



# Consumer Attitude Formation and Change



## Consumer Behavior

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# Chapter 6 Learning Objectives



- 6.1 To understand what attitudes are, how they are formed, and their role in consumer behavior.
- 6.2 To understand the tri-component attitude model and its applications.
- 6.3 To understand the structures of multi-attribute models and their use in altering consumers' attitudes.
- 6.4 To understand how to alter consumers' attitudes by making particular needs prominent.

# Chapter 6 Learning Objectives



6.5 To understand the role of cognitive elaboration in altering attitudes.

6.6 To understand how attitudes can precede behavior in the form of cognitive dissonance and the resolution of conflicting attitudes.

6.7 To understand the ways people assign causality to events and apply this knowledge to consumer behavior.

# Learning Objective 6.1

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6.1 To understand what attitudes are, how they are formed, and their role in consumer behavior.



# Attitude

A learned predisposition to behave in a consistently favorable or unfavorable manner with respect to a given object.

# Attitude Formation

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- Consumers learn attitudes
- Sources of attitude formation
  - Experience
  - Family and friends
  - Media/Internet/Social Media
- Role of personality factors
  - Need for cognition
  - Innovativeness

# Role of Attitudes

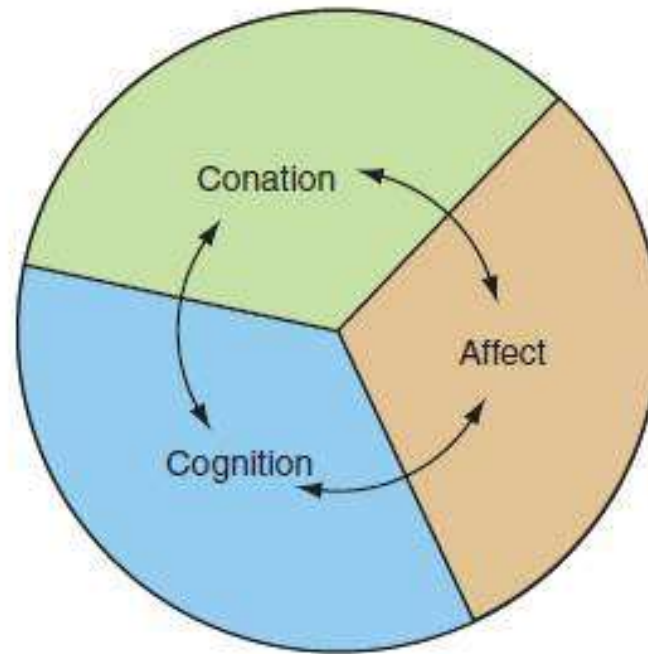
- Attitudes are consistent with behavior
- **How do situations affect attitudes?**

**TABLE 6.1** Examples of Situations That Influence Attitudes

PRODUCT/SERVICE	SITUATION	ATTITUDE
Energizer Batteries	Hurricane is coming	"I know that the hurricane is going to knock out my electricity, so I'd better be prepared."
Mini Cooper	Buying a new car	"With gas prices so high, I've got to trade in my SUV and buy a car that gets 30 mpg!"
Cheerios	High cholesterol	"They've been advertising how Cheerios can lower cholesterol for so long that it must be true."
<i>Wall Street Journal</i>	Extra cash on hand	"I have to decide whether to invest in stocks or just put my money in a money market fund."
Delta Airlines	Friend's bachelor party	"My friend's bachelor party is in Las Vegas, and I want to be there."
Dunkin' Donuts	Need to stay awake	"I had a late date last night, but I've got a lot of work to do this morning at the office."
Stouffer's Easy Express Meals	Want dinner at home	"I'm tired of eating out night after night."

# Learning Objective 6.2

6.2 To understand the tri-component attitude model and its applications.



**FIGURE 6.2** Tri-Component Attitude Model



# The Cognitive Component

**TABLE 6.2** Beliefs about Two TV Technologies

PRODUCT ATTRIBUTE	LED TV	3D TV
Off-angle viewing	Image fades slightly from the right	Excellent image from all angles
Screen reflectivity	Small	Medium
Motion blur	Negligible	Negligible
Color saturation	Excellent	Good
Remote control ease of use	His friend had used it easily when they watched TV	His friend has had the TV for 3 months, but could not use it without consulting the manual
Compatibility with cable company's DVR	His friend said it took him 15 minutes to connect the TV and DVR	His friend had to call the cable company and have them come to his house to connect the TV and DVR

# The Affective Component

**TABLE 6.3** Measuring Consumers' Feeling and Emotions about Aramis Aftershave

For the past 30 days you have had a chance to try Aramis Aftershave. We would appreciate it if you would identify how your face felt after using the product during this 30-day trial period. For each of the words below, we would appreciate it if you would mark an "X" in the box corresponding to how your face felt after using Aramis Aftershave during the past 30 days.

	VERY			NOT AT ALL		
Relaxed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attractive looking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smooth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supple	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refreshed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Younger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Revived	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Renewed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# The Conative Component

**TABLE 6.5** Intention-to-Buy Measures

Which of the following statements best describes the chance that you will buy Aramis Aftershave the next time you purchase an aftershave product?

