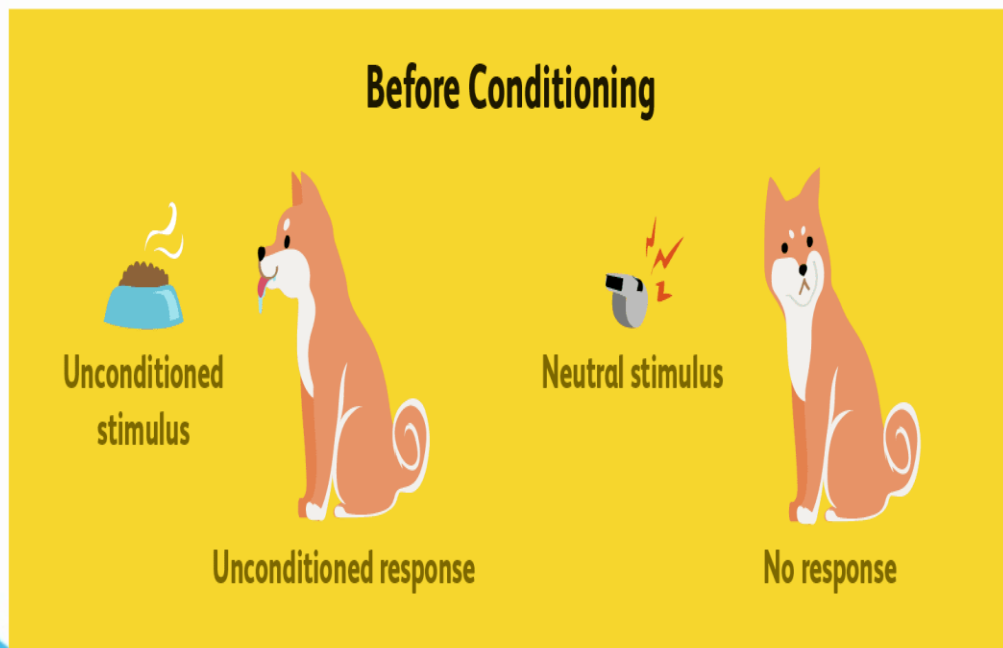




is viewed as a “knee-jerk” (or automatic) response that builds up through repeated exposure and reinforcement.

