Chapter 2: Theoretical Underpinnings of Marketing Communications

Learning objectives

This chapter seeks to explore and explain the theoretical underpinnings of communication and to underscore the usefulness and limitations of theory to practice. More specifically, after reading this chapter the student will be able to:

- Understand marketing communications theory in terms of the needs of communications practitioners and their clients.

- Appreciate the basic model of communication within an historical context.

- Assess the impact personal influence has on the communications process.

- Assess the usefulness of the adoption and diffusion process as an aid to the marketing communicator.

- Appreciate other communications models and theories that can help inform practitioner decision-making.

Chapter overview

In this chapter the nature of communication theory is explored in terms of what this means for both marketing and corporate contexts. Many of the theoretical models available were established during the 1960s but some of the key ideas have been around for much longer. Other, more recent, developments have tried to bring buyer behaviour theory closer to that of communications. In particular the traditional view of the communications process has been fused with the 'hierarchy of effects' model to offer further insight into the workings of marketers' communications and the likely effects of such communications on recipients and this is looked at in Chapter 3 of this book. This chapter concentrates on the ways in which senders of a message can get meaning across to a recipient. Clearly the idea is to have fidelity or truth i.e. the marketer as transmitter of a message wants that message to be received without ambiguity so that there is purity about the shared meaning of the message between transmitter and receiver. This is a difficult task, there being degrees of complexity in the transmission process. There are many and varied ways of putting a message across but not all are 100% accurate by any means. It is recognised that the context in which communications takes place is important and that interaction, engagement and co-creation of messages and brands are now firmly established as essential ingredients in the communications process. The role of personal influence, the power of word-of-mouth and the usefulness of adoption/diffusion models are explored. Traditional, relational and critical approaches to marketing and marketing communication in such contexts offer alternative views of communications working in practice.

Chapter 2 outline tutor notes

A. Communication theory

The student needs first to become familiar with the basic communication process as it has developed over time. The tutor can start with the basic model of mass communication and then run through the individual elements from source to receiver. In order to arrive at a more realistic model the tutor can use the critique of the original process with Buttle's four focuses as expanded upon in the textbook and then move on to build a more complete picture that has the realm of understanding/fields of experience/frame of reference as a backdrop to meaning transfer.

- A model of mass communication

  Sender/Source
  Encoding
  The message
  The medium
  Decoding
  Recipient/Receiver
  Feedback
  Noise

- Critique of the original process

  Focus on the individual
  Focus on individual messages
  Focus on source's intent
  Focus on co-orientation

- Realm of understanding/field of experience/frame of reference
- The marketing communications process

The *SNAP SHOT* at the end of this section illustrates the attempts at 'black box penetration' through the application of semiotic research where manufacturers and consumers create and extract meanings in the marketplace. Often intricate theory has to become practical reality and help real companies with real challenges, whether such challenges are in creative advertising, with the brand or with design.

B. Kelman's source characteristic model and after

The work of McGuire in the 1950s and 1960s and the original 1960s model that had impact in this area of study, Kelman's source characteristics model, needs to be appreciated by the student. The tutor can use this as a basis for developing student thought in this important area that latterly has incorporated key tools such as celebrity endorsement, building on the likes of Kelman through to the work of McCracken and Kammins and Gupta. The tutor can explore with the students models that deal with meaning transfer and celebrity/brand congruence/match-up hypothesis.

- Compliance - Power
- Identification - Attractiveness
- Internalisation - Credibility

C. Step flow or personal influence models

The student should gain an appreciation of the step flow models that included the important element of personal influence related to the original word-of-mouth concept within personal communication. The tutor should encourage students to consider the nature and role of the opinion leader/former/follower and the different kinds of involvement that are part of this process. The tutor may also wish at this point to make links with the concept of e-WOM and the relationships with social media and networks.

- One step flow
- Two step flow
- Multi step flow

- Opinion leaders
- Opinion formers
- Opinion followers

- Product involvement
- Self-involvement
- Other involvement
- Message involvement

The *SNAP SHOT* at the end of this section discusses the employment of celebrity endorsers for use in marketing communications but especially within advertising. The use of such sources is clearly linked to some of the theoretical models discussed in this chapter. The opportunities for the use of celebrity endorsers and some of problems that might accompany such use are explained.

