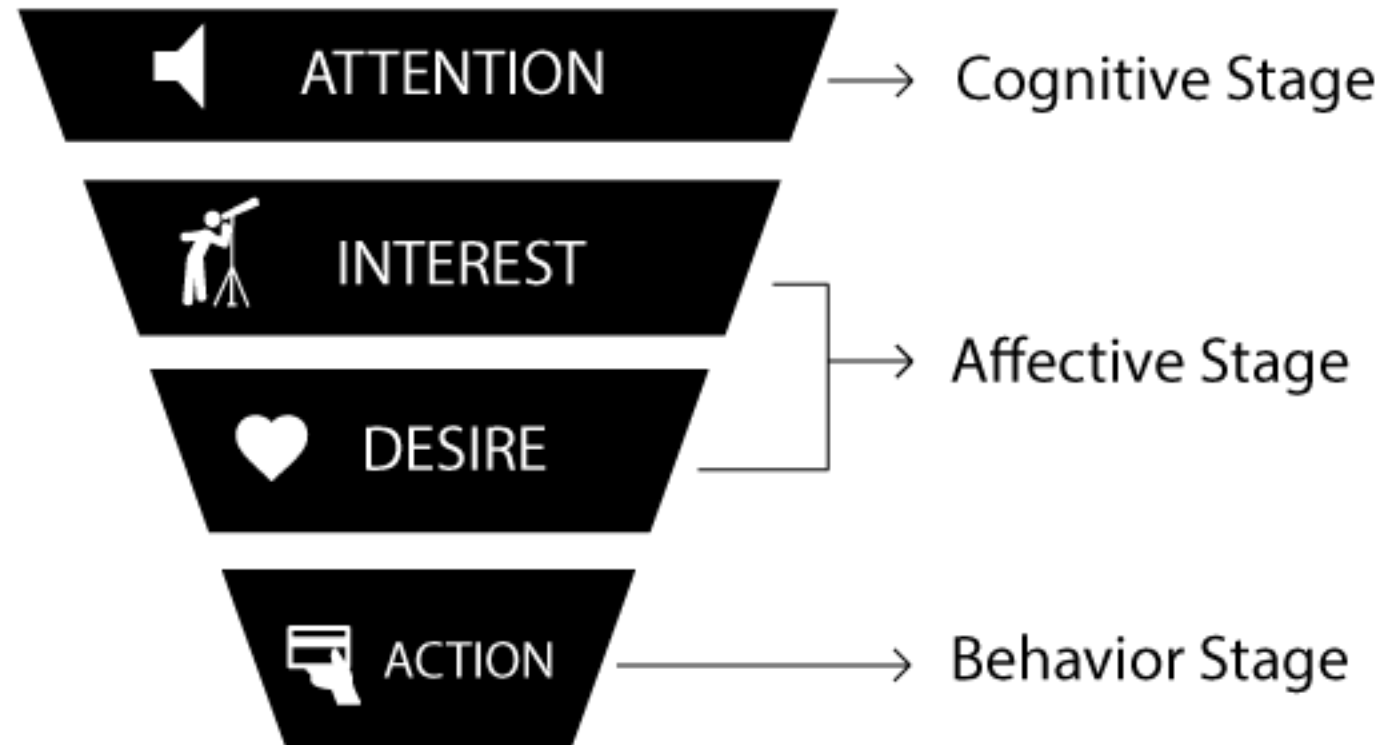
