

Consumer Behavior
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Lecture - 18
Consumer Learning

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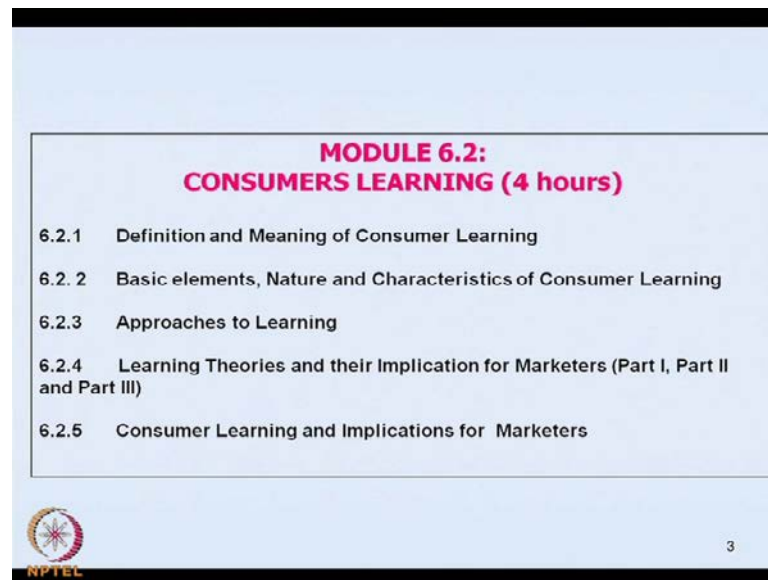
MODULE 6:	
PSYCHOLOGICAL INFLUENCES ON CONSUMER	
DECISION MAKING (19 hours)	
6.1	Consumers Needs & Motivation, Emotions and Mood, Consumer Involvement
6.2	Consumer Learning
6.3	Personality, Self-concept and Self-image
6.4	Consumer Perception, Risk and Imagery
6.5	Consumer Attitude: Belief, Affect, Attitude and Intention, Attitude Formation and Attitude Change
6.6	Consumer Communication



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We will be continuing with our discussion on the psychological influences on consumer decision making, and here we will be today starting with the second psychological influence on consumer decision making in the form of a consumer learning.

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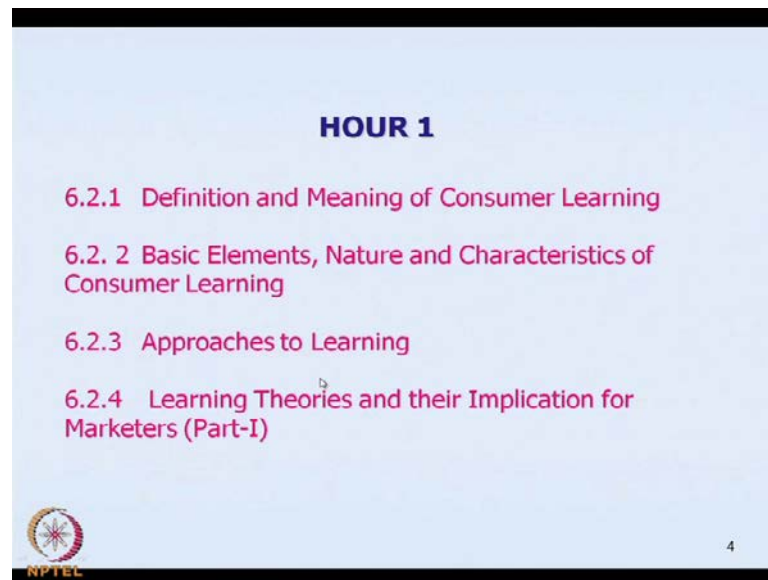
MODULE 6.2:
CONSUMERS LEARNING (4 hours)

- 6.2.1 Definition and Meaning of Consumer Learning
- 6.2.2 Basic elements, Nature and Characteristics of Consumer Learning
- 6.2.3 Approaches to Learning
- 6.2.4 Learning Theories and their Implication for Marketers (Part I, Part II and Part III)
- 6.2.5 Consumer Learning and Implications for Marketers

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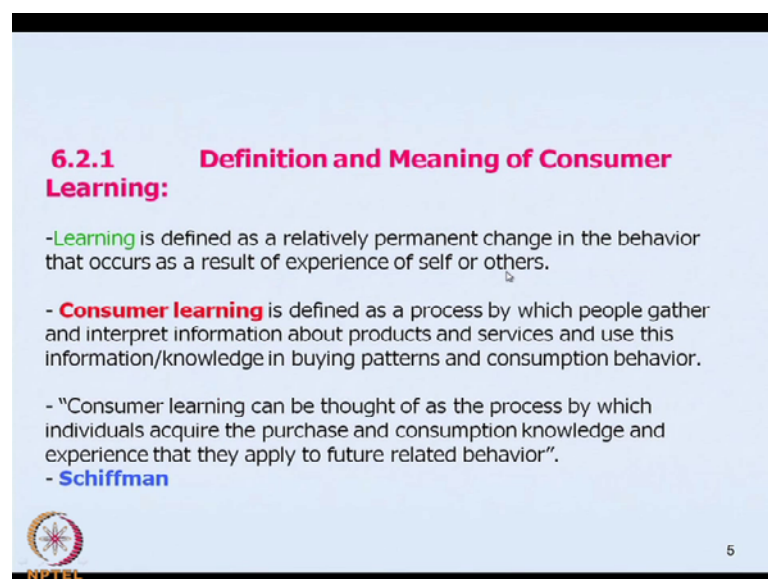
As far as this particular module is concerned, it is numbered 6.2 for easy reference. This particular model is called consumer learning, and it shall be covered in a total of 4 hours. As far as the contents of this particular module 6.2 are concerned, we will start with and we will discuss the definition and meaning of consumer learning. We will talk about the basic elements, the nature, and the characteristic of consumer learning. We will move on to discuss the various approaches to learning. We will talk about the learning theories and the implications for the marketer which we shall be discussing in the form of part one, part two, and part three and finally, we will be concluding with discussing learning in the context of how marketers can drop on the study of learning and what could be the implications for marketer.

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In today's session, we will be speaking about the definition and meaning of consumer learning. We will be talking about the basic elements, the nature, and characteristic of consumer learning. We shall also be speaking on the approaches to learning, and we will start with the learning theories where we will just talk about one of the theories and thereafter we shall move further tomorrow, when we continue with the implication of that theory and other rest of the theories.

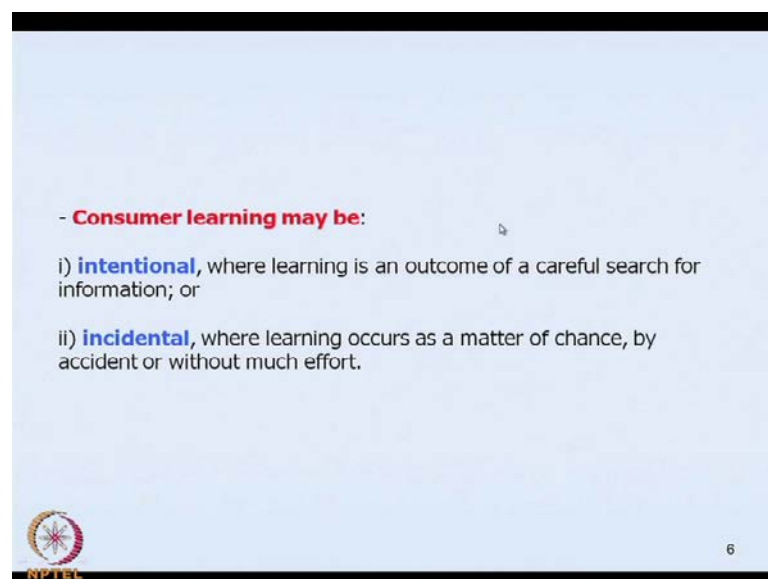
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So, to begin with we start with 6.2.1 which is definition and meaning of consumer learning. Now learning has been defined as a relatively permanent change in our behavior that occurs as a result of experience. This experience can be our own experience and can be the experience of others. But nevertheless it is relatively permanent change occurs in our experience because of certain kinds of experiences. Now when we talk about learning in the context of consumer behavior, we are going to speak of it in terms of consumer learning, which is defined as a process by which people gain information, they gather information, they interpret information about various products and services, and use this information and this knowledge in the buying decision process, in their buying patterns, and their consumptions behavior.


Schiffman has defined consumer learning as he says consumer learning can be thought of as a process by which individuals acquires the purchase and consumption knowledge and experience that they apply to future related behaviors. So, this is how Schiffman defines consumer learning as a process by which individuals acquire the purchase and consumption knowledge and experience that they apply to future related behavior. But we shall discuss this definition on consumer learning in terms of a process by which people gain information, they gather information, they interpret information, regarding product and services, regarding brands and they use this information in the consumer decision making process or in their consumption process and their buying behaviors. So, this is how we define consumer learning.

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- **Consumer learning may be:**

- i) **intentional**, where learning is an outcome of a careful search for information; or
- ii) **incidental**, where learning occurs as a matter of chance, by accident or without much effort.

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Now consumer learning may be either intentional or incidental. So, intentional learning as when it is very active in nature and it is a part of the conscious effort or it is a part of the careful search for information by the consumers. So, when the consumer search goes in actively for a search of information and he is very careful about the search for information, we call it intentional learning. On the other hand, there is also something called incidental learning where learning occurs as a matter of chance. It just occurs either because of an accident or without any effort. So, it is more passive in nature.

So, we can say learning can be both intentional and accidental. It is intentional when the consumer treats it as an active search for information, he tries to look out for information about products and services and so he is very conscious about to gather information, to collect information, to process it, and comprehend it. On the other hand, there is also incidental information where information gets gathered as the matter of chance and so learning occurs without any effort. It just occurs as a matter of chance or because of any kind of an accident or some kind of an experience. So, learning may be intentional and incidental.