D. Innovation theory and relational exchange

Following on from ideas around word-of-mouth and personal influence the student should also gain an appreciation of the adoption and diffusion of innovations and the work of Rogers in showing the innovation-decision process and the adoption and diffusion of innovations process. The tutor can help the student realise the importance of personal influence at the early stages of a product's life and make links to the theory of the product life cycle (PLC). The tutor should also discuss with students the differing kinds of marketing and corporate communication that can be employed to achieve differing objectives across a product's development and life. The tutor should also encourage the student to consider the continued importance of WOM/e-WOM in terms of personal relationships but also the brand/consumer relationship where trust, commitment and ultimately brand loyalty come into play.

- The innovation-decision process

  Knowledge
  Persuasion
  Decision
  Implementation
  Confirmation

- The adoption and diffusion of innovations process.

  Innovators
  Early adopters
  Early majority
  Late majority
  Laggards

- The continuing importance of word-of-mouth
- Non-linear, relational perspectives
- Brand image and trust
- Trust, commitment and loyalty in the brand/consumer relationship

The *SNAP SHOT* at the end of this section discusses some of the pros and cons of the use of WOM and e-WOM by charitable causes and other not-for-profit organisations when considering the make-up of marketing and marketing communications approaches.

Summary of key points

The summary of key points can be used by the tutor (via the PowerPoint slides or in other ways such as in seminar discussion) to pull together issues and ideas.

- The communications process can be modelled with source of message the encoder and the recipient the decoder. The message may be distorted by 'noise' in the system.

- The original process has been criticised for its overly simplistic view of communication and that much more has to be considered in the process to make sense of reality. Considering the realm of understanding and field of experience of both sender and receiver caters for some of this.
- The basic model of the communications process should be considered in the light of problems that occur if there is a focus on the individual, on individual messages, of source intent and cumulative impact and on co-orientation which might lead to closed texts being used in communication.
- Source characteristics can be broken down into credibility, attractiveness and power to include trustworthiness, identification, likeability, compliance and reward and punishment.
- There are three established processes of attitude change which are internalisation, identification and compliance.
- Step flow and personal influence models can be useful in the understanding of flows of information and the role of the opinion leader, former and follower.
- The strength of word-of-mouth is clearly important historically within innovation theory but also now and for the future with the influence of technology seemingly increasing its importance.
- Non-linear relational perspectives add to communications theory by shedding more light on the communicator's task in terms of organisational and consumer markets. Networking is increasingly important with the former and with the latter trust, commitment and loyalty needs to be understood in a more holistic manner.

Assignment brief with suggested outline solution

This is an outline response to the Chapter 2 assignment briefing. This is designed to help the tutor promote critical thinking and develop analysis skills around key concepts, ideas and issues in each chapter. Chapter 2 is about the theoretical underpinnings of marketing communications and a key issue is meaning transfer across the communications process.

ASSIGNMENT

Write a 2000 word paper that illustrates how management might benefit from the consideration of communications theory. Include in your response ideas around:

- The basic communications process
- Source characteristics
- Step-flow models
- Innovation theory and the adoption and diffusion of innovations
- Brand and customer/consumer relationships including trust, commitment and loyalty

Include in your assignment examples from both consumer and organisational marketing contexts.

SUGGESTED SOLUTION

A paper about the communications process should be written. Other theory should be included such as adoption and diffusion and source characteristics as suggested. The paper should develop into the mix/relationship marketing debate in marketing management and lead in to interactivity, word-of-mouth and networking with reference to the importance of informal communication especially in the context of recent digital developments.