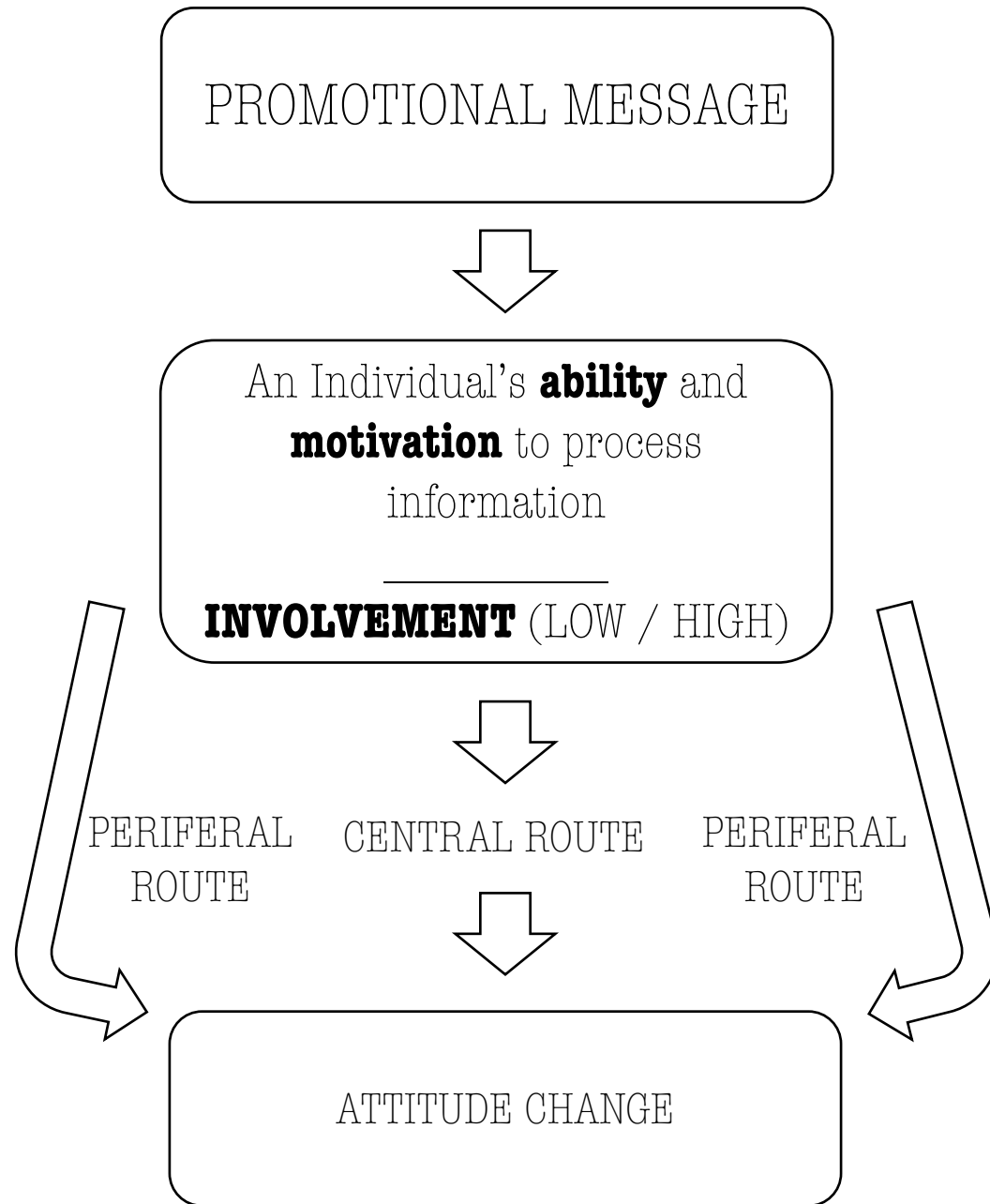