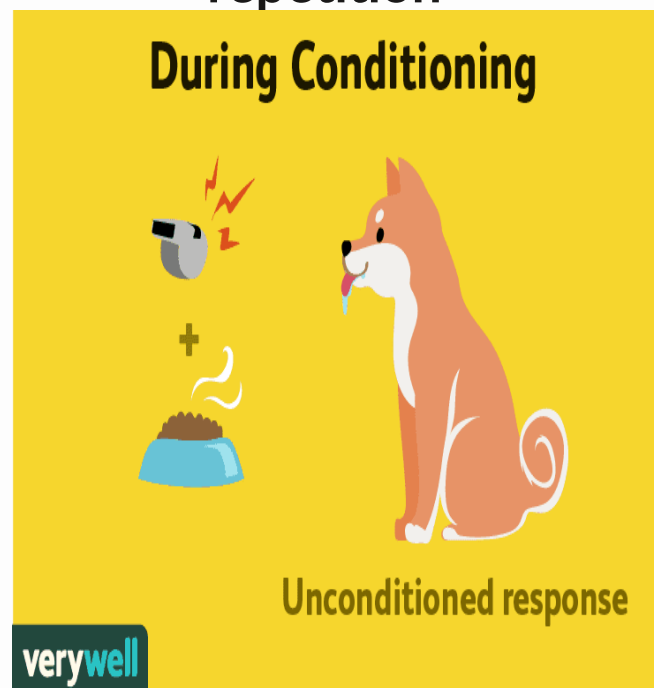
Unconditioned Stimulus

occurs naturally in response to given circumstances



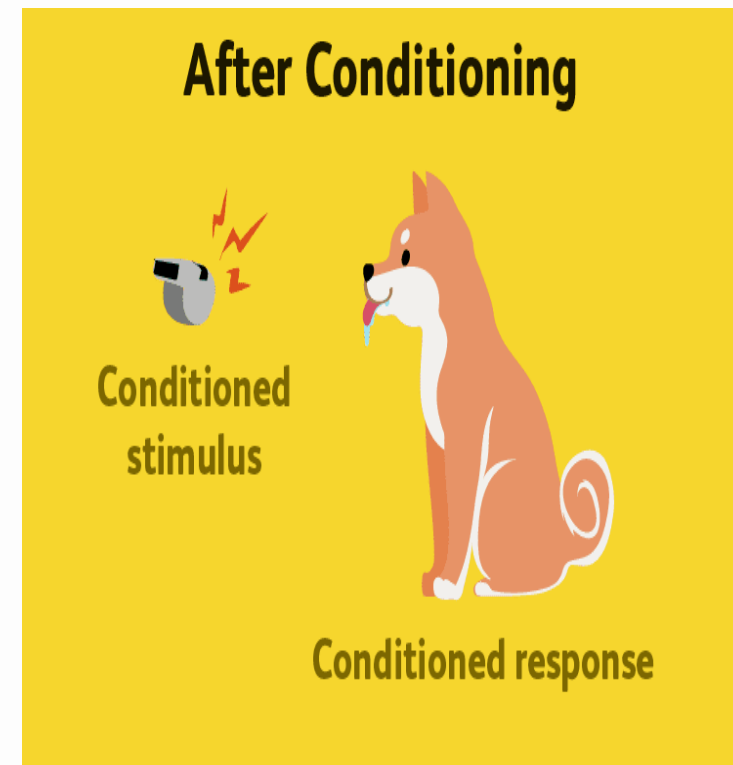
Conditioned Stimulus

becomes associated with a particular event or feeling as a result of repetition

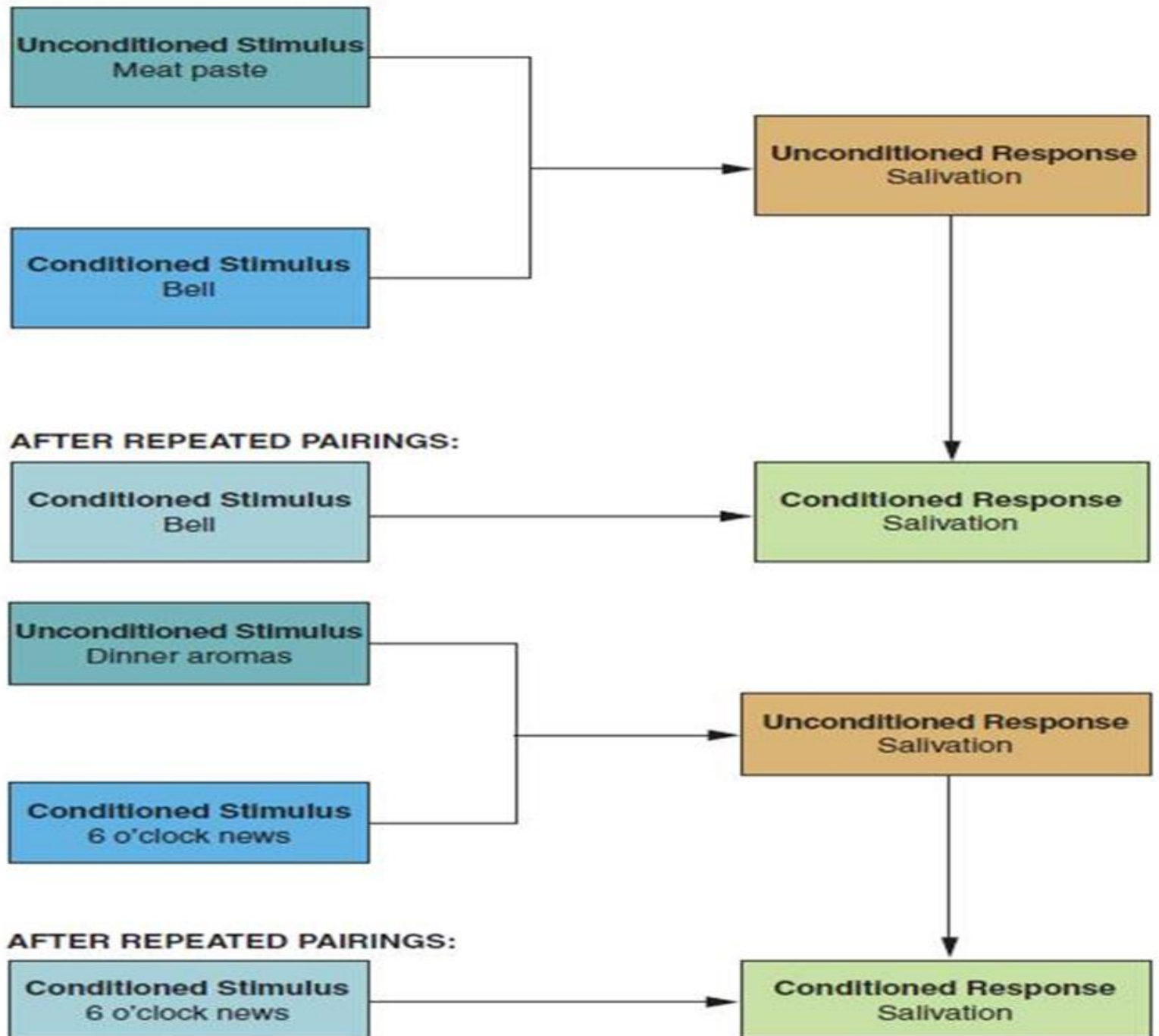


Conditioned Response

is a response to the conditioned stimulus.



Classical Conditioning



Associative learning: learning of associations among events that enable consumers to expect and anticipate events.

Need for repetition

- **Advertising wear-out** is the point at which an individual becomes satiated with numerous exposures, and both attention and retention decline.
- **Three-hit theory.** three exposures to an advertisement are needed: one to make consumers **aware** of the product, a second to **show** consumers the relevance of the product, and a third to **remind** them of its benefits.



FIGURE 5.4 The Same Advertising Message Expressed Differently



etisalat



A man with a beard and sunglasses, wearing a white shirt and a brown vest, stands in a desert landscape. He is holding a smartphone in his right hand. In the background, there is a tall, thin tower and a clear blue sky with some clouds.

etisalat

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- Product line extensions same brand different products
- Product form extensions same product in different forms
- Family branding different products ,same brand name
- Licensing
- Copycat products



- Responding the same way to slightly different stimuli is called **stimulus generalization**.
- **Product line extensions** are additions of related items to an established brand; these are likely to be adopted because they come under a known and trusted brand name. V8 soups are product line extensions. In learning terms, consumers will apply what they already know about V8 to its new product and probably try the new item.
- Offering the same product in a different form but under the same brand is a **product form extension**.

- **Family branding** consists of marketing different products under the same brand name. The extension of the V8 line to other products is also a form of family branding.
- **Licensing** is contractually allowing a well-known brand name to be affixed to the products of another manufacturer. The names of designers, manufacturers, celebrities, corporations, and even cartoon characters are attached, for a fee (i.e., “rented out”) to a variety of products, enabling the licensees to achieve instant recognition and implied quality for the licensed products.

- Product line, form & category extension
- Family Branding
- Licensing



- Is the opposite of stimulus generalization.
- Its purpose is the selection of a specific stimulus from among similar stimuli.
- The core objective of positioning is to “teach” consumers to discriminate among similar products (i.e., similar stimuli) and form a unique image for a brand in their minds.







Stimulus Discrimination



Which concept of behavioral learning applies to the introduction of this product?