Team activity

Team activities are designed to help the tutor promote critical thinking and develop analysis skills around key concepts, ideas and issues. These can be used by the tutor in seminars in order to engender discussion or as the basis for presentation work.

a. The Telephone game (AKA Gossip) began life as a game called Russian Scandal or Russian Gossip and later Chinese Whispers based on the difficulty of both Russian and Chinese (Mandarin) languages for English speakers to understand. Chinese Whispers

became a children's game around the 1950s, although some would have it being rather racist in tone. The tutor should first get students to read The Huffington Post article and watch the video available at http://www.huffingtonpost.com/2013/10/24/offensive-words-_n_4144472.html

The game can be played with any size of group or any number of groups. The idea behind its use is to highlight the difficulty of getting a message across without distortion i.e. achieving high fidelity in transmission. The notion of noise in the basic model of the communications process can be exposed by the use of this simple game in a very short period of time and is a way of introducing students to the subject very quickly at the beginning of a seminar. The tutor could use variations on the same theme but at its simplest the tutor can single out an individual from the group and get that person to pass a message on to another person who then passes it on to another who then passes it on to another and so on around the room. The original message is highly unlikely to survive in its original form, thus demonstrating distortion and deviation from the original message. By tracking its progress from around the group the tutor is able to highlight changes and possible reasons why those changes occurred.

b. Opinion Leaders are seen as important marketing tools and are closely linked to personal communication and to word-of-mouth (WOM) and latterly e-WOM. Students in their teams can be asked to choose two contrasting instances of the use of opinion leadership in marketing communications campaigns. They can then be asked to present the details of both campaigns, highlighting any similarities and differences.

c. The adoption and diffusion of innovations curve contains five types – innovators, early adopters, early and late majority and laggards. The student teams can be asked to choose five campaigns, one for each of the five types. The students can then be asked to draw up a conference-style poster that highlights the key objective that is achieved in each, alongside the key marketing communications tool employed to achieve the objective.

Discussion questions with suggested outline solutions

These are outline responses to the Chapter 2 discussion questions. This is designed to help the tutor promote critical thinking in seminars. Since Chapter 2 is about the theoretical underpinnings of communication and the usefulness and limitations of theory to practice the questions revolve around this area of study.

1. Explain the basic model of communication. Illustrate how this can help marketers in their communications' decision-making.

The student should easily grasp the basic model that is provided in the textbook. The student should then go on to tackle the more challenging task of critiquing this. The commentary in the textbook can be used to discuss each of the steps in relation to decision-making from sender/receiver through to feedback. The student should illustrate throughout. For example with Realm of understanding/Field of experience/Frame of reference, there are possibilities of overlap between sender and receiver so that 100% commonness of field of experience (what has been called 'perceptual field') are there. It is in this light that one cannot escape the feeling of opportunities being lost through not pursuing greater understanding of such effects. The marketing communicator, it is argued in the textbook, has a lot to be gained from the participation of a broader spectrum of professionals such as sociologists, anthropologists, semioticians, and cognitive scientists, even psychoanalysts. This is a qualitative research shift that suggests a new phase in the attempts to penetrate the secrets of the 'black box'. The student may wish to use the article by Francis Buttle (1995) as referenced in the textbook.

2. Discuss the kinds of problems the marketer has when attempting to encode particular ideas. Give examples of the kinds of tools and choices at the marketer's disposal.

The student can then continue with more depth in the encoding area. The student should argue that if the problem is perceived incorrectly by the source then the wrong concept might be developed and encoded making the communication faulty. Some form of situation analysis is useful here. We are concerned about actuality and perception, where any mismatch is the perception itself in the mind of the transmitter. This makes a lot of sense in the real world of everyday experience where thought/ideas have been translated into symbolic form. The problem lies in the task of getting the right sentences, words, symbols and so on from a vast array of verbal and non-verbal elements that will communicate effectively. The student should elaborate with examples.

3. Explain what a message is in terms of its social context and its elements. Illustrate the kinds of signals that can be transmitted to different targets by the same marketer.

Again the student should focus on the message/signal area. The message is the symbolic representation of the sender/source's thoughts/ideas. If the source does not say what he means, even if the problem is understood, then the message strategy will be faulty. Objectives should be met by using the best combination of marketing communications tools – advertising, packaging and so on – with the right kind of message at the right time. The message itself has no meaning. Meanings are part of the message user, i.e. sender/source or recipient/receiver. The student should recognise that many options are available to the communicator including one or two sided arguments, open/closed conclusions, and rational/emotional appeals. All of this adds up to creative strategy and the student should supply examples of such strategy.

4. Elaborate, using examples, on the use of semiotics in the communication process generally and in terms of encoding and decoding in particular.