- ☐ I definitely will buy it.
- ☐ I probably will buy it.
- ☐ I am uncertain whether I will buy it.
- ☐ I probably will not buy it.
- ☐ I definitely will not buy it.

How likely are you to buy Aramis Aftershave during the next three months?

- ☐ Very likely
- ☐ Likely
- ☐ Unlikely
- ☐ Very unlikely

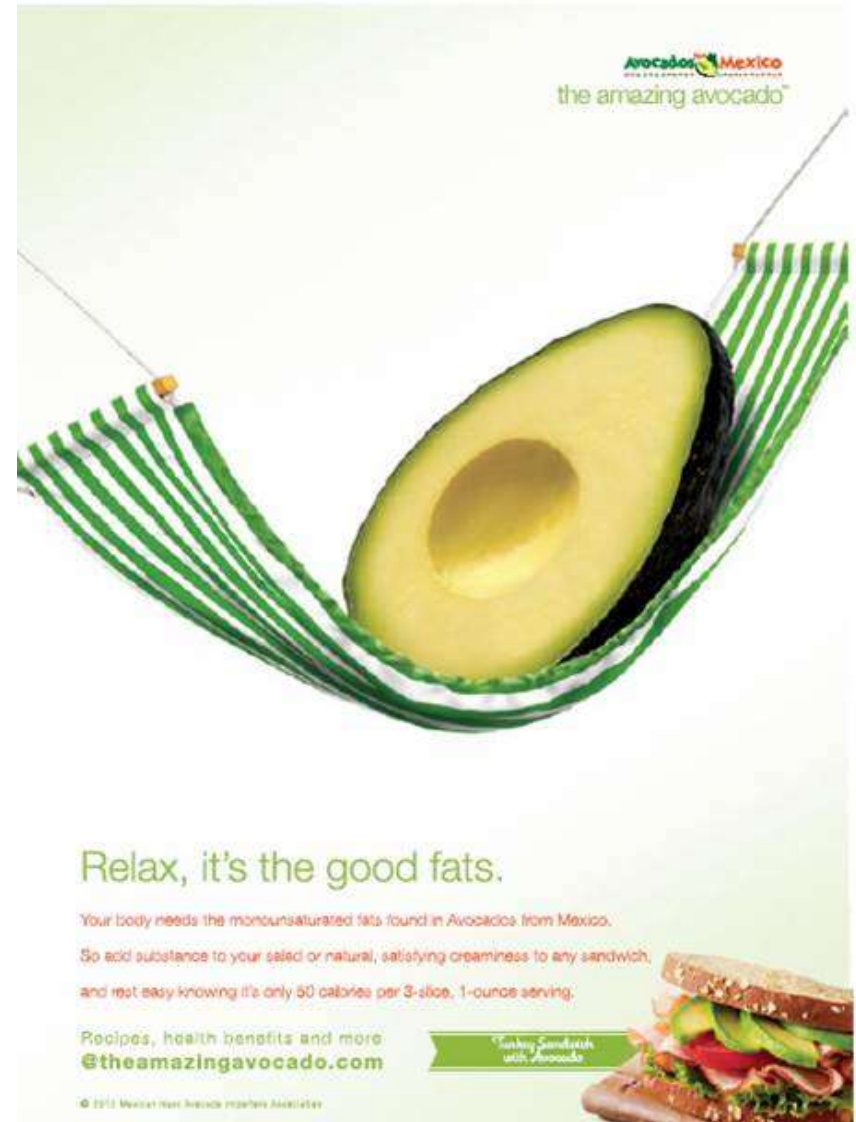
# Discussion Questions

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- Explain your attitude toward your college/university based on the tricomponent attribute model.
- Be sure to isolate the cognitive, affective, and conative elements.

# Altering Consumer Attitudes

- Changing beliefs about products
- Changing brand image
- Changing beliefs about competing brands



# Learning Objective 6.3

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6.3 To understand the structures of multi-attribute models and their use in altering consumers' attitudes.



# Attitude-Toward-Object Model

- Used to change attitudes
- Ways
  - Add an attribute
  - Change perceived importance of an attribute
  - Develop new products



**FIGURE 6.6** Changing the Importance of an Attribute: Real Fruit Must Be Packaged in Real Fruit Juice

# Other Multi-attribute Models

- Theory of Reasoned Action
- Theory of trying-to-consume
- Attitude-toward-the-ad model

**How are the models different from the attitude-toward-object model? From each other?**

**TABLE 6.7** Potential Impediments to Trying to Consume

**POTENTIAL PERSONAL IMPEDIMENTS**

"I wonder whether my nails will be long enough by the time of my wedding so that I can have the manicure I want."

"I want to try to lose 2 inches off my waist by my birthday."

"I'm going to try to get us tickets for the Jimmy Buffet concert for our anniversary."

"I'm going to attempt to be able to run 5 miles by my birthday."

"I am going to increase how often I exercise from three to five times a week."

"Tonight I'm not going to have dessert at the restaurant."