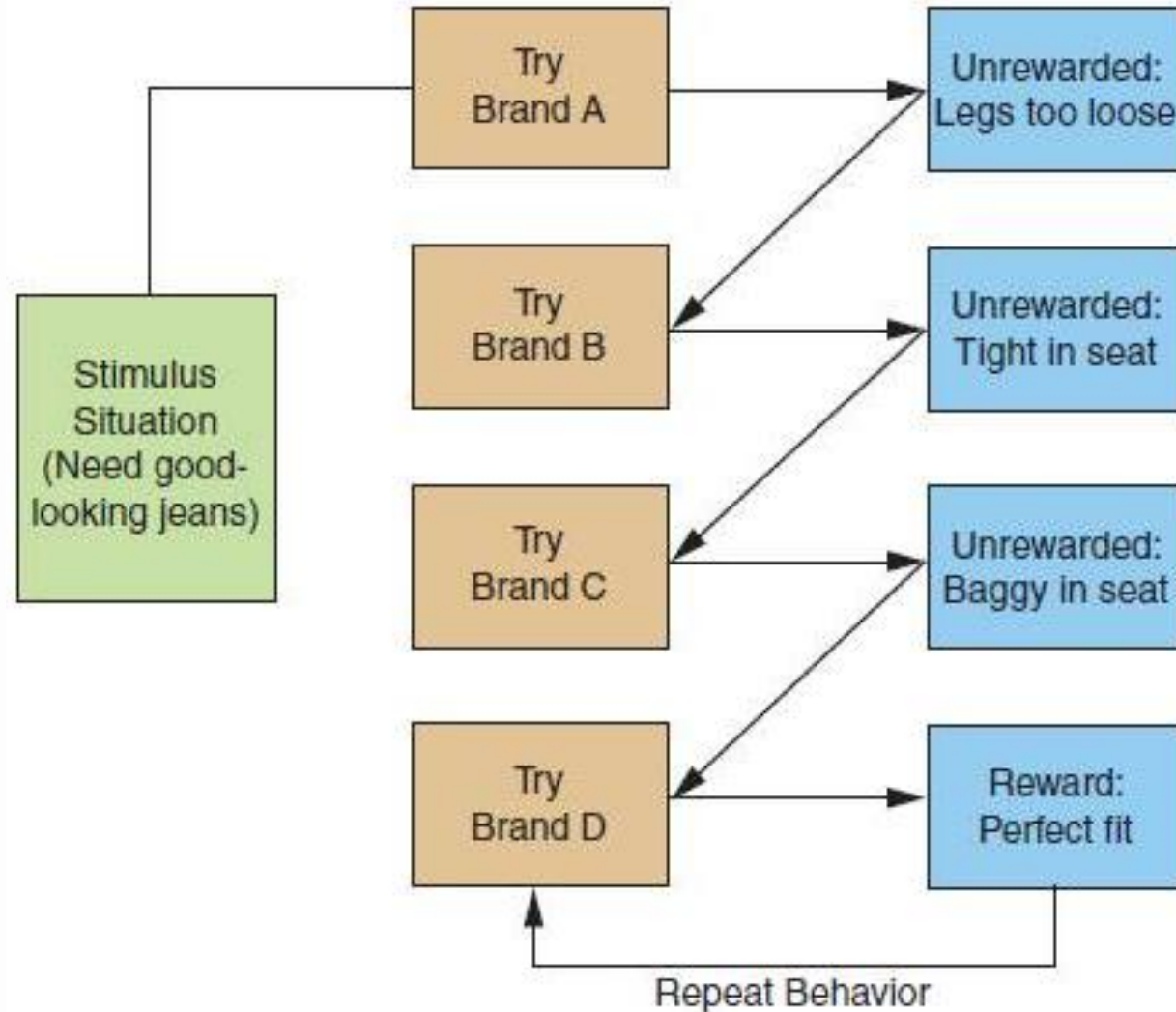
Dettol Vs. Savlon



Nutella Vs. Hintz



- The consumer who tries several brands and styles of jeans before finding a style that fits her figure (i.e., reinforcement) has engaged in instrumental learning.
- Presumably, the brand that fits best is the one she will continue to buy.



- **Positive reinforcement** rewards a particular behavior and thus strengthens the likelihood of a specific response during the same or similar situation.
- **Negative reinforcement** is the removal of an unpleasant stimulus and it strengthens the likelihood of a given response during the same or similar circumstances.
- **Punishment** is designed to *discourage* behavior.
- **Extinction** occurs when a learned response is no longer reinforced and the link between the stimulus and the expected reward breaks down.
- **Forgetting** is often related to the passage of time, and thus is often called decay.

- Children learn much of their social behavior and consumer behavior by observing their older siblings and their parents.
- They imitate the behavior of those they see rewarded, expecting to be rewarded similarly if they adopt the same behavior.