The student should recognise that dealing with both the theoretical and applied side of semiotics means being concerned for its use in consumer marketing research. The way in which the semiotician tackles the real world is by seeking to describe not what is real but that which is constructed in and by a particular discourse. Self-images of senders and receivers and the constructed world must be taken into account. The act of communication therefore moves to a constructivist position from an ontologist position. Semiotic reality is the reality of language (used in the widest sense of the word) and its goal is to build models that are constructed with a certain meaning. This might be in a piece of film or architecture or indeed an advertising image or corporate identity. Constructed cultural objects allow for communication, with varying degrees of success, in this research paradigm where language is used as a model for all forms of cultural discourse and therefore semiologists borrow from the structural linguists (principally de Saussure). Language is seen as a whole system of rules governing the selection and combination of different signs out of which meaning is produced. The student should argue that since the transfer of meaning is fundamental to marketing communications, there is much to be gained for the marketing communicator from the study and use of semiotics.

5. Explain the role of feedback in the communication process. Illustrate why the situation is more complex than the simple feedback loop looks on communications diagrams.

The student can take the opportunity to critically examine the feedback loop. The loop of the process provides the sender/source with a channel of evaluation of the message encoded and sent. This can be viewed in two ways; firstly, in terms of how accurately the message has hit the target and secondly, in terms of the degree of correctness of interpretation on the part of the recipient/receiver from that which was intended. This then allows the sender/source to correct any ineffectual or misdirected messages. Typically viewed in marketing terms as a marketing research opportunity, this involves straightforward activities like coupon redemption in sales promotions but also things such as awareness scores, image studies and tracking studies. The student should recognise that some of this may be continuous rather than ad hoc.

6. Discuss 'noise' as an integral part of the communications process. Use a key source of 'noise' to illustrate your discussion.

The student should critically assess noise in the communications system. The notion of noise can be misconstrued. It is not a question of making enough noise in order to be heard, like a shelf screamer in a supermarket that is designed to attract attention. Rather, the term noise was used originally to denote interference or impedance, for example of a radio signal. These are terms often used interchangeably to describe the blocking or distortion of the message at any stage in the marketing communications process. This can take many forms from the poor signal on radio or television resulting in poor sound and/or vision to the lack of knowledge or information that causes a consumer to be unable to fully understand. Noise can therefore be physical or cognitive and can be anything from interruption by a secretary to the shear amount of clutter in a newspaper or magazine. The student should follow this sort of discussion up with a deeper look at the chosen key source.

7. Explain and expand upon the 'source characteristics' model using examples from both consumer and organisational marketing fields.

The student should be familiar with endorsements, especially those of the celebrity kind. Some discussion on the trend (started in America) in recent years in advertising toward the use of celebrities of one sort or another to promote brands at market or corporate level should be provided. Examples in consumer terms are often sporting stars, singers and actors but might be CEOs like Richard Branson (UK), Ratan Tata (India) or Victor Kiam (USA) who are also used in organisational markets to get across qualities such as credibility, enthusiasm or likeability. Similarly, endorsers such as public service professionals who are thought to be very credible with issues such as road safety and hence are good, credible, endorsers of (say) quality car tyres that will stop well in difficult conditions. Examples might be TV chef 'The Naked Chef', Jamie Oliver, and many more from around the world. The students should provide their own examples but also recognise that not all sources have to be celebrities. On the organisational side sales staff can have credibility through the way they dress or acquire credibility through knowledge acquisition. Professionals in an industry or sector can have a high degree of credibility in a particular context and make good endorsers for a particular product or brand. The student could use the Kelman source characteristics model to show the ways in which sources obtain and retain their characteristics that can then be used in message strategy. Credibility (trustworthiness), attractiveness (identification, likeability) and power (compliance, reward and punishment) all potentially go toward building source characteristics. More discussion along these lines with examples of credibility, likeability and power is expected.

8. List the key management benefits to using communications theory illustrating the kinds of theory that could be useful at different stages of the management process.

The student should take a general approach to the various theories explained in the chapter of the textbook and create a discussion as to how theory can aid and abet practice. The discussion should be around how the organisation can communicate with its markets and about identifying any mismatch between the organisation and its customers. It should also help in the briefing of internal and external agencies and help identify and exploit buyer motivations in a given market. Theory can help optimise the communications mix for a given company/product/market situation and also help plan the company response to customer/consumer feedback.