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6.2. 2 Basic Elements, Nature and Characteristics of Consumer Learning:

6.2.2.1 ELEMENTS OF LEARNING:

-The learning process comprises certain elements/ components, viz.,

- motives
- cues
- response
- reinforcement.

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Now let us come to the basic elements, the nature, and the characteristics of consumer learning. We will start with the elements of learning. When we talk of the learning process, we say that the learning process comprises four components or four elements. These are motives, cues, response, and reinforcement. We will talk about these four

elements and then we will explain them with the help of two examples. Now to begin with motives, we have already discussed motives in the previous class where we defined it as inner urge to move towards particular goals. And here when we talk of motives, we all know they lie at the very heart of consumer behavior.

When a person is faced with the need or a want, there occurs an urge within him to act toward fulfillment of the need or want through problem solving or through purchase decision making process. So, the marketer here can play a very important role in two ways. One, identifying or helping the consumer identify the subconscious and the hidden motives. We have discussed earlier that many a time needs and wants specially needs remain; later they remain in the subconscious mind of the consumer and the consumer may not be able to realize them. So, it is the marketer's job to help the consumer identify such needs. So, one way by which a marketer could play a role with respect to motives is by identifying the subconscious motives.

The second way is by triggering of the needs. We all know needs could be triggered off by through internal stimuli as well as by external stimuli. So, the marketer has a role to play when he can trigger off these motives and desires especially through external the stimuli which could be any and all of his 4Ps and both the ways, the consumer will be motivated to search for information so far as the product or service is concerned and so as to be able to satisfy his need or his want. So, motives are basically the inner urge which actually relate to a need or a want and they occur in a consumer as an urge to within him to act, to purchase, to consume certain good and services so as to be able to satisfy that particular need or want. And as I said the marketer could play a role either by triggering of the need process, through the internal and external stimuli, or by identifying those needs which lie within consumer in his subconscious state.

Now, coming to cues; a cue is a weak stimuli. It is a weak stimuli that gives strength and direction to the motive. So it is with the cues, it is with these weaker stimuli that the urge becomes so stronger and it gives strength and direction to the inner urge. Now all of the 4Ps can act as cues for a consumer. They all of these act as cues and give direction to the motives. These cues could be related to the product, the price, the place, or the promotion. So, entire marketing mix could act as a cue and it gives direction, it gives strength to the motives. Let us see and talk about how the first P acts as a cue. The product itself attributes the features, the benefits, the packaging, the color, the style of

the aesthetics, the style of the product, as well as the aesthetics and the design of the packaging itself; also packaging being easy to carry, handled conveniently, or even as reusable container to be put in use later on. All of these could basically act as stimuli.

Specially, we will speak of the packaging component here; the manner in which a package is designed, the color, the aesthetics. Also the very fact that a package may be easy to carry or may be something which we can store with us and reuse later on, can all act as cues so far as the first P the product is concerned. This is not to say that other product of the features that attributes and benefits do not act as cues. They are even stronger cues and they also basically give strength and direction to an inner urge to satisfy a particular need or want through the purchase of a good or product or service offering.

The second P which is price also acts as a cue, the discounts, the various sales or deals on a various products which are economic deals. All of these are basically could act as cues, could act as stimuli. The third P which is the place, the store, the layout, the ambience, the atmosphere, the window dressing, the display; all of this also acts as cues and finally, the promotion of the forth P which is in the form of advertisement, the message content, the message context, the jingle, the music, the graphics; all of this also acts as cues. So, a cue is something which is a weak stimuli which gives strength and direction to the motives and any and all of the 4Ps can act as cues for a consumer.

The third element is response. The response here refers to the behavior on the part of the consumer. Behavior here implying the act of purchase and or either going in for the act of purchase or postponing the act of purchase or not going in for the act of purchase; any and all of these will act as a response on the part of the consumer. Let us talk about the response in the form of an act of purchase. Let us say that here the consumer finds and has a need and with the particular motive is provided its strength and intensity why are the cues and now he decides to purchase. So, the act of purchase acts as a response. It is how a person is going to react towards the stimulus or towards the drive and that is going to reflect a response on his part.

So, this response as I said could take different forms; either at the act of purchases itself he decides to buy the product or service offering and he decides to purchase it. Second, it could be just learning for the future; that is he is exposed to the cues and it gets stored in

his memory as a learning for future or as a learning to be drawn input from sometime later in the sometime future. So, in this case what he does is he postponed his purchase. So, the third option third output which can occur as a part of the response is that a favorable attitude may get created. So, because of the cues and this exposure to the cues, the consumer learns about or gains the information about the products or service offering and develops a predisposition towards it.

He develops a favorable attitude towards or a liking towards it which he can refer to, which gets stored in his memory to retrieve it later on when as and when he needs to make a purchase and go in for the purchase decision process. So, the response given basically refers to how does the consumer react toward the cues and how does he react toward the drive or toward the stimulus. It could take forms of instance purchase or immediate purchase. It could also be a learning for the future where the purchases is postponed for the future or it can be a favorable image or a favorable attitude towards the product or the brand and the consumer could develop an intention to buy. This gets stored in his memory and later on when he decides to buy the product or service offering, he can always consider the particular brand. So, this is what happens in response.

Now we come to reinforcement. So, as I just said let us take a case where the person decides to buy the product, he decides to go in for a purchase of the product. Now reinforcement is in the form of the reward that comes along with the purchase, consumption, and usage of the product or service offering. So, this reinforcement could be either a positive or negative and as we see this positive or negative reinforcement will actually have an impact on learning for the future; in the scenes that if it is the positive reinforcement, the behavior gets reinforced and the person is more likely to purchase the product or service offering or the brand later on again when he requires it. On the other hand when there is a negative reinforcement the person learns not to use the product or service offering in the future or not to use a particular brand in future.

So, what we mean by reinforcement is that any action always has a reaction and based on the reaction, the behavior will get reinforced. If the action is followed by reinforcement or by a reaction that is positive in nature or it is pleasant or rewarding in nature, the behavior gets positively reinforced and the likelihood of the repetition of the action or the behavior increases. This holds true vice versa; in the sense that if the action is followed by a reaction that is unpleasant or unfavorable or negative or dissatisfying, the

action again gets reinforced and the likelihood of reputation of that action gets negatively reinforced and the likelihood of the reputation of that action will decrease.

So, in terms of consumer learning if a person buys a particular product or service offering and the purchase leads to satisfaction and delight. It leads up to his expectations. The consumer would feel he has had a rewarding experience, he would feel that he has got his value for money, and the positive reinforcement will occur. As positive reinforcement occurs, learning will take place and the consumer will learn to buy the product or patronize the product or the brand again.

On the other hand, if he feels that he is dissatisfied with the product or service offering or that brand, then he would learn not to buy the same product or not to buy same brand again. In fact, I would like to stress here that it is positive reinforcement which actually leads to development of brand loyalty. So, here what we trying to say in reinforcement is that every action; action here was the response is going to be followed by reaction and this reaction comes in the form of reinforcement. If it is a positive reaction, the behavior preceding the reinforcement is more likely to occur again. If it is a negative reinforcement, the behavior preceding the action is less likely to occur again.

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<p style="text-align: center;">Example 1</p> <p style="text-align: center;">An MBA student requires a business suit for his interview</p>	
<p>MOTIVATION</p> <ul style="list-style-type: none"> - Relevance of need and goal - A need that motivates action 	Requirement of a business suit for interview.
<p>CUES</p> <ul style="list-style-type: none"> - A stimulus or symbol to drive action - It directs a drive when they are match consumer expectations 	Discounts/Sales; Or, Good deals; Or, Good designs.
<p>RESPONSE</p> <ul style="list-style-type: none"> -Action to satisfy need. - The reaction or behaviour relative to a drive or a cue 	The student sees a discount in a store and goes and buys from the shop; Or, He is unable to find a color of his choice but he likes the brand/dealer and so decides to come back after a week when the fresh stock arrives and he can get the color of his choice.
<p>REINFORCEMENT</p> <ul style="list-style-type: none"> -The feedback a consumer receives. -The reward or action. 	If he buys the suit and finds it comfortable and long lasting, he would buy the same brand or buy from the same shop again. In case he doesn't he would change his brand.

Now, let us explain this process or these components through an example. We will take two examples and we will deal with or talk about them. Let us talks the first example where there is an MBA student who actually requires a business suit for his interview

and we have a motive here. It is relevant to his need and goal and this particular need that will motivate an action. So, what is the motive or what is the need here? The need is requirement of a business suit for an interview. The cues here could be the stimuli or the symbols that drive action. It will direct a drive when they match a consumer's expectation. So, the cues could be in the form of discounts or sales or it could be in the form of good deals or it could also be in the form of good designs or even a good brand.

The response here is that student sees a discount; response here is basically action to satisfy a need. So, here student sees a discount in a store and goes in and purchases the suit from the shop or he is unable to find a color of his choice, but he likes the brand or the dealer and so he decides to come back after a week when the fresh stock arrives. So, that he can get a color of his choice. So, response could either be immediate where because he sees a deal, because he sees at a good discount on a particular suit being offered by a store. He decides, chooses, enter the store and purchase it instantly or he enters the store, he likes the store, he likes the product variety, the assortment, he has a favorable attitude towards the brand, he also likes the manner in which the store dealer has dealt with him. But he finds that he is not getting a suit of which is in color of that he wants and he is not getting a color of his choice.

So, he decides to postpone his purchase and get back to the store a week later so that he can find a color which he wants to buy; color which actually is his choice. So, a response could either be instant and immediate or it could be something which is postponed for the future. The reinforcement is the feedback in the form of a reward which the consumer receives. So, if he buys a suit and finds it comfortable, if he finds it long lasting, if people appreciate it, and if he feels he has got a good value for money; he would buy the same brand or he would buy other things from the same shop again. But in case he does not find he does not get rewarded positively, he buys the suit, but he realizes it is not to all staged or the color is wearing off.