THE ELABORATION LIKELYHOOD MODEL

AIDA MODEL

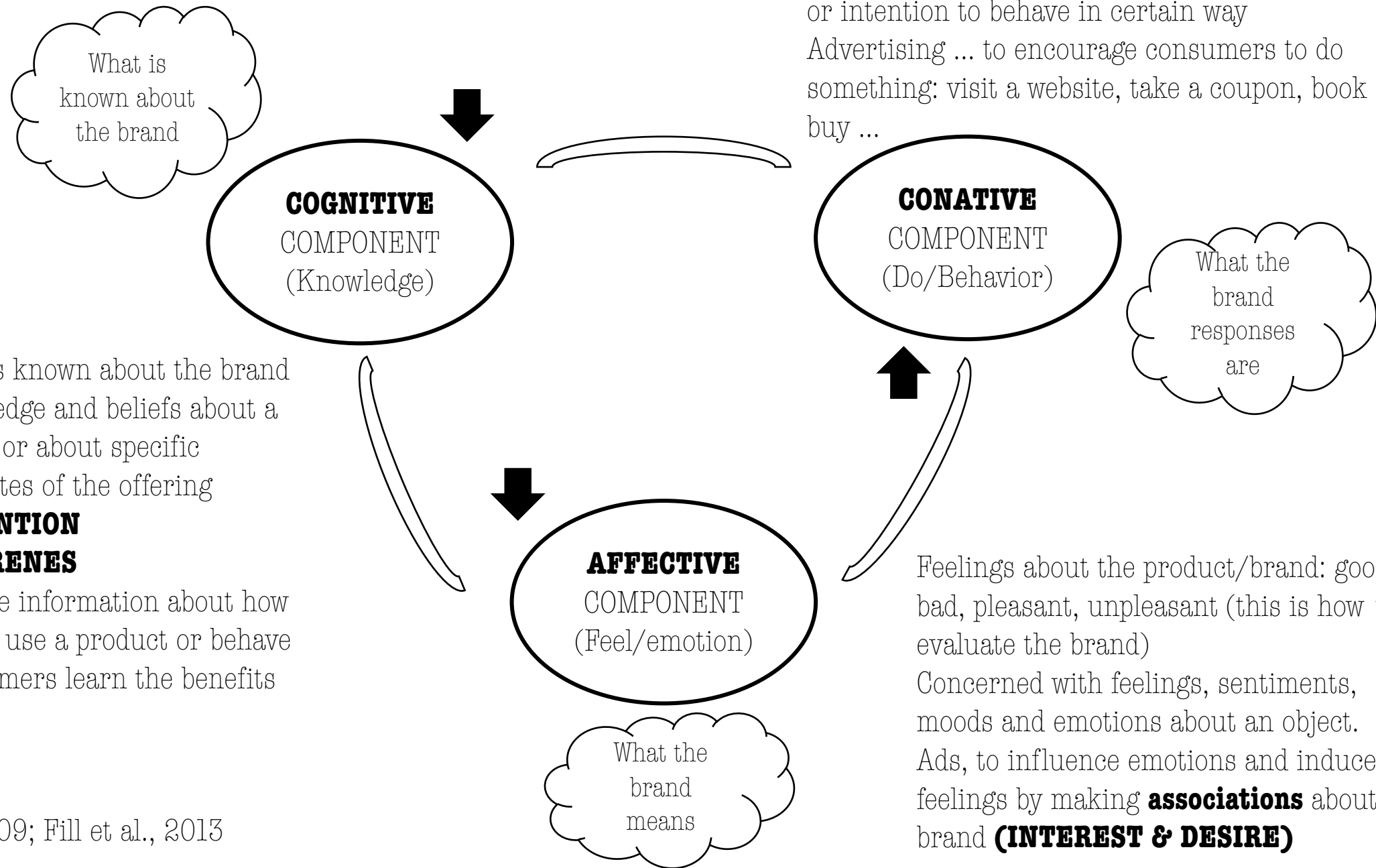




Petty and Cacioppo, 1984

- **Promotional message** → The advertisement
- Individuals **ability**: absence of time pressure distractions (i.e. noise can decrease a persons ability to process messages) + ones relevant knowledge to examine arguments in an ad
- **Motivation**: reasons for one's actions, desires and needs. → what causes a consumer to want to repeat a behavior. (comes from within the self!)
- **Involvement**: depends on ones experience and knowledge... how important or interested one is in consuming a particular brand, hence how much information one needs to make a decision
- **Peripheral route**: persuasion happens t not through a logical endeavor per se. More so dependent on the credibility or attractiveness of the sources of the message, or the *quality* of the message. + ability and motivation
- **Central route**: the logical, meticulous cognitive endeavor to elaborate on the message (logical) -+ ability and motivation
- **Attitude change (towards the brand)**: will depend on how *well* the COGNITIVE, AFFECTIVE, and CONATIVE components are worked out

The **action** component ... the individual's disposition to or intention to behave in certain way
 Advertising ... to encourage consumers to do something: visit a website, take a coupon, book a visit, buy ...