9. Explain the basic idea behind 'step-flow' models. Illustrate the importance of 'word-of-mouth' and opinion leadership.

The student should recognise these models as very simplistic and usually involving one, two or multi step flows, opinion leaders/formers/followers and necessarily innovator theory and the strength of word-of-mouth. Numerous models have been developed in this area that are said to provide general frameworks for understanding. Step Flow or Personal Influence 'models' were established by the 1960s. Here the message is encoded, transmitted and decoded by the receiver but this then includes the role of the opinion leader and word of mouth with others to move from one to two to multi step flows of the message which necessarily mutates and where the meaning intended by the sender can be either enriched or changed in some other way. From the above it can be clearly seen that interaction takes place. Closely related to this is the power of word-of-mouth, whereby personal recommendations can enrich the communication process. The student might also bring in other ideas

on targeting through opinion leaders and the opinion former in the shape of, for example, celebrity endorsers or professionals within a particular context.

10. Critically examine the usefulness or not to marketers of the theory of adoption and diffusion of innovations.

The student should be aware of the innovation curve (Rogers, as early as 1962), which is well covered in basic marketing theory and textbooks and may be known to the student already. Innovators and early adopters of products/brands and ideas generally have opinion leading and forming characteristics. This deals with prior conditions of previous practice, felt needs/problems, innovativeness and norms of the social systems that feed in to communications channels. This is influenced by the characteristics of the decision-making unit and the perceived characteristics of innovation leading to either continued or later adoption or rejection by discontinuance or continued rejection. The student should recognise the usefulness of the model from the marketing communications perspective with regard to objectives and strategy (for example providing persuasive information through a particular media vehicle). The student might wish to use Rogers' five stages of Knowledge, Persuasion, Decision, Implementation and Confirmation. The student can then go on to consider targeting parameters such as age, income and education which are clearly in need of addressing as is the communications mix in relation to the speed of diffusion and other factors that might cause a skewed distribution curve such as nature of the product and the market in question, i.e. a company dealing in specialist products might have a highly specialised market to cater to, which is populated by very innovative people. The student should recognise that the other extreme may be the case with little or no innovation taking place.

Video feeds and other web links

These are provided to direct tutors and students to additional resources and can be used by tutors in lectures and seminars as examples. These feeds/links are easily added to the PowerPoint slides if the tutor so desires. They can also be used by tutors for discussion and by students for further research and study which is either directed by the tutor or conducted independently.

1. The Telephone game and other communication exercises

As suggested in the Team Activities section above, students can get the background to this game by reading The Huffington Post article and video available at http://www.huffingtonpost.com/2013/10/24/offensive-words-_n_4144472.html

For more exercises on communication and listening students can be directed to the Energize Learning blog available at http://blog.trainerswarehouse.com/communication-and-listening-exercises/ Students can either explore these exercises for themselves or the tutor might wish to create team activities from some of these exercises.

2. The importance of word-of-mouth (WOM) to SMEs

The entrepreneur.com article at http://www.entrepreneur.com/encyclopedia/word-of-mouth-advertising defines WOM advertising as 'an unpaid form of promotion in which satisfied customers tell other people how much they like a business, product or service'. Given the power that WOM can have and the resources (financial and often human) that SMEs do not have, it is inevitable that WOM will feature in much of the marketing communication activities of such firms.

Of course, WOM has to be positive to be effective as word spreads from one person to another or others. The tutor can introduce this as a discussion point as well as the concept of opinion leader or brand ambassador. The tutor can also use the entrepreneur.com tips that can help generate word-of-mouth as part of a team exercise.

3. Celebrities endorsement – not as straightforward as it appears

The use of celebrities in advertising and the reasons why brands like L'Oreal, Nike and Omega continue to employ celebrity endorsement as part of brand strategy is the subject of this series of Branding Strategy Insider articles at http://www.brandingstrategyinsider.com/endorsements. The articles cover a range of issues including effectiveness of celebrity endorsement, celebrity characteristics such as attractiveness and credibility, the dos and don'ts and the celebrity as a brand. The tutor can use one or all of these articles depending upon what is to be achieved and time available. The student will find these articles a useful addition to their research base that can be used for other projects.