In that case, he would change his attitude toward the brand. His behavior is negatively reinforced and he would definitely change his brand the next time he wants to buy a business suit. So, this is how we see at the entire process occurs. We start with a motive which is given strength and intensity and direction through a drive and then the consumer is motivated to act either instantly or through by postponing his purchase. And then there is reinforcement to that act of purchase in the form of a positive reinforcement

or a negative reinforcement; both of which will have impact on future decisions. In case the reinforcement is positive, he will buy the brand again. In case it is not, he will not buy it again and in fact, he may also spread negative word of mouth about it.

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<p style="text-align: center;">Example 2</p> <p style="text-align: center;">A man is shopping in a mall and feels hungry</p>	
<p>MOTIVATION</p> <ul style="list-style-type: none"> - Relevance of need and goal - A need that motivates action 	Hunger need triggered off.
<p>CUES</p> <ul style="list-style-type: none"> - A stimulus or symbol to drive action - It directs a drive when they are match consumer expectations 	<p>Smell of cakes and pastries; Or,</p> <p>Good, well-lit confectionary store with good display of goodies to eat; Or,</p> <p>Billboards and banners publicizing brand etc.</p>
<p>RESPONSE</p> <ul style="list-style-type: none"> - Action to satisfy need. - The reaction or behaviour relative to a drive or a cue 	The man goes and buys the pastry.
<p>REINFORCEMENT</p> <ul style="list-style-type: none"> - The feedback a consumer receives. - The reward or action. 	<p>He likes the pastry and asks for more.</p> <p>He does not find it good and eats something else somewhere.</p>

Let us come to another example where we see that there is a man whose is shopping in a mall and he feels hungry. So, the motive here is the hunger needs gets triggered off and cues could be in the form of a smell of or aroma of cakes or pastries or it could be a very well-lit good confectionary store with a good display of goodies to eat; display of good goodies in its window or in its chairs or it could be billboards and banners publishing a brand. So, it could be any and all of these which could act as cues. The response is or the act is that the person goes and buys the pastry and eats it and reinforcement or reaction is in the form of he is likes the pastry and asking for more or he does not find it good and eats something else somewhere. So, he learns again that he is not going to come back to this particularly confectionary store again to buy pastries as he has found the experience dissatisfying.

So, in this way we can relate the definition of learning where we said that learning is relatively permanent change in behavior which occurs as a result of experience. We also said that consumer learning is when people gather information about a particular product or service or about brands; they evaluate it, they comprehend information, evaluate it or analyze it, and then finally decide to take an action. And if this action is satisfying,

behavior gets reinforced, learning occurs whatever way this action is reinforced. If it is a positive reinforcement, learning will occur to patronize and the brand. On the other hand if it is a negative reinforcement, learning is not to patronize the particular brand.

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6.2.2.2 NATURE AND CHARACTERISTICS OF LEARNING:

- a) Learning involves a change in behavior.
- b) This change in behavior is relatively permanent.
- c) The change in behavior occurs because of experience.
- d) Learning must be reinforced to have an impact.
- e) Learning also leads to development of attitudes.
- f) Apart from experiences, consumer learning also reflects the impact of:
 - (i) marketing and non-marketing communication and,
 - (ii) background characteristics.
- g) Learning is a cognitive process and can only be inferred through our actions and behavior.
- h) Learning is a continuous process.
- i) Learning may be specific/intentional, ongoing and incidental.

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Now, let us come to the second topic here which we will discuss the nature and characteristics of learning. We have just discussed the elements. So, now let us move into discussing the nature and characteristics of learning. The first characteristic of learning is that learning involves a change in behavior. In terms of consumer learning, it means that a consumer who is exposed to marketing stimuli may react to it through purchase and consumption. If his experience is satisfying, he learns to repeat it and he would repeat the purchase behavior in favor of the brand.

Incase his experience is dissatisfying; he would switch over to another brand. Thus he would switch over to another brand and the purchase of another brand. So, learning basically involves a change in behavior where because of an experience which was dissatisfying, the person learns not to buy or not to indulge in an act of purchase for the same brand again. In case the experience is satisfying, he learns to repeat a behavior where or the act of purchase which is given him satisfaction. So, learning involves a change in behavior.

Second is this change in behavior is relatively permanent. Learning will also lead to development of attitudes and unless and until an effort is made to change behavior, it

continues. For example, if a person learns that a Pepsodent toothpaste fights toothache for 24 hours and it is better than Colgate. Now because of this learning he develops a very favorable attitude or he develops a predisposition towards Pepsodent, where Pepsodent is regarded as better than Colgate. So, he will continue to purchase a brand of Pepsodent. It is only and only when another brand say Colgate or Close-up begin to claim and they begin to provide lot of facts and lot of data that they also fight toothache and they also fight tooth decay and they fight tooth decay better than Pepsodent.

It is only when this happens that the consumer may change his preference from Pepsodent to another. So, the change which occurs in behavior is relatively permanent. If a person learns about Pepsodent and about the goodness of Pepsodent and begins to patronize it, he will continue to do so until unless lot of effort is made to actually change his views or to change his attitude or about a Pepsodent or a lot of effort will be required to make him learn about how other brands like Colgate and Close-up may also fight tooth decay and better or at par with Pepsodent. So, the marketer will have to provide in lot of facts, lot of data, and lot of logical reasoning. So we say here is that once learning occurs, it is permanent in nature and a lot of effort will be required on the part of the marketer to help a consumer unlearn and then relearn.

The third characteristic of learning is that the change in behavior occurs because of an experience. What we trying to say in another word is that there has to be some kind of an experience for learning to occur. The experience could be either direct experience in the form of one's own experiences or it could be indirect in the form of experiences of others or through word of mouth. A consumer will learn about products, he will learn about services or about brands and either on this own or from others. His learning will either be based on his efforts of gaining information or of gaining information on itself or through a word of mouth. His learning will either occur because of his own experiences or because of other people's experiences.

So, consumer learns about the product or service category and about the brands either on his own or from others. His pleasant experiences with the brand or the product category will lead to positive opinion about the product category and the brand and it will eventually develop brand loyalty. On the other hand, an unpleasant experience will lead to other word of mouth and switch over to other brands and any action followed by dissatisfaction or any action followed by a reaction whether satisfaction or

dissatisfaction, learning will take place and the consumer will learn either to buy the same brand or to change his brand. So any and every experience actually any or other kind of experiences either of self or of other's leads to a change in behavior.

The next characteristic of the learning is that learning must be reinforced to have some impact. We just discussed this earlier that if learning is to occur, there has to be some kind of reinforcement. If learning as a process is not reinforced, the behavior will disappear. Now as we just said this reinforcement can just be negative or positive and through positive reinforcement, the consumer learns to prefer to buy the same product and brand again and in case of negative reinforcement, he learns not to buy the same product or the same brand in future. So, positive or negative reinforcement will have some impact and until and unless any action is followed by reinforcement, learning will not take place.

The next characteristic of learning is that learning also leads to development of attitude. We will see later on that attitudes comprise three components; cognition, effect, and behavior and one of the major components of attitude is knowledge, is information and that actually comes from learning. So, learning also lead to development of attitudes. The next characteristic of learning is that apart from experiences, consumer learning reflects the impact of marketing and non-marketing communication as well as background characteristic. So, let us go in to a little detail about this. As we said, consumer learning will reflect the impact of marketing which is a non-marketing communication.

Marketing communication is commercial in nature and non-marketing communication is in the form of word of mouth. So, marketing is communication and non-marketing communication which is and as well as background characteristics will also affect a consumer learning. Marketing communication is in the form of commercial sources which comes from advertising, publicity, sales promotion, personnel selling, etc. Non-marketing communication comes in the forms of noncommercial sources which could be interpersonal communication. So, both marketing communication as well as non-marketing communication have big role to play in consumer learning.

The marketer educates the consumer about the product or the service category, about the attributes, benefits, features, the price, the availability. The consumer also learns about the brand from the dealer or even through the packaging and the labeling; interpersonal

communication through friends, peers, work colleagues or opinion leaders or through word of mouth also impacts consumer learning. So, apart from marketing and non-marketing communication or commercial and noncommercial sources, one's own background characteristics also impact learning.

Consumer learning reflects one's demographic or personal or psychographic characteristic. So age, education, income, occupation, lifestyle, social class, attitude, perception, personality, self-concept, self-image, culture, subculture, cross culture; all of these will have an impact on consumer learning. They will have an impact on the knowledge base of a person and they will influence consumer decision making, his buying patterns, and his consumption behavior.

The next characteristic of learning is that learning is a cognitive process and can only be inferred through our actions and behavior. This is also similar to one of the characteristics of attitude which we would discuss later that we can only infer attitudes. We basically cannot observe them; they are intangible, they can only infer them. So, learning includes exposure to information, processing, exposure to information, information gathering, information processing, comprehension, retention, retrieval and so forth. But this learning whether or not, it is actually taken place will only be resultant through behavior and it is only this behavior which will help us infer that whether learning has taken place or has not learning has taken place.

In terms of consumer behavior, we could explain learning by observing people's reactions in a store. For example, a person is exposed to an advertisement, but whether he has actually been able to select that advertisement as a stimuli; whether he has been able to gain information, gather information or process it, and store it in his memory will actually be seen when he goes to the store and asks for it or when he goes to the store and puts in hand on that particular brand while he is across different shelves or different sections in the particular mall or in the particular store. So, as and when he puts his hand and picks it up and puts it in cart or in his shopping basket, we will come to know whether the person has been able to learn and develop an attitude or favorable predisposition towards the particular brand or not. Also through encouraging brand recall, we will be able to know whether our advertisement has been effective or not.

When a person goes to the store and asks for a particular brand, he is in a way pulling it out from the shelf. So, this pull strategy is evident clearly will tell us whether the person has learned about the brand and the brand he is able to recall it, he is able to retrieve it from his memory, and this brand recall will also tell us whether the consumer learning has been effective or not. In turn, we will also see the consumer; we can also talk about consumer learning by observing the behavior of the people in the store. Majority of the people for example, who buy health tonic for a child, may be buying Complian. This would basically give an input to that Complian is a favorable brand, it is a favored brand over others, it is a popular brand, and it is favored over a Boost or a Bournvita.