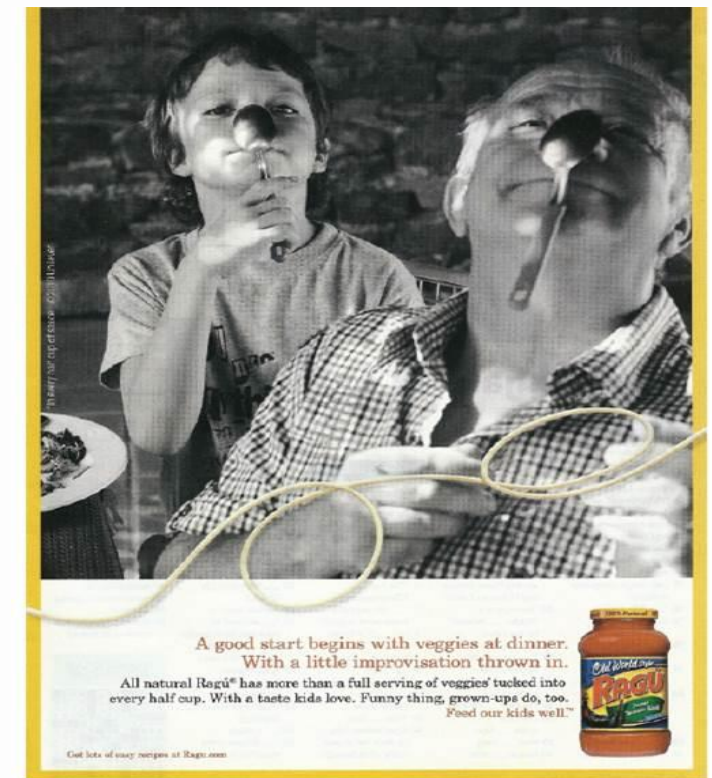


FIGURE 5.9 Eating Ragu Is Fun: Observational Learning from Grandfather to Grandson



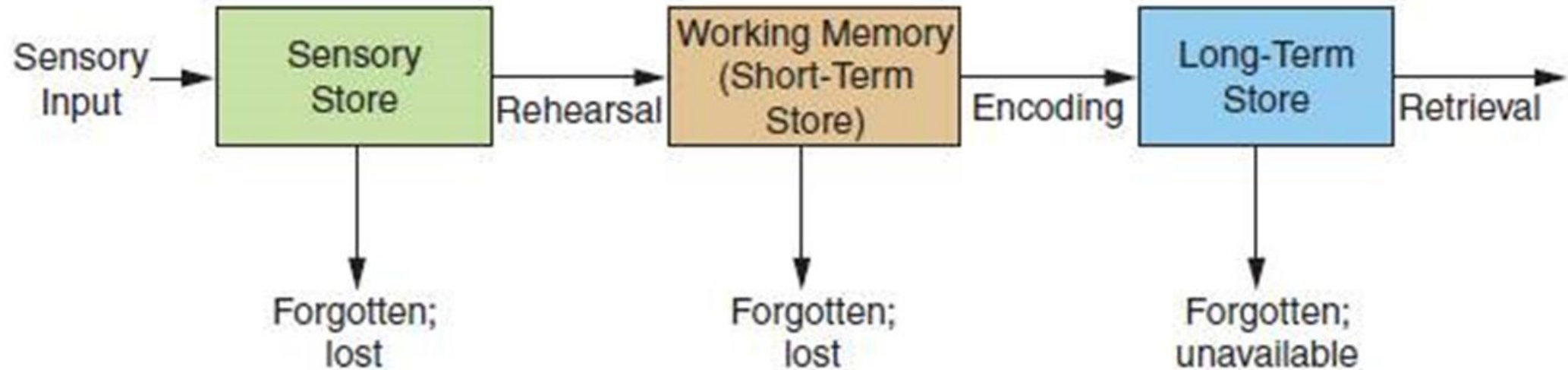


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- The human mind processes the information it receives.
- Consumers process product information by **attributes, brands, comparisons between brands**, or a combination of these factors.
- **The number and complexity of the relevant attributes and available alternatives** influence the intensity or degree of information processing.
- Consumers with **higher cognitive abilities** acquire more **product information** and consider **more product attributes** and **alternatives** than consumers with lesser ability.
- Information processing occurs in stages and in three sequential “storehouses” where information is kept: the sensory, short-term, and long-term stores.