4. Innovation – the Dyson example

Invention and innovation are central to many real new product developments. Students will have considered the theoretical aspects of the adoption and diffusion of innovations through the textbook or other sources. The tutor can encourage students to look at the practical example of British owned and highly innovative brand Dyson, led by inventor, industrial designer and entrepreneur Sir James Dyson.

The range of Dyson products can be seen on the website at http://www.dyson.co.uk/shop.aspx?gclid=CM3gtrjE274CFYsfwwodKmUACw&mkwid=swoExucuf_dc&pcrid=48016251048&pkw=dyson&pmt=e&gclid=CMSd8L-EhMACFQjItAodJXAAOw

In particular the Dyson Airblade and Airblade Tap hand dryers can be seen at http://www.dysonairblade.co.uk/. The student can access the case studies on this website. These include London Eye, Nando's, The View from the Shard, Welcome Break, The Gherkin, and many more. These case studies can be pursued by the student independently or used by the tutor with students in seminars. Some have video explanations such as The London Eye, Welcome Break and Keflavik Airport, Iceland.

Another aspect of Dyson is the James Dyson Foundation; available at http://www.jamesdysonfoundation.co.uk/. The student can access numerous resources including the ideas box, videos and much more. The student can either pursue this independently or be directed by the tutor.

Sage journal links for further reading

Sage journal articles for further reading in Chapter 2 support and expand upon concepts and points made in the chapter and can be used for further research and study which is either directed by the tutor or conducted independently.

Hirschman, Elizabeth (2007), Metaphor in the marketplace, Marketing Theory, Vol. 7, No. 3, pp. 227–248. http://mtq.sagepub.com/content/7/3/227.full.pdf+html
This is an account of the existence of the multi-vocal presence of symbolic meanings in the marketplace. The article argues that essentially metaphors are immortal whereas brands fade over time despite attempts to attach brands to particular meanings, persons, companies and other social institutions.

Carl, Walter J. (2006), What's all the buzz about? Everyday communication and the relational basis of word-of-mouth and buzz marketing practices, Management Communication Quarterly, Vol. 19, No. 6, pp. 601–634. http://mcq.sagepub.com/content/19/4/601.full.pdf+html
This article is about the influential role of word-of-mouth but also about the more recent emergence of 'buzz' marketing as a marketing tool to stimulate talk about the brand, product or service. As such the article is about the effectiveness and ethics of buzz marketing.

Martin, Ingrid M., Stewart, David W. and Matta, Shashi (2005), Branding strategies, marketing communication and perceived brand meaning: the transfer of purposive, goal-oriented brand meaning to brand extensions, Journal of the Academy of Marketing Science, Vol. 33, No. 3, pp. 275–294. http://jam.sagepub.com/content/33/3/275.full.pdf+html

This article looks at the transfer process (in terms of brand meaning) between parent brand and extension brand and how marketing communications can be used to facilitate the transfer process.

Lindenberg, S., Joly, J.F. and Stapel, D.A. (2011), The norm-activating power of celebrity: the dynamics of success and influence, Social Psychology Quarterly, Vol. 74, No. 1, pp. 98–120. http://spq.sagepub.com/content/74/1/98.full.pdf+html
This article looks at celebrity endorsement from the standpoint of people being influenced by celebrity endorsers, even when they do not identify with a particular celebrity, through the activation of bundles of social norms which become relevant for behaviour. The authors argue that the celebrity has to have prestige to activate norms but when tarnished by waning success fail to activate norms entirely. The article also discusses the impact of the person's environment on norm conformity and as such provides a robust discussion on micro processes and macro conditions of norm activation.

Case study overview

The kind of dilemma alluded to in the case arose for Nestle with the Rowntree chocolate brand Kit Kat whereby the brand's strapline had been 'have a break, have a Kit Kat', based on the British (or even English) notion of a tea break. The notion or concept of a break from work (we all need a break from work from time to time) but without the tea break association that does not exist in the many cultural settings to which the company wanted to take the brand appeared as an option. The student should be asked to address the two questions at the end of the case study:

QUESTIONS

1. Provide an explanation that would enlighten brand managers as to how thinking semiotically might help with this dilemma.