So, just as I said it is a fact that consumer places his hand on a particular product or on a particular brand shows that he knows about it, he has a favorable attitude towards it, or he likes it. So in any form, it could be either the cognition or the effect; either the knowledge part or the liking part, feeling part which makes him chooses certain products or brands over other. So, in this way we say whether learning has actually taken place or not; depends upon how well we can access the consumer in the store, how well we can access his behavior in the store. So, in case the consumer puts his hands on a Complian which he regards more popular and it favors over Boost and Bournvita. So, Hines India for example would be able to interpret his behavior on the part of the consumer as consumer satisfaction and popularity with its brand Complian. On the other hand, brands like GlaxoSmithKline or Cadburys which makes Boost and Bournvita would infer that they need to improve upon their bad brands which are Boost and Bournvita respectively.

So, learning is a cognitive process and it can only be inferred through our actions and through our behavior. We will be only be able to gain whether learning has taken place, we will be able to judge only by observing people in a store; very fact that they recall certain brand, the very fact that they favor certain brands over others, means that favorably disposed towards such and this favorable disposition is a part of their cognition which actually based on their knowledge, which they have gathered, which they have stored, and which they are using by saying that they prefer a particular brand over the others. They have learned to favor this particular brand over others because they learnt according to the knowledge, according to the cognition, and according to their thinking patterns; they have learned to feel that Complian brand is better than a Bournvita brand or a Boost.

The next characteristic of the learning is that learning is a continuous process. It is something which will happen and keeps on happening; people learn, they gain knowledge, they gain information, they also have day to day experiences all the time, they interpret them, they learn about them, and they store it in their memory for later retrieval, for retention, and for later retrieval, and uses as and when required. As they collect more information, as they have newer and newer experiences, this keeps on getting added in to their memory or to their knowledge base. But it also alters; it also modifies the existing database or the existing memory.

So, whatever is told in your memory as a part of information may get altered, may get modified, may get changed, either because of new information gathered by yourself or because of a word of mouth or because of experiences of self and others. So, learning is something which is continuous; the people will continue to gain information, continue to gain knowledge, either on their own or either through marketing communication or through interpersonal communication, either through their own experiences or from others experiences and all this will get stored in their memory and it will get added to or it would modify the existing base of information which is stored in the memory. The upgraded information will be used for future action and for future behavior.

Another characteristic of learning is that learning may be specific or intentional and learning is ongoing, incidental. Now learning before we go into this, I will speak about little more about how learning can be a continual process and in case it is continual, it becomes ongoing in nature. So, there is marketing stimuli where we watch or read about newer products or services, the various brands, features, prices, and we ponder about them or we think about them. Or very often we have discussions with our family, with our friends, with our work colleagues, on blogs, on public forums, or we have our experiences or direct and indirect. So, all of this is going to be a continuous process and the learning which is going to be ongoing.

For example, if Samsung launches a new model of microwave which is an improvised version over the other; the new inputs provided through the advertisement add up to the existing information we have about Samsung. So when a person wants to buy a microwave, he would include this brand and this model in his evokes set or on his consideration set and he would be updated. So, the day to day knowledge get keeps on

adding to the memory as an updated knowledge and it keeps on updating our memory and our knowledge base. So, that becomes ongoing.

But let us talk about learning can be specific, intentional, ongoing, and incidental. Now learning can be either specific or intentional, or I just said it when it is continuing, it will be ongoing or it could be incidental. So for example, a student enters college and he wants to buy a laptop so that he can work on his assignment. So, here he will search for information very consciously, immediately, and he will immediately get to the task of trying to know about the different laptops or the different brands, the different dealers, the prices, the features etc. So learning is specific, it is intentional, and it is directed towards specific need or a problem solving. It is deliberate in nature specific to the situation where a person has to make an immediate purchase. So, we say learning is specific or international in nature.

On the other hand, let us take a case where same student say five years ago, he thought that once he enters college, he will be buying a laptop for himself so that he can work on his assignments. And in that case, over these period of five years, he has been gaining knowledge, reading about the products, seeking about different brands, the features, the attributes, identifying evaluative criteria, looking for dealers, talking to people may be dealers or his friends or his colleagues or anybody around him his neighbors or he may be consulting an opinion leader going to him for advice.

So, over these past five years he has been doing this and the process is something the learning process. Information search is going to be ongoing; the learning process is going to be something which is going to be very long drawn. He is searching for information which he is going to use much later and the process is ongoing; the learning process, gaining information, updating his knowledge base is something which is happening on a very continuous basis. So, intends making a purchase sometime in future and is adding up information to his knowledge base. So, we call it ongoing search for information and an incidental learning is something which occurs as a byproduct of others.

So, the person here did not actually think of buying it; it was not deliberately sort, it was totally unintentional, and this learning happened as a result of an incident or an accident or without much effort as a matter of chance. So, the student went to the mall and there he saw his mother buy a microwave where he was actually gone with his mother to buy a

microwave, and there he saw a demo of a laptop. And so, the learning here which happens is something which is very, very incidental. So, these are the various characteristics of learning.

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Now, let us move to the various approaches to the study of learning. When we talk about the approaches to learning, we say that there are two approaches to learning; the behavioral approaches to learning and the cognitive approaches to learning. Now we will talk of them in the form of two theories, the behavioral theory of learning and the cognitive theory of learning. Now according to the behavioral theory of learning, learning within an individual takes place in response to events or happenings or stimuli in a person's external environment. So, they basically explain learning in terms of observable responses to external stimuli or as a relationship between a stimuli and a response.

So, we talk of this learning here which happens as a result of response to events or to stimuli in the person's external environment. On the other hand, we have these cognitive theories where they say that learning actually happens as a result of a person's conscious and deliberate attempt to seek information, process information, store information, which helps him in problem solving or in future purchases that he has to make. So, learning consumer learning could either be behavioral in nature or it could be cognitive in nature. So, let us discuss the two approaches in little detail.

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a) Behavioral theories of learning:

- According to this approach, learning within an individual takes place in response to events/happenings/stimuli in a person's external environment.
- They explain learning in terms of observable responses to external stimuli or as a relationship between stimulus and response.


The main proponents of this approach were:

i) **Ivan Pavlov:**

- conducted the famous experiments on the dog;
- his theory came to be known as the Theory of Classical Conditioning.

ii) **Burrhus Frederic Skinner:**

- conducted his experiments with rats and pigeons;
- his theory came to be known as the Theory of Operant Conditioning or Instrumental Conditioning.



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Now behavioral learning as I just said, it occurs within an individual in response to events or happenings or stimuli in a person's external environment. The main proponents of these approaches were Ivan Pavlov and BF Skinner and Pavlov conducted his famous experiments on the dog which we shall discuss subsequently and his theory came to be known as the theory of classical conditioning. And then there was Burrhus Frederic Skinner who conducted these experiments on rats and pigeons and his theory came to be known as the theory of operant conditioning or instrumental conditioning

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In order to illustrate the two approaches in terms of consumer behavior, let us take **an example**.

A new detergent + starch combination gel is launched by Hindustan Uniliver Ltd.

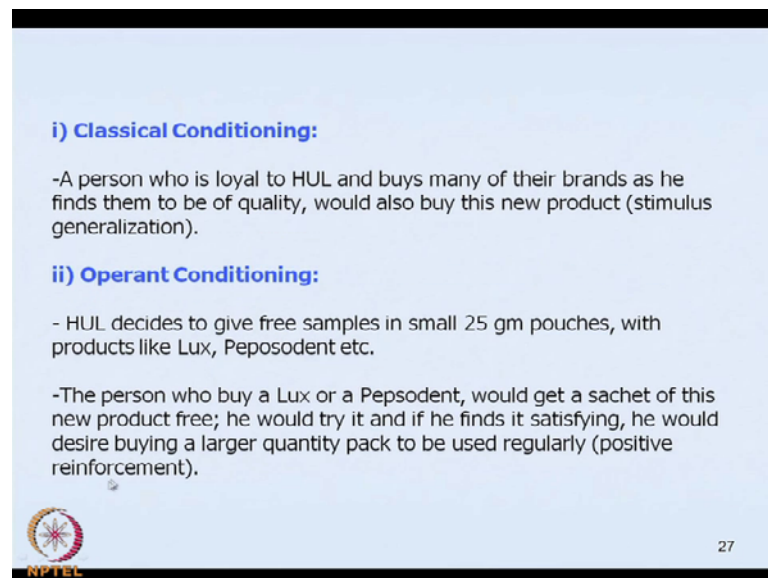
It is specially developed for cotton clothes, and the USP of the product is that it does not only clean them but also applies starch on them, making them clean and crisp after application.



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Now in order to illustrate the two approaches in terms of consumer behavior we will take an example, that a new detergent plus starch combination gel is being launched by Hindustan Unilever. So, it is specially designed for cotton clothes and the unique selling proposition of the product is that it not only cleans the product but also applies starch on them making them clean and crisp after application. So, we were talking of a new detergent; it is a starch combination gel launched by Hindustan Unilever and it is designed for cotton clothes and it is something which will not only clean the clothes with the detergent but also because of the starch, it will apply starch on them and because of the starch gel, the clothes will automatically have starch on them, making them very clean, making them look very crisp after application.

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i) Classical Conditioning:

- A person who is loyal to HUL and buys many of their brands as he finds them to be of quality, would also buy this new product (stimulus generalization).

ii) Operant Conditioning:

- HUL decides to give free samples in small 25 gm pouches, with products like Lux, Pepsodent etc.
- The person who buy a Lux or a Pepsodent, would get a sachet of this new product free; he would try it and if he finds it satisfying, he would desire buying a larger quantity pack to be used regularly (positive reinforcement).