**POTENTIAL ENVIRONMENTAL IMPEDIMENTS**

"The first 500 people at the football game will receive a team cap."

"Sorry, the Jaguar you ordered didn't come in from England on the ship that docked yesterday."

"There are only two cases of Merlot in our stockroom. You better come in sometime today."

"I am sorry. We cannot help you. We are closing the gas station because of an electrical outage."



# Learning Objective 6.4

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6.4 To understand how to alter consumers' attitudes by making particular needs prominent.

# Functional Approach

- Utilitarian function
- Ego-defensive function
- Value-expressive function
- Knowledge function
- Associate brands with worthy causes and events
- **To which functions do the ad appeal?**



# Learning Objective 6.5

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6.5 To understand the role of cognitive elaboration in altering attitudes.

# Elaboration Likelihood Model

## Central Route

- High involvement
- Considered thought and cognitive processing
- Learning through
  - Attribute-based information
  - High quality arguments
  - Exertion of effort to learn, comprehend, evaluate
- Comparative ads
- Objective knowledge

## Peripheral Route

- Low involvement
- Little thought and little information processing
- Learning through
  - Repetition
  - Passive processing of visual cues
  - Holistic processing
- Non-comparative ads
- Subjective knowledge

# Learning Objective 6.6

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6.6 To understand how attitudes can precede behavior in the form of cognitive dissonance and the resolution of conflicting attitudes.

# Dissonance

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- Cognitive dissonance
- Post-purchase dissonance
- Ways to reduce post-purchase dissonance
  - 1. Rationalize decision
  - 2. Seek advertisements that support choices (avoid competitive ads).
  - 3. “Sell” friends on the positive features of the purchase.
  - 4. Seek reassurance from satisfied owners

# Learning Objective 6.7

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6.7 To understand the ways people assign causality to events and apply this knowledge to consumer behavior.

# Which is the internal attribution?

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Bradley uses video-editing software for the first time and his video was well liked.

1. Bradley thinks: “I’m really a natural at editing my digital videos”
2. Bradley thinks: “The successful digital video editing was due to a user-friendly video-editing program”
3. Bradley thinks: “The successful digital video editing was due to the help of someone else”
4. Bradley thinks: “The successful digital video editing was due to luck.”



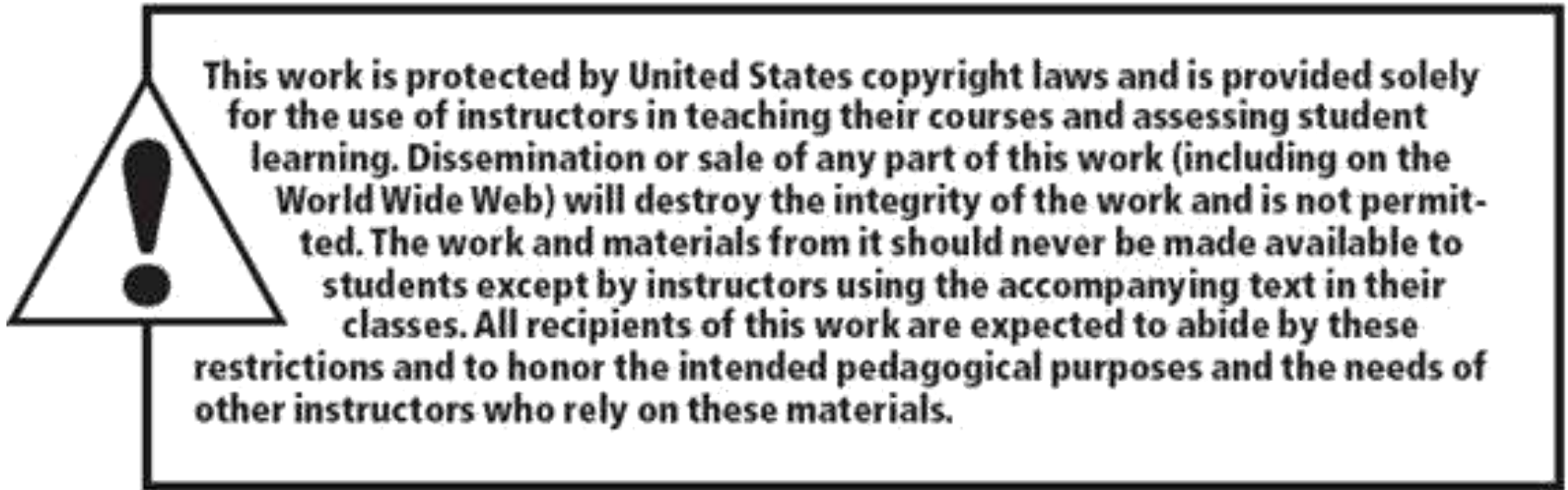
# Defensive Attribution

People generally accept (or take) credit for success (internal attribution), but assign failure to others or outside events (external attribution)

# Applications

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- Why does the **foot-in-the door technique** increase the likelihood that the requestee will fulfill a larger request?
- How is it different from the **door-in-face technique**?



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