Auto Dispense

TABLE 5.1 Representations of Cognitive Learning

GENERIC STAGES OF COGNITIVE LEARNING	TRI-COMPONENT ATTITUDE MODEL	AIDA	INNOVATION ADOPTION	INNOVATION DECISION- MAKING
Knowledge	Cognitive	Attention	Awareness	Knowledge
Evaluation	Affective	Interest and Desire	Interest and Evaluation	Persuasion
Behavior	Conative	Action	Trial and Adoption	Decision and Confirmation

How would the ad influence the behavior of an individual who was engaged in a cognitive learning process?

One toothpaste protects all these areas dentists check most:

Ordinary Toothpaste	Crest Pro-Health
☒ FIGHTS CAVITIES	☒ FIGHTS CAVITIES
☒ FIGHTS TARTAR	☒ FIGHTS TARTAR
☒ WHITENS	☒ WHITENS
☒ FRESHENS BREATH	☒ FRESHENS BREATH
☐ FIGHTS SENSITIVITY	☒ FIGHTS SENSITIVITY
☐ FIGHTS GINGIVITIS	☒ FIGHTS GINGIVITIS
☐ FIGHTS PLAQUE	☒ FIGHTS PLAQUE

Passive
the
Featured in



Introducing Crest Pro-Health. The toothpaste that addresses all these areas dentists check most and has received the ADA seal for cavities, gingivitis, sensitivity, plaque, and whitening. It also prevents tartar buildup and freshens breath. So if you want to check all these boxes, you know which box to look for.

ADA Seal of Acceptance

crestprohealth.com

Crest Healthy, Beautiful Smiles for Life.

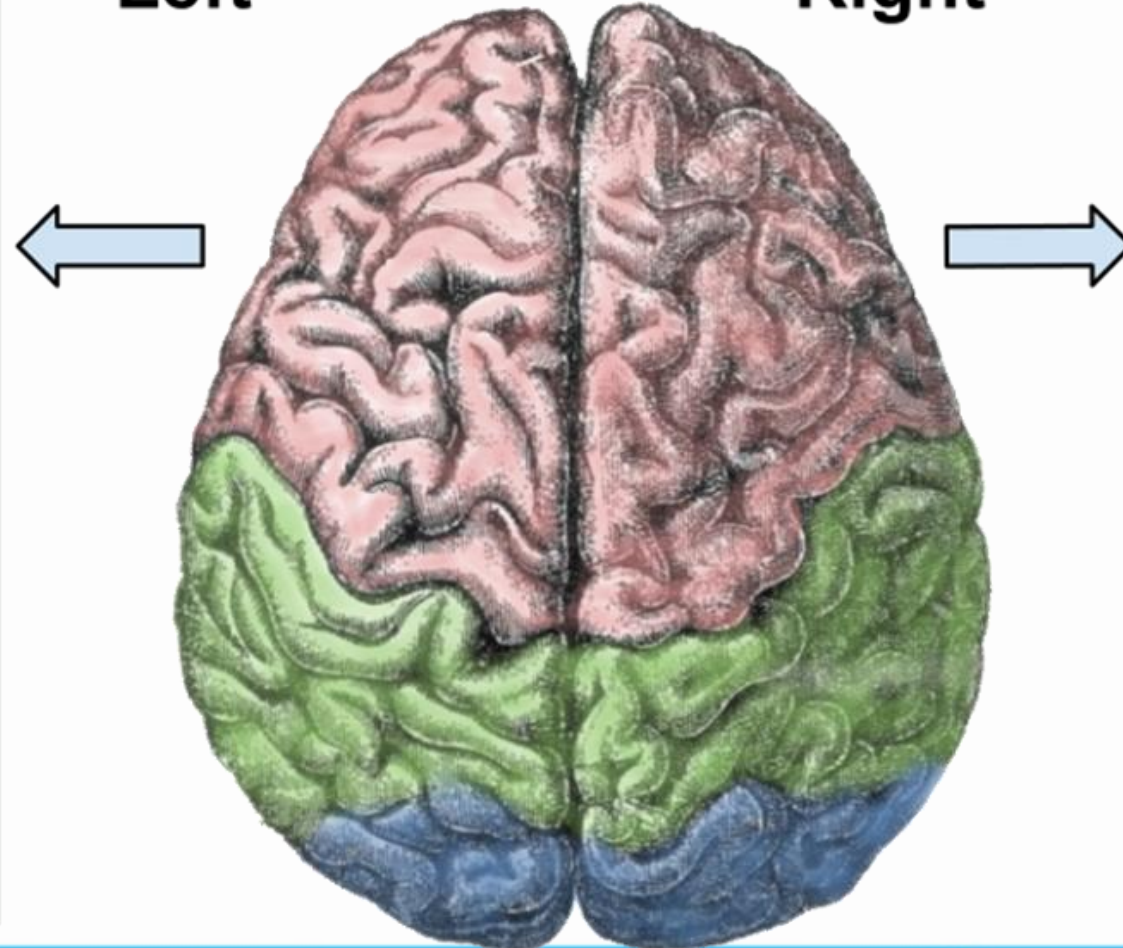
FIGURE 5.11 Cognitive Learning: Crest Pro-Health