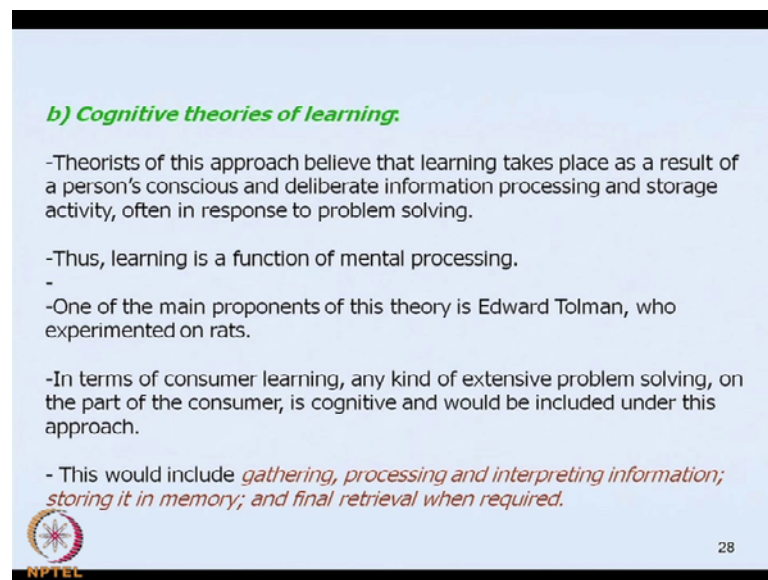
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So, if you look at classical conditioning theory which we will discuss in little while from now. A person who is loyal to Hindustan Unilever and buys many of their brands as he finds them to be of quality will also buy this new product. We will call this as stimulus generalization, a principle which we will discuss subsequently. On the other hand if you look at operant conditioning or if you look at instrumental conditioning, Hindustan Unilever decides to give free samples in small 25 gram pouches with products like Lux or Pepsodent. So, the person who would buy a Lux or Pepsodent would get a sachet of this product free and he will try it and if he finds the brand satisfying or the product satisfying, he would desire buying a larger pack to be used regularly. So, there is a positive reinforcement.

So, what we are trying to say is that while experimenting on dogs, Pavlov was talking of some kind of a conditioning which takes place and we call it classical conditioning and here again because the person who buys from Hindustan Unilever and he buys many of the brands and he finds them to be of quality, some level of conditioning has taken place and thus he feels that the new product or the new detergent and starch combination will also give him the same quality. So, a conditioning has taken place. On the other hand, if you have taken the same example and we talk of theory of operant conditioning which was proposed by Skinner, we say that he spoke about reinforcement and he spoke about trails and reinforcement.


So, a person in a Hindustan Unilever decides to give a free pouch with this particular new product; a starch and a detergent combination and with a Lux or with a Pepsodent, he gives these new products free and if the person uses it, he tries it, he uses it, he finds it; the experience satisfying and he would learn to repeat behavior and he would buy larger quantities of the pack to be used regularly. So, we will talk more about this classical conditioning, we will talk more about stimulus generalization, and as well as operant conditioning and reinforcement, and trail and reinforcement subsequently.

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b) Cognitive theories of learning.

- Theorists of this approach believe that learning takes place as a result of a person's conscious and deliberate information processing and storage activity, often in response to problem solving.
- Thus, learning is a function of mental processing.
-
- One of the main proponents of this theory is Edward Tolman, who experimented on rats.
- 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.*

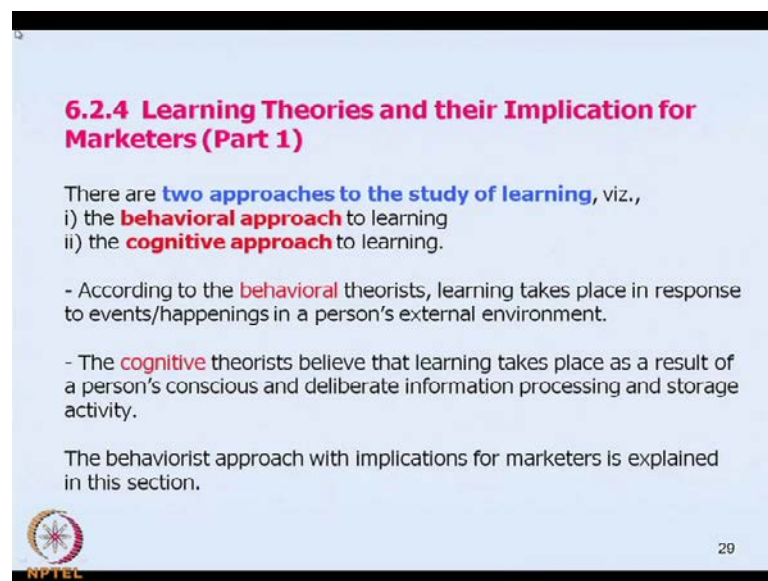
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But let us now come to the cognitive approach to learning. Now according to the cognitive theorists, they say that learning actually occurs not because of the environment or because of stimuli in the environment or because of a connection or a relationship

between response and stimuli; but it is because of a person's conscious attempt, deliberate attempt at information gathering, processing, storage and which will help him later on, which actually helps, which actually occurs as a result of problem solving.

So he says, there occurs a problem and a person enters into deliberate attempt at search for information processing and storage activity, which in response to this problem solving and it is this which will help him develop learning. So, learning is a function of mental processing and the person who actually spoke about cognitive learning was Edward Tolman who basically experimented on rats. Now in terms of consumer behavior, any kind of extensive problem solving on the part of the consumer is cognitive and will be included under this approach. So, these are the two approaches to the theory of learning.

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6.2.4 Learning Theories and their Implication for Marketers (Part 1)


There are **two approaches to the study of learning**, viz.,

- i) the **behavioral approach** to learning
- ii) the **cognitive approach** to learning.

- According to the **behavioral** theorists, learning takes place in response to events/happenings in a person's external environment.

- The **cognitive** theorists believe that learning takes place as a result of a person's conscious and deliberate information processing and storage activity.

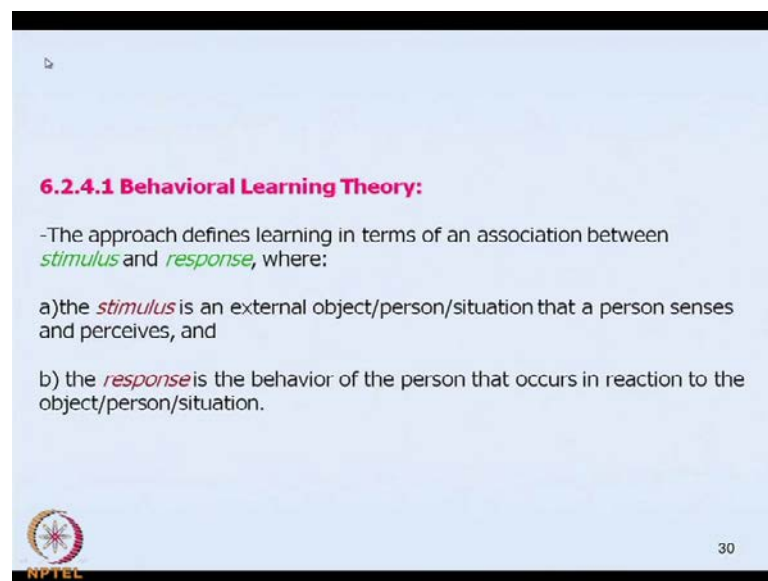
The behaviorist approach with implications for marketers is explained in this section.

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Now, let us come to the learning theories and the implications for a marketer. We will be talking about it in three parts. We will be discussing part one here where we will be talking about the behavioral approach to learning and we will be studying one theory which is Pavlov's theory of learning. We will talk about the experiment, we will talk about the theory, but we will talk about how Pavlov came up with his theory, what his experiment was. We will speak about that; we will conclude there and we will then talk about the implications drawing or how to drop on this theory or the implications from this theory. We will be speaking off in the next session.

So as I just said, there are two approaches to learning; the behavioral approach and the cognitive approach. So according to the behavioral, learning take place in response to events or happenings in the environment and the cognitive theorist says that learning basically take place as the result of conscious effort on the part of an individual to collect information and process it and store it. So, we will talk about the behavioral approach with implication for marketers in this particular session.

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6.2.4.1 Behavioral Learning Theory:

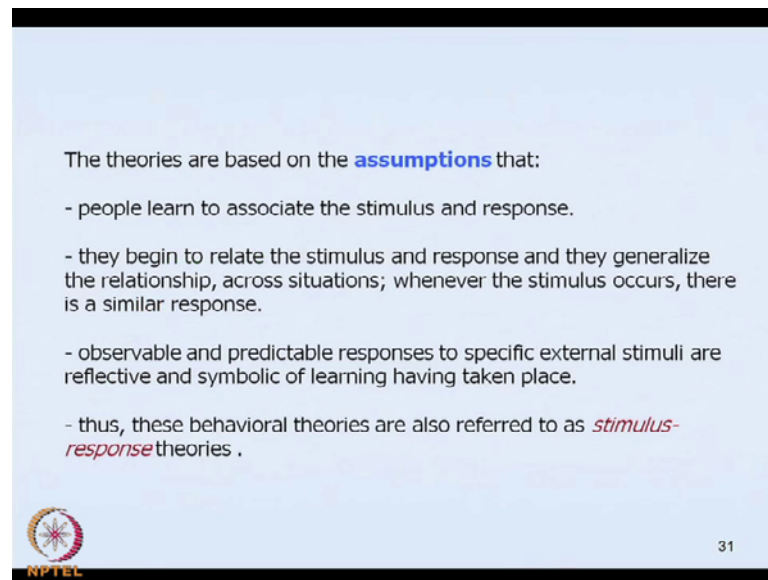
- The approach defines learning in terms of an association between *stimulus* and *response*, where:
 - a) the *stimulus* is an external object/person/situation that a person senses and perceives, and
 - b) the *response* is the behavior of the person that occurs in reaction to the object/person/situation.

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So, this particular approach which is the behavioral learning theory talks of learning or define learning in response to in terms of an association between stimulus and response, where the stimulus is an external object or a person or a situation that is person will sense or perceive, and the response is the behavior of the person that occurs as a reaction to the object or the person or the situation. So, what we are talking of here in behavioral learning theories is that learning occurs as a result of a relationship between stimulus and response.


What is the stimulus? Stimulus is an external object or a person or a situation; in our case it could be a product and or a brand or any of the 4Ps which a person senses or which a person perceives. This is what we call as a stimulus. The response is in terms of the behavior of a person to this object or to this person or to this situation or it could be a product or price or any of the other Ps. So, learning basically occurs because of an association between the two.

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The theories are based on the **assumptions** that:

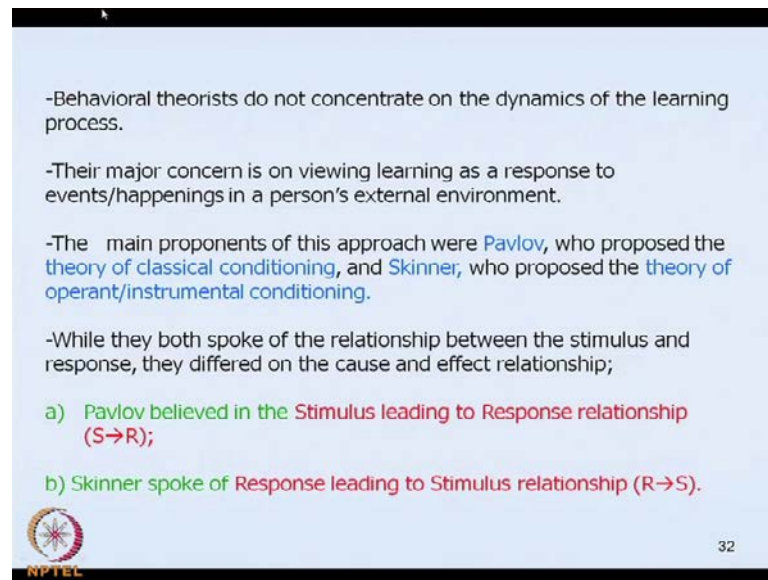
- people learn to associate the stimulus and response.
- they begin to relate the stimulus and response and they generalize the relationship, across situations; whenever the stimulus occurs, there is a similar response.
- observable and predictable responses to specific external stimuli are reflective and symbolic of learning having taken place.
- thus, these behavioral theories are also referred to as *stimulus-response* theories .

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Now, the behavioral learning theories are based on certain learning assumptions. The assumptions are people learn to associate the stimuli and the response. They begin to relate the stimulus and the response and they generalize the relationship across situations; whenever the stimulus occurs, there is a similar response. This is what this particular theory assumes. Observable responses to the specific stimuli are reflective and symbolic of the fact that learning has taken place.

Thus these theories are also known as the stimulus response theories. So, what we talking of here is that number one, people will relate or tend to associate a stimulus with a response. They will try to form a relationship between the two and draw generalizations that whenever stimulus occurs there will be similar response and thus the theories I have been also referred to as the stimulus response theories.

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-Behavioral theorists do not concentrate on the dynamics of the learning process.

-Their major concern is on viewing learning as a response to events/happenings in a person's external environment.

-The main proponents of this approach were Pavlov, who proposed the theory of classical conditioning, and Skinner; who proposed the theory of operant/instrumental conditioning.

-While they both spoke of the relationship between the stimulus and response, they differed on the cause and effect relationship;

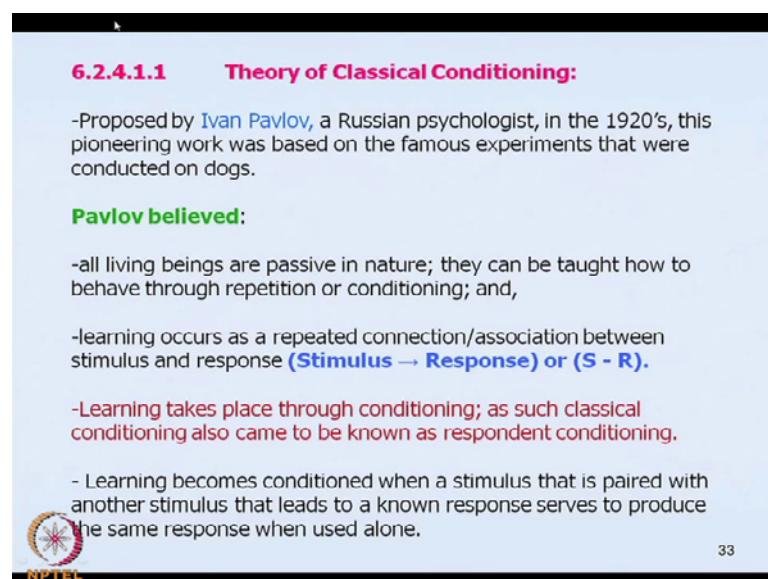
a) Pavlov believed in the Stimulus leading to Response relationship (S→R);

b) Skinner spoke of Response leading to Stimulus relationship (R→S).

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So, here the main proponents as we said were Pavlov and Skinner. They both spoke about the relationship between the stimulus and the response, but the difference was Pavlov spoke about a relationship in terms of S R or stimulus leading to a response. But Skinner spoke of response leading to a stimulus or the R leading to the S. So, Pavlov spoke of S leading to R stimulus leading to response and skinner spoke of R leading to S or response leading to stimulus.

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6.2.4.1.1 Theory of Classical Conditioning:

-Proposed by Ivan Pavlov, a Russian psychologist, in the 1920's, this pioneering work was based on the famous experiments that were conducted on dogs.

Pavlov believed:

-all living beings are passive in nature; they can be taught how to behave through repetition or conditioning; and,

-learning occurs as a repeated connection/association between stimulus and response (Stimulus → Response) or (S - R).

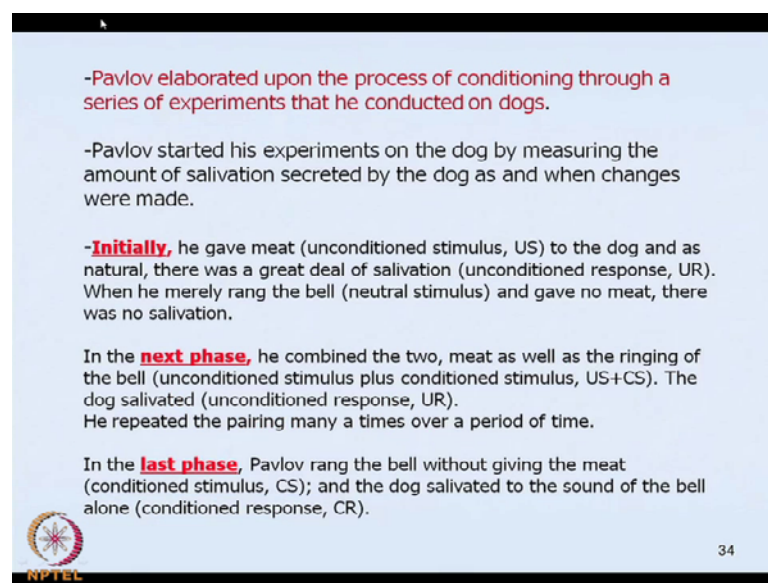
-Learning takes place through conditioning; as such classical conditioning also came to be known as respondent conditioning.

- Learning becomes conditioned when a stimulus that is paired with another stimulus that leads to a known response serves to produce the same response when used alone.

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Let us talk about the theory of classical condition by Pavlov who was a Russian psychologist and in the 1920s he introduced this theory as a part of his pioneering work and experiments on dogs. So, Pavlov believes that all living entities are passive in nature and they can be thought how to behave through reputation or through conditioning, and he says learning occurs as a result of relationship where stimulus leads to a response. Learning takes place via conditioning. Learning becomes conditioned when a stimulus that is paired with another stimulus that leads to a known response serves to produce the same stimulus when used alone.

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-Pavlov elaborated upon the process of conditioning through a series of experiments that he conducted on dogs.

-Pavlov started his experiments on the dog by measuring the amount of salivation secreted by the dog as and when changes were made.

-**Initially**, he gave meat (unconditioned stimulus, US) to the dog and as natural, there was a great deal of salivation (unconditioned response, UR). When he merely rang the bell (neutral stimulus) and gave no meat, there was no salivation.

In the **next phase**, he combined the two, meat as well as the ringing of the bell (unconditioned stimulus plus conditioned stimulus, US+CS). The dog salivated (unconditioned response, UR). He repeated the pairing many a times over a period of time.

In the **last phase**, Pavlov rang the bell without giving the meat (conditioned stimulus, CS); and the dog salivated to the sound of the bell alone (conditioned response, CR).



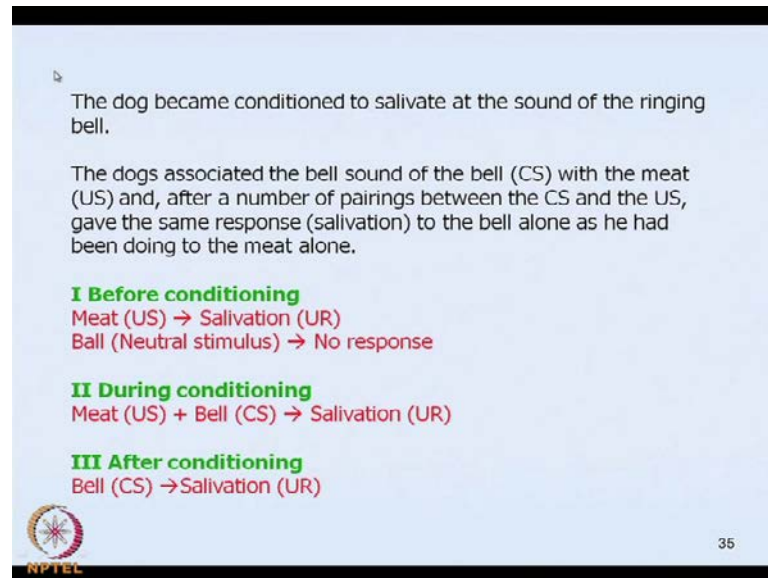
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So, Pavlov basically conducted his experiments on dog and he showed how the process of conditioning could occur through a series of experiments which he conducted on dogs. So, he initially gave meat which was an unconditioned stimulus to the dog and as natural, there was a great deal of salivation or an unconditioned response. So, unconditioned stimulus led to an unconditional response. When he merely rang the bell or when there was a neutral stimulus, there was no response or there was no salivation.