2. Discuss the notion of negative meaning that can be generated by culture-specific symbols or practices in the context of how semiotic approaches can enhance understanding of meaning.

SUGGESTED SOLUTIONS

1. The student is expected to become familiar with the standardisation/adaptation debate, focussing on branding and straplines such as those of Nestle/Rowntree. The student should then go on to explain semiotics and semiotic analysis in this context and how this kind of approach can help determine similarities and differences of meaning in differing cultural contexts – essentially what might work and what might not work.

2. The student is then expected to dig deeper in terms of, for example, cultural artefacts, signs and symbols and the possibilities of negative rather than positive meaning that is derived within certain cultural contexts in response to marketing activities. The student is expected to revisit semiotic approaches as potential problem-solvers.

PowerPoint presentation slides

The PowerPoint presentation slides for Chapter 2 can be found on the companion website. These are designed to bring classroom lectures and seminar discussions to life with essential content from the book. This can be adjusted to fit with the tutor's own style.

The slides are designed to take the student through the entire chapter. In the case of Chapter 2 this means moving the student through from the basic communications process and its elements through to a more elaborate process that takes into account the realm of understanding/field of experience/frame of reference ideas that impact on the process. The slides provide the basis for a critique of the process before moving on to other related theory from source characteristics, step flow models and the importance of informal communication that is generated through word-of-mouth and ultimately e-WOM. The importance of the opinion leader/former/follower and links to

the adoption and diffusion of innovations and associated concepts are addressed. Links are also made to relational marketing and ideas around trust, commitment and loyalty in relational exchange.

Extended glossary of key terms

This extended glossary of key terms for Chapter 2 helps tutors to help students reflect on the chapter content and understand the chapter's key concepts, ideas and issues. The tutor can use these in a variety of ways, for example as the basis for a quiz or for team discussion within a seminar.

Adoption (and diffusion) of innovations process
Is a process that has a series of stages which a person goes through (awareness, interest, evaluation, trial, adoption) when deciding whether to accept and become a regular user of the new product or reject it (either immediately or after trial). The marketing communications strategy is expected to change as the brand moves through the various stages of diffusion to the population in question.

Celebrity endorser
A celebrity endorser is usually a well-known, famous individual (but could be another company or brand) who appears in an advertisement as a spokesperson for a product or more likely a brand. Typically a celebrity endorser uses their public recognition to recommend or to co-present a product or brand in an advertisement. A celebrity endorser usually has characteristics associated with their fame such as expertise, attractiveness or likeability. An endorser who is not a celebrity could be an ordinary consumer or an expert in the field such as a dentist or civil engineer.

Communications process
Is the process by which oral, written, visual or sensory information is sent from sender to receiver with the objective of sharing meaning between sender and receiver.

Decoding
Is the process by which a receiver interprets and assigns meaning to words, visuals, symbols, metaphors and other devices used by a sender of a message to stimulate the receiver.

Encoding
Encoding is the process by which words, visuals, symbols, metaphors and other devices are chosen to convey a particular message that will stimulate a receiver and meaning can be conveyed after decoding.

Field of experience (realm of understanding/frame of reference)
These are terms used to describe all that a person brings to an arena (such as the marketplace) that influences the decision-making process of that person, such as the person's personality, attitudes, perceptions and past experiences.

Message
The communication of meaning through words, visuals, symbols, metaphors and other devices designed to influence a receiver after decoding.

Personal communication
Is communication where there is direct interaction between a sender of a message and the receiver of that message.

Source characteristics model
A model (often attributed to Kelman) that suggests that sources of messages potentially have three kinds of characteristics (credibility, attractiveness and power) that lead to three respective types of social influence process of attitude change (internalisation, identification and compliance).

Step flow personal influence models

Models that deal with the affects individuals (such as opinion leaders) can have in particular arenas (such as marketplaces) by shaping the attitudes, opinions, motivations and other factors relating to the decision-making processes of others (such as consumers).

Word-of-mouth (WOM) communication
WOM is informal communication, usually about a marketer's product or service, between one person and another, originally and usually in a personal network of family, friends, workplace and other contextualised associates. WOM is usually referred to as e-WOM but also as word-of-mouse or viral marketing if in the context of online marketing.