What is known about the brand
 -knowledge and beliefs about a brand, or about specific attributes of the offering

-ATTENTION
-AWARENES

-provide information about how e.g., to use a product or behave
 -Consumers learn the benefits

Feelings about the product/brand: good, bad, pleasant, unpleasant (this is how *we* evaluate the brand)

Concerned with feelings, sentiments, moods and emotions about an object.
 Ads, to influence emotions and induce feelings by making **associations** about a brand **(INTEREST & DESIRE)**

- ELM underlines the either cognitive (knowledge) or emotional (feel) response
- Aim → change in attitude towards the brand
- ELM → how cognitive processing, persuasion and attitude change happens when different levels of message elaboration are present
- Elaboration → the extent to which an individual needs to develop and refine information necessary for decision making to occur

- If an individual has a high level of motivation or **ability** to process information elaboration is said to be high
- If poor, then their level of elaboration is said to be low
- Central route → the receiver is viewed as very active and involved
- As the level of cognitive response is high the ability of the message (ad) to persuade will depend on the quality of the argument rather than the executional factors

- Purchase of cars, houses, etc., usually require high levels of involvement
- Information search (read brochures, search the Internet and what not)
- The decision to act would be based on the arguments used to justify the model as suitable for the individual

- The peripheral route → the receiver is seen to lack the ability to process information and is not likely to engage cognitive processing
- Rather than thinking about and evaluating the message content, the receiver tends to rely on what have been referred to as “peripheral cues”, which may be incidental (by chance) to the message content.



Pampers.

Pampers

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Rajoitus 3 pkt/talous

Tarjous voimassa
22.-25.9.2011



- What is the promotional message?
- To whom is the message addressed/targeted?
 - Who is the consumer?
- Ability to process info: high or low involvement?
- Central or peripheral route?
- How does the ad go about attitudes?:
 - Cognitive (*assumptions* about what the consumer knows about the brand. How does the message grab consumer's attention and awareness)
 - Affective (what associations)
 - Conative (behavior/ action)



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- How does the ad go about attitudes?:
 - Cognitive (*assumptions* about what the consumer knows about the brand. How does the message grab consumer's attention and awareness) (remember: motivation + ability)
 - Affective (what associations)
 - Conative (behavior/ action)

A Cognitive Theory of Motivation: Cognitive Dissonance

Postulates of the Theory:

- The theory proposes a few fairly straightforward points. These are below, adapted from Cooper (2007):
- Holding two or more dissonant cognitions bring on cognitive dissonance, and dissonance is experienced as discomfort.
- Dissonance creates a “drive-like tension” (p.7) which has to be decreased, especially if the person is experiencing a high degree of dissonance.
- Having or creating more cognitions that are consonant with the one creating the dissonance will decrease dissonance.
- The more important a cognition that is creating dissonance, the more dissonance it will create. The reverse is also true- as consonant cognitions become more important, dissonance is reduced.
- Dissonance can be reduced by changing behavior or cognitions.
- So, dissonance is a powerful, “drive-like” motivator to which we have to pay attention (Cooper, 2007). It is not simply a choice or a decision. It is similar to being hungry or thirsty. We can change dissonance by changing beliefs or behavior. In terms of motivation, dissonance (and by extension consonance) are powerful forces.
- Cooper, J. (2007). *Cognitive dissonance: Fifty years of a classic theory*. London: Sage.