In the next phase, he combined the two; he gave meat to the dog as well as he rang the bell. So, an unconditioned stimulus in the form of meat and a conditioned stimulus in the form of the bell; the both of them were combined US plus CS leading to an unconditioned response in the form of salivation. So, he repeated the pairing many times over a period of time and in the last phase Pavlov just rang the bell without giving the

meat which was he just used the conditioned stimulus and the dog salivated to the sound of the conditioned stimulus alone. So, there was a conditioned response to this condition stimulus.

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The dog became conditioned to salivate at the sound of the ringing bell.

The dogs associated the bell sound of the bell (CS) with the meat (US) and, after a number of pairings between the CS and the US, gave the same response (salivation) to the bell alone as he had been doing to the meat alone.

I Before conditioning
Meat (US) → Salivation (UR)
Bell (Neutral stimulus) → No response

II During conditioning
Meat (US) + Bell (CS) → Salivation (UR)

III After conditioning
Bell (CS) → Salivation (UR)

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So if you see, the dog associated the sound of the bell conditioned stimulus with the meat are unconditioned stimulus and after number of pairings between the conditioned stimulus and the unconditioned stimulus, he gave the same response in the form of salivation to the bell alone as he had been doing to the meat alone. So before conditioning, you have the meat unconditioned stimulus leading to salivation and unconditional response. During conditioned, it is unconditioned stimulus with a conditioned stimulus leading to an unconditioned response and finally after conditioned, the bell alone led to salivation. So, a conditioned stimulus led to salivation.

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In conceptual terms, according to Pavlov, conditioning would take place if:


- an unconditioned stimulus (US) results in an unconditioned response (UR).

Subsequently,

- an unconditioned stimulus (US) paired with a conditioned stimulus (CS), will result in the same response, which would now be called a conditioned response (CR).

Finally, upon repeated pairings,

- the conditioning stimuli alone (without the unconditioned stimuli) would elicit the same conditioned response (CR).



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So in conceptual terms, Pavlov said conditioning takes place if unconditioned stimulus results in an unconditioned response. Subsequently an unconditioned stimulus paired with a conditioned stimulus will lead to the same response which will now become a conditioned response. So finally upon repeated pairings, the condition stimuli alone would elicit the same conditioned response.


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In terms of consumer behavior, let us take an example of a store, and its patronage.

I Before conditioning
Himalaya soap (US) → Purchase and loyalty (UR)
Frank Ross Pharmacy (Neutral stimulus) → No response

II During conditioning
Himalaya soap (US) + Frank Ross Pharmacy (CS) → Purchase and brand loyalty (UR)

III After conditioning
Frank Ross Pharmacy (CS) → Purchase and store loyalty (UR)

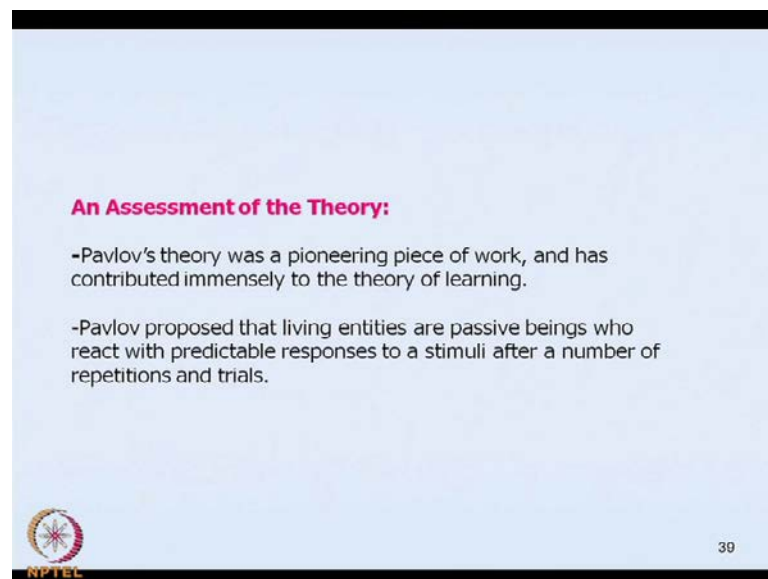


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Now, if we use it in terms of an example on consumer behavior; for example, an example of a store and its patronage. So, Himalaya soap could be an unconditioned


stimulus and the purchase and loyalty would be unconditioned response. The Frank Ross Pharmacy alone where the particular soap is been sold leads to no response. Because I am fond of Himalaya soap, I exhibit loyalty to it. During conditioning, Himalaya soap is placed in Frank Ross Pharmacy and it leads to an unconditioned response in the form of a purchase. After conditioning with repeated visits to the store Frank Ross Pharmacy or which becomes a conditioned stimulus and purchase and store loyalty results, and that is the part of the unconditioned response.

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An Assessment of the Theory:

- Pavlov's theory was a pioneering piece of work, and has contributed immensely to the theory of learning.
- Pavlov proposed that living entities are passive beings who react with predictable responses to a stimuli after a number of repetitions and trials.

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The assessment to the theory it is a pioneering work which is contributed immensely to the theory of learning and the limitation is that the theory is inadequate.

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Limitation:

- However, it has been argued that the theory is inadequate, in the sense that learning is not just a reflexive process; there is always a element of cognition.
- This has been termed as *cognitive associative learning*.
- The dog had learnt to expect an association between the meat and the bell (US and CS), which influenced him to salivate at the sound of the bell, even in the absence of meat.
- Further, the neo-Pavlovian theorists believe that consumers are *information seekers*; and apart from understanding the association between US and CS, they also rely on information that is provided by the US about the CS.

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It does not actually talk anything about the element of cognition. He said that it is been argued that learning is not just a reflective process; there is always an element of cognitive or learning and so we associate learning with cognitive associative learning. The dog had learnt to expect an association between the two; he had learnt to expect an association which influenced him. So they say that, just talking of relationship between stimulus leading to response and the entire learning process being reflexive only is inadequate; there is always an element of cognition.

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Implications for marketers:

The Pavlovian Theory has implications for marketers.

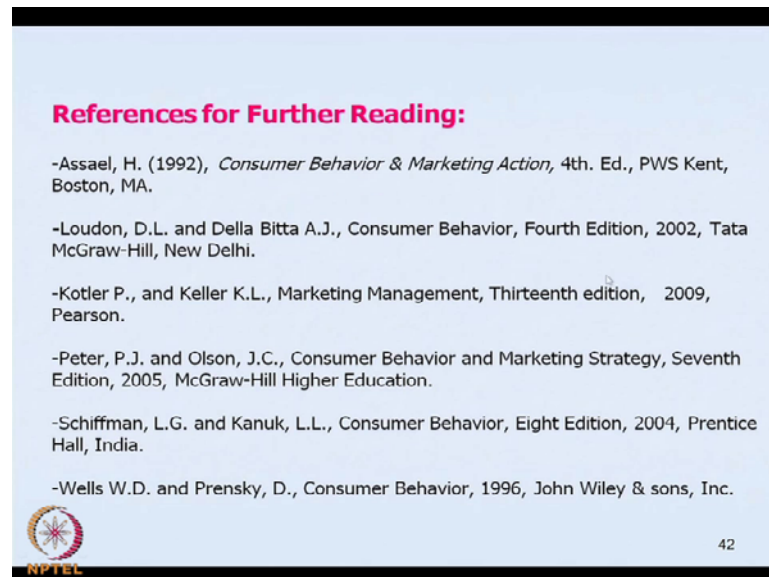
Consumers respond to learning via classical conditioning when:

- the level of perceived risk is low (and cognitive effort is not required)
- products are low on differentiation
- purchases are routine; convenience goods and impulse items.

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So, we will talk about the implications of a marketer in the next session.

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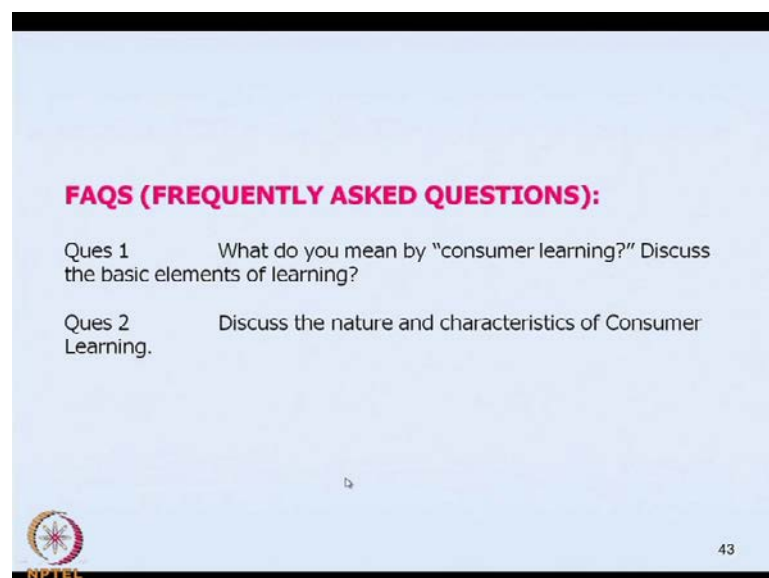
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With this, we conclude with this particular session and talking about the references; there is Assael, Loudon and Della Bitta, Kotler and Keller, Peter and Olson, Schiffman and Kanuk, and Wells and Prensky.


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FAQS (FREQUENTLY ASKED QUESTIONS):

Ques 1 What do you mean by "consumer learning?" Discuss the basic elements of learning?

Ques 2 Discuss the nature and characteristics of Consumer Learning.

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Frequently asked questions: What do you mean by consumer learning? Discuss the basic elements of learning and discuss the nature and characteristics of consumer learning?

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SELF EVALUATION TESTS/QUIZZES:

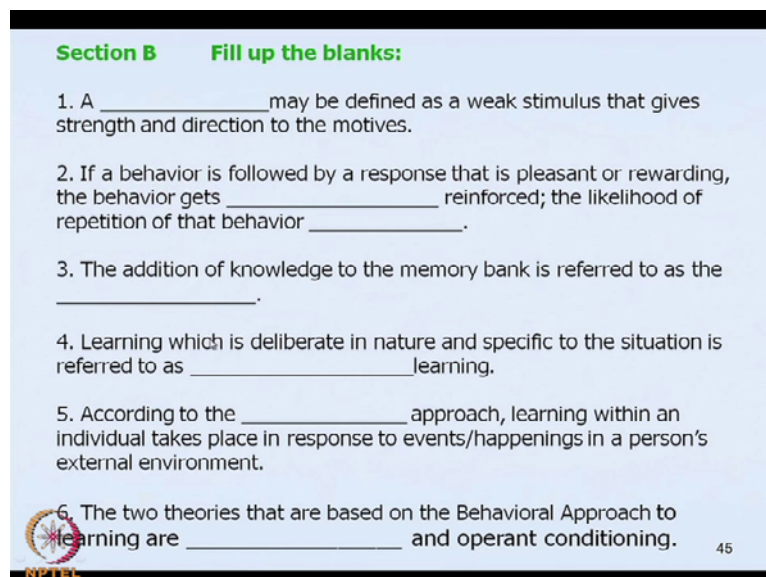
Section A True/false:

1. Learning is a temporary change in the behavior.
2. Negative reinforcement could develop brand loyalty.
3. Incidental learning is long drawn.

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Self evaluation questions: True and false: Learning is a temporary change in behavior. This is a false statement. Learning is a permanent change in behavior. Statement two: Negative reinforcement could develop brand loyalty. This is a false statement. Incidental learning is long drawn. This is again which is something; this is a true statement. So, incidental learning is long drawn; it is a true statement.

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Section B Fill up the blanks:

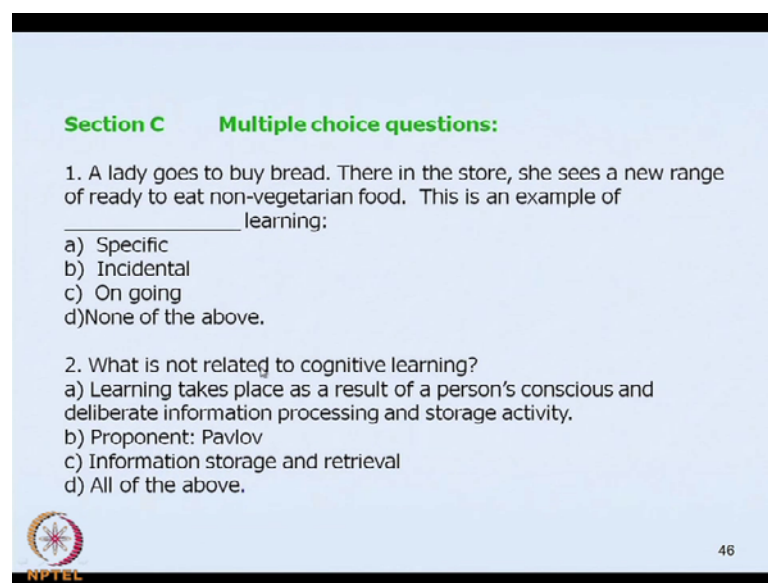
1. A _____ may be defined as a weak stimulus that gives strength and direction to the motives.
2. If a behavior is followed by a response that is pleasant or rewarding, the behavior gets _____ reinforced; the likelihood of repetition of that behavior _____.
3. The addition of knowledge to the memory bank is referred to as the _____.
4. Learning which is deliberate in nature and specific to the situation is referred to as _____ learning.
5. According to the _____ approach, learning within an individual takes place in response to events/happenings in a person's external environment.
6. The two theories that are based on the Behavioral Approach to learning are _____ and operant conditioning.

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Fill in the blanks: One: A cues may be defined as a week stimulus that gives strength and direction to the motives. The answer is cues. Two: If a behavior is followed by response


that is pleasant or rewarding the behavior gets positively reinforced; positively reinforced; the likelihood of repetition of that behavior increases. Third: The addition of knowledge to the memory bank is referred to as associative network. Four: The learning which is deliberate in nature and specific to the situation is referred to as specific or intentional learning. Five: According to the behavioral approach, learning within an individual takes place in response to events or happening in a person's external environment. Five: The two learning theories that are based on behavioral approach to learning are classical and operant conditioning.

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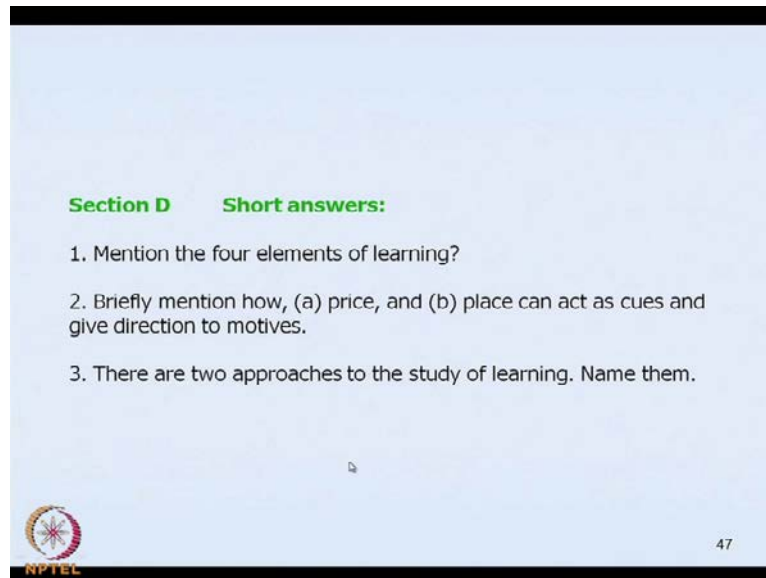
Section C Multiple choice questions:

1. A lady goes to buy bread. There in the store, she sees a new range of ready to eat non-vegetarian food. This is an example of _____ learning:
a) Specific
b) Incidental
c) On going
d) None of the above.
2. What is not related to cognitive learning?
a) Learning takes place as a result of a person's conscious and deliberate information processing and storage activity.
b) Proponent: Pavlov
c) Information storage and retrieval
d) All of the above.

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Multiple choice questions: A lady goes to buy bread. There in the store, she sees a new range of ready to eat non-veg food. This is an example of dash learning. This is an example of a) specific b) incidental or c) ongoing or d) none of the above. This is an example of incidental learning. So, this is b. What is not related to cognitive learning? A) learning takes place as a result of person's conscious and deliberate information processing and storage activity b) proponent is Pavlov c) information storage and retrieval d) all of the above. So, what is not related to cognitive learning? b) The proponent Pavlov is not related to cognitive learning; he is related to classical learning.

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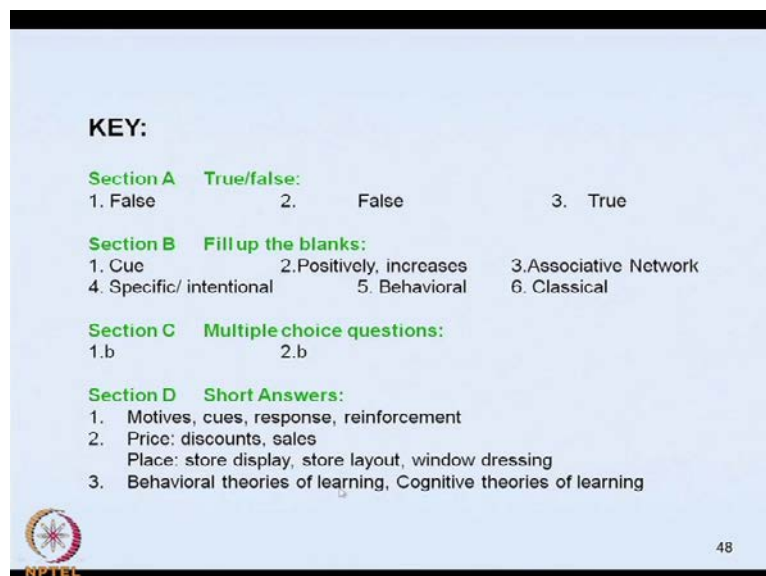
Section D Short answers:

1. Mention the four elements of learning?
2. Briefly mention how, (a) price, and (b) place can act as cues and give direction to motives.
3. There are two approaches to the study of learning. Name them.

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Short answers: One: Mention the four elements of learning? So motives, cues, response, and reinforcement. Two: Briefly mention how price and place can act as cues. So, you can show how discounts, how sales, or how bargains can lead to give direction to motives, or how store displays store, location layout, window dressing can lead to give strength to motives. And three: There are two approaches to the study of learning. Name them. They are behavioral theories of learning and cognitive theories of learning.

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KEY:

Section A True/false:

1. False
2. False
3. True

Section B Fill up the blanks:


1. Cue
2. Positively, increases
3. Associative Network
4. Specific/ intentional
5. Behavioral
6. Classical

Section C Multiple choice questions:

1. b
2. b

Section D Short Answers:

1. Motives, cues, response, reinforcement
2. Price: discounts, sales
Place: store display, store layout, window dressing
3. Behavioral theories of learning, Cognitive theories of learning

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With this, we come to the conclusion of this session on learning. We shall continue with the theory of classical conditioning and its implications for the marketer as well as the other theories in the next session.

Thank you.