Hemispheric lateralization (split-brain theory)

Brain Lateralization

Left

Right



- Analytical thought
- Detail Oriented Perception
- Ordered Sequencing
- Rational Thought
- Verbal
- Cautious
- Planning
- Math/Science
- Logic
- Right Field Vision
- Right Side Motor Skills

- Intuitive Thought,
- Holistic perception
- Random Sequencing
- Emotional Thought
- Non-verbal
- Adventurous
- Impulse
- Creative Writing/Art
- Imagination
- Left Field Vision
- Left Side Motor Skills

- Stems from medical research done in the 1960s; its premise is that the human brain is divided into two distinct cerebral hemispheres that operate together, but “specialize” in processing different types of cognitions.
- The left hemisphere is the center of human language; it is the linear side of the brain and primarily responsible for reading, speaking, and reasoning. The right hemisphere of the brain is the home of spatial perception and nonverbal concepts; it is nonlinear and the source of imagination and pleasure.
- A research suggested that when consumers watch advertising on TV, they “passively” process right brain, pictorial information, but text in print ads were primarily processed using left brain.

- The researcher considered TV a primarily pictorial medium, and TV viewing as a right brain activity, consisting of passive and holistic processing of images viewed on the screen. He also maintained that TV is a low-involvement medium.
- **Cognitive learning** models suggest that behavior follows the cognitive processing of information.
- Advocates of **passive learning** maintain that repeated exposure to TV commercials, which is **low-involvement information processing**, induces purchases prior to consumers' information processing and the formation of attitudes.



Depends on

- Risk aversion/variety seeking
- Brand reputation/ substitute availability
- Social influence

There are three types of brand loyalty:

1. **Covetous brand loyalty(latent)** includes no consistent purchase of a given brand, despite strong attachment to it.
2. **Inertia brand loyalty** is purchasing the brand because of habit and convenience, but without any emotional attachment to it.
3. **Premium brand loyalty** means high attachment to the brand and repeat purchase.

TABLE 5.2**Characteristics of Brand-Loyal Consumers**

1. They tend to stick with brands that they know and trust and with the best-known brands.
2. They believe that staying with the brands they like simplifies their lives.
3. They let friends try other products and switch only if a product is really outstanding.
4. They avoid buying something different just for the sake of being different.
5. They view liked brands as “friends,” with whom they want to maintain relationships.
6. They believe that they save money by not buying new brands until others buy them and tell them whether or not they like the new brands.
7. They view themselves as “brand-loyal shoppers.”

REPEAT PURCHASE

HIGH

LOW

RELATIVE
ATTACHMENT

HIGH

PREMIUM
LOYALTY

LATENT
LOYALTY

LOW

INERTIA
LOYALTY

NO
LOYALTY



- The **intrinsic value** of a brand name.

This value stems from the foundations of brand loyalty:

- the consumer's **perception** of the brand's superiority,
- the social esteem it provides
- the customer's trust and identification with the brand.



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Chapter

06

To Sum Up...

- To understand consumer involvement and passive learning, and their impact on purchase decisions and the retention and recall of promotional communications.
- To understand how to measure the results of consumer learning.



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Thank You

Dr. Perihan